

2017

GLOBAL UNIVERSITY COUNSELLOR CONNECT

SJI INTERNATIONAL



Introduction

Welcome to GUCC 2017! We are very pleased to see you here and continue to be overwhelmed by the positive support for GUCC. We held the first GUCC in 2015; it is hard to believe that when we started, just two years ago, there were almost no other regional conferences for our community. We are very glad to see the introduction of such conferences over these past two years, recognising the important role they play in our professional development and continuous learning.

But we believe GUCC is different. We have held fast to our mission to facilitate peer to peer learning, to give school based counsellors like us the tools we need to do our job better. The timing of GUCC as well as all sessions are planned with this goal in mind. Another aspect to our mission is to give colleagues the opportunity to present, perhaps for the first time. At the CIS-EARCOS Conference in Bangkok last September, 4 of the 43 sessions were first presented at GUCC and another 2 were a direct result of conversations that took place at GUCC. We hope that in future years you will take the opportunity to present at GUCC.

We encourage you to take advantage of the close interactions you can have over these two days with each other, the presenters and the university representatives. It is our university representatives who have given us some of our best moments: GUCC 2015 will be remembered for the comment “all we are looking for is a brain on a seat” and GUCC 2016 for the comment “applicants from North Dakota are like unicorns.” It now remains to be seen what GUCC 2017 will bring!

We are excited to work together over the next two days and to continue to support each other.

Warm regards,

GUCC 2017 Organising Committee

Programme Overview

FRIDAY, 31 March

Session	Time	Workshop
	8.15 - 9.00	Registration
1	9.00 - 9.15	Welcome Message
2	9.15 - 10.15	Did You Have a Good Year? Measuring Success in College Admissions
	10.15 - 10.35	Break
3a	10.40 - 11.40	Setting up a High School Guidance Office: Reflections from Singapore and Hong Kong
3b	10.40 - 11.40	Naviance Ninjas
4a	11.50 - 12.50	Overview of US Colleges and Applications
4b	11.50 - 12.50	The Pitfalls and Opportunities of the Principal/Counselor Relationship
	12.50 - 13.50	Lunch With Interest Tables
5a	13.50 - 14.50	Introduction to Canada
5b	13.50 - 14.50	School Policies for Effective Counselling Services
6a	15.00 - 16.00	An Introduction to University Applications in the UK
6b	15.00 - 16.00	When the World is your Oyster: Helping Third Culture Kids to make a Successful Transition to University Life Overseas
	16.00 - 16.20	Break
7a	16.30 - 17.30	Introduction to Australian and New Zealand Universities
7b	16.30 - 17.30	Visual and Performing Arts Universities: A Global Perspective
	17.30 - 19.00	Reception and Dinner

* subject to changes

SATURDAY, 1 APRIL

Session	Time	Workshop
8	8.30 - 09.50	The Value of a Liberal Arts Education: A Critical Look at Liberal Arts Programs around the World
9a	10.00 - 11.00	Finding Your Voice: Guiding Students with the Personal (US Style) Essay
9b	10.00 - 11.00	Alternative Pathway Options for Students in Singapore and Hong Kong - Exploring beyond the Obvious
	11.00 - 11.20	Break
10a	11.25 - 12.25	UK Personal Statements
10b	11.25 - 12.25	World of Work (WOW) Work Experience and Internships
11	12.35 - 13.20	Sharing Best Practices
	13.20 - 14.40	Lunch
12a	14.40 - 15.40	Finding the Best Fit: US vs UK
12b	14.40 - 15.40	Designing School Transcripts
13	15.40 - 17.00	Chili Crabs and Connections: What are your take-aways?

Programme Details

FRIDAY, 31 March

<u>Time</u>	<u>Location</u>	<u>Workshop</u>
8.15 - 9.00	Foyer	Registration
9.00 - 9.15	Glass Hall	Welcome Message
9.15 - 10.15	Glass Hall	Did you have a Good Year? Measuring Success in College Admissions <i>Chairs: Lisa Ball, Trevor Sturgeon</i> Have you ever been asked “How did we do”? Singapore American School has spent the last three years trying to evaluate and identify benchmarks for measuring success in the college admissions process. After highlighting SAS’s research process, the presenters will share quantitative and qualitative data points you may want to consider in arriving at a definition for success at your school. Come prepared to share how you currently define success.
10.15 - 10.35	Verandah	Break
10.40 - 11.40	Glass Hall	Naviance Ninjas <i>Chair: Robbie Jefferiss</i> This session will provide a beginner to intermediate overview of Naviance, but even the advanced Ninja may learn a few tips and tricks. The overview will walk participants through the many features available, but also discuss how these can be integrated into a four year counselling curriculum. Participants are encouraged to share their ideas and tips on how they make the most of our old friend, Naviance.
	Senior School Lounge	Setting Up a High School Guidance Office: Reflections from Singapore and Hong Kong <i>Chairs: Kalpana Balan-Seitz, Junita Devi, He Jia Wen</i> The session will involve a detailed look at how counsellors at Hwa Chong Institution (Singapore) and Li Po Chun United World College (Hong Kong) set up their guidance offices. This includes an overview of the events and services provided, the processes set up to promote self-reflection and decision-making capacities, and the tools used to develop and support our processes.

