

**Minnesota International Educators  
May 8, 2012 - Extended Meeting  
Macalester College**

**Agenda**

9:00 Check-in/Breakfast with colleagues

9:20 Welcome from Macalester

9:30 Welcome from MIE Chair & Introductions

9:40 MIE Financial Update and Forecast

9:50 Keynote Speaker: Michael Paige, University of Minnesota –

“High impact intercultural learning at home and abroad: Supporting our students’ intercultural development”

10:50 Break

12:00 Lunch with Colleagues

1:15 Barbara Kappler, University of Minnesota

1:45 Kathy Harrington, Linden Educational Services – “Making Sense of China”

2:15 Immigration updates from Scott Borene & Immigration reform policy  
update from Scott Johnson

3:00 Student & Exchange Visitor Program update from Bruce Gawtry

3:20 MIE Board transition and Closing remarks

# Minnesota International Educators (MIE) Budget Statement

May 7, 2013

Balance as of May 16, 2012 (excluding petty cash) **\$1,637.23**

## **Revenue:**

Membership dues received	\$1880.22
Donation from CEA for MIE workshops	\$100.00
MIE workshops	\$6474.46

**Total Revenue: \$8454.68**

## **Expenses:**

Certificate of Assumed Name	\$65.00
Misc. supplies	\$9.72
MIE picnic (park shelter / supplies)	\$86.36
Website domain/hosting (2-year renewal)	\$185.72
Supplies and food for MIE workshops	\$385.10
NAFSA annual conference raffle	\$529.00
Refreshments for bi-monthly meetings (Sept – March)	\$951.39
<i>Refreshments for May meeting (projected)</i>	<i>\$250.00</i>

**Total Expenses: \$2462.29**

Excess of revenue over expenses: **\$5992.39**

Petty cash as of May 7, 2013 **\$80.00**

**Total Balance as of May 7, 2013 \$7709.62**

## **Membership dues for 2012-13**

- \$10/person per meeting (\$10.50 if paid by PayPal)
- \$25/person per year (\$26 if paid by PayPal)
- \$125/institution with 5 or more members per year (\$129 if paid by PayPal)

## **MIE attendance for 2012-13**

Total number of attendees: **109**

- Members who attended more than one meeting: 48

Total number of institutions/organizations: **41**

- Public institutions (U of MN campuses, MnSCU institutions): 13
- Private institutions (universities, colleges, K-12 schools, language institutes): 22
- Other (law firms, government agencies, etc.): 6

MIE workshop attendees: **121**

- F-1 for Beginners (43); J-1 for Beginners (23); Intercultural Communication (23); Study Abroad for Beginners (21); Int'l Enrollment Mgmt (11)

## **Dr. R. Michael Paige – High Impact Intercultural Learning at Home and Abroad: Supporting our Students’ Intercultural Development”**

PhD Stanford University, U of MN CIDE program director  
45 years private and public sector  
Extensive experience as an intercultural trainer

Dr. Paige is in between being retired and becoming a professor emeritus. He had a retirement party on campus the Friday before this meeting, and signed documents the day before this meeting to return to the University and work with students during the summer.

### ***Student Learning Abroad***

The book Dr. Paige co-authored with Michael Vande Burg and Kris Hemming Lou, Stylus Publishing, Sterling, VA, 2012.

- How to make learning abroad programs impactful? The book’s goal is to address this question. This was done through a comparison across study abroad program types and highlighting programs that are doing particularly well.

### **Notes from Dr. Paige’s PowerPoint Presentation:**

#### **Factors that Impact Intercultural Learning at Home and Abroad**

- His first Slide distills everything they learned into six points.
- We don’t grow up necessarily knowing how to learn across cultures.
- They used the Intercultural Development Inventory (IDI)

#### **Impact Factors**

- \* Cultural immersion (Georgetown Consortium Study) gained very minimal increase in IDI score
- \* Cultural reflection - providing opportunities for our learners to stop and make sense of their intercultural encounters during their time. This piece is usually missing and needs to be structured and systematic. Uses theory of intercultural development. Write a reflective piece on an intercultural experience that happened much earlier. Then, using the theory, analyze it. Students have said it can help them make much better sense of an experience in the past.
- \* Cultural mentoring - defined as “intercultural pedagogy in which the mentor provides ongoing support for and facilitation of intercultural learning and development,” i.e., “facilitating the intercultural competence of students” (Paige & Goode, 2009: 333)
  - The mentor provides feedback, asks and answers questions. This can be part of a course with a conversation from a distance online e.g. course called Global Identity at the U of MN.
- \* Cultural content - Pamphlet: *Maximizing Culture Abroad* (by Barbara Kappler, Michael Paige, etc.) A handbook for study abroad.
  - Students learn to translate the benefits of their experience or internship to employers; stating competencies gained that correlate directly with those needed for the job.
  - definition of culture

