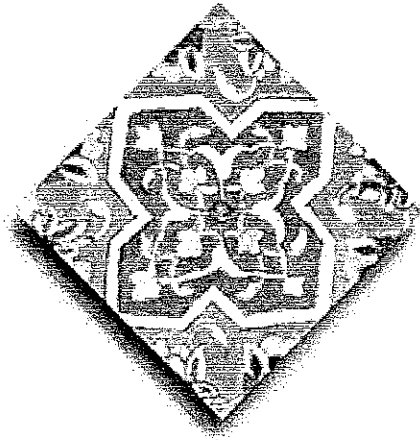


PROCEEDINGS

IRANIAN STUDENTS IN THE UNITED STATES: CHALLENGES AND OPPORTUNITIES

April 18, 2008



Indiana University-Purdue University at Indianapolis (IUPUI)

**A Conference Co-Sponsored by the IUPUI Office of International Affairs
and the DĀNESH Institute**

DĀNESH Institute, Inc.

Purpose:

Established in 1994, the Institute is a nonpolitical, not-for-profit, independent, educational organization. As such, the Institute has a 501(c)(3) status. The primary purpose of the Institute is to support scholarly studies and projects related to communities of Iranian heritage abroad, particularly in the United States.

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INTRODUCTION

Co-sponsored by the IUPUI Office of International Affairs and the DĀNESH Institute, the conference on Iranian Students in the United States: Challenges and Opportunities was held in Indianapolis on April 18, 2008. The conference program was guided by its abstract formulated by the Conference Planning Committee. Acknowledging the rising number of Iranian students in the U.S., the abstract set forth the overall purpose for the conference as addressing challenges that such students may encounter, while celebrating rewards of new opportunities for dialogue and exchange. Furthermore, the abstract prescribed that host U.S. educational institutions need to facilitate the Iranian students' educational success, to assist them in resolving complex bureaucratic challenges, and to support them in their relationships with actors in their immediate environment. For their part, the students need to learn to deal with, and appreciate, aspects of American culture that they encounter. Furthermore, they are to interpret not only their uniqueness but also their similarities with other international and U.S. students.

The conference was prompted by the arrival of Iranian students from University of Tehran (UT) to complete their baccalaureate education at the School of Engineering and Technology, IUPUI. The process of negotiation between IUPUI and UT is presented in other sections in this volume as well as in the IUPUI-UT Program Synopsis (Appendix A). The conference was in six sessions. Of these, four are reported in this volume with their titles listed in the Table of Contents. The other sessions were the keynote address on Building Bridges to the Middle East, and the panel on Similarities and Differences in the Experience of Iranian Students in the U.S.: The Current Generation.

Of the articles in this volume, the first is by Sara Kurtz Allai summarizing her panel's discussion of establishing a joint program between IUPUI and UT. This article describes the process of developing the joint program in terms of the academic program articulation, U.S. Treasury /OFAC license approval processes, and student visa consideration. In his article, Reza Espahbodi presents characteristics of Iranian students in the U.S. during the 1960's and 1970's, identifies significant attributes of their experiences, suggests ways that those generations can assist their U.S. institutions in reestablishing the ties, and proposes ingredients of success in reestablishing ties. In her report, Irene Queiro-Tajalli provides a listing of her panel's recommendations on enhancing the success of international partnerships on the part of the university, faculty, students, and community. Finally, Susan Buck Sutton writes a two-part concluding remarks. First, she reports a historical context for the recent collaboration between universities in the U.S. and Iran. Then, she lists a number of significant recommendations emerged from discussions at the conference.

The keynote address was delivered by William Lacy. He described experiences of the University of California-Davis with international students, including Iranians, and discussed implications of those experiences for similar programs. The student panel was chaired by Manouchehr Hosseinzadeh and included Dara Navaei, Mastaneh Torkmani Azar, and Saleh Vaghoor Kashani. The panel discussed the motivations and experience of the current generation of Iranian students in the U.S. and challenges they face.