11.50 - 12.50	Glass Hall	Overview of US Colleges and Applications
		<i>Chair: Dale Ford</i> This session is designed for counselors with little knowledge about US colleges and universities. To help students find “best fit” colleges and universities, counselors need to have a broad understanding of the many different kinds of institutions found in the US. In addition to this overview, there will also be a discussion on the components making up an application and how these different parts are considered in the review process.
	Senior School Lounge	The Pitfalls and Opportunities of the Principal/Counselor Relationship
		<i>Chairs: Tresa Croson Virankabuttra PhD, Elisabeth Lavin-Peter</i> This session will explore the dynamics that take place between Counselors and Principals by looking at the similarities and differences in their prospective roles and by identifying the intersections of collaboration and exploring how to lessen the conflicts that can occur while creating a more conducive environment for change and growth.
12.50 - 13.50	Assembly Hall	Lunch With Interest Tables
13.50 - 14.50	Glass Hall	School policies for effective counselling services
		<i>Chairs: Aleka Bilan, Amrita Ghulati</i> Counselling services, now being as important at schools as any other area of functioning, need a framework for efficient operation. The session will discuss how policies need to be shaped, their scope and related procedures. The aim is to cover the broad foundation, leaving room for ideating on nuances specific to schools.
	Senior School Lounge	Introduction to Canada
		<i>Chair: Ann Green</i> Canada provides a high quality of tertiary education that welcomes students from around the world. This session will introduce you to the various options available across Canada and will help you to navigate the application process.
15.00 - 16.00	Glass Hall	An Introduction to University Applications in the UK
		<i>Chair: Kevin Huntley</i> This session will provide a beginners guide to applying to the UK. It will introduce the UCAS website, explain how to search for appropriate courses and how to apply. It will also look briefly at personal statements and references, before looking at how university offers are made. I will outline some recent changes to UK university courses and leave a few minutes for questions.

Senior School
Lounge

When the World is your Oyster: Helping Third Culture Kids to make a Successful Transition to University Life Overseas

Chair: Linda De Flavis

High school counselors try to steer students towards 'good match' colleges that will enable them to make successful transitions, but there are many challenges for Third Culture Kids, whose sense of where they belong is so complicated. How can we help TCKs make insightful choices when they have limited experience of the countries they apply to? How can we support their adjustment to an academic and social culture so different from the one they know as international students? This workshop will highlight the challenges and explore potential solutions, from the high school and university perspectives.

16:00 - 16:20

Verandah

Break

16.30 – 17.30

Glass Hall

Introduction to Australian and New Zealand Universities

Chairs: Tom Cullen, Anne Ussher

Australia and New Zealand are great study options for a variety of reasons: they have good lifestyle opportunities, provide world-class tertiary education, have programs that allow students flexibility of choice and are financially viable. This session will provide information about the types of universities that can be accessed, the process for applications (both Domestic and International), and other relevant information.

Senior School
Lounge

Visual and Performing Arts Universities: A Global Perspective

Chairs: Sean McAuley, Murray McKay

This session will highlight Arts Programs around the globe, highlighting some differences between course of study in the US, UK, and Asia. We will also highlight career options, which can be useful when working with parents who are reluctant to allow the children to study the Arts after High School.

17.30 - 19.00

Assembly Hall

Reception

Programme Details

SATURDAY, 1 APRIL

Time	Location	Workshop
8.30 - 9.50	Glass Hall	The Value of a Liberal Arts Education: A Critical Look at Liberal Arts Programs around the World <i>Chair: Tina Forbush</i> The liberal arts model of education is now offered—in different forms—at institutions around the globe. While some countries and students have embraced the approach; others, especially some parents, seem sceptical, even hostile to the liberal arts model. This panel session will outline the different approaches to a liberal arts degree and discuss the advantages, and disadvantages, of a liberal arts education for students.
10.00 - 11.00	Glass Hall	Finding Your Voice: Guiding Students with the Personal (US style) Essay <i>Chair: Pamela Kelly Wetzell</i> This session will review the content of a personal essay writing workshop offered over six weeks each Spring at UWCSEA East campus. The purpose of the workshop is to help Grade 11 students in “finding their voice” to empower them to write US-style college essays that reflect what they have to say, rather than what they think colleges want to hear. I will share the structure of the workshop sessions, resources we provide, and some of the techniques used to build trust and encourage sharing among the participants.
	Senior School Lounge	Alternative pathway options for students in Singapore and Hong Kong - Exploring beyond the Obvious <i>Chairs: Amanda Harvey, Rebecca Lucas-Timpany</i> This session will explore the challenges of dealing with students who, for various reasons are unable to directly enter into undergraduate programmes in Singapore and Hong Kong and offer alternative pathways to degree programmes.
11:00 - 11:20	Verandah	Break

11.25 - 12.25	Glass Hall	UK Personal Statements
		<i>Chair: Janie Digby</i> Get the low down on phrases to avoid, key things to include and why the UK Universities don't really care about all your swimming badges and judo belts.
	Senior School Lounge	World of Work, Work Experience and Internships
		<i>Chairs: Beth Contreras, Mala Swaminathan</i> Work experience assists students in their transition from school to work. This session will cover the importance of work experience and internships for high school students. The purpose being to highlight and share information with regards to equipping students with the necessary skills for the world of work. We hope to share the processes that are being followed at our school and at the same time understand what improvements can be implemented.
12.35 – 13.20	4th Floor Rooms	Sharing Best Practices (see the following section for a complete list)
13.20 - 14.40	Assembly Hall	Lunch
14.40 – 15.40	Glass Hall	Finding the Best Fit: US vs UK
		<i>Chairs: Dale Ford, Zoë Williams</i> To help students find universities that provide a great fit, counsellors must understand the differences between US and UK colleges and universities. In this interactive session you will test your knowledge about these universities systems and will learn about their similarities and differences. Please bring a laptop or mobile device.
	Senior School Lounge	Designing school transcripts
		<i>Chairs: Amrita Ghulati, Leslie Tam, Dwayne Zamora</i> This session will focus on presenting essential academic information in a comprehensive yet concise manner, aiding quick and easy interpretation by universities/ higher education institutions across the world. Beginning with constructing the document and culminating in its correct interpretation, the session will use case studies (of different curricula) for illustration. The session will be jointly conducted by school counsellors and a former university admission officer.

15:40 - 15:50 Verandah

Break

15.50 – 17.00 Glass Hall

Chili crabs and connections:

What are your take-aways?

Chair: Aleka Bilan

In this closing session, we will be working in partners and small groups to identify how best to move forward with the knowledge we've gained at GUCC 2017.

Essential questions we hope to reflect upon:

- 1) What are my top priorities to bring back to my school?
- 2) What is my first 'baby step' I will try when I get back to campus?
- 3) Who are my supporters in enacting these ideas?
- 4) What challenges might I encounter when introducing these ideas?
- 5) Whom can I count on to help meet these challenges?

