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Is Iowa State University's Office of International Students and Scholar's Foreign Scholar Orientation Program satisfying the needs of their foreign scholars?

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Is Iowa State University's Office of International Students and Scholar's
Foreign Scholar Orientation Program satisfying the needs of their
foreign scholars?

by

Nancy Louise Walker

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
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has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy

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CHAPTER 1

INTRODUCTION

Foreign scholars, nonimmigrant faculty or staff visiting a university for teaching or research purposes, are an important component to any U.S. university that is seeking to internationalize its curriculum, perspective, and contacts. Therefore, it is important that U.S. universities attempt to satisfy the needs of these scholars and make them feel welcome while they are in the United States. This study examines the needs of foreign scholars, evaluates the satisfaction level of the foreign scholars that have utilized Iowa State University's Office of International Students and Scholar's current Foreign Scholar Orientation Program, and offers suggestions for improving that program.

When an informal questionnaire was sent to twelve major institutions in the mid 1980s in preparation for the National Association for Foreign Students Affairs (NAFSA) 1986 Field Service Seminar on Foreign Scholars, the following findings emerged: 1) all of the twelve U.S. institutions had significantly more foreign scholars on their campuses than they had had five and ten years before; 2) nine out of the twelve institutions reporting stated that the growth rate of foreign scholars on campus was surpassing that of foreign students; 3) the number of scholars had doubled in one decade at half, or six, of the responding institutions, while four of the reporting universities had more than triple the number of foreign scholars at their university compared to a decade before (National Association for Foreign Student Affairs, 1986a).

In 1993-94 and 1994-95, nearly a decade after that study, the reported number of foreign scholars at major research universities in the United States decreased (Desruisseaux, 1995). The publication *Open Doors 1993/94: Report on International Educational Exchange*, a biannually produced report on the numbers and activities of foreign scholars at U.S. universities, reported that the number of foreign scholars at U.S. doctoral degree granting

institutions in 1993/94 had declined 3.4% from the number of foreign scholars at U.S. doctoral degree granting institutions in 1991/92 (Davis, 1994).

This decrease in numbers should cause concern for U.S. universities as attempts are being made to internationalize their curricula. Some say the cause for the drop in numbers reflects the fact that universities in other countries have developed to the extent that they are not dependent on U.S. universities for their research needs any longer (Desruisseaux, 1995), while others such as P.G. Altbach, a professor of higher education at Boston College and director of its Center for International Higher Education, sees the problem as being that of U.S. universities: “. . . as we downsize and de-emphasize research and graduate training in response to financial pressures, . . . there will be fewer funded opportunities for international postdocs and other scholars to come here” (Desruisseaux, 1995, p. A43).

As many universities seek to internationalize their institutions, this decrease in numbers cannot be ignored. Foreign scholars are a university’s connection to global education and a valuable source of expertise on international issues. Universities need to be concerned about the quality of the programs and services that they are providing for foreign scholars because:

. . . when U.S. institutions seek to strengthen the international dimensions of their curricula, and to foster international scholarly research, foreign scholars become an integral part of those worthy enterprises. This collaboration in academic communities may in turn demonstrate to other institutions in our societies the practical possibilities and rewards of peaceful international cooperation. (National Association for Foreign Student Affairs, 1986a, p. 5)

The foreign scholar does play an integral role in the internationalization of a university. El-Khawas (1994) recommends three ways that a university can internationalize:

1) Mobility: encouraging an international flow of students and faculty.

2) Curriculum: integrating international subjects and concerns into academic programs and courses.

3) Projects: sponsoring collaborative projects that involve persons from one's own as well as persons from other countries (El-Khawas, 1994, p.93)

Foreign scholars can strongly influence all three of these focuses in several ways.

First, increased faculty and scholarly exchange helps to develop greater mobility at a university. Cooperation with foreign universities and making sure that money, facilities, and services are available for foreign scholars will further help in the development of mobility. Programs like the Fulbright grants accomplish this and need to be encouraged at U.S. universities. When U.S. universities send a scholar abroad, the scholars are able to make connections with other scholars who, in turn, might gain increased interest in U.S. universities.

Second, foreign scholars can positively affect the curriculum of a university. As many universities attempt to infuse international issues into their curriculum, the different perspective that a foreign scholar can bring into a university classroom--whether it be in a political science, foreign language, or engineering course--is invaluable to the global education of its students. In 1993-94 only 12.1% of foreign scholars served as teachers (Davis, 1994). However, the large percentage of foreign scholars that work as researchers also have the opportunity to positively affect the curriculum. By sharing their ideas and research with U.S. professors and instructors, they can offer them a better international perspective on issues related to their respective subject areas.

Collaborative projects are a third way that the foreign scholar is connected to the internationalization of a U.S. university. This may involve forming a program that forges a bridge between a U.S. university and a university abroad, increasing opportunities for international communication links. These types of projects may also open up chances for

connections with other universities in a particular area of the world and the possibility of gaining more student exchange opportunities.

Internationalization can give the world a greater global education and thus a greater ability to achieve peaceful cooperation and collaboration. The foreign scholar can play an integral role in this process. However, despite the number of foreign scholars on U.S. campuses and the important role they play in the internationalization of U.S. universities, most scholars "have not received the attention warranted by their special status and the needs faced by them and their families" (National Association for Foreign Student Affairs, 1986a, p.4). Therefore, it is important that Iowa State University, a university with a sizable international population, evaluate its foreign scholar orientation program to ensure that we are meeting the needs of this very special population.

Orientation programs for international students and scholars typically attempt to familiarize the sojourner with the new environment and generally emphasize the survival information that is necessary to adapt to the new culture (Bennet, 1986).

The scholar orientation program at the Office of International Students and Scholars (OISS) at Iowa State University fits the aforementioned definition of orientation programs well: the scholars check in with an international student adviser at OISS where they sign up for health insurance and are given a folder of information orienting them to campus and Ames, including maps, transportation schedules, housing options, a list of English classes and daycare opportunities in the Ames area, a brochure with a listing of the services and programs that OISS offers or is somehow affiliated with, and a listing of social opportunities at local churches and Y-centers that have activities specifically for international students, scholars, and their families (Ruth Ellis, personal communication, March 15, 1995).

Statement of Purpose

The purpose of this study was to determine if the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars satisfied the needs of their foreign scholars.

Definitions

The terms that will be referred to in this study may be defined as follows:

OISS - the Office of International Students and Scholars at Iowa State University.

foreign scholar - a nonimmigrant faculty or staff member visiting a university for opportunities including:

. . . collaboration with a U.S. colleague on a research topic, specialized research requiring access to a U.S. laboratory, library or archives, research on a topic which is peculiarly American, the desire for research or consultation with colleagues in an international setting, and the opportunity to explore academic or other professional activities in the U.S. (National Association for Foreign Student Affairs, 1986a, p.4)

language needs - the need for English classes and tutors that a foreign scholar may require to communicate effectively at a U.S. University.

social needs - the need for programs that allow a foreign scholar to interact with Americans and other scholars, and give them the ability to enjoy entertainment aspects of U.S. culture.

family needs - the needs that a foreign scholar with a spouse and/or children may have. These needs include: employment for spouse, childcare and school, recreation and social opportunities for spouses, and recreation and social opportunities for children.

basic needs - the needs a foreign scholar will experience immediately or shortly after arriving at Iowa State University. These needs include: housing, information on visa regulations, transportation in Ames, food and clothing shopping in Ames, and health insurance.

status needs - the needs a foreign scholar, who is usually mature and a professional, may have. These needs include: being treated with respect, having the scholar's expertise acknowledged by the department, and receiving a warm reception from the college.

orientation program - a program or process during which the foreign scholar meets with an international student advisor to discuss the scholar's visa and health insurance and to receive a folder of information pertaining to Iowa State University and the Ames community.

Significance of this Study

The results of this study will assist the Office of International Students and Scholars at Iowa State University in deciding whether there is a need to create a more comprehensive Foreign Scholar Orientation Program that may better satisfy the needs of their foreign scholars.

The importance of assessing a university's current international program before formulating a new one is indicated by Marsh (1994) on page 3 of *NAFSA Self Study Guide*: International educators must heed the call for assessment. Whether they are dealing with a reduced budget for an international student office, the review of a study abroad program, or a community college endeavoring to demonstrate the value of international students to a local governing board, they need solid data to proceed effectively.

Among questions to be addressed in addition to those about the university's program are, "What community-based services or experiences do students and scholars say they need? How well does this match what is being provided?" (Marsh, 1994, p.27).

Because there is a lack of research regarding foreign scholars and their specific needs, this research will make a significant contribution to this field. Both scholars and international advising offices will benefit from this knowledge, in that scholars will receive more help and satisfaction from the international advising offices, and the international advising offices will be more knowledgeable as to how to best help and satisfy the needs of foreign scholars.

At a conference regarding the role of university education in the Asia/Pacific Age held in Seoul in June of 1992 and attended by educators from approximately twenty countries, the following need for research which could also be extrapolated to scholars was discussed:

We need new models for the orientation of students to a host country, and new models that vary by length of time and intensity for preparing students in a new language, history, and culture. We also need expanded and new models of orientation for reentry to one's home country as well as models of financing exchanges of students and staff. (Scott, 1992, p.9)

The globalization of education and the orientation of international students and scholars are fast becoming priorities for universities in several countries, making the exchange and needs of foreign scholars a necessary priority in the internationalization process of U.S. universities.

Limitations

The population in this study was taken exclusively from the foreign scholar population at Iowa State University, a large, midwestern research institution. The findings may not be generalizable to foreign scholar populations at other institutions.

The results of this research are based on an instrument developed specifically for this study.

Assumptions

It was assumed in this study that the survey used was a valid method of measuring foreign scholar satisfaction.

It was also assumed that the participants in this study would objectively report on the survey their level of satisfaction with the Office of International Students and Scholars' Foreign Scholar Orientation Program.

Research Question

The overarching research question for this study was, "Does the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars satisfy the language, social, family, basic, and status needs of their foreign scholars?" This question was formulated by reviewing the current literature in the field regarding foreign scholars and by reviewing studies that dealt with the orientation needs of foreign students.

Organization of the Study

Chapter One of this study includes an introduction to the research, a statement of purpose, the definitions of the terms that are used throughout the study, the study's significance, the study's limitations, the assumptions of the study, the overarching research question that guided this study, and an organization of the study.

Chapter Two of this study contains a review of the relevant literature focusing on the five variables studied: language needs, social needs, family needs, basic needs, and status needs.

Chapter Three presents the methodology used in the study, including the research setting, the sample, instrument, procedures, the null hypotheses, and the data analysis.

