



Fellows

NEWS ABOUT THE PEACE CORPS FELLOWS/USA PROGRAM

New Programs Welcomed to Fellows/USA Family

In the past year, the Fellows/USA circle has grown to include nine new programs, two in teacher education and seven in community/economic development. Fellows staff have worked to add academic and/or geographic diversity to the program offerings and are excited about these new opportunities for RPCVs. Following is a brief description of each of the new programs.

Arizona State University Tempe, AZ

Fellows in ASU's program will earn master's degrees in economics, business administration, social work, public affairs, and other fields, and will participate in community-based research assistantships in the areas of economic development, community development, and housing. They will work on projects that further their academic programs of study while also meeting the needs of low-income communities in the Phoenix metropolitan area. The Graduate College will administer the program at ASU, partner with local cities and towns and with the U.S. Department of Housing and Urban Development to design and implement the research assistantships, and will coordinate professional development and mentoring of Fellows. Potential projects include conducting community needs assessments, developing housing plans for low-income residents, and helping to develop local small businesses.

California State University at Sacramento

The CSUS program offers a Master of Public Policy and Administration and will provide Fellows with hands-on, practical experience at the policy level. The program will require, in addition to the academic core, a specialty area, such as educational policy, health and human services, environmental policy, or urban policy. Located in close proximity to the center of government for the State of California, the program focuses on state and local levels of government and provides a ready laboratory for observing policy and administrative issues. Fellows will gain experience relating to their specialty area through field placement in the legislature, state or local government agencies, or related organizations. The goal of the program is to equip Fellows to make a difference in communities by providing them with opportunities to help analyze, develop, and implement sound public policy.

Florida International University, Miami, FL

To complement FIU's existing program in teacher education, the new community/economic development program offers a Ph.D. in Public Administration with optional concentrations in several areas. Fellows will spend 20 hours per week working in a local organization, such as the Miami-Dade Housing Authority or Office of Community and Economic Development, East Little Havana Community Development Corporation, the Urban League, or the Local Initiative Support Corporation. Fellows will work on an applied research project developed in consultation with their Ph.D. faculty, who will also serve as mentors and facilitators for the students. In addition to core course work and other requirements, Fellows will participate in a seminar on current issues and careers in their field.

George Mason University, Fairfax, VA

RPCVs who would like to teach either in the Washington, DC, metro area or overseas will be interested in the "FAST TRAIN" program, an abbreviated teacher education program with a multilingual/international focus that certifies elementary teachers. In one option, after an orientation and six-week intensive study period in the summer, Fellows will be placed in local schools as provisional teachers each fall (pending position openings). During the Fellows' initial year of teaching, FAST TRAIN will provide induction services, mentors, and a \$500 stipend. In the alternate option, Fellows who wish to teach in international schools can begin the program at any time and, after completing six courses, they would complete an internship overseas. Both options allow students to complete a master's degree with an additional five courses.

**Marquette University,
Milwaukee, WI**

The Marquette Fellows program offers master's degrees in business, communication, political science, philosophy, public service, English, or history, with core courses in urban studies. The downtown Milwaukee location is rich in opportunities for professional and academic development as well as personal and spiritual growth, and the university offers a Catholic, Jesuit tradition dating to the middle of the 16th century which embraces service to others and the pursuit of knowledge. Fellows work in meaningful, substantive 21-month projects designed by selected non-profit organizations. They are expected to complete the master's program in two years taking nine credits per semester, and to work in the 21-month community service leadership program for eighteen hours per week during the academic year and forty hours per week for three months during the summer.

**Northern Arizona University,
Flagstaff, AZ**

A program leading to a Master of Business Administration has been added to the existing and highly successful education program at NAU. MBA Fellows will do their internships alongside public sector professional staff in Flagstaff and rural northern Arizona communities and address needs relating to housing, homelessness, and community and economic revitalization. Placements will be with organizations such as the Affordable Housing Coalition, which includes representatives from low income neighborhoods, banks, finance companies, home builders, planners, local government, other non profits, education, religious institutions, real estate, architects, and others, giving Fellows exposure to the broad range of issues facing business leaders working on community/economic development. Supervision and mentoring will be provided by the faculty advisors in the program and the on-site staff.