In addition to the conference presenters, we are indebted to contributions of so many persons in various capacities. These include members of the Conference Planning Committee composed of Sara K. Allaei, Timothy Diemer, Irene Queiro-Tajalli, and Mastaneh Torkamani Azar. In addition, I had the pleasure of serving as an ad hoc member of the committee. The committee significantly benefited from the advice of the conference consultants, including Reza Espahbodi, William Plater, Homayoon Shidnia, and Behrooz Vakily. Please see Appendix B for further information about these and the conference presenters and chairs.

Cyrus S. Behroozi
Editor

Establishing a Joint Program with an Iranian University: The IUPUI Experience*

Sara Kurtz Allaei

Assistant Dean and Director for International Services

Office of International Affairs

Indiana University-Purdue University at Indianapolis (IUPUI)

This session described the process that IUPUI followed in establishing a joint bachelor's degree program in engineering between IUPUI and University of Tehran (UT). This program, implemented at IUPUI during academic year 2007-08, is the culmination of more than five years of planning by IUPUI and UT faculty and administrators, including a successful visit by an IUPUI delegation to Tehran in May 2007. Members of the delegation included Sara Allaei, Reza Espahbodi, Nasser Payder, William Plater, Joseph Scodro, Susan Sutton, and H. Oner Yurtseven.

Issues addressed at this session included academic program articulation, U.S. Treasury/OFAC license approval processes, and student visa considerations.

Academic Program Articulation

To determine the feasibility of the program, IUPUI and UT engineering faculty and administrators initially reviewed the curriculum of both engineering programs, which have many similar requirements, and developed agreements outlining program parameters and responsibilities of each university. It was agreed that students could pursue studies in computer, electrical, and mechanical engineering under these joint degree arrangements.

Under the program design, participating students transfer to IUPUI after completing general requirements for a degree from UT (approximately two years of study). In their final two years of study, the students complete all remaining course requirements for a Purdue University degree in their selected engineering major. To satisfy senior project requirements of both universities, the students return to UT to complete their project under the supervision of UT faculty, who work collaboratively with IUPUI faculty to develop project standards that meet the requirements of both universities. After completion of the senior project at UT, students are conferred both degrees.

Students seeking to transfer to IUPUI submit regular international applications for admission, qualify according to normal IUPUI standards for the admission of international transfer students, and individually apply for student visas.

U.S. Treasury/Office of Foreign Assets License Approval Process

The Iranian Transactions Regulations administered by the U.S. Treasury Department create a complex environment with many challenges for operating an academic exchange with an Iranian university. To overcome these challenges, IUPUI found it necessary to request license approval in order to implement the joint program, a process that took more than one year. Following approval of the license for the program, the IUPUI delegation's visit to UT continued program implementation and advised students ready to apply for transfer. To the best of our knowledge, the License Approval is one of only two such approvals granted to U.S. universities for education exchange with Iran.

*In addition to Sara Allaei, presenters at this session included H. Oner Yurtseven and Joe Scodro.

Student Visa Considerations

From the outset, the difficulties Iranian students typically face in procuring student visas for study in the U.S. presented a significant challenge for program development. Following the successful visit of the IUPUI delegation to UT, Sara Allaei met with the representatives of the Iranian Affairs Office and Consul of the U.S. Consulate in Dubai to brief them on the program and request favorable consideration of student visas. In the first year of the program, 20 of 21 students have been approved for visas, an exceptional record.

Conclusion

During the 2007-08 academic year, 10 students transferred from UT and enrolled in the joint degree program at IUPUI. An additional nine students enrolled for the Summer 2008 term. IUPUI is proud to be a part of this ground-breaking program. We hope that our experiences may inspire other institutions to undertake similar initiatives.

