

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	Personal (Partial) (1 page)	10/25/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18396

FOLDER TITLE:

International Education Policy

2013-0371-S

ms634

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

The White House Office of Presidential Messages

Telephone: 202-456-7487

Fax: 202-456-2806



Facsimile Transmittal Sheet

No. of pages (including cover): 3 Date: 11/9/00

Fax Number: 65581

To: Bethany Gittle

Comments: International Education Week proc
for your review. Please let me know by 5:00PM
today if you have any edits/suggestions. The
week begins Monday. Thanks!

From: Eileen McLaughrey (x65494)

INTERNATIONAL EDUCATION WEEK, 2000

- - - - -

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

Today we live in a truly global community, where all countries must increasingly work as partners to promote peace and prosperity and to resolve international problems. One of the surest ways to develop and strengthen such partnerships is through international education programs.

These programs enable students to learn other languages, to experience other cultures, to develop a broader understanding of global issues, and to make lasting friendships with their peers in other countries who will one day guide the political, cultural, and economic development of their nations. Some of America's staunchest friends abroad are those who have had the opportunity to experience our country firsthand as exchange students or who have been exposed to American values through contact with American students and scholars studying overseas.

Since World War II, the Federal Government has worked in partnership with colleges, universities, and other educational organizations to sponsor programs that will help our citizens gain the international experience and skills they need to meet the challenges of an increasingly interdependent world. At the same time, American educational institutions have developed curricula and study programs that attract students from all over the world to further their education here in the United States.

One of the largest and most renowned of these international education initiatives is the Fulbright Program, which was founded by Senator J. William Fulbright more than half a century ago. Since its inception, the program has provided nearly a quarter of a million participants from the United States and 140 other nations -- participants chosen for their academic and professional qualifications and leadership potential -- with the opportunity to study and teach abroad as well as to gain

knowledge of global political, economic, and cultural institutions. As Senator Fulbright envisioned, it has proved to be a vital and positive force for peace and understanding in our world.

To build on this tradition of excellence in international education, I signed a memorandum in April of this year to the heads of Executive departments and agencies instructing them to work with educational institutions, State and local governments, private organizations, and the business community to develop a coordinated national policy on international education. We must reaffirm our national commitment to encouraging students from other countries to study in the United States, promote study abroad by U.S. students, and support the exchange of teachers, scholars, and citizens at all levels of society. By doing so, we can expand our citizens' intellectual and cultural horizons, strengthen America's economic competitiveness, increase understanding between nations and peoples, and, as Senator Fulbright so eloquently stated, direct "the enormous power of human knowledge to the enrichment of our own lives and the shaping of a rational and civilized world order."

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim November 13 through November 17, 2000, as International Education Week. I urge all Americans to observe this week with events and programs that celebrate the benefits of international education to our citizens, our economy, and the world.

IN WITNESS WHEREOF, I have hereunto set my hand this
day of _____, in the year of our Lord
two thousand, and of the Independence of the United States of
America the two hundred and twenty-fifth.

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DEPARTMENT OF EDUCATION
INSTITUTIONAL DEVELOPMENT
AND
UNDERGRADUATE EDUCATION SERVICE

[001]

FACSIMILE TRANSMITTAL SHEET

TO: Stephanie Little FROM: Margarita Benitez

COMPANY:
ED

DATE: 10/25/00

FAX NUMBER:
202/502-7861

TOTAL NO. OF PAGES INCLUDING COVER:

3

PHONE NUMBER:
202-502-7777SENDER'S REFERENCE NUMBER:
456-5581

RE:

YOUR REFERENCE NUMBER:

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

NOTES/COMMENTS:

This is the letter from Our Lady of the Elms with regard to their experience with our office. I believe that it clears the air.

(b)(6) and was out all that week. Then my secretary was out the following week. I regret the delay in getting back to you.

MB

291 SPRINGFIELD STREET
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OFFICE OF ACADEMIC AFFAIRS

WWW.ELMS.EDU
FAX 413-592-4871

October 5, 2001

Dr. Margarita Benítez
U.S. Department of Education
Washington, D.C. 20202

Dear Dr. Benítez:

Thank you for taking the time to discuss our recent Title III application. As a former college president, I'm sure you understand our frustration in trying to improve applications in a context of changing readers with somewhat subjective expectations.

After our conversation, I communicated with Ms. Lynn Korza, the coordinator of our Title III grant writing team. What follows are my conclusions about how we were (and weren't) helped in our revision process. First, let me say that Ms. Korza had nothing but positive comments about her interactions with Thomas Keyes. Ms. Korza writes that, "He has always been very forthcoming and judicious in his willingness to provide us assistance when called upon." Ms. Korza also mentioned that, "Margaret Wheeler and Margarita Benitez have also provided us with much assistance through the years."

