

WEST CHESTER UNIVERSITY'S INTERNATIONAL LABORATORY:  
**A Road Map to Global Engagement**



PHOTO: Honors College students during  
2016 study abroad trip to South Africa



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Internationalization  
Laboratory:  
A Road Map to Global  
Engagement



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## EXECUTIVE SUMMARY

“Preparing our students to be global citizens is a key component of our mission and goals.”

West Chester University President Christopher Fiorentino

West Chester University (WCU) has seen notable growth in our study abroad programs, an increased interest by faculty and staff in international research and teaching opportunities, and a steady number of international students enrolling at the University. As we develop an institutional strategic plan that continues to move us forward by staying true to our mission, one of providing an educational experience to our students leading to truly globally competent citizens, it was considered prudent by President Christopher Fiorentino and the members of the President’s Cabinet to conduct a self-study on internationalization activities at WCU and to develop a strategic and intentional strategy moving forward. The self-study was guided through the framework of the Internationalization Laboratory of the American Council on Education (ACE), an invitational learning community that assists participating institutions in developing goals and strategies for comprehensive internationalization. WCU applied for membership for the 2017-19 cohort and was selected by ACE to participate. The Global Leadership Team (GLT), comprised of members from various units across the campus, have been working on the self-study for two years. Our intent was not just to suggest an optimal structure, foundation and roadmap for the future, but also to create a baseline of important data points for future comparative analysis and assessment of programming.

Our self-study report is based on evaluating the internationalization structure, achievements, and opportunities at WCU along these four goals. As we analyzed the campus feedback and also the responses to our self-study questions from twenty-one units across campus, a clear consensus emerged. *The WCU community is truly committed to prepare our students to be citizens of a multicultural community, both at home and in a globalized world.* The GLT believes the proposed outcomes to be realistic and achievable within the 2019-2022 three-year timeframe.

As part of the self-study, the GLT proposes that internationalization efforts at WCU be considered comprehensively through the four overlapping strategic goals described below. The GLT also recommends that the various task forces proposed below be assigned both implementation and assessment responsibilities. Moreover, as the ACE Peer Review Team emphasizes in its full report, WCU is at a critical moment in terms of internationalization, with some sense of urgency in retaining the momentum developed over the past few years.

### **Goal 1: Increase the number of international students enrolled in our academic offerings onsite and through distance education.**

*Under the leadership of the Vice Provost for Strategic Enrollment, the University should develop and implement a plan to achieve the international student enrollment targets set by the GLT and consider the recommendations in the report.*

#### Goal 1 Targets/Outcomes:

- Increase the international F-1 student population to 3% of the University student population by 2022.
- Increase the student participation in international student programs and services by 25% by 2021.



*The University should also set up a task force, co-led by representatives from the Center for International Programs (CIP) and the Division of Student Affairs, to improve the programs and services available for international students on campus.*

**Goal 2: Through improved access, diversify and strengthen international educational experiences for the WCU community.**

*The University should set up a task force co-led by a representative from the CIP and a Faculty Representative to achieve the education abroad targets set by the GLT and consider the recommendations in the report.*

**Goal 2 Targets/Outcomes:**

- Increase participation in and access to education abroad programming by 50% by 2021.
- Create a permanent funding model to cover the costs of faculty/staff leading study abroad programs by 2021.

**Goal 3: Integrate global learning outcomes into our curriculum, co-curriculum, and academic programs.**

*The University should develop a task force with the responsibility to achieve the joint targets and outcomes of Goal 3 and 4. The action task force would be led by representatives from the Division of Student Affairs and from Academic Affairs.*

**Goal 3 Targets/Outcomes:**

- By the end of Spring 2020, the WCU Curriculum and Academic Policies Council (CAPC) will approve the definition of “Global Learning” and the objectives and outcomes that are required for the designation.
- By the end of Spring 2021, WCU’s CAPC will designate curricular and academic programs or courses as “Global Learning” and the Division of Student Affairs will approve a Global Learning Initiative as part of its sustainable leadership programming.

**Goal 4: Promote global awareness and engagement in research, scholarship, teaching, and service.**

**Goal 4 Targets/Outcomes:**

- By Fall 2021, academic units will update the departmental teacher-scholar models to include the consideration of globally-focused criteria/standards for faculty promotion and tenure.
- All WCU divisions and units should embrace and incorporate an internationalization value statement and commitment to global engagement in their mission or program statements by Spring 2021.

**The GLT also recommends the following administrative changes be implemented:**

- The Center for International Programs be renamed as the Office of Global Engagement (OGE).
- The Office of Global Engagement be led by the Vice Provost for Global Affairs and Senior International Officer.
- Develop an OGE Advisory Council with a focus on advocacy and counsel that includes membership of a college/dean appointee that also leads internationalization within that college.

Overall, the GLT considered various parameters including resources, collaboration and partnerships, administrative structure and leadership, and articulated institutional commitment to propose the most effective pathway to achieve the proposed outcomes. Strategies to achieve the goals and outcomes include the recommendations based on building sustainable and scalable internationalization efforts across the University. The GLT acknowledges that while certain recommendations will allow us to achieve one or two proposed outcomes, some recommendations will have a wider impact beyond the goals of the self-study.

While much work remains in terms of the recommendations and outcomes noted throughout the report, the GLT is pleased to report a number of internationalization highlights and success stories that illustrate the level and degree of comprehensive internationalization across the four major goal areas.

With regards,

Peter Loedel, Director, Center for International Programs and Department of Political Science  
Vishal Shah, Associate Dean, College of the Sciences and Mathematics

Christian Awuyah, Department of English  
Mahrukh Azam, Department of Chemistry  
Christin Bobbert, Office of Finance and Business Services (2018-19)  
Richard Chan, Information Technology  
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Nancy Gainer, Office of Communication  
Angela Howard, Center for International Programs  
Rachel Komlos, Office of the Registrar  
InYoung Lee, Department of Applied Music  
Rui Li, Distance Education, Division of Information Services and Technology  
Hiram G. Martinez, Office for Diversity, Equity, and Inclusion  
Margo M. McDonough, Office of the President  
Todd Murphy, Division of Finance and Administration (2017-18)  
Leah C. Paulson, Office of Residence Life & Housing Services  
Gopal Sankaran, Department of Health  
Claire E. Verden, Department of Special Education  
Xiaowei Zhu, Department of Management (2017-2018)

## CHAPTER 1. INTRODUCTION

### Introduction to the WCU/ACE Lab

The Internationalization Laboratory of the American Council on Education (ACE) is an invitational learning community that assists participating institutions in developing goals and strategies for comprehensive internationalization. WCU applied for the membership for the 2017-19 cohort and were selected by ACE to participate. Dr. Peter Loedel and Dr. Vishal Shah were charged with co-chairing the initiative by President Dr. Christopher Fiorentino, with WCU participating as one of 11 institutions that make up the 15th cohort of ACE's Internationalization Laboratory.

### Why Internationalization?

The American Council on Education and its Center for Internationalization and Global Engagement (CIGE) provides a statement as to why internationalization is critically important.

*In order for the United States to have a truly world-class higher education system, colleges and universities must be globally engaged and prepare students to be citizens of a multicultural community both at home and in a globalized world. Institutions accomplish this by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners.*

(Making the Case for Internationalization. (2018). Retrieved from

<https://www.acenet.edu/news-room/Pages/Making-the-Case-for-Internationalization.aspx>).

The American Council on Education defines internationalization as “the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.” Affirming the importance of this process, the National Association of State Universities and Land-Grant Colleges (NASULGC) regards internationalization as “the critical means whereby the quality of our academic learning, discovery, and engagement can be enhanced, broadened, and enlivened.” Through careful planning that takes into account the institution's culture as well as the challenges faced both locally and globally, internationalization can result in greater integration among various University initiatives and enhanced visibility for WCU's mission. The ACE Lab method creates a process for building on existing WCU internationalization in terms of teaching, research, and service, while adding to the global learning dimensions of our curriculum and co-curriculum, faculty and student research, and service to the community.

### Benefits of Internationalization for WCU: Student Success

President Fiorentino has noted that “preparing our students to be global citizens is a key component of our mission and goals” and should be one of the University's primary goals. This goal is predicated on a fundamental premise that WCU is dedicated to student success. For students:

- Global competence is essential for a successful career in a globalized society and economy.
- Every college graduate should develop the international skills and perspective that will enable them to become responsible and well-informed members of society.
- Complete mastery of any academic discipline requires an understanding of its international dimensions.
- Diversity and inclusion, multicultural competency, and learning in a global context help promote the development of the “globally engaged citizen.”



We also understand that University faculty and staff can benefit from internationalization as the most urgent research questions transcend national boundaries and thus increasingly demand international networks of collaborators. A global footprint is essential for any university to be recognized for its overall quality. All institutions that are noted for their excellence also have a significant international presence and are stronger financially – whether in the form of increased tuition revenue, research grants secured, or alumni engaged.

Finally, the benefits to the community and the Commonwealth of Pennsylvania are clear. Institutions are more vital and attractive places when they are internationalized, and these qualities strengthen their local communities and economies, and as such, they are in a better position to serve their stakeholders. Universities should also take the lead in the promotion of human welfare around the globe, and not just in their own country. Students, as future citizens of the Commonwealth, need to understand the influence of the United States on other parts of the world in order to be effective and successful global leaders. Moreover, international students diversify our campuses, add critical resources to the University and local community, and return to their home countries with a more accurate, nuanced understanding of the United States. The win-win nature of internationalization, while not always easy, suggests the important benefits that can accrue to WCU with a sustainable and intentional plan of action. We believe the plan presented here provides just such a roadmap.

### **Why Now?**

Notable growth in some specific international educational programming such as study abroad, an increase in the faculty and staff's interest in international programs, a growing demand among new students for international educational experiences, and the development of a focused leadership structure of the Center for International Programs (CIP), led to the decision to pursue the Lab self-study. As with any self-study, the opportunity to reflect thoughtfully on what has been accomplished to date, the successes and failures, and the development of a strategic and intentional strategy moving forward can be such a valuable process. This self-study will create a baseline of important data points for future comparative analysis and assessment of programming. Moreover, additional critical events on campus - changes in leadership at the University, campus reorganization with new colleges and deans, the President's new Strategic Plan and Mission Statement, a developing Strategic Enrollment Management Plan, and additional Academic and Student Affairs' learning domains emphasizing global awareness, engagement, and global learning - all suggest that setting a proper structure and foundation for the future was, now more than ever, warranted.

### **Selection of a WCU Global Leadership Team (GLT)**

The ACE Lab leadership assembled an internationalization or “global” leadership team on campus to analyze current internationalization activities and articulate institutional goals and formulate a strategic action plan to take internationalization efforts forward.

An open call was made across the University to designate and select interested and motivated members of a cross-divisional team representing the five Colleges and the Wells School of Music, along with various divisions from Academic Affairs, Student Affairs, Administration and Finance and University Affairs.

Based on the nominations received, the GLT was developed consisting of members from various disciplines and divisional units. Many among the GLT had some existing connections to international educational projects on campus, but others were only tangentially involved with international programming. The final GLT reflected a diverse cross section of the WCU community (units, departments, and divisions) to include faculty, staff, and administration as listed below:

- Christian Awuyah, Department of English
- Mahrukh Azam, Department of Chemistry
- Christin Bobbert, Office of Finance and Business Services (2018-19)
- Richard Chan, Information Technology
- Diane R. D'Arcangelo, Division of Student Affairs
- Nancy Gainer, Office of Communication
- Angela Howard, Center for International Programs
- Rachel Komlos, Office of the Registrar
- InYoung Lee, Department of Applied Music
- Rui Li, Distance Education, Division of Information Services and Technology
- Peter Loedel, Director, Center for International Programs and Department of Political Science
- Hiram G. Martinez, Office for Diversity, Equity, and Inclusion
- Margo M. McDonough, Office of the President
- Todd Murphy, Division of Finance and Administration (2017-18)
- Leah C. Paulson, Office of Residence Life & Housing Services
- Gopal Sankaran, Department of Health
- Vishal Shah, Associate Dean, College the Sciences and Mathematics
- Claire E. Verden, Department of Special Education
- Xiaowei Zhu, Department of Management (2017-2018)

The overall time frame and timeline for the ACE Lab project at WCU largely followed the ones provided by ACE directly, moderately adapted to fit the WCU calendar and project goals.

### **Timeline**

- Spring 2017: WCU application to participate in the ACE Lab
- Summer 2017: Officially accepted into ACE Lab
- Fall 2017: Creation of the GLT
- Fall-Winter 2017/18: Development of the overarching strategic goals/framework – four working groups
- Spring 2018: Development of research questions and identification of key constituents and offices to obtain the data, presentations across campus on the ongoing Lab process
- Spring/Summer 2018: Surveys conducted and gathering of data

- Summer 2018: Initial assessment and SWOT
- Fall 2018: Working groups completed the analysis and developed recommendations
- Fall-Winter 2018/19: Developed draft report for presentation to Cabinet and campus
- Spring 2019: Feedback from campus and campus outreach
- March 2019: Site visit by ACE external peer-evaluator team; final campus feedback reviewed by the GLT
- July 2019: Final report released to the campus

### **Framing the Research: Question Development and Methodology**

The first task of the GLT was to decide a set of strategic internationalization goals which would provide direction and an overarching framework for the next steps in the self-study. Traditionally, ACE recommends six highly integrated main pillars: 1) articulated institutional commitment; 2) administrative leadership, structure, and staffing; 3) curriculum, co-curriculum, and learning outcomes; 4) faculty policies and practices; 5) student mobility; and 6) collaboration and partnerships.

These pillars can be visualized as such:



(American Council on Education, Mapping Internationalization on U.S. Campuses: 2017 Edition)

The GLT decided to focus its attention on four overlapping strategic goals for review. We recognize that within these four broad areas, discussion of some of the other campus topics such as collaboration, partnerships, and administrative staffing and leadership would need to be integrated into the analysis. However, in order to prioritize some key issue areas and focus the self-study research project, the GLT spent the first semester of the project debating and then deciding to focus on the following four goal areas. Each goal area was further refined to provide an overarching sense for the strategic direction to engage.

- **Goal 1: Increase the number of international students enrolled in our academic offerings (onsite and in distance education).**



- **Goal 2: Through improved access, diversify and strengthen international educational experiences for the WCU community.**
- **Goal 3: Integrate global learning outcomes into our curriculum, co-curriculum, and academic programs.**
- **Goal 4: Promote global awareness and engagement in research, scholarship, teaching and service.**

### **Developing a Set of Research Questions and Methodology**

Within these four larger goal areas, and in order to more accurately map WCU's internationalization, we asked:

- What is the current state of the University's international activities and global initiatives?
- How do we assess those activities and initiatives? How do we define, operationalize, and measure WCU's international and global initiative goals?
- What existing strategies and resources exist to promote and develop internationalization and global initiatives?
- What future strategies and resources are needed to propel WCU's internationalization and global initiatives to the next level?

The self-study then centered around developing a more detailed and thorough set of questions to guide the gathering of data and information and taking stock of our current international initiatives. The full array of questions and offices can be found in the appendix.

In total, 114 questions were drafted by the GLT that were then distributed to 21 units across campus. The data obtained was compiled and analyzed using the Strength Weakness Opportunity Threat (SWOT) framework. A final set of recommendations were reached based on the SWOT analysis. These recommendations are presented in each of the four main goal chapters as well as the CIP self-study chapter. Target outcomes were developed to support assessment of the goals.

Questions were devised that would not simply elicit a "positive" response or "Yes – we are doing that!" Rather, the goal was to assess accomplishments to date, find missing pieces of the "internationalization" story, ascertain information and data that we still need to collect, and to generate ideas for possible strategies moving forward. Focus groups and surveys were also employed as well as data drawn from Institutional Research, the CIP, and other key data collection offices on campus (e.g. Admissions, Registrar). To give the reader a sense of some of the questions, here is sample from the faculty survey:

- Have you participated in a research project over the last three years working with an international collaborator? If yes, list the countries where the collaborators are from.
- Did you travel overseas for conducting research? If yes, list the countries traveled.
- Did you travel overseas to develop a partnership with a university? If yes, list the partner institutions and countries traveled.
- If answered yes above, do you see the partnership active currently?

As the GLT determined the primary four pillars for the focus of the larger self-study, it became clear that the CIP would play a key part of the review. Not only does the CIP play a critical role in supporting international students (Goal 1), directly managing education abroad (Goal 2), and helping to support and facilitate global learning and integrated global engagement for faculty and staff (Goals 3 and 4), but it also forms the hub of the larger University's efforts at comprehensive internationalization. Therefore, the decision was made to focus the analysis of "Administrative Leadership, Structure, and Staffing" from the "CIGE Model for Comprehensive Internationalization" on the CIP. A selected group of members from the GLT conducted a two-hour interview with the Director of CIP. Based on that interview and summary of responses, the CIP was provided with an opportunity to do its own self-study and provide an opportunity to reflect on its core missions and functions within the University. These are presented in Chapter 6.

A draft of the self-study report was presented to the University community at the beginning of the spring semester (February 2019) in order to solicit feedback, suggestions, and comments. A website was created to publish the report so as to specifically facilitate feedback from the campus community (<https://www.wcupa.edu/international/internationalLab/selfStudy.aspx>). Notably, an effort was made to purposely reach out to the Student Government Association and the Graduate Student Association to incorporate student-focused interests and concerns. Several open forums were conducted with additional campus representatives. A repository of all collected information and data can be found in the appendices.

In addition to the data collection part of the Lab, members of the GLT attended meetings at the Association of International Education Administrators (AIEA) in Washington, D.C. three times for meetings of the full cohort and have hosted on-campus site visits by ACE Fellow, Dr. Susan Sutton, Senior Advisor for International Initiatives at Bryn Mawr College, and Emerita Associate Vice President of International Affairs and Chancellor's Professor of Anthropology at Indiana University. These meetings involved discussion with the leadership team and key stakeholders to facilitate dialogue, define key questions and issues, clarify goals, and build support for the process. Upon completion of the self-assessment report, a team of ACE staff and experts in the field of internationalization visited WCU in March 2019. The team consisted of Dr. Sutton, Dr. Karim Ismaili, Provost at Bridgewater State University, and Dr. Sharon Nagy, Associate Provost for Global Engagement at Clemson University. The site visit lasted over two days and included meetings with the President, senior administrators, board members, faculty, administrators, and students. The peer review report is included in the final section of the report. Based on the report, a set of more focused goals, outcomes, and action steps were developed and form the core of the Executive Summary and next steps moving forward.

## **Conclusion**

The following tightly written and focused five chapters provide the reader with some more detailed context and analysis as well as the SWOT and recommendations for advancing comprehensive internationalization at WCU.

## CHAPTER 2

**Goal 1: Increase the number of international students enrolled in WCU's academic offerings, including onsite and distance education.**

### SWOT Analysis – Increase the number of international students

<ul style="list-style-type: none"><li>• Internationalization as a WCU mission</li><li>• Location</li><li>• Academic quality and desired programs</li><li>• No reliance upon international students for budget purposes</li><li>• Some existing international partnerships</li><li>• Administrative structure (CIP office)</li><li>• Scholarship dollars and GA'ships</li><li>• Welcoming campus environment</li><li>• Safe/secure campus</li><li>• OPT/CPT opportunities in the region (jobs)</li><li>• ESL Pathway (via ELS Language Center)</li></ul>	<ul style="list-style-type: none"><li>• No personnel dedicated for recruitment of international students</li><li>• Lack of a coordinated international student recruitment plan or strategy</li><li>• Lack of visibility - no WCU brand recognition</li><li>• No marketing plan</li><li>• Lack of international student diversity</li><li>• Campus readiness? - Admissions, application, CIP, academic programs</li><li>• No deep alumni database</li><li>• Weak campus infrastructure – housing, food, transportation</li><li>• Lack of articulation agreements and institutional partnership</li></ul>
<ul style="list-style-type: none"><li>• WCU seen as great market to “sell” (cost, location, programs, safety)</li><li>• Highlight existing international student cultural diversity on campus</li><li>• Diverse international faculty/staff on campus</li><li>• CIP office and University Admissions</li><li>• ESL Pathway</li><li>• Tap Alumni potential for recruitment and fund raising</li></ul>	<ul style="list-style-type: none"><li>• Competing institutions both at home and abroad</li><li>• Rising costs (PASSHE support?)</li><li>• Political climate<ul style="list-style-type: none"><li>• (Visas – F-1, H1B and OPT threats)</li><li>• Security/safety</li></ul></li><li>• PASSHE/Legal constraints</li><li>• Long term institutional commitment during financial stress</li></ul>

International education, as defined by NAFSA: Association of International Educators, “advances learning and scholarship; builds understanding and respect among different peoples; and enhances constructive leadership in the global community” (About International Education. (2019). Retrieved from [https://www.nafsa.org/About\\_Us/About\\_International\\_Education](https://www.nafsa.org/About_Us/About_International_Education)). International students studying at post-secondary institutions in the United States bring a unique perspective to the campus community and must be considered a critical piece of a university's international educational mission. WCU recognizes that international students contribute to the cultural awareness and global understanding of the campus community, where all students learn through engagement. This perspective is reflected in WCU's approach to the mission of student success, which is measured through community and cultural engagement.

Increasing the number of international students in the University contributes to global diversity and can assist global learning on the campus. Global diversity is a resource that educators can harness for students, faculty, and staff to develop cross-cultural competencies. Diversity from international and intercultural student experiences prompts the campus community to rethink its notions of pluralistic education. There are lasting benefits from cross-cultural and international diversity. A large segment of the WCU student population comes from homogenous precollege schools and neighborhoods. Thus, global curricular diversity and multiple nationalities within the



classroom promote global awareness and assist with integration of international students into the campus community. International exposure for all students facilitates understanding beyond specific national entities. Local and international students learn from each other and apply varieties of strategies to problem-solving. This model of transcultural education prepares students for the global society within which their future professional lives must operate.

The classroom full of international students fosters diverse global perspectives that anticipate realities of the world and promote student success. The network among students of various backgrounds becomes vital links to careers across a wide array of disciplines and professions. These contacts occur in the classroom, residence halls, across the campus, and during travel abroad. WCU must seek to promote this model of global learning. Diversity, from the global perspective, encourages a rethinking of the notions of citizenship, as well as issues of justice and equality. Internationalization expands identification with social causes, for instance, and brings about solidarity and empowerment. Placement in global historical contexts makes issues of diversity and justice central, not marginal.

Some key results stand out in the analyzed data. National trends indicate declining international student (defined as F-1) enrollment of 6.6% for the 2017-18 year (IIE 2018 Open Doors Report). WCU's enrollments have increased, albeit modestly, and its yield of matriculated international students held steady over the last five years (see Table 1). That said, the overall percent of F-1 students/per total student enrollment remains below 1%. Within that percent, graduate F-1 enrollments are down, but UG enrollments are up. Given the larger external forces at play, stability in international student numbers is a good overall sign.

There have been some changes that have stabilized these numbers. A partnership with ELS Educational Services (ELS), which provides language training and allows students to matriculate into a degree program through a conditional admissions process, has bolstered enrollments. Through the digitization of documents and processing of applications, student matriculation has been made easier, quicker, and more efficient. Staffing in admissions that has allowed for some more focused attention to international student applications has also been a step forward. The CIP has digitized the collection of documents necessary for the issuance of the Form I-20 (F visa) and Form DS2019 (J visa), which significantly reduces processing times and allows for the timely filing of visa applications.