The Role of the "First Generation" in Reestablishing Academic Dialogue with Iranian Institutions

Reza Espahbodi
Professor of Accounting
Indiana University-South Bend

Iranian students first came to the U.S. in large numbers during the 1960's and 1970's. By 1979, they comprised the largest group of foreign students studying here. Many of these students elected to remain in, or return to, the U.S. and many hold senior-level academic and administrative posts in U.S. colleges and universities. This essay will explore the key characteristics of Iranian students during that period, identify significant attributes of their experiences, suggest ways that the first generation can assist their home U.S. institutions in engaging with Iranian institutions, and propose ingredients for success in reestablishing ties.

Key Characteristics of Iranian Students in the U.S. Prior to 1979

A wave of Iranian emigration started in the mid-1950's and continued until the 1979 revolution. The emigrants were primarily college-age children of families closely associated with the monarchy or middle- and upper-class. They went abroad on their own to study as a means of ensuring socioeconomic security and political access upon return. Data compiled by the Iranian Studies Group at MIT from the U.S. 2000 Census, Office of Immigration Services, and Department of State indicate that about 34,000 students came to the U.S. during this time period. According to the Institute of International Education, more Iranian students were in the U.S. during the late 1970's than students from any other country. After the revolution, not only did many of these students opt to remain in the U.S., but many of their relatives joined them.

Significant Attributes of Iranian Students' Experiences

Iranians are among the most educated and skilled immigrants, so indicate the 2000 U.S. census data. Percentagewise, Iranian-Americans hold five times the number of doctorates than the national average. A survey by the Iranian Studies Group at MIT shows there were over 500 Iranian-American academics teaching at universities in the U.S. in 2003. The list includes California Institute of Technology, Carnegie Mellon, Harvard, and Yale. Although no formal statistics exist, many Iranians also hold high level administrative positions in U.S. colleges and universities.

Reestablishing Collaboration/Dialogue between U.S. and Iranian Institutions

Starting in the 1950's, many universities in the U.S. began cooperating with Iranian institutions. For example, the Faculty of Management at UT was first established in 1954 under a cooperation agreement between University of Southern California and University of Tehran (UT). Unfortunately, all agreements between U.S. and Iranian institutions came to a halt shortly after the revolution. Although many Iranian universities have established ties with institutions in Asia, Australia, Canada, Europe, and former Soviet republics, very few have developed ties with American universities. To the best of my knowledge, ties between Sharif University and University of California-Davis and that between IUPUI and UT are the only two at this time.

Reestablishing ties between U.S. and Iranian institutions is not easy for at least two reasons. The first is perceptions about Iran and Iranians created by Western governments and news media, and the love/hate relationship and empty political rhetoric between the two governments. Related to the first, the second reason is the political repercussions associated with promoting and spearheading ties. Conversations with international program directors at top institutions who desire to reestablish ties and still recruit Iranian students through private channels lead me to believe that political repercussions cause even the U.S. administration officials not to push for a policy change. University administrators sometimes shy away from collaborating with their Iranian counterparts because of the potential negative reaction from their faculty and community, whose views are shaped by the U.S. media and government. Iranian academics also face the same dilemma, and some Iranians have opted to disassociate themselves from their nationality.

Difficult as it is, I have found the experience of facilitating the establishment of ties between UT and IU the most rewarding experience. Satisfaction from moving towards the goals of advancing knowledge and making a real impact, however small it may be, is immense. A university's mission includes academic diplomacy (building bridges to connect people and cultures around the world) to ensure that the light of science will glow across the world. We must collaborate with our counterparts in other countries, even when political, religious, and cultural tensions are high. This is the only way we can be sure that knowledge will improve; science will advance; our understanding and tolerance for people of other nationality, religion, and beliefs will increase; and peace and harmony will prevail in our world.