That being said, Ms. Korza did raise two issues that may help you improve the grant review process. First, we asked your office about the relative merits of an internal versus and external evaluator. We were advised to do whatever was best for our institution and the institutional plan and then to give supporting argumentation. Therefore, it was surprising to note that one reader questioned our decision to use an outside evaluator, deducting points for this element of our plan.

Second, your office informed us that it would be acceptable to use the previous year's data as part of our organizational background since the eligibility process for Title III was using the same year as baseline data. However, a reader remarked that it would have been better for us to use more current data.

Again, I realize that your reliance on a wide variety of readers introduces an element of "luck of the draw" to the selection process. At the same time, I believe that clearer criteria (communicated in advance to both writers and readers) could alleviate some of the confusion when resulting scores are widely disparate. Although I am fully aware that readers receive intensive training and are given explicit scoring guidelines, I also suggest that greater efforts be made to increase the inter-rater reliability in grant proposal.

As you know, our 1999 proposal received scores of 100, 99, and 81. Not only is 19 points a wide range, but also it is almost impossible to determine how to improve on an application that two out of three readers deemed superlative. Still, we persevered in 2000, confident that we were "close" and careful to address all weaknesses noted in the previous year. We asked a colleague who is a frequent reader of technology-related proposals at the federal level to review our draft before it was submitted to you. His advise was to send it "as is" because of what he characterized as "outstanding and excellent." To receive a whole new list of criticisms and a much lower score was indeed disconcerting.

As mentioned above, I conferred with Lynn Korza and others in preparing this letter about our experiences with Title III. In Ms. Korza's view, small institutions such as Elms College are simply at a disadvantage. She writes, "It is those institutions that have an institutional researcher or have an outside research organization working for them that can provide the supporting documentation that gives them 'the edge'." It is ironic that the very technological tools we need to improve data-driven action at Elms are denied because we lack the technological tools to present a strong case.

Reader #1 criticized our proposal noting that, "adding technology becomes the solution to its own problem." In fact, it is quite the contrary. Our problem is declining enrollment, and technology is one tool we need to track our shifting demographics, better serve our students and keep abreast of advances in educational and career applications.

In conclusion, thank you again for your attention to improving the Title III grant selection process. Of course I realize that you are charged with dispersing finite dollars within a very narrow scoring margin. Hopefully, our experience will lead to improvements in the future.

Sincerely,



Anne Harrison, Ed.D.
Academic Dean

Cc: Sister Kathleen Keating, President
Congressman Richard Neal

Chancellor Academies
Page 6

NEXT STEPS

Interested candidates or helpful sources should contact A.T. Kearney Executive Search based on the information below:

Guy M. Cote

Director

A.T. Kearney Executive Search

200 South Biscayne Blvd., Suite 3500

Miami, FL 33131

Phone: (305) 577-0046

Fax: (305) 577-3837

E-mail: guy.cote@atkearney.com

THE WHITE HOUSE

Office of the Press Secretary
(Oklahoma City, Oklahoma)

For Immediate Release

April 19, 2000

April 19, 2000

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: International Education Policy

To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.

Since World War II, the Federal Government, in partnership with institutions of higher education and other educational organizations, has sponsored programs to help Americans gain the international experience and skills they will need to meet the challenges of an increasingly interdependent world. During this same period, our colleges and universities have developed an educational system whose reputation attracts students from all over the world. But our work is not done. Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders.

We are fortunate to count among our staunchest friends abroad those who have experienced our country and our values through in-depth exposure as students and scholars. The nearly 500,000 international students now studying in the United States at the postsecondary level not only contribute some \$9 billion annually to our economy, but also enrich our communities with their cultures, while developing a lifelong appreciation for ours. The goodwill these students bear for our country will in the future constitute one of our greatest foreign policy assets.

It is the policy of the Federal Government to support international education. We are committed to:

- encouraging students from other countries to study in the United States;
- promoting study abroad by U.S. students;
- supporting the exchange of teachers, scholars, and citizens at all levels of society;
- enhancing programs at U.S. institutions that build international partnerships and expertise;
- expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans;

- preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and
- advancing new technologies that aid the spread of knowledge throughout the world.