Sharing Best Practices

Saturday, April 1st
12.35 – 13.20

All of us have expertise and advice we can offer each other, and a great deal of learning comes from discussing ideas and best practice with conference participants. These sessions will allow you to share resources and case studies with others in your group.

Please choose one session where you feel you can contribute and learn from others. Keep in mind that the moderators are there to facilitate, not present, so we hope everyone will be willing to share resources with each group.

After reading the descriptions below, please sign up by noon on the first day.

Room 4A2 High Achievers - From Good to Great - Ann Green

How do you assist students in going from good to great? A lot of effort is usually spent on making sure the weaker students are supported but we often ignore the 'good' students who, with some support, could be great. Join this session to learn about our mentoring program to help our top students move to the next level and to share your ideas with other colleagues.

Room 4A3 Tips on How to Effectively Host a University Visit – Dwayne Zamora

One-on-one interviews, university fairs, guest lectures, college night presentations, interview preparation, & information sessions are just some of the ways schools can utilize university admissions officers visiting your campus. Join this session to learn more about the ways you can host university visits and share your own ideas with other colleagues.

Room 4A4 Using Data to Advise Students - Pamela Kelly Wetzell

Schools collect data in different forms with Naviance, UCAS, and other methods. Join this session if you would like to share or learn about methods of collecting admissions data and how you use this to guide students when selecting universities.

Senior Lounge US Standardized Testing (ACT, SAT, and Test Optional) - Sean McAuley

US Standardized Testing causes a great deal of confusion amongst students and parents. Join the session if you would like to share your resources, suggested testing timeline, and ways you help students navigate the testing maze.

Room 4F2 Anticipated and Predicted Grades - Aidan Crowley

The ways in which schools deal with (and the pressures surrounding) Anticipated and Predicted Grades varies from institution to institution. Join this session if you would like to share how your school calculates, releases, and handles parental and student pressure around predicted grades.

Room 4F3 Just What the Dr Ordered - Janie Digby-Lee

Interviews are a crucial factor for admission to medical schools in many countries. Join this session if you would like to share how your school prepares students for medical schools and learn how other counsellors prepare their students.

Room 4F4 Coping with Stress: Strategies for Encouraging Student Well-being - Elisabeth Lavin-Peter

Constant assessments, university applications, maintaining a strong extracurricular record, the prospect of leaving home...all of this leads to lots of STRESS! Join this session if you would like to share the strategies for (and difficulties of) helping students cope with the many demands of their final years of high school.

Room 4T1 Pathways for Certificate and “C-” Students - Amanda Harvey

Finding the right fit for students with below average grades or IB Certificates can be difficult at times. Join this session to share your case studies and resources for students seeking foundation, TAFE, or community college pathways.

Room 4T2 Difficult Parents - Anne Ussher

From “we are applying to university” to “why doesn’t this school place students into Stanford” to school board members, select parents often require a form of counselling aikido. This is not a session to moan about parents, but discuss different approaches in handling parents.

Room 4T3 Students with Special Considerations Zoë C. Williams

Guiding students with special considerations and diverse needs (learning differences, mental health concerns, LBGTQ students, and students with disabilities) can be a challenge for many university counsellors. Which colleges and universities offer support? How much should one reveal in an application? How can you support them as they leave high school? Join this session to share your case studies of guiding students with special considerations in searching for and applying to universities.

Presenters

MARTHA ALLEN

Though Martha began at Swarthmore in 2004, she has only worked on campus for nine years as Martha spent 2009-2013 working as Director of College Counseling at the Baldwin School, Bryn Mawr, Pennsylvania. In her current position Martha coordinates all international travel, reading, and outreach efforts and gets to travel to all parts of the world except South East Asia. Prior to Swarthmore, Martha worked at Shady Side Academy (Director of College Counseling), Bryn Mawr (Director of Recruitment and recruiter in Asia), Oberlin, and Hamilton Colleges.

KALPANA BALAN-SEITZ

Kalpana has worked in international IB schools on three different continents and in various roles with the IB organisation. She is currently working as the Universities Guidance Counselling and Theory of Knowledge Team leader at LPCUWC-Hong Kong.

LISA BALL

Lisa has worked as a school counselor for 22 years, including 17 years with international students in Singapore, the Philippines, Argentina, the UAE and Cyprus. She has experience both as a personal counselor and college advisor, has served on the board of the International Association for College Admission Counseling, and has represented counselors in Texas and international schools as a delegate to the National Association for College Admission Counseling Assembly.

ALEKA BILAN

Aleka has been working in international schools for over 15 years, the past nine as a school counselor in Asia. She is currently the Head of the High School Counseling Department at JIS, which uses a comprehensive social-emotional, academic and college counseling model for grades 9 to 12. Aleka's counseling interests include the use of 'strengths-based' tools in working with adolescents. She enjoys presenting and a love of learning, so is very much looking forward to her second year of participation at the GUCC.

BETH CONTRERAS

This is my thirteenth year as a school counsellor and nineteenth year working with children and adolescents in the US, China and Singapore. I have experience developing social/emotional, academic and college/career programs within IB, AP and EAL schools. My passion is working with teens as they explore who they are, what they love and how to achieve their goals. I have a Bachelor's degree in Psychology from the University of Washington (U.S.) and a Masters in School Counseling from Seattle University (U.S.).

AIDAN CROWLEY

Aidan has worked in international education for 15 years and joined SJI International in July 2016. Prior to joining SJI International Aidan was Head of Guidance at British International School Ho Chi Minh City and Head of IB Welfare & Guidance at the British School Manila where he was responsible for implementing the guidance programmes. In all schools Aidan has helped to guide students to their preferred choice of university throughout the world including the USA, UK, Canada, Australia, Hong Kong, Singapore and Korea. Aidan has previously presented at both GUCC and CIS-EARCOS conferences and frequently attends international conferences.