Ingredients for Success in Reestablishing Ties

What do we need to do, and how do we need to proceed, to ensure success? In his book, *The Tipping Point: How Little Things Can Make a Big Difference* (2000), Malcolm Gladwell states: To create an epidemic, you need carriers (spreads the epidemic), sticky messages (captures the heart of the epidemic), and the right context (makes the situation ripe for infection). So the first step is to find the right "carrier," a visionary and influential/respected supporter in the administration (dean and above) who shares your views and passion about the importance of ties with an Iranian institution. On the one hand, there are financial incentives (tuition and fees, and research and other funding) associated with the ties, although they may not be significant enough to excite anyone. There are also other benefits – excellent, hard working, and well-trained students, as well as bright, educated, and international-level research-active faculty. Together, they support the case for collaboration economically. On the other hand, there are media-created perceptions and political repercussions. Thus, it is most important that one finds an administrator who believes in academic diplomacy and the light of science. That administrator also has to have the influence/respect in his/her institution since no ties will succeed without the support of faculty and administration.

Personally, I had the fortune of working with the Chancellor Emeritus of IU-South Bend, Ken Perrin, who was not only a visionary but also so passionate about the value of ties with Iran that he arranged and attended many of the meetings with deans and others at IUPUI and IU-Bloomington.

Together, we found other visionaries and influential/ respected administrators who shared our passion. Gerald Bepko and William Plater, Chancellor and Executive Vice Chancellor Emeritus of IUPUI, Patrick O'Meara, Vice President for International Programs at IU, H. Oner Yurtseven and Nasser Paydar, Dean and Associate Dean of the School of Engineering and Technology at IUPUI at the time, all supported the ties and persisted through many years of hard work to make the joint IUPUI and UT Engineering Program materialize.

Lacking a direct connection, networking becomes most helpful. For example, Carolyn Woo, the Dean of Mendoza College of Business at Notre Dame and a friend, connected me to deans of International Programs, Agriculture, Engineering, and Technology at Purdue-West Lafayette, all of whom supported the establishment of ties with the UT.

The second step for success is to work with the carrier and others to generate excitement through creating and disseminating sticky messages within and outside the institution. Publicizing success stories (e.g., academic achievements of program students, joint research) and specific processes through face-to-face meetings and other means are the best way to create that excitement. Susan Sutton and her International Affairs office at IUPUI have done an excellent job in this area. Today's conference is a clear example, as is the creation of a video-conference course with UT.

Finally, to succeed, one has to play by the rules, be patient and flexible, and cease opportunities. Gladwell states "Epidemics are sensitive to circumstances and conditions as well as to the times and places they occur.... So, they can be tipped by tinkering with the smallest of details in the immediate environment." IU-Bloomington and IUPUI had to go through a lengthy process to obtain a license from the U.S. Treasury for the joint programs with UT, which similarly had to obtain permission from the Ministry of Higher Education to accept students to the joint programs. Approvals had to be obtained from university administrators on both sides. Both sides followed the rules, they were patient and flexible. They maintained a positive attitude, even when it was hard to do so, and ceased the opportunity when it became available. The IUPUI experience can easily serve as a model for others to follow.

Taking Responsibility: Facilitating Personal, Academic and Programmatic Success*

Irene Queiro-Tajalli

President, DĀNESH Institute

The partnership between IUPUI and University of Tehran (UT) is an excellent example of a well articulated educational partnership between two institutions of higher education that share many commonalities as well as differences. Indeed, institutions of higher education have a long tradition of collaborating with community groups (Berg-Wegerm & Schneider, 1998; Hinton Walker & Elberson, 2005) as well as among themselves, nationally and internationally (Healy, 2008). Essential to the nurturing of these partnerships are the growing interest of expanding international learning opportunities, the value of sharing professional knowledge across countries, and the realization of the global interdependence of today's realities.

In this session, the panelists examined roles and responsibilities of different interest groups in designing curricula and programs for Iranian students with an ultimate goal of ensuring stability and long range improvement in international academic partnerships. One of the underlying assumptions was the importance of roles played by the university, its faculty, students, and community in the host country to support such collaborations and to contribute to the process of nourishing successful student centered learning experiences.