Chapter Four states the research findings, while chapter Five presents the summary and conclusions of the study, recommendations for further study, and the implications of the study.

CHAPTER 2

LITERATURE REVIEW

Because so little research has been done regarding the orientation needs and problems faced by foreign scholars at U.S. universities, the following studies regarding international students' needs and problems were consulted for issues that are common to all international persons at U.S. universities.

The needs and interests of foreign student populations is a widely studied topic. An understanding of what international students go through after arriving in the United States is pertinent knowledge to those trying to create useful programs for them, and it is a topic that needs addressing. In fact, the problems that international students have during their adaptation are the reasons that international student advising offices were initially created. In the years following their establishment, "research on culture shock, stages of adjustment, and cross-cultural counseling led to a significant expansion of the mission of these 'newly created' departments to include a host of counseling activities and more 'psychologically' based orientation programs" (Hammer, 1992, p.217).

The Commission on Survey of Foreign Students identified seven primary problems that international students face at American universities. These included such things as academic issues, language difficulties, problems in finding adequate housing, difficulties fitting in socially, and health and recreation problems (Hammer, 1992).

A study conducted at the University of Hartford in West Hartford, Connecticut, discovered that international students had such problems there. Graduate students regularly conducted meetings with small focus groups, groups that shared similar characteristics, in order to identify the issues of concern for international students. Academic and housing issues as well as social contact with Americans were problems, but also included in the study results were problems with food, transportation, and the support services made available to foreign

students. From these results and the advice received from foreign students, it was determined that information about housing and academic programs needed to be better communicated to them before their arrival in the United States, and that more opportunities for socializing with Americans needed to be provided (Coleman & Carsley, 1994). It seems reasonable to suppose that this finding is not unique to the Hartford case.

Concerning foreign scholars in particular, a review of the literature disclosed one major difference between the needs of international students and scholars: because foreign scholars are usually more mature members of the professional community, they often expect to be treated differently from the international student (National Association for Foreign Student Affairs, 1986a). Thus, status appears to be an additional need that this study should explore.

Based on literature pertaining to the needs of international student and scholar populations, this chapter will explore the importance of five needs common to foreign scholars and how the Foreign Scholar Orientation program at Iowa State University's Office of International Students and Scholars (OISS) might satisfy these needs. These needs are language, social needs, family, basic needs, and status.

Language

Language is, of course, of prime importance to the foreign scholar who is going to teach or do research at a U.S. university. In order for communication barriers to be overcome and scholarly exchange to occur, the foreign scholars need to be proficient in the host country's language. Foreign scholars must be able to communicate their ideas and subject matter to students in the case of teaching, and they must be able to collaborate with U.S. professors in their research efforts.

Yet, in terms of receiving language instruction, foreign scholars are usually on the fringes of campus life. They are not considered regular faculty/staff, nor are they considered

students; therefore, they are not able to participate in the English Language programs that exist for the purpose of serving international students. The Intensive English Orientation Program at Iowa State University is available to the foreign scholar; however, it consists of a 5 hour per day curriculum which makes it nearly impossible for the foreign scholar, who has teaching and research responsibilities, to take the time to participate. Instead, the foreign scholar at Iowa State is given on his/her arrival a list of English classes that are available to him/her in the Ames community. Perhaps this compensates for the lack of an English program for visiting scholars at Iowa State University, but if a university views the foreign scholar as being an important component of the university, it might work well for the university in its internationalization efforts to provide English classes or faculty conversation partners for the foreign scholar.

Feng (1991) suggested that there is a possible relationship between language ability and social interaction. The scholar may be embarrassed because of language problems, thus hindered in his or her interaction with the university and the community, which only further inhibits their language development. Abrams (1982) administered a survey to instructors and administrators of programs for English language study, international education, and foreign student advising where an important topic identified for further research in the field of international student affairs was “language proficiency and its actual relationship to . . . social adjustment”.

If we want students to gain positive feelings toward scholars from other cultures, language ability needs to be a consideration. An example of negative feelings toward foreign instructors was expressed by students in first year composition courses at Michigan Tech. “Students . . . were asked to write short essays on their most positive and most negative impressions of college life. One of the five most-mentioned negative factors was ‘foreign instructors’” (Ruehr, 1985, p.2).

As a result of this, Michigan Tech offered a weekly hour-long English class taught by trained teachers of English as a second language for faculty and staff in which English communication skills were practiced. Tutoring sessions were also offered in which videotaping equipment was used so that the foreign scholars and staff were able to view themselves in the communication process and were informed of their most common English mistakes. The way to correct these mistakes was written on their weekly evaluation sheets so that they knew what they needed to practice. Communication skills improved dramatically and foreign scholars and staff were satisfied, as was indicated by their expressed interest in more of these classes at the end of the program (Ruehr, 1985).

Language training is an important factor to implement in an ongoing orientation program because a language barrier creates a communication barrier which, in turn, is a social barrier for individuals from different countries.

Social

Social isolation is a major problem for the foreign scholar. This isolation contributes to one of the six aspects of culture shock: “a sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions” (Westwood & Barker, 1990, p. 252). In fact, as stated by Hammer (1992, p. 227):

it is critically important that international student advising offices assist sojourners by introducing them to particular people from the sojourner’s own culture, host country nationals, and other national people. The sojourner can interact with these people, gathering the information needed to understand and reduce anxiety and, in turn, to function effectively in the new and unfamiliar country.

If such steps are not taken, culture shock resulting from social isolation may express itself as “distrust and hostility towards members of the host culture, depression, and lowered work performance” (Parr, Bradley, & Bingi, 1992, p.20).

- To head off this undesirable outcome, there are several examples of successful programs initiated by other international advising offices across the United States. At Michigan State University, faculty and students meet for lunch every Friday at the International Center to talk about issues relating to international development (Aigner, et al., 1992). The University of Iowa’s international office has two programs to meet the social needs of their visiting scholars: they arrange for new foreign scholars to meet with experienced ones, and they plan and publish a calendar of events for scholars and their families (Claire Cardwell, personal communication, April 10, 1995). Iowa State University’s OISS attempts to meet the social needs of its scholars by giving them the opportunity to be matched to a local host family.

The importance of arranging social activities between the host culture and the foreign scholar may have a long-lasting impact according to Locke & Velasco (1987) as “it is entirely possible that these individuals’ attitudes toward Americans, formed while they are . . . in the United States, will one day affect foreign relations between the United States and other countries (Locke & Velasco, 1987, p. 116).”

One factor that contributes to a positive social adjustment is having the support of a spouse. Married scholars have been found to have fewer problems in personal and social areas, making for an easier adjustment to the United States compared to the single scholar (Meloni, 1986). However, when a scholar brings his/her family to the United States, a new set of needs develops.

Family

Family needs for the visiting scholar typically encompass the issues of spousal employment, childcare, and the need for information about the local school system. A large majority of foreign spouses are female, so most international offices address programs to the needs and interests of women. The OISS at Iowa State University is affiliated with the program Friends of Foreign Wives, giving international women the opportunity to meet and socialize with other international women and their American group leaders. The Women's Center on campus also sponsors an English conversation program in which a partner provides English language practice and conversation for international women. Perhaps we are ignoring a sizable population by not including programming for male spouses. At other institutions throughout the U.S., "many programs also involve single foreign women and foreign men, both male spouses and students" (National Association for Foreign Student Affairs, 1986b, p.1).

It is important that the foreign spouses be included in the programming of events for any particular group as much as possible as it is their expert input that will help international offices provide the most relevant programming topics. Orientation to the community is essential for spouses who are seeking employment as this may give the spouse exposure to internship possibilities or, if they have the appropriate visa, employment opportunities. A spouse's group might explore organizing programs with topics such as career possibilities in the United States, American customs, and children's activities in the community. The international spouses might also contribute to weekly or monthly meetings by sharing an aspect of their own culture with the group.

— De Verthelyi (1995) suggests several ways that an international office might provide assistance to international spouses in the article *International students' spouses: invisible sojourners in the culture shock literature* :

- 1) Sending more detailed pre-arrival information for spouses about housing opportunities, ethnic-food stores, child care facilities, budget considerations, etc. Access to services and programs offered by the university and community should also be explained, thus encouraging participation.
- 2) Scheduling pre-arrival interviews with students who intend to bring their spouses . . . to discuss all other aspects of the sojourn which might become problematic for the wife during her stay.
- 3) Providing on-going orientation for incoming spouses in which the pre-arrival information can be discussed and their many doubts answered.
- 4) Coordinating on-going support groups for spouses, as a safe place to express and share their personal experiences.
- 5) Encouraging autonomous peer group activities as an outgrowth of the support group, or as a separate program with spouses providing leadership, setting goals, and supervising tasks.
- 6) Offering multicultural training workshops to other local professionals who come frequently in contact with international spouses, such as ESL teachers and physicians.

Childcare information is provided in the folder that the OISS at Iowa State University gives to its foreign scholars. Information about the local schools can also be obtained from an international student adviser. Although providing support for the children is essential, school age children do not often experience as many adjustment problems as the spouse at home does.

The foreign scholar generally is the focus of certain welcome rituals on campus giving him/her the opportunity to become oriented and adjusted to the culture, whereas:

In contrast, the student's spouse and young (not yet school age) children, may not be exposed to any ritual at all, but might simply receive a key from the landlord and be expected to quietly take up residence. (Ashamalla, 1994, p.6)

It is suggested by Ashamalla (1994, p.10) that spouse-directed programming should meet two requirements:

First, informational resources useful to spouses, such as data on health care, schools, and public transportation should be provided in a clear, simple manner. Second, there should be plenty of opportunity to interact with other international student spouses as well as members of the community in an open, relaxed setting.

Basic Needs

Basic needs deal with the initial needs the foreign scholar might have upon arriving at a university. These needs include practical issues such as housing, immigration counseling, transportation, health insurance, and shopping. These are activities that need to be covered first in any orientation session as often culture shock issues do not affect the scholar to a high degree immediately. Because an international student adviser may not be able to get the full attention of someone who is preoccupied with tiredness, loneliness, and hunger while trying to comprehend overwhelming amounts of information (Althen, 1990), providing written material regarding a scholar's basic needs is important.

At Iowa State University, the visiting scholar receives housing information from the Office of International Students and Scholars before their arrival (Jane Edwards, personal communication, April 12, 1996) and upon their arrival at OISS receives counseling and information regarding their visa status, which is typically more complicated than the foreign student's; health insurance, for which they are required to sign up; and shopping and transportation possibilities in the city of Ames (Ruth Ellis, personal communication, March 15, 1995).

Departments tend to handle visiting scholars in a variety of ways ranging from picking the scholar up at the airport, taking him/her grocery shopping for the first time, assisting

him/her with housing and transportation, and providing a warm welcoming reception in the department to simply providing a workspace in the department with the hope that faculty members working with or next to the scholar will act as hosts.