The Federal Government cannot accomplish these goals alone. Educational institutions, State and local governments, non-governmental organizations, and the business community all must contribute to this effort. Together, we must increase and broaden our commitment. Therefore, I direct the heads of executive departments and agencies, working in partnership with the private sector, to take the following actions:

- 1) The Secretaries of State and Education shall support the efforts of schools and colleges to improve access to high-quality international educational experiences by increasing the number and diversity of students who study and intern abroad, encouraging students and institutions to choose nontraditional study-abroad locations, and helping under-represented U.S. institutions offer and promote study-abroad opportunities for their students.
- 2) The Secretaries of State and Education, in partnership with other governmental and nongovernmental organizations, shall identify steps to attract qualified post-secondary students from overseas to the United States, including improving the availability of accurate information overseas about U.S. educational opportunities.
- 3) The heads of agencies, including the Secretaries of State and Education, and others as appropriate, shall review the effect of U.S. Government actions on the international flow of students and scholars as well as on citizen and professional exchanges, and take steps to address unnecessary obstacles, including those involving visa and tax regulations, procedures, and policies.
- 4) The Secretaries of State and Education shall support the efforts of State and local governments and educational institutions to promote international awareness and skills in the classroom and on campuses. Such efforts include strengthening foreign language learning at all levels, including efforts to achieve bi-literacy, helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students, increasing opportunities for the exchange of faculty, administrators, and students, and assisting educational institutions in other countries to strengthen their teaching of English.
- 5) The Secretaries of State and Education and the heads of other agencies shall take steps to ensure that international educational exchange programs, including the Fulbright program, are coordinated through the Interagency Working Group on United States Government-Sponsored International Exchange and Training, to maximize existing resources in a nonduplicative way, and to ensure that the exchange programs receive the support they need to fulfill their mission of increased mutual understanding.
- 6) The Secretary of Education, in cooperation with other agencies, shall continue to support efforts to improve U.S. education by developing comparative information, including benchmarks, on educational performance and practices. The Secretary of Education shall also share U.S. educational expertise with other countries.
- 7) The Secretaries of State and Education shall strengthen and expand models of international exchange that build lasting cross-national partnerships among educational institutions with common interests and

complementary objectives.

8) The Secretary of Education and the heads of other agencies, in partnership with State governments, academic institutions, and the business community, shall strengthen programs that build international expertise in U.S. institutions, with the goal of making international education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capacity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.

9) The Secretaries of State and Education, in cooperation with other agencies, the academic community, and the private sector, shall promote wise use of technology internationally, examining the implications of borderless education. The heads of agencies shall take steps to ensure that the opportunities for using technology to expand international education do not result in a widening of the digital divide.

10) The Secretaries of State and Education, in conjunction with other agencies, shall ensure that actions taken in response to this memorandum are fully integrated into the Government Performance and Results Act (GPRA) framework by means of specific goals, milestones, and measurable results, which shall be included in all GPRA reporting activities, including strategic plans, performance plans, and program performance reports.

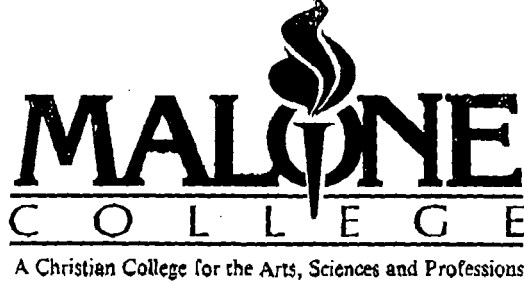
Items 1-10 of this memorandum shall be conducted subject to the availability of appropriations, consistent with the agencies' priorities and my budget, and to the extent permitted by law.

The Vice President shall coordinate the U.S. Government's international education strategy. Further, I direct that the heads of agencies report to the Vice President and to me on their progress in carrying out the terms of this memorandum.

This memorandum is a statement of general policy and does not confer a private right of action on any individual or group.

WILLIAM J. CLINTON

#



May 17, 2000

ATTENTION: JULIE ANDERSON

The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500
Fax: 202.456.6218

Dear Julie:

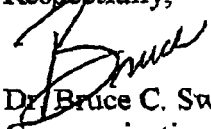
Thank you so much for phoning me late yesterday. I'm sorry that I was not available to speak with you. I appreciate all of your time and work in tracking down the proper person to interview about the President's Directive on U.S. International Education Policy. However, I desperately need comments from either the President or Vice President on this matter.

As you know, my presentation will be published in an international journal early next year. I want to make sure the article is accurate and that it represents the proper view of the President's Administration. It is critical that I include remarks from the President or Vice President so that the directive on international education has credibility and acceptance by those readers in foreign countries. No doubt the audience will be many of the same people in government and education throughout the world that this new policy intends to reach.