*Chaired by Irene Queiro-Tajalli, the panel included Maymanat Jafari, Homayoon Shidnia, Farbod Shafiei, and Susan Sutton.

Discussions of the panel led to the following recommendations:

University

The university, through its different units, needs to support students in significant ways. The help starts, while students are in Iran, by providing support with their visas and assistance in expediting the process when feasible. Once students arrive to this country, the university cannot see Iranian students divorced of expectations of their government. Furthermore, the university has to be on the alert as how Iranian students are perceived by others given the current political relationship between the two countries.

University representatives need to encourage an open dialogue between students and administrators. Also the campus climate should encourage students and faculty to learn about Iran by showing Iranian films, having Iranian scholars as guest lectures, and having forum discussions.

On a more practical level, there seems to be a role for the university to assist students with credit cards since they do not have one when they come to this country. It was also highlighted that, given the unique needs of most international students, writing centers should have a special unit to assist and guide these students.

Faculty

Faculty are key actors in international partnerships given that they interact with students on regular bases. In teaching-learning interactions, instructors need to assist students with the obvious as well as more delicate aspects of learning processes. Keeping true to academic standards, faculty must realize struggles international students face, from adjusting to a new environment and missing their country and families to grasping new ways of learning.

Faculty need to assure that students are clear about educational responsibilities as delineated by the university and instructors, which may not necessarily be the same as those in their home university.

Faculty need to foster a welcoming climate to make sure that students feel comfortable in approaching them with their questions and concerns. Related to this is the fact that students may not be familiar with office hours, and they may need to be reminded about this opportunity to interact with the instructor on individual bases.

Success in the demanding university environment requires the utilization of available resources; however, to do so, it requires the guidance of faculty and mentors.

Iranian students can be outspoken or reserved in classes, the same as other students. Yet, faculty need to assess that their behavior is based on their own volition rather than not knowing class protocols. Therefore, faculty need to invite feedback without making students uncomfortable. The message is that it is fine to ask questions and challenge instructors. However, for this to happen, an environment of trust needs to be created.

Students

Students are the “real heroes” of an academic partnership. It is through the successful completion of their studies that the academic partnerships can claim success.

During their journey, Iranian students need to voice their challenges and seek advice as how to solve academic issues, personal struggles, and any perceived discrimination.

While it was mentioned that Iranian students are good ambassadors to fill the gap between Iran and the United States, the university needs to realize that such a task is not an easy one and that students may have a tremendous responsibility in translating stereotypes about their country into facts. This, indeed, is not an easy task. At the same time, it was recommended that Iranian students need to leave the comfort zone of their country and to interact with other students. However, in order to be prepared to do so, the rest of systems involved in this partnership should help Iranian students in navigating a foreign culture and to provide practical tools to help them become internationally successful students.

Community

Community mentors should assist in the students’ adjustment process. Community members should arrange educational tours of key buildings such as the State House, the Government Center, and United Way, as well as visits to historical sites.

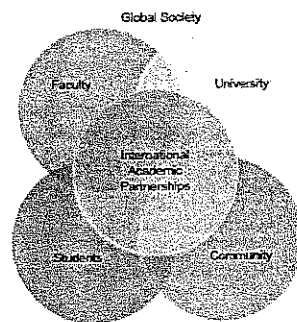
Community mentors should invite students to participate in community cultural activities.

Iranian families should host students in their homes and should promote the students’ community involvement.

A directory with relevant community information should be developed to help in the students’ adjustment process.

In sum, a number of key systems are involved in international academic partnerships. The ones addressed in this workshop are depicted in Figure 1. While other systems need to be involved, the ones discussed here seem to have a central stage to develop partnerships that are sustainable and at the same time are student-centered.