Status

The perceived “loss of status” felt by some scholars upon arriving on the U.S. campus is perhaps the biggest difference between the situation of international students and scholars and for many this loss of status is unexpected and can make the adjustment process more difficult. (Kuhlman, 1992, pp. 23-24)

Because foreign scholars are usually more mature members of the professional community, they often expect to be treated differently from the international student (National Association for Foreign Student Affairs, 1986a). They expect the warm and respectful reception that their school might often extend to visiting scholars in their country (Kuhlman, 1992).

Again there is a wide range of departmental differences regarding the reception of the foreign scholar. Some departments sponsor a large reception that includes meetings with the department head, dean, and other prominent faculty members while other departments schedule nothing.

Providing an elaborate reception at the Office of International Students and Scholars at Iowa State University is difficult because of the erratic arrival schedule of foreign scholars. The scholars often look more to the departments for this reception than anywhere else on campus. “The success of a visiting scholar’s stay is dependent upon a greater degree of coordination with the host department or faculty member” (Kuhlman, 1992, p.24). The international office at U.S. universities may find it helpful to collaborate with the various departments on its campus in order to provide a warm reception for each visiting scholar (National Association for Foreign Student Affairs, 1986a).

Summary

The literature review conducted in this study discussed the importance of the five variables being studied: language needs of foreign scholars, social needs of foreign scholars, family needs of foreign scholars, basic needs of foreign scholars, and status needs of foreign scholars. Programs found in the literature that address these needs were also discussed.

The purpose of this study was to determine if the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars was satisfying the needs of their foreign scholars. The overarching research question that guided this study was "Does the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars satisfy the language, social, family, basic, and status needs of their foreign scholars?"

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to present the sample, instruments, and research procedures that were used to determine if the needs of foreign scholars at Iowa State University's Office of International Students and Scholar's Foreign Scholar Orientation Program were being satisfied.

Research Setting

This study was conducted at Iowa State University, a midwestern land-grant institution with approximately 25,000 students, located in Ames, Iowa.

The Office of International Students and Scholars (OISS) at Iowa State University provides services such as orientation, intercultural programming, and information about visa regulations and university rules and policies to the approximately 3,200 international students and scholars who study and work at Iowa State University (Iowa State University Bulletin, 1995).

Sample

The entire population of international scholars (195 subjects) at Iowa State University were surveyed in this study. These subjects were identified in the most recent student and scholar information notebook maintained in the Office of Students and Scholars at Iowa State University.

The demographic data collected from the sample included the college in which they were employed, their country of origin, their sex, and their primary work function at Iowa State University (Table 1). The majority of the respondents (57.5%) were employed with the College of Liberal Arts and Sciences. Most (50.6%) were from Asia. More than three-fourths

Table 1. Demographics of study sample

	N ^a	Percent
COLLEGES WHERE SCHOLARS ARE EMPLOYED		
Liberal Arts & Sciences	46	57.5
Engineering	16	20.0
Agriculture	14	17.5
Veterinary Medicine	4	5.0
SCHOLAR'S COUNTRIES OF ORIGIN		
Asia	40	50.6
Europe	20	25.3
Middle East	5	6.3
South America	5	6.3
Australia	4	5.1
North America	3	3.8
Africa	2	2.5
SEX OF SCHOLARS		
Male	63	76.8
Female	19	23.2
SCHOLARS' PRIMARY WORK FUNCTION		
Researcher	60	73.2
Teacher	13	15.9
Other	9	11.0

^aTotal number of responses do not equal 82 for each question due to non-responses

(76.8%) of the respondents were male. A great majority of the respondents (73.2%) reported their primary work function to be as researchers.

Instrument

By utilizing all available research as well as past surveys that were created for international students (Pfau, 1983) and (Coleman & Carsky, 1994), a survey (Appendix H) was created by the researcher for this study.

This survey was grouped into seven areas and consisted of 35 questions regarding general information, language, social, family, basic, status, and demographic information. A Likert-type satisfaction scale was utilized for responses to questions that were used to measure the satisfaction of the study participants regarding the International Scholar Orientation Program at Iowa State University. Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). A combination of multiple-choice and open-ended quantitative and qualitative responses were used to obtain data regarding the five variables being studied and suggestions for activities and improvements in those areas as well as how the OISS might serve them better (Appendix A).

International student advisers at Iowa State University and the researcher's graduate committee critiqued the six-page self-report survey instrument. Revisions were made based on these suggestions before the survey instrument was pretested on a small group of international scholars at Iowa State University who agreed to complete it voluntarily. The pretest group of foreign scholars were excited about the interest that OISS had in improving their orientation program and the fact that OISS was able to accept constructive criticism from the scholars to do so. They also expressed that the study seemed very pragmatic. The language was not a problem for the pretest group as the average time taken to complete the survey was 10 minutes. The experts, international student advisers and the researcher's graduate committee, consulted

in the creation of this survey felt the questions being asked were relevant and so the assumption was made that this survey instrument was valid.

Procedures

This study was approved by the Human Subjects Review Committee in February, 1996. They determined that the human subjects were being protected from harm, informed consent was obtained, the data would be confidential, and the subjects' rights were protected (see Appendix J for Human Subjects Committee approval).

The survey instrument and a cover letter were then sent to all international scholars at Iowa State University in February, 1996, after the committee's approval. The cover letter (Appendix I) stated that respondents' survey information would be confidential and that their participation in this study was voluntary. The letter also indicated that the number in the upper right hand corner of the survey was strictly for follow-up purposes. A pre-addressed envelope accompanied the cover letter and survey. The same cover letter along with a survey was sent in early March, 1996 to those that had not yet responded.

Originally the survey was sent to 195 subjects. Instructions were printed on the mailing label of the surveys sent to respondents stating that all surveys should be mailed back to the researcher if the scholar was no longer at Iowa State University. Sixty-three surveys were returned reducing the sample size to 132 subjects. The first mailing of the survey yielded a 37.9% response rate with 50 of the 132 scholars responding, while the second mailing yielded another 32 responses for a total of 82 subjects out of 132 responding or 62.1%.

Null Hypotheses

The null hypotheses for this study included:

- 1) The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the language needs of their foreign scholars.
- 2) The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the social needs of their foreign scholars.
- 3) The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the family needs of their foreign scholars.
- 4) The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the basic needs (i.e. housing, immigration counseling, transportation, health insurance, and shopping) of their foreign scholars.
- 5) The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the status needs of their foreign scholars.

Data Analysis

The language, social, family, basic, and status needs were the independent variables in this study, while the level of satisfaction scale on the survey was the dependent variable in this study. For each question regarding the satisfaction level of the study's participants, the mean, standard deviation, p-values, and t-score were calculated. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results. StatView Student (Feldman & Gagnon, 1991) was used to statistically analyze the quantitative data. Frequency distributions were completed for additional quantitative data. Also, qualitative responses were obtained from the survey instrument and were reported with the most frequent comments and suggestions being identified.

CHAPTER 4

FINDINGS

This chapter communicates the results of the statistical and qualitative analyses of the data obtained from the survey instrument.

Research Question

The purpose of this study was to determine if the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars was satisfying the needs of their foreign scholars. The overarching research question guiding this study was, "Does the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars satisfy the language, social, family, basic, and status needs of their visiting scholars?" Subjects responded to fourteen questions regarding the five aforementioned needs. These responses were based on a five-point Likert-type satisfaction scale ranging from highly dissatisfied (1) to highly satisfied (5). The means of these responses were calculated (Table 2) and show that, overall, the respondents' language, social, family, basic, and status needs were being satisfied.

Hypotheses

Resulting from the overarching research question were five hypotheses regarding language, social, family, basic, and status needs.

Hypothesis One

Hypothesis one stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the language needs of their foreign scholars." Respondents were asked the following question in order to test the

Table 2. Mean scores of the satisfaction level regarding the Office of International Students and Scholar's foreign scholar orientation program information

Scholar Orientation Program Information	N ^a	Mean	S.D.
English Language Classes and Tutors	41	3.0	1.1
Social/Cultural Opportunities	71	3.4	0.9
Family Needs:			
Employment for spouse	25	3.5	1.2
Childcare and school	25	3.2	1.0
Recreation & social opportunities for spouses	30	3.3	0.9
Recreation & social opportunities for children	23	3.1	1.1
Basic Needs:			
Housing	47	3.4	1.1
Visa regulation	73	4.3	0.9
Transportation options	57	4.0	1.0
Food & clothing shopping	42	3.7	0.9
Health insurance	59	3.9	1.1
Status Needs:			
Treatment by OISS	82	4.0	1.1
Treatment by respective departments	82	4.1	1.2

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

^aTotal numbers do not equal 82 for each question due to non-responses

hypothesis, “How satisfied were you with the information about English language classes and tutors that you received from the Office of International Students and Scholars?” Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results. The results were tested against a population mean of 2.5 using an alpha of .05 and since significance was found, the null hypothesis was rejected (Table 3).

Additional questions were asked concerning whether the respondents’ native language was English or not (Table 4), the number of years that the respondents had studied English before arriving at Iowa State University (Table 5), and the number of scholars who took English classes in the Ames community or at Iowa State University (Table 6). Those respondents who responded yes to having taken an English class in the Ames community or at Iowa State University were asked to indicate where they had attended that English class. Only nine of the seventy-four respondents who answered this question (See Table 6) replied yes. Of these nine respondents, four indicated Iowa State University as the place where they had taken an English class while the remaining five were more specific in their responses with the following answers: the Intensive English Orientation Program at Iowa State University, the Baptist church, Pammel Court at Iowa State University, English 101 at Iowa State University, and an English-as-a-second-language class at Ames High School through Des Moines Area Community College.

Hypothesis Two

Hypothesis two stated, “The current Foreign Scholar Orientation Program at Iowa State University’s Office of International Students and Scholars does not satisfy the social needs of their foreign scholars.” Respondents were asked the following question in order to test the hypothesis, “How satisfied were you with the information that you received from the Office of

Table 3. Mean score of the level of satisfaction with the language information

Respondents	N ^a	Mean	S.D.
Scholars	41	3.0	1.1

$p \leq .05$, $t = 2.985$

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

^aTotal numbers do not equal 82 due to non-responses

Table 4. Number of scholars at Iowa State with English as native language

Language	Yes		No	
	N	Percent	N	Percent
English	9	11	73	89

Table 5. Number of years scholars at Iowa State have studied English

Years	N ^a	Percent
0 to 1	3	4.1
2 to 5	12	16.4
6 to 10	33	45.2
11 to 15	10	13.7
16 or more	15	20.5

^aTotal numbers do not equal 82 due to non-responses

Table 6. Frequency of taking English classes in the Ames community or at Iowa State University

Respondent	Yes		No	
	N ^a	Percent	N ^a	Percent
Scholars	9	12.2	65	87.8

^aTotal numbers do not equal 82 due to non-responses

International Students and Scholars regarding social/cultural opportunities in Ames and at Iowa State University?" Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results. The results were tested against a population mean of 2.5 using an alpha of .05 and since significance was found, the null hypothesis was rejected (Table 7).

