



Professional International Educator Roundtable

PIER Meeting Minutes

Wednesday, November 30, 2011

2:00 pm

[Gemological Institute of America](#)

Robert Mouawad Campus

5345 Armada Drive

Carlsbad, CA 92008

I. Welcome

- a. Welcome from Kasey McCarthy, international student advisor at GIA
- b. Welcome from Lily Davis, Chair

II. Traditional Introduction of PIER Members

III. PIER Business

- a. Membership update from Jo Peters, Membership Coordinator:
 - i. 67 PIER members have renewed or joined so far this year; if you have not renewed, do so by Friday, December 2, 2011 for the \$15 rate, after that it is \$20
- b. Budget update from Tricia Chan, Treasurer:
 - i. \$1,285.97 in account as of today
- c. Web update from Nick Sacco, Webmaster:
 - i. Website is up and running as usual
 - ii. Good idea to join the Facebook page and use it as an informational resource
- d. Updates from Lily Davis on behalf of Co-Chair Karen Roque Shaver:
 - i. Reminder: New Professionals Workshop will be on 02/24/12 at National University in Kearny Mesa
 - ii. Mentor/mentee program information will be disseminated as soon as all active members have had the opportunity to join by the 12/02/11 deadline
 - iii. Brochures from September meeting available for pickup in front
 - iv. Information about Disney English program is available for review in front

IV. NAFSA Bi-Regional I and XII Conference Summary Presentations

- a. Gladys Calderon, UCSD
 - i. Has been a UCSD office manager for about a year; new PIER member
 - ii. Presentation: *What's in What's in a Name? A Crash Course in Pinyin and the Pronunciation of Chinese Names*
 - iii. Romanizes Mandarin language for those who do not speak Mandarin; used to teach non-Chinese speakers and Chinese children
 - iv. Great way to demonstrate sensitivity to Chinese culture and language
 - v. Family names – monosyllabic; given names are usually bi-syllabic
 - vi. Last name first, given name second is traditional for Chinese culture; we tend to Americanize it and use first name/last name structure
 - vii. Initials and Finals
 - viii. Takeaways:
 - 1. Listen to them say their own name, ask them to repeat it if necessary
 - 2. Ignore how non-native Chinese speakers pronounce it
 - 3. It is always nice to make the effort to use their own name rather than their Westernized name to make them feel more comfortable and welcome and connected to their identity
 - 4. Great resource to hear the pronunciation:
<http://www.instantspeakchinese.com/pinyin/>
 - ix. Q&A
 - 1. Keep in mind that sometimes students do prefer to use their Westernized name for the sake of convenience; just be attentive to their personal preferences
 - x. Please note that the handout from this presentation is attached to these minutes as Attachment 1
 - xi. Ms. Calderon's presentation will be available on the PIER website.
- b. Hannah Reese, UCSD
 - i. Has been at UCSD International Center for about a year as an international student advisor
 - ii. Presentation: *NAFSA Regional Conference Presentation Summary: Social Media*
 - iii. Start with a strategic plan, think about potential roadblocks in advance
 - iv. Use as a tool in overall communications strategy
 - v. Impact examples:
 - 1. Video takeaway: 90% of people trust peer recommendations while only 14% trust advertisements
 - 2. The “tagged” Facebook photo – tagged 50 students, 11,000 views overnight
 - 3. Yale video has 1,000,000 views; made by current and former students; consider length and production value vs results – this video's actual audience was not their target market
 - vi. Useful techniques:
 - 1. Treat it as a forum where students can gather and interact
 - 2. Embed three most recent tweets on website
 - 3. Respond personally, but direct to existing resources: “That's a great question, go to [LINK] for more info”
 - vii. Key points
 - 1. Remember your audience
 - 2. Which social media sources?
 - 3. Does the message reach the right people?

4. Does the message convey the intended point?
 5. How else can it be used?
- viii. Q&A
1. Some schools post their entry/exit surveys on Facebook to get higher response rates
 2. Students are always on Facebook anyway, so use them as administrators for certain pages; set appropriate guidelines in advance
 3. Facebook pages can be better than groups for diagnostic purposes; groups can be better than pages for purposes of ensuring notifications are received; both are good options
- ix. Please note that the handout from this presentation is attached to these minutes as Attachment 2
- x. Ms. Reese's presentation will be available on the PIER website.