**Table 1. Number of International Students (F-1) at WCU**

	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
Graduate	2,266	2,114	2,134	2,242	2,385	2,608	2,855	2,960
Graduate International (F-1)	47	53	63	85	84	62	56	59
% Graduate International (F-1)	2.1%	2.5%	3.0%	3.8%	3.5%	2.4%	2.0%	2.0%
Undergraduate	12,834	13,297	13,711	13,844	14,212	14,397	14,451	14,567
Undergraduate International (F-1)	48	48	41	41	68	67	63	71
% Undergraduate International (F-1)	0.4%	0.4%	0.3%	0.3%	0.5%	0.5%	0.4%	0.5%
University Total	15,100	15,411	15,845	16,086	16,597	17,005	17,306	17,527
University Total (F-1)	95	101	104	126	152	129	119	130
% University Total (F-1)	0.6%	0.7%	0.7%	0.8%	0.9%	0.8%	0.7%	0.7%

Further, there are multiple scholarships available for international students in graduate and undergraduate programs. The International Graduate Dean's Scholarship and the WCU International Student Scholarship will award a total of \$144,000 to students in the 2018 academic year. Additionally, there are opportunities for international graduate students to obtain funding and experience through assistantships and work on campus, notably in the IT and Infrastructure Services office. While the overall number of international students remains low, the quality of the international students is high and retention and graduation rates are higher than non-F-1 students. International students are successful at WCU and have made very notable impacts on the campus and community.

### **SWOT Analysis and Results**

**Strengths:** WCU has many strengths from which to draw an increase in international student enrollment. The University emphasized the importance of global awareness by including it as a key definition in the Mission Statement, driving expectations and goals for the institution. The University defines global awareness as, "students understanding the links between their own lives and those of people throughout the world, increasing their understanding of economic, cultural, political and environmental influences in a way that is thoroughly integrated into their framework for problem solving and decision making." International students can push WCU further toward achieving that goal.

The physical location of the campus is ideal for recruiting international students. It is located 25 miles west of Philadelphia, with access to public transportation to visit the city. Also, the Borough of West Chester is approximately 120 miles from both Washington, D.C. and New York City. It is the largest university in the 14-member Pennsylvania State System of Higher Education and the 4<sup>th</sup> largest institution of higher education in the Philadelphia region, offering ample degree programs, course offerings, and co-curricular opportunities. The campus is relatively safe and welcoming for international students, situated in a location that experiences low crime rates. The campus enrolls more than 17,000 students, of which more than 5,000 undergraduates and graduate students reside on campus. The WCU Department of Public Safety's statistics for Cleary designated crimes show that only 42 crimes (assault, burglary, motor vehicle theft) were reported during 2015-2017. No hate crimes were reported during this same period (Annual Security and Fire Safety Report. (2018). Retrieved from <https://www.wcupa.edu/dps/default.aspx>).

The CIP advises and assists students during their transition to higher education in the U.S. and to life at WCU. WCU is currently authorized to issue F and J visa documents. The staff provides the necessary information and assistance with a variety of other visa classifications. Advisors connect new and current international students and help them make a comfortable transition to the University. The staff also provides continuous immigration guidance and support throughout the international student's academic program.

Overall, the University has proven to be a particularly welcoming campus for international students. The *#youarewelcomehere* initiative was a notable social media success, with President Fiorentino providing the introduction to the video. The CIP serves as a liaison to international students by providing pre-arrival information, conducting a comprehensive international student orientation, providing one-on-one advising through weekly walk-ins, and through the provision of ongoing international student programs and activities. The CIP also works to promote internationalization initiatives for the entire campus community, including a calendar of events for International Education Week. The CIP's efforts in lobbying for a local transportation option to

support international students in acclimating to campus and accessing resources in the borough resulted in the Uptown Loop Shuttle. The Uptown Loop Shuttle is now available to all WCU students and enables those on campus access to shopping, medical facilities, and off-campus living residences in the borough. During their degree program, international students can also apply for Curricular Practical Training (CPT) to gain experience related to their field of study, and after graduation apply for Optional Practical Training (OPT). Chester County, as one of the wealthiest and most educated counties in the Commonwealth, provides multiple internship (CPT) and post-graduate (OPT) employment opportunities (notably in STEM related professions such as bio-pharma). There are advisors in the CIP to assist students who need to apply for either opportunity. As part of their ongoing calendar of events, the CIP hosted workshops so students could learn more about CPT and OPT opportunities. The CIP also hosts an orientation program, regular trips to local cities (including Philadelphia and New York), job success workshops and ends the term with the International Student Graduation Stole Ceremony & End of Semester Celebration.

To recruit international students, WCU maintains partnerships and presence with local, regional and institutional partners across the globe. Some notable pathway agreements and articulations such as with the American College of Norway and local community colleges help boost international student enrollment. The acceptance of International Baccalaureate credits also helps. There are multiple Memorandum of Agreements (MOAs) or articulation agreements with institutions in China, Russia, Norway, Taiwan, Cayman Islands, Ireland, Latvia, France, Costa Rica, Germany, Ghana, Japan, India, South Korea, and Trinidad and Tobago. The University Admissions Office is also a member of the International Association for College Admissions Counseling, NAFSA: Associate of International Educators, and utilizes Education USA to maintain and create contacts with international advisors.

**Weaknesses:** WCU does not have a specific or concrete recruitment strategy to attract international students, nor do we have personnel hired explicitly for international recruiting purposes. Unlike other universities in the area, WCU does not market abroad other than via Hotcourses (a social media platform which was only implemented two years ago via the CIP) and lacks visibility internationally and brand recognition. A specific marketing plan does not exist for international students; it has not yet been determined what the strongest programs and assets WCU has to offer international students. Moreover, there lacks deliberate dissemination of the existing marketing materials to target locations and countries that have not sent or sent only a few students to WCU. In addition, the Test of English as a Foreign Language (TOEFL) exam requirements are slightly higher as compared to numerous universities in the area. In comparison with other institutions, WCU does not have enough post-graduate programs in place, such as PhD, DMA, and other professional studies programs that would attract international post-graduate students. Some programs have moved entirely to online formats which discourage F-1 student enrollments, most notably the MBA program.

As noted, WCU has penned many partnerships with international institutions. However, there has been a lack of impetus to move forward and articulate specifics to allow for collaborative programs. Ironically, in looking at the current partnerships, the ultimate objective of establishing this relationship between WCU and sister institutions is to set up programs where students and faculty can be shared, but this rarely has come to fruition, perhaps due to lack of initiative and to the amount of responsibility placed on the shoulders of too few individuals. The process of approving degree completion or dual enrollment agreements also can be a barrier.



While in-state tuition provides a relatively affordable education to Pennsylvania students, it is difficult for some international students that do not have merit-based scholarships to handle the out-of-state tuition, living expenses, and fees. Once the students arrive on campus, some feel that they are not as well-taken care as compared to domestic students, because the housing, food, and transportation infrastructure is set up for in-state students. Furthermore, the meal plans in the dining hall do not offer a diversity of food for international students. Communication and outreach to international students is good but could be developed further. WCU social media outreach to international student communities is found to be not as focused as needed.

**Opportunities:** Numerous opportunities exist to develop multiple pathways with ELS. These pathways will accommodate international students' needs and language proficiency levels. The ELS bridge program can also be established along the lines of 3+1 and 2+2 programs with institutions abroad. WCU can leverage its distance education programs to international students. The University could research the possibility of offering distance education programs in countries where it is legally recognized or seek permission in countries where demand exists. It can leverage existing agreements with international universities for existing online and blended degree programs. The agreements could provide savings for international and WCU students through student exchange programs. By offering scholarships and assistantships, opportunities exist to attract high-quality international students from diverse countries. The self-study also identified untapped opportunities in reaching out to international student alumni to ensure that WCU supports them and facilitates recruitment, fundraising, and community building. It is encouraging to note that future training material coming out of the Office for Diversity, Equity, and Inclusion will include components related to the international population. Additionally, it is necessary to establish emergency funding for international students in case of natural disasters and personal emergencies.

**Threats:** The self-study notes three major threats. First, international students at WCU encounter particular challenges while studying at WCU. As is documented in the literature, the level of proficiency in the English language impacts the academic performance of students as students with English language challenges struggle to follow class lectures. In addition, not many opportunities exist for the integration and amalgamation of international and domestic students. This results in international and U.S. students often living in parallel social worlds, resulting in missed opportunities to interact. Second, our national and regional political climate presents major challenges to international student recruitment. At present, a presidential executive order prohibits the entry of citizens from six Muslim-majority countries (Iran, Libya, Somalia, Sudan, Syria, and Yemen). Nationally, there is an increase in discrimination, both implicit and explicit, that falls along a continuum from conventional forms of microaggression to violent hate crimes. This has translated into perceptions that the U.S. is not a safe place to study. Students are also finding it more difficult to secure visas. Furthermore, scholarship programs such as those supported by SACM and targeting study in the U.S. have either been cut or amended such that fewer students are coming to the U.S. Coupled with rising educational costs (tuition, fees, and living expenses – sometimes tied to the rising dollar or economic crises abroad), even a WCU education can be unaffordable for some international students. Finally, global competition has also made it more challenging to recruit international students, where places like Canada, Australia, and now China attract students. While the U.S. remains a much sought-after market for international students, these same students have many other excellent opportunities.

**Top WCU International Student Countries**  
China, India, South Korea, Saudi Arabia, Nigeria, Norway

*International Student Profile*



**Esha Emidi**

- **Country:** India
- **Major:** Masters in Computer Science

**Why did you decide to study in the USA?**

Academic experience from a US university is highly valued around the world. The American education system has been deemed the best amongst all others and I believe their programs are well structured and suitable for the field I would like to step in.

**Why did you select WCU?**

The courses that are offered at this university perfectly match my area of interest. Also I have heard some great reviews about Computer Science department from the Alumni of the university.

**What do you like best about WCU?**

The wide exposure is the best I liked about WCU! Being a small town girl from India, WCU has made me strong and confident. The university has given me many memorable “firsts”. From my first job to being independent. It has been a home away from home.

## Targets

Based on the SWOT analysis, the following targets are realistic and achievable.

- Increase the international F-1 student population to at least 3% of the University student population by 2022.
- Increase enrolled student participation in international student programs and services by at least 25% by 2021.

## Recommendations

To achieve the targets mentioned above, the following eleven recommendations are proposed as part of the self-study.

**Recommendation 1:** Internationalization via international student enrollment needs to be a shared responsibility on behalf of all units within WCU and not just the CIP. The University should review how some of its peer-institutions in the region effectively distribute the internationalization responsibilities for international student recruitment.

Goal: For Fall 2019, ensure that the University’s Strategic Enrollment Plan incorporates international students as a performance indicator to enhance diversity and support financial sustainability.

Goal: By Fall 2020, the University will have coordinated and streamlined processes for the admission and recruitment of international students both on campus and in distance education programs. This process includes a review of admissions criteria and application processes.

**Recommendation 2:** Although there is dedicated support for graduates and assistantships for international graduate students, it is a fraction of the overall graduate assistantships available to all students. As a potential recruitment tool, the University should advertise and increase the number of assistantships.

Goal: Until 2022, increase the number of graduate and undergraduate support annually by 5%.

**Recommendation 3:** Create an alumni database to help students form a strong alumni association when they return to their country.

Goal: By Fall 2020, develop a complete international students' alumni database and initiate a periodic outreach activity plan.

**Recommendation 4:** Do intensive research on the regulations to offer distance education degrees internationally.

Goal: By Fall 2021, WCU should be offering at least three degrees and certificate distance education programs to international students.

**Recommendation 5:** Evaluate, formalize, and streamline student support services university-wide to ensure sufficient support to international students both on campus and online.

Goal: In AY 2019-20, develop a plan for an international student housing residence or hall.

Goal: By Spring 2022, the University will identify and take action to remedy the academic and non-academic service gaps that prevent international students from having a stronger sense of community on campus.

**Recommendation 6:** The University should develop a process for developing and maintaining international partnerships and MOAs. Further, a database should be developed to allow for easy searching of the existing MOAs and international collaborations.

Goal: By Spring 2021, WCU will have a policy that will guide all the MOAs developed in the future. The searchable database of existing MOAs will be available to the University community by Spring 2020.

Goal: Develop five articulation agreements (2 + 2 or other similar models) to recruit international students.

**Recommendation 7:** Provide increased opportunities for interaction between WCU's domestic and international students.

Goal: By Spring 2021, the University will offer at least five academically oriented activities per semester that will be explicitly aimed at promoting interaction between domestic and international students. The students will be required to reflect on the experiences and disseminate the lessons learned through the activities.

**Recommendation 8:** Establish and offer emergency funding for international students in case of natural disasters and personal emergency situations.

Goal: By Spring 2021, all international students at WCU will have an opportunity to apply for emergency funding through the CIP or the Office of Financial Aid.

**Recommendation 9:** Develop an International Student Advisory Council with membership from alumni, faculty, students, coaches, and staff.

Goal: By Fall 2019, a charge will be developed for a new committee and a call for nominees to serve will be issued by the CIP.

**Recommendation 10:** Increase cultural and social interaction outside the classroom by engaging with diverse communities around WCU, both locally and regionally. This type of engagement will benefit international students by providing more opportunities for cultural exchange.

Goal: By Fall 2021, WCU will organize international themed social events on campus with strong partnership from local communities.

**Recommendation 11:** The University should identify and take action to remedy the academic and non-academic service gaps that prevent international students from having a stronger sense of community on campus.

Goal: By Fall 2020, the University will form a task force aimed at identifying all the service gaps on our campus for international students and submit the report to the Cabinet by Spring 2021. Action items recommended will be acted upon by Spring 2021.



## CHAPTER 3

**Goal 2: Through improved access, diversify and strengthen international educational experiences for the WCU learning community.**

### SWOT Analysis –International Educational Experience

<ul style="list-style-type: none"><li>• Increased student participation over the last few years</li><li>• Growth of programming (faculty-led)</li><li>• Range of choices/options</li><li>• Diversity initiatives (Global Rams)</li><li>• CIP Staffing (two full time staff)</li><li>• Marketing and outreach (Study Abroad Fair)</li><li>• Supportive scholarships and financial aid</li><li>• Better processes and policies (eg. Program Proposals, Insurance)</li></ul>	<ul style="list-style-type: none"><li>• Costs and funding</li><li>• Lack of university-wide assessment of programming</li><li>• Re-entry and career training</li><li>• Transfer credit process</li><li>• Lack of Global learning outcomes and programming</li><li>• Legal and contractual delays (sole source)</li><li>• Faculty and Staff training</li><li>• Department and Dean level coordination and review of programming</li><li>• Risk Management</li></ul>
<ul style="list-style-type: none"><li>• Global learning and programming across the university</li><li>• Marketing of programs for recruitment</li><li>• Strong student demand and interest</li><li>• Strong faculty and staff led interest</li><li>• Research and Internship opportunities</li><li>• Exchange opportunities</li><li>• Alumni with Global Jobs/Positions/Location</li><li>• Raising money for scholarships</li></ul>	<ul style="list-style-type: none"><li>• PASSHE Legal/Contractual hurdles</li><li>• PASSHE ending funding of scholarships</li><li>• Safety concerns overseas</li><li>• Liability/legal issues</li></ul>

There are numerous reasons why the education abroad experience is important for students in today's global world. To understand the world through the lives of others is an invaluable skill gained through studying abroad and one that can help to guide and inform relationships both at home and abroad. The academic benefits are multi-faceted; students may be introduced to new professors with new ideas and viewpoints and at the same time engage with a diverse student body that will enhance their knowledge of different customs and cultures. As students experience a different culture first hand, it broadens their global understanding of others, the challenges and strengths faced by other nations, and they gain a better understanding of the history that the country brings to the global table. These experiences build true global citizens. The benefits of developing leadership skills through the study abroad experience cannot be underscored enough. Decision-making and the ability to lead effectively in an ever-increasing global community will become critical life skills. As students seek full-time employment, their experiences overseas will make them more marketable and once hired they will be more productive and better informed about global issues. All of these benefits of education abroad are firmly supported and well documented through research in the field and in part via the work of WCU faculty.

*WCU Study Abroad Student Profile*



**Domenica Castro**

- Major: Communication Studies
- Minor: Spanish

Program: WCU in Ireland: The Irish Media Experience

I went to Ireland for three weeks during the Summer of 2018 (specifically to Dublin, Limerick, and Galway) as a part of a Communication Studies/ Honors course called, "Media in Ireland." I knew the professor who headed the class and had never been to Ireland before! I love all of Europe and wanted to do something adventurous. My mom studied abroad when she was in college and so I was determined to have study abroad myself!

The education abroad programs at WCU are characterized in one of three ways: faculty/staff-led programs, exchange programs, and programs that are offered through affiliate partners. Students are guided to make the selection that best fits their program of study as well as their areas of interest regarding countries they would like to explore and the options available to them. The guidance is based on WCU's belief that participation in the programs will maximize students' academic and personal growth during their college years and prepare them well for life after college. The analysis suggests that each year, the CIP offers 25-30 faculty/staff-led programs. WCU students and faculty have traveled to over 40 different countries, with many programs covering multiple countries. Historically, these programs include at least six colleges and cross over 47 different majors, maintaining and expanding cross-disciplinary inclusion, various study abroad topics, and growing external relationships and exchanges with other universities. Most programs are academic for credit, but there are also several non-credit experiential and service learning trips available. The CIP also offers four active student exchange partnerships. Students do have many options and choices available to them.

### **SWOT Analysis and Results**

**Strengths:** Many strengths were identified in the area of education abroad from the campus survey that was administered during the spring semester of 2018 and by data submitted by the CIP. Some of these strengths include a significant increase in student participation in education abroad programs over the last four years – with over 500 students annually gaining an international educational experience. This number is almost double the amount from five years ago, reflected in the CIP's commitment in 2015 to double the number of students studying abroad via the IIE's Generation Study Abroad campaign. The increase in study abroad student enrollment can be primarily attributed to the growth in faculty/staff-led programming over this period. A range of choices and options for students now exists and increased scholarship and financial aid opportunities for the students have been created. There have been university-wide initiatives – most notably the President's Global Ram Scholarship initiative - to diversify the student body participating in study abroad activities. New and improved efforts at marketing and outreach activities have been initiated by the CIP, including an annual study abroad fair as well as education abroad information sessions that are available throughout the semester. Programs to include graduate students have also seen some success. The CIP office staff now includes two full-time employees, which has enabled more thorough and timely program proposals along with better



processes for policy and administration, including a solid pre-departure program for students and faculty. Finally, there is increased communication and partnership with campus offices like the Office of Service Learning and Volunteer Programs, the Career Center, Student Affairs, and the Alumni/Foundation offices. These partnerships have expanded the range of services, funding, and types of education abroad programming.

### **WCU Global Rams Presidential Initiative**

This year, in collaboration with President Christopher Fiorentino, the CIP was very proud to develop and implement the WCU Global Rams Initiative Scholarship for underrepresented minority students. The Global Rams Initiative Scholarship offered students of color the opportunity to receive significant scholarship funding to participate in one of 11 Global Rams Designated Programs. The programs receiving the designation were selected by the Global Rams Initiative Committee, comprised of staff members from the Center for International Programs, Jairo Henao from the Lawrence A Dowdy Multicultural Center, Hiram Martinez from the Office for Diversity, Equity, & Inclusion, and faculty members Claire Dente and Peter Loedel. As a result of this Initiative, 33 undergraduate underrepresented minority students were selected to receive scholarships totaling over \$85,000 for their education abroad experiences. This initiative has already been a life-changing one for many of our students, and we are very grateful to have received the news that it has been renewed by the President for the 2018-2019 academic year!



**Photo: 2018 Global Rams Scholarship designated program in Uganda**

**Weaknesses:** A recurring theme from the campus survey is that of the struggles associated with the costs of education abroad for students and the lack of available sustainable funding to better support students and faculty in their pursuits. The University also lacks an institution-wide assessment of education abroad programming and the challenges to implementing a quality and credible assessment tool remains. Although improved, students also can find it challenging to transfer study abroad credits in a timely fashion. Other challenges identified include the lack of global learning outcomes and programming consistently across the range of experiences. Moreover, the faculty remain not as informed and aware of the existing study abroad programs and are not as well versed in how to build new ones. Faculty and staff training has also been identified as a weakness along with re-entry and the career training of students. A major concern identified was the lack of a cohesive, well-rounded risk management plan for study abroad programs.

**Opportunities:** Opportunities exist to easily develop activities aimed at reaching out to all students returning from study abroad programs, assessing the effectiveness of the programs and the level of achievement of learning outcomes. Further outreach can be developed with major academic programs with internationalization/globalization as their learning outcomes. Data shows there is strong student interest and demand in WCU's study abroad program. The University can expand with ease the research and internship opportunities for students via affiliate programs. Study abroad programming can be tied to recruitment and student retention as both are shown to be supported by effective education abroad experiences.

**Threats:** Common threats that span across other goals were noted, including the global political climate, safety and security threats, and funding scarcity. Specifically related to Goal 2, it was found that the lack of overall university-wide travel policies and requirements was a major threat to the growing study abroad programs. The process for some funding is more exception-based, and there is a lack of consistency across the programs on the academic requirements related to study abroad program goals and objectives. Legal and contracting related topics remain a constant source of difficulty, including questions related to the validity of the University's contracts in foreign countries, sole source contracting, and the use of travel companies versus individual arrangements. The absence of research and internship opportunities makes the University's program singularly focused and does not allow students with varied interests the opportunity to travel abroad for academic experiential purposes.

## **Targets**

Based on the SWOT analysis, the following targets are realistic and achievable.

- Increase participation and access in education abroad programming by 50% by 2021.
- Create a permanent funding model to cover the costs of faculty/staff-led study abroad programs by 2022.

## **Recommendations**

To achieve the targets mentioned above, the following seven recommendations are proposed as part of the self-study.

**Recommendation 1:** The University will expand the funding opportunities available to students for education abroad opportunities by tapping into new and existing resources and collaborations.



Goal: By Spring 2022, the CIP, the WCU Foundation, and Alumni Relations will establish study abroad scholarships through outreach and fundraising to study abroad alumni. The University will also explore alternate institutional tuition/fee models and other possible ways to decrease the costs of study abroad programs by Fall 2021.

**Recommendation 2:** The University will develop a process for developing and maintaining international partnerships and MOAs. Further, a database should be developed to allow for the easy searching of existing MOAs and international collaborations.

Goal: By Spring 2021, the University will have approved a standard protocol that will move away from the ad hoc process of developing international partnerships and MOAs. The CIP will work towards developing a user-friendly, searchable database for existing international collaborations.

**Recommendation 3:** Fully implement the recommendations made in the recent international travel/risk management self-study conducted by the CIP.

Goal: By Fall 2019, the University will complete the review of the recommendations made in the self-study mentioned above and develop the timeline for implementation of changes.

**Recommendation 4:** Simplify the process for operating and managing study abroad programs, especially the contracting and payment systems in support of faculty/staff-led programs.

Goal: The CIP will continuously work with the Finance and Administration Division to identify the redundancy and inefficiencies in the process and work towards an easy and efficient process.

Goal: Collaborate with campus stakeholders in the support of a localized legal team to approve contracts.

**Recommendation 5:** While WCU currently offers a strong pre-study abroad orientation and expectation program, there is no post-travel program for the students. It is recommended that the University develops a re-entry program for study abroad students upon their return to campus.

Goal: The CIP will develop a re-entry program for all students returning from study abroad activities by Spring 2020.

**Recommendation 6:** Develop an Education Abroad Advisory Committee made up of faculty, staff, students, and alumni.

Goal: By Fall 2019, develop a charge for the committee and solicit membership.

**Recommendation 7:** Strategically restructure the timeline on the development of study abroad programs at the college and department levels.

Goal: By Fall 2021, the University should have a calendar of study abroad programs, at least two years out.