Additional questions were asked to determine if the respondents were interacting socially with Americans (Table 8) and, if yes, how often (Table 9), and to determine whether the respondents were interacting with other international scholars (Table 8) and, if yes, how often (Table 9).

Qualitative responses were sought in two questions regarding social opportunities. The first question asked the respondents to "Please specify the types of social/cultural activities you have engaged in since your arrival at Iowa State University (for example: attendance at plays, concerts, or lectures, visits to Des Moines centers of interest, family activities, visits in an American home, fishing, eating out at a restaurant)." Seventy-four of the respondents answered this question. The results indicated the possibility that this was a loaded question as the majority of the respondents listed all or a portion of the sample activities as ones with which they were involved. For a complete listing of all activities the respondents were involved with, see Appendix B. The second question asked the respondents, "Do you have any suggestions for future social/cultural activities you would like the Office of International Students and Scholars to plan? Please be specific." Nineteen of the respondents answered this question. Activities such as "meeting of international scholars for dinner/lunch," "outing to cities of interest in Minnesota, Wisconsin," and "gathering all different cultures once a month to see each other and to be more closer" were just a few of the activities suggested. For a comprehensive listing of comments and suggestions made, see Appendix C.

Table 7. Mean score of the level of satisfaction with the social/cultural opportunities information

Respondent	N ^a	Mean	S.D.
Scholars	71	3.4	0.9

$p \leq .05$, $t=7.985$

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

^aTotal numbers do not equal 82 due to non-responses

Table 8. With whom Iowa State University scholars interact socially

	Yes		No	
	N	Percent	N	Percent
Americans	72	87.8	10	12.2
Other international scholars	68	82.9	14	17.1

Table 9. Iowa State University scholars' frequency of interaction

	N ^a	Percent
WITH AMERICANS		
Daily	32	43.8
Once a week	15	20.5
Not often	26	35.6
WITH OTHER INTERNATIONAL SCHOLARS		
Daily	23	33.3
Once a week	18	26.1
Not often	28	40.6

^aTotal numbers do not equal 82 due to non-responses

Hypothesis Three

Hypothesis three stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the family needs of their foreign scholars." Respondents were asked the following question in order to test the hypothesis, "If you have a spouse or children living with you in Ames, how satisfied were you with the information you received from the Office of International Students and Scholars regarding the following information? Information on: employment for spouse, childcare & school, recreation & social opportunities for spouses, recreation & social opportunities for children." Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results.

The results were tested against a population mean of 2.5 using an alpha of .05 and since significance was found, the null hypothesis was rejected (Tables 10).

Because some of the information for families has been available from the Office of International Students and Scholars for only a short time (childcare, recreation and social opportunities for spouses and children), respondents were asked to indicate if they did not receive this information. Twenty-five respondents answered that they had not received spousal employment information, twenty-one respondents indicated that they had not received childcare and school information, twenty-one answered that they had not received recreation and social opportunities for spouses information, and twenty-three indicated that they had not received recreation and social opportunities for children information.

Additional questions were asked to determine the number of scholars who have a spouse living with them in Ames (Table 11), the number of scholars who have spouses who are involved in activities (Table 11), the number of scholars who have children living with them in Ames (Table 11), and the number of scholars who have children enrolled in school (Table 11). Differences as to how male scholars with spouses responded to family needs questions and how female scholars with spouses responded to family needs questions were not calculated as there were only 3 female scholars with spouses as compared to 43 male scholars with spouses. The researcher felt that the results would not be valid because of this difference.

Qualitative responses were sought in two questions regarding the family activities of scholars.

The first question asked respondents to "Please specify what activity or activities your spouse is involved in. If your spouse is employed, please specify whether she/he is employed on-campus or off-campus." Twenty-seven of the scholars responded to this question with comments such as "organizes cultural shows, picnics, etc. for student organization," "she is a visiting scholar too," and "employed off campus, private company." For a more

Table 10. Mean score of the scholars' level of satisfaction with family information

	N ^a	Mean	S.D.
Employment for spouse information p≤.05, t=4.228	25	3.48	1.2
Childcare and school information p≤.05, t=3.5	25	3.2	1.0
Recreation and social opportunities for spouses information p≤.05, t=5.163	30	3.3	0.9
Recreation and social opportunities for children information p≤.05, t=2.749	23	3.1	1.1

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

^aTotal numbers do not equal 82 due to non-responses

Table 11. Iowa State University scholars' families

	Yes		No	
	N ^a	Percent	N ^a	Percent
A spouse living with them in Ames	46	56.8	35	43.2
Spouses who are involved in activities	31	64.6	17	35.4
Children living with them in Ames	33	40.2	49	59.8
Children enrolled in school	23	69.7	10	30.3

^aTotal numbers do not equal 82 due to non-responses

comprehensive listing of the activities with which the scholars' spouses were involved, see Appendix D.

The second question asked the respondents, "Do you have any suggestions for future information that you would like to receive from the Office of International Students and Scholars regarding activities or opportunities in Ames or at Iowa State University for your family, spouse or children?" Seventeen of the respondents answered this question by suggesting activities such as "field trips," "more active participation opportunities for non-working, non-student spouses," and "Perhaps more information about activities like 'Peoples place,' Ames City Council programs, Octagon Centre." For a complete listing of the requested information regarding activities for the scholars' family, spouse or children, see Appendix E.

Hypothesis Four

Hypothesis four stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the basic needs of their foreign scholars." Respondents were asked the following question in order to test the hypothesis, "How satisfied were you with the information that the Office of International Students and Scholars provided to you regarding the following items? Information on: housing, visa regulations, transportation options in Ames, food and clothing shopping in Ames, and health insurance?" Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results. The results were tested against a population mean of 2.5 using an alpha of .05 and since significance was found, the null hypothesis was rejected (Tables 12).

Because good basic information is so essential to a scholar when he/she first arrives on campus, respondents were asked to indicate if they did not receive this information. Thirty respondents answered that they had not received housing information, six respondents indicated that they had not received information regarding visa regulations, twenty-one respondents answered that they had not received information concerning transportation options in Ames, thirty-four respondents indicated that they had not received information regarding food and clothing shopping in Ames, and twenty respondents answered that they had not received health insurance information. Nearly one-fourth of the scholars reported that they would have liked to receive additional information that they did not receive from the Office of International Students and Scholars (Table 13).

Qualitative comments were requested from respondents in the survey question, "Please specify the type of information you would like to have received" (if they responded yes to wanting to have received additional information from the Office of International Students and Scholars). Sixteen of the respondents answered this request for information with comments

Table 12. Mean scores of the level of Iowa States University's scholars satisfaction with basic information

	N	Mean	S.D.
Housing information p≤.05, t=5.743	47	3.4	1.1
Visa regulation p≤.05, t=16.405	73	4.3	0.9
Transportation options in Ames information p≤.05, t=11.095	57	4.0	1.0
Food and clothes shopping in Ames information p≤.05, t=8.385	42	3.7	0.9
Health insurance information p≤.05, t=9.383	59	3.9	1.1

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

^aTotal numbers do not equal 82 due to non-responses

Table 13. Iowa State University's scholars who would like to have received additional information that they did not receive from OISS

Respondent	N ^a	Yes		N ^a	No	
			Percent			Percent
Scholars	17		24.6	52		75.4

^aTotal numbers do not equal 82 due to non-responses

such as "Housing information," and "Full explanation of USA medical system and where to go. Information about events for international students." For a complete listing of comments made in regard to this request for information, see Appendix F.

Hypothesis Five

Hypothesis five stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the status needs of their foreign scholars." Respondents were asked the following question in order to test the hypothesis, "How satisfied were you with the treatment you were given by the Office of International Students and Scholars when you arrived at Iowa State University?" Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results. The results were tested against a population mean of 2.5 using an alpha of .05 and since significance was found, the null hypothesis was rejected (Tables 14).

To gain a better understanding of how scholars had been treated by their departments upon their arrival at Iowa State University the survey question, "How satisfied were you with the treatment you were given by your department when you arrived at Iowa State University?"

Table 14. Mean score of the Iowa State University's scholars' level of satisfaction with their treatment

	N	Mean	S.D.
by OISS $p \leq .05$, $t = 12.271$	82	4.0	1.1
by their department $p \leq .05$, $t = 11.942$	82	4.1	1.2

Note: A five-point Likert-type satisfaction scale was used with 1=highly dissatisfied, 2=somewhat dissatisfied, 3=neither satisfied nor dissatisfied, 4=somewhat satisfied, 5=highly satisfied

was asked and analyzed. Possible responses ranged from highly dissatisfied (1) to highly satisfied (5). An unpaired, one-tailed t-Test was used to test the significance of the results. The results were tested against a population mean of 2.5 using an alpha of .05 and significance was found (Table 14).

Additional questions were posed concerning the number of scholars who were treated with respect by their departments (Table 15), the number of scholars who say they were treated with respect by the Office of International Students and Scholars (Table 15), who the scholars believe should act as sources of information to them (Table 16), and the number of scholars who say their departments have positively acknowledged their scholarly expertise (Table 17).

Scholars were also asked to identify how their scholarly expertise had been acknowledged by their departments. Fifty-eight respondents indicated that their scholarly

expertise had been acknowledged (See Table 17). Some of their comments about how this was done included: “salary raise,” “renewal of contract.” “I am involved in a variety of research projects,” and “Everyone calls me doctor!” A complete listing of the comments that scholars made is presented in Appendix G.

Table 15. Iowa State University’s scholars who were treated with respect

	Yes		No	
	N ^a	Percent	N ^a	Percent
by their department	77	95.1	4	4.9
by OISS	78	95.1	4	4.9

^aTotal numbers may not equal 82 due to non-responses

Table 16. Who Iowa State University’s scholars believe should act as sources of information to them

Sources of information	N ^a	Percent
OISS	23	28.4
Scholar’s department	4	4.9
Both OISS and scholar’s department	54	66.7

^aTotal numbers do not equal 82 due to non-responses

Table 17. Iowa State University's scholars who say their departments have positively acknowledged their scholarly expertise

Respondent	N ^a	Yes		N ^a	No	
			Percent			Percent
Scholars	58		79.5	15		20.5

^aTotal numbers do not equal 82 due to non-responses

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, AND IMPLICATIONS OF THE STUDY

The purpose of this chapter is to provide a brief summary of the study, furnish recommendations for future research, and give an overview of the results and implications of the study.