V. Q&A

- a. See above for Q&A and discussion specific to each presentation
- b. Kasey McCarthy – SEVP has posted a recertification PowerPoint; it was nothing new; the more recent webinars are better; recertification is changing all the time so keep abreast of current trends when you get the recertification notice (1 or 2 notices via email); it is currently taking over 120 days for recertification; update I-17 *first*; everything on the I-17 now has to be adjudicated, so keep it up to date; SEVP will compare your I-17 to your webpage so be sure to keep your I-17 accurate
- c. National University – “Campus” is defined as instructional site; therefore any site at which you have a visa student taking a class must be added to the I-17 as an instructional site
- d. Training resources and other information available at: www.ice.gov/SEVIS/outreach.htm
- e. Kasey McCarthy – She will be sending out an email to PIER membership; NAFSA will be looking for F-3 schools as well as surveying hybrid and non-traditional programs
 - i. See Attachment 3
- f. Kasey McCarthy – USCIS updates – if OPT is taking more than 90 days, you can email csc.schools@dhs.gov or call toll free number csc.studentead@dhs.gov
- g. I-17 question – is it necessary to update every semester? No, do it annually. If something is off by a day or two (i.e. registration dates) it is probably okay. Updating an I-17 does not trigger recertification.
- h. Helpful session at the NAFSA conference was the transformation session (current SEVIS system to system where students have update power)
 - i. First form is going online this December 16, 2011 (the I-539)
- i. Per Kasey McCarthy, USCIS will hold a stakeholder meeting in Washington D.C. on December 7, 2011 at 1:00 or 2:00 pm. International student advisors can request to attend the conference call, which will specifically focused on student issues (I-20s, documents, process, etc.)
 - i. See Attachment 3
- j. Any unaccredited programs should keep in mind the December 14 deadline to apply for accreditation in order to keep issuing I-20s

VI. Roundtable Discussions

Led by PIER members who attended NAFSA Region I and XII Conference in November 2011

- a. Topics:
 - i. Transfers
 - ii. Study on other visa types
 - iii. Recertification

- iv. USCIS issues
 - v. Non-traditional programs (short-term programs, distance education, extension, etc.)
- b. Frequent transfer problems – students who transfer in do not want to start in the next available semester because they want their 60 day post-completion grace period (“transfer vacation”)
 - i. Addressing this would require a regulation change, which is not currently on the table for SEVIS
- c. B1/B2 regulations and guidelines
 - i. USCIS website wording and telephone calls have a lot of conflicting information about whether B1/B2 can study
 - ii. One school was verbally informed that nobody on a B1/B2 visa can study at all.
 - iii. USCIS is going to clarify
 - iv. Mia and/or Nick (someone present today) will provide a written document, verifying that B1/B2 can do recreational study for no more than 18 hours a week), to distribute to membership

VII. Closing

Pinyin Initials

The first sound of a name; only consonants

b *buh*

j as in '*juice*'

p *puh*

q as in '*cheese*'

m *muh*

x as in '*sheep*'

f *fuh*

zh as in '*German*'

d *duh*

ch as in '*China*'

t *tuh*

sh as in '*sheep*'

l *luh*

r as in '*Russia*'

n *nuh*

z as in '*cards*'

g *guh*

c as in '*rats*'

k *kuh*

s as in '*see*'

h *huh*

y as in '*yes*'

w as in '*we*'