**University of Arizona,
Tucson, AZ**

While Fellows are working on master's or Ph.D. degrees available in planning, public administration, public health, or arid lands and resource studies, they will play critical roles in addressing the needs of rural southern Arizona communities in the Tucson and Mexico border area. The program in planning strongly focuses on international border issues with Mexico and has a strong presence in the Panama Canal Zone. Students in public administration work in immigration and public finance-related internships. Issues which may be addressed include public health, community and economic revitalization, management of arid lands, housing, and homelessness. Placements will be with city, county, neighborhood, regional, or Native American tribal organizations. Fellows may also participate in a practicum focusing on their internship experiences.

**University of Wyoming,
Laramie, WY**

Offering an M.A. in American Studies, this interdisciplinary program will require courses to orient the Fellows to public sector service and to the culture of Wyoming and the old—and new—West, as well as courses in an area of interest, such as sociology, social work, education, history, anthropology, political science, or geography. The community problem in Wyoming is founded in the state's geography: a population of less than 500,000 spread over 98,000 square miles, an economy limited by the amount of arable land, the lack of urban centers, and a transportation infrastructure unattractive to business development. In their field placements, Fellows will help identify, develop, and support needed social service and cultural programs to benefit the Hispanic, Native American, and low-income residents of the surrounding communities. The program includes a strong supervisory structure as well as a required seminar for graduate students engaged in teaching, research, and internship assignments.

**Western New Mexico
University, Gallup, NM**

Located in northwest New Mexico, this program leads to a Master of Arts in Teaching (elementary, secondary, or special education) and is especially designed for Fellows without undergraduate teacher education preparation. Fellows will work as regular classroom teachers in local school districts in or bordering on the Navajo Nation, while taking graduate teacher education courses on weekends and evenings in Gallup. The Gallup McKinley County Schools and the Ramah Navajo School Board, partners in the program, will provide beginning teacher salaries and benefits. WNMU program administrators, who are RPCVs themselves, will provide mentoring and support for Fellows. Fellows pay the low in-state, on-campus tuition rate, and low-cost teacher housing is available for those posted in rural schools.

**For further information on current Fellows programs (both new and old),
consult the Fellows/USA Web site, www.peacecorps.gov/fellows.**

TRANSITION REPORT

On July 26, President Bush announced his intention to nominate **Gaddi Vasquez** of Orange, California, as Peace Corps director. Confirmation hearings in the Senate are expected to take place late in the fall.

Vasquez is currently Division Vice President of Public Affairs of the Southern California Edison Company. He has served in the California state administrations of several governors and was twice appointed by former President George Bush to federal commissions. From 1987 to 1995, he was County Supervisor of Orange County, California. He is active in community affairs, serving on the national advisory boards of Habitat for Humanity and the Salvation Army. He also serves on the Board of Directors of the Boy Scouts of America-Orange County Council, and is the Secretary of the National Association of Latino Elected and Appointed Officials. His parents were migrant farm workers of Mexican descent, and he is the first member of his family to earn a college degree.

We look forward to welcoming Mr. Vasquez to Peace Corps.

Dr. Steve Weinberg has assumed the position of Associate Director for Volunteer Support, the division in which Fellows/USA is housed. Dr. Weinberg, a former medical missionary, is both an attorney and a physician. He has been Of Counsel to the law firm of Robert Hammer & Associates in Fort Worth, Texas, for the

past ten years, and before that was with Adams, Lynch, and Loftin in Bedford, Texas. He has practiced exclusively in the area of health care law, with an emphasis on patient rights and medical peer review. Weinberg had been a general surgeon practicing in the Fort Worth area, and earlier in his career was a surgeon with the United States Air Force with multiple worldwide assignments including Chief of Surgical Services at Ramey Air Force Base, Aguidilla, Puerto Rico. Dr. Weinberg has a long history of community service overseas and in Texas. He graduated from the University of Iowa College of Medicine in 1967, and received his law degree from Southern Methodist University in 1989.