TOM CULLEN

Tom Cullen is an Academic Advisor at Overseas Family School. In this role he has supported students in achieving their goals from a classroom level through to admission into the world's most highly competitive universities. Over his 15 years of teaching experience in Australia, England and Singapore he has held a variety of positions including IB Biology teacher, Duke of Edinburgh Coordinator and Head of House.

TANNAZ DAVER

Tannaz joined SJI International in October 2008 to launch and develop the University Counselling programme. Prior to this, Tannaz worked in IB Diploma schools for 19 years in Japan, Belgium and Singapore as a Mathematics teacher, Head of Mathematics, Head of Grade and Vice Principal (Pastoral). Tannaz grew up in India and Japan, completed her university studies in the US and has now been based in Singapore for the last 18 years.

LINDA DE FLAVIS

Linda came to UWCSEA-Dover 19 years ago as an English and TOK teacher, adding the college guidance role in 2003. Raised in the UK in an immigrant family, she attended universities in UK and US, and taught in UK, Hong Kong and US before arriving in Singapore. She feels a special affinity with the Third Culture Kids she works with, as someone whose cultural identity is more complicated than her passport nationality and accent imply. A first-generation college graduate herself, she especially enjoys helping her scholarship students to overcome the limitations of their background and achieve their educational dreams.

JUNITA DEVI SOCKALINGAM

Junita Devi is a Higher Education Counsellor and Assistant Manager of the Education & Career Guidance Unit at Hwa Chong Institution. She has been a counsellor for 6 years and started off her counselling career by providing advice on studying in Australia. Junita now guides students on studying in the US, the UK, Hong Kong, Singapore, Japan, Germany, France and other popular options.

JANIE DIGBY

Having had 5 years of experience at the University of Bristol racing around Asia meeting with students, parents, governments and schools; I crossed to the other side of the desk to work as a College Counsellor in Hong Kong. I am excited to deliver sessions on UK Personal Statements and Medicine Interviews. When I am not frantically making powerpoint presentations for conferences, I love hiking around Hong Kong, eating delicious Asian delights and ranting about injustice! Often all at once...

JAKE DUFFIN

Jake Duffin is a Regional Manager in the International Office at Queen Mary University of London. Jake has been working in the university sector for over 10 years and has managed recruitment activities in Africa, Central Asia, Europe and South East Asia as well as managing QMULs overseas representatives. He has seen thousands of UCAS applications over the years and is happy to compare notes!

TINA FORBUSH

Tina Forbush was honored to join the Counseling team at Singapore American School in July. Previously, she was the Co-Director of College Counseling at the Park School of Baltimore, where she also chaired the College Counselors division of the Association of Independent Maryland & DC Schools. She has worked as a college counselor for twelve years and as a history teacher, both at Park School and at Punahou School in Honolulu, Hawaii, for nineteen years. She also continues to coach a Mock Trial Team at SAS.

DALE FORD

For 27 years, Dale has been a counsellor at international schools in Asia. He was at the Canadian Academy in Japan for 9 years, Singapore American School for 17 years, and is currently in his first year at the British International School, Phuket. He is a Past President of the International Association for College Admission Counseling, receiving their Distinguished Service Award in 2007 and Lifetime Achievement Award in 2016.

AMRITA GHULATI

Part of the first ISC batch of TSRS Mousari, Amrita Ghulati graduated in psychology, specialising in counselling, and returned to teach psychology at her alma mater. Demonstrating a forte for building rapport with young adults and counselling them informally, she was chosen to head the Career Counselling Centre when it became a full-fledged centre for advising students of classes 9 – 12. As Head, CCC, she framed policies and systems involved in this crucial stage. Amrita is known for her unique blend of sensitivity in handling young adults and taking a principled stand on matters, even as she counsels them on college and career options.

ANN GREEN

Ann has been involved in international education for over 30 years as a Mathematics teacher and University Advisor. She has been with the Canadian International School in Singapore for the past 26 years (and the Academic Counsellor there for the past 12). She was born in the UK, but completed secondary school and university in Canada.

AMANDA HARVEY

Amanda is a UK trained Teacher of Economics and Business who has worked as a University Guidance Counsellor for the last 10 years in two international schools in Singapore. She is currently a University Guidance and Careers Counsellor at Tanglin Trust School.

HE JIA WEN

He Jia Wen oversees and coordinates the Higher Education and Career Guidance efforts for Year 5 and Year 6 students at Hwa Chong Institution. She also teaches General Paper and Literature in English in the Humanities Scholarship Programme.

KEVIN HUNTLEY

Kevin Huntley has worked in IB schools for over 20 years in Central America, China, Africa and now in Singapore. He has taken on both academic and pastoral roles including Head of Geography, College Counsellor and IB Diploma Coordinator. He is a DP examiner and IB workshop leader in DP Geography and Academic Counselling.

ROBBIE JEFFERISS

Robbie has been working with teenagers for the past 15 years as an Outward Bound instructor, college admissions officer, and high school counsellor. He has worked in educational institutions in the UK, US, UAE, and Singapore and holds advanced degrees in Education and School Counselling. Beyond university advising at UWCSEA, Robbie is an Assistant Boarding House Parent, Sailing Team Coach, and SurfAid Global Concern Advisor.

BERNARD KHONG

Bernard is the Country Manager - Singapore for The University of Queensland, Australia (UQ) and based in Singapore. Bernard has been in the international education industry for the past 8 years, working in the areas of business development, marketing and recruitment. He has been featured previously in The Straits Times and Channel News Asia (CNA) on views of international education. He is a proud alumnus of UQ having completed his undergraduate studies in Engineering.

MARION KINDER

Marion has been working at Nagoya University since 2009, and has been involved in the international admissions since the office was established.

ELISABETH LAVIN-PETER

In her role as Academic Advisor at the Overseas Family School, Elisabeth supports students from when they arrive in the high school in Grade 9 until they graduate in Grade 12. OFS students come from diverse backgrounds and apply to schools around the world so the role requires knowledge about school systems from Europe to the Americas to Australia to Asia. Prior to taking on this position Elisabeth taught English Literature at OFS and before that in the United States.