Pinyin Finals

The latter sound of a name; includes the vowels

a _____ as in 'honest'

e _____ as in 'does'

i _____

zh, ch, sh, r _____ as in 'qrrr'

z, c, s _____ as in 'win'

j, q, x _____ as in 'bee'

o _____ as in 'oranges'

u _____ as in 'new'

ai _____ as in 'eyes'

ao _____ as in 'cow'

ei _____ as in 'does'

iu _____ as in 'noe'

ang _____ as in 'song'

eng _____ as in 'bungled'

ing _____ as in 'sing'

ong _____ *oung*

an _____ as in 'fawn'

en _____ as in 'went'

in _____ as in 'lean'

un _____ as in 'uniform'

ou _____ as in 'know'

uo _____ *uoh*

ua _____ as in 'to a'

uan _____ as in 'you an'

uang _____ as in 'too long'

iang _____ *ee ong*

iong _____ *ee on*

ian _____ as in 'Caribbean'

iao _____ as in 'Meow'

ia _____ as in 'California'

ie _____ as in 'Sierras'

ui _____ as in 'Kuwait'

Social Media

NAFSA Regional Conference (Regions I & XII), November 2011

Session: *Recruiting and Marketing in the Web 2.0 World-the 11/12 Update*

Original Presenter: Keith Jolie, *Learnhub*

Key Points from Keith Jolie's (*Learnhub*) Presentation

Steps to building your strategy

1. Who and where is your audience?
2. What are you trying to accomplish?
3. How will prospective students find you?
4. What is your call to action?
5. What do you want the students to do?

Define your process

Break down your process into stages you can measure, use tools to track metrics for each stage in the process.

1. What is the starting point?
2. What is the intended outcome (goal)?
3. Identify the steps in between
4. Assign Responsibility to each step and outcome

Tips

- *Determine whether or not your institution has an existing Social Media Policy or Strategy*
- *Review best practices from other institutions*
- *Be consistent (response time, type of response, etc.)*
- *Add new information*
- *Make sure the process/format is easy to use/see | User-friendly interface (make it easy to find what they're looking for)*
- *Keep information relevant and "provide value"*
- *Use multiple tools, but do not overwhelm*
- *Remember it's a conversation*
- *You are in charge of the content*
- *The various tools and programs should be complementary*
- *One tool can be used for multiple purposes (i.e. data collection, surveys, advertisements, marketing/recruitment)*
- *Know when to use which program for what*
- *How can you incorporate your on-hand expertise (i.e. students)?*
- *Be personal (be a friend, not ask for fans)*
- *Find influencers (those with a strong social voice); people are more likely to listen/believe peers over ads*
- *Anticipate questions and provide information first*
- *Respond personally, but direct to existing resources*
- *Use tools that are available to your audience (i.e. be aware of geographically or cost-prohibitive)*
- *Be creative (competitions, prizes, etc.)*

ATTACHMENT 3

Dear PIER Members,

Below are the items I mentioned at our PIER meeting yesterday.

NAFSA: Complete a Survey on Nontraditional Programs

The International Student and Scholar Regulatory Practice (ISS-RP) Committee has charged a task force to analyze and make recommendations for government agency liaison regarding the regulatory challenges of nonimmigrant participation in nontraditional programs (hybrid, low-residency, distance/online, short-term ESL, professional training, and others). A survey has been created to gather data to help internally inform the task force. Complete the survey [HERE](#).

The direct link is: <http://vovici.com/wsb.dll/s/2d78g4d55a>

USCIS National Quarterly Stakeholder Engagement

The United States Citizenship and Immigration Services (USCIS) Office of Public Engagement invites interested parties to participate in a national stakeholder meeting on Wednesday, December 7 at 2:00pm (EST). USCIS is seeking agenda items and questions from stakeholders on operational concerns, policies and procedures.

During this engagement, the USCIS Office of Transformation Coordination will provide an overview of the new online system launching in December 2011. This will include a review of the foundational functions and capabilities of the system, a presentation on account creation, and, information for individuals interested in using the new system to electronically file a stand-alone Application to Extend/Change Nonimmigrant Status (Form I-539) to extend, change or reinstate the following nonimmigrant visa classifications:

B classification: Temporary Visitor for Business or Pleasure

F classification: Academic Student

J classification: Exchange Visitor

M classification: Vocational or Other Nonacademic Student

To sign up for the teleconference and learn more [CLICK HERE](#). The direct link is:

<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnnextoid=f770bce947483310VgnVCM100000082ca60aRCRD&vgnnextchannel=e0b081c52aa38210VgnVCM100000082ca60aRCRD>

Kasey McCarthy