In addition, the White House accepted **Charles R. Baquet's** resignation as the Acting Director of the Peace Corps, effective October 1, 2001. His tenure at the Peace Corps spanned seven years as Deputy Director and, on more than one occasion, as Acting Director. Baquet has been a strong supporter of the Fellows/ USA Program. We will miss his counsel and support, and wish him well.

Another important addition to the administrative team is **Lloyd Pierson**, who had been serving as a Special Assistant to the Director, and was appointed Peace Corps Chief of Staff, effective September 10. Upon Baquet's departure, Pierson assumed the position of First Assistant to the Deputy Director and has the

authority to act as Deputy Director of the Peace Corps until the new Director and Deputy Director are confirmed. Pierson comes from the International Republican Institute (IRI), where he held the position of Director of the Africa Division. He is an Africa specialist recognized for outstanding development work in Africa and is frequently quoted in the media and academic journals. Pierson also served as Associate Director of the Peace Corps, and as Peace Corps Country Director in Ghana, Botswana, Namibia, and Swaziland, and he opened the Peace Corps program in Zimbabwe.

One other appointment deserves mention as well, that of **Ellen Field** who is now serving as the agency's Press Director. Field joins us from the Research Division at the Republican National Committee (RNC), which served as the primary research resource for the Bush for President campaign. An appointee during the previous Bush Administration, she has also worked extensively on Capitol Hill and with the business and technology community.

WELCOME ABOARD, GINA!

The Fellows/USA staff is delighted to welcome Gina Wynn to the Fellows/USA partnership as the new marketing coordinator. She will be with us through June of 2002, editing program publications, managing the Web site, and implementing marketing and recruitment initiatives to publicize the program to PCVs in the field and returned Volunteers.

A returned Peace Corps Volunteer herself, Gina taught English near Vladivostok, Russia. She was most recently a freelance writer and copy editor for *The Sofia Echo* English language newspaper in Bulgaria. Before that, she was an account executive/copywriter for IMG Creative, an advertising agency within the sports marketing firm, IMG, based in Cleveland, Ohio. Gina has also held communications and marketing positions with the 1999 AAU Junior Olympic Games and the American Heart Association. She received a B.S. in journalism from the E.W. Scripps School of Journalism at Ohio University.



Wynn stands between her Russian host "parents" from her days as a Peace Corps Volunteer near Vladivostok.

NPCA Postpones Peace Corps' 40th Anniversary Conference

On Monday, September 17, National Peace Corps Association president Dane Smith announced the postponement of the organization's conference marking the 40th anniversary of the Peace Corps. The conference had been scheduled for September 20-23 at a variety of venues in Washington, D.C. NPCA leaders decided to delay the celebration in the aftermath

of terrorist attacks upon the World Trade Center in New York City and the Pentagon, just outside Washington. Smith's announcement projected rescheduling of the anniversary conference for spring or summer, 2002.

Fellows/USA was to be well represented at the conference in an informational workshop, an exhibit booth and in

the official conference guide. Some Fellows/USA programs were also set to recruit at the event.

Let us all plan to meet the RPCVs with great information about how they can 'bring the world back home' as Peace Corps Fellows when the NPCA celebrates Peace Corps' 40th anniversary – 'plus one' – next year!

FELLOWS' RESPONSES

Teacher Education Fellows

"My Peace Corps Fellows Program prepared me for my teaching career. It gave me the academic background I needed (at a reduced tuition) and it got me into the classroom right away. Academics and reality don't always mesh but I learned a lot about education by simply living that."

*The George Washington University,
RPCV Federated States of Micronesia*

"I have been working on a reservation as a second grade teacher. It is wonderful. The Peace Corps Fellows Program opened such wonderful opportunities for me. I think you should check into it."

*Northern Arizona University,
RPCV from Lesotho, South Africa*

Community Economic Development Fellows

"My Fellows program got me into the 'thick' of issues of interest to me and allowed me to carry these interests into my graduate work. Most importantly it gave me an opportunity to 'test the waters' before I committed to a graduate program."