The purpose of this study was to determine if the Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars was satisfying the needs of their foreign scholars.

The study was conducted at Iowa State University, a midwestern land-grant institution with approximately 25,000 students, located in Ames, Iowa. The respondents in this study were the 195 scholars that were identified in the most recent student and scholar information notebook at the Office of International Students and Scholars. After sending out a survey to these 195 scholars, with a mailing label stating that all uncompleted surveys should be mailed back to the researcher if the foreign scholar was no longer at Iowa State University, the sample size was reduced to 132 scholars. The first mailing of the survey yielded a 37.9% response rate with 50 scholars responding, while the second mailing yielded an additional 32 scholars for a total response rate of 62.1% out of 132 scholars. Of the 82 respondents, the majority came from Asia (50.6%); 25.3% came from Europe; 6.3% came from South America; another 6.3% came from the Middle East; 5.1% came from Australia; 3.8% came from North America, and 2.5% came from Africa. The majority of respondents (76.8%) were male, and most were here primarily for research (73.2%); 15.9% were here to teach, and 11.0% were here for other reasons. The majority of the subjects were employed with the College of Liberal Arts and Sciences (57.5%); 20.0% worked in the College of Engineering; 17.5% worked in the College of Agriculture, and 5.0% worked in the College of Veterinary Medicine.

The testing instrument that was used in this study was a survey created by the researcher which was both pretested on a small group of international scholars at Iowa State University and reviewed by both international advisors at the Office of International Students and Scholars and the researcher's graduate committee before being mailed. The pretest participants completed the questionnaires in approximately 10 minutes. The survey contained questions regarding the language, social/cultural, family, basic, and status needs and activities of the respondents. Respondents were asked to indicate on a Likert-type scale ranging from highly dissatisfied (1) to highly satisfied (5) their satisfaction level regarding the five aforementioned areas covered in the Foreign Scholar Orientation Program. Qualitative responses were also sought in several questions.

The respondents received the survey through campus mail and were given approximately two weeks to complete it. Participation was voluntary and was within the guidelines approved by the Iowa State University Human Subjects Committee. A second mailing of the survey was sent to those that did not respond to the first. Again, respondents were given approximately two weeks to complete the survey. The information gathered from the survey was analyzed using StatView. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results.

Null hypothesis one stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the language needs of their foreign scholars." More specifically, respondents were asked how satisfied they were with the English language classes and tutors information that they received during the Foreign Scholar Orientation Program. This hypothesis was tested by analyzing the data obtained from a Likert-type satisfaction scale used in the survey question, "How satisfied were you with the information about English language classes and tutors that you received from the Office of International Students and Scholars?" The mean, standard deviation, p-value and t-

score were calculated based on the responses of the 41 respondents who answered this question. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results. Based on the fact that the sample mean was 3.0 and the p-value was less than .05, the null hypothesis was rejected.

The mean of 3.0 found for this sample was significant, but did not indicate a high satisfaction level on a scale ranging from 1=highly dissatisfied to 5=highly satisfied. A mean of 3.0 actually fell in the neither satisfied nor dissatisfied range of responses; however, for the purposes of this directional study it was included in the satisfied range. Only half (41) of the respondents answered this question so it was difficult to say how important English language classes and tutors are to all of the respondents. A majority of the respondents (89%) reported that English was not their native language. This is not necessarily indicative of a need for English classes as 79.4% (58) of the respondents studied English for 6 years or more before arriving at Iowa State University. Only 9 (12.2%) respondents felt the need to seek out English classes in the Ames community or at Iowa State University.

Null hypothesis two stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the social needs of their foreign scholars." More specifically, respondents were asked how satisfied they were with the information they received from the Office of International Students and Scholars regarding social/cultural opportunities in Ames and at Iowa State University. This hypothesis was tested by analyzing the data obtained from a Likert-type satisfaction scale used in the survey question, "How satisfied were you with the information that you received from the Office of International Students and Scholars regarding social/cultural opportunities in Ames and at Iowa State University?" The mean, standard deviation, p-value, and t-score were calculated based on the responses of the 71 respondents who answered this question. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test

the significance of the results. Based on the fact that the mean was 3.4 and the p-value was less than .05, the null hypothesis was rejected.

The mean of 3.4 found for this sample was significant, but did not indicate a high satisfaction level on a scale ranging from 1=highly dissatisfied to 5=highly satisfied. A mean of 3.4 actually fell at the upper part of the range in the neither satisfied nor dissatisfied range of responses; however, for the purposes of this directional study it was labeled as satisfied. The majority of respondents (87.8%) indicated that they have interacted with Americans at Iowa State University, with 43.8% doing so on a daily basis; 20.5% doing so once a week, and 35.6% doing so not often. The majority of respondents (82.9%) indicated that they have interacted with other international scholars at Iowa State University, with 33.3% doing so on a daily basis; 26.1% doing so once a week, and 40.6% doing so not often.

Qualitative responses were also requested regarding this variable. Most respondents (74) indicated that they were involved in some form of social activity whether it be family-centered or sports-related. Nineteen respondents commented on activities they would like to see offered in the future (see Appendix C). Several would like to be able to meet with other international scholars. With so many (40.6%) of the respondents interacting with other international scholars “not often” as well as indicating in their qualitative responses that they would like opportunities to interact with other international scholars, it was apparent that there was a greater need for social activities involving all international scholars. More opportunities to meet with Americans socially through host family-types of programming were also requested. The Office of International Students and Scholars does offer some of these opportunities; however, perhaps more of these should be offered or better advertised to scholars, as 35.6% of the respondents interact with Americans “not often”.

Scholars reported an interest in social activities and interaction with other international scholars and Americans. Perhaps social activities such as monthly coffee breaks at the

Memorial Union could be organized or social activities like the ones at Michigan State where faculty and students meet for lunch every Friday at the International Center to talk about issues relating to international development (Aigner, et al., 1992) could be implemented. Trips to Des Moines centers of interest or to restaurants could also be organized in which scholars would pay a user fee in order to minimize or eliminate costs for the Office of International Students and Scholars. Family activities such as visits to parks might also be arranged. A newsletter with a calendar of scholar events such as the one published for scholars and their families at the University of Iowa's international office (Claire Cardwell, personal communication, April 10, 1995) could be created at the start of each semester and distributed to each scholar in the information folder they receive at the check-in/orientation. After all, as Hammer (1992) points out:

It is critically important that international student advising offices assist sojourners by introducing them to particular people from the sojourner's own culture, host country nationals, and other national people. The sojourner can interact with these people, gathering the information needed to understand and reduce anxiety and, in turn, to function effectively in the new and unfamiliar country. (Hammer, p. 227)

Social isolation is a problem for the foreign scholar as was best illustrated by one respondent's comment, "need some social activities to get acquainted with other international scholars or faculty. Feel quite lonely among your students and married colleagues." (see Appendix C)

Null hypothesis three stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the family needs of their foreign scholars." More specifically, respondents were asked how satisfied they were with the information they received from the Office of International Students and Scholars regarding family needs such as employment for spouse, childcare and school, recreation and social opportunities for spouses, and recreation and social opportunities for children. This

hypothesis was tested by analyzing the data obtained from a Likert-type satisfaction scale used in the survey question. "If you have a spouse or children living with you in Ames, how satisfied were you with the information you received from the Office of International Students and Scholars regarding the following information? Information on: employment for spouse, childcare and school, recreation and social opportunities for spouses, recreation and social opportunities for children." The means, standard deviations, p-values, and t-scores were calculated for all four of the aforementioned aspects of family needs. Approximately one-third of the 82 respondents answered these questions. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results. Based on the fact that the mean level of satisfaction with employment for spouse information was 3.48, the mean level of satisfaction with childcare and school information was 3.2, the mean level of satisfaction with recreation and social opportunities for spouses information was 3.3, the mean level of satisfaction with recreation for children information was 3.1, and the p-values were all less than .05, the null hypothesis was rejected.

These means found for the sample were significant, but do not indicate a high satisfaction level on a scale ranging from 1=highly dissatisfied to 5=highly satisfied. These means actually fell into the neither satisfied nor dissatisfied range of responses; however for the purposes of this directional study they were labeled as satisfied. Because some of the family information is new, several respondents indicated that they had not received this information. Perhaps some of the respondents who answered this question did not rate themselves as highly satisfied in these areas because they had not actually received any information. There was definitely a desire for more family activities, as 56.8% of respondents had a spouse living with them in Ames and 40.2% of respondents had children living with them. A majority of the spouses (64.6%) were involved in activities or employed. Differences in how male scholars with spouses responded as compared to how female scholars with spouses responded were not

investigated as there were only three female scholars with spouses compared to 43 male scholars with spouses. The researcher felt that the results would not be valid because of this difference. None of the scholars reported their spouses as being involved with OISS affiliated activities such as Friends of Foreign Wives. Perhaps higher levels of satisfaction would be reported if comments regarding information the respondents would like to receive from OISS regarding activities or opportunities for spouses, family, or children (see Appendix E) caused the OISS to create a broader spectrum of family orientation and activities and/or to better advertise the programs that already exist.

Null hypothesis four stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the basic needs of their foreign scholars." More specifically, respondents were asked how satisfied they were with the information they received from the Office of International Students and Scholars regarding basic needs such as housing, visa regulations, transportation options in Ames, food and clothing options in Ames, and health insurance. This hypothesis was tested by analyzing the data obtained from a Likert-type satisfaction scale used in the survey question, "How satisfied were you with the information that the Office of International Students and Scholars provided to you regarding the following items? Information on : housing, visa regulations, transportation options in Ames, food and clothing shopping in Ames, and health insurance?" The means, standard deviations, p-values, and t-scores were calculated for all five of the aforementioned aspects of basic needs. One-half to nearly nine-tenths of the 82 respondents answered these questions. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results. Based on the fact that the mean level of satisfaction with housing information was 3.4, the mean level of satisfaction with visa regulation information was 4.3, the mean level of satisfaction with transportation options in Ames information was 4.0, the mean level of satisfaction with food and clothing shopping in

Ames information was 3.7, the mean level of satisfaction with health insurance information was 3.9, and the p-values were all less than .05, the null hypothesis was rejected.

Even though there was some satisfaction, approximately one-quarter (24.6%) of the respondents indicated a need for more information in this category. Housing information was mentioned most frequently and had the lowest sample mean overall. Topics such as needing more assistance with taxes and more complete explanations of the U.S. medical system were also mentioned. There seems to be a high level of satisfaction in the area of basic needs, but perhaps question-and-answer sessions dealing with issues such as taxes, health insurance, and U.S. law need to be organized.

