



Education USA Weekly Update

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I. Scholarships and Fellowships

Undergraduate: Calvin College, Grand Rapids, MI

Program Description

Named after the 16th century reformer John Calvin, Calvin College is one of the largest Christian colleges in North America with over 4,000 students and 70 academic programs. Calvin College integrates a core curriculum focused on skill development and faith-based engagement with students' areas of study.

Calvin College does not have full-pay opportunities for international students but it does provide generous grants, scholarships and on-campus work options to help international students fund their education. No separate application is needed to be considered.

Eligibility Requirements

- All applicants must have a high school diploma or equivalent and must provide an academic transcript.
- It is recommended to have a composite SAT score of 940 (Reading and Math) or a composite ACT score of 20.
- All international student applicants must provide official English language test scores (TOEFL or IELTS). (Recommended minimum scores: TOEFL- Paper-based- 550; Computer-based- 213; iBT/Interactive- 80 or IELTS-6.5).
- All international applicants must complete the Declaration of Finances Form available on Calvin College's website.

Award Types: Merit Scholarships

Average Award Amount: \$7,500-\$12,000

Award Coverage: Partial tuition

Award Duration: Typically 4 years

Application Deadline: April 1

Further information: <http://www.calvin.edu/prospective/place/international.htm>

Contact:

Rosemary Etter, International Admissions

intladm@calvin.edu

001(616)526-6106

Undergraduate: Wesleyan University, Middleton, Connecticut

Program Description

Wesleyan University is one of the United States leading liberal arts colleges. It has 2,700 full-time undergraduates with six percent of the student body coming from outside the US. With a small student faculty ration of 9:1, Wesleyan offers more than 900 courses in 39 departments and 46 major fields of study. All International Students applying for merit and need-based financial aid must file the International Student Financial Aid Application in addition to their application to be eligible for financial awards.

Financial Aid Information

Award Types: Merit scholarships and need-based aid

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university
<http://www.educationusa.state.gov/> 1

Average Award Amount*: \$38,400
Award Coverage: Full or partial tuition
Award Duration: Typically 4 years
Application Deadline: January 1

Further information: <http://www.wesleyan.edu/admission/international/>

*The average award amount includes the Freeman Asian Scholars Program which covers full tuition for up to 22 students from Asia annually.

Contact
Wesleyan Admissions
admission@wesley.edu
001(860)685-3000

Undergraduate and graduate: Society of Women Engineers Graduate Scholarships

Program Description: The Society of Women Engineers provides financial assistance to women admitted to accredited baccalaureate or graduate programs, in preparation for careers in engineering, engineering technology and computer science.

Website: www.swe.org

Areas of Study: Computer Science Engineering
Levels of Study: Undergraduate and Graduate
Open to Students from: any region
Average Award Amount: \$1,000-\$10,000
Award Coverage: Varies
Award Duration: Academic year
Award Deadline: February

Eligibility Requirements
Must be a woman accepted or enrolled in a full-time, degree-bearing, accredited engineering program.

Contact:
Society of Women Engineers
230 East Ohio Street
Suite 400
Chicago, IL 60611
Phone #: 1 (312) 596-5223
E-Mail: hq@swe.org

**Graduate: IATEFL Scholarship Fund, School for International Training (SIT) Scholarship
Brattleboro, Vermont**

Program Description:
Since 1967, the International Association of Teachers of English as a Foreign Language (IATEFL) has been linking, developing, and supporting English Language Teaching professionals worldwide.

SIT created this scholarship in collaboration with IATEFL to further develop exceptional teaching professionals. IATEFL members who have been accepted into SIT's Master of Arts in Teaching program will be considered for this scholarship. Selection is competitive and is based on financial need as well as professional contribution or potential contribution to the field.

Areas of Study: Education
Levels of Study: Graduate
Open to Students from: any region
Avg. Award Amount: \$15,000
Award Duration: Academic year
Award Deadline: March

Eligibility Requirements
Applicants must have a minimum TOEFL score of 550 PBT/213 CBT or minimum IELTS score of Band 6.0. Download applications for admissions and financial aid.

Website: www.sit.edu/graduate/finaid/international_scholarships.html

Contact:
School for International Training
Office of Admissions
Kipling Road
PO Box 676
Brattleboro, VT 5302
Fax #: 1 (802) 258-3500
E-Mail: admissions@sit.edu

Post Doctorate: American Lung Association / National Sleep Foundation Pickwick Postdoctoral Fellowship

Program Description: Since 1995, the National Sleep Foundation Pickwick Postdoctoral Fellowship program has provided funds to enable young researchers to devote full-time professional effort to mentored research in sleep or sleep disorders.

Areas of Study: Basic bio-medical sciences, psychology
Level of Study: Candidates must have received an MD, DVM, PhD or DO degree by the time the fellowship begins
Open to Students from: any country
Average Award Amount: 44 000 \$ - 52 000\$
Award Duration: 1 year renewable for 2 years
Award Deadline: September

Eligibility Requirements

Applicants for the NSF/ALA Pickwick Postdoctoral Fellowship must have a sponsor and plan to conduct research in a recognized U.S. laboratory or program of study with strong mentoring in the appropriate area. Non-U.S. citizens are eligible. Candidates must have received an MD, DVM, PhD or DO degree by the time the fellowship begins in July 2008. The degree or subsequent training must have been completed within the past five years. No other fellowships may be held concurrently with this award. The applicant must demonstrate evidence of aptitude for and proficiency in research and interest in pursuing a career in research related to sleep and breathing. Awardees are supported to conduct mentored research for a greater proportion (at least 75%) of their time. Fellowships are available for basic, applied or clinical research.

