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Appendix

## Survey Instrument

### Networks of International Graduate Students

This project has been approved by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University. The purpose of this research is to describe and understand the support networks of the two largest populations of international students, worldwide: Chinese and Indian graduate students. The survey is completely anonymous. You will **not** be asked to provide names or any other information that would identify you or others. I only ask for attributes of yourself and of those who provide you assistance.

The survey takes approximately 8 minutes to complete. Please read and respond to **all** questions. Thank you very much for helping me complete my research. If you are interested in the results, please feel free to contact me.

Marcia Harrington

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**Please acknowledge your agreement to proceed with this survey.**

I voluntarily agree to participate in this survey

**If you would like to be entered into a drawing for \$10 gift certificates to Kroger, please leave your pid below. This is the only way in which I will be able to contact the winners.**

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**Section A**

The following questions are asked about you.

1) **What is your gender?**

Male  Female

2) **Are you married or partnered?**

Married/Partnered  Not Married/Not Partnered

3) **What country are you from?**

China  Hong Kong  Taiwan  India

4) **How does your English language ability compare with your friend's English language ability?**

Better than my friends  About the same as my friends  Not as good as my friends

5) **How long have you been at Virginia Tech?**

Less than 12 months  12 months or more

6) **Are you employed at Virginia Tech or one of its research affiliates?**

Yes  No

7) **Do you belong to a listserv with others of your nationality?**

Yes  No

8) **With whom did you live Spring semester 2003? (mark all that apply)**

my spouse/partner  my children  other relatives

friend(s)  no one  other

9) **How many years old are you?**

10) **How many children do you have?**

11) **Do your children live with you?**  I do not have children  My child or children live with me and at least one of them attends school  My child or children live with me and none of them attends school  My children do not live with me

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**Section B**

The following two questions refer to specific assistance needed by university students.

**1) Please mark the needs for which you have sought and received guidance or assistance during your time at Virginia Tech from someone you know at least slightly or at least well enough to have a conversation with. (mark all that apply)**

- Completing a plan of study
- Registering for classes
- Selecting an Advisor
- Selecting a Class
- Understanding honor code rules, copyright rules, etc.
- Understanding graduation requirements or deadlines
- Understanding requirements of your academic department
- Understanding rules, regulations, and requirements of your research lab
- Understanding university services available to you
- Other university-related information
- Visa or INS requirements
- State or federal tax requirements
- Other federal or state information
- Obtaining a driver's license
- Negotiating rental agreements
- Banking       Utilities
- Immunizations
- Health insurance
- Other similar information related to living in the university community

**2). Think about the people who have provided you assistance with the above needs. How many of those people do you know at least slightly and at least well enough to have a conversation with?**

- 0 persons     1-3 persons     4-6 persons     7-9 persons     10 or more persons

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### Section C

I am interested in the attributes of up to **four** of the people who provided you assistance.

Please answer the following sets of questions about each of your four people.

#### Person One

The following questions are about the **first** of the four specific individuals who provided you assistance.

Each of the following seven questions refers to the same person, your Person 1.

**1) How well do you know Person 1?**

- I do not know Person 1 very well    Person 1 is a casual friend    Person 1 is a friend  
 Person 1 is a close personal friend

**2) How is Person 1 related to you?**

- Person 1 is my spouse/partner    Person 1 is another relative of mine    Person 1 is not a relative

**3) Is Person 1 a student?**

- Person 1 is a student in my department    Person 1 is a student in another department    Person 1 is not a student

**4) How does Person 1's English language ability compare to your own?**

- Person 1's English ability is better than mine    Person 1's English ability is about the same as mine  
 Person 1's English ability is not as good as mine

**5) How do you know Person 1?**

- Person 1 is my academic advisor    Person 1 is a faculty member in my academic department  
 Person 1 is a faculty member in another academic department    Person 1 is a university staff person in my academic department    Person 1 is a university staff person in another department  
 None of these choices apply to my Person 1

**6) How similar is Person 1 to you? (mark all that apply)**

- Person 1 is same gender as me
- Person 1 has same marital status as me
- Person 1 has same country of origin as me
- Person 1 speaks same native language/mother tongue as me

**7) How else do you know Person 1? (mark all that apply)**

- Person 1 is my roommate
- Person 1 is a study partner
- Person 1 works in the same research lab
- Person 1 is a member of my church
- Person 1 is a member of my host family
- Person 1 is a member of the same nationality listserv as me
- Person 1 is a member of the same nationality association as me
- None of these choices apply to my Person 1

**Person Two**

The following questions are about the **second** of the four specific individuals who provided you assistance. Each of the following seven questions refers to the same person, your Person 2.

**1) How well do you know Person 2?**

- I do not know Person 2 very well
- Person 2 is a casual friend
- Person 2 is a friend
- Person 2 is a close personal friend

**2) How is Person 2 related to you?**

- Person 2 is my spouse/partner
- Person 2 is another relative of mine
- Person 2 is not a relative

**3) Is Person 2 a student?**

- Person 2 is a student in my department     Person 2 is a student in another department
- Person 2 is not a student

**4) How does Person 2's English language ability compare to your own?**

- Person 2's English ability is better than mine     Person 2's English ability is about the same as mine     Person 2's English ability is not as good as mine

**5) How do you know Person 2?**

- Person 2 is my academic advisor     Person 2 is a faculty member in my academic department
- Person 2 is a faculty member in another academic department     Person 2 is a university staff person in my academic department     Person 2 is a university staff person in another department
- None of these choices apply to my Person 2.

**6) How similar is Person 2 to you? (mark all that apply)**

- Person 2 is same gender as me
- Person 2 has same marital status as me
- Person 2 has same country of origin as me
- Person 2 speaks same native language/mother tongue as me

**7) How else do you know Person 2? (mark all that apply)**

- Person 2 is my roommate
- Person 2 is a study partner
- Person 2 works in the same research lab
- Person 2 is a member of my church
- Person 2 is a member of my host family
- Person 2 is a member of the same nationality listserv as me
- Person 2 is a member of the same nationality association as me
- None of these choices apply to my Person 2

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### Person Three

The following questions are about the **third** of the four specific individuals who provided you assistance.

Each of the following seven questions refers to the same person, your Person 3.

#### 1) How well do you know Person 3?

- I do not know Person 3 very well   
  Person 3 is a casual friend   
  Person 3 is a friend  
 Person 3 is a close personal friend   
  I do not have a Person 3 (skip to Section D, below)

#### 2) How is Person 3 related to you?

- Person 3 is my spouse/partner   
  Person 3 is another relative of mine   
  Person 3 is not a relative

#### 3) Is Person 3 a student?

- Person 3 is a student in my department   
  Person 3 is a student in another department  
 Person 3 is not a student.

#### 4) How does Person 3's English language ability compare to your own?

- Person 3's English ability is better than mine   
  Person 3's English ability is about the same as mine  
 Person 3's English ability is not as good as mine

#### 5) How do you know Person 3?

- Person 3 is my academic advisor   
  Person 3 is a faculty member in my academic department  
 Person 3 is a faculty member in another academic department   
  Person 3 is a university staff person in my academic department  
 Person 3 is a university staff person in another department  
 None of these choices apply to my Person 3.

#### 6) How similar is Person 3 to you? (mark all that apply)

- Person 3 is same gender as me  
 Person 3 has same marital status as me  
 Person 3 has same country of origin as me  
 Person 3 speaks same native language/mother tongue as me

**7) How else do you know Person 3? (mark all that apply)**

- Person 3 is my roommate
  - Person 3 is a study partner
  - Person 3 works in the same research lab
  - Person 3 is a member of my church
  - Person 3 is a member of my host family
  - Person 3 is a member of the same nationality listserv as me
  - Person 3 is a member of the same nationality association as me
  - None of these choices apply to my Person 3
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**Person Four**

The following questions are about the **fourth** of the four specific individuals who provided you assistance. Each of the following seven questions refers to the same person, your Person 4.

**1) How well do you know Person 4?**

- I do not know Person 4 very well
- Person 4 is a casual friend
- Person 4 is a friend
- Person 4 is a close personal friend
- I do not have a Person 4 (skip to Section D, below)

**2) How is Person 4 related to you?**

- Person 4 is my spouse/partner
- Person 4 is another relative of mine
- Person 4 is not a relative

**3) Is Person 4 a student?**

- Person 4 is a student in my department
- Person 4 is a student in another department
- Person 4 is not a student

**4) How does Person 4's English language ability compare to your own?**

- Person 4's English ability is better than mine
- Person 4's English ability is about the same as mine
- Person 4's English ability is not as good as mine

**5) How do you know Person 4?**

- Person 4 is my academic advisor     Person 4 is a faculty member in my academic department  
 Person 4 is a faculty member in another academic department     Person 4 is a university staff person in my academic department     Person 4 is a university staff person in another department  
 None of these choices apply to my Person 4

**6) How similar is Person 4 to you? (mark all that apply)**

- Person 4 is same gender as me  
 Person 4 has same marital status as me  
 Person 4 has same country of origin as me  
 Person 4 speaks same native language/mother tongue as me

**7) How else do you know Person 4? (mark all that apply)**

- Person 4 is my roommate  
 Person 4 is a study partner  
 Person 4 works in the same research lab  
 Person 4 is a member of my church  
 Person 4 is a member of my host family  
 Person 4 is a member of the same nationality listserv as me  
 Person 4 is a member of the same nationality association as me  
 None of these choices apply to my Person 4

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**Section D**

I am also interested in knowing how well Persons 1, 2, 3, and 4 know one another.

**1) Persons 1 and 2 are**

- Close personal friends     Just friends     Know one another slightly     Do not know one another  
 I do not know if they know one another

**2) Persons 1 and 3 are**

- Close personal friends   
  Just friends   
  Know one another slightly   
  Do not know one another   
  I do not know if they know one another

**3) Persons 1 and 4 are**

- Close personal friends   
  Just friends   
  Know one another slightly   
  Do not know one another   
  I do not know if they know one another

**4) Persons 2 and 3 are**

- Close personal friends   
  Just friends   
  Know one another slightly   
  Do not know one another   
  I do not know if they know one another   
  I did not have a Person 3

**5) Persons 2 and 4 are**

- Close personal friends   
  Just friends   
  Know one another slightly   
  Do not know one another   
  I do not know if they know one another   
  I did not have a Person 4

**6) Persons 3 and 4 are**

- Close personal friends   
  Just friends   
  Know one another slightly   
  Do not know one another   
  I do not know if they know one another   
  I did not have a Person 3

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**Section E**
**1. I feel that the assistance I received for the needs I marked in Section B, above:**

- Enabled me to make progress toward achieving a degree  
 Was a barrier to my progress toward achieving a degree  
 Had no effect on my progress toward achieving a degree

**2. Thinking about the needs you marked in Section B above and the people from whom you have received assistance and support, would you say**

- You sometimes wish you knew more people you could talk with or get assistance or guidance from about similar issues or  
 Do you feel you already have enough people from whom you can get assistance

**3. Please record any comments you may have about this research topic in the space below.**

A large empty rectangular box for recording comments. The box is white with a thin black border. On the right side, there is a vertical scrollbar with a small grey handle at the top and bottom, indicating that the box is scrollable. The box is currently empty.

**Your survey is now complete. Thank you very much for your time and your thoughtful responses.**

## Curriculum Vitae

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**Education**

**Ph.D., Virginia Polytechnic Institute and State University, Blacksburg, Virginia , 2003**  
 Higher Education and Student Affairs, Department of Educational Leadership and Policy Studies

**Research topic: Effects of Chinese and Indian Graduate Student's Support Networks on Progression**

**M.S., Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1988**  
 Management Science – Decision Support Systems, R. B. Pamplin College of Business

**B.S. Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1985**  
 Management Science & Business Administration, R. B. Pamplin College of Business

**Other Professional Education**

- Social Capital Symposium, Regional Agricultural Economic Development Conference, Nashville, TN. 1999.
- Collegiate Management Institutes, I and II. Central Association of College and University Business Officers. University of Wisconsin, Milwaukee, WI. 1995, 1996.
- Strategic Planning in Higher Education Workshop, Atlanta, GA. 1996.
- Institute for Institutional Research, No. Kentucky University, Highland Heights, KY. 1994.
- Virginia Institute for Economic Development, I and II. Virginia Polytechnic Institute and State University, Blacksburg, VA. 1993, 1994.

**Professional and Research Interests and Expertise**

- Interrelatedness and Interdependency of Higher Education and Society: Outreach, Non-traditional students, International and Continuing Education, Economic & Community Development, Public Service, Town-Gown, Business, Industry Relations
- Innovation in Services, Programs, Markets, Facilities
- Marketing and Strategic Planning
- Institutional Effectiveness, Institutional Research, Evaluation

## Administrative and Professional Experience

**PhD Graduate Student**, Educational Leadership and Policy Studies, May 2001- Present. Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Positions concurrent with completing degree:

**Strategic Researcher and Grants Writer/Coordinator**, Virginia Bioinformatics Institute. May, 2003 – Current. Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Conduct research to support strategic administration of center. With researchers and Institute administration, coordinate, write, and edit grants, and prepare budgets for multi-million dollar federal bioinformatics research grants.

**Assessment Coordinator**, Career Services. July 2001 – May 2003. Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Applied planning and evaluation skills and knowledge of university research and academic policies and procedures to the conduct of strategic planning and evaluation studies to inform and strategically guide departmental change.

- Served as consultant to management and staff.
- Designed and conducted comprehensive program review, satisfaction studies, program effectiveness studies, and designed and implemented strategic planning sessions, marketing strategies and implementation plans.

**Assistant Director**, Institutional Research and Planning Analysis, July 1994 – May 2001. Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Conducted institutional research activities and served as department specialist for strategic planning, feasibility and market studies, and qualitative research projects; used writing and presentation skills to inform university strategy and decision making.

- Studied challenges and opportunities in higher education. Responsible for preparing student enrollment projections which drove academic planning, admissions, housing, transportation, and more. Represented strategic and analytical perspective on university task forces and committees. Served as qualitative research and planning consultant to departments.
- Conducted environmental scanning; feasibility studies and impact analyses of various university policies and recommended changes; conducted ad hoc descriptive and comparative studies of university trends and attributes and conducted all phases of research (survey design, data collection, analysis, evaluation); prepared reports, presented findings and made recommendations.
- Designed and conducted strategic planning sessions, marketing studies, and departmental program reviews. Designed and led planning process to derive university-wide core values. Utilized group process and facilitation techniques, trained facilitators, conducted focus groups, prepared and presented findings.
- Hired and managed office staff.

**Director, Institutional Effectiveness**, (Special appointment), August 1996 – December 1998.  
University Self Study/Reaccreditation.  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Ensured institutional effectiveness was being practiced university wide. Used project management skills, people skills, writing skills, and assessment and research skills to conduct the SACS self study.

- Educated and informed the university community about accreditation requirements and process through presentations, news articles, and e-mail.
- Interacted with university administration and staff at all levels, in all units to articulate, refine, and ensure integration of departmental policies, processes and procedures, and ensure accurate demonstration of the planning-evaluation-feedback loop with particular emphasis on how evaluation affected change.
- Wrote and edited the final compliance report. Managed the development of the web-based interface through which compliance was demonstrated.
- Serve as institutional effectiveness consultant. Sought out by other universities to advise on reaccreditation. SACS-invited speaker at SACS annual meetings.

**Local Government/Economic Development Specialist**, January 1992 – July 1994.  
Public Service Programs/Outreach Division  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Served as University liaison to local governments for technology, economic development, and other resource needs. Utilized strategic planning, networking, marketing, group process and training skills to build a statewide telecommunications network.

- Designed and built a statewide internet-based community network (LGNet) to strengthen relationships among local governments, state and regional agencies. Fostered a statewide constituency of network members. LGNet became a national prototype.
- Skilled trainer and presenter. Designed and conducted strategic planning sessions, designed and implemented marketing strategies, conducted training workshops, designed newsletters, encouraged and facilitated academic faculty involvement. Supervised and directed technical development staff. Designed and implemented evaluation of network use.
- Authored *Helping Local Governments Help Each Other*, selected from a national competition for inclusion in a book documenting unique applications of community networking, nationwide. Wrote editorial solicited by Virginia Town and City.
- Supported economic development efforts. Responsible for the technology section of an Empowerment Zone grant application for the deployment of a telecommunications infra-structure to promote economic development for a rural, contiguous, tri-county, tri-state region. Conducted stakeholder interviews, researched networking applications and specifications, wrote section, edited grant application.

**Consultant**, (Self Employed) 1990 – 1992.  
Village Associates, Roanoke, Virginia.

Conducted a wide range of strategic planning, group process, research, and evaluation projects for public and private sector.

- Designed and facilitated with others, a visioning process for a local government, results of which supported its strategic planning process. Conducted program evaluations of a regional social service agency and its five satellite offices; presented findings and recommendations.
- Designed and conducted a feasibility study for a new health service for a regional hospital. Developed a research methodology, conducted analyses, interviewed the proposed service providers, insurance providers' policies and state rules and regulations relative to this health service. Prepared report of findings and recommendations which included costs, legal requirements, projected patient demand, and staffing and facility requirements.
- Conducted research and co-authored book on telecommunications networks in education for the National Science Foundation.

**Research Associate**, 1988-1990

Information Systems Departments (Special R&D projects for three departments)  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Enhanced the University's knowledge of telecommunications applications and funding sources with R&D assignments in three different departments within the information systems field.

- Funded by EDUCOM, researched and authored a book detailing nationwide, state-by-state, the attributes and uses of telecommunications networks in K-12.
- Designed and developed a prototype automated library system. Supported development of the Information Systems Strategic Plan through needs assessments of strategic data, information, and technical systems needs of the university administration.
- Analyzed departmental telecommunications needs; developed proposals, cost scenarios, and cost benefit analyses; and, made recommendations.

### **Workshops**

Harrington, M. and Scott, D. W. 1997. Using Qualitative Research to Enhance Quantitative Research Results. Workshop. Southern Association for Institutional Research. Hot Springs, Arkansas. October, 1997.

Harrington, M. 1995. The Ecology of Building Community in Our Institutions. Workshop. Southern Association for Institutional Research. Roanoke, Virginia. October, 1995.

Harrington, M. 1995. Internet for Institutional Researchers, Workshop. Southern Association for Institutional Research. Roanoke, Virginia. October, 1995.

### **Invited Presentations**

- Dwyer, J. and M. Harrington. 2000. Virginia Tech's Experience with the SACS Alternate Model. Invited Presentation. Southern Association of Colleges and Schools. Atlanta, Georgia. December.
- Harrington, M. 1999. Creating an Engaging Alternative Self Study. Invited Presentation. Southern Association of Colleges and Schools. Atlanta, Georgia. December.
- Conn, W. D. and M. Harrington. 1998. The Strategic Self Study: An Effective Model. Invited Presentation. Southern Association of Colleges and Schools. Atlanta, Georgia. December.
- Harrington, M. 1996. Internet for Institutional Researchers. Invited Presentation. Workshop. Association for Institutional Research. San Antonio, Texas. May.
- Harrington, M. 1995. Capitalizing on Internet Resources and Tools. Invited Presentation. Virginia Chapter of the American Planning Association. Roanoke, Virginia. May.
- Harrington, M. 1995. What are People Doing OnLine and How are They Doing It? Invited Presentation. Virginia Chapter of the American Society for Public Administration. Richmond, Virginia. June.
- Harrington, M. 1993. Local Government Networking in Virginia. Invited Presentation. Virginia Innovation Group -- Local Government Information Technology Conference. Charlottesville, Virginia. December.
- Harrington, M. 1993. Roanoke OnLine - A Vision for Community Networking. Invited Presentation. Roanoke Network for Managerial and Professional Women. Roanoke, Virginia. June.
- Harrington, M. 1993. LGNet- Local Government Network. Invited Presentation. Virginia Tech Extension Institute for Leadership Development, Annual Conference. Floyd, Virginia. May.
- Harrington, M. 1992. Connectivity - Electronically Networked Communities. Invited Presentation. Virginia Extension Association Annual Meeting. Lynchburg, Virginia. October.

### **Presentations**

- Harrington, M., T. McKeon, and D. Hanna. 2000. Partnerships in the New Millennium: Strategic Connections for Higher Education and Workforce Training. Society for College and University Planning. Denver, Colorado. July.
- Harrington, M. 1998. Achieving Institutional Effectiveness. Southern Association of Colleges and Schools. Atlanta, Georgia. December.
- Harrington, M. 1998. Lessons Learned from a SACS Self Study. Association for Institutional Research. Minneapolis, Minnesota. May.
- Harrington, M. 1997. Demonstrating Institutional Effectiveness. Southern Association for Institutional Research. Hot Springs, Arkansas. October.

McLaughlin, G. W. and M. Harrington. 1996. Measurement for Process Improvement. Southern Association for Institutional Research. Mobile, Alabama. October.

Harrington, M. 1996. Deriving Institution-wide Core Values. Presentation, Paper. Southern Association for Institutional Research. Mobile, Alabama. October.

Harrington, M., R. Smoot, T. Robertson, and R. Herbert. 1995. Forging Strategic Partnerships - Panel Discussion of the Partnerships Created in the Purchase, Refurbishing, and Building of the Historic Roanoke Hotel and Conference Center. Southern Association for Institutional Research. Roanoke, Virginia. October.

### **Research Publications and Papers**

Kurshan, B. & Harrington, M. 1994. Networked Communities: An Educator's Guide. ERIC, Syracuse University. June. Solicited and funded by the National Science Foundation.

Harrington, M. 1994. Helping Local Governments Help Each Other. Breedan, L. (Ed.) Contributed chapter in 51 Reasons: How We Use the Internet and What it Says About the Information Superhighway. Edited by Farnet. June.

Harrington, M. 1993. Online Communities Can Aid in Decision Making. Virginia Town and City. 28(9). September. Solicited editorial.

Harrington, M. 1991. Partial Hospitalization, A Feasibility Study. Village Associates, Roanoke, Virginia. August.

### **Professional Affiliations**

#### **University Governance**

- Commission on Administrative and Professional Faculty, 1996 -1999
- Employee Benefits Committee, 1996 -1999
- Long Term Care Analysis Sub-committee, 1997 -1998
- Commission on University Support, 1993 -1994
- Communications Resources Committee, 1993 -1994
- Virginia Extension Service Association, 1992 -1994
- Virginia Cooperative Extension Service Nominating Committee, 1993 -1994

#### **Other University Task Forces and Service**

- University Assessment Committee, 1998 - Present
- Student Affairs Assessment Committee, 2001 - Present
- Lecturer in Management Science and Information Systems
- Learning Communities Committee, 1998 - 2000
- Diversity Roundtable, 1997 -1999
- Fellow, Academy for Leadership Excellence, Virginia Tech, 1996 - Present

### **National and Regional Professional Services**

- Southern Association of Colleges and Schools, Accreditation Team, 2001 - Present
- Grants Reviewer for United States Commerce Department, 1994 – 1997
- Accreditation Review team, Southern Association of Colleges and Schools, 2002
- Strategic Planning Committee, OLPH Catholic Church, 2002-current
- Chair, Development; Grants Committee, OLPH Catholic Church, 2002 - current

### **Professional Affiliations**

- Society for College and University Planning, 1996-Present
- Chair, Institutional Decision Making & Resource Planning Academy, 1998 - 2002
- Mid-Atlantic Regional Council, 1997 - current
- Mid-Atlantic Program Co-Chair, 2002 - current
- Conference Program Planning Committees, 1999 - current
- Membership Coordinator, Virginia and West Virginia, 1997 - current
- Institutional Decision Making & Resource Planning Academy, 1996 - 2002

### **Association for Institutional Research, 1994 - 2001**

- Track Chair, Annual Conference, 1996 -1997
- Reviewer, Technology Track, 1995 - 1997
- Reviewer, Institutional Effectiveness Track, 1997, 1998

### **Southern Association for Institutional Research, 1994 - 2003**

- Council Member-at-large, 1999 - 2000
- Newcomers Committee, 1998
- Conference Planning Committee, 1995, 1996, 1998, 1999, 2000
- Nominating Committee, 1996, 1997
- Program Reviewer, 2002