I hope that you will be able to forward my list of questions to the President and Vice President. I do not believe that the President has spoken publicly on this issue since he announced the directive on April 19. In addition, the Vice President, who is charged with coordinating this program, has never discussed his views or plans with the press.

Thank you for your continued efforts on the behalf of the International Council on Innovation in Higher Education (ICIE). I sincerely appreciate all you have done and will continue to do to assist us.

Respectfully,


Dr. Bruce C. Swaffield
Communications and English
Malone College
Board of Directors, ICIE
Phone: 330.471.8212



A Christian College for the Arts, Sciences and Professions

May 15, 2000

ATTENTION: Julie Anderson
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Ms. Anderson:

As a professor of communications and a member of the Board of Directors of the International Council for Innovation in Higher Education (ICIE), I would like to request your kind assistance concerning a critical matter in the field of domestic and international education.

I have been invited to present the keynote address later this year at the annual meeting of the International Council for Innovation in Higher Education (ICIE) in Quebec City, Canada. My presentation, which will be published following the conference, concerns the future of education both in the United States and in other countries throughout the world.

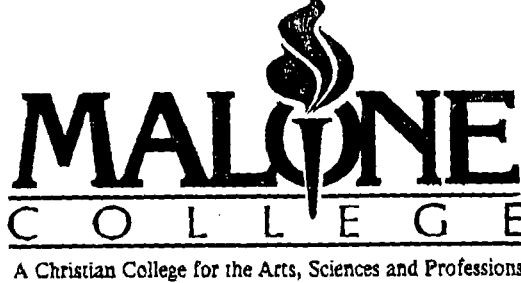
As a result, I have requested very brief interviews (10-15 minutes) with President Clinton, Secretary of Education Dick Riley and Secretary of State Madeleine Albright. I would very much like to include their personal remarks on education in my address this November. Specifically, I want to know how the U.S. can remain a world leader in education by developing cooperative arrangements – privately and publicly – with other countries. For example, how can our institutions in the United States help schools world wide to work together and also to build systems that foster more comprehensive learning on all levels? I am fully knowledgeable about the President's Directive on U.S. International Education Policy from April 19, but I have several key questions about the program (see attachment).

I would like to ask your cooperation in arranging a meeting or a response from the President to a few of my questions. Because of my teaching schedule at Malone College, I can travel to Washington, D.C., at anytime from now through August. In fact, I will be in Washington on June 12 to meet with Assistant Secretary Lee Fritchler of the Department of Education and Undersecretary Evelyn Lieberman of the State Department. Perhaps I could meet with the President during the same week. Attached is a letter from Mr. Ralph Regula requesting the assistance of the White House. Thank you for your time and consideration. I appreciate any help you might be able to offer to me. Please feel free to contact me should you need any additional information on me, my project or ICIE.

Sincerely,

Dr. Bruce C. Swaffield

Communications and English, Malone College
Board of Directors, ICIE
Phone: 330.471.8212
E-mail: bswaffield@malone.edu



Questions by Dr. Bruce C. Swaffield on the President's Directive on U.S. International Education Policy issued April 19, 2000:

1. What are the long term benefits and effects of this policy? In other words, what changes – in academia, society and the work place – will be evident throughout the world because of the increased emphasis on international education?
2. How can the U.S. government begin to facilitate such a wide scale program? What other governments support such a policy and what will be their involvement or participation?
3. What will be the role of technology (the Internet and computers) in establishing global partnerships among countries and institutions? How will some of these changes come about?
4. What can individuals and organizations in academia, such as ICIE, do right now to promote international education?
5. Specifically, how was the President's Directive developed? Did it grow out of a similar program that already exists or is it a new effort on behalf of the U.S. to strengthen education throughout the world?

Thank you for your consideration and assistance. I look forward to your reply.

Respectfully,

Dr. Bruce C. Swaffield
Communications and English, Malone College
Board of Directors, ICIE
Phone: 330.471.8212
E-mail: bswaffield@malone.edu

RALPH REGULA
18TH DISTRICT, OHIO

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Congress of the United States
House of Representatives
Washington, DC 20515-3516

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1-800-826-9015
WORLD WIDE WEB
www.house.gov/regula

February 8, 2000

The President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

IN RE: Request for an Interview
from Dr. Bruce C. Swaffield

Recently you received a letter dated January 12, 2000 from the
above named requesting an interview with you.

A copy of his letter of request is attached and is self explanatory.

I would very much appreciate your consideration of this request.

Sincerely,

Ralph Regula, M.C.

RR:sls

Enclosure

cc: Dr. Bruce C. Swaffield