- culture general concepts (e.g. cultural values (time - polychronic, monochronic, etc.) non-verbal communication, communication styles, intercultural development, culture shock, cultural adaptation, culture learning)
- culture specific information (manifestations of culture, general characteristics in a specific cultural context)

Definition of Culture: “Culture refers to the values, beliefs, attitudes, preferences, customs, learning styles, communication styles, history/historical interpretations, achievements/accomplishments, technology, the arts, literature, etc. It is the sum total of what a particular group of people has created together, share and transmit. (Paige, in *Student Learning Abroad*.)

\* Culture Learning Strategies: Learning how to learn. How to make sense of it. Something went wrong in an experience, but you do not know why. How do you understand it as the people from there do? This is what Cultural Learning Strategies helps to connect.

Dimensions of Culture Learning:

If you don't think you have culture, you will know you do when you come home. It can feel like being a fish planted in a tree. This is especially true if you are in the majority cultural group.

Intercultural Intensity Factors: Those working with international students can benefit from doing an audit of those students entering your institution. The programs that they are entering, how intense are the experiences they are going to have? Here are some factors to consider:

1. Differences in cultural values, beliefs, practices
2. Ethnocentrism (are you or the society generally open to outsiders?) You can be open, but if your host society is not, then that will increase the intensity of your experience. Example of what you may hear: “You are a foreigner and an imperialist, and you've messed us up for 400 years and we don't like you.”
3. Language issues: How much difficulty will this pose?
4. Cultural immersion: (see work by James Citrone) You get there but you are not really there because of the social media. If you stay connected to your home culture, or with others studying with you from outside the culture through social media, a third culture of internationals coming together is created. This is not the same as being deeply immersed in the host culture. It is becoming more and more difficult to be completely isolated from your own social/cultural group in a study abroad setting.
5. Cultural isolation: You need to be able to relax and be with people with whom you do not have to explain yourself. You need time with similar people, to help you get recharged so you can re-immense yourself in the host culture.
6. Prior intercultural experience
7. Expectations
8. Visibility / invisibility

9. Status: For example, as a graduate student, you lose your status. Professors do not make much of your past accomplishments. Pay attention to the markers of status in the host culture: age, rank, family name. You will risk losing credibility if you do not.
10. Power and control: if you are used to being in control of getting things done, this can be really challenging. "The bureaucracy in this country...."

### **Developmental Model of Intercultural Sensitivity**

Milton Bennett

#### **A. Ethnocentric Worldview Orientations**

- Denial of Difference
- Defense against Difference
- Minimization of Difference

= basically anyone outside the village you don't pay much attention to until someone different is there. Immigration brings all this out: Threatening. Defense mode. Protect cultural self and community against others. "If they only did things the way we do them. We know how to get things done around here. We're the best at this and that. Outsiders. They don't even speak our language."

#### **B. Ethnorelative Worldview Orientations**

- Acceptance of Difference
- Cognitive and Behavioral Adaptation to Difference
- Integration of Difference

Epiphany when you have an interaction with someone where you realize you have much more in common than is different. Get to minimization. Culture night events, not heavy content. Just being together. Have to help that come about. Through the meeting of the person and the discovery of commonality. Then interested in what the differences are, and accept them.

Culture is what organizes their life and it is not better or worse, just different.

\*\* Ask yourself, how is a Turkish person going to interpret this. Little processors on your shoulder -- can do this cognitively. Understand the implications of your behavior to the other.

\*\* IDI doesn't measure Integration, but does all the other points

### **Culture Learning Strategies**

- \* Learning from host culture resource persons
  - So many ways of learning that are unobtrusive
- \* Interacting with persons in the host culture
  - Actually asking people to help you make sense of culture.
- \* Keeping a journal or blog but be careful to use language that is appropriate for your audience. For example, "It sucks" can be reframed and expressed as "I'm having a hard time." Be careful of this. It might be better NOT to blog if you are feeling YUCKY. I'm going to step back and find a different way to say the same thing. Refrain from criticizing the WHOLE culture. "You really should change the way you do things here." This will not endear you to the host.