## CHAPTER 4

### Goal 3: Integrate global learning outcomes into WCU's curriculum, co-curriculum, and academic programs.

#### SWOT Analysis – Global learning outcomes in curriculum and co-curriculum

<ul style="list-style-type: none"><li>• Course offerings with global outcomes (56% department chairs)</li><li>• Increased Faculty offering study abroad programs</li><li>• Approval of Global Studies Minor</li><li>• Approval of a Global Pathway Certificate program</li><li>• International faculty and staff experiences</li><li>• Incorporated into University Mission and Goals (toolkit – global awareness)</li></ul>	<ul style="list-style-type: none"><li>• No global learning outcome requirement (75% department chairs)</li><li>• Underdeveloped sense of global awareness among faculty and students</li><li>• Perception that WCU is comparatively behind</li><li>• University-wide conversation and programming has only started</li></ul>
<ul style="list-style-type: none"><li>• Use innovative ways to include global outcome; be intentional</li><li>• Recognition of need for global awareness in “toolkit”</li><li>• Funding to develop courses with international focus</li><li>• Have diversity goals supporting global learning goals</li><li>• Support international student clubs</li><li>• Invite visiting faculty/international speakers</li></ul>	<ul style="list-style-type: none"><li>• Lack of funding to provide new opportunities</li><li>• Curriculum and program development takes too long</li><li>• Lack of ‘wiggle room’ for some programs to add GLO’s</li><li>• Lack of time and resources to train faculty</li><li>• Lack of interest in faculty and students</li></ul>

It is one thing to promote increased international student enrollment and more study abroad opportunities for our students. However, it is also important to fundamentally integrate global learning into the educational mission of the University. Fortunately, in WCU's new strategic plan, global learning is included with the goal to “foster life-long learning to encourage students to be informed and active citizens in a local and global context.” The concept of a globally engaged, active learner is exactly why the global learning goal is so vital to the self-study and the University's growing emphasis on internationalization. Furthermore, WCU's new mission statement includes a focus on global awareness. Global awareness has been defined as, “Students understanding the links between their own lives and those of people throughout the world, increasing their understanding of economic, cultural, political and environmental influences in a way that is thoroughly integrated into their framework for problem-solving and decision making” (see <https://www.wcupa.edu/president>).

Given the University's mission and priority of global learning, the GLT decided to link together the concepts of “active citizens in a global context” and “global awareness” to form the basis of Goal 3. The desire is to ensure that WCU graduates are globally competent citizens. A globally competent citizen is defined as, “A person who possesses the knowledge, skills, and attitudes to be an engaged, responsible and effective citizen of their local community while living in a globally

interdependent society” (Dennis Falk, Jennifer Domagal-Goldman, and Keisha Hoerner, AASCU, *Educating Globally Competent Citizens*, 3<sup>rd</sup> edition). This definition effectively captures the three key elements of being a globally competent citizen. First, knowledge of the world around them and the interdependence of local, state, and global factors must be a priority for students. Second, being able to identify and think critically about these factors – whether through the acquisition of a second language and the associated understanding of the culture behind that language, or the tools of critical analysis needed to process the knowledge acquired – will provide students with the ability to make further sense of their field and discipline within a global context. Finally, not only should students be able to “know” and “think critically” about these global forces and factors, but they should apply them in their respective studies.

### ***New Bachelor of Science in International Business***

The new B.S. degree in International Business at West Chester University is preparing graduates to succeed in an ever-growing global economy through preparation for international careers. The B.S. in International Business is rooted in the College of Business and Public Management, but draws from a wide range of disciplines across the University. The program's flexible design enables students to gain the knowledge, skills, and experience needed to understand and make international business decisions in a cross- and multi-cultural context. The program encourages and facilitates the completion of an international education experience (i.e. "study abroad"), a complementary minor, and/or a foreign language proficiency.

To facilitate cross-cultural business communication and understanding, the Spring 2019 Exchange between Beijing Union University and students from the IB major culminated in student-to-student friendships and visits to Chinese businesses (Alibaba) and to local U.S. businesses like QVC. Students also participated in the WCU Cottrell Center's Business Pitch competition.



Welcoming Reception at  
Beijing Union  
University's School of  
Management.

The working group pulled together pieces of information from across a wide range of data collected. Some useful information came via the faculty and chair surveys. A review of the curriculum and catalog as well as recent changes in the Curriculum and Academic Policies Council's (CAPC) curriculum review and approval process, generated additional data points. Research conducted by a faculty committee in support of the new Global Studies minor provided a rich set of information for the group. Data sources in the area of co-curricular programming was a bit sparse. It is clear that the Division of Student Affairs and the Division of Academic Affairs

have increased collaborative programming, especially in the areas of career services, leadership development programs, and a spring break education abroad program focused on leadership development. Noted collaborative efforts were made with the Office of Service-Learning and Volunteer Program (OSLVP) on the Alternative Spring Break program abroad, and the Lawrence A. Dowdy Multicultural Center (previously known as the Office of Multicultural Affairs), with its support of scholarships for URM students and the Twardowski Career Center.

### **SWOT Analysis and Results**

**Strengths:** There exists a growing sense and a broader understanding of the importance of global learning across the campus community. There are new and existing academic programs that allow students to be globally competent. New programs such as the International Business major and Global Studies minor compliment the array of offerings already being offered through all the colleges and schools of the University. Indeed, 56% of participating department chairs reported offering courses with global outcomes. The University's new strategic plan includes "learning in a global context," and the First-Year Experience (FYE) is potentially looking to add a global theme to its offerings. An increase in faculty with international backgrounds or experience adds to the intentions of the departments to offer global learning experiences, including creative/musical performances, research, service-learning/volunteering, and internships across the six colleges. In the Division of Student Affairs, there is cross-divisional collaboration on programming and services provided (Career Center, OSLVP, Student Leadership). Also, efforts are being made to develop sustainable projects and programming. College-level discussions on internationalization are encouraging.

Some innovative programs such as the Special Education Teaching Clinical Experience in the Bahamas demonstrate that even the most demanding professional educational curriculums can incorporate a global learning experience with intention and impact. Since 2010, professors Claire Verden and Corinne Murphy have mentored WCU students as they focus on "Special Education in The Bahamas." Students are working directly with special education students in several schools on the island of Eleuthera.



**Photo: WCU student working with children in the Bahamas**



The President's Strategic Plan draft provides some additional guideposts and even specific outcomes to bolster the focus on global learning. To note: By year three of the strategic plan, there will be a 10% increase in undergraduate student participation in an approved global learning initiative, either credit-based or in a co-curricular setting.

- Initiative: Assess the current level of undergraduate student involvement in these aspects of global learning.
- Initiative: Advance global learning priorities via new faculty orientation and new employee orientation, by providing faculty and staff with the information, tools, and learning modules necessary to designate curricular and co-curricular programs as "Global Learning."

Therefore, a firm foundation exists for us to develop global learning initiatives.

**Weaknesses:** Despite some of these notable global learning initiatives, there is no required global learning requirement and there is still an underdeveloped sense of global awareness regarding a "course" or "program." Many peer institutions have established global learning programs or outcomes. The University has also not identified a shared definition of global learning, although an approved framework for a "Certificate in Global Learning" suggests a good start. This discussion and the possible inclusion of global learning have only just started, and in a university with multiple competing priorities, it could be lost in the shuffle or drowned out in the array of other programming and requirements. The current co-curricular initiatives which include a global learning component are not as well subscribed and are in the process of redevelopment.

**Opportunities:** Recognition across the University that global learning – the skills, knowledge, abilities, and awareness necessary to be an engaged lifelong global citizen – is starting to take root. National Survey of Student Engagement (NSSE) student entrance surveys suggest that students at WCU want to have a global learning experience/study abroad. However, only 3-5% of students are taking advantage of the opportunities, indicating that there is a large room to increase student participation. Connecting "diversity and inclusion" into the learning experiences of students seems to be no longer just a domestic topic, but rather includes diversity and inclusion within a global context. New international student clubs (for example, the International Student Association), funding to support global learning experiences, and an interest in incorporating internationalization are encouraging. The fact that it is a relatively new area to develop and explore at WCU means that a program can be created/developed that fits within the mission, funding, and other constraints. A strong international faculty and staff complement also supports the broad conceptualization of global learning at WCU.

**Threats:** The political pressures for universities to focus on possibly more-narrow career and workforce development could be interpreted to be a major threat to expanding globalization and internationalization in the curriculum and across co-curricular activities. Economic constraints at the state level suggest that it is possible there will be less funding streams to support global learning experiences. Institutionally, the lack of time and resources to develop and train faculty and staff seems to be a significant constraint, given all the competing priorities. Also, culture change is a lengthy process which cannot live within a few individuals, but must permeate an entire campus during the entire time of transition.

## **Targets**

Based on the SWOT analysis, the following targets are realistic and achievable:

- By the end of Spring 2020, the CAPC will approve the definition of “global learning” and the required objectives and outcomes for the designation.
- By the end of Spring 2021, the CAPC will designate curricular and academic programs or courses as “Global Learning,” and the Division of Student Affairs will approve a Global Learning Initiative as part of its sustainable leadership programming.

## **Recommendations**

To achieve the targets mentioned above, the following five recommendations are proposed as part of the self-study.

**Recommendation 1:** The University needs to develop a standard definition of global learning objectives and outcomes based on supporting the mission of encouraging learning in a “global context” and creating “globally competent citizens.”

Goal: By Spring 2020, the CAPC and the Division of Student Affairs will approve a common definition of global learning objectives and outcomes.

**Recommendation 2:** In order to prepare students to become global-ready citizens, students should be encouraged to participate in approved global learning initiatives, whether a credit-based program (study abroad, global studies minor, FYE, or certificate pathway) or co-curricular or non-credit program (service learning abroad, global leadership program or other relevant programming). During the process, the University should be careful of the biases for or against certain countries which can distort the search for global interconnections within our curricular or co-curricular programs.

Goal: By Spring 2021, the CAPC will designate curricular and academic programs or courses as “Global Learning,” and the Division of Student Affairs will approve a Global Learning Initiative as part of its sustainable leadership programming.

**Recommendation 3:** As a cross-divisional initiative, the University will advance global learning professional development opportunities to provide faculty and staff with the information, tools, and learning modules necessary to designate curricular and co-curricular programs as “Global Learning.”

Goal: A cross-divisional committee will develop and roll out, by Fall 2021, global learning professional development opportunities for faculty and staff.

**Recommendation 4:** Increase the number of opportunities for cultural exchange and dialog to happen across the University.

Goal: Beginning in Fall 2020, cross-divisional events including town hall events, arts & dance competitions, and performances will be held monthly. These events will increase opportunities for domestic and international students to interact. Further, the events will aim at providing community members a platform to speak about cultural differences.

**Recommendation 5:** Collaborate with appropriate campus stakeholders and offices (e.g. Office for Diversity, Equity, and Inclusion; Student Affairs; CIP) to develop an intercultural competency assessment plan.

Goal: By 2019-2020 identify an intercultural competency assessment test employed for the purpose of measuring intercultural communicative competence across a range of campus units.

## CHAPTER 5

### Goal 4: Promote global awareness and engagement in research, scholarship, teaching and service.

#### SWOT Analysis – Internationalization in Research, Scholarship, Teaching and Service

<ul style="list-style-type: none"> <li>• Faculty participates in global teaching, service and research (33% travelled to develop partnerships)</li> <li>• Several active MOAs</li> <li>• Faculty are engaged in international scholarship and research</li> <li>• 34% participated in international research in the past 3 years</li> <li>• 31% travelled overseas for research or scholarship</li> <li>• 42% involved in editorial/ professional activities with int'l focus</li> <li>• Growing commitment from faculty at WCU</li> <li>• Administrative and leadership support (funding for travel)</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of faculty do not participate in teaching, service and research with a global perspective</li> <li>• Not all MOAs are active</li> <li>• Not valued in terms of SOE or Teacher-Scholar</li> <li>• Not as integrated into faculty evaluations</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and maintain international collaborations</li> <li>• Identify locations for community service</li> <li>• Develop more international research studies (OSRP)</li> <li>• Have faculty/staff oriented to cultural differences</li> <li>• Develop more international volunteering opportunities</li> <li>• Fund international speakers</li> <li>• Visiting Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Inactive MOAs</li> <li>• Changing political climate</li> <li>• Safety and security</li> <li>• Lack of funding and increasing costs</li> <li>• Legal and contractual (CBA) issues</li> </ul>

Global citizenship is a multidimensional framework that is built on the interrelated dimensions of social responsibility, global competence, and global civic engagement<sup>1</sup> (Morais & Ogden, 2011). According to Morais & Ogden, social responsibility includes the themes of global justice and disparities, the exhibition of altruism and empathy, developing global interconnectedness and taking personal responsibility. Global competence is derived from global knowledge, self-awareness, and inter-cultural communication. Finally, global civic engagement results from involvement in civic organizations with a global footprint, lending one's political voice to relevant issues and global civic activism. Global awareness and engagement are central to facilitating global citizenship.

The self-study was conducted in part as a vehicle to promote global awareness and engagement in research, scholarship, teaching, and service and to ensure that it applies to all stakeholders in the WCU community, not specifically to one group (such as faculty, staff or students). Non-specificity is to ensure global awareness, and engagement is purposefully planned to attract and embrace all the different stakeholders who make up the WCU community. It is relevant to note that this goal links well with the new WCU strategic priority areas of Personal and Professional Growth, Learning, and Community Engagement, proposed in the upcoming Strategic Plan for

<sup>1</sup> Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15(5), 445-466.



the institution. Faculty and staff should be able to find opportunities to build, via professional development, their international and global interests. Faculty are also evaluated based on their teaching, research, and service, and thus can build their faculty portfolios with a global theme that not only advances internationalization, but also facilitates their tenure and promotion.

Clear themes emerged when the data was analyzed. A complete list of the analyzed data is provided in the appendices and as noted below.

	<p style="text-align: center;"><b>Global Research in the Health Sciences</b></p> <p>The Bill and Melinda Gates Foundation has awarded a \$100,000 Round 20 Grand Challenges Explorations Grant to West Chester University Assistant Professor of Health, Chiwoneso Tinago and her research colleagues to develop and test a community-based peer-support intervention for adolescent mothers in Harare, Zimbabwe. Working with adolescent mothers, the research team will develop a peer-support group structure that will leverage community health workers, technology, and the involvement of key community stakeholders to help lessen the stigma of adolescent motherhood in Zimbabwe. The intervention, which has been specifically designed to develop coping, parenting, and communication skills, builds on previous research conducted by the team with adolescent girls and young women in Zimbabwe.</p>
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## **SWOT Analysis and Results**

**Strengths:** Despite all the challenges, there is a growing commitment at all levels of the WCU community to actively promote global awareness and engagement in teaching, research, and service. It is evident that the bureaucratic processes to carry out activities related to global awareness and engagement, as well as international hiring, have improved compared to the past. Another strength is the diverse human capital at WCU, with employees from 66 countries and six continents. Much of the faculty is currently active in international teaching, research, editorial/professional activities, and service. Some of the departments highlight, support, or value specifically global or international focused teaching, research/ scholarship, and service within their statements of expectation, teacher-scholar models, or tenure and promotion processes. There are a few departments, programs, and external accrediting standards (if relevant) that have “Program Goals” that include or require an international or global learning outcome. Additionally, many of the University’s departments or programs also offer a course with specific international or global learning outcomes. Indeed, in the recruitment of staff and faculty, having international experience is considered a plus.

### ***Student International Research Experiences***

“Several of my faculty have moved to the U.S. as adults and not only does this give them a very different and illuminating perspective on teaching and the content of their classes, but they also have very well-developed networks of contacts in the academic world internationally. Many of my international experiences have been facilitated through these networks of contacts, started either by email introduction or through guest lectures or seminars regarding topics of shared research interest.”

Ms. Lydia Pehlert

Graduate Assistant, Data Monitoring and Analysis, Office of Sustainability at WCU

Graduate Assistant, Department of Geography & Planning at WCU

**Weaknesses:** The self-study suggests a clear direction is absent towards internationalization at the institutional level. It is also clear that many faculty are not involved in international-level research and scholarship because it is not valued nor well-integrated into statements of expectation, teacher-scholar models, faculty evaluations, and tenure and promotion. Faculty also noted that while the process for developing an education abroad program has been simplified, it is still too time-consuming, especially with a high teaching load and other responsibilities. Other barriers cited were travel, cost, funding, and other logistics. There is a lack of awareness among the faculty about the existing and future possible opportunities available to them. The self-study also points to the absence of appropriate resources for international students and scholars, such as housing for visiting scholars.

**Opportunities:** Leveraging the willingness at all levels, internationalization and support for global learning can be made a strategic priority by guiding the academic units in terms of the importance of internationalization in institutional culture. WCU should take advantage of human capital in the diverse local community and individual colleges to make connections/exchanges with international students and universities and to develop/sustain MOAs. Further research is needed to identify the best practices from other institutions regarding additional ideas for global career support and programming; increase masters and/or doctoral degree programs to enhance research and scholarship; identify and develop sustainable collaborations; provide innovative ways to further "internationalize" the curriculum; generate financial support for international guest faculty, visiting faculty/scholars; help support the department, program, etc., to develop more international opportunities. The CIP has an established Visiting Scholar protocol and website with information and support for Fulbright applications that could serve to develop faculty and staff exchanges. Cooperation between the CIP and the Office of Research and Sponsored Programs has increased, thus multiplying possible avenues for further global research engagement.

### ***Staff International Professional Development***

Angela Howard, Senior Associate Director, Center for International Programs, participated in the 2014 International Education Administrator Fulbright Program, 2014, Japan. The program helps U.S. international education professionals and senior higher education officials create empowering connections with the societal, cultural and higher education systems of other countries. The program included visits to colleges and universities in Tokyo, Kyoto, and Hiroshima and visits with higher education administrators and government officials. The grantees have the opportunity to learn about the host country's education system as well as establish networks of U.S. and international colleagues. Howard returned with an enhanced ability to serve and encourage international students and prospective study-abroad students.



**Threats:** The most common threats that emerged in the self-study were the political climate, immigration, travel safety, the increasing costs of international programming/efforts, the lack of faculty Alternate Work Assignments (AWAs) and grants specifically for international research and scholarship, the need for increased support for the CIP, branding issues, and the fact that WCU's global education efforts are behind those of competitors (e.g. Temple, PSU, Rutgers, James Madison). The CIP's emergency response manual needs to be updated by modernizing the language and by immediately focusing on specific response protocols for three areas: health incidents, security incidents, and sexual misconduct. It was also found that the institution's tolerance for risk is not very clear.

### **Targets**

Based on the SWOT analysis, the following targets are realistic and achievable.

- By Fall 2021, academic units will update the departmental teacher-scholar models and tenure/promotion policies to include the consideration of globally-focused criteria/standards for faculty promotion and tenure.
- All WCU Divisions and Units should embrace and incorporate an internationalization value statement and commitment to global engagement in their mission or program statements by Spring 2021.

## **Recommendations**

Four recommendations have emerged from the self-study. The University is strongly urged to consider all four recommendations as an integrated package, rather than piecemeal, to harness the opportunities available and the full potential of all stakeholders.

### **Recommendation 1: Mission Statement**

Publicly committing to, and stating the importance of, a globally-aware, globally-conscious, and globally-engaged educational environment clearly defines the expectations for a forward-thinking university and its community members. It is recommended that the importance of being connected to the world in actively intentional and purposeful ways be included in WCU's Mission Statement.

Goal: Across all divisions and units, WCU should embrace and incorporate a commitment to global engagement in mission statements by Spring 2021.

### **Recommendation 2: Teacher-Scholar Model**

Faculty participation in scholarly work that takes place in regions of the world beyond the U.S. is recommended for inclusion in WCU's teacher-scholar model, as well as in its consideration during the promotion and tenure process. As the teacher-scholar model defines the ways faculty bring scholarship into their teaching and vice versa, rewarding and recognizing a globally-engaged professoriate demonstrates an institution's genuine commitment to internationalization. Infusing globally-focused criteria into tangible standards for faculty promotion and tenure then sends a clear signal that scholarly work in international activities is an institutional value that enhances, rather than hinders, tenure and promotion prospects.

Goal: By Fall 2021, academic units will update the departmental teacher-scholar models to include the consideration of globally-focused criteria/standards for faculty promotion and tenure.

Goal: Update the current Collective Bargaining Agreement (CBA) and tenure/promotion policy by academic year 2022 to include the consideration of globally-focused criteria/standards for faculty promotion and tenure.

### **Recommendation 3: General Education Curriculum**

Informative and educational courses and programs must be presented to prepare students adequately to live, work, and appreciate a world of geographic and cultural complexity. Coupled with the increase in the number of first-generation college students enrolled at the University, opportunities exist for WCU to broaden students' perspectives and widen their angles of vision on the world. As such, it is recommended that WCU infuse global awareness in the general education curriculum by way of the First-Year Experience and the Global Awareness Pathway.

Goal: 40% of the University's academic departments will have infused aspects of global awareness into the general education curriculum by academic year 2021-2022.

### **Recommendation 4: Increase Efficiency and Effectiveness**

Increase the efficiency and effectiveness of the processes by which faculty and staff can become aware, develop, and secure available resources to cultivate and implement international teaching opportunities, as well as scholarly research. It is then recommended that the University utilizes the ACE Internationalization Laboratory (ACEIL) and its knowledge of national best practices to

assess WCU's CIP, and recommend ways that it can, with improved resources, offer support to the WCU faculty, students, and staff in the areas of teaching, service, and research/scholarship.

Further, within Academic Affairs, create a position at the dean or vice provost level, and assign the responsibilities of internationalization within the unit.

Goal: Assess the CIP and, using national best practice standards, develop viable recommendations to provide the assistance that the CIP needs to meet faculty, student, and staff needs.

Goal: By Spring 2020, Academic Affairs will conduct an internal review on the possibility of coordinating allocation of resources at unit levels to faculty for international research, teaching (study abroad) and service.



## CHAPTER 6

### The Center for International Programs' Self-Study: Administrative Leadership, Structure, and Staffing

#### Introduction

As the GLT determined the primary four pillars for the focus of the larger self-study, it became clear that the Center for International Programs (CIP) would play a key part of the review. Not only does the CIP play a critical role in supporting international students (Goal 1), directly manage education abroad (Goal 2), and help to support and facilitate global learning and integrated global engagement for faculty and staff (Goals 3 and 4), but it also forms the hub of the larger University's efforts at comprehensive internationalization. The CIP's mission statement highlights its role on campus:

**CIP Mission Statement:** *As a catalyst for comprehensive internationalization, the Center for International Programs leads the WCU community of educators in developing and preparing students to become globally aware and engaged members of a diverse society.*

Therefore, the decision was made to focus the analysis of "Administrative Leadership, Structure, and Staffing" from the "CIGE Model for Comprehensive Internationalization" on the CIP. As a result, the CIP was provided with an opportunity to complete a self-study, conduct a SWOT analysis, and reflect on its core mission and functions within the University. Moreover, some initial recommendations are put forward that will not only advance the larger WCU/ACE Lab project and strategic planning, but also provide direction to University administration on some critical leadership and staffing decisions for CIP.

#### Background on the CIP

The CIP was established in 1973. The CIP provides essential support services for international students, visiting scholars, education abroad, and the National Student Exchange. The CIP also seeks to develop, serve, and support international education at WCU as a way of building understanding and peaceful cooperation between peoples, cultures and nations. The CIP's core functions are to assist international students in gaining entry to WCU, to serve these students once enrolled, and to educate U.S. students globally by fostering opportunities for education abroad and exchange programs.