Null hypothesis five stated, "The current Foreign Scholar Orientation Program at Iowa State University's Office of International Students and Scholars does not satisfy the status needs of their foreign scholars." More specifically, respondents were asked how satisfied they were with the treatment they received from the Office of International Students and Scholars. This hypothesis was tested by analyzing the data obtained from a Likert-type satisfaction scale used in the survey question, "How satisfied were you with the treatment you were given by the Office of International Students and Scholars when you arrived at Iowa State University?" The mean, standard deviation, p-value, and t-score were calculated based on the responses of the 82 respondents who answered this question. An unpaired, one-tailed t-Test using a population mean of 2.5 and an alpha of .05 was used to test the significance of the results. Based on the fact that the mean was 4.0 and the p-value was less than .05, the null hypothesis was rejected.

A majority (95.1%) of the respondents indicated they were treated with respect by OISS. To gain a better understanding of how scholars were treated by their departments, the researcher also ran an unpaired, one-tailed t-Test to determine the significance of the results of the respondents' satisfaction level with the treatments given them by their departments. The mean of the sample was 4.1 and the p-value was less than .05 so this was a significant result.

A majority (95.1%) of respondents also indicated they had been treated with respect by their departments.

These findings indicated that the status needs of scholars were definitely being satisfied at Iowa State University. Most respondents (79.5%) reported that their departments had positively acknowledged their scholarly expertise through things such as salary raises, being hired, and inclusion in departmental discussions and committees.

Although scholars reported being satisfied with the treatment they received by the OISS and most were treated with respect, this area of OISS' orientation could be improved. Perhaps setting up a link with admissions so that scholars could receive a tour of Iowa State University might be interpreted as a warm welcome reception. The international office at Iowa State University may find it helpful to collaborate with the various departments on its campus in order to provide a warm reception for each visiting scholar as was suggested by the National Association for Foreign Student Affairs (1986a). OISS might also ask current scholars to act as peer advisers to new scholars. A program at the University of Iowa has been implemented in this area. Their international office arranges for new foreign scholars to meet with experienced ones. In such a peer adviser program at Iowa State University's OISS, current scholars might be matched with new scholars and asked to do such things as give them a tour of Ames, take them grocery shopping for the first time, provide them with suggestions for social activities, invite them to dinner, etc. The scholars would hopefully have their social and status needs satisfied by this type of program. Additionally, a program such as this might alleviate the social isolation that many scholars feel upon arriving in the U.S.: "a sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions" (Westwood & Barker, 1990, p.252).

Recommendations for Further Study

- 1) It would be interesting to conduct a qualitative study and use focus groups made up of foreign scholars. This would give the scholars the opportunity to further expand on their suggestions and ideas for activities and improvements in the OISS.
- 2) It would be interesting to study U.S. scholars who have gone overseas as visiting scholars to see how their needs were satisfied by universities in other countries.
- 3) Further research should be conducted at other universities' international offices to determine how their results compare to those found at OISS at Iowa State University. This would also provide a larger sample size in different environments for further testing of the survey instrument.
- 4) American visiting scholars might be studied to determine how well their needs are being satisfied by Iowa State.
- 5) Departments at Iowa State might be studied to determine their expectations of the OISS and how well the departments are servicing their scholars.

Implications of Study

Although the subjects in this study reported they were satisfied with information regarding language, social, family, basic, and status needs they received during the Foreign Scholar Orientation Program at OISS, some of their qualitative comments suggested needed improvements in the OISS.

Subjects commented on the difficulty of reaching an international student adviser by phone, the difficulty of making appointments with advisers, and the frustration they felt at not having their phone calls returned. This problem is most likely caused by a shortage of staff, a common problem in many student affairs offices nationwide. Suggestions for alleviating this problem included establishing phone hot-line hours for quick, simple questions; creating a

checklist for how to renew a visa; keeping more information such as visa, employment, education, and health insurance in the OISS waiting area or posted on a bulletin board outside of the office; and sending out information and news to scholars by e-mail.

Other programming that might be periodically implemented to meet the needs of scholars included sessions on tax issues (an accountant might be invited to give a presentation), and sessions regarding purchasing or renting vehicles, and driver's license application and testing (a representative from the Department of Motor Vehicles might be invited to give a presentation).

Suggestions and comments regarding the need for host family programs, English conversation groups, and the fact that no spouses were reported as being members of a Friends of Foreign Wives group should be a cause for concern. Programs like these are affiliated with the Office of International Students and Scholars. Why then are scholars not aware of these programs?

Perhaps these programs are not being advertised or communicated as well as they might be, or perhaps the scholars receive so much information at once that they simply are not able to retain all of this information. Remedies to this problem might be to continue mentioning these programs at the scholar's initial check-in and then to organize two sessions per semester (the dates would be listed in the scholar calendar of events for the semester) at which OISS sponsored programs as well as services in Ames would be explained to scholars and their families. This would give the scholars and their families a chance to obtain information and ask questions about programs and services after their immediate needs such as visa and health insurance have been satisfied.

This study should positively impact foreign scholars and international advising offices as the foreign scholars needs may be better satisfied through more comprehensive orientation programs and the international advising offices may be better educated as to the needs of their

foreign scholars. If these suggested changes to the Foreign Scholar Orientation Program were implemented, exit questionnaires might be administered to departing scholars to effectively evaluate how well the Foreign Scholar Orientation program satisfied the foreign scholars' needs.

Differences in the responses of scholars from different countries were not calculated in this study due to the small number of scholars from different countries. However, it is quite possible that scholars from different countries may have responded to questions on the survey with what would be considered socially desirable responses depending upon the area of the world from which the scholar comes. Thus, the accuracy of the results in this study may have been affected by such responses.

Results from this study should be viewed with caution as a population mean of 2.5 on a scale of 1-5 was used. This population mean was chosen before the data was collected based upon the advice of the researcher's statistician. After the results were calculated there was some discussion as to whether a higher mean should have been used in this research. Because it is considered statistically incorrect to change the population mean of one's study after the results have been calculated, the population mean was not altered.

In conclusion, the results of this study provided support that the Office of International Students and Scholars Foreign Scholar Orientation Program at Iowa State University was satisfying the language, social, family, basic, and status needs of their foreign scholars. The suggestions made by the researcher for the OISS' current orientation program could certainly be implemented at other universities similar to Iowa State University. Good programs are currently available at OISS for foreign scholars, however, qualitative comments indicated a need for better advertisement of these programs (scholars did not know such programs existed) and the need for the establishment of new programs that might better satisfy the needs of Iowa State University's foreign scholars.

APPENDIX A.
RESPONDENT COMMENTS REGARDING HOW OFFICE MIGHT SERVE
THEM BETTER

“HOW MIGHT THE OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS
SERVE YOU BETTER?”

- By training the staff a little bit better on VISA and immigration regulations.
- Availability of Advisers. Good guidance when it comes to dealing with paper for VISAs, etc.
- More advance notice of events to department. So far I, personally, have received no information.
- Has mostly done a good job.
- everything was fine.
- Provide more visa/travel guidance and help-for instance. may want to keep copies of visa application form of countries such as Canada, Mexico. England-where people travel frequently.
- I am highly dissatisfied by the way how OISS handles my health insurance. It took about a month for OISS + IITAP + Ames Lab to figure out who has to pay for my health insurance. However, 4 months after that I do not have any confirmation (card, number, whatever) of that fact that I do have the insurance. I visited OISS twice regarding this issue and both times I was promised that all problems will be solved ASAP, finally I gave up at least for a while.
- Mail a copy of the OISS Newsletter.
- Deb Vance has been excellent for dealing with green card application, etc.
- Information about renting, purchasing vehicles/registration/insurance, driver's license, use of ISU facilities for self & family, including sporting facilities, tax liabilities & Tax Treaties.
- Keep up the service-Doing a good job!
- I'm sorry I don't have an idea to suggest.
- Is a short wave radio available so I can listen to Radio Australia? They have one at the Stanford University International Center.
- I don't think it can.
- am now a "resident alien"-landed employment. Hopefully will not need your help in future. Thanks!
- This is not an easy task, since every individual has his unique requirements. But maybe it could be done better by having more important information such as visa, employment, education (higher and school), health insurance distributed and gathering some other less important information.
- Maybe more information in the foyer for browsing while you wait. I found the list of staff faculty improvement leave approvals useful in finding furnished family accomodation for 6 months-1 year. Is this available to non-students looking for housing?
- I detect some bias on the part of the receptionist. Oftentimes when I called to speak to the visa officer, I was usually told that she wasn't available, etc., but when an American called, she would immediately be transferred through without even having to give her name or the reason for calling.
- More information and activities.
- If there are some houses. It is better to let visiting scholars to live in U.V. Pammel and Hawthorn, which are owned by the University, with their family.
- Providing information on housing, clothing, social/cultural activities of other international students, etc.
- Continue on the same way they are doing now. Always we receive excellent service from this office. I'll be glad to help if they need my help.

- Check list on how to renew a visa (I had a problem with J-1, which I already raised with OISS), Some support for foreign wives outside the rather snooty ISU academic sphere. We

are lucky having OISS here to help us! I hope you continue to offer these services & be open to (constructive) criticism.

-Help in visa regulation most important for me and for many others. Thank you very much for your help and service.

-Often, health insurance & visa information is worded too complicated for non-native English speakers.

-Regular appointments as a policy.

-It's o.k.

-By arranging reimbursement of my travelling expenses incurred on joining ISU and on return to my parent country.

-I'm extremely dissatisfied with the way the OISS responded to some phone calls. Especially when I had questions (just very short ones!). I was blocked by the receptionist and almost never got an answer, only once adviser tried to call me back. I know that the OISS has a lot of work to do, but it is a waste of time to make an appointment only to answer one (simple) question!! I think the OISS should improve their response to phone calls and simple questions by either having someone answering the phone who can answer basic questions or offering some kind of hotline at a certain time of day where the International Student Advisers could be called directly!!

-What you did is great!

-Compared with my country, the system of U.S.A. (or ISU) is excellent. Thank you!

-Send out the information and news through e-mail on a regular basis.

-By getting more accurate information.

-Make the visa regulation easier to process.

-They are doing very well right now.

-So far I'm very happy about the service at OISS office.

-Provide more information and treat international students and scholars with more respect and nicely.

-You're doing a great job!