## **Comprehensive Intercultural Facilitation**

- Use multiple approaches for supporting intercultural competence development
- Six points including cultural mentoring, language study, intercultural learning in academic programs, IDI Guided Development in study abroad
- Graduation Standards at University of South Australia: one was Interculturality. Michael went there to help set up systems for professors to provide opportunities to develop this. How do I teach Intercultural Physics? Ask what it was like to grow up and do physics for this author in Russia? Understand that colleagues in other countries will be challenged by how you operate. Consider potential trip in that culture. Example from the MIR space station: when you take a shower in the space station, your bubbles are floating around in the shower. The American astronauts expected each person to vacuum those up! The Russians didn't vacuum them up!! This made the Americans so frustrated. You wouldn't imagine with the LIFE/DEATH risks these people faced every day that these little things would matter, but they did.

## **Interpreting Results from the Intercultural Development Inventory**

55 = Denial

70 = Polarization: Defense/Reversal (a new we, a new they)

85 = Minimization

115 = Acceptance

130 = Adaptation

145 = Top of scale

## **Research Findings: Impact Factors in Study Abroad**

- \* If there was no intercultural facilitation at the program site there was only 1.32 increase in the individual's IDI score (e.g. Georgetown program, 3 mos +)
- \* On-line course where the student is self directed = 3.82 increase in IDI score
- \* Instructor facilitated intercultural intervention = 8.9 increase in IDI score after three months
- \* On-line pre-departure program, on-site intercultural course and instructor, cultural mentoring (CIEE) program = +9.2 in IDI score
- \* Arrival orientation, on-site intercultural course and instructor, wide array of immersion activities, intensive cultural mentoring (no IDI)
- American U Center of Provence (AUCP) = +12.5 points up moves you up to another level
- \* Study abroad over a 2 year period with semester-long pre/post departure preparation and debrief. This also has an IR program where intercultural material is integrated in all courses - +17 points

In the Georgetown program, those who received cultural mentoring increased their scores according to amount of mentoring provided. This was the clue they got about mentoring working.

### **Summary of Findings in Dr. Paige's Book *Student Study Abroad*:**

- Be clear about your learning outcomes, "about what you want your students to accomplish" (413)
  - having identified desired learning outcomes, "design programs that will help students achieve them" (414)
  - Familiarize yourself with the recent research on student learning..." (415) Stylus website, 2 chapters of *Student Study Abroad* book available
  - Embrace the intervention principle as necessary, but know "that there is no best or single way to intervene" (415)
  - Provide training for cultural mentors "in the theory and practice of intercultural teaching and learning" (416)
- "Develop and carry out an effective assessment program that uses valid and reliable instruments and rigorous methodologies" (417) Need to assess. If you develop your own, you will not be able to compare your results with other programs.

### Questions:

University of Minnesota Duluth is doing Internationalization on their campus using focus groups. Common responses are like those from Physics faculty. They say they'll never be able to do that. Engineering is pretty easy to do. There are many international firms. Need to know where you are going to build the bridge.

Michael Paige has the method they used at the Uni of South Australia and is willing to share this. (June 24, 2013 – No longer on their website)

If you only spend time with people from your own group, you will miss out on opportunities for cultural learning that will serve you in whatever field you pursue after your studies.

### Prepare International Students to Return Home

Pre-Departure Seminar before Completed Students Return: Interculturalists, Faculty, ISAs on campus.

- I learned all this stuff here, but I am not old enough to be a change agent, so how do I do that.

Joe Mestenhauser,

- specific groups receive pre-departure sessions at the U of MN, but not a general one for all students

### Cultural Difference (Intensity Factor)

? How different is the culture you're going to from the culture you left? RESULTS: The more different it was, the more they gained until the most different category = they were overwhelmed by it, without the support. Now think about Intl Students here! What support are we providing for them here in their classroom, etc.

Does the area of academic focus make a difference? e.g. Intl Relations students interested in learning this. If there is an international element in the learning, then that makes a difference, but otherwise it doesn't make a whole difference.

Jim Trelstad-Porter, IS Director from Augsburg comments: his kids' schools (Roseville schools, 14 years, Public Television a month ago did a report on it) have used the IDI - and it has shown that there is not a fundamental difference in developing intercultural competence to relate to multicultural domestic students and international students.

## **Barbara Kappler: The Art of Facilitation**

This is Barbara's first year leading ISSS at U of MN, and it has been the year of learning acronyms!

These are a few ideas from her experiences as a facilitator for group presenting as well as one on one discussions with students.

Marshmallow Challenge (Tom Wojick's research, TED talk)

- 20 sticks of spaghetti
- 1 yard of tape
- (see website for other material)

Goal is to construct the highest tower possible: Best builders are shown in order below  
Engineers and architects  
kindergarteners  
lawyers  
recent graduates of business school

Knowledge. Practicing it in time allowed. Get feedback and say hey that didn't work.  
Creativity.

Her Definition: Shown in a Venn Diagram  
Facilitation is the intersection between Knowledge, Creativity and No-One-Right Answer

Redundancia

1. Partner up
  2. One minute to each tell a story
  3. Wait for me to say "go"
  4. Must use 2 verbs in every sentence
  5. The verbs must be synonyms
- I ran/moved quickly
  - I jumped/bounced



Debriefing: a series of questions to process an experience.

1. What's your reaction? Feel like an idiot, because I know English, but I couldn't think of the word at that moment, or I couldn't pronounce it helpfully.
2. What happened?
3. Insights gained? What was notable in the room for you?
  - It was energizing. It made my adrenaline go up. I got to know Trish better.
4. What's next?

We all do this every day as counselor. But as a facilitator of this cultural learning stuff? Facilitation is broader than just I'm going to ask these 4 questions because it is responding to all the stimuli in the environment and deciding the next step.

The extent to which facilitation is guiding the participants to the next step is part of individual style. There is much benefit to NOT guiding the group to a pre-determined outcome.

What was the purpose of Redundancia? When might I choose to do that?

- Icebreaker: gives a common experience, breaks down barriers, directing the conversation and what it might be about. Reminds us of talking with another international student -- puts you in their place, what a non-native speaker may be feeling.

Stimuli?

- Heat
- Hunger
- Comfort of chair
- Humans shouldn't sit for more than 90 minutes. Max planning around time.
- If you're feeling uncomfortable, it impacts your ability to stay engaged with the activity
- interest in the topic
- keeping us busy, engaged
- if I am comfortable with the people around me, it impacts my ability to communicate effectively

= How do I make decisions about how on to debrief the interaction/activity? I am also a participant in the activity -- pay attention to the stimuli

3 Choices

When in the conversation, you have 3 choices -- you have a comment in the air -- what do you do with it?

1. Probe: ask the participant for more information
2. Connect: the comment to a learning point -- Directing the comment to inform
  - the learning objective (empathize with non-native speakers)
  - Another point you want to make
3. Gather more information from others
  - Same question

- New question

Example: What else did you learn?

Your Turn

Redundancia revisited

Groups of 3-4

One person is the facilitator

The Questions:

1. What's your reaction?
2. What happened?
3. Insights gained?
4. What's next? How could you use this information?

Your Choices: (not necessarily in order)

1. Probe
2. Comment
3. Gather more information

Debriefing the 5 minute activity

- Goal is being as present as possible

Resources

\* Thiagi

- six phases of debriefing

- secrets of successful facilitators (how tight and controlled do I want to be with time? How loose? Great article.)

\* TedTalk: Tom Wujec, Marshmallow Challenge  
[marshmallowchallenge.com?TED\\_Talk.html](http://marshmallowchallenge.com?TED_Talk.html)

\* Janet Bennett (2009)

- Transformative Training in M. Moodian, (Ed), Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations (pp. 95-110).  
Thousand Oaks, CA: Sage

\* R. Michael Paige (1986)

- Trainer Competencies: The missing conceptual link in orientation. 1986: 10(2). International Journal of Intercultural relations.

## **Making Sense of China, Kathy Harrington, Linden Educational Services**

Her focus on the south of China (Shanghai, Beijing, other coastal cities) because this is where the largest numbers of students wanting to study abroad are from. She focuses on first and second tier cities where the more academically prepared students generally are.

A look at the character and history of Chinese students coming to the States:

*The Wild Swans* – Book about the best and brightest leaving China in the late 70s escaping the chaos after the cultural revolution and the Great Leap Forward. These students did not plan to return.

Late 80's: 2<sup>nd</sup> Wave of Students – mainly Graduate Students – great academic scholarship

The Third Wave

Late 1990's: Big Shift in the coastal areas of China. For example, the city of Shenzhen has transformed into a city of 16-17 million people from what was a fishing village.

The economy has developed dramatically. This is the first generation of only children of the only children – a lot of focus on them. No memory of the Cultural Revolution and Great Leap Forward. Not as prepared academically. Families have the funds to send them abroad because it improves their chances in China.

- Currently around 195,000 Chinese students in the U.S.
- Free market success story
- Creating challenges and opportunities

Current Wave

1995 – 1999: Japan led China as top sender

1999 – 2001: China leading sender again

2001 – 2007: India leading sender

2009 – Present: China again the lead sender

- Almost up to 200,000 in the last three years

OPPORTUNITIES

- Many of these students are Full Pay – helps some Colleges stay afloat
- Opportunities to learn about China and Chinese students; UM Duluth Cultural Spring Festival; China Center at the U of MN
- Future business and political leaders in both countries are learning to understand each other
- US schools can be very selective because there are so many applicants
- Diversifies campus
- Substantial amount of talent in science and engineering
- Develop more effective orientation programs

## CHALLENGES

- Macalester has to turn away many full pay students (their requirements are more stringent than a public institution; guiding principle of keeping diversity)
- Students feel isolated within their own group; they do not benefit and campus doesn't benefit
- All Only Children – parents have sacrificed so much for them and when they get here they do not have anyone who are dedicated to them. They are moving from a culture where they were dependent to one where they are expected to be independent. For example, in making decisions, many feel like they need to call home first even at the graduate level.
- Mental and social problems
- Discrimination within various parts of China
- Is your institution equipped and suited to have many Chinese students? Provide services needed? Has to be a campus-wide discussion
- Students may not always be prepared because of agent fraud
- Is your institution financially over-dependent on students from one country?
- The number of universities in China has doubled within a relatively short period of time. This last year there was a 5% drop in graduate-level applicants to US schools.

Community Colleges do well in Viet Nam, but Chinese students look at rankings and Ivy League. The solution is to go there and get to know them. Some CA community Colleges like Foothill and De Anza are getting them.

\$65,000 sending Chinese students to US private High Schools. Helping Chinese students to choose universities – the High Schools are not equipped.  
Two basic travel seasons – Fall and Spring. More value in the Fall because most universities recruit in Fall so generates more excitement. But in Spring, you get more time with them, and can get a very good yield as well.

<mailto:kharrington@lindentours.com>

## Immigration Updates

By George Maxwell – (Scott Borene's Law Firm Representative)

I-94 cards are now eliminated, all done electronically

[Cbp.gov/I94](http://Cbp.gov/I94) – can go there to printout a paper I-94 copy.

Important to check the airport of entry admission stamp in the passport (now required) to make sure they've entered the country in the correct status

H-1B applications hit cap and had a lottery. Regular H-1Bs (non grad level) had a 60 percent shot at winning lottery. 165,000 applicants in one week.

A Kazak student was admitted when student status in SEVIS was already terminated. Gang of 8 introduced legislation through comprehensive immigration reform. It is in Judiciary Committee. No movement anywhere else – other immigration legislation will be shelved until this comprehensive bill is determined. Boston incident won't derail the process but will lead to increased enforcement. It will likely pass out of judiciary committee at end of May. Franken and Klobuchar are on that Committee. Rubio, Graham, McCain – if these three are still in support of the bill, it is likely it will pass in the Senate. 50% chance the bill will be out of the Senate by July 4<sup>th</sup>. It will probably pass in September or October in House. Bill Itself: United American Families Act might be traded away in order to get the rest passed because of Republican opposition. If passes, it will be the largest legislation in last 50 years. Every employer will be required to enroll in e-Verify. All will need to get new enhanced "tamper-proof" Social Security Cards.

Dream Act would be included in this bill in its entirety. To qualify as a Dreamer, one would have to serve in Armed Forces for 4 years, or have at least a high school education. Sponsorship of married sons and daughters after age 21 will get some points in the merit system. Individuals of extraordinary ability will be automatically given green cards and so will stop taking up some of the spots in the employment – based immigrant quota. Will have additional enforcement (ICE Agents), immigration judges to cut backlog. Membership in a street gang can be grounds for inadmissibility; also a ban if 3 or more drunk driving offenses. There will be more support to combat fraud schemes trying to defraud immigration applicants. H-1Bs will significantly change. Employers are likely to choose them less often. Non-profit Educational institutions will get to keep the current wage system. Requirement to post position on Department of Labor job site, and must first offer position to US person with equivalent skills and experience. Dual-intent rule change for international students will remove the 214b reason for which you have to prove you do not intend to return to your home country. Will also not have to juggle as much to pursue permanent residency.

## **Bruce Gawtry: Student & Exchange Visitor Program (SEVP) Updates**

- It is now possible to do Print outs for I-94s issued after April 26, 2011 – see [CBP.gov/I94](http://CBP.gov/I94) (note: there is no hyphen in I94 in the website address)

- SEVP HQ and CBP are now working on SEVIS system internal upgrades for all primary inspection booths in the U.S. An internal memo by the Deputy Associate Commissioner for the CBP said they had to upgrade to have access to quickly view recent terminations in SEVIS. 2-3 weeks is estimated to get the upgrades done by the end of May.

- All students are checked during their flight from the passenger flight list. But if it doesn't happen soon enough, due to large numbers of students or staffing and access limits, the students will be referred to secondary inspection.
- Social Security at the Minneapolis Card center may need to see a printout I-94, but they are aware that the airport CBP admission stamp is now the evidence of status in the U.S., so the online I-94 can be accessed and viewed by the Soc. Sec processing agent.
- Jessica Cook, Assistant Regional Administrator for DMV, is also trying to use the system of just having the students show their stamped passports (but may need a printed out I-94)

## **NAFSA Advocacy Day Report**

The NAFSAs who attended were given specific issues to bring to senators and congress people. Increased their understanding of how important international education is for U.S. position in the world.

Support Senator Paul Simon's Study Abroad Bill when it is reintroduced

Support 'Succeeding Globally' (initiative by Department of Education)

Marlene Johnson (Exec Director of NAFSA who is from MN) and Marilyn McQuade, President of NAFSA went with them to visit the offices. You don't know who you're going to see exactly. You may be in their office, in a room next to it, or have a "hallway" meeting! Visited Senators Klobuchar and Franken who are both on the Judiciary Committee. Klobuchar introducing more for the Comrade Bill to help J-1 medical doctors who finish their training who normally need to go back to their home countries for two years be able to stay in the U.S.

## **Rachel Banks, Deputy NAFSA (Called In from Washington DC)**

International talent and the U.S. Economy are closely tied. Makes the country more competitive. Assets \$319 million annually into the MN economy alone from international students. Not including any US scholarship funds -- so this is a conservative estimate.

Advocating for Green Card Reform, S744 - A Common Sense Approach to this legislation: Angels of this Legislation: Dual Intent included similar to approach by Klobuchar. Students will not have to prove that they are not planning to immigrate to the US. Waive personal interview with State Dept approval - will not be required every time renew visa

NAFSA Initiated Amendments

- Offered by Senator Bloomenthal: short term education on B visa will help Intensive English Programs
- Expand employment opportunities for Fs and Js
- Provide opportunities for F-1 dependents to study and work

#### Negative Amendments to Fight:

- Potential confusing effects from the Boston Marathon tragedy
- Suspend Practical Training until SEVIS II is implemented
- \* Some subjects are not even possible without doing practical training (Engineering)

Connecting our World.org to Join  
113 Congress

Ed Garcia-Luna (Rep for Senator Klobuchar)

#### **Update from Global Language Institute (GLI)**

They currently enroll 90 students and like to send them out to MN schools after they complete their program.

- GLI used to have a Kaplan full-time intensive TOEFL program, but lost it.
- On May 20 GLI is starting a TOEFL test program for students who have achieved competency and want an extra edge. They are finding that after doing their full-time program (4-5 levels) many students travel to Chicago to do the Kaplan program there.
- GLI encourages you and your institution to send students who do not meet their English competency test their way.
- 12 weeks for full TOEFL test program (but can also do an 8 or 4 week program)

#### **Update from Study Minnesota**

- This is a proactive marketing organization to bring students to MN. Website, Marketing materials, assistance with strategy.
- For an institution to participate it costs \$350 in annual dues
- David Edmiston (from US Department of Commerce) & Tim Odegaard (Minnesota Trade Office)

#### **Announcements from Kathy Hawks, MIE Chair**

##### **Board Members and Plans for 2013-14**

Kathy Hawks - Chair  
Doni Casula - Chair-Elect  
Sarah Churchill – Treasurer  
Katherin Hahn – Webmaster  
Jeff Jiang – Secretary  
Absera Abraham – Member At-Large

Antonia Grant – Member At-Large  
Yuki Tokuji – Member At-Large

**Plans for 2013-14:**

- \* 5 Meetings during the year
- \* Summer 2013 Potluck & NAFSA Debrief
- \* Workshop Day during March, 2014
  - great professional development opportunity at low cost
  - use funds earned from workshops for NAFSA Advocacy Day, NAFSA Conference registration fees
- \* Tax Advisement Session for students in January, 2014
- \* Encouraged to attend the NAFSA Fall Regional Conference in Rapid City, IA