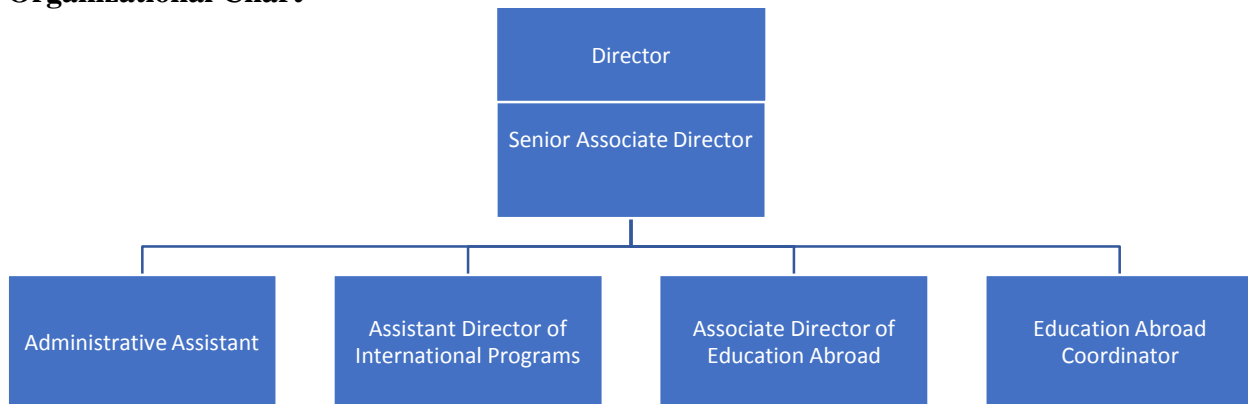
The CIP is housed in the Division of Academic Affairs, led by the Executive Vice President and Provost. Working within an existing culture and division of responsibility via the University's larger distributed leadership model, the CIP has recently become a hub and center point for WCU's internationalization efforts and global learning initiatives. The CIP is dedicated to supporting comprehensive internationalization at WCU with a focus on serving faculty, staff, students, the administration, and the WCU community. The CIP has worked hard over the last few years to connect, partner, and network across divisional units, most notably Student Affairs and Finance and Administration, but also within Academic Affairs, working closely with departments, chairs, colleges, the faculty senate, the Dean's Council, and the Provost's Office.

Considerable work has also been undertaken by the CIP to cultivate WCU's international exposure in cooperation with external constituencies - local, county, and state-wide agencies, organizations, and groups (for example, the Chester County government's China Initiative).

### **The CIP Staff**

The flow chart below gives an indicator of the CIP staffing and support for international programs at WCU. There are five total dedicated staff in the CIP. At one time, the office was led by an Assistant Vice President (AVP) for International Programs. In January 2014, the AVP at the time left WCU and was replaced with an 18-month administrative appointment by Dr. Peter Loedel, Professor and then Chair of the Department of Political Science. Since mid-2015, Dr. Loedel has been serving as the Director of the CIP via a 9-credit AWA/release per semester at the discretion of the Provost and Vice Provost. The Director position currently reports to the Deputy Provost in Academic Affairs, although it once reported directly to the Provost.

### **Organizational Chart**



University support for the CIP staffing arrangements is to be commended. Over the last four years, the office has grown from three to five full time staff. The most recent hire is the Education Abroad Coordinator. A relatively new position, the Senior Associate Director is responsible for day-to-day management of the CIP office, including budget management. The former Clerk position is now an Administrative Assistant (AA) position with major responsibilities such as budget management, overseeing multiple cost centers for a myriad of study abroad programs and is responsible for the University's National Student Exchange (NSE) program. An International Programs Coordinator position was created in 2016 and has been redefined into the Assistant Director of International Programs (the position is now held by a former international student and graduate assistant in the CIP). The high level of experience, training, and skill set of the dedicated staff is to be mentioned as they all work effectively as a team to assist each other when necessary. A temporary nine-month front office (clerical) position was initially created for the 2017-2018 fiscal year to answer phones and welcome visitors to the office. The position also assisted in clerical duties as assigned. It is currently staffed by work study students and graduate assistants as the position is not fully base-funded. The position may be base-funded in the upcoming 2019-2020 year.

## **CIP Responsibilities and Functions**

The CIP's primary functions and major responsibilities focus on three major areas of responsibility: education abroad, international student programs and services (including issuing the I-20 for international students on ongoing international student advising), and international partnership development (which can support student/faculty exchange, international student recruitment, research, as well as increasing the University's partnership with a wide range of community partners – both local, regional, national, and international).

## **International Student Programs and Services**

The experienced international advising staff assists students during their transition to U.S. higher education and life at WCU. WCU is currently authorized, and maintains its status effectively via the federal government's Student and Exchange Visitor Program (SEVP), to issue F and J visa documents. The CIP can also provide basic information and assistance with a variety of other visa classifications. A full description and listing of detailed regulations for each category are available at the CIP website ([www.wcupa.edu/international](http://www.wcupa.edu/international)). Advisors connect new and current international students and help them make a comfortable transition to the University. The staff provides continuous immigration guidance and support throughout the duration of the international student's academic program. For a full review of CIP's international student programs and services.

International student support services provided by the CIP include:

- Processing all F and J visa documents and keeping records updated in the Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS)
- Pre-arrival advising
- International student orientation for new students
- Guidance on academic success strategies
- Continued immigration advising and related support
- Intercultural programming (e.g. International Education Week)
- Off campus excursions
- Facilitation of appropriate immigration benefits such as work authorization related to field of study
- Referrals to state and government agencies as appropriate (e.g. Department of Motor Vehicles, Social Security Administration, etc.)
- Optional Practical Training (OPT – for post-graduate employment) and Curriculum Practical Training (CPT – internships during study) advising which has grown significantly over the past three years

Should the University decide to substantially grow the international student population, the demands on the office will noticeably increase. Additional staff support will be needed.

## **Exchange Visitor Program**

The CIP encourages faculty, staff, and administrators to participate in our Exchange Visitor Program (J-1) by inviting scholars to apply to visit our campus for an extended period in order to engage in collaborative scholarly endeavors. Visiting scholars provide opportunities for the University community to benefit from collaborative research opportunities and cross-cultural interactions. Visiting scholars may deliver guest lectures, co-teach when appropriate, and make formal presentations. The CIP has hosted scholars from Mexico, China, Finland, and Turkey among other nations around the world. The CIP developed a formalized process, along with detailed guidebooks and information, over the last three years. The Senior Associate Director effectively manages the program. Full information about the program can be found here: <https://www.wcupa.edu/international/facultyResources.aspx>.

## **Education Abroad**

Education abroad changes lives, and the work of the CIP is guided by our commitment to promote access to international education opportunities for our diverse population of students. The CIP provides support for three types of education abroad programs: faculty/staff-led, exchanges via formalized institutional partners (J-1), and programs offered by our eight affiliate partners (e.g. ISA and CIS, among others). The CIP manages and directs all aspects of the application and pre-departure process to ensure every student has an opportunity to successfully complete an international program, and maximize their academic and personal growth. Students who have returned from education abroad programs have been selected to be peer advisors, “Global Ambassadors” and assist with promoting study abroad on campus in a variety of ways.

Over 500 students travel abroad per year. Students are participating in a variety of global experiences throughout the course of the year. This number has steadily increased over the last five years. WCU is committed to providing students with these types of opportunities to graduate as successful and skilled students with international experience. The CIP has played an increasingly centralized role in managing all education abroad programming.

Each year WCU offers 25-30 faculty and staff-led programs around the world, in a variety of academic disciplines, including both for-credit and non-credit options during winter, summer, and spring break. These programs offer students the opportunity to live, study, and travel abroad with their peers and a WCU faculty or staff member, to complete WCU coursework towards their degree requirements, engage in service-learning work, and participate in cultural immersion experiences. Students pay their regular WCU tuition rates for the coursework completed on faculty/staff-led programs.

WCU has direct exchange partnerships with many international institutions as well. Students accepted into exchange programs will pay tuition and fees to WCU for their year or semester-long programs, and the same in-state/out-of-state rules apply. While abroad, students from that institution will be coming to WCU to take their place. Exchange students are responsible for paying their own transportation, housing, meals, insurance, and other personal expenses while abroad. Each course taken abroad will count as transfer credit, which can be utilized to cover degree requirements at WCU.

## **International Student Recruitment**

The CIP works closely with Undergraduate (UG) and Graduate Admissions in advancing the goal of recruiting more international students. At one time, the CIP was loosely tasked with increasing international student enrollments. However, it should not have been its sole responsibility. The CIP should serve in a supportive and facilitative role for this significant university-wide endeavor.

The CIP has been a major partner with the Admissions, Financial Aid, and Office of Communications in support of international student recruitment and newly created scholarships. The CIP coordinates work with ELS (as described in more detail below) as well as conditional admission processes. The CIP has also worked to develop various international partners (e.g. American College of Norway, RUIA College India) to find additional pathways to bring international students to WCU. The CIP has also led efforts to develop marketing and social media/digital platforms (e.g. Hotcourses) to recruit students, often in collaboration with UG and Graduate Admissions, and more recently, with the Office of Communications. While these efforts have had mixed results in terms of adding more international students, they have provided a solid platform for more focused efforts that hopefully will result from the restructuring and new leadership in UG and Graduate Admissions, and the University's ongoing Strategic Enrollment Planning (SEP) process.

The restructuring and creation of a new Office of Admissions with an Assistant Vice President for Admissions, two Executive Directors for UG Admissions and Graduate Admissions respectively, and a newly renamed Graduate School at WCU, will provide a stronger focus moving forward in terms of collaboration with the CIP on recruiting international students. It should be noted that an effort to create an international student recruiter position was implemented by the CIP, but the outcome did not lead to the hiring of someone specific for that role. Such a future role should reside in University Admissions and be tied to strategic enrollment goals.

As the University is currently undergoing a major SEP process (via consultants from Ruffalo Noel Levitz), it is critical that this process incorporate a focus on international student recruitment and review how the CIP can best support, but not lead, these initiatives. It should be noted that the CIP has representation in the SEP UG and Graduate Admissions and recruitment committees and is currently providing input and recommendations related to international student recruitment.

## **Intensive English Language Training**

The CIP has worked to develop a wide array of partnerships overseas and with other entities including, notably, English as a Second Language (ESL) provision via the outside private agency, ELS. The CIP directly oversees and manages the ELS partnership with the goal to matriculate students via a conditional letter of admission pathway. It should be noted that the new leadership in CIP was left with some major problems (accreditation, personnel, management) associated with the previous ESL provider, Interlink. Considerable effort, time, and resources were expended to end Interlink's partnership with WCU and bring the ELS on board in June 2016. ELS has now been operating for nearly three years and has led to



the matriculation of around 20 international students to WCU. ELS is housed directly on campus, in the newly renovated space in Mitchell Hall. The CIP will conduct in 2019-2020 a thorough evaluation of ELS and its contributions to internationalization and international student recruitments. For now, ELS is running very professionally, provides high-quality ESL instruction, has earned and maintained external accreditation (ACCET), and provides a boost to international activities and diversity at WCU. However, the goal of bringing more international students to WCU has not been as successful as anticipated. This may be due to the relatively new status of the WCU/ELS center as well as external current events (review the IIE 2018 Open Doors Report [www.iie.org](http://www.iie.org)) that have made recruiting international students more difficult.

### **Leadership Structure in CIP**

As previously noted, the CIP has been fortunate to have supportive University leadership, highly qualified and dedicated staff (including growth in staffing to meet rising demands), and budgets to support existing and new initiatives. One of the challenges that remains is determining the future leadership structure of the CIP. Prior to Dr. Loedel's arrival, the position was listed as Assistant Vice President of International Programs. After Dr. Loedel's administrative appointment changed to Director in Summer 2015, the workload and release time (3/4 time per semester), including additional support for winter and summer session workload, have given sufficient time for the Director to advance internationalization initiatives on many fronts. However, Dr. Loedel will be stepping down as Director on June 30<sup>th</sup>, 2019 and returning to his faculty position.

Given the increasing demands of internationalization (from coordinating the two sides of the international office to connecting across the internal and external University community), the University should reconsider the position to be full-time, either as a Faculty Director (with a new call for applicants) or a full-time administrative position. It should be noted that most universities of WCU's size (17,500 students and 2,000 employees) and scope of internationalization require a Senior International Officer (or SIO) to manage the administrative load of international programs.

There are many options for the University to select; to be clear, the position requires a permanent commitment in order to manage the increasingly large, complex, and critical responsibilities of leadership in international programs. Moreover, authority and power to manage these programs would likely require a clearer delegation of responsibility and authority (e.g. budgets, program development, curriculum and global learning, partnership development, risk management, contracting and legal). Consideration might also be given to determining whether to split the CIP more formally between international student/programs and education abroad, with executive directors of each. Sample office leadership to consider might include an Associate Vice President of International Education and Global Engagement, a Dean of Global Studies, or a Vice Provost for Global Initiatives. There are a variety of models to choose from; however, it will be imperative that University leadership decide on a SIO model for the near future.

The WCU/ACE Lab process has identified the CIP as a core agent of change for internationalization and requires the continued support of the administration if the University is to envision achieving the goals laid out in the self-study. Additionally, courses taught support of a study abroad program could be a shared responsibility between a Dean of Global

Studies and traditional deans, especially for winter and summer programming. Tuition dollars might act as an incentive to support faculty, build scholarships, and direct dollars directly back into such programs. A tuition model might be piloted in a new dean/college model.

**Responsibilities of this position might include:**

- Partnering with senior University leadership and faculty to realize a cohesive and coordinated global vision
- Advancing global education and global learning priorities
- Serving as WCU's ambassador for global engagement to both international and domestic audiences
- Partnering with key University divisions to generate resources to realize WCU global ambitions
- Operationalizing and scaling the University's signature Global Initiatives

Overall, the focus of the new leadership position would be less on the day-to-day running of the CIP office or even study abroad (where direction, development, and management could be given to a "Director of Education Abroad") and more on the broader international vision –partnerships, outreach, program development, and integrating internationalization across the curriculum and co-curricular programs.

**Budget and Cost Centers**

The CIP office has been supported consistently via its existing Education and General (EG) budget as well as several Global Engagement (GE) self-support cost centers. This includes the GE/International (international student fee) and GE Study Abroad (study abroad fee), and the GE/Study Abroad Affiliate. There is also a cost center associated with ELS that provides additional self-support dollars that primary support international travel. These self-support budgets have helped significantly in terms advancing the CIP's mission. Additional one-time strategic initiative funding, as well as more permanent base funding to support study abroad via student travel awards/scholarships, has also helped to advance the goal of increasing students studying abroad (including underrepresented minorities via the President's Global Rams Scholarships launched in 2017). As a result, and taken together, the CIP has been able to advance a number of international initiatives ranging from international student programming, study abroad, faculty and staff led international initiatives (including research and visiting scholars), and recruitment of international students.

**Risk Management**

The CIP has initiated a more significant role in terms of University risk management and has been working diligently to mitigate the risks involved with international travel and international programs. Prior to 2014, there was no regular system or process in place to track: 1) faculty/staff travel, 2) student travel in support of education abroad, and 3) export control of technology and travel. All three major areas of exposure are now mitigated and risk assessed via university-wide policies and procedures. Examples include the CIP's review of all international faculty/staff travel forms, collecting all export and technology travel forms, a study abroad software system (via Terra Dotta) which requires all students to register prior to any University supported or managed programs, and a faculty/staff-led study abroad proposal process that requires multiple levels of signoffs (Chair, Dean, CIP Director) prior to approval.

#### **Example: Travel Authorization Process**

*All West Chester University personnel traveling internationally (outside of the contiguous United States: this includes Hawaii, Alaska, Puerto Rico, Canada, and Mexico) must receive approval prior to travel and in writing by the Center for International Programs and both the Provost and the University President.*

*Faculty/Staff must have a Pre-Travel Authorization Form (TAF) signed by their Dept. Chair, Dean, Director of the Center for International Programs, Provost and President. This form is stored along with information such as date of trip and location in a SharePoint site. Permissions to the SharePoint site are shared with the Provost's Office, Accounts Payable and the Center for International Programs. Read only permissions have been extended to the office managers of the Colleges. This site creates a sortable, searchable database which allows the staff to look up what countries faculty are traveling to and when they are expected to be in those locations.*

However, after several high-profile incidents abroad (natural disasters as well as student conduct), the CIP initiated an external risk management review conducted by Julie Friend, Esq., Director of Global Safety and Security at Northwestern University, and expert NAFSA Risk Management Consultant. Ms. Friend identified some notable areas for improvement and gaps in risk management, along with providing recommendations (both short and long term) that will need to be implemented in order to solidify comprehensive and university-wide risk management. Further focus and work will be needed in this area but the first implementation steps are being taken in Spring 2019, including the creation of an International Incident and Consultation Emergency Response Team (ICERT) that will assist in emergency situations.

#### **International Partnerships and MOAs**

The CIP has helped lead and at times facilitated international institutional partnership developments that range from supporting international educational associations such as NAFSA and IIE (e.g. joining the Generation Study Abroad initiative), promoting international scholarship programs such as the Fulbright initiatives, bi-lateral MOAs with universities and governments, as well as consortium projects such as the Pennsylvania Higher Education Initiative in India. International partnership development is a critical piece of the CIP's mission of comprehensive internationalization, supporting student exchange, faculty exchange and research, and international student recruitment.

It is important that the University develop a common use of terminology across the campus. When WCU signs an agreement with another university overseas, this is now referred to as an MOA, as it includes contractual elements such as exchanges of students. The process involved also requires significant investment of resources and time, oversight and management, and working with PASSHE legal. Considerable effort and leadership from CIP has gone into creating a better process for these agreements, including draft templates and improved communication and flow in coordination with the campus legal team. However, given the unique nature of the Commonwealth's legal requirements and processes, any changes in language require significant time to complete a final agreement. Determinations on the use of translated MOAs (do not have legal standing) and variations in the PASSHE legal team make it challenging to develop MOAs.

Additionally, the previous administration's focus was on increasing the number of international agreements. There was a strong emphasis on "how many" agreements were signed and "how many" in different parts of the world. For the CIP, this was one of the inherited measures of accountability built into annual assessments. The experience of the CIP team and Director suggests a different approach, namely that partnership development needs resources and active personnel to keep agreements viable and sustainable. For an agreement to be active, a constant level of activity between two sides is critical. Unfortunately, due to lack of activity, many MOAs have withered on the vine over time. The focus should instead be on the quality, not the quantity of agreements and the ability to support and sustain those agreements over time.

It would be highly beneficial for the University to undergo strategic thinking on what we need concerning quality international partners of the University. A possible suggestion would be to have a rubric that would be required to be completed before signing any agreement, and evaluated by selective members of the University to determine if there would be enough support for sustainable activity between the two partners. WCU is fortunate to have faculty bringing many collaborators to the table for partnership with the University. However, this needs to be directed in a way that is intentional and sustainable over time.

It was also discussed that CIP cannot solely be responsible for MOA management. Realistically, other units and divisions need to play a key role with an institutional approach guiding partnership development. At present, *shared responsibility and accountability for keeping an MOA active* is weak at best, absent at worst, from the culture of the University.

## **SWOT Analysis**

The CIP staff conducted its own SWOT analysis as part of the ACE Lab. The SWOT analysis focused on the CIP in terms of its role as a catalyst for internationalization at WCU, of which the outcomes and suggestions are found in this chapter. Two additional themed areas were analyzed: Education Abroad and International Student Programs and Services. The outcomes mirrored many of the general strengths, weaknesses, opportunities, and threats found within the two larger themed areas of the ACE Lab self-study. The CIP fully supports those conclusions and assessments found in each chapter. However, a brief overview of some additional SWOT conclusions is provided here.

### **Education Abroad SWOT**

The strengths of the education abroad side of the office lies with the staffing and leadership that has led to the growth in the number of students studying abroad. New procedures, an additional staff member, more advising and outreach via marketing and the employ of student Global Ambassadors, additional financial support via scholarships, some re-entry programming, and increased access provided for diverse sets of students (including underrepresented populations and graduate students) provide a strong foundation for the future. That growth, however, has made it imperative to develop a broader set of university-wide policies as well as integrated risk management programs. The cost of programs remains an ongoing challenge for many students, despite support from a wide variety of sources both on and off campus. A more coordinated model of University funding for faculty/staff funding has been developed and explored, but has not yet been decided upon nor implemented. Faculty-staff training, pre-departure events and advising, and other travel policies need constant updating. Communication and marketing of education abroad, including use of social media, also require constant attention. Alumni connections and reentry

programs provide additional opportunities to develop funding streams for student scholarships.

### International Student Programs and Services SWOT

As noted above, international student programs and services have come together regarding staffing, focused programming, dedicated funding, and the development of strong partnerships across units and divisions. One interesting topic (a “weakness”) that emerged from the SWOT analysis was the development of stronger connections to the non-F-1 and J-1 student population of international backgrounds. Typically, these are students from regional immigrant communities as well as those with permanent residency or another temporary visa status (Liberians for example, also now threatened with removal from the U.S.). These student populations can fall through the cracks in the larger picture of student services – with many requiring some additional intensive assistance in terms of assistance. How do we better serve those student populations? How do we tap into their rich and diverse cultures? The CIP has done some of that via programs such as International Education Week. However, more needs to be done.

Second, improving communication and sharing of campus information with international students must be a constant focus for the CIP. The ever-changing landscape and “threats” emanating from federal level policy changes requires constant updating and clear sharing of information. International student numbers are small, but the need to provide a welcoming environment needs to remain a number one priority. Working on the *#youarewelcomehere* initiative has been a real strength concerning international student outreach for the CIP, and in cooperation with multiple University units and offices. Campus climate efforts on diversity should closely work with the CIP to boost a positive campus community. The political and economic threats to international student growth remain substantial in the current climate. The CIP must remain vigilant and at the forefront of presenting the highest level of professionalism, information sharing, and welcoming environment.

Finally, a clear delineation of the recruiting responsibility needs to be established as well as a clear sense of the strategic direction of international student enrollment. The CIP will then be there to fully support that goal, for example, ensuring a quick turnaround for the I-20 (now fully online via OnBase). Mixed signals in terms of University priorities can put CIP in the crosshairs. For instance, the ELS partnership was established with a commitment to have an MBA program on campus. Recruiting efforts started both via ELS and other avenues, but a decision was made by the School of Business to solely operate an online MBA program, thereby eliminating a high interest program for F-1 students. Additional graduate programs that moved further toward online programming can mean a drop in graduate international student numbers. CIP has not always been a part of the planning process for such programs.

### **Conclusion and Recommendations**

As presented in this chapter, the CIP’s roles and responsibilities cut across the four major goal areas identified in the ACE Lab self-study. It has a direct and central role with education abroad (Goal 2) and is a significant facilitator and supporter of international student programming (Goal 1). The CIP has played a role in developing global learning initiatives (Goal 3), including support for academic programming and student affairs led programming, where appropriate. The CIP has supported faculty teaching, research, and service (Goal 4) in collaboration with academic divisional units. Therefore, it is vital to identify and understand its role in terms of comprehensive



internationalization and upon which the Lab's overall recommendations can proceed vigorously forward.

Some specific CIP-focused recommendations are provided below.

### **Recommendations**

#### CIP Leadership and Staffing

Recommendation 1: Creation of a Vice Provost for Global Affairs.

Goal: Conduct a search in academic year 2019-2020 with appointment by the start of the 2020 academic year.

Recommendation 2: The CIP office name change: Office of Global Engagement.

Goal: Conduct a review of key CIP stakeholders and decide in conjunction with the search for a new CIP leader.

Recommendation 3: Develop a new formulation of the CIP Advisory Council that includes membership of a college/dean appointee who leads internationalization within that college.

Goal: Initial charge and establishment in Fall 2019.

Recommendation 4: Seek permanent funding and request for a full-time, 9-month, clerk position and international programs/DSO staff position.

Goal: Include in the CIP base funding request with the hiring search over Summer 2019.

Recommendation 5: Update and align the CIP's goals with final recommendations of the ACE Lab and the University's Strategic Plan.

Goal: Pending the final completion and approval of President's new Strategic Plan, the CIP will align its own goals accordingly – likely Summer 2019.

#### Education Abroad

Recommendation 1: The University should have a shared inventory of the existing MOAs and assess our existing partnerships before venturing into new agreements.

Goal: The CIP will provide an updated inventory and assessment as part of the ACE Lab process.

Recommendation 2: Develop a process for the development, approval, and ongoing assessment of MOAs.

Goal: By Fall 2019, a University approved process for MOA review and approval will be created.

International Student Programs and Services

Recommendation 1: Working with SEP Process and Ruffalo Noel Levitz, coordinate efforts to determine the best approach for the CIP to assist and support international student recruitment.

Goal: The CIP will provide SEP with appropriate inputs and data related to international student enrollment during the 2019 year.

Recommendation 2: Review ELS in 2019-2020 for its contribution to implementing the goals set out in the lab process.