Figure 1



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Building Bridges: Concluding Remarks

Susan Buck Sutton
Associate Vice President of International Programs
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There was a time when the academic bridges between Iran and the U.S. were broad and well-traveled. Many of us remember the era when Iranians constituted the single largest group of international students studying in the U.S. In the 1970's, it seemed as if such bridges between our two countries would last for decades to come.

We were wrong, of course. Those bridges came crashing down in 1979. And the gap they once spanned became progressively wider and deeper in the 1980's and 1990's. We now gaze wistfully at each other across an immense chasm.

Indeed we are at a critical moment. As Keynote Speaker William Lacy pointed out, the Muslim world is increasingly occupying the role once played by the Soviet Union in U.S. public opinion, and Iran is increasingly occupying a central position in this imagery. In this light, much public discourse revolves around whether we should rebuild the bridges that once existed or bomb any that remain.

Those of us attending this conference generally favor the bridge builders, and we have good reason to believe such efforts are urgent and important. In fact, recent moves in this direction have revealed that, although political events toppled the academic connections that once existed between the U.S. and Iran, they did not erase the memory of those connections (or the desire to reconnect). Many of today's leading figures in Iran were educated in American colleges and universities. They remember their time there with both fondness and respect. This is especially true for those in academia, many of whom have maintained some contact with U.S. colleagues despite the animosity between our two nations. The senior faculty in Iranian universities want the same opportunities for their children and students as they themselves had. Conversely, many on the U.S. side remember the Iranian students who once came here as both gifted and extremely well-prepared. We may be separated by a political chasm, but we have not stopped thinking about each other.

As Vice Provost Lacy also pointed out, the time to act on any desire we may have to reconnect is now. The generation of U.S. and Iranian scholars who remember what came of our previous collaborations is approaching the age of retirement. The students now entering Iranian universities were born after 1979. While many would like to study in the U.S. due to the quality of its colleges and universities, few have any direct experience of the thriving academic partnership that once existed. There is thus a generation of aging faculty in Iran ready to reactivate the connections that were once so important and also a generation of students who have no direct experience of these connections but want what the U.S. has to offer academically and wonder if they will be welcomed and what their lives will be like if they do manage to come.

In this atmosphere, even modest efforts at bridge building can yield significant results. The U.S. Departments of State and Treasury recently approved the plans of two U.S. universities to have formal partnerships with Iranian institutions for the first time in nearly three decades. One of these is University of California -- Davis (UCD), represented at this conference by Vice Provost Lacy. The other is Indiana University-Purdue University at Indianapolis (IUPUI), the conference host along with the DĀNESH Institute. UCD is collaborating with Sharif University, while IUPUI is working with University of Tehran.

These two developing partnerships have led several delegations of U.S. faculty and administrators to make substantive visits to their Iranian counterparts over the last few years, visits that did much to dispel stereotypes and reopen academic dialogue. These partnerships have also provided institutionally sanctioned platforms for enrolling and welcoming Iranian students to both UCD and IUPUI. The results have been significant. UCD currently has roughly 40 Iranian students enrolled, while IUPUI will approach 35 this coming year. While these figures are small compared with those of 30 years ago, they are nevertheless a substantial step forward.

As these two partnerships have moved forward, we have also come to realize that their importance is more than academic. The conversations on education and science have scholarly significance, of course. More than this, they constitute an invaluable form of public diplomacy, engendering conversations that undermine simplistic images and establishing the people-to-people connections so critical to improving relations between our two countries.

The faculty and students involved in these two partnerships remain strongly supportive of them, and many spoke up at the conference. In the manner of true exchange and dialogue, they also made recommendations for enhancing such academic bridge building. As Vice Provost Lacy said, it is not enough simply to bring together the parties who want to engage in such academic exchange, we must provide the environment that enables the exchange to thrive.

