



## EducationUSA Weekly Update

No. 23 March 5, 2007

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## I. Scholarships and Fellowships

### Undergraduate and Graduate Study/Internship Opportunities with Central European University in Budapest

We are pleased to bring to your attention three different study opportunities available for undergraduate and graduate students at Central European University (CEU) in Budapest, Hungary, which is an English-speaking institution, *accredited in the United States* and Hungary.

**For Advanced Undergraduate Students:** Study Abroad at CEU Graduate Study Abroad for Advanced Undergraduates at CEU in Budapest CEU offers a unique opportunity for advanced undergraduate students from around the world to participate in semester-based study abroad at CEU and enroll in graduate studies with CEU M.A. students who come from more than 70 countries. Study abroad students take graduate-level courses from any CEU departments and programs that include:

- Mathematics and its Application,
- Economics,
- Political Science,
- International Relations and European Studies,
- Gender Studies,
- Jewish Studies,
- Nationalism Studies,
- Philosophy,
- Medieval Studies,
- Religious Studies,
- Sociology and Social Anthropology,
- History,
- Human Rights Program in Legal Studies,
- Media Studies,
- Business,
- Public Policy,
- Environmental Sciences and Policy

More information, including application forms and available scholarships can be found at <http://www.ceu-budapest.edu/studyabroad> (for students from other countries).

#### **For Graduate Students:**

M.A. and Ph.D. programs at CEU M.A. and Ph.D. programs at CEU: CEU is a US-style graduate university located in the heart of Budapest, Hungary with almost 1000 M.A. and Ph.D. students from nearly 70 countries. CEU is accredited both in the United States (by the Commission on Higher Education of the Middle States Association of Colleges and Schools) and in Hungary. The language of instruction and communication at CEU is English. Interested students can apply to M.A./M.S./MBA/LLMs and Ph.D./SDJs degree programs, many listed above.

<http://www.ceu-budapest.edu/>

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### The Information Networking Institute - Carnegie Mellon CyLab, Pennsylvania - Symantec Fellowships of \$30,000

The Information Networking Institute (INI) offers professional graduate degree programs in Information Networking, Information Security, and Information Technology that integrate technologies, economics, and policies of secure communication networks.

The Information Networking Institute is the educational partner of Carnegie Mellon CyLab.

**Symantec Fellowships of \$30,000** are presented annually to two incoming INI students in the *Information Security Technology and Management (MSISTM)* program. The fellowships are open to all incoming students in the MSISTM program, whether US or non-US citizens. Recipients are chosen based on an application process. The goals of the fellowship are to:

\* Encourage bright, research-oriented students to study at Carnegie Mellon in information security or assurance

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<http://www.educationusa.state.gov/>

- \* Join with Carnegie Mellon to promote interest and knowledge of the field of security
- \* Create summer and internship opportunities to augment academic studies
- \* Invite Symantec Fellows to join Symantec following graduation, but with no obligation on either parties' part

For questions email us at [ini@cmu.edu](mailto:ini@cmu.edu) and we will respond within 48 hours.

<http://www.ini.cmu.edu/prospective/financial/>  
<http://www.ini.cmu.edu/>

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**Attention International MBA Applicants: Duke University, The Fuqua School of Business offers merit scholarship and loans**

A sense of energy, passion and ambition pervades The Duke MBA experience. Faculty, staff and students partner to build a culture that emphasizes intellectual curiosity, innovation and legacy, and together they drive The Fuqua School of Business at Duke University to constantly reach for a higher level.

***Fuqua Merit Scholarship***

Each year Fuqua funds a limited number of highly competitive, merit-based scholarships that are awarded to admitted applicants. The Fuqua Merit Scholarship Committee reviews applicants and makes award determinations generally within one or two weeks after a student is offered admission to The Duke MBA program. Every admitted applicant will be considered for a merit scholarship and if selected to be a recipient, will receive notification of their award approximately one week after their admission.

***The Duke MBA Opportunity Loan***

The Duke MBA Opportunity Loan was established to make loans available to all admitted international students without the need of a cosigner. The Duke MBA Opportunity Loan forms for international student loan borrowers are expected to be available in May 2007.

Write to [admissions-info@fuqua.duke.edu](mailto:admissions-info@fuqua.duke.edu)  
 Tel. 1 919 660 7705  
 Durham, North Carolina

<http://www.fuqua.duke.edu/mba/daytime/>  
 Financial aid: <http://www.fuqua.duke.edu/financialaid/aidoptions/>

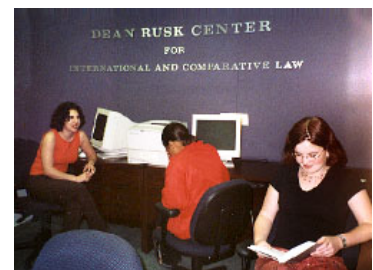
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**The University of Georgia LL.M. Program - Research assistants receive tuition waivers and a stipend**

The University of Georgia LL.M. Program offers a limited number of qualified and highly motivated individuals who already hold law degrees (approximately 15 students per year) the opportunity to pursue an individually-fashioned program of intensive research and related course work in areas of law in which the particular student wishes to specialize. International graduate students should expect to acquire and expand their knowledge of the legal systems in the United States.