Goal: As ELS enters into its fifth contracted year (2019-2020), assess enrollment targets and goals in terms of matriculated students to WCU as well as overall processes of cooperation between the CIP, Admissions, and ELS.

### **ACKNOWLEDGEMENTS**

We thank Shannon Walsh, Administrative Assistant at the College of the Sciences and Mathematics and the staff of the Center for International Programs for their help during the self-study and their assistance in the development of this report.



## PEER REVIEW REPORT FOR WEST CHESTER UNIVERSITY

American Council on Education Internationalization Laboratory

May 2019

### PEER REVIEW TEAM

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- Karim Ismaili, Provost, Bridgewater State University
- Sharon Nagy, Associate Provost for Global Engagement, Clemson University
- Susan Buck Sutton, Senior Associate for Internationalization, American Council on Education (and Emerita Associate Vice President for International Affairs, Indiana University)

Peer Review Visit: March 25–27, 2019

### EXECUTIVE SUMMARY

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For the last two years, West Chester University (WCU) has participated in the Internationalization Laboratory of the American Council on Education. During this time, a campus-wide Global Leadership Team (GLT) pursued President Christopher Fiorentino's charge of exploring how WCU could best provide the global learning and engagement now essential to student success and institutional vitality. The Peer Reviewers believe the GLT has more than met this charge. By placing a comprehensive survey of WCU's current international activities alongside current research on academic internationalization, the GLT identified five forward-looking directions that address challenges and build upward on the substantial international work already occurring at WCU. The GLT report gives WCU the capacity to sharpen its international programming with detailed knowledge of what is already under way, how this compares to peers, what more might be done, and the ways in which international engagement advances institutional mission and strategy. It will guide conversations and decision-making for years to come.

### WCU AND THE ACE INTERNATIONALIZATION LABORATORY

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In August 2017, at the invitation of the American Council on Education (ACE), WCU joined Cohort 15 of ACE's Internationalization Laboratory. The Lab engages a select group of colleges and universities in assessing their current international activities and considering how they might move forward with such work in the future.

As detailed in Appendix 1, WCU approached this task by establishing a Global Leadership Team (GLT) composed of faculty, staff, and administrators across the institution, co-chaired by Drs. Peter Loedel and Vishal Shah. The GLT took stock of WCU's international strengths and needs through a comprehensive set of 114 questions presented to 21 WCU departments and offices. GLT members also tapped ACE expertise on internationalization at U.S. colleges and universities through meetings, webinars, online resources, and conversations with its ACE Lab Advisor, Susan Buck Sutton.

Based on this work, the GLT prioritized five key areas deserving further attention: four strategic international goals plus a review of the structure and staffing of the Center for International Programs. These ideas were captured in the March 2019 *WCU International Laboratory Self-Study*, an extremely clear and well-written document that presents contextual information, relevant data, thoughtful SWOT analyses, and strategic targets and recommendations for each of the four international goals, as well as an analysis of how the CIP has recently been evolving.

As detailed in Appendix 2, a three-person Peer Review Team visited WCU on March 25–27, 2019, charged by ACE to respond to the *Self-Study*, WCU's overall work during the Lab, and the prospects for WCU's further internationalization. This report presents the Review Team's conclusions. Its goal is to provide comparative context, collegial feedback, and suggestions that WCU might wish to consider as it moves forward.

This report is a **confidential** document for WCU, designed to assist the institution with its internationalization efforts. The contents will not be published or made public unless WCU chooses to do so or gives ACE permission to do so. We encourage internal distribution of this document, however, so that it can assist the WCU community in its continued international planning and work.

## A CRITICAL MOMENT FOR INTERNATIONALIZATION AT WCU

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The Global Leadership Team embraced the Lab as an opportunity for institutional self-reflection and engagement with what is happening in academic internationalization beyond WCU. The resulting *Self-Study* skillfully combines deep institutional knowledge with cutting-edge ideas and recognizes why this is a particularly important moment for WCU's international development. WCU may even want to reconsider the title of the document, which is as much a vision statement and roadmap as a self-study.

Whatever its title, the most important theme emerging from the *Self-Study* is the clear and necessary connection between further internationalization and WCU's driving mission of student success. WCU's strategic plan, *Building on Excellence*, sees encouraging "students to be informed and active citizens in a local and global context" as key to academic success. The *Self-Study* elaborates that this includes providing all students with the global learning they need to navigate a globalized world, no matter what their major. The five directions identified for attention in the *Self-Study* are unified by their importance in advancing such global learning for all. What has previously been the purview of just a few must be opened to many more. What was once a peripheral activity must become more central.

The *Self-Study* also makes clear the extent of WCU's existing international strengths and its significant potential for further international growth:

- WCU students are expressing increasing interest in global learning and experience.
- There has been much recent growth in study abroad participation, as well as faculty-led programs.
- Development of the Global Ram program will help bring study abroad to underrepresented students.
- While WCU's number of international students is quite low, the 2016 partnership with ELS Language Centers has nevertheless recently enabled it to grow, even as U.S. institutions as a whole have experienced a decline.
- International student recruitment and retention will be a key element of WCU's new Enrollment Management Plan.
- Over half the academic departments responding to the Lab survey report that they already offer courses with global learning outcomes.



- New international programs are appearing, such as the BS in international business and minor in global studies.
- The Center for International Programs has become an active, well-functioning unit, highly respected across campus and staffed by experienced professionals in international education.

The Peer Reviewers concur with these strengths and—from their discussions on campus—would add several more to the list:

- Both President Fiorentino and Provost Bernotsky fully endorse greater internationalization at WCU
- The administrators and staff of the Division of Student Affairs expressed great interest and enthusiasm for greater international work, especially on the formative, experiential side of global learning; student Affairs professional staff have both the experience and knowledge of best practices to enhance the climate and develop programming for global learning
- In contrast to many institutions, the Reviewers encountered no discussion of silos as impediments to internationalization; a cross-campus collaborative spirit was much in evidence

We also offer the following table comparing WCU to its peers in terms of study abroad participation and international students, two of the most easily benchmarked indices. These statistics place WCU toward the top of one and at the bottom of the other. Study abroad emerges as a great strength and one which could become a hallmark of the institution. Building a more internationally diverse student body, in contrast, is an issue deserving immediate attention.

**Table 1: Peer Comparison of Student Mobility**

	# of International Students (2018)	# of Study Abroad Students (2017)
<b>West Chester U</b>	172	479
<b>CUNY Hunter College</b>	796	381
<b>Cleveland State U</b>	1681	105
<b>College of Charleston</b>	172	942
<b>Eastern Michigan U</b>	1678	285
<b>Montclair State U</b>	659	306
<b>Towson U</b>	595	499
<b>U Mass Lowell</b>	1822	226
<b>UNC Wilmington</b>	354	985
<b>U of Rhode Island</b>	518	718
<b>Wayne State U</b>	2958	538

*Note:* Peers are those members of WCU Carnegie Comparison Group in the eastern U.S.

*Source:* Data from *2018 Open Doors: Report on International Education Exchange*, Institute of International Education.

As discussed more fully below, the potential to grow international student numbers is great. And even with such low numbers—and in contrast to most other PASSHE members—WCU has all the structures needed for greater internationalization already in place. As WCU’s leadership has stated, what is now needed is the level of institutional awareness, intentionality, and strategic planning that the *Self-Study* provides.

The *Self-Study* presents a well-chosen set of possibilities worth considering in this regard. The following sections address each of the *Self-Study*'s five topics in turn—the value each adds and how to maximize this value—followed by some overarching suggestions on enabling these possibilities to add up to more than the sum of their parts.

**Goal 1: Increase the number of international students enrolled in WCU's academic offerings, including onsite and distance education.**

Given that WCU is at the bottom of its peers in international enrollments, with less than 1 percent of its student body being international, the GLT is right to give this topic attention. As already mentioned, global learning is now essential for all students in all disciplines. Creating an internationally diverse student body provides the global dialogue and interaction essential to such learning, bringing international experiences and perspectives into classroom and dormitories alike. Such interaction is especially important for the 97 percent of WCU students who do not study abroad.

These low international enrollments are particularly puzzling given WCU's safe, welcoming campus with many high-quality programs in a prime location, just outside a major city along the New York City–Washington corridor. WCU's recent growth in international students affirms what the *Self-Study* identifies as the reason. These enrollments reflect the absence of a coordinated, institutional international recruitment strategy. The recent growth directly stems from WCU's 2016 partnership with ELS Language Centers, a highly respected intensive English provider that recruits students around the world. While most restrict their studies in West Chester just to the ELS English courses, some go on to matriculate at WCU. The partnership also enables conditional admissions to WCU for students who still need to improve their English.

If WCU were to develop such intentionality, spread across various units of the campus, the target of raising international enrollment to 3 percent is not unreasonable. The *Self-Study* gives 11 recommendations on how to do this, all worth considering. The Reviewers especially endorse spreading responsibility for recruitment, streamlining admissions, developing stronger programming for integrating international students on campus, establishing an International Student Advisory Council, and developing various types of dual degrees with international partner institutions.

We also endorse the effort, mentioned in other parts of the *Self-Study*, to create an international section of the enrollment management plan that WCU will be developing. These activities will have greater impact if they are coordinated and conducted within a framework that identifies what kind of international students WCU wants and why—pursuing what disciplines, at what level, from what countries, how they will be contacted and supported, etc. This plan should be shared, and regularly reviewed, with ELS leadership to optimize the recruitment potential that they provide to WCU. The plan should also work with the OIP in exploring dual degree and other student mobility options with WCU's international partners. Someone should be designated to coordinate these efforts, and WCU may want to consider directing some of the tuition revenue thus generated to funding such outreach and support.

We also recommend instituting a regular system of assessing the international student experience at WCU, as well as coordinating with WCU's career services and internship programs, both of which are greatly valued by international students.

**Goal 2: Through improved access, diversify and strengthen international educational experiences for the WCU learning community.**

WCU is already toward the top of its peers on some measures of education abroad, making this an arena in which WCU has potential for distinction. The recent development of faculty-led programs and dramatic

increase in participation rates second this idea by demonstrating strong campus interest in doing more with study abroad. The new Global Ram program for underrepresented minority students also makes a strong statement of WCU's intent to develop distinctive study abroad programs that make a difference.

Given these factors, doubling WCU's study abroad participation rate from 3 percent to 6 percent over the next few years is a realistic target. The six recommendations given in the *Self-Study* are all worth considering. Offering more scholarships and streamlining program processes can get more students and faculty involved, as would the development of an Education Abroad Advisory Committee. Working with international partners can yield collaborative, tailored programs that gain momentum over time as students, staff, and faculty deepen their relationships with each other. And there is an urgent need to revisit WCU's procedures for study abroad risk and crisis management.

In addition to these recommendations, the Reviewers also suggest asking the CIP and the new Education Abroad Advisory Committee to develop an overall study abroad growth plan, identifying the desired portfolio of programs and thinking through what financial models make the most sense for WCU, especially for faculty-led programs. We also suggest exploring possibilities for what is often called "curricular integration;" that is, aligning credits earned abroad with curricular requirements in the major. One model for doing this might be to have the CIP work with departments to identify or develop signature programs.

Finally, the Reviewers suggest reconceiving the experiential side of global learning to include international experiences pursued locally and virtually/online. The Philadelphia area is a rich resource for immigrant communities, multinational businesses, and all kinds of internationally oriented organizations. Existing international partners can provide opportunities for highly interactive on-line learning even for WCU students who remain on campus.

### **Goal 3: Integrate global learning outcomes into WCU's curriculum, co-curriculum, and academic programs.**

This goal complements the first two by focusing on the other ways WCU provides students with the knowledge, conceptual frameworks, attitudes, and skills they need to succeed in a globalized world and to process the international experiences they have both on and off campus. As mentioned above, WCU already offers many courses and much co-curricular programming aimed at this goal.

What the *Self-Study* adds is a level of definition, recognition, and integration for these activities. Its major thrust is asking the Curriculum and Academic Policies Council and Division of Student Affairs to consider developing a WCU definition of global learning that can be used to designate both courses and co-curricular programming. The definition could be used to establish some form of global learning certificate for students, and to provide course and program development support for faculty and staff.

Developing and deploying such a designation would place WCU in the upper echelon of institutions known for distinction in global learning (Florida International University and Kennesaw State University are two outstanding examples). It would spread global learning more broadly across WCU. And it would signal that WCU understands global learning as an inherently interdisciplinary process that blends concepts with practice, knowledge with experience.

The Reviewers endorse pursuing this goal. Diving into the nature of global learning is worth doing, whether or not a designation results, for it broadens understandings of what is at stake and who can be involved. Should WCU be able to reach the level of a designation, we recommend that consideration also be given to how to encourage faculty, staff, and departments to embrace it. Some incentives may be needed, especially if the objective is to locate global learning in the majors as well as General Education.

#### **Goal 4: Promote global awareness and engagement in research, scholarship, teaching and service.**

This goal aims at threading international perspectives throughout the work of faculty and staff, thus completing the environment for student success in global learning. To do this, it proposes greater recognition and support for the international work done by faculty and staff and the international mission of the university, alongside greater infusion of global awareness in the General Education curriculum.

The Reviewers completely agree that faculty and staff must be supported and rewarded for their international efforts. Some of the specific recommendations put forward in the *Self-Study* may, however, reach too far, at least for the near future. Changing any institution's mission statement, for example, is a complex and rare process, so creating a stand-alone statement of WCU's commitment to global learning may be better. Infusing perspectives into a general education curriculum can be lengthy and fraught, by which light the target of 40 percent of WCU departments having done this by 2021–22 seems high. The possibility of working with a few interested WCU departments to add global perspectives to their own general education requirements and then encouraging others to follow suit seems more realistic. The same can be said for adding international work to departmental Teacher-Scholar Models.

We also offer some other strategies to consider in building and rewarding faculty and staff international engagement. These revolve around cultivating networks of internationally oriented faculty and staff who then serve as ambassadors for global learning throughout the institution, and work to bring others into international projects. Working groups on particular topics or parts of the world can function in this way. So can Alternate Workload Assignments that designate Faculty Fellows assigned particular internationalization projects, possibly within the CIP. Ditto for a Fulbright alumni club. And, of course, establishing annual awards that recognize outstanding international activities is always helpful.

The Reviewers strongly endorse the second target set for this goal in the *Self-Study*: creating an Internationalization Implementation Advisory Team. We see this as going beyond this particular goal, however, and say more about how this might work in the final section of this report.

#### **Goal 5: Revisiting the administrative leadership, structure, and staffing of the WCU Center for International Programs.**

The increasing importance of internationalization has increasingly made the CIP a core agent for change at WCU. The support and services provided by the CIP have expanded to include activities not even imagined when it was founded in 1973. Long the center for study abroad and international student services, the CIP now assists faculty with developing new programs, works with the ELS Language Center, manages visiting scholars, tracks and supports institutional partnerships, and convenes campus-wide conversations on internationalization. It is clearly time to revisit the unit.

The Reviewers support every recommendation given on pages 43–44 of the *Self-Study*. The CIP is doing an exceptional job but is at maximum capacity. It simply cannot be expected to do more or to accommodate additional student interest and university programs with its current staffing level, which is the lowest among its peers. The recent pace of growing the portfolio of faculty directed programs, which are among the most labor intensive of program models, will be difficult to sustain at current staffing levels.

**Table 2. Peer Comparison of International Office Staffing**

	<b>Size of International Office Staff*</b>
<b>WCU</b>	5.75
<b>Ball State U</b>	12
<b>CUNY Hunter College</b>	7
<b>Cleveland State U</b>	6
<b>College of Charleston</b>	7
<b>Eastern Michigan U</b>	7
<b>Montclair State U</b>	10
<b>Towson U</b>	10
<b>U Mass Lowell</b>	10
<b>UNC Wilmington</b>	11
<b>U of Rhode Island</b>	11
<b>Wayne State U</b>	17

\*excluding international admissions staff, student workers, ESL staff

*Note:* Data was culled from each institution's website.

We also feel that the CIP has a very important institutional role to play in convening campus wide discussions, offering expert knowledge, and finding connections among WCU's many international activities. To do this fully, we endorse creating a full-time dean or vice provost of global affairs position, which brings international perspectives to important campus forums. We also support renaming the CIP as the Office of Global Engagement and Education and reformulating the CIP Advisory Council to have representatives from all major WCU units.

As WCU moves forward with internationalization, we believe it would be wise to follow the recommendation concerning international partnership management and tracking—not just for the MOAs concerning study abroad but for all MOAs that involve significant commitments of institutional resources. International partnerships are experiencing a growth phase across the U.S., and nearly 40 percent of U.S. colleges and universities now have policies and procedures for managing their growing portfolio in ways that maximize collaborative potential, find synergies, reduce redundancies, and enable the institution to keep the promises made in its MOAs.

## **ADDITIONAL OBSERVATIONS AND SUGGESTIONS**

As stated above, the Reviewers support creating an Internationalization Implementation Advisory Team. Acting on the *Self-Study's* information and recommendations will require continued deliberation across many different WCU units. An Implementation Team would ensure that this happens and catalyze the processes of outreach, prioritization, scheduling, budgeting, and working with the appropriate decision-making bodies that must now occur. For continuity's sake, the Implementation Team should include some current GLT members but should also bring in new perspectives, particularly from units that may be tasked with carrying out the recommendations on which WCU decides to act. The CIP must be involved, but implementation should not be left only to it. Given the institution-wide nature and impact of internationalization, conversations and responsibilities should be spread broadly.



To our eyes, the implementation process could also benefit from continued discussion of the value of greater internationalization for WCU. Everyone with whom the Reviewers spoke endorsed internationalization in principle, but we sense more could be done to establish its immediacy and relevance for WCU. Giving WCU students the opportunities for global learning that were until now primarily the province of other sorts of institutions reinterprets WCU's long-standing mission for the globalized twenty-first century. While internationalization has not historically been at the core of WCU's institutional identity, there is much to be gained by including it there now. As one dean with whom we spoke said, how can we not do more internationally?—this is the world we live in today, and our students are already a part of it.

To this end, an Implementation Team may wish to craft a tight, compelling rationale for greater internationalization at WCU. The rationale could reflect WCU's historic role in educating an important sector of students who now deserve (and are asking) to understand their lives, communities, and professions in global perspective. It could demonstrate the ROI that greater internationalization would bring in terms of recruiting, revenue, institutional positioning, and opening up new ways of thinking and new avenues for research and civic engagement. It could show the ways in which internationalization advances other institutional initiatives, such as those focused on student success, co-curricular learning, the President's Toolkit, and diversity, inclusion, and equity.

Such a rationale should enable every unit at WCU to see itself in the process of greater internationalization. It could also be useful to WCU leadership and communications professionals in shaping understandings of WCU's many international activities. Some of its ideas might function in recruiting materials. And it could greatly aid in the decision-making and prioritization processes of implementation.

With or without such an overarching rationale, the implementation process should be seen as a gradual, iterative process. Growing international enrollments, for example, often starts slowly and only yields significant results three to five years after starting.

We also think there is much to be gained by exploring how WCU can engage with the international interests and needs of its regional and local ecosystem. Working with nearby businesses, immigrant groups, community organizations, governmental agencies, Sister City connections, schools, and social service organizations can be a fruitful source of collaboration and support, fulfilling WCU's mission as a public university, and providing international insight and interaction for WCU's students.

In conclusion, WCU has many international strengths already. An intensified, intentional focus on how to use this platform to do even more is fully warranted. It is wanted by WCU students, and it is an arena in which WCU can achieve distinction. The GLT has used the ACE Internationalization Lab to think carefully about what will be most useful. Acting on the momentum they have established could bring considerable benefit.

## **APPENDIX 1: WEST CHESTER UNIVERSITY AND THE ACE INTERNATIONALIZATION LABORATORY**

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In August 2017, at the invitation of the American Council on Education (ACE), WCU joined Cohort 15 of ACE's Internationalization Laboratory. The Lab engages a select group of colleges and universities in assessing their current international activities and considering how they might move forward with such work in the future.

The institutions participating in the 2017–19 Lab included Southern Connecticut University, Kent State University, West Chester University, University of Alabama, University of Arizona, University of Nebraska Medical Center, University of Wisconsin–La Crosse, Clark Atlanta University, Gallaudet University, Arkansas Baptist College, and Universidad El Bosque.

Upon joining the Lab, WCU President Christopher Fiorentino appointed Peter Loedel, professor of political science and director of the Center for International Programs, and Vishal Shah, associate dean of the College of Science and Mathematics, to organize the effort. These two co-chairs established a 19-member Global Leadership Team composed of faculty, staff, and administrators across the institution. Diving into ACE's Model of Comprehensive Internationalization, the GLT devoted fall 2017 to identifying five areas with greatest relevance for WCU.

The GLT then developed a set of 114 questions that would elicit detailed information about these five areas, taking these questions out to 21 WCU departments and offices. The responses were then analyzed through a separate SWOT analysis for each of the five areas, at which point the GLT developed goals, targets, and recommendations for each.

These conclusions resulted in a draft of the *WCU International Laboratory Self-Study* early in the second semester 2019, which was presented to various constituencies for feedback at public forums and online. The GLT also reached out to the Student Government Association and Graduate Student Association. All information collected during these discussions was put into the appendices to the *Self-Study*.

ACE provided resources and guided WCU through this process. All members of Cohort 15 had access to a restricted, online Lab Library of research and best practices. WCU's Lab leaders participated in an Opening Seminar at ACE's headquarters in Washington DC on August 30, 2017 a Mid-Term Meeting on February 16, 2018, and a Closing Meeting on December 6, 2018. Web Chats were also held periodically between meetings. Throughout this process, Susan Buck Sutton, ACE Senior Associate for Internationalization, served as WCU's Lab Advisor, maintaining communication through Skype, telephone, and email. Sutton also conducted two visits to WCU on October 31, 2017 and October 4, 2018, meeting with the Lab leaders, president, provost, and a range of other administrators and faculty.

## APPENDIX 2: THE PEER REVIEW VISIT, MARCH 2019

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The Peer Review visit began with a dinner with the WCU Lab Co-Chairs on March 25, and continued for a full round of meetings for the next day and a half, March 26–27, concluding with a debriefing session with the co-chairs. In total, the Reviewers met with nearly 50 individuals (listed below).

The Reviewers are deeply grateful to WCU for the hospitality shown during our visit and to all the individuals with whom we met for their openness to our questions and their thoughtful, expansive responses. We also appreciate the attention shown to arranging meetings with all significant constituencies across the campus.