Further Information:

http://www.sleepfoundation.org/site/c.hulXKjM0Ix/b.2726685/k.7737/ALANSF_Pickwick_Fellowship.htm

Application details can be found on website. Awardees will be notified by February 2008. Funding begins July 2008.

Contact:
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E-Mail: jsteinitz@sleepfoundation.org, elancet@lungusa.org

Internship: Amity Intern Teacher Program

Program Description: The intern teaching program provides volunteer teaching assistants to serve as models of language and culture in U.S. schools at all levels, from preschool to university. Interns assist in the classroom for up to 20 hours per week, take personal study classes and live with American Host Families

Areas of Study: Education, Foreign Languages
Levels of Study: Undergraduate, Graduate, Professional
Open to Students from: any region
Award Types: Internship
Average Award Amount: varies
Award Coverage: Room and board
Award Duration: short term

Eligibility Requirements

Must take one or two personal study courses during teaching internship, depending on the length of the assignment. Must be single, between the ages of 20 and 30, and have no children. Must currently be enrolled in or have completed a Bachelor's degree program

Further Information: www.amity.org

Contact:
Amity Institute
3065 Rosencrans Place
Suite 104
San Diego, CA 92110
Phone #: +1 (619) 222-7000
Fax #: +1 (619) 222-7016
E-Mail: interns@amity.org

II. News you can use

Leading Institutions in The New Shanghai Ranking

To nobody's surprise, US universities come out on top of the recent academic ranking of world universities of the Shanghai Jiao Tong University. Harvard, Stanford and Berkeley are the leading three institutions. Eight out of the top ten, and 88 out of the top 200 universities are in the US.

With 23 institutions, the UK comes out second among the first 200, with Cambridge and Oxford in the top ten (ranks 4 and 10). Germany is in third place, with 14 among the first 200, although the highest-ranked German institution - Munich University - is only ranked 53rd. Of the smaller European countries, the Netherlands (nine in top 200) does especially well, on the par with much larger France, and so does Switzerland (six out of 200). With 80 institutions among the first-ranked 200, Europe scores well overall, but the distribution is quite unbalanced between countries. There are only six universities from Southern Europe (in Italy and Spain) in the top 200, and only one from the new EU member states and other Eastern European countries.

Universities and Asia and Oceania are surprisingly few, with Japan in the lead, followed by Australia (with nine and seven respectively of the top 200). Only two Chinese institutions (inclusive of Taiwan) and none from India figure in the 200 best-ranked. Latin America is once again disappointing, with four in the top 200. No African university is on the list of 200.

The ranking was published for the fifth time in 2007. For the first time, it contains detailed rankings for five broad subject groups. The academic ranking of world universities of Shanghai Jiao Tong University is one of the most widely reported and quoted exercises of its kind, together with that of the Times Higher Education Supplement. It is heavily geared to research performance, which has earned it some criticism.

The report is available at: <http://www.arwu.org/rank/2007/ranking2007.htm>

Exploring Global Views and Visions: Understanding Our New Cultural Context Through the Liberal Arts By Naomi F. Collins

"Globalism" as a term seems both abstract and overused, yet it has real meaning and impact. Everyone recognizes that traditional borders no longer define the beginnings and ends of phenomena -- communication, mobility, commerce, and the spread of information, fashion, and disease. That the world is "shrinking," and that we live in a 24/7 time continuum, is not news, but it is a pressing reality. Whereas historic exploration and mobility resulted in limited encounter, today's technologies have resulted in continuous, multiple, and multipolar encounter and interaction between and among cultures.

To read the full article, please visit: www.iienetwork.org/?p=Collins

Who Needs the Ivies?

Graduating from an elite university may not ensure entrepreneurial success. In fact, such schools may foster risk aversion by Vivek Wadhwa (from www.businessweek.com)

I must confess to being disappointed five years ago when my son, Vineet, told me he had no interest in applying to any of the schools I consider elite. He said he would fit in better at a public state university and he didn't believe that choice would lessen his chances of career success.

Perhaps it was the bias that my company's venture capitalists showed toward management teams from top-tier colleges that skewed my thinking. Whatever the cause, I have since concluded I shouldn't have been upset in the least. An education from one of the world's top schools may not give that much of an edge after all. And in some cases it may actually lessen the chances you will become a successful entrepreneur.

Founders from Across the Educational Spectrum I should have known better. I didn't graduate from an elite university-and by elite, I mean schools such as Ivy League universities, Massachusetts Institute of Technology, Stanford University, and top-tier academic institutions globally. Yet I founded two successful technology companies.

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My new mindset isn't solely based on my experience either. After joining Duke University and researching this topic, I've learned that the majority of the immigrants who founded tech companies over the last decade didn't graduate from universities that are the highest ranked or considered elite, based on selective admissions criteria. Schools like MIT and Stanford don't graduate more founders than Stevens Institute of Technology or Arizona State University. Even the famed Indian Institute of Technology (IIT) only graduated 15% of the founders of companies in India's Silicon Valley.

Our findings were based on interviews with 317 engineering and technology companies that opened from 1995 to 2005 with a foreign-born founder. One of the biggest surprises was that there was no dominant university in the U.S. or abroad that graduated these company founders; they studied in various schools of all tiers across the U.S. and in their home countries.

To read the full article, please click:

http://www.businessweek.com/technology/content/aug2007/tc20070830_254262.htm?campaign_id=rss_topEmailedStories