*University of Oregon (RARE)
RPCV from Niger*

"As part of my Fellows program I trained social service providers in Spanish and Latino competency so that they could meet the needs of our state's burgeoning Latino population. As a lawyer I use the same teaching and advocacy skills in the courtroom."

*Illinois State
RPCV from Dominican Republic*

Fellows Program Survey Results

A draft report of the responses to the questionnaire that was sent to current Fellows during the Spring 2001 term reveals that the Fellows/USA Program is highly valued by its participants. Entitled "Serving and Learning at Home and Abroad: The Perspectives of Fellows/USA Participants in 2001," the survey was completed by 133 of the 313 Fellows who received it, giving it a high degree of statistical reliability. Responses were received from all 29 of the programs existing at that time. With funding provided by the John S. and James L. Knight Foundation, the purpose of the survey was to determine features of the program that are working well and areas that may need strengthening. Questions sought opinions about participants' Peace Corps experience, their selection of a Fellows/USA program, and the importance of the program on career development.

Most respondents (84%) indicated that their Peace Corps experience helped them realize that they desired a career providing service to others, and many (60%) said their service helped them decide to go to graduate school. Three-quarters of them (75%) said the Fellows Program helped encourage them to attend graduate school. A majority (65%) said it would be useful to RPCVs to have more information about post-Peace Corps opportunities.

In selecting a Fellows/USA program, cost and geographic location were indicated as being more important to RPCVs than reputation of the university. Other factors that were important were opportunities to become actively involved in community service (agreed to by 70%) and opportunities for future employment

gained through the program (agreed to by 63%). More than half (59%) of the respondents applied to more than one Fellows program.

A large majority (81%) felt they are gaining skills through the program that are important to their career development, and 70% felt the academic component of their program provides important links to future career options. Another 70% felt they were making important contributions to others through their program.

Three-quarters of the respondents (75%) said they would highly recommend their program to other RPCVs.

The final report is anticipated within a few weeks and will be made available to all Fellows/USA partners.

Programs Share Visions at 16th Annual Convocation

More than 100 Fellows, Program Coordinators, community partners, and staff attended the 11th Annual Fellows Convocation from February 12-15, 2001, in Washington, D.C. Based on the theme "Visioning for Fellows/USA: Partnership, Scholarship, Leadership," the three-day conference gave participants an opportunity to share academic and professional perspectives and ideas and to network with each other.

Based on participants' evaluations, the Convocation was a success. Copies of the evaluation report were sent to all Fellows Program Coordinators with a request that they be distributed to interested parties. If you have not seen a copy of the report and would like one, contact your program Coordinator or send an e-mail to Dr. Cary Ballou, Program Specialist, Fellows/USA (cballou@peacecorps.gov).

Regarding next year's Convocation, participants generally approved of holding it in February or March instead of the later spring schedule of previous years. Nominations for location were predominantly for a western site, somewhere "warm." Calls for proposals to co-host the 2002 Convocation, tentatively scheduled for March 6-9, will be issued in the near future.



Dr. Cary Ballou, Program Specialist, and Dr. Michele Cisco Titi, Director, stand before the Fellows/USA Program display at the February, 2001 Convocation.



(l/r) Dr. Michele Cisco Titi; Dr. Sam Cargile, DeWitt Wallace-Reader's Digest Fund; Dr. Stephen Trachtenberg, President, The George Washington University; Dr. Jeanne Embich, The George Washington University; Charles R. Baquet, Peace Corps; Dr. Jay Shotel, The George Washington University.

Highlights of the Convocation evaluations, which were completed by about a quarter of the participants, include the following:

More than half the sessions (8 of 14) received unanimous "excellent" or "good" marks in **usefulness, delivery and presentation, and opportunity for discussion and interaction.** The others received only a small number of "fair" or "poor" marks.

The **site visits to the Johns Hopkins University and Shriver Peaceworker Program Fellows sites in Baltimore** were also highly rated, receiving 86% "excellent" and "good" marks for usefulness

and for opportunity for discussion and interaction, and 100% "excellent" and "good" ratings for usefulness of materials and handouts.

93% of the participants in the **meetings with Congressional Representatives** thought they were useful, but some commented that they would have liked more preparation, and some questioned whether there would be any positive results for the Fellows/USA Program.