Christopher M. Fiorentino, President

Lorraine Bernotsky, Executive Vice President and Provost

John Villella, Vice President for University Affairs and Chief of Staff

Jeffery Osgood, Deputy Provost

Zebulon Davenport, Vice President for Student Affairs

### **WCU ACE Lab Co-Chairs**

Peter Loedel, Interim Director for International Programs & Professor of Political Science

Vishal Shah, Associate Dean, College of Sciences and Mathematics

### **Provost's Executive Cabinet**

Radha Pyati, Dean, College of the Sciences and Mathematics,

Scott Heinerichs, Dean, College of Health Sciences

Chris Hanning, Dean, Wells School of Music

Jen Bacon, Dean, College of Arts and Humanities

Ken Witmer, Dean, College of Education and Social Work

Evan Leach, Interim Dean, College of Business and Public Management

Mary Page, Director, University Library

Amanda Philips, Associate Vice President, Associate Dean, Graduate School

Megan Jerabek, Assistant Vice President, and Director, Office of the Registrar

Lisa Yannick, Director, Institutional Research

Tabetha Atkins, Associate Provost for Student Success and Dean, University College

Kathleen Howley, Associate Provost, Enrollment Management

### **Global Leadership Team**

Richard Chan, Assistant Director, Information Technology

Diane R. D'Arcangelo, Assistant Director, Twardowski Career Development Center

Nancy Gainer, Executive Director, Public Relations and Marketing

Angela Howard, Senior Associate Director of International Programs

Rachel Komlos, Assistant Registrar for Transfer Services

In Young Lee, Associate Professor, Applied Music

Rui Li, Executive Director, Distance Education

Hiram G. Martinez, Assistant Director of Social Equity/Coordinator of Diversity Initiatives

Margo M. McDonough, Writer/Research to the President

Leah C. Paulson, Resident Director, Schmidt Hall

Gopal Sankaran, Professor, Public Health

Claire E. Verden, Associate Professor, Special Education

Xiaowei (Linda) Zhu, Professor and Chair, Business & Public Management

### **International Programs Staff**

Peter Loedel, Director of International Programs

Angela Howard, Senior Associate Director of International Programs

Charity Alinda, Assistant Director of International Programs

Nora Mauer, Associate Director of Education Abroad

Lisa Drusedum, Education Abroad Coordinator

### **Other Faculty**

Michael Di Giovine, Associate Professor, Anthropology

Kelly L. Fisher, Associate Professor, Management

### **Student Affairs**

Diane D'Arcangelo, Executive Associate for the Vice President for Student Affairs

Leah C. Paulson, Resident Director, Schmidt Hall

Claire Masi, Secretary, Residence Life and Housing Services

Barrett McGee, Associate Director, Student Activities

Charles Warner, Senior Director, Student Leadership and Involvement

Phyllis Schoen, Assistant Director, Twardowski Career Development Center

Amanda Thomas, Executive Director for Assessment and Planning

Judy Kawamoto, Assistant Vice President for Student Development

Jairo Henao, Associate Director, Lawrence A. Dowdy Multicultural Center

### **Students**

Eight students, including both international students and study abroad returnees, both undergraduate and graduate students

## Appendices

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Appendix 16	Response from the Division of Student Affairs
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## **APPENDIX 1 - ACE DATA INVENTORY OF QUESTIONS**

### **Alumni Association and WCU Foundation**

Q. How are we tracking and engaging our alumni who are now working abroad?

Q. How are we tracking and engaging with our international student alumni?

Q. Do we raise funding for international educational projects, study abroad, scholarships, students? If so, what has been accomplished to date? Are there plans to do more?

Q. Is there anything we can do to improve our relations with alumni abroad?

## **Cabinet**

Does your administrative unit's mission statement identify internationalization as a goal or value?

How are your administrative unit's professional development opportunities for staff and administrators related to university's internationalization efforts? How many new institutional partnerships were created by administration after their return from overseas trip?

Is international experience factor into any hiring decisions (job expectations, skills, etc.)?

How many and which countries were visited by WCU administrators and faculty during 14-17 AY?

## **Career Center**

Q1. What is WCU doing to support career and post graduate goals of international students and for students who want to pursue a career abroad?

Q2. How does the Career Center assist students with education abroad opportunities?

## **CDIO**

How should the university create inclusive environment for students, faculty, staff and administrators from international backgrounds?

How should the university create the expectation that study abroad is an option for all students regardless of their background (race, ethnicity or socioeconomic status)?

## **Chair Survey**

**Department** \_\_\_\_\_

Q1. Does your Department, Program (Graduate Program, Certificates, or Minors,) and external accrediting standards (if relevant) have any “Program Goals” that include or require any International or Global Learning Outcomes? Yes/No

Q2. Please list the program and outcomes if you answered yes in Question 1.

Q3. Does your Department or Program offer any courses with specific international or global learning outcomes? Yes/No

Q4. Please list the courses and outcomes if you answered yes in Question 3

Q5. Does your Department (Evaluation Committees) highlight, support, or value specifically global or international focused teaching, research/scholarship, and service within Statements of Expectations, Teacher-Scholar Models, or Tenure and Promotion?Q6. General

comments – How can the Internationalization Lab assist you, your Department, and your faculty with their teaching, research/scholarship, and service?



## **Center for International Programs**

- Q1 Provide enrollment trends for international students over last 3 years, broken down by program and country.
- Q2 Provide list of recruitment methods for international students.
- Q3 How does CIP collaborate with UG and G admissions for recruitment of international students.
- Q4 Provide flow chart of operations of CIP and highlight role of each personnel.
- Q5 How are international students integrated into campus life?
- Q6 Provide comparison of standards required for admission of international students at WCU with our peer institutions.
- Q7 Provide list of agreements we have in place with international partners. Also indicate how many students were recruited/exchanged through each agreement.
- Q8 Provide trends for student participation in education abroad program over last 3 years, broken down by program, destination and duration.
- Q9 What is the range of study abroad program offered by WCU in terms of total costs and cost/per day
- Q10 List the resources available for students to pay for participation in study abroad program? How are students made aware of all the resources.
- Q11 List the activities students engage within campus post-return from their study abroad program.
- Q12 Post-graduation, how does CIP stay engaged with our international alumni and students who participated in study abroad program?
- Q13 How does CIP provide further study abroad/work abroad experience to graduate students?
- Q14 How does CIP collaborate with marketing department to promote opportunities available for students to study abroad and successful study abroad trips - to internal and external audience?
- Q15 What are the major roadblocks for students in studying abroad?
- Q16 What are the major roadblocks for recruitment of international students?
- Q17 What training opportunities are available for faculty who have no prior experience leading study abroad programs?
- Q18 What are the major structural barriers in CIP with respect to its organization structure and available resources?
- Q19 How many international scholars and guests visited WCU over last 3 years, broken down by country, duration and area of expertise?
- Q20 What are the countries visited by WCU faculty over last 3 years (broken down by duration, country and area of expertise)?
- Q21 How can we increase our partners for international exchange? Where do we find good partners? What are the barriers? How can we increase the administrative process for any current partnerships that have stalled? How to deal with “unbalanced” relationship with partner?
- Q22 How are international students integrated into campus life?  
What are the student services needs of international students? How do these differ between  
graduate and graduate students? What are we doing? Is this successful?
- Q24 What strategies are in place to help domestic and international students learn from each other?

## **Deans**

Q. List the scholarship and competitive grants available from your college for student's participation in education abroad program?

Q. What options are available in your college for students, faculty, and staff to avail international experience and/or carry out international research?

Q. What do you see as major barriers in developing succesful partnerships with international partners?

Q. Do teacher-scholar models , statement of expectations, &/or tenure and promotion practices take into account internationalization as a requirement or element of evaluation? Please consider in terms of teaching, reseach/scholarship, and service?

Q. Do you see your College as a unit providing adequate curriculum to students in terms of "global learning"? This could include Program and/or course goals that involve specific assessment of global learning oriented outcomes. Elaborate on your answer with list of things College does best and would like to work on in the future. Q. Does your college provide AWA to faculty for international activities?

Q. Does your college target any specific funding (grants, other) for internationally oriented initiatives or activities?

**Distance Education**

Are any international students enrolled in fully on-line programs? Do we have any online programs targeting international student populations?

What resources are available to recruit international students for fully on-line programs?

## **Faculty Survey**

**Name:** \_\_\_\_\_

**Department:** \_\_\_\_\_

### ***Research and Scholarship***

Q. Have you participated in a research project over last 3 years working with an international collaborator? If yes, list the countries where the collaborators are from. Q. Did you travel overseas for conducting research? If yes, list the countries traveled.

Q. Did you travel overseas to develop partnership with a university? If yes, list the partner institutions and countries traveled.

Q. If answered yes above, do you see the partnership active currently? Yes/No.

Q. Are you involved in editorial activities in journals or with professional organizations that have an international focus? Yes/No. If yes, could you please list them?

### ***Teaching/Students***

Q. What are the major barriers you see towards increasing number of international students on campus?

Q. What are the major barriers you see in increasing the number of study abroad opportunities for students?

Q. Do you think we are providing an education that leads to "global education" for our students? How can we improve global awareness and engagement of our students?

### ***Service/Other***

Q. Have you interacted in any capacity with Center of International Programs over last 3 years? If yes, how?

Q. Would you like to involve yourself and share your international experiences, culture, or background with the university?

Q. How can the internationalization review help you achieve your professional development goals? What can be done to support those goals?

## **Financial Aid**

Q1. What scholarships/financial aid are available to international undergraduate and graduate students?

Q2. How does your office assist students with study abroad funding? What resources are available to students?

## **Graduate Admissions**

- Q1. What resources are available to recruit international graduate students? Is there a Grad focused recruitment strategy?
- Q2. How have graduate assistantships available to international undergraduate and graduate students changed over last 3 years?
- Q3. How do our admission standards compare with other peer institutions? Do they hinder international student recruitment?
- Q4. Provide a flow chart on recruitment and admission process for international students.



## **Human Resources**

Q. List the number of faculty, staff and administration on H1 visa over last 3 years, broken down by College and Country of origin.

Q. Are there any institutional barriers in increasing the number of faculty, staff and administration from international backgrounds?

## **Institutional Research**

Q1. What is the retention and graduation rates of international students?

Q2. What do NSSE and other surveys-reveal about the level of interest that the institutions' students have in global learning?

Q3. How many international (F-1/NRA) students have we enrolled?

Q4. What are the enrollment levels in courses and degree programs with international content? (IB Major? IR Major? L & C?)

## **LARC**

Q1. What are the academic services needs of international students? How do these differ between undergraduate and graduate students? What are we doing and how effective are these efforts?

Q2. What kind of programs are offered to assist students with global careers? Are there particular strategies or approaches you use?

## **Marketing**

Q1. Do we have an international student marketing plan? What is our message or brand for international students?

Q2. What resources are available for marketing our programs to recruit international students?

Q3. How does the university market and publicize to students and faculty about study abroad opportunities and awareness? Anything on communication or incoming students portal?

Q4. How should we market to students/families that have no international experiences in their family upbringing, opportunities and benefits of studying abroad?

Q5. Do we use international students (or international students - but not F-1) to market/recruit?

## **ORSP**

What are the competitive grants available at WCU for faculty to do international research? Include amount.

## **Provost Office**

Q1. Is there an Academic Affairs strategic goal of internationalization? If yes, how does your office support those goals?

Q2. What are incentives/disincentives for faculty engagement with programs abroad?

Q3. What are the major administrative barriers in developing partnerships with international partners?

Q4. How many new programs or courses with a primary focus on international education were developed during last 3 years?

Q5. How many AWAs (or other Academic Affairs support) are available for faculty to pursue research and or teach overseas?



## **Registrar**

- Q1. Can the university incorporate a question to incoming students, on a new student survey, regarding their awareness, intention, and likelihood of studying abroad?
- Q2. What issues surround recognition of credit earned from study abroad?
- Q3. Can an online transcript equivalency page be created and regularly updated (similar to the US transcript equivalency) for international courses? What are the barriers to make this happen?
- Q4. What do NSSE and other surveys reveal about the level of interest that the institution's students have in global learning?
- Q5. Is there an IB curriculum approval set up for international students?

## **Student Affairs**

Q1. How is internationalization manifested in the co-curriculum (eg. international events, festivals, lectures, films)?

Q2. To What extent does the institution host international scholars, performers, and lecturers to contribute to co-curricular programming?

Q3. To what extent does the co-curriculum seek to integrate US, multicultural issues and international perspectives and issues with each other?

Q4. Does the institution have articulated learning goals for its co-curricular activities? Does it offer co-curricular transcripts or certificate programs? If so, is there an international component to these goals or programs?

Q5. Is international programming, for example, study abroad, of interest when marketing to new students? (Admission/marketing?)

Q6. How well subscribed are globally-focused co-curricular events and programs?

Q7. Does the Division of Student Affairs have (or support) any international or global programs, goals, or international initiatives?

## **Housing (WCU and USH)**

Q1. How do we provide guaranteed housing to international students?

Q2. Can international students stay during long breaks in our dorms?

Q3. Do we have an international house? Or Floor? Do we try to mix international students with domestic students?

Q4. Are there programs specifically designed to integrate international students living in campus housing?

## **UG Admissions**

Q1. What resources are available to recruit international undergraduate students?

Q2. How do our admission standards or processes compare with other peer institutions? Do they hinder international student recruitment?

Q3. Provide a flow chart on recruitment and admission processes for international students.

Q4. Is there an UG international student recruitment plan?

## **APPENDIX 2: RESPONSE FROM FINANCIAL AID**

### **Q. What scholarships/financial aid are available to international undergraduate and graduate students?**

While there are no scholarships geared specifically for International students, some scholarships which do not require US Citizenship or need a Free Application for Federal Student Aid (FAFSA) on file are open to International students. Prospective applicants can search and apply for scholarships using Scholarship Manager, our online scholarship system, which is accessed through the scholarships webpage: [www.wcupa.edu/scholarships](http://www.wcupa.edu/scholarships)

### **Q. How does your office assist students with study abroad funding? What resources are available to students?**

We encourage all Students interested in Study Abroad to visit with a Financial Aid Counselor in the Financial Aid Office to discuss options.

Some Options include:

- PA State System Study Abroad Scholarships
- James McErlane Fund
- Point Students to Outside Scholarship opportunities
- Federal, State, and Institutional Funds

### **Q. Can you provide any data/record over the last 2-3 years of assistance both on international student assistance and study abroad?**

WCU Study Abroad Scholarship 2017	\$45,250 Awarded
WCU Study Abroad Scholarship 2018	\$46,700 Awarded

International Graduate Dean's Scholarship 2017	\$17,000 Awarded
International Graduate Dean's Scholarship 2018	\$56,000 Awarded

WCU International Student Scholarship 2017	\$48,000 Awarded
WCU International Student Scholarship 2018	\$88,000 Awarded

### APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

This section focuses on the development of formal institution to institution agreements, usually via standardized legal Memorandum of Agreements or MOA's – also called at times a Memorandum of Understanding or MOU. Via direction from PASSHE Legal, the use of MOA has become standardized for usage at WCU and the language is generally predetermined via a template approved by legal. CIP has taken over responsibility for managing these agreements. CIP works closely with campus legal (Christine Siegl's office) to facilitate approvals. Every agreement requires legal's preapproval and PASSHE legal's signature in order to be in effect. MOA's are also signed by the President and Provost at WCU.

It is important to note that there are other international partners that CIP works with, for example, our ESL provider, ELS Language Center, as well as our study abroad affiliated partners (ISA, CIS, CEA, etc.). There are important ways that WCU connects internationally. These types of partners are dealt with separately in the Lab.

Partner institutions come via several different avenues. Frequently, faculty members (and previously via the President's office) provided the key initial connection and contact. Other partners (or potential partners) come via CIP's outreach and connections. Additional partnerships come from external groups directly contacting CIP or via external groups such as Education USA or AIEA (example, the British University partnership program).

**Table 1.1** notes existing MOA's and the level and types of activity. Some are very active, some have very moderate if minimum activity, and some have had no discernable activity (student exchange, faculty exchanges/visits, study abroad visits, or collaborations via conferences, etc). Some of the MOA's were handed to CIP in 2014 when Dr. Loedel took over the office, some were developed very intentionally to provide unique study/research opportunities (EM Normandie) and others have developed with eye towards longer term, sustainable partnership.

Partnerships via MOA's are not formally reviewed via a rubric or other measures; however, as noted with exchanges below, CIP does monitor these closely for activity, especially student exchanges.

Recommendation: build a yearly rubric for evaluation of activity (high, medium, low, none, as examples)

**Table 1.2** lists the exact level of student exchange. These are typically designed as 1-1 exchanges, namely, we take one of their students in return for one of our students studying at their institutions. Students pay their home tuition/fees, but then still need to pay for housing, travel, food, etc. These exchanges can be very cost-effective types of study abroad opportunities. However, they are not a major source of placements for WCU students. If an exchange is out of balance, either side (and WCU has done so) can stop the flow of students (as written in the MOA's). Prior to Dr. Loedel starting in 2014, exchange type programs did not exist or the processes were not developed. There exists, at a minimum, a process for exchange programs to function and we have a system in place.

Recommendation: Possible more careful review of locations and partners geographically to provide WCU study abroad opportunities.



### **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

Some of the challenges in developing and sustaining partnerships include the legal MOA process that can be slow. PASSHE required language might not be acceptable to international partners (for example, sovereign immunity requirements for the Commonwealth and English language demands). This has led to some potential partners to decide not to partner with WCU. Additionally, there is only one main office, CIP, and one person, the Director, that manages these partnerships. Many other universities have additional staff or offices that manage these entirely.

Funding and financial resources to sustain the partnerships is limited, but more recent strategic partnership development funding (as of 2016-17) provided by the University has helped with either new partnership development (India, China for example) or strengthening existing partners (American College of Norway). This has proven to be useful for CIP outreach and development.

Overall, CIP has brought some oversight and management to the partnership development process, but a more forward looking process should be developed.

Recommendation: An International Collaborations Toolkit could be developed that supports clear decision-making, in establishing and maintaining international collaborative agreements and activity. To ensure that all new collaborations are appropriately strategic, scalable, and high-quality, WCU must refer to and use the appropriate guidance and forms prior to any binding discussion or negotiations with an external partner. Faculty/Staff should also make connect with CIP at an early stage for professional support in the assessment, planning, and contract negotiation of any agreement.

Moreover, create a common set of expectations and definitions for collaboration via such partnerships. Examples include:

- Memorandums of Agreements (MoAs) including student exchange
- Articulation arrangements
- Joint, double/multiple or dual degrees
- Programs taught overseas (including blended learning , virtual, distance ed)
- Joint research degree programs
- Professional development
- Visiting Scholars

Recommendation: Funding should continue, but a more focused mechanism of how to use the funding should be developed.

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

**Table 1.1 – International Partners (via MOA's or similar Articulation Agreements)**

### **China**

**1. Peking University HSBC Business School (signed in 2013, not active; needs to be redone)**

Dean:

Dr. Wen Hai

Room 716 PHBS Building

Peking University HSBC Business School (PHBS)

University Town, Nanshan District Shenzhen 518055

P.R. China

**2. Guizhou University (Signed in 2015, WCU study abroad group visited for 3 weeks in 2015)**

President:

Dr. Zheng Qiang

Office of the President

Xueshi Rd, Huazi

Guiyan, Guizhou

P.R.C

*New leadership at Guizhou, local contact Dr. Lin Tan, not much activity as of late; would need to revisit.*

**3. South Western University of Finance and Economics (2017)  
Chengdu, China**

*Very active with WCU students/study abroad in 2017 and 18. Dean Wheeler from CBPM visited SWUFE in March. Possible partnership programs in development. Dr. Dazhi Zheng and Dr. Huimin Li active in partnership. Dr. Li teaching there in the Summer.*

**4. University of International Business and Economics (2015)**

Beijing/China

*Peter Loedel, via Frank Hoffmann (Philosophy, now retired) as key contact. Not much activity. Needs outreach.*

**5. Foshan Shi Liu-Kui Music and Art School**

Guandong, China

*Dr. Carl Cranmer – Music/Piano recruitment. The school is now part of an “open University” and Dr. Cranmer is working on some new articulations for student recruitment. 2016 Summer school hosted a group from China. Wait and see.*

## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

### **6. Xian Conservatory of Music**

Xian, China

*Led by former Dean Tim Blair, School of Music; hosted several students from Xian for study at WCU (Grad/Music Performance). Not much activity of late – need to reach out.*

### **Russia**

#### **1. Moscow State University 2017**

Moscow

*Signed 2017, Contacts via Curt Weldon, Focus on College of Global Studies. One student hosted via exchange (Spring 2018). Invitations to engage in conference. For now, active enough to consider future partnerships.*

### **Norway**

#### **1. American College of Norway – renewed agreement in 2017/18**

Moss, Norway

*Provides international students via articulation agreement and opportunities for study abroad (Fall/Spring and Summer).*

### **Taiwan**

#### **1. Chinese Cultural University - 2014**

President:

Dr. Wann-Yih Wu

Office of the President

55, Hwa-Kang Road

Yan-Ming-Shan

Taipei, Taiwan 11114, R.O.C

Nothing that I'm aware of has happened with this agreement. Need to determine whether to continue or let expire

### **Cayman Islands:**

#### **1. University College of the Cayman Islands**

President: Roy Bodden

## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

*General MOA, plus Math 2 + 2 articulation agreement, but not students coming to WCU via this pathway.*

*Very active in terms of faculty/staff collaboration and visits. Some students from UCCI taking virtual WCU credit, one student from WCU in Summer 2017 as part of exchange. One student doing internship at UCCI Summer 2018. CIP office and Math very active.*

### **Ireland**

#### **1. Mary Immaculate College (Erasmus Agreement) 2015 (need to resign agreement)**

President: Prof. Michael A Hayes

President Mary Immaculate College  
Mary Immaculate College  
University of Limerick  
South Circular Road,  
Limerick, Ireland

*Very active agreement, MIC hosting WCU study abroad groups, exchange is fairly active, faculty exchange via Erasmus, graduate students from MIC studying full time in our MA Education programs. Dean Witmer is key contact.*

### **Latvia**

#### **1. University of Latvia, Riga Latvia 2017,**

Looking to develop further, key WCU contact is Dr. Vicki McGinley, Special Education. Vicki had Fulbright hosted by UL, several repeated visits to the campus over Summer 2017/18, joint research. We could do more to promote.

### **France**

#### **1. EM Normande (School of Business)**

Normande, Caen, France

*Signed in 2016 with much optimism. AACSB. Contacts in School of Business. WCU has hosted exchange students from EM Normande, but we have not been able to send students there. There was an issue with our MBA program now online that limits opportunities. We should develop more but need Business school help.*

#### **2. University of Le Mans (Le Mans Université) 2017 Erasmus Agreement.**

## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

*Key contact at WCU is English Department, Dr. Eleanor Shevlin and Dr. Robert Fletcher. Some faculty exchange and presentations via Erasmus. First student exchange for Fall 2018. Good start.*

### **Costa Rica**

#### **1. University of Costa Rica 2015.**

Rector:

Dr. Henning Jensen Pennington

Office of the Rector

Universidad de Costa Rica

Ciudad Universitaria Rodrigo Facio

San Pedro de Montes de Oca

San Jose, Costa Rica

Signed by Dr. Weisenstein. No additional connections at WCU. No activity.

#### **2. National University of Costa Rica (signed in 2014).**

Rector:

Licda. Sandra Leon Coto Licda

Office of the Rector

Universidad Nacional, Campus Omar Dengo.

Heredia,

Costa

Rica.

Avenida 1, Calle 9. Apartado Postal: 86-3000

*Key partner with the Knowledge Crossing Border and hosted in 2017 the GASI conference (in partnership with Hiram Martinez). Need to redo MOA (drafts completed in 2017). A good partner that needs some focus.*

#### **3. Universidad Santa Paula, San Jose, Costa Rica (signed in 2017)**

*Hosted 2017-18 programs in Communicative Disorders, Dr. Patricia Swasey Washington. Good developing partner.*

### **Germany (new partners needed)**

#### **1. University of Kassel (signed in 2014, needs some new energy, hosted exchange students and we have sent a few there, possible 2019 program).**

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

President:  
Prof. Dr. Rolf-Dieter Postlep  
Monchebergstr. 19  
D- 34109 Kassel/Hessen  
Germany

### **2. European Academy and Foundation (not a credit/exchange program) 2017**

*Hosted 2017 and 2018 study abroad program, need final MOA for more programming.*  
Affiliated with the University of Saarbrücken  
Saarbrücken/Otzenhausen

### **3. Gustav Stresemann Institute and European Academy 2017**

*Hosted 2017 and 2018 program, need final agreement for future programs. Good partner but not a credit/exchange program)*  
Bad Bevensen

## **Ghana**

### **1. University of Cape Coast** *(renewed in 2018, hosting WCU group, active in terms of communication and faculty visits)*

Chancellor: Sam E. Jonah, ACSM, KBE  
Vice Chancellor: Prof. Domwini Dabire Kuupole

Office of the President  
University of Cape Coast  
Cape Coast, Ghana

## **Guatemala**

### **1. Universidad** Guatemala City, Guatemala

**Rafeael**

**Landivar**

Signed April 2015

*Visited, helped with winter 2016 service learning program with Ana Sanchez. Needs a reboot.*

## **Japan**

### **1. Hosei University**

President:  
President Yuko Tanaka  
Office of the President



## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

2-17-1 Fujimi  
Chiyoda, Tokyo 102-8160  
Japan

*Need to renew, very active with student exchange*

**2. Kindai University (via our affiliate ELS Language Centers) signed 2017.  
Kindai, Japan**

*(hosted 16 students, some taking classes as non-degree students in Spring 2018)*

### **India**

- 1. Ruia College, signed 2017, visits, possible recruits to WCU, good communication  
Mumbai, India**
- 2. Symbiosis College of Arts and Commerce (hoping to finalize MOA 2018, visited,  
recruiting students)  
Pune, India**

### **South Korea**

- 1. University of Ulsan (2013, nothing), need a new partner in South Korea**

President:  
Dr. Cheol Lee  
Office of the President  
93, Daehak-ro  
Nam-gu  
Ulsan, South Korea

### **Trinidad and Tobago**

- 1. University of Trinidad and Tobago (signed 2014, not much other than hosting spring  
2014 study abroad program, key contact Dr. Margaret Ottley.**

President:  
Professor Dyer Narinesingh  
Office of the President  
Lots #74-98 O'Meara Industrial Park  
Arima  
Trinidad and Tobago

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

**TABLE 1.2**

**CIP Exchange Student Balances (as of 6/2018)**

**Students are identified in People soft as NON-DEGR UGRD Foreign Stu Exch**

### **1. University of Kassel – Germany**

*Fall 2014 Two students from U Kassel at West Chester University*

Doelle	Clemens	840502	Kassel	2014	Fall 2014
Bathae	Mandana	840481	Kassel	2014	Fall 2014

*Spring 2015 Two students from West Chester University at University of Kassel*

Gettler	Megan	Kassel University in Germany	2015	Spring
Galiatsatos	Yianni	Kassel University in Germany	2015	Spring

- Megan Gettler            0796312
- Yianni Galiatsatos    0840457

*Fall 2015 Three students from the University of Kassel at WCU*

Blum	Kim	859766	Kassel	2015	Fall 2015
May	Adrian	859740	Kassel	2015	Fall 2015
Vogt	Ann-Kristin (Anki)	859780	Kassel	2015	Fall 2015

*Spring 2016 One Student from WCU to University of Kassel*

Crossan	Brittney	Kassel University in Germany	2016	Spring	BC809738@wcupa.edu
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**Exchange Balance: minus 2 students (semester based)**

**No further University of Kassel students coming to WCU**

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

### 2. Hosei University – Japan

*Fall/Spring 2014-2015 (Two Semester Exchange) from Hosei*

Unno	Rina	840478	Hosei	2014	Fall 2014/Spring 2015
Iwaguchi	Yumi	840477	Hosei	2014	Fall 2014/Spring 2015

*Fall/Spring 2014-2015 (Two Semester Exchange) from West Chester University*

Gerichten	Erica	Hosei University in Tokyo, Japan	2014	Academic Year	EG809544@wcupa.edu
Lundberg	Eric	Hosei University in Tokyo, Japan	2014	Academic Year	EL786616@wcupa.edu

*Fall/Spring 2015/16 (Two Semester Exchange) from Hosei*

Kirigaya	Shiori	859880	Hosei	2015/16	Fall 2015/Spring 2016
Matsumaru	Haruka	859811	Hosei	2015/16	Fall 2015/Spring 2016
Suzuki	Sayuri	859879	Hosei	2015/16	Fall 2015/Spring 2016

*Fall/Spring 2015/16 (varying lengths of stay) from WCU*

- Joshua Woolfrey 0819502 (full year/2 semesters)
- Michael Nguyen 0777517 (full year/2 semesters)
- Shannon Gross 0823622 (one semester – Fall 2015)
- Thomas Dulaney 0810755 (one semester – Spring 2016)

*Fall/Spring 2016/17 (two Semester Exchange) from Hosei*

Doi	Momoko	880732	Hosei	2016/17	Fall 2016/Spring 2017
Domoto	Akiyo	880734	Hosei	2016/17	Fall 2016/Spring 2017

*Fall/Spring 2016/17 (varying lengths of stay) from WCU*

Kuhn	Colin	Hosei University in Tokyo, Japan	2017	Spring	CK836815@wcupa.edu
Rothrock	Christopher	Hosei University in Tokyo, Japan	2017	Spring	CR829346@wcupa.edu
Henty	Nathan	Hosei University in Tokyo, Japan	2016	Academic Year	NH805317@wcupa.edu

**Fall 2017 WCU to HU**

**Colin Kuhn and Suzanna Au**

**Spring 2018 WCU to HU**

**Graham Draper, Lisa Gruhn, and Mackenzie Holm**

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

### 2017/18 HU to WCU

Matsuzawa	Kumpei	0899338	Hosei	2017/18	Fall 2017/Spring 2018
Suzuki	Minori	0899215	Hosei	2017/18	Fall 2017/Spring 2018

### 2018/19 HU to WCU

Senzaki	Haruka	0919467	Hosei	2018/19	Fall 2018/Spring 2019
Yasuda	Kento	0919472	Hosei	2018/19	Fall 2018/Spring 2019

**Exchange Balance: Equal (Still processing two WCU students for 18/19)**

### 3. Mary Immaculate College – Ireland

*Spring 2015 One student from MIC at West Chester University*

McDonnell	Hollie	854352	Mary Immaculate	2015	Spring
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*Fall 2015 One student from West Chester University*

Bramel	Taryn	Mary Immaculate College in Limerick, Ireland	2015	Fall	TB797211@wcupa.edu
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*Fall 2016 Three students from MIC to WCU*

Finneran	Louise	880446	Mary Immaculate	2016	Fall 2016
Murphy	Gráinne	879782	Mary Immaculate	2016	Fall 2016
Naughton	Róisín	879783	Mary Immaculate	2016	Fall 2016

*Fall 2016 Two students from WCU to MIC*

Bishop	Margaret	Mary Immaculate College in Limerick, Ireland	2016	Fall	MB818435@wcupa.edu
Smith	Chloe	Mary Immaculate College in Limerick, Ireland	2016	Fall	CS808830@wcupa.edu

*Spring 2017 One student from WCU to MIC*

Taicher	Corinne	Mary Immaculate College in Limerick, Ireland	2017	Spring	CT826533@wcupa.edu
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## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

**Spring 2018 WCU to MIC: Alexandra Stewart**

**2017 MIC to WCU**

Delaney	Riona	0901010	MIC	2017	Fall 2017
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**Spring 2018 MIC to WCU**

Flynn	Kate	0921216	MIC	2018	Fall 2018
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**Exchange Balance: Down 1 student**

### **4. Ecole de Management (School of Management) Normandie – France**

Fall 2016 One Semester EMN to WCU – Three Students

Gorlier	Clara	880186	EM Normandie	2016	Fall 2016
Paillette	Thibault	880735	EM Normandie	2016	Fall 2016
Vanheuerswyn	Anouchka	880144	EM Normandie	2016	Fall 2016

Spring 2017 One Semester EMN to WCU – Five Students

Riviere	Mélanie	890528	EM Normandie	2017	Spring 2017
Hervouet	Amaury	890525	EM Normandie	2017	Spring 2017
Roccia	Florent	890529	EM Normandie	2017	Spring 2017
Lefort	Guillaume	890527	EM Normandie	2017	Spring 2017
Bellanger	Camille	891518	EM Normandie	2017	Spring 2017

**Exchange Balance: - 4 students**

**Note: We had two graduate students lined up for 2016/17, but both dropped out.**

- No incoming EMN students will be accepted until WCU students can sent to EMN in 2017/18**

### **5. University College of the Cayman Islands**

Math Program focused – two students signed up for one Math class - Distance/tele video format

Summer 2016 (MAT 311) 3 credits each (total of 6)

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

- Nayil Arana 0881192
- Mitto Kessean 0881197

Fall 2016 (MAT 261) 4 credits each (total of 8)

- Nayil Arana 0881192
- Shannon Williams

Summer 2017 WCU to UCCI: Samantha Frankosky, 6 credits

**Exchange Balance: down 12 credits (or one student)  
(typically 1 student/full time for one semester 12 credits).**

### 6. University of Le Mans

**WCU to ULM: Kayla Brookins Fall 2018**

**2018/19 ULM to WCU**

Frappier	Camille	0919871	ULM	2018/19	Fall 2018/Spring 2019
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**Exchange: Balanced**

### 7. Moscow State University

**2018 MSU to WCU**

Gaisina	Elvira	0909958	MSU	2018	Spring 2018
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**Exchange Balance (Down 1 student)**

### 8. Southwest University of Finance and Economics, SWUFE China

**Six credits each summer session**

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

<b>2017: Summer</b>			
James, Andrew	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 20245 - not ranked)	Summer, 2017
Li, Yuhang	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 20302 - not ranked)	Summer, 2017
Rosenberg, Jake	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 20327 - not ranked)	Summer, 2017
Zhou, Amanda	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 20299 - ranked 1)	Summer, 2017
			<b>Found (2017: Summer): 4 applicants / 4 applications</b>
<b>2018: Summer</b>			
Bazley, Randall	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 21149 - not ranked)	Summer, 2018
Carroll, Amy	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 21079 - not ranked)	Summer, 2018
Chavis, Reginald	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 21378 - not ranked)	Summer, 2018
Marinelli, Richard	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 21134 - not ranked)	Summer, 2018
Ondrus, Hayley	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 21290 - not ranked)	Summer, 2018
Shier, Susanna	Committed	*WCU Summer in China: Business, Economics, & Culture Study in China (ID 20513 - not ranked)	Summer, 2018
			<b>Found (2018: Summer): 6 applicants / 6 applications</b>

**Equivalent:**

**Summer 2017 (24 credits or 2 students)**

**Summer 2018 (36 credits or three students)**

**Exchange Balance: plus five students**



## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

### **Response related to Education Abroad Questions**

#### **General overview**

Education Abroad (generally, study abroad, but defined to include all aspects of international student focused educational experiences – study, internships, research, music/performances, service and volunteer work) has seen significant growth over the past four years. This is born out in the numbers of students studying abroad, including more recent (2017-18) increases of over 30% in URM students studying abroad (See Global Rams Initiative below). CIP will update 2017-18 data in the late summer.

Significant challenges remain, as noted below in some of the issues facing students, but also in the institutional and business process/contractual elements of putting together study abroad programming. The contractual (and legal) processes can make the management of study abroad programming lengthy, bureaucratic, difficult, and slow. Given the number of variables (faculty, students, partners overseas, PASSHE and state contracting rules) that must come together to make a program successful, it can be very difficult and time consuming, as well as overwhelming for the staff in CIP.

**Q. Provide trends for student participation in education abroad program over the last 3 years, broken down if possible, by program, destination and duration. Open Doors data would be helpful to include.**

- Please see attached Open Doors Data.

**Q. What is the range of education abroad programs offered by WCU? Include types, lengths, costs, providers, etc.**

WCU students have the opportunity to participate in the following types of programs:

- Traditional study abroad programs - earning academic credit either directly through WCU or through a host university and transferring back to WCU. Program lengths range from 1 week (alternative spring break-type programs) up to a full academic year).
- Intern abroad programs (both credit and non-credit) – primarily offered through WCU's affiliated partner companies, however some WCU academic departments have assisted with connecting students directly to international internship placements in the past. Most international internships have taken place during the summer months, though on occasion, we have had students complete a full-semester internship abroad.
- Volunteer/service-learning abroad programs (both credit and non-credit) – offered both through WCU as well as through affiliated partner programs. Typical duration has been 1-2 weeks during spring break or winter session OR 2-8 weeks during the summer months.
- Student teaching abroad programs – offered through the WCU College of Education and Social work during the regular fall and spring semesters. Duration is half a semester.

### **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

#### **Q. List the resources available for students to pay for participation in study abroad program. How are students made aware of the resources?**

Students have access to a variety of resources to assist with funding their international programs including:

- Regular Federal, State, and Institutional Financial Aid – students are encouraged to meet with the Financial Aid office to discuss their eligibility to use regular financial aid on their international programs.
- Study Abroad-specific scholarships, grants, and awards – Listed on the Center for International Programs website ([wcupa.edu/studyabroadscholarships](http://wcupa.edu/studyabroadscholarships)) and the WCU Foundation's scholarship searches on the Financial Aid website.
- Program-specific study abroad scholarships (either through the academic department/college offering the program or through the program's 3<sup>rd</sup> party provider). Can be found using the Financial Aid website search or on the individual college/department/external provider websites.

Students are most commonly made aware of these types of funding opportunities via the CIP website

#### **Q. List the activities or events students engage within campus post-return (re-entry) from their study abroad program.**

This is an area of opportunity that has not yet been realized to the fullest potential at WCU. Currently, post-return from their experiences, WCU students engage within campus and the CIP in the following ways:

- Applying to become a CIP Global Ambassador – Global Ambassadors work a term of 1 academic year for 1 hour per week in the CIP office. They do some peer-to-peer advising with prospective study abroad students and complete a project of their choosing to help get the word out about education abroad opportunities at WCU. We typically select 10-12 Global Ambassadors annually.
- We often put out a call for volunteers to our past participants for CIP events. Past participants are able to volunteer to assist at events such as the Study Abroad Fair, International Education Week Events, International Expo, programming/cultural events for our current international students, and other campus-wide opportunities.
- Past participants of WCU Faculty/staff-led programs often engage with their WCU Program Directors to volunteer with the marketing and promotion of the program, to attend follow-up/re-entry programming on campus, and to reunite with other participants in group reunions periodically.
- Past participants of Affiliated Partner Programs have the opportunity to serve as Campus Ambassadors for the programs that they participated through to help promote the programs

#### **Q. How does CIP provide further study abroad to graduate students?**

WCU has several Faculty/Staff-led Education Abroad opportunities that were specifically created for graduate students. They include (but are not limited to):

- Communication Sciences and Disorders in Costa Rica (Summer)
- Graduate Social Work in the Dominican Republic and Germany (Summer)
- Holocaust and Genocide Studies in Germany and Poland (Summer)
- Graduate Literacy in Belize (Summer)

### **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

- Public Policy and Administration in Honduras (Summer)
- Higher Education Counseling in Italy (Summer)

#### **Q. How does CIP collaborate with the marketing department or other units to promote opportunities available for students to study abroad to internal and external audience?**

The CIP Staff routinely works with the PR/Marketing teams at WCU to promote Education Abroad experiences and notable stories as often as possible. Nora Maurer attends all of the PR department's Social Media Manager meetings and has added Melissa Rudolph as an admin to the WCU Study Abroad social media pages so she receives notifications any time an event is created. This allows for great cross-promotion of CIP Social Media updates through the University's main social media pages. The CIP has also collaborated with the Marketing Department to provide story leads, update older versions of marketing materials to contain updated photos and information on current education abroad opportunities for WCU students. CIP collaborated with the Marketing Department and a faculty member to create a photo repository specifically for photos and videos from education abroad programs, which can be utilized for future promotion of Education Abroad. Also, for Summer 2018, the CIP and PR teams have collaborated to create a Summer Education Abroad photo contest to encourage the submissions of photos and to increase the visibility of our summer faculty/staff- led study abroad programs. Finally, also during summer 2018, CIP collaborated again with PR to connect them with students and programs that would be a good match for a "Social Media Takeover" that will take place a few times during the summer months. This allows a WCU student participating on one of our programs the opportunity to take over the WCU Instagram page to share their experiences while they are abroad. This has proven to be very successful so far.

#### **Q. What training opportunities or pre-departure learning opportunities are available for faculty who have no prior experience leading study abroad programs?**

All new faculty/staff wishing to lead an international program must submit the CIP International Program Proposal for their program. The proposal document contains many questions and links to helpful resources to help guide the program planning and development process. Dr. Peter Loedel and Nora Maurer also regularly meet with new faculty/staff to discuss their program proposals, assist them with the budget development for their programs, and to guide them through the proposal and approval process. Once their programs have been approved at all levels (departmental, College, and CIP), Nora Maurer works with the faculty/staff member to develop the program's online brochure and study abroad application and trains the Program Director on how to utilize the University's study abroad application software, StudioAbroad. Program Directors are also asked to attend a monthly "Program Director Meeting" on Thursday during the academic year. The topics covered during these meetings have included (but are not limited to):

- General Health, Safety, Security, and Risk Management
- Mental Health and Study Abroad (training provided by the WCU Counseling Center)
- Budget and Fiscal Management Training (in coordination with the WCU Accounts Payable/Purchasing teams)
- Financial Aid training (provided by the WCU Financial Aid office)
- Bursar and Billing processes (in coordination with the WCU Bursar's Office)
- Continued StudioAbroad Software Training and Quick Tips
- AlertTraveler Implementation Training (Risk management software)

#### **Q. What are the major roadblocks for students in studying abroad?**

## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

When withdrawing applications that have been started by students for study abroad programs, the system does request that students provide a reason for withdrawing their applications. It is not required that students provide a response, however below are some common reasons for withdrawing an application that we have seen:

- Cost/Financially Unprepared/Needs to stay home to work
- Parents said no
- Timing is no longer right
- Courses not approved to transfer how the student had hoped
- Medical issue has come up since applying
- Accepted another work/internship/experiential opportunity instead.
- Program was cancelled due to low enrollment
- Needs to take classes at WCU's main campus to stay on track.
- Cannot get out of housing lease or other financial commitments in the US
- Personal/Family Problems
- 

### **Q. Post-graduation, how does CIP stay engaged with our students who participated in study abroad?**

The CIP does not currently actively engage with study abroad alumni post- graduation. WCU does not currently have an active mechanism for identifying study abroad alumni within PeopleSoft, so historical data earlier than approximately Fall 2014 is not readily available. The CSE 199 study abroad placeholder course is removed from each student's record when their transcript from abroad is received, so we are unable to use the placeholder course to identify study abroad alumni.

For data after Fall 2014, WCU now has the StudioAbroad software, however once students have participated, their contact information is not updated in the system to include post-graduate addresses/phones/email addresses.

### **Q. About Global Rams Initiative**

Global Rams Presidential Initiative Scholarship – 33 awards were given out totaling \$85,500. Awards ranged, depending on financial need and cost of the program, from \$2,000 to \$3,000 (averaged around \$2590.00 per student). A committee approved a total of 11 WCU programs with the “Global Rams Initiative Designation”, with 10 of the programs successfully recruiting URM students to participate that were eligible to receive the scholarship.

Of particular note is the increase over 2016-17 of URM students from 81 to 120, including a total of 60 African-American students and 34 Hispanic students, for the academic year 2017-18. If the outcome was to increase URM students participating in study abroad, the demonstrated impact of the Global Rams Project is clear: a nearly 30% increase over the last year.

The initial criteria that we sent out describing what the programs were required to follow in order to receive the GRI designation, since there really was a lot of intentionality behind the themes and the Academic Affairs and Student Affairs collaborations. If you want to really highlight one specific group, I would want to recommend the Spring Break in Uganda for a couple of reasons:

1. This was a very successful collaboration between student affairs and academic affairs in a couple of ways:
  - a. The program was co-led by a faculty member, Chiwoneso Tinago, and a staff member in Student Affairs, Sherry Mendez.

### **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

- b. The program was supported by the CIP office for all logistical, contractual, enrollment, and risk management support as well as the office of Service Learning and Volunteer Programs for pre-departure service-learning and reflection training of the students and student leader and some partnership development with the in-country non-profit organization the group volunteered with.
2. Of the 9 participants on the program, 7 students were underrepresented minority students that received the Global Rams Initiative Scholarship.
3. The program's theme of Global Health aligned very well with the GRI Designation criteria and was reinforced by WCU's partnership with Child and Family Health International, the organization that WCU partnered with for in-country logistics, support, and service.

The committee was led by Nora Maurer, Associate Director of Education Abroad, our Global Rams Presidential Initiative Scholarship Committee (Dr. Claire Dente, Hiram Martinez, and Jairo Henao), and the many offices we connect with daily to make these programs happen.

The committee worked with the Office of Financial Aid, in particular Barbara Fenton, who worked closely with our office to transfer the scholarship dollars directly into the students accounts to pay for the programs.

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# Center for International Programs

## Education Abroad Fact Sheet

### 2014-2015 Open Doors Report

Basic Data Fall 2014 – Summer 2015	
Total Enrollment in Education Abroad Programs	450
Total Undergraduate Enrollment	432
Total Graduate Enrollment*	18

Academic Level	
Freshman	34
Sophomore	57
Junior	128
Senior	200
Grad	18
Unknown	13

Ethnicity	
White	357
Asian	3
Pacific	1
Black	14
Hispanic	29
Multi-Racial	12
Unknown	34

Gender	
Male	91
Female	359

Program Types	
WCU Arranged	338
Affiliate & Non-Affiliate Programs	112

Enrollment by Term	
Fall Semester	19
Fall Short-term (Research/Conference/Performance)	16
Spring Semester	45
Spring Short-term (Research/Conference/Performance)	3
Spring Break	140
Winter Session	44
Summer Session	185
Summer Short-term (Research/Conference/Performance)	6

Enrollment by College*	
Arts & Sciences	165
Business & Public Affairs	69
Education	50
Health Sciences	99
Visual & Performing Arts	23
Graduate College*	17
Undecided/Guest Students	27

Program Locations	
Argentina	2
Australia	4
Austria	13
Bahamas	11
China	11
Costa Rica	43
Cyprus	1
Czech Republic	1
France	13
Germany	1
Greece	27
Guatemala	9
Ireland	14
Italy	17
Japan	4
Kenya	9
Mexico	10
New Zealand	2
Norway	28
Peru	5
Russia	1
Rwanda	5
South Africa	14
South Korea	1
Spain	45
Thailand	2
United Kingdom	25
Multi-Country	78
Unknown	54

Student Majors	
# of Major Disciplines	51
For breakdown of majors, see page 2	

\*Graduate student enrollment is not included in individual college enrollment totals. Breakdown is below:

6 from Arts & Sciences  
 3 from Business & Public Affairs  
 4 from Education  
 3 from Health Sciences  
 1 from Visual and Performing Arts

Student Majors	
Anthropology	8
Athletic Training	8
Biology	3
Business - Accounting	8
Business - Economics	1
Business - Management	9
Business - Marketing	10
Business - Pre-Business	1
Chemistry	1
Communications	21
Communicative Disorders	10
Counseling - Higher Education	3
Criminal Justice	19
Education - Early Grades	9
Education - Health & Phys Ed	3
Education - History Ed	2
Education - Music	1
Education - Prof. & Secondary	22
Education - Special Ed	29
Education TESL	1
English	10
Foreign Language - French	5
Foreign Language - German	2
Foreign Language - Russian	6
Foreign Language - Spanish	17
Geography	3
Geology	4

Student Majors	
Geoscience	13
Graphic & Interior Design	2
Health Science	1
History	9
Liberal Studies	9
Mathematics	2
Music - Performance	5
Nursing	21
Nutrition	39
Pharmaceutical Prod. Dev	1
Philosophy	3
Physics	8
Physics: Engineering	6
POLS: Gov't & Policy	4
POLS: International Relations	10
Pre-Occupational Therapy	3
Pre-Physical Therapy	6
Psychology	20
Public Health	3
Social Work	2
Sociology	2
Studio Arts	8
Theatre	6
Women's & Gender Studies	2
Undeclared	7
Undecided/Guest Students	42

For Additional Information, contact the Center for International Programs by emailing  
[studyabroad@wcupa.edu](mailto:studyabroad@wcupa.edu).







# Center for International Programs

## Education Abroad Fact Sheet

### 2015-2016 Open Doors Report

Basic Data Fall 2015 – Summer 2016	
Total Enrollment in Education Abroad Programs	500
Total Undergraduate Enrollment	442
Total Graduate Enrollment*	49

Academic Level	
Freshman	8
Sophomore	33
Junior	137
Senior	249
Grad	49
Unknown	24

Ethnicity	
White	412
Asian	12
Pacific	0
Black	28
Hispanic	25
Multi-Racial	7
Unknown	16

Gender	
Male	138
Female	362

Program Types	
WCU Arranged	396
Affiliate & Non-Affiliate Programs	104

Enrollment by Term	
Fall Semester	19
Fall Short-term (Research/Conference/Performance)	1
Spring Semester	35
Spring Short-term (Research/Conference/Performance)	5
Spring Break	138
Winter Session	52
Summer Session	247
Summer Short-term (Research/Conference/Performance)	8

Enrollment by College*	
Arts & Humanities	115
Business & Public Management	82
Education & Social Work	54
Health Sciences	76
Sciences & Mathematics	98
Interdisciplinary & Graduate Studies (Liberal Arts & Honors)	45
Undeclared/Non-Degree Students	30

Program Locations	
Argentina	26
Aruba	1
Australia	1
Austria	12
Bahamas	14
Canada	6
China	13
Costa Rica	48
Cuba	9
Czech Republic	2
Dominican Republic	7
France	12
Germany	2
Greece	8
Honduras	13
India	10
Ireland	32
Italy	51
Japan	4
Kenya	5
New Zealand	2
Peru	12
Poland	5
Russia	1
South Africa	30
South Korea	1
Spain	68
Thailand	2
United Kingdom	37
Multi-Country	66

Student Majors	
# of Major Disciplines	48
<i>For breakdown of majors, see page 2</i>	

Student Majors	
Anthropology	13
Athletic Training	1
Biology	11
Business - Accounting	7
Business - Finance/Economics	6
Business - Management	11
Business - Marketing	11
Business - Pre-Business	4
Chemistry	4
Communications	27
Communicative Disorders	12
Computer Science	4
Counseling - Higher Education & School	6
Criminal Justice	30
Education - Early Grades	9
Education - Middle Grades	3
Education - Music	7
Education - Special Education	27
English	11
Foreign Language - French	5
Foreign Language - German	1
Foreign Language - Russian	3
Foreign Language - Spanish	11
Geography	14
Geology	10

Student Majors	
Geoscience	6
Graphic & Interior Design	7
Health Science	6
History	18
Honors	34
Liberal Studies	11
Mathematics	4
Music - Performance	9
Nursing	11
Nutrition	35
Philosophy	7
Physics	4
Physics: Engineering	6
POLS: Gov't & Policy	7
POLS: International Relations	6
Pre-Occupational Therapy	2
Pre-Physical Therapy	4
Psychology	21
Public Health	5
Social Work	9
Sociology	2
Studio Arts	3
Theatre	6
Undeclared	2
Undecided/Guest Students	28

For Additional Information, contact the Center for International Programs by emailing [studyabroad@wcupa.edu](mailto:studyabroad@wcupa.edu).





# Center for International Programs

## Education Abroad Fact Sheet

### 2016-2017 Open Doors Report

Basic Data Fall 2016 – Summer 2017	
Total Enrollment in Education Abroad Programs	479
Total Undergraduate Enrollment	412
Total Graduate Enrollment*	67

Academic Level	
Freshman	12
Sophomore	39
Junior	91
Senior	269
Grad	67
Unknown	1

Ethnicity	
White	387
Asian/Pacific	11
Native American	1
Black	32
Hispanic	32
Multi-Racial	16
Unknown	0

Gender	
Male	111
Female	368

Program Types	
WCU Arranged	371
Affiliate & Non-Affiliate Programs	108

Enrollment by Term	
Fall Semester	31
Fall Short-term (Research/Conference/Performance)	6
Spring Semester	43
Spring Short-term (Research/Conference/Performance)	0
Spring Break	128
Winter Session	67
Summer Session	200
Summer Short-term (Research/Conference/Performance)	16

Enrollment by College	
Arts & Humanities	89
Business & Public Management	74
Education & Social Work	70
Health Sciences	115
Sciences & Mathematics	96
Interdisciplinary & Graduate Studies (Liberal Studies)	11
Undecided/Guest Students	29

Student Majors	
# of Major Disciplines	47
<i>For breakdown of majors, see page 2</i>	

Program Locations	
Argentina	1
Australia	5
Austria	11
Bahamas	25
Bermuda	11
Brazil	1
China	15
Costa Rica	34
Cuba	2
Czech Republic	3
Denmark	12
Dominican Republic	9
Ecuador	6
France	2
Germany	22
Ghana	6
Grand Cayman	1
Greece	15
Honduras	8
Ireland	8
Italy	66
Jamaica	4
Japan	3
Jordan	1
Mexico	3
New Zealand	2
Norway	1
Peru	24
Puerto Rico	9
Russia	1
Rwanda	8
Scotland	1
Singapore	1
South Africa	31
South Korea	4
Spain	33
Sweden	2
Tanzania	1
Thailand	14
United Kingdom	47
Zambia	1
Multi-Country	32

Student Majors	
Anthropology	5
Athletic Training	8
Biology	17
Business - Accounting	4
Business - Economics/Finance	8
Business - Management	16
Business - Marketing	9
Business - Pre-Business	4
Chemistry	4
Communications	25
Communicative Disorders	14
Computer Science	2
Counseling - Higher Education	4
Criminal Justice	27
Education - Early Grades	7
Education - Middle Grades	2
Education - Prof. & Secondary	2
Education - Special Ed	37
Education TESL	2
English	11
Foreign Language - French	1
Foreign Language - German	3
Foreign Language - Spanish	15
Geography	6
Geology	2
Geoscience	2

Student Majors	
Graphic & Interior Design	11
Health Science	5
History	8
Liberal Studies	11
Mathematics	4
Music	10
Nursing	28
Nutrition	31
Philosophy	2
Physics	1
Physics: Engineering	1
POLS: Gov't & Policy	9
POLS: International Relations	16
Pre-Occupational Therapy	7
Pre-Physical Therapy	11
Psychology	29
Public Health	11
Social Work	16
Sociology	4
Theatre	1
Women's & Gender Studies	2
Undecided/Guest Students	29

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## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

### CIP International Students and Services:

Please also refer to the CIP 2017-18 US Department of State's Exchange Visitor Report.

#### Q.How are international students integrated into campus life?

- Through providing pre-arrival information to all international students
- By conducting a comprehensive international student orientation
- Ongoing international student programs and activities
- One-on-one advising through walk-ins every week.

#### Q.What are the student services needs of international students?

There can be placed in three categories: Personal, Academic, Social and Cultural concerns

##### Personal:

- Having adequate financial support
- Finding on-campus employment opportunities
- Finding satisfactory housing
- Securing a job in the United States after graduation
- Obtaining a driver's license

##### Academic:

- Understanding class lectures
- Relating to American students in class
- Access academic support (proofreading, editing)
- Accessing Library resources

##### Social/Cultural concerns:

- Having enough friends from student's home country
- Understanding spoken American English
- Finding a good balance between work and free time
- Communicating so that students are understood

#### Q. How do these differ between graduate and undergraduate students? What are we doing? Is this successful?

Graduates Concerns	Undergraduates Concerns
Long term employment	Short employment needs
Shorter duration of study (2 years)	Longer durations of study (4 years)
Might transition faster- due to background in university education	Might take longer to transition- due to traveling for first time to another country/cultural setting
Housing	Housing

The CIP provides services that aim to address needs/concerns of all international students. This is done through identifying resources on campus that can best serve students. CIP connects

### **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

identified resources to international students and follows up to ensure that student needs are met.

**Q. What strategies are in place to help domestic and international students learn from each other?**

Through ongoing student programs events and activities. Some of the events are primarily for international students, but the plan moving is to involve targeted domestic student groups. In collaboration with the newly inaugurated International Student Association (ISA) CIP will provide the following activities.

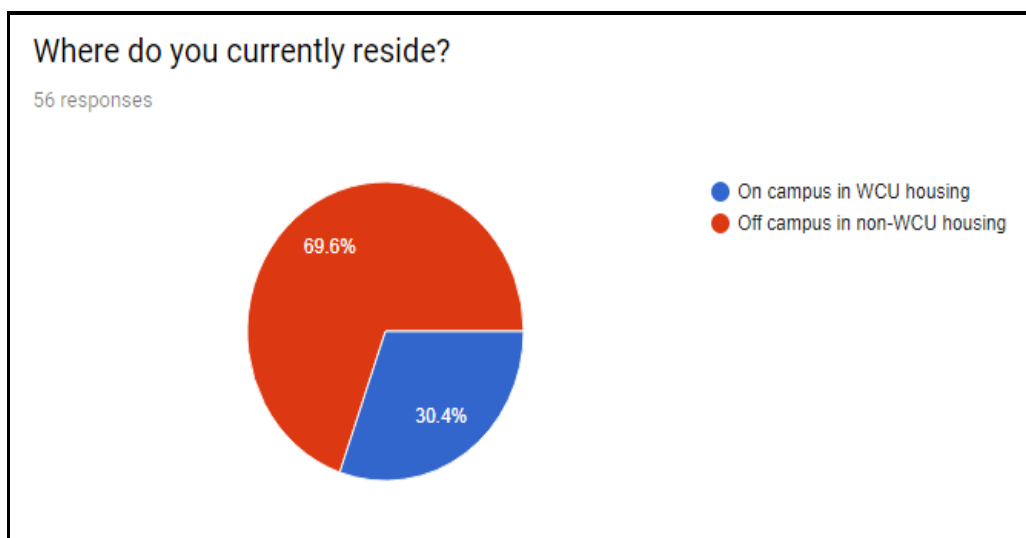
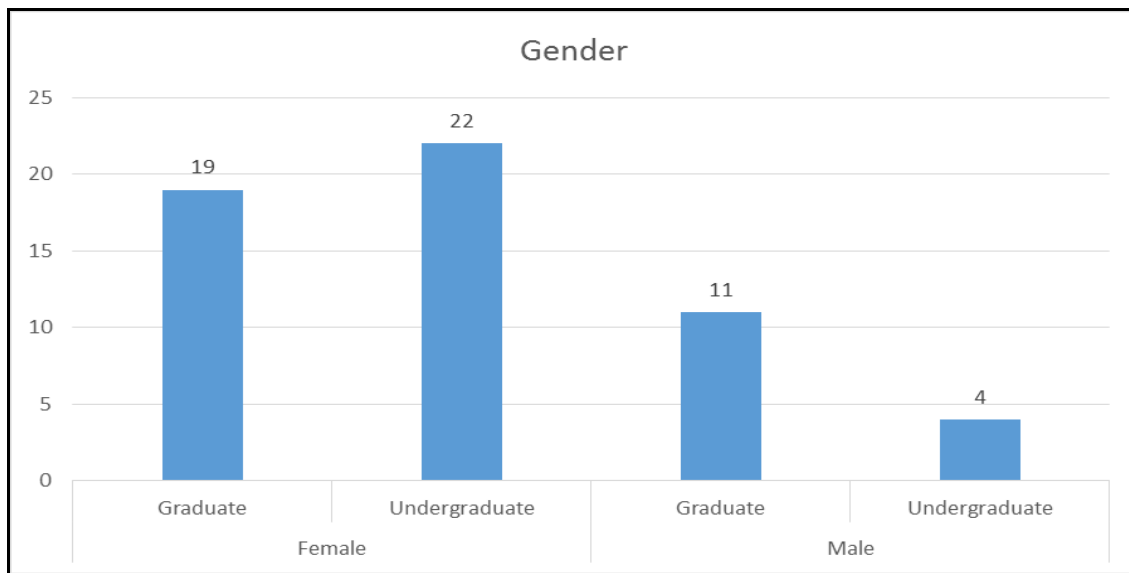
- Game nights
- Off-campus trips
- Coffee Hours
- Essay Contest
- A variety of events/programs during International Education Week

**Q. What additional sources of information/data do we have to assess international student needs and satisfaction with services?**

- CIP has conducted an exit survey for students who graduated between 2015-2018. CIP plans to survey every graduating cohort moving forward.
- CIP will assess every program offered to evaluate effective and efficiency. This will be done through surveys and focus groups.
- The office of institutional research can provide needed information to assess graduation rates, retention and other variables.

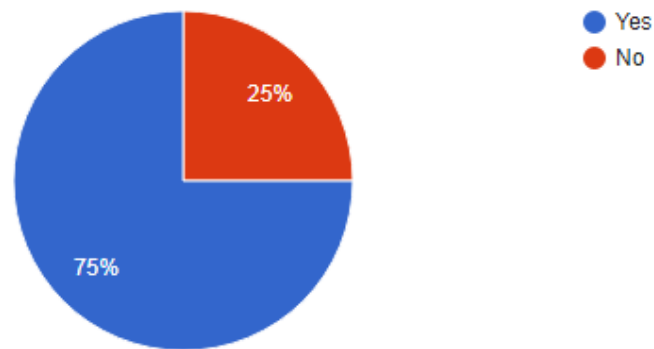
## Responses – International Student Housing Survey Fall 2017

### Gender and Academic Level



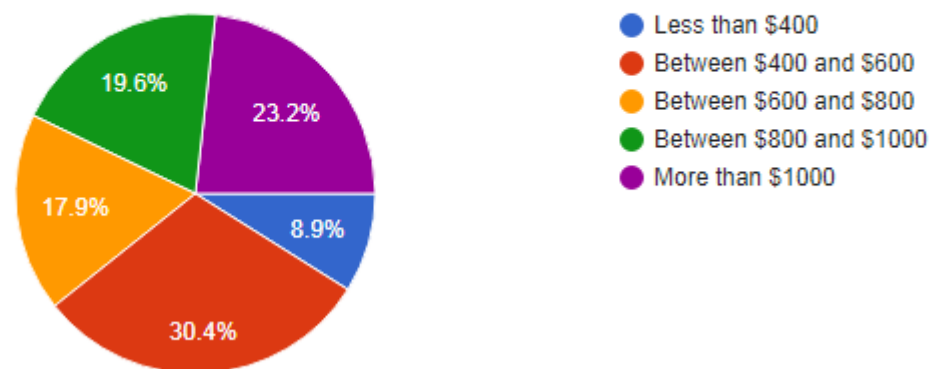
## Do you have roommates?

56 responses



## What is the average monthly rent for your current housing?

56 responses



**Question:** In your opinion, what additional services would be helpful for current and incoming international students as they seek housing? (33 out of 56 responded)

1. Build a board or website for posting more rental information nearby our university( off-campus housings )
2. Websites specifically for International students' housing. Maybe a supervisor or liaison person could be assigned the task of coordinating between local renters and the students.



3. Cheaper accommodations
4. Places4Students.com usually shows great option off-campus. However, if an incoming international student wants to book a room, it is less likely to do it because they cannot talk directly with the landlord. Those rooms can fill very quickly and international students are less likely to find a room off-campus when they arrive at the US (for this reason, international students are forced to start to live on-campus during their first year). Also the landlord cannot talk in-person with the incoming international student. I suggest that CIP can provide assistance in order that international students and potential landlords can communicate directly. CIP can certify to the landlord that the student is an international students and both landlord and CIP can work together in order to make easy the transition of arriving to the US. Indeed, off-campus landlords are willing to rent their houses to international students. On the other hand, on-campus housing is very expensive and some off-campus houses are better in terms of quality and price.
5. A full list of average prices for on and off campus housing near the University including average rates of utilities. Also, a list of local websites and Facebook groups for housing. It took me many years and many conversations with locals to figure out what's going on and
6. The CIP should create a community for the international student in finding the housing. I really suffered a lot when I came here first. It's completely new place, don't know where to find the house and how to sign a lease. Please it's my request, help the future international students for their housing.
7. Help on how to get ITIN or a social security number because many housing companies/leasers want to do a background check before they accept you.
8. Cost of housing is expensive in and around West Chester. It will be appreciated if any information leading to affordable accommodation be made available for international students.
9. Find old students who need roommates, and send contact info to new students, they can email each other, old students or local students find the roommates, new students they can learn a lot through roommates and not feel alone.
10. I think the holiday breaks are what is most difficult for international students and this is why most stay off campus. If there was a way for international students to have a space in a building where they knew they could go and cook or even a wing for international students, similar to the honors college that may assist students in acclimating as well as wanting to stay on campus. I also think information of housing options on campus is lacking as well as making on campus housing a better option than off-campus in order to get students plugged in and engaged on campus.
11. Airbnb, roommate finder, and WCU off campus housing service

12. It would be of great help and assistance if the CIP could work with some housing agencies so as to leasing the stress of getting accommodation and probably reduce the cost also.
13. There should be a network for International students where we can advise each other about housing.
14. Firstly, get information from other students especially those in their final year.
15. I think better communication as regards bedding and housing utensils/equipment that is necessary would be extremely beneficial. If the CIP staff were to ensure that students order bedding etc. online from website such as Bed Bath and Beyond and get it shipped to their accommodation before they arrive so that it is available to them once they move in this would be extremely helpful. Being a long way away from home and arriving to a bare room/house can cause more upset for international students than we think - it's the small things that matter most to make us feel comfortable and at home even though we are thousands of miles away.
16. I had some difficulties with paying so in the first place I was placed in the wrong hall. It would be helpful if there are more options to pay the rent. As an international you have to pay the rent of the whole year before hand, and I didn't know that. I would suggest to say beforehand that you have to pay the whole amount.
17. More options for graduates, information about off-campus houses/apartments in the town for lease made available on the wcupa.edu website, more affordable housing options
18. To keep them away from living in north campus , so they don't have to relocate during holidays
19. Extra duration of register for on-campus housing. Because they might not be going to know when the dead line will be.
20. Less expensive, offering off campus housing for international students. Have a restaurant on south campus too
21. International meeting about housing maybe
22. North campus apartments maybe so international student can make more friends easier. In south it's very private and could get lonely. Maybe have a building if international students on south campus to live.
23. Availability of dorms with cheaper prices.
24. Maybe housing advertising or host family
25. WCU CIP should be able to accommodate incoming students for at least 3 days and several low cost housing options for them to look into.

26. A platform of discussion that comprises both current and incoming international students where crucial issues like housing and other related need can be shared.
27. Through the following:
- a. I think a 1-2weeks free housing can be provided for international students on arrival on campus while the search for housing goes on as seen in other institutions.
  - b. Secondly, international students can sign up request for roommates and also see profiles of students they can live with.
  - c. Thirdly, advertisement of off campus apartments can be displayed. Some of these apartments allow students to share rooms.
  - d. Finally, the international office can have incoming students contact current students and information concerning cheaper and safe housing can be shared.
28. International Office can compile a list of houses or region from where commute to college is easy (bus service is available and accessible). They can also include average rent of the area. If possible they could create a Fb page or a forum where students can look for roommates or post if they want to share off campus housing. So that it would be easy to find someone to share room or apt instead of just by contacts.
29. The shuttle bus is an excellent service to travel from South Campus to North Campus. However, getting to the grocery store is very difficult - if there was a weekly shuttle to Giant/another grocery store it would be very helpful. My schedule clashes with my roommates so I am unable to go with them (only one of my roommates has a car). Members of faculty have offered to take us to the grocery store for the past two weeks which has been very helpful but we do not expect them to do this for us for the remainder of the college year!!
30. Direct connection to off-campus housing.
31. Having a roommate in off campus housing can save you almost 7000 dollars collectively
32. A page where international students can visualize all their options on and off-campus, wcu and non-wcu housing.
33. Arrange housing for international students as soon as possible can greatly reduce their anxiety of settlement.

# Center for International Programs

2014 - 2015

# ANNUAL REPORT

[www.wcupa.edu/international](http://www.wcupa.edu/international) 610-436-3515

**Mission:** The Center for International Programs is dedicated to giving life to the goals of comprehensive internationalization built into the University's strategic plan, *Building on Excellence*, with a focus on serving faculty, staff, students, administration and the West Chester University community.

**Vision:** The Center for International Programs is committed to the goal of comprehensive internationalization at West Chester University.



## A message from the Director

The Center's primary mission is to support the University's strategic goals of comprehensive internationalization. As one can read in our Annual Report, the Center's goals to increase study abroad participation, international student enrollment, institutional partners overseas, and the number of visiting scholars are being achieved. Internationalization not only helps our students become global citizens, but it also abets diversification of our campus and adds to our teaching and research opportunities. Please stop by our offices in Mitchell Hall, 3rd South, for assistance with your international projects!!

*Dr. Peter Loedel*

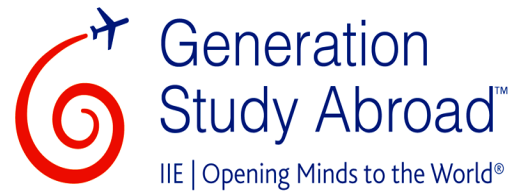


## Study Abroad

28% increase in students  
participating in study  
abroad!

### Types of Study Abroad Programming

CIP generally supports two types of study abroad programming. Students can employ one of our contracted study abroad providers for their semester length programming – Fall, Winter, Spring, or Summer. CIP also supports faculty led programming, the fastest growing area in terms of student participation. CIP plays a critical role to ensure that faculty or staff leaders of each of these programs completes a program proposal, and once approved, confirm that all participating students complete a set of paperwork hosted by our Terra Dotta Software. CIP can assist faculty members with program development, marketing, cost center management, and risk management.



Generation Study Abroad is West Chester University's commitment to double the number of students participating in an educational abroad experience – from short-term faculty-led programs to semester and year-long experiences. Studying abroad assists students in becoming globally engaged citizens.

For 2014/15, CIP increased study abroad participation by around 28% over the following year, from 357 international educational experiences to 454. The increase is largely due to additional faculty-led and other WCU-led programming, including large programs from Student Affairs, the Honors College in Norway, and a Nutrition Group to Italy over spring break.



Dr. Marcos Campillo-Fenoll with his group in Argentina



### Study Abroad helps students to:

- ⇒ Boost their resume and global competency skills
- ⇒ Gain international and cross-cultural experience
- ⇒ Meet interesting people and travel
- ⇒ Become more self-confident and develop leadership skills
- ⇒ Develop a stronger perspective on global affairs as well your own country



# Study Abroad and Faculty-Led Program Features



WCU students with Dr. Loedel and Jeff Conradi at the re-entry conference at Temple University

Study Abroad is now supported via a number of different scholarship programs. Last Year, 2014-15, CIP gave out close to \$25,000 in scholarships and travel awards. Additional funding for study abroad from PASSHE has further supported education abroad opportunities. Through this and other support from private foundations and scholarships, students who may not have been able to study abroad are now experiencing the wonderful opportunities provided by our faculty and providers.

Last year, nine students from West Chester University (along with Dr. Loedel and Jeff Conradi) participated in the Delaware Valley Study Abroad Re-entry Conference held at Temple University. Each student was able to share their study abroad experiences with peers from Temple, UPenn, Drexel, and St. Josephs. They also learned how to transform their study abroad experiences into possible career and professional opportunities.



**“After the trip I felt like I had been changed forever.”**

The week ahead consisted of day hikes and nightly presentations. Some days were spent by the sea and some in the tropical rainforest. I learned so much about the native and invasive species of the island and the anthropological actions that have affected their ecosystems. I saw very beautiful plants and wildlife and learned from the locals about the land. We saw trees called mangroves that have the ability to live in salt water. We kayaked in a bay full of tiny creatures called dinoflagellates, that glow in the dark. At night coqui frogs sang us to sleep. This was one of the greatest times of my life!

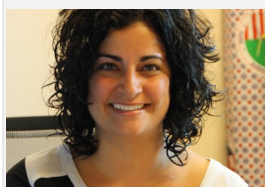
I would like to thank the Center for International Programs for this opportunity. Without your help I would not have been able to have this experience and bring back the joy and knowledge I gained from spending time on the enchanted island of Puerto Rico.

*By: Kaloni Baylor, Environmental Health major with a Biology Minor, participating in the spring semester course, Tropical Ecology, taught by Dr. Jessica Schedlbauer.*



**Transforming Lives with the Rafiki Africa Foundation**

8 Students and 2 faculty traveled to Kenya to empower women, increase food security and enhance education.



## New to CIP!

In June the Center for International Programs was pleased to welcome Nora Maurer as the new Assistant Director of Education Abroad. Nora comes to WCU from Bowling Green State University.



# Exchange Programs at West Chester University



Irish student Hollie McDonnell enjoyed a visit to Independence Hall in Philadelphia during her spring semester at WCU. Mary Immaculate College in Limerick, Ireland, and WCU signