

## **NAFSA's Tools for Leaders**

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- **E-communities**
- **Committee Email Function**
- **Media Assistance**
- **Expertise Profile**

## **NAFSA Committee E-communities**

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E-communities are dedicated online storage places that your committee may decide to use to share and store documents. When you log in to the NAFSA website you will only be able to see and access the e-communities which apply to your committee work. Through the e-community you can access archived documents or post your own. Here are instructions on posting documents to your e-community:

1. Go to [www.nafsa.org](http://www.nafsa.org) and log in using your ID and password.
2. Click on the e-Communities link within the top blue box of the My NAFSA page.
3. Go to your e-Community and click on the "view complete Reference/Forum Archives" link.
4. Click on the "Add Document to Archive" link to the right of the appropriate folder.
5. Enter a description for the item to be posted.
6. Select the priority as either "Normal" or "Hot". A "Hot" posting will display a red flag next to the description.
7. Click the "Browse" button to locate the file on your PC to be posted in the archive.
8. Select the file and click the "Open" button. The file's path will be entered in the "File" field.
9. Click the "upload" button. You will receive confirmation that your document was successfully posted.

## Committee Email Function

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The committee email function is available on the NAFSA website. This tool, which is linked to the NAFSA database, allows you to email the entire committee. The tool also allows you to send one attachment per message to the committee.

1. Log in to [www.nafsa.org](http://www.nafsa.org) using your ID and password
2. Once logged in, you will be on the My NAFSA page.
3. Click "Membership Profile" under "View and update my..."
4. Click "Mass email a NAFSA team or committee"
5. Select the committee you wish to contact from the drop down menu, fill in your message, and click send. Note: you can only email committees you sit on.

You will receive the message in your own inbox as a confirmation that it was sent.

## Media Assistance

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Ursula Oaks, NAFSA's media relations director, can be a resource for you both in terms of providing materials such as NAFSA's media relations handbook and tips for working with the press. Ursula frequently works with members to leverage local media coverage on behalf of international education.

Contact:

(202) 737-3699 x 2553

[ursulao@nafsa.org](mailto:ursulao@nafsa.org)

## Who Speaks for NAFSA?

Taken from the Standing Rules, Rule I, Section C:

Only the President and Executive Director & CEO are authorized to speak on behalf of NAFSA. The President and Executive Director & CEO may delegate this responsibility.

## Expertise Profile

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The expertise profile is a database used to track the skills and experience of individuals interested in volunteering for NAFSA committees, subcommittees, taskforces, regional teams, etc.

NAFSA leaders are encouraged to contact their staff liaisons and ask for an expertise profile pull when looking for individuals to complete their teams.

To update your skills and interests in the expertise profile, log into the NAFSA website using your ID and password. Then click on "expertise profile" in the top blue box of the My NAFSA page under "View & update my..."

## NAFSA's Code of Ethics

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Members of NAFSA: Association of International Educators are dedicated to providing high-quality education and services to participants in international educational exchange. NAFSA members represent a wide variety of institutions, disciplines, and services. This Code of Ethics that proposes to set standards for the professional preparation and conduct of all NAFSA members must accommodate that diversity as well as emphasize common ethical practices. The Code sets forth rules for ethical conduct applicable to all NAFSA members. It does not provide a set of rules that prescribe how members should act in all situations. Specific applications of the Code must take into account the context in which it is being considered. In addition to this Code, NAFSA has also enacted guidelines for specific areas of Professional practice not applicable to all members. These guidelines are set forth in the Principles for International Educational Exchange. Individuals should recognize that professional practices in more than one area could apply to them.

Members are encouraged to use the Code of Ethics as an educational tool for working with other members and nonmembers of NAFSA.

All members, whether paid or unpaid for their work in international educational exchange, are expected to uphold professional standards.

International educators operate in complex environments, with legitimate and sometimes competing interests to satisfy. Ultimately, their concern must be to

the long-term health of international educational exchange programs and participants.

Sorting through ethical dilemmas is often best done with help from others, either one's colleagues in the organization or experts in the subject-matter area.

### ***I. NAFSA Members Have a Responsibility to:***

- a. Maintain high standards of professional conduct.
- b. Follow ethical practices outlined in the Code of Ethics. Strive to follow the ethical practices outlined in the Principles for International Educational Exchange.
- c. Balance the wants, needs, and requirements of program participants, institutional policies, laws, and sponsors. Members' ultimate concern must be the long-term well-being of international educational exchange programs and participants.
- d. Resist pressures (personal, social, organizational, financial, and political) to use their influence inappropriately and refuse to allow self-aggrandizement or personal gain to influence their professional judgments.
- e. Seek appropriate guidance and direction when faced with ethical dilemmas.
- f. Make every effort to ensure that their services are offered only to individuals and organizations with a legitimate claim on these services.

Since members work in an area affected by rapid social, political, and economic changes, they must stay informed of current developments to be professionally competent.

### ***II. In Their Professional Preparation and Development, Members Shall:***

- a. Accurately represent their areas of competence, education, training, and experience.
- b. Recognize the limits of their expertise and confine themselves to performing duties for which they are properly educated, trained, and qualified, making referrals when situations are outside their area of competence.
- c. Be informed of current developments in their fields, and ensure their continuing development and competence.
- d. Stay abreast of laws and regulations that affect their clients.
- e. Stay knowledgeable about world events that impact international educational program participants.
- f. Stay knowledgeable about differences in cultural and value orientations.

- g. Actively uphold NAFSA's Code of Ethics when practices that contravene it become evident.

One of the most challenging aspects of work in the field of educational exchange is balancing among the dictates of various cultures and value systems. Members must be aware of the influence that culture has had on their own values and habits and on the interpretations and judgments they make of the thoughts and habits of others.

Proselytizing is defined as unsolicited, coercive, manipulative and/or hidden persuasion that seeks to influence others to adopt another way of thinking, believing or behaving.

While enjoying interpersonal interactions with people from other cultures, members need to avoid situations in which their judgments may be, or appear to be, clouded because of personal relationships— either positive or negative ones.

Although a categorical ban on accepting gifts might be impractical for members who work with individuals representing cultures where the giving of gifts is important, members need to exercise caution in accepting gifts that might be intended to influence them.

Members' professional and ethical responsibilities extend beyond program participants to all individuals with whom they have interactions, whether they are prospective students and scholars, friends and relatives of program participants, or the general public.

Students and scholars often don't understand the processes and procedures for safe guarding their rights in the United States. Members should provide information about these or make referrals as appropriate.

Being tolerant and respectful of different behaviors and values among individuals who are culturally similar is often more difficult than being tolerant of those differences of people from other cultures. Nevertheless, members should make every effort to show their same-culture colleagues the respect they show their different-culture clients.

Just as they have duties to their clients, members have duties to their professional colleagues. When members accept responsibilities through NAFSA, they should carry them out promptly.

It is often tempting to overlook the long-term need for professional development in the press of daily business. Members must remain cognizant of the need for continuing professional development.

### ***III. In Relationships with Students, Scholars, and Others, Members Shall:***

- a. Understand and protect the civil and human rights of all individuals.
- b. Not discriminate with regard to race, color, national origin, ethnicity, sex, religion, sexual orientation, marital status, age, political opinion, immigration status, or disability.
- c. Recognize their own cultural and value orientations and be aware of how those orientations affect their interactions with people from other cultures.
- d. Demonstrate awareness of, sensitivity to, and respect for other educational systems, values, beliefs, and cultures.
- e. Not exploit, threaten, coerce, or sexually harass others.
- f. Not use one's position to proselytize.
- g. Refrain from invoking governmental or institutional regulations in order to intimidate participants in matters not related to their status.
- h. Maintain the confidentiality, integrity, and security of participants' records and of all communications with program participants. Members shall secure permission of the individuals before sharing information with others inside or outside the organization, unless disclosure is authorized by law or institutional policy or is mandated by previous arrangement.
- i. Inform participants of their rights and responsibilities in the context of the institution and the community.
- j. Respond to inquiries fairly, equitably, and professionally.
- k. Provide accurate, complete, current, and unbiased information.
- l. Refrain from becoming involved in personal relationships with students and scholars when such relationships might result in either the appearance or the fact of undue influence being exercised on the making of professional judgments.
- m. Accept only gifts that are of nominal value and that do not seem intended to influence professional decisions, while remaining sensitive to the varying significance and implications of gifts in different cultures.
- n. Identify and provide appropriate referrals for students or scholars who experience unusual levels of emotional difficulty.
- o. Provide information, orientation, and support services needed to facilitate participants' adaptation to a new educational and cultural environment.

### ***IV. In Professional Relationships, Members Shall:***

- a. Show respect for the diversity of viewpoints among colleagues, just as they show respect for the diversity of viewpoints among their clients.
- b. Refrain from unjustified or unseemly criticism of fellow members, other programs, and other organizations.



- c. Use their office, title, and professional associations only for the conduct of official business.
- d. Uphold agreements when participating in joint activities and give due credit to collaborators for their contributions.
- e. Carry out, in a timely and professional manner, any NAFSA responsibilities they agree to accept.

***V. In Administering Programs, Members Shall:***

- a. Clearly and accurately represent the identity of the organization and the goals, capabilities, and costs of programs.
- b. Recruit individuals, paid and unpaid, who are qualified to offer the instruction or services promised, train and supervise them responsibly, and ensure by means of regular evaluation that they are performing acceptably and that the overall program is meeting its professed goals.
- c. Encourage and support participation in professional development activities.
- d. Strive to establish standards, activities, instruction, and fee structures that are appropriate and responsive to participant needs.
- e. Provide appropriate orientation, materials, and on-going guidance for participants.
- f. Provide appropriate opportunities for students and scholars to observe and to join in mutual inquiry into cultural differences.
- g. Take appropriate steps to enhance the safety and security of participants.
- h. Strive to ensure that the practices of those with whom one contracts do conform with NAFSA's Code of Ethics and the Principles for International Educational Exchange.

***VI. In Making Public Statements, Members Shall:***

- a. Clearly distinguish, in both written and oral public statements, between their personal opinions and those opinions representing NAFSA, their own institutions, or other organizations.
- b. Provide accurate, complete, current, and unbiased information.

Original text approved by the NAFSA Board of Directors on May 28, 1989.  
Revisions approved by the NAFSA Board of Directors in October 1992, and September 2000.  
Additional text changes adopted on March 13, 2002, and March 9, 2003.

## NAFSA Acronyms

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**NAFSA** – now: NAFSA: Association of International Educators, formerly:  
National Association for Foreign Student Affairs.

### **NAFSA Office Departments**

- CM – Conference & Meetings
- Finance
- GPPS – Global Partnership Program & Sponsorship
- Marketing
- MRLS – Member Relations and Leadership Services
- OA – Organizational Advancement
- PDS – Professional Development Services
- Professional Practice & Publications
- PP – Public Policy
- TS – Training Services

### **National Committees**

- ACC – Annual Conference Committee
  - LAT – Local Arrangements Team
- LDC – Leadership Development Committee
- KCCC – Knowledge Community Coordinating Committee
  - SIM – Subcommittee on Information Management
  - TCS – Training Coordination Subcommittee
- Knowledge Communities (KCs)
  - EA – Education Abroad
  - IEL – International Education Leadership
  - ISSS – International Student and Scholar Services
  - RAP – Recruitment, Admissions, Preparation
  - TLS – Teaching, Learning, Scholarship
- MEM – Membership Committee
- RAC – Regional Affairs Committee
- EA RP – Education Abroad Regulatory Practice Committee
- ISS RP – International Student and Scholar Regulatory Practice Committee

### **Other**

- MBOUS – Members Based Outside the United States
- NCC – New Century Circle
- OSEAS – Overseas Educational Advisers
- TF – task force

### **Old NAFSA Acronyms that are still heard on occasion:**

- ADSEC – Admissions Section
- ATESL – Administrators and Teachers in English as a Second Language

- CAFSS – Council of Advisers to Foreign Students and Scholars
- CIPP – Committee on Immigration Policy and Practice
- CIPP- RR - Committee on Immigration Policy and Practice Regional Representative
- COMINFO – Committee on Communication and Information Services
- COMSEC – Community Programming Section
- COOP – Cooperative Grants Program
- CPA – Council on Public Affairs
- SECUSSA – Section on U.S. Students Abroad
- SPAs – Sponsoring and Programming Agencies
- SSRR – Student and Scholar Regulatory Representatives

### **Other Organizations**

- AACC American Association of Community Colleges
- AACRAO American Association of Collegiate Registrars and Admissions Officers
- AACU Association of American Colleges and Universities
- AAIE Australian Association for International Education
- AASCU American Association of State Colleges and Universities
- AAU Association of American Universities
- ACE American Council on Education
- ACE American Cultural Exchange
- AIEA Association of International Education Administrators
- Alliance Alliance for International Educational and Cultural Exchange
- AMPEI Asociación Mexicana para la Educación Internacional
- ARIES Agence des Relations Internationales de l'Enseignement Supérieur (France)
- BUTEX British Universities Transatlantic Exchange Association
- CBIE Canadian Bureau of International Education
- CEAIE Chinese Education Association for International Exchange
- CIEE Council on International Educational Exchange
- DAAD German Academic Exchange Service
- EAIE European Association for International Education
- IIE Institute of International Education
- JAFSA Japan Association for Foreign Student Affairs
- JASSO Japan Student Services Organization
- KAFSA Korean Association of Foreign Student Administrators
- USBT U.S.-Based Training for Overseas Educational Advisers, Educational Information and Resources Branch, U.S. Department of State

For more acronyms, visit [www.nafsa.org/acronyms](http://www.nafsa.org/acronyms)

# Knowledge Communities and Professional Networks

<b>Education Abroad</b>	
	<ul style="list-style-type: none"> <li>• Advising and Recruitment in Education Abroad Network (AREA)</li> <li>• Developing and Managing Programs Abroad Network (DMPA)</li> <li>• Managing an Education Abroad Office Network (MO)</li> <li>• Special Focus Network: Simon Study Abroad Act</li> </ul>
<b>International Education Leadership</b>	
	<ul style="list-style-type: none"> <li>• Chief International Education Leaders Network (CIEL)</li> <li>• International Education Leader Development Network (IELD)</li> </ul>
<b>International Student and Scholar Services</b>	
	<ul style="list-style-type: none"> <li>• International Student Advising Network (ISTA)</li> <li>• International Scholar Advising Network (ISCA)</li> <li>• Campus and Community Programming Network (CCP)</li> </ul>
<b>Recruitment, Admissions, and Preparation</b>	
	<ul style="list-style-type: none"> <li>• Special Focus Network: Bologna Process</li> <li>• Admissions and Credential Evaluation Network (ACE)</li> <li>• English Language Training &amp; Administration Network (ELTA)</li> <li>• Marketing and Recruiting Network (MR)</li> <li>• Overseas Educational Advising Network (OEA)</li> <li>• Sponsored Program Administration Network (SPA)</li> </ul>
<b>Teaching, Learning, and Scholarship</b>	
	<ul style="list-style-type: none"> <li>• Research/Scholarship Network (RS)</li> <li>• Intercultural Communication and Training Network (ICT)</li> <li>• Internationalizing the Curriculum and Campus Network (ICC)</li> </ul>

## Member Interest Groups (MIGs)

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### ***Institutional Interest Groups (IIGs)***

Institutional Interest Groups (IIG) consist of members who work in specific types of institutions.

- Historically Black Colleges and Universities IIG (HBCU) ☀
- Liberal Arts Institutions: Small and Residential IIG (LAI:S&R) ☀
- Two Year / Community College IIG (TYCC) ☀

### ***Specific Interest Groups (SIGs)***

Specific Interest Groups (SIG) consist of members who share a specific interest.

- Africa SIG ☐
- Black/Multicultural Professionals in International Education SIG (B/McPIE)
- Canada SIG
- China SIG ☀
- Christian SIG ☐
- Creative Industries SIG (CI) ☐
- Embassy Dialogue Committee SIG ☀
- Foreign Born International Educators SIG (FBIE) ☐
- Francophone World SIG ☐
- Global Nomads SIG (GN) ☀
- Intercultural SIG (I-SIG) ☐
- International Education for Persons with Disabilities SIG (IEPD)
- International Living Center SIG (ILC) ☀
- Japan SIG ☀
- Latin America SIG ☐
- Middle East Interest Group (MEIG) ☐
- One Person Office SIG (OPO) ☀
- Peace and Justice SIG (P&J) ☐
- Rainbow SIG ☐
- Returned Peace Corps Volunteers SIG (RPCV) ☐
- Technology SIG ☐
- United Nations SIG (UN) ☀

☀ = **Online MIG Space on NAFSA Website**

☐ = **Has their own website or listserv or Facebook page**