APPENDIX B.
RESPONDENT COMMENTS REGARDING THEIR SOCIAL ACTIVITIES

“PLEASE SPECIFY THE TYPES OF SOCIAL/CULTURAL ACTIVITIES YOU HAVE ENGAGED IN SINCE YOUR ARRIVAL AT IOWA STATE UNIVERSITY (FOR EXAMPLE: ATTENDANCE AT PLAYS, CONCERTS, OR LECTURES, VISITS TO DES MOINES CENTERS OF INTEREST, FAMILY ACTIVITIES, VISITS IN AN AMERICAN HOME, FISHING, EATING OUT AT A RESTAURANT).”

- attendance at plays (18 respondents)
- attendance at concerts (24 respondents)
- attendance at lectures (14 respondents)
- visits to Des Moines centers of interest (22 respondents)
 - most common sites to visit were Living History Farms, Botanical Garden, shopping centers, Science Museum, Art Museum, and Zoo
- family activities (24 respondents)
- visits in an American home (32 respondents)
- fishing (10 respondents)
- eating out at a restaurant (46 respondents)
- tours of surrounding area (2 respondents)
- visit of Iowa City, Minneapolis and other places in Iowa (2 respondents)
- picnics (3 respondents)
- movies (7 respondents)
- participation in sports (2 respondents)
- Ballroom dance parties (3 respondents)
- parties (3 respondents)
- visiting museums (2 respondents)

ACTIVITIES IN WHICH ONLY ONE RESPONDENT PARTICIPATED

- “long distance trip around Midwest”
- “Geology Club meetings and other university activities”
- “playing raquetball/tennis”
- “football games, going to a ski resort”
- “dancing parties”
- “visiting lakes and recreation centers”
- “dinner parties”
- “going to Chicago for a professional meeting, audit a class, take a seminar, go to Clubs”
- “played a few games of basketball on scratch team”
- “nightlife”
- “attended many Indian functions held in Memorial Union, enjoyed the Asian Food-Festival”
- “Not this kind of opportunity”
- “preparing plays and poetry readings for Spanish speakers, dancing the typical folklore of my country at the Memorial Union and M-shop”
- “sport club, travel within the USA”
- “gym sports”
- “visits to Boone, Thanksgiving in an American home”
- “attended a political rally, attended sporting events”
- “traveling in America’s countryside”
- “drinking beer”
- “going to a Cafe, hiking”
- “I could get a lot of friends at Ames ice arena”

- "working at the same group of research"
- "parking"
- "travel"
- "attend ESL class (my major class), shopping, play tennis"
- "trip for conference"
- "church Sunday school"
- "miniature golfing, bowling, Tai-Kwan-Do classes"
- "skating"
- "on-campus international student events such as Malaysian, Indian, International dance performances, M-shop"
- "church events"

APPENDIX C.
RESPONDENT COMMENTS REGARDING SUGGESTIONS FOR SOCIAL
ACTIVITIES

“DO YOU HAVE ANY SUGGESTIONS FOR FUTURE SOCIAL/CULTURAL ACTIVITIES YOU WOULD LIKE THE OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS TO PLAN? PLEASE BE SPECIFIC.”

- “I like the international booth during VEISHA”
- “Meeting of International scholars for dinner/lunch”
- “Support cultural activities intended for children of foreign students”
- “Theoretically, a scholar should be a grown mature person and capable of planning his/her own activities. OISS should not go beyond providing info in the form of pamphlets, etc.”
- “While I was at UW-Madison I found the host family program very interesting; do you have something like? It is great for new students coming from abroad”
- “Would have liked to see a list of fellow country people in Ames. I am not really aware of how few/many of my country people there are in Ames”
- “More specific announcements where activities take place, when, etc. Never got something in the mail (or e-mail)”
- “Outing to cities of interest in Minnesota, Wisconsin”
- “OISS is doing an excellent job providing services to International students”
- “More information and activities will be welcomed”
- “Workshops to learn other cultures (e.g. workshops for Indian dance, Chinese dance, etc. or art appreciation or classical instruments of other cultures. (Not just performances, but hands-on workshops). Need some social activities to get acquainted with other international scholars or faculty. Feel quite lonely among young students and married colleagues”
- “English conversation program”
- “Free concerts, movies once a month”
- “Tour of downtown sites of interest (& stores), guided tour of university campus, meet the president welcome/social”
- “Concerts, theater, workout, visits in American home, eating out”
- “Group activities of International Professors would be desirable”
- “International meeting/Festival with all international students/scholars, houseguest program where international students/scholars can visit American families, even live with an American family for a while”
- “Gathering all different cultures once a month to see each other and to be more closer”
- “More people to people type of opportunities. More opportunities for both sides (Americans and foreigners) to mutually understand each other’s culture. (Most people here only learn other countries or their cultures from the biased media. Their knowledge on other country is still at the cold-war-era stage. ISU Daily is an example. They don’t know nothing but have a big mouth)”

APPENDIX D.
RESPONDENT COMMENTS REGARDING SPOUSES' ACTIVITIES

“PLEASE SPECIFY WHAT ACTIVITY OR ACTIVITIES YOUR SPOUSE IS INVOLVED IN. IF YOUR SPOUSE IS EMPLOYED, PLEASE SPECIFY WHETHER SHE IS EMPLOYED ON-CAMPUS OR OFF-CAMPUS.”

- ”Teaching assistant in department (a grad. student there)”
- ”Social group (French Club), Home studies”
- ”Organizes cultural shows, picnics, etc. for student organization”
- ”She is a visiting scholar too”
- ”Student”
- ”She is employed on campus. She is involved in the same social activities as I am”
- ”Student”
- ”Employed at ISU”
- ”Off-campus/kitchen help”
- ”Peoples place, preschool, UU Fellowship, Dance and Drawing classes”
- ”Children play group, upholster job”
- ”Employed on-campus”
- ”Family get-togethers, off-campus job”
- ”Part-time employed on campus”
- ”Employed off-campus”
- ”Church”
- ”Has a job (off-campus)”
- ”Is employed off campus (I would like my spouse work on campus, find some part time job, but it is too difficult. So I hope ISU can give some chance to International Scholar’s wife”
- ”Church event, to be employed on-campus”
- ”Sunday school, English classes, church activities, part-time work off-campus”
- ”Employed off campus, private company”
- ”Employed at Ames Lab”
- ”Homemaker, member of Indian sociocultural group-not employed”
- ”As a student”
- ”She does not work on or off campus”
- ”Off campus employment”
- ”Student”

APPENDIX E.
RESPONDENT COMMENTS REGARDING SUGGESTIONS FOR
ADDITIONAL INFORMATION

“DO YOU HAVE ANY SUGGESTIONS FOR FUTURE INFORMATION THAT YOU WOULD LIKE TO RECEIVE FROM THE OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS REGARDING ACTIVITIES OR OPPORTUNITIES IN AMES OR AT IOWA STATE UNIVERSITY FOR YOUR FAMILY, SPOUSE, OR CHILDREN?”

- “Updating of information on different activities”
- “Field trips”
- “More active participation opportunities for non-working, non-student spouses”
- “I think a booklet (something short) providing information about tax issues would be beneficiary. The incoming scholars are quite uninformed about tax issues and due to their special status (NR-Alien), it is not easy to locate information”
- “Sports, gymnasium”
- “Need to have more information from OISS”
- “Spouse and children should be better informed of their opportunities for possible employment, education, and related legal procedures (for spouses and school enrollment (children))”
- “Perhaps more information about activities like ‘Peoples place’, Ames City Council programs, Octagon Centre”
- “Information about renting, purchasing vehicles/registration/insurance, driver’s license, use of ISU facilities for self & family, including sporting facilities, tax liabilities & Tax Treaties”
- “Actually, I don’t use the OISS because of weakness of speaking English”
- “Policy, job opportunity, social activities, etc.”
- “Employment for spouse, try to create some work opportunities for them, try to create some English class for them”
- “Need some information”
- “Welcome/social for wives & children with orientation of local facilities & opportunities”
- “English communication classes, special cooking classes”
- “To be updating for all information that the student may be needed. For example activity, spouses works on or off campus and so on”
- “Can we receive the updated information on a regular basis”

APPENDIX F.
RESPONDENT COMMENTS SPECIFYING INFORMATION THEY WOULD
LIKE

“IF YES, PLEASE SPECIFY THE TYPE OF INFORMATION YOU WOULD LIKE TO
HAVE RECEIVED”

- “Straightforward visa information from the other staff. This kind of information is only available if I contact the great Deb Vance. The rest of the staff should learn the basics on visa regulations with her”
- “Full explanation of USA medical system & where to go. Information about events for international students”
- “Help with taxation would be helpful (with specific information for different countries of origin)”
- “Would have liked to see a list of people from my country that were associated with the university. I probably could have asked for this info, but at the time of arrival, it would have been nice to know if such information was freely available”
- “Housing information”
- “Employment for spouse”
- “Visa, housing”
- “Should have provided information one housing and provided telephone nos. & contact persons of the student organizations representing your country”
- “I don’t received your information completely. What I want to have information (on), program (to) introduce a native student or person to learn English”
- “Regulations for international scholars (visa, travel, buying a house)”
- “When I should pay tax as a J-1 holder. Therefore I can ask for a salary raise. Now I lost more than 700 dollars. Please give me some suggestions”
- “Getting an apartment on monthly rent basis or say 9 month lease option instead of 12 month lease, when the appointment itself is only for 9 month period. Accomodation for visiting professors is NOT arranged by the university; as normally is done in many universities”
- “I’m still waiting for a call back from the OISS as I have questions about my visa”
- “I have been told that you cannot stay at University Village, OISS said. But when I contacted with the university house, I found that I can get apartment at UV. So I hope to get information from OISS more accurate”
- “Employment for spouse, educational opportunity at ISU for spouse”
- “Say if there’s a visiting delegation from the mother country of the student’s/scholar’s-would you inform the latter so they have a chance to talk with the former. By this, the scholars (especially those who have been here for several years) can keep updated of their own country’s affair or in their own field of study”

APPENDIX G.
RESPONDENT COMMENTS REGARDING ACKNOWLEDGEMENT OF
THEIR EXPERTISE

“IN WHAT WAYS HAS YOUR SCHOLARLY EXPERTISE BEEN ACKNOWLEDGED?”

- ” Assistantship, recommendations”
- ”Just feeling. Because people are very nice to me here in dept.”
- ”Extended appointment”
- ”I am involved in a variety of research projects”
- ”Job offering”
- ”Biodegradable plastics”
- ”Technical discussion”
- ”I am a member of relevant departmental committees on teaching & curriculum development”
- ”By proposing me to stay longer”
- ”Research in odor control”
- ”Group meetings, discussions on research activities”
- ”Let me attend several academic meetings, to permit having an office, let me presentations on colloquium in Dept. D.S.”
- ”Friendly, encouraging”
- ”Request to consider becoming a permanent employee”
- ”Seminars”
- ”All ways”
- ”By letting me do what I think is important (under the approval of my supervisor)”
- ”I’m hired”
- ”They hired me”
- ”Invited seminar, presentations, conversations”
- ”Salary raise, etc.”
- ”Everyone calls me doctor!”
- ”Resource allocation to my research program and teaching goals; promotion; simple congeniality”
- ”Involvement in seminar, research groups”
- ”Renewal of contract”
- ”Take practices, audit class & seminar visit”
- ”Feedback from colleagues”
- ”Membership in committees, opportunity for presenting seminar. etc.”
- ”Involving me in projects, classes. etc.”
- ”To some extent yes-given more opportunities via research funds”
- ”Great responsibilities were given to me with fair freedom of action (decision taking)”

APPENDIX H.
SURVEY INSTRUMENT

Directions: These questions ask about how satisfied you were with the Office Of International Students and Scholars International Scholar check-in activities. **PLEASE CIRCLE THE BOLDFACE NUMBER FOLLOWING EACH QUESTION THAT BEST INDICATES YOUR RESPONSE.**

General Information

1) Did you visit the Office of International Students and Scholars when you first arrived at Iowa State University? (Circle the appropriate answer)

- 1 Yes
- 2 No

2) In general, were you satisfied with the **check-in information** that was given to you by the Office of International Students and Scholars? (Circle the appropriate answer)

- 1 Highly dissatisfied
- 2 Somewhat dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Somewhat satisfied
- 5 Highly satisfied

Language

3) Is English your native language? (Circle the appropriate answer)

- 1 Yes (Go to question #5.)
- 2 No

4) If not, how many years had you studied the English language before arriving at Iowa State University? (Circle the appropriate answer)

- 1 0-1 year
- 2 2-5 years
- 3 6-10 years
- 4 11-15 years
- 5 16 years or more

5) How satisfied were you with the information **about English language classes and tutors** that you received from the Office of International Students and Scholars? (Circle the appropriate answer)

- 1 Highly dissatisfied
- 2 Somewhat dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Somewhat satisfied
- 5 Highly satisfied

6) Have you taken any English classes in the Ames community or at Iowa State University? (Circle the appropriate answer)

- 1 Yes: Where did you attend the English class? _____
- 2 No

Social

8) How satisfied were you with the information that you received from the Office of International Students and Scholars regarding **social/cultural opportunities** in Ames and at Iowa State University? (Circle the appropriate answer)

- 1 Highly dissatisfied
- 2 Somewhat dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Somewhat satisfied
- 5 Highly satisfied

9) Have you interacted socially with Americans since you have been at Iowa State University? (Circle the appropriate answer)

- 1 Yes
- 2 No

10) If yes, how often have you interacted socially with Americans since you have been at Iowa State University? (Circle the appropriate answer)

- 1 Daily
- 2 Once a week
- 3 Not often

11) Have you interacted socially with other international scholars since you have been at Iowa State University? (Circle the appropriate answer)

- 1 Yes
- 2 No

12) If yes, how often have you interacted socially with other international scholars since you have been at Iowa State University? (Circle the appropriate answer)

- 1 Daily
- 2 Once a week
- 3 Not often

13) Please specify the types of social/cultural activities you have engaged in since your arrival at Iowa State University (for example: attendance at plays, concerts, or lectures, visits to Des Moines centers of interest, family activities, visits in an American home, fishing, eating out at a restaurant)

14) Do you have any suggestions for future social/cultural activities you would like the Office of International Students and Scholars to plan? Please be specific. (Continue on the other side of the page, if needed.)

Family

15) Do you have a spouse living with you in Ames? (Circle the appropriate answer)

- 1 Yes
2 No (Go to question #18.)

16) If yes, is your spouse involved in any activities (for example: has a job, member of a social group)? (Circle the appropriate answer)

- 1 Yes
2 No (Go to question #18.)

17) Please specify what activity or activities your spouse is involved in. If your spouse is employed, please specify whether she/he is employed on-campus or off-campus.

18) Do you have children living with you in Ames? (Circle the appropriate answer)

- 1 Yes
2 No (Go to question #20.)

19) If yes, are your children enrolled in school? (Circle the appropriate answer)

- 1 Yes
2 No

20) If you have a spouse or children living with you in Ames, how satisfied were you with the information you received from the Office of International Students and Scholars regarding the following information? (Please circle the number that corresponds best with your satisfaction level)

Highly dissatisfied=1
Somewhat dissatisfied=2
Neither satisfied nor dissatisfied=3
Somewhat satisfied=4
Highly satisfied=5
Did not receive information=x

Information on:

Employment for Spouse	1	2	3	4	5	x
Childcare & school	1	2	3	4	5	x
Recreation & social opportunities for spouses	1	2	3	4	5	x
Recreation & social opportunities for children	1	2	3	4	5	x

21) Do you have any suggestions for future information that you would like to receive from the Office of International Students and Scholars regarding activities or opportunities in Ames or at Iowa State University for your family, spouse or children?

Basics

22) How satisfied were you with the information that the Office of International Students and Scholars provided to you regarding the following items? (Please circle the number that corresponds best with your satisfaction level)

Highly dissatisfied=1
Somewhat dissatisfied=2
Neither satisfied nor dissatisfied=3
Somewhat satisfied=4
Highly satisfied=5
Did not receive information=x

Information on:

Housing	1	2	3	4	5	x
Visa regulations	1	2	3	4	5	x
Transportation options in Ames	1	2	3	4	5	x
Food & clothing shopping in Ames	1	2	3	4	5	x
Health insurance	1	2	3	4	5	x

23) Was there any information that you did not receive from the Office of International Students and Scholars that you would like to have received? (Circle the appropriate answer)

- 1 Yes**
2 No (Go to question #25)

24) If yes, please specify the type of information you would like to have received.

Status

25) How satisfied were you with the treatment you were given by the Office of International Students and Scholars when you arrived at Iowa State University? (Circle the appropriate answer)

- 1 Highly dissatisfied
- 2 Somewhat dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Somewhat satisfied
- 5 Highly satisfied

26) Were you treated with respect by the Office of International Students and Scholars when you arrived at Iowa State University? (Circle the appropriate answer)

- 1 Yes
- 2 No

27) How satisfied were you with the treatment you were given by your department when you arrived at Iowa State University? (Circle the appropriate answer)

- 1 Highly dissatisfied
- 2 Somewhat dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Somewhat satisfied
- 5 Highly satisfied

28) Were you treated with respect by your department when you arrived at Iowa State University? (Circle the appropriate answer)

- 1 Yes
- 2 No

29) Has your scholarly expertise been positively acknowledged by your department? (Circle the appropriate answer)

- 1 Yes: In what ways? _____
- 2 No

30) Should the Office of International Students and Scholars or your department act as sources of information to international scholars? (Circle the appropriate answer)

- 1 Office of International Students and Scholars
- 2 Your department
- 3 Both the Office of International Students and Scholars and your department

Demographic Information

31) What is your home country?

32) What is your sex? (Circle the appropriate answer)

- 1 Female
- 2 Male

33) What is your primary work function at Iowa State University? (Circle the appropriate answer)

1 Teacher

2 Researcher

3 Other - please specify _____

34) What department do you work with at Iowa State University?

35) How might the Office of International Students and Scholars serve you better?

APPENDIX I.
SAMPLE COVER LETTER

IOWA STATE UNIVERSITY

College of Education
Professional Studies
N243 Lagomarcino Hall
Ames, Iowa 50011-3190
515 294-4143

February 23, 1996

Dear International Scholar,

Please help the Office of International Students and Scholars at Iowa State University improve the University's check-in activities for new international scholars. Let us know your ideas and opinions about check-in activities.

Your participation in this survey is voluntary, but we would appreciate it if you would take the time to fill it out. All of the information you provide is **confidential**. The number in the upper right hand corner of your survey is strictly for follow-up purposes.

Try to complete the questionnaire by March 8, 1996 and return it to Nancy Walker at the Office of International Students and Scholars by campus mail. Your ideas and opinions are needed and will be highly valued. If you have any questions or concerns, please contact Nancy Walker at 296-7537.

Thank you for your time and cooperation!

Sincerely,

Dr. Daniel C. Robinson
Professor
Professional Studies in Education

Nancy Walker
Graduate student
Professional Studies
in Education

APPENDIX J.
INFORMATION FOR REVIEW OF RESEARCH INVOLVING HUMAN
SUBJECTS

9. Confidentiality of Data: Describe below the methods to be used to ensure the confidentiality of data obtained. (See instructions, item 9.)

Each questionnaire will have a CODE NUMBER for the sole purpose of identifying which foreign scholars have responded to the questionnaire. As soon as the questionnaires are returned, the code number will be removed, and the data will be summarized and reported in group terms only.

Foreign scholars that have not responded by the suggested due date will be sent a follow-up letter. Please note that no names will be used in the questionnaire, and that only the principal investigator and the major professor (Dr. D. Robinson) will have access to the code

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

No risk or discomfort to the subjects is anticipated.

11. CHECK ALL of the following that apply to your research:

- A. Medical clearance necessary before subjects can participate
 B. Samples (Blood, tissue, etc.) from subjects
 C. Administration of substances (foods, drugs, etc.) to subjects
 D. Physical exercise or conditioning for subjects
 E. Deception of subjects
 F. Subjects under 14 years of age and/or Subjects 14 - 17 years of age
 G. Subjects in institutions (nursing homes, prisons, etc.)
 H. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A - D Describe the procedures and note the safety precautions being taken.

Item E Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item F For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

Items G & H Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

Last Name of Principal Investigator Walker

Checklist for Attachments and Time Schedule

The following are attached (please check):

- 12. Letter or written statement to subjects indicating clearly:
 - a) purpose of the research
 - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see Item 17)
 - c) an estimate of time needed for participation in the research and the place
 - d) if applicable, location of the research activity
 - e) how you will ensure confidentiality
 - f) in a longitudinal study, note when and how you will contact subjects later
 - g) participation is voluntary; nonparticipation will not affect evaluations of the subject
- 13. Consent form (if applicable) NA
- 14. Letter of approval for research from cooperating organizations or institutions (if applicable)
- 15. Data-gathering instruments

16. Anticipated dates for contact with subjects:

First Contact	Last Contact
<u>2/23/96</u>	<u>3/25/96</u>
Month / Day / Year	Month / Day / Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

3/25/96
Month / Day / Year

18. Signature of Departmental Executive Officer Date Department or Administrative Unit

[Signature] 2/12/96 Psych Dept

19. Decision of the University Human Subjects Review Committee:

Project Approved Project Not Approved No Action Required

Patricia M. Keith 2/15/96 _____
Name of Committee Chairperson Date Signature of Committee Chairperson

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