89% of the participants in the **Town Meetings** found them "excellent" or "good," but there was some confusion about their organization and purpose. [Note: Fellows/USA staff will work to clarify this portion of next year's Convocation.]

90% of the participants at the **Wrap-Up Session** rated it "excellent" or "good."

Regarding the overall Convocation, 92% of attendees rated the **opportunity to network**

as "excellent" or "good," and 86% rated the **information and ideas acquired** as "excellent" or "good."

Ratings of **logistics and accommodations** ranged from 77% "excellent" or "good" for travel arrangements and hotel accommodations, to 100% "excellent" or "good" for meeting facilities.

Sweet Dreams for School Hiring Managers

By Jamie Mossay

Philadelphia really needs teachers, and that's not the half of it. As in many of our nation's larger cities, the schools must often settle for less than ideal candidates just for the sake of putting warm bodies in classrooms. However, in a perfect world, they would want all their new teachers to have certain qualities. So the following is what the school district's human resources managers dream about while fast asleep.

Our country is a land of immigrants, and this is especially evident in our metropolitan areas. In fact, one of the high schools in Philadelphia has been described as a "miniature United Nations" with more than sixty nationalities represented. Thus our ideal teachers should be culturally knowledgeable and sensitive to differences. They should be able to seek out common ground between themselves and a diverse student body in an effort to build trust. They need to celebrate this diversity and work to instill a sense of

pride in each student for his or her unique culture.

Our urban schools are also under-funded in many cases, and teachers must often make do with less than adequate materials. Hence, our ideal teachers must be creative and resourceful in order to effectively convey their lessons to the students. They need the vision to squeeze every bit of learning they can out of the resources they have at their disposal. Some schools do not have science labs, but it is amazing how much chemistry one can do with items readily available at any grocery store. Some schools do not have enough rulers, protractors, and compasses for their math classes, but a resourceful teacher can show his or her students how to make their own. Some schools have only a few copies each of the books in the English curriculum, but a creative teacher can make these books come alive in the classroom.

Finally, teaching in inner-city schools can be very disheart-

ening. So many problems plague our urban areas that teachers can often feel like their hard work is in vain. Consequently, staff turnover, especially among new teachers, is extremely high. In order to weather this storm, our ideal teachers should be resilient and determined. They need to accept the fact that their efforts alone will not always seem to make a difference, but when combined with the efforts of thousands like themselves, they can have an impact.

So when our human resources managers awaken from this beautiful dream, they are faced with a harsh reality. Do these ideal teachers even exist? Where can they possibly find people who are culturally sensitive, creative, resourceful, resilient, and willing to work under difficult conditions? Well, several hundred potential teachers who fit all of these criteria come back into this country every year from overseas. They are Returned Peace Corps Volunteers. As Volunteers they had to find ways to

Teacher Education Partner Universities

DePaul University
Florida International University
George Mason University
The George Washington University
Northern Arizona University
San Francisco State University*
Teachers College, Columbia University
Temple University
University of Texas at El Paso
Western New Mexico University
Wichita State University



*Currently not recruiting.

relate to people from very different backgrounds and cultures. They often worked in places with far fewer resources than the typical Philadelphia school and found ways to teach in spite of that. They also believe strongly in the grassroots philosophy of Peace Corps that many people working at the local level can bring about change. It sometimes happens almost imperceptibly, but it does happen. So, clearly, RPCV teachers could feel right at home in a school district like Philadelphia's, but how do we bring them here and convince them to stay?

That question is what set the wheels in motion and created the Peace Corps Fellows program here at Temple University. During the past 8 years, the program has attracted over 50 Returned Volunteers to teach in Philadelphia's public schools while simultaneously pursuing Pennsylvania certification and a master's degree in education. Currently, the program will give each new Fellow a \$1000 relocation allowance and pay two-thirds of all tuition costs during the two years of coursework. In exchange, the Fellows agree to teach in an under-served public school in the city for the two years they are in the master's program and for two additional years afterward. Thus far, the program has been quite successful in attracting RPCVs with very different volunteer experiences. The current active enrollment of Fellows in the

program is ten and we worked as Volunteers all over the world. The four most recent additions are a case in point, having served on three different continents.