The University of Georgia is a state university which benefits from generous financial support from the people of Georgia. Accordingly, tuition costs are substantially lower than at many comparable institutions. The location of the university in the college town of Athens means that housing, meals, and other costs are lower for students.

***Scholarships and Assistantships for LL.M. Students***

The Dean Rusk Center - International, Comparative and Graduate Legal Studies offers two forms of financial assistance to incoming LL.M. students. The first is called Graduate Assistantships, of which several are awarded per year. Under this program, students receive tuition waivers and a stipend in exchange for their work as research assistants. The second form of assistance is called a Regents' Tuition Equalization Scholarship, an award that significantly reduces the costs of tuition by awarding students a status equal to that of State of Georgia residents. Several of these scholarships can be awarded yearly to admitted LL.M. students who come on a J-1 or F-1 visa.



Applications may be submitted online at [www.gradsch.uga.edu/admissions/](http://www.gradsch.uga.edu/admissions/)  
 Deadline for application is March 15.

Write us at: [intlgrad@uga.edu](mailto:intlgrad@uga.edu)  
<http://www.uga.edu/ruskcenter/>

## II. News you can use

### Bologna Process: Five Dilemmas for U.S.-European higher education mobility and cooperation

By Linda Tobash, Institute of International Education (IIE)

(With special thanks to Bob Stableski, NAFSA Deputy Executive Director, for his summary of the AACRAO Symposium Proceedings)

Published in: Admissions wRAP Up, NAFSA.

"While acceptance of Bologna-compliant degrees in the U.S. continues to become more commonplace, questions and dilemmas continue to cloud decisions and discussions. Among these are the philosophical differences in the systems, such as the role of liberal arts and general education in U.S. undergraduate programs, content of undergraduate education in Europe, and the propensity of the Bologna approach to measure outcomes, rather than input into education. The independence of U.S. institutions vs. the stronger hand of the state in Europe has implications as well, as does the prominent demand for equity and equal access in the U.S. And, finally, the sheer scope and size of the number of applications made to U.S. institutions, making the use of certain admissions "filters," including length of study, more likely to be applied systematically. Rarely taken apart and considered item by item, frequently discussions of Bologna's implications can easily become confused, moving from one question or dilemma to another. However, it does appear that a few general trends are emerging."

#### *The Five Dilemmas:*

Dilemma 1: Different Philosophies of Undergraduate Education

Dilemma 2: Measuring Input or Measuring Output?

Dilemma 3: Equity - Even when participants could reconcile the philosophical differences and overcome the measurement dilemma, many raised the dilemma of equity in the U.S. context.

Dilemma 4: Sheer Numbers - As an additional factor, many U.S. institutions receive thousands of graduate applications. For participants from Europe, the scope of the job that graduate admissions professions face in the U.S. is stunning.

Dilemma 5: The Specter of Competition - While many of the dilemmas discussed revolved around impediments to the Bologna process, the elephant in the room remained competition. The specter of more students from India and China, in particular, choosing European or Australian systems due to their three-year programs looms large.

To read the complete article, please go to:

[www.nafsa.org/\\_/Document/\\_/admissions\\_wrap-up\\_newsletter\\_14.pdf](http://www.nafsa.org/_/Document/_/admissions_wrap-up_newsletter_14.pdf)

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### Improvements to U.S. Visa Processing - Maura Harty, Assistant Secretary for Consular Affairs

A Message from Maura Harty, Assistant Secretary for Consular Affairs, regarding Improvements to U.S. Visa Processing

January 29, 2007

The United States is one of the most open and engaged societies on Earth, maintaining vibrant family, commercial and educational links with peoples and countries across the globe. As a leader in the travel industry, you fully appreciate the national economic impact of international visitors. Foreign travelers contribute almost \$105 billion annually to the American economy; international students account for an additional \$13 billion.

Important as that is, the economic impact is only part of the story. Visitors' positive experiences in the United States indelibly shape their opinions and understanding of our nation and our people. The purpose of this letter is to describe **steps we are taking to ensure that our national "welcome" to qualified visitors begins with their application for a U.S. visa, by providing efficient, professional and dignified service to every applicant.**

We have worked tirelessly over the past five years to improve the transparency, efficiency and predictability of the U.S. visa process. This has been a real challenge, for our staff and for the traveling public, as necessary legal and procedural changes to the visa process have been introduced continuously throughout this period.

Our task is to vigilantly protect U.S. border security and at the same time to maintain America's openness to legitimate travelers - a policy we call "Secure Borders, Open Doors." Working closely with the international business and travel community, academic groups, and other stakeholders, we have introduced features designed to streamline visa processing. Recent improvements include:

- \* An electronic visa application form, which reduces errors, eliminates duplicative data-entry, and so increases the number of applicants each office can interview daily;
- \* All consular offices post their visa appointment wait times on-line, so travelers can plan accordingly;
- \* We give scheduling and processing priority to students and urgent business travelers;

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\* We have added 570 consular positions worldwide, and are transferring some positions to ensure that workloads are evenly distributed;

\* We are making significant investment in technology to speed processing and improve data sharing with other government agencies.

I am pleased to say that these efforts have produced results. In Fiscal Year 2006, overall nonimmigrant visa issuance rose 8% over the previous year. Business/tourist visa issuance rose 12% worldwide, and student visa issuances were up 14%. Processing delays have been cut dramatically: 98% of qualified visa applicants are approved within two days of their visa interview. We have "turned the corner" and will continue our efforts in this positive direction.

Meanwhile, visa demand is surging, especially in key emerging travel markets such as China, India and Brazil. Adding more staff and more resources are part of the answer; we are also piloting creative new approaches, leveraging technology and proven best business practices, to meet this challenge. Over the next two years we plan to introduce a variety of enhancements, including:

\* A start-to-finish all-electronic visa process;

\* A centralized visa appointment management system that will ensure that over 90% of requests for visa appointments can be handled within 30 business days;

\* Technological innovations including remote data collection and interview via digital videoconference.

As we implement our plans, we genuinely welcome suggestions and comments from private sector stakeholders. At the same time, we depend on you and others in the private sector to help spread the word that the U.S. welcomes international visitors and that the visa application process is not a daunting ordeal, as it is sometimes still depicted in the press. News media are quick to report negative stories - many of which recycle complaints about problems that have long since been addressed and solved, or describe increasingly rare instances of long waits for visa approval.

We believe our efforts are striking the right balance between security and openness. The Bureau of Consular Affairs is committed to working with the international business and travel community to maintain and enhance our welcome to legitimate travelers. I look forward to hearing your thoughts.

Sincerely,

Maura Harty  
Assistant Secretary  
Bureau for Consular Affairs  
Department of State, Washington, DC

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**NYT article - A Fighter for Colleges That Have Everything but Status**  
**By Alan Finder**

BAILEY'S CROSSROADS, VA.

LOREN POPE has been bucking convention nearly all of his life, which is to say for a long, long time.

Mr. Pope, who is 96, worked as an editor at Washington newspapers and a local radio station, but left the news business for a while in the late 1940s to farm and raise cattle, largely because he thought the press was failing to stand up firmly to anti-Communist bullying. A decade later, he left The New York Times after a year as its education editor, discouraged, he says, by factionalism and bureaucracy.

So naturally, when he opened shop as an independent college counselor in Washington in 1965, Mr. Pope quickly developed a maverick's view of college admissions. He helped some clients get into the country's most selective colleges and universities, but that was not where his passions lay. Instead, he began vigorously promoting to high school students and their parents the virtues of small, little-known liberal arts colleges.

"I've got egalitarian instincts, and that's why I'm opposed to the elite schools' status and prestige," Mr. Pope said.

He sees as false the assumption that the selectivity of Ivy League and other elite colleges translates into the best education. Instead, he advocates colleges that accept a broad range of students, not just the top academic performers. And he **argues that colleges with fewer than 3,000 students offer the best educational experience** because students will have more opportunities to get to know professors well, both inside and outside the classroom.

"The smaller the school, the more impact it can have on a kid," he said. He added, "My mission in life is to change the way people think about colleges."

[http://www.nytimes.com/2007/02/28/education/28face.html?incamp=article\\_popular](http://www.nytimes.com/2007/02/28/education/28face.html?incamp=article_popular)

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## The Global Campus: American Colleges Connect With the Broader World

The Chronicle of Higher Education  
By BETH MCMURTRIE

Whatever form the global campus takes, many, if not most, American colleges these days believe that they must educate students about, and be involved in, cultures and economies beyond the country's borders. Call it a consequence of The World Is Flat syndrome, a concept popularized by the book by Thomas Friedman, who argues that technology and business have broken down virtually every barrier that once existed between the United States and the rest of the world.

Business and political leaders are also pressuring colleges to prepare globally competent students. In a report last year titled "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security," a nonprofit group of business and academic leaders called the Committee for Economic Development noted that many multinational companies say colleges are not turning out graduates with strong international skills, even as foreign markets become increasingly important. Knowledge of a foreign language, an understanding of global economics and "cross-cultural competence," the committee reports, are highly valued but in short supply.

American universities are eager to deal with those issues. A growing number are hiring senior administrators to oversee many international ventures, including research, service, and teaching. Professors are tinkering with their course work to bring global perspectives into traditionally insular disciplines, like engineering, and are using technology to link their students with classrooms overseas. Recruitment of foreign students has taken on a new urgency in the post-September 11 world, and dozens of colleges have set up branch campuses or joint-degree programs in foreign markets.

<http://chronicle.com/temp/reprint.php?id=gpfvhgg3z8s3dkxz1tllrjklvnjtg89>