The suggestions that conference participants made for establishing this environment included:

- Establishing regular, open-ended conversations between program administrators in Iran and those in the U.S., using distance technologies such as videoconferencing;
- Preparing public relations materials and talking points to help U.S. communities understand the importance of reconnecting with Iranian universities;
- Engaging Iranian and Iranian-American faculty at U.S. institutions in establishing the networks and relationships necessary to support the exchange;
- Engaging alumni of U.S. institutions who now live in Iran in similar efforts there;
- Working closely with the Iranian community in the U.S. to respond to their concerns and invite their assistance;

- Stepping up curricular and co-curricular programming on the Middle East to expand awareness of, and openness, to Iranian students on campus;
- Developing specific orientation and cultural integration programming for the Iranian students once they are in the U.S.;
- Providing opportunities for Iranian students to celebrate holidays and carry out cultural practices;
- Visiting the U.S. visa offices likely to be used by the Iranian students in order to obtain their advice and to inform them about the partnership;
- Working closely with the U.S. Departments of State and Treasury, as well as the federal and state relations officials at the host universities;
- Encouraging the partnership to expand into faculty research collaboration and other modes of two-way (not just unidirectional) exchange.

As this list makes clear, developing academic partnerships that enable Iranian students to study in the U.S. requires more effort than might be needed for similar partnerships with many European countries. The significance of building new bridges between our two countries, however, argues that this is an effort well worth making.

APPENDIX A

Program Synopsis

Indiana University-Purdue University Indianapolis (IUPUI) and University of Tehran (UT) "2+2" Dual Degree Program in Undergraduate Engineering

In 2004, the Purdue School of Engineering & Technology at IUPUI and the University of Tehran signed a Letter of Understanding establishing "2 plus 2" joint bachelor's degree programs in electrical engineering, mechanical engineering, and computer engineering. Subsequently, the U.S. Department of Treasury, Office of Foreign Assets Control, granted IUPUI a license to operate the program. A group of IUPUI administrators visited the University of Tehran from May 4-7, 2007 to continue the implementation process.

IUPUI represents a unique partnership between Indiana University and Purdue University, the state of Indiana's two major public research universities. IUPUI is administered by Indiana University but awards Purdue University degrees in science, engineering, and technology as agreed by the Boards of Trustees of both universities in 1969. The degrees to be conferred under this program will be Purdue University degrees. However, all fiscal, legal, and other administrative responsibilities for all academic programs – including international exchange agreements – lie with Indiana University.

Program Design and Scope

After completing general requirements for a degree from UT (approximately two years of study), participating students transfer to IUPUI and, in their final two years of study, complete all remaining course requirements for a Purdue University degree in their selected engineering major. To satisfy senior project requirements of both universities, the students then return to UT to complete their project under the supervision of UT faculty, who will work collaboratively with IUPUI faculty to develop project standards that meet the requirements of both universities. After completion of the senior project at UT, students will be conferred both degrees.

IUPUI administrators have developed an articulation agreement for transfer credit equivalencies (both from UT to IUPUI to serve as a roadmap for participating students. Students seeking to transfer to IUPUI will submit regular international applications for admission, qualify according to normal IUPUI standards for the admission of international transfer students, and individually apply for student visas. Group visa appointments are facilitated by the Iran Regional Presence Office located in the U.S. Consulate in Dubai.

Program Funding

IUPUI will offer partial tuition scholarships to students based on academic merit. Students and their families will be individually responsible for all remaining tuition and living expenses. All financial transactions will be standard transactions via individual student accounts with the University. No financial contract exists between IUPUI and UT.

Timeline for Implementation

Ten (10) students enrolled at IUPUI during the 2007-08 academic year, five (5) in Fall 2007 and five (5) in Spring 2008. Approximately 30 additional students are expected to enroll by Fall 2008.

Legal/Compliance Issues

The existence of federal Iranian Transactions Regulations and OFAC License requirements has necessitated that IUPUI establish unique protocols for carrying out this program, to ensure compliance with all governing federal rules and regulations. The Iranian Affairs Office of the US Department of State has been highly supportive of the program.

April 2008

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