Before Carlee Cole started the Fellows program in January of this year, she taught high school English for two years in a tiny town in the north of Poland. In addition to teaching English, she organized a summer camp for Russian and Polish students in order to better relations between the countries, obtained grant money for a more advanced computer lab in the local high school, and hosted numerous "cultural dinners", teaching community members how to cook Mexican, Indian, and (of course) American cuisine with many creative ingredients.

Linda Loman also entered the Temple program in January after two years of teaching science, math, and physical education in Papua New Guinea. She lived on the small island of Manus, slightly north of the main island. In addition to being a "dorm mother", she led an expedition of students to the capital of the country. Many had never been there. She also taught her students American sports such as basketball and cross-country, which most of them performed barefoot on the soft sand of the island. Currently, both Loman and Cole are teaching science and English respectively to

middle and high school students in an urban school in Center City Philadelphia.

Patrick Lee just started the Fellows program in September after two years in Malawi teaching math and science. In Malawi, he was placed in an all boys' high school with about 300 students located in a small town in the south of the country. In addition to his teaching duties, he coached basketball, tutored students in the evenings, helped build a house with Habitat for Humanity, and worked on computer skills with staff members at the local hospital. He also worked hard throughout his stay to learn the local Chichewa language as well as to familiarize himself with the music, traditional games, history, and food of Malawi (especially the food). He is currently teaching in a Philadelphia center city school.

Obviously Poland, Papua New Guinea, Malawi, and Philadelphia are all very different places. However, both the problems facing the schools in each location and the necessary qualities for teachers to be effective are very similar. With any luck, our program will continue to attract talented new people with experience in a wide variety of cultures around the world. Maybe then our human resources managers will be able to sleep a little better.

Special Note

Teacher education Fellows might make use of two exciting new Peace Corps Coverdell World Wise School resources:

Insights From the Field, a guide with instructional units focusing on geography, culture, and service. Lesson plans and primary source documents are designed to help teachers in grades 7-12 engage their students in inquiry about the world, themselves, and others. The guide uses the Dominican Republic to illustrate "big ideas" that can be adapted to the study of other countries and cultures.

Voices From The Field, an interdisciplinary language arts curriculum based on the writing of PCVs. Also for students in grades 7-12, this curriculum guide has two primary sections—Reading and Responding to Literature, designed to engage students in the content of the text, and Reading and Writing Workshop, designed to increase students' knowledge of themselves, the world, and others, as well as to improve their writing skills.

These resources will come to the Peace Corps Web site this fall or winter.

For more information, call 1-800-424-8580, press 2 and then x1450.

Closing Notes

Publication Opportunities in Teacher Education

Partners in Fellows/USA teacher education programs are invited to submit articles of professional and scholarly interest for spring 2002 publication in two volumes of Fellows/USA monographs. Authors may be individual Fellows, faculty, university administrators, program coordinators, school system community partners or collaborative teams of such persons.

One monograph volume will focus upon the broad topic of *Change* brought about in the context of Fellows/USA teacher education programs. Interpretation of the topic is open to authors' choice. Articles might focus upon any aspect of the topic

ranging, for example, from change in a learning community to change in a school, school system, or an individual's teaching style.

The theme of the second monograph volume is *Institutionalization*. Faculty, administrators and university Fellows/USA coordinators are invited to write about successful strategies for institutionalizing program models, or particular aspects of models from the DeWitt-Wallace Pathways to Teaching Careers program, including: effective recruitment and selection of Fellows, refinement of curriculum to meet the needs of Fellows, provision of scholarship assistance,

support services, soliciting active community participation, building working relationships with school districts, securing stable funding sources for Fellows/USA programs, and working with local and state education policymakers to eliminate barriers that keep good candidates from entering the teaching profession.

Publication of the monographs is supported by the Wallace Reader's Digest Fund. Interested persons are asked to e-mail article proposals not exceeding one page in length to Dr. Michele Titi at mtiti@peacecorps.gov by November 23, 2001.

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