SAN LEE

San Lee has been with UC Davis Undergraduate Admissions since 2011 and became an Assistant Director of International Admissions in 2013. San has earned her B.A. in Communication at UC Davis and obtained her Master in Education (M.Ed.) specializing in Higher Education at the University of Hong Kong. With strong passion in developing the next generation of global leaders, San has enjoyed advocating and recruiting for the UC system. Her main duties are guiding students and families through the application process and application evaluation.

REBECCA LUCAS-TIMPANY

After moving from NZ to HK in 2005, I began a career change from working in a legal field to working with students. I worked with students with individual needs at another ESF school before moving to Island School to work in higher education and career counselling. Helping students develop their understanding of themselves, commence career planning and progressing to pursue higher and further education learning pathways is very rewarding in itself. Now with three teenagers at home I have also been gaining increasing insight by following their decision-making and career exploration from a parent's perspective!

NAKUL MALIK

Nakul Malik is an International Student Recruiter & Advisor at The University of British Columbia's Vancouver campus. Over the past five years, he has represented UBC in 35 cities across Asia & Europe advising and supporting students, parents and the guidance community. A graduate of Jakarta Intercultural School, Nakul earned a Bachelor of Commerce degree at UBC's Sauder School of Business. Nakul is originally from Mumbai, but grew up in Indonesia before moving to Vancouver and as a recruiter brings his personal experience as an international student and UBC alumnus to the role.

SEAN MCAULEY

Sean is a teacher and university advisor at United World College of South East Asia, Dover Campus. Originally from the US, he has taught in high schools in five different countries, and worked with international students in the USA as well. For the past eleven years he has worked as a university advisor as well as an IB Diploma History and TOK teacher.

MURRAY MCKAY

Murray McKay has 25 years of experience in arts education, including 15 years in admissions with NASAD accredited schools. Murray specializes in international recruitment strategy and portfolio preparation for college bound artists. He is co-chair of the NAFSA Creative Industries Members Interest Group. In 2013, he successfully launched Parsons Paris, the official branch campus of Parsons School of Design, The New School. Murray received his MFA from the School of the Art Institute of Chicago. He has exhibited at the Terra Museum of American Art, The Field Museum, Royal College of Art, Interlochen Center for the Arts, Blue Man Group, and others.

JIM MYTON

I arrived in Exeter as an undergraduate in 1992 and, nearly 25 years later, it's fair to say that I enjoy living in Devon. Barring brief dalliances with a supermarket delicatessen and the world of finance I have worked for the University since I graduated, most recently in marketing and recruitment roles in the Business School, Medical School and the International Student Recruitment team. I have responsibility for student recruitment from Singapore, Malaysia, Indonesia and Brunei and I really the social aspect of the role, meeting students, parents and, of course, school counsellors! Seemingly constant jet-lag is the big downside.

HARRIET NG

As one of the founding staff of the World Bachelor in Business Program, I oversees the education cycle of the joint partnerships program from admission to graduation. Before rejoining HKUST Business School in 2012, I worked in Japan for developing the G30 International Programs. I am interested in developing global initiatives and internationalization in education sector.

JUSTIN PARSONS

Originally from Ohio, I'm proud to now call California home. I've been at UCLA since November after working in international education in Boston for five years.

ANNE M. PAYNE

Anne has been at the University of Oregon for four years, and is a proud third-generation Duck. While her primary responsibility is working with students from across the continent of Asia, she has special love for Southeast Asia, as it was her first travel territory. Anne is a proud alumna of The Ohio State University and the University of Oxford (Balliol College), and enjoys hiking, running, playing piano, and cuddling with her beagle, Harper, in her spare time.

DAVID ROYSTER

New York City native, David Royster is Senior Admissions Counselor at Yale-NUS College; Singapore's first liberal arts and sciences college. David is a huge proponent of international education and has done various student affairs-related stints in a host of countries including Singapore, Indonesia, Australia and Switzerland. He is a graduate of Northeastern University in Boston, MA.

TREVOR STURGEON

Trevor has counseled international school students for the past 17 years. He was formerly Head of Counseling at the International School Manila and joined the Singapore American School in 2008. Trevor has been actively involved with the National Association of College Admissions Counseling and with the International Association of College Admission Counseling where he has served terms as VP for Communications and Technology, and most recently VP for Finance. He enjoys working with all types of students, helping them find colleges that are the right fit, and guiding them through the application process.

MALA SWAMINATHAN

With degrees in Education and College Counselling, Mala is a qualified tester from the British Psychological Society, and is qualified to order, administer, score, interpret and provide feedback on a complete range of ability, aptitude and personality questionnaires. She currently works at ISS International School as university advisor. Mala is a member of the American Counselling Association, British Psychological Society, IACAC and NACAC. She lives in Singapore.

LESLIE TAM

Leslie has had experience working on the academic (K-12 and higher education) and commercial side of education (K-12 school admissions). She has been at Stamford since August 2013, starting up the college counseling department and graduating the first cohort in June 2016. Other than her experience as Academic Dean/Director of College Counseling, she had previously worked in Hong Kong at The ISF Academy and The University of Hong Kong. She is an IBDP graduate herself and holds degrees from Georgetown University (BSFS) and Harvard University (ED, M).

JENNY THACKER

Jenny has spent all her career working in higher education, and has been with the University of Edinburgh for over 10 years, initially as an Undergraduate Admissions Officer in the College of Humanities and Social Sciences. During her 5 years in this role Jenny was responsible for admissions to a range of subject areas, including Architecture, Divinity, Economics, History of Art and Law, and led on international admissions within the team, advising colleagues on a range of qualifications and education systems. Jenny has been with the Recruitment & Development team within Edinburgh Global (formerly the International Office!) since 2011, and has responsibility for South East Asia and Australasia.

STEVE THOMAS

This is my 42nd year in education, having worked in international college admissions since 1987 at Bates College, College of the Atlantic, Colby College, and now Rhodes College. I worked on the secondary school side for 11 years prior to my work on the university side. I hold a BA in speech communication from North Carolina State University, where I served as captain of the soccer team, and a Masters of Arts in Liberal Studies in Literature and Arts from Wesleyan University. I live on Littlejohn Island off the coast of Maine and am married to Katherine Thomas, who works as Director of College Counseling at nearby North Yarmouth Academy. We have 3 daughters/stepdaughters and 1 son/stepson.

ANNE USSHER

Anne has been an Academic Advisor at Overseas Family School for nine years. Prior to coming to Singapore, she worked in careers advising positions in a secondary school and a government agency in New Zealand. In her current role she works with students from diverse backgrounds who apply to universities all over the world. She also advises students and parents on the curriculum offered at OFS and helps students make informed choices when choosing their subjects.

TRESA C. VIRANKABUTRA, PHD

Tresa has been working in education for over 30 years with more than 17 years in counseling. Working in a variety of international schools and being Counseling Department Head in two schools has offered her insight into the way school Administrations work and the relevance of understanding each other roles and the dynamics of these positions to ensure success for students.

PAMELA KELLY WETZELL

Pamela heads the University Advising Centre at UWC South East Asia, East campus. Originally from New York, she practiced securities litigation in San Francisco before moving to Asia more than 20 years ago to found a small international school in Phuket, Thailand. She came to Singapore in 2008 and shortly thereafter joined UWCSEA's University Advising department at Dover. Having raised two daughters in a multicultural environment, Pamela believes strongly in the transformative power of international education.

ZOË C. WILLIAMS

This is my third year in Singapore having previously worked in Dubai and London. I am a UK trained teacher and attended universities in the UK. I have been a History Teacher for 17 years, IB Examiner for 4 years and a College Counsellor for the last 10 years. Without wishing to sound like a TV contestant, I love to explore new places and meet new people!

GARLAKE WONG

I was born and raised in Hong Kong. After graduating from LSE, I have been in the education industry for more than 8 years. I have worked for various universities including some of the top art institutions in the world. I love working at SCAD and I enjoy meeting with the talented students from all over the world and seeing their creative artwork.

DWAYNE ZAMORA

Dwayne Zamora is the College/Academic Counselor at Stamford American International School. Prior to his position, he was the Assistant Director of International Admissions at Loyola Marymount University in Los Angeles, California. As a former international school student himself, he appreciates the diversity of cultural expression and sharing within these communities.

KIM ZWITSERLOOT

Kim Zwitterloot works at University College Utrecht in the Netherlands where she teaches economics, is a tutor/academic advisor and is also responsible for international marketing. Before that she has worked as a lecturer at Maastricht University, the Utrecht University School of Economics and as a teacher of English in Venezuela.

Participating Institutions

British International School Phuket

The British International School, Phuket was established in 1996. Offering the IGCSE and IB, the school enrolls students from 50 countries, has an enrolment of 850, and graduates about 60 each year. Thanks to five high performance sports academies, BISP students have represented their countries in the 2016 Olympics and numerous international sports competitions. Over 90% go directly to university and in the past four years, graduates have matriculated to 19 different countries. The most popular locations are the UK, Thailand, Australia, Canada and the US.

Canadian International School

The Canadian International School is currently in its 27th year of operation. CIS is an IB World School offering the PYP, MYP and DP. Today, the Canadian International School has two campuses – the Lakeside campus in Singapore’s West (pre-Kindergarten to Grade 12), and the Tanjong Katong campus in the East (pre-Kindergarten to Grade 6). Over 3,000 students from over 70 nations are currently studying at the school.

Concordian International School

Concordian was founded in 2001 as a private coeducational college-preparatory school that offers all three International Baccalaureate Programs (PYP, MYP, DP), from Nursery to Grade 12. The Primary years program is an inclusive program where Chinese, English and Thai are taught. The majority of the student population are comprised of Thai students with a smaller percentage coming from other countries. Ninety-nine percent of the students are second language learners. This year will be our 8th graduating class.

Drexel University, Westphal College of Media Arts & Design

Drexel’s Westphal College prepares students who are passionate about design, media and performing arts to succeed in these competitive creative fields. We offer 17 undergraduate and 9 graduate majors, including top-ranked programs in Gaming, Fashion, Interiors, Product, and Graphic Design. Our award-winning facilities are technology-infused. We value a studio approach that incorporates six months of required co-op work experience for all undergraduates. College Factual ranked Westphal among the 10 Best Design and Applied Art schools in America. Drexel is a Top 100 University located in Philadelphia, Pennsylvania.

Dulwich College Singapore

Dulwich College Singapore is a new school in Singapore following IGCSE and the DP. Dulwich Singapore is now in its third year with the oldest students being in Year 10. We will start the Diploma in 2018 and have our first graduating class in 2020.

Hong Kong University of Science & Technology

The World Bachelor in Business is a joint degree program offered by University of Southern California, Hong Kong University of Science & Technology and Bocconi University. It allows students to live and learn in three continents and aims to provide an unparalleled international education experience for future global leaders.

Hwa Chong Institution

Hwa Chong Institution is an independent school in Singapore, with a boys-only high school section (Years 1 to 4) and a co-ed college section (Years 5 to 6). HCI education culminates in the GCE A Level examinations. The Institution's mission is to nurture leaders for research, industry and government, to serve the nation.

Island School, Hong Kong

Island School is an international secondary school within the English Schools Foundation (ESF) school group for students in years 7-13. It has no barriers to entry other than that students must be able to learn through English-medium instruction. In each graduating cohort there are 150-160 students. Senior students have the opportunity to study either the IB curriculum (IB Diploma or IB courses) or an Applied Learning Programme (BTEC, AS in Extended Project and 1 or 2 IB courses). The main destinations for higher education are UK, USA, Canada, and Hong Kong. Smaller numbers each year go to destinations in Europe, Australia, NZ, China and elsewhere within Asia.

ISS Singapore

ISS is an International Baccalaureate (IB) World school, accredited by both the Council of International School (CIS) and the Western Association of Schools and Colleges (WASC). There are 524 students in pre-kindergarten through grade 12. With an average class size of 18-20 students, ISS offers a comprehensive programme of English as a Second Language (ESL) in all sections of the school. ISS Singapore provides a multicultural educational environment for students to achieve academic success, personal growth, to become socially responsible and active global citizens. We teach an appreciation of learning as a life-long process.

Jakarta Intercultural School

Jakarta Intercultural School (JIS) was founded in 1951 by the Australian, British, American and (then) Yugoslavian Embassies. JIS has 2400 students in pre-K through grade 12, with over 880 students in the high school. JIS offers the IB Diploma Program and Advanced Placement courses in the final two years of schooling. Most of its graduates attend university overseas, with about half the Class of 2016 choosing to matriculate in the USA, followed by the UK and Canada as popular destinations.

Li Po Chun United World College of Hong Kong

LPCUWC is one of the schools under the United World Colleges Movement which embraces its mission statement embedded in the philosophy of peace and sustainability. LPC houses a cohort of 260 students who live on campus with 26 full time teachers.

Nagoya University

In the central region of Japan called Chubu, a hub for high-tech innovation and industrial cooperation in the natural and applied sciences, can be found Nagoya University. Founded in 1871, it is today one of Japan's top research institutions. Six Nobel laureates in Physics and Chemistry since 2001 made their discoveries in our laboratories. Today Nagoya University plays home to more than 16,000 students from Japan and around the world. NU's International Programs have been integrated in October 2011 and every year around 50 undergraduate students enroll. Japanese language proficiency is not required at the time of admissions as the programs are entirely taught in English. Applicants of all nationalities, including Japanese, who have been educated outside the Japanese education system, are welcome to apply through the online application system.

Overseas Family School

Overseas Family School (OFS) is a private, coeducational, college-preparatory day school serving the international community of Singapore. OFS is a pre-K to Grade 12 school; there are approximately 3,000 students from 75 different countries at OFS. OFS offers IGCSEs in Grades 9 and 10. It is accredited by WASC and offers a High School Diploma, as well as the International Baccalaureate Diploma. Around 80% of the graduating class of 226 students this year are taking the full IB Diploma.

Queen Mary University of London

Queen Mary University of London is one of the UK's leading universities, with world-class academics, high-quality teaching, and a great track record for student employability. QMUL has around 20,000 undergraduate and postgraduate students in over 15 academic schools covering business and economics, science and engineering, law, medicine and dentistry, the arts, humanities and social sciences.

Rhodes College

Rhodes College, founded in 1848, is one of a very few traditional, residential, liberal art colleges in the United States located in an urban area. Memphis, Tennessee, US birthplace to American civil rights and the Blues, serves as home to Rhodes, which this past year was named the nation's most beautiful campus by US News and World Report. With a student body of just over 2000 undergraduates from 48 states and 32 countries, Rhodes offers over 50 majors and unique opportunities for internships and work experience at some of the world's top businesses and corporations. With a growing international population from all around the world, Rhodes is poised to take its place among the world's greatest institutions of higher education.

Savannah College of Art and Design

Offering more degree programs and specializations than any other art and design university, SCAD is uniquely qualified to prepare talented students for professional, creative careers. SCAD is one university — offering degrees in four distinct locations and online via eLearning. Each SCAD location provides a new experience. Students can choose to study in any location, at any quarter during their education. Find your muse in Lacoste or lose yourself in the amazing culture of Hong Kong. Get a taste of the fast life in Atlanta or fall in love with the southern charm of Savannah. You can even choose your own setting and enjoy full access through our eLearning environment.

The Shri Ram School

The Shri Ram School was established in 1988 and has been consistently ranked as a top school within the country, especially recognized for being progressive and child-centric. Across its three campuses the curricula offered are the national CISCE, Cambridge and International Baccalaureate. The foundation of the education and functioning at the school is provided by the core values of Sensitivity, Integrity, Pursuit of Excellence and Pride in One's Heritage. The school enjoys the reputation of high academic results and co-curricular achievements, yielding globally conscious young adults in keeping with its mission statement.

Singapore American School

Singapore American School offers a comprehensive liberal arts education that actively engages students and challenges them to reach their full potential. SAS has the largest Advanced Placement program outside the United States and a curriculum similar to that of U.S. college preparatory schools. The school offers extensive service opportunities and extra-curricular activities for students of all ages, and is committed to providing global and real-world experiences for students so that they are optimally prepared for a dynamic and rapidly changing future.

SJI International School

SJI International is one of only three schools in Singapore able to admit both Singaporean and international students and, as such, we offer an international education firmly rooted within the larger community of Singapore. Students follow the IGCSE curriculum in Grades 9 and 10 and the IB Diploma in Grade 11 and 12. Outside the academic programme all students are involved in service activities along with a multitude of co-curricular activities.

South Island School

South Island School is a fully non-selective co-educational international school founded by the English Schools Foundation of Hong Kong, with about 1,400 students. We have over 38 nationalities represented. The school offers the IGCSE syllabus, IB Diploma Programme and the IBCP. The school's key philosophy is for its students to make a difference, a concept promoted throughout numerous scholastic events and in its curriculum. The school environment promotes freedom of thought, expression and action.

Stamford American International School

Stamford American International School is an independent, college-preparatory, co-educational institution. Stamford has grown to almost 2,900 students, serving 16 grade levels from Nursery to Grade 12. At capacity, Stamford expects to graduate 150-200 students per graduating class. Stamford is an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and the Diploma Programme (DP). In addition, Stamford also offers College Board's Advanced Placement (AP) courses. All students pursue the Stamford American High School Preparatory Diploma, with choice among three different pathways: the full IB Diploma, AP International Diploma, or a blended program.

Swarthmore College

Founded in 1864, Swarthmore College is a private, coeducational, non-sectarian liberal arts and sciences College, offering both the Bachelor of Science in Engineering and the Bachelor of Arts in 40 areas of study. Located in a suburban setting 20 km southwest of Philadelphia, Pennsylvania, Swarthmore attracts students nationally and around the world who are interested in the life of the mind and education for the common good. Small (a student body that totals 1534 undergraduates) the residential campus is situated on a 425 acre arboretum; a 20 minute train ride (a station is located on campus) takes you to Philadelphia, the fifth largest city in the United States.

Tanglin Trust School

Tanglin Trust School is a non-selective, British curriculum international school in Singapore. Sixth form students can choose between UK GCE A-Levels or the IB Diploma as their pre-university pathway.

United World College of South East Asia – Dover Campus

UWC South East Asia has been a member of the UWC movement since 1975. For over 40 years, it has been offering a mission-driven, values-based international education to students from more than 70 nationalities. UWCSEA is a K-12 school with two campuses and nearly 5,390 students. High School students study the IGCSE or school-based Foundation IB curriculum followed by the IB Diploma curriculum. Recent graduating classes at UWCSEA-Dover have comprised around 330 students; the last 3 cohorts have enrolled at universities in more than 15 different countries, with the four most popular destinations being the US, UK, Canada, and Australia.

United World College of South East Asia – East Campus

UWC South East Asia East campus is the newer campus in Singapore of one of the 17 United World Colleges, whose mission it is to make education a force to unite people, nations and cultures for peace and a sustainable future. Enrolling 2700 students from 74 different countries, we offer IGSCE examinations in Grade 9/10 and the IB Diploma Program in G11/12. All 260 in the Class of 2018 pursue a rigorous curriculum that fosters academic excellence, intercultural understanding, responsibility, integrity, service and idealism in action.

University College Utrecht

University College Utrecht (UCU) is one of the international honours colleges of Utrecht University. UCU offers a liberal arts and sciences, undergraduate education. Students compose an individual curriculum, choosing from over 200 different classes in humanities, science and social science. The UCU approach is personal: classes are small, participation is actively encouraged and all students have their own academic advisor. All 760 students, 40% international, live on a residential campus in the historic city of Utrecht. The admissions process is highly selective: students are admitted on the basis of academic excellence, an international focus, social engagement and extracurricular pursuits.

The University of British Columbia

The University of British Columbia is a global centre for research and teaching, consistently ranked among the 40 best universities in the world. UBC offers 212 undergraduate majors leading to internationally recognized degrees through 17 Faculties. UBC has two principal campuses each set in unparalleled natural surroundings – UBC Vancouver on Canada’s spectacular Pacific coast and UBC Okanagan in British Columbia’s scenic interior. We are proud to be home to more than 13,000 international students from 155 countries.

University of California, Davis

Ranked 10th among public research universities in the United States with approximately 28,000 undergraduates and 2,500 faculty, UC Davis offers more than 100 academic majors and 99 graduate programs in four globally respected colleges: Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters and Science. We have six professional schools in business, education, law, medicine, nursing, and veterinary medicine. Located in beautiful Northern California, the city of Davis is friendly and safe, offering wonderful cultural and recreational activities. UC Davis students can participate in research projects, gain experience through internships or join an intramural sports team. UC Davis is widely known for specialties in Economics, Viticulture and Enology, Environmental sciences, Biological sciences and veterinary medicine. Our teaching and research are grounded in a tradition of excellence that stretches across all the disciplines. UC Davis also has a long tradition of helping students build their undergraduate resume for graduate or professional school, and a rewarding career.

University of California, Los Angeles

UCLA is part of the University of California system, a group of 10 universities spread throughout the state. UCLA is the most applied to university in the United States, receiving more than 102,000 applications for Fall 2017. We offer more than 125 majors and more than 80 minors.

The University of Edinburgh

The University of Edinburgh is one of the UK's oldest and most prestigious universities, globally recognised for our research, development and high-quality teaching. Founded in 1583 and located in the heart of Edinburgh, Scotland's capital city, the university is one of the largest in the UK with over 35,000 students, and 156 nationalities. The QS World Rankings 2016/17 rated the University of Edinburgh 19th in the world, 5th in the UK and 6th in Europe. The University has around 500 undergraduate degree programmes, more than 300 taught masters courses and 135 research areas covering a wide range of academic disciplines. As well as a truly international student body, we have 105 different nationalities (not including UK) within our staff cohort, at this world class university, in a world class city.

The University of Exeter

The University of Exeter is consistently in the UK Top 10 and is in the top 1% of universities worldwide. Our significant investment in campus facilities and commitment to student engagement have helped us become the leading Russell Group university for student satisfaction. 84% of undergraduates obtain a first or 2.1 degree and 93% are in employment or further study six months after graduation. Our degrees range from science to social studies and include flexible subject combinations and opportunities for work placements and study abroad. Our size (22,000 students) and edge of city campus environment, ensure a safe and welcoming lifestyle outside the classroom.

University of Leeds

University of Leeds is a UK, Russell Group University ranked in the top 100 of Universities worldwide, with much of the Faculty of Arts/Humanities and Cultures in the top 60. It has about 32,000 students from 140+ countries

University of Oregon

University of Oregon is a public, four-year research university located in the Pacific Northwest of the US, in Eugene, Oregon. With a total enrollment of around 25,000, UO is especially known for strong programs in architecture, business, journalism, and the sciences. Our campus is 14% international and hosts students from 102 countries, who study in over 300 academic programs.

The University of Queensland, Australia

For more than a century, The University of Queensland (UQ) has educated and worked with outstanding people to deliver knowledge leadership for a better world. We are a leading Australian university ranked 51 by the QS World University Rankings and the Performance Ranking of Scientific Papers for World Universities. The University also ranks 52 in the US News Best Global Universities Rankings, 60 in the Times Higher Education World University Rankings and 55 in the Academic Ranking of World Universities. UQ is a founding member of the Group of Eight (Go8) universities and a member of the global Universitas 21 and Universities Australia.

Yale-NUS College

Yale-NUS is a ground-breaking collaboration between Yale University and National University of Singapore-- the first fully residential liberal arts and science college in Singapore. Yale-NUS College draws heavily on the influences of its founding partners, and Yale's liberal arts traditions shape the academic culture and curriculum. The innovative curriculum maximizes the opportunities available to students in rapidly growing Asia, while encouraging them to explore a range of disciplines, and analyze formative texts and ideas from Western and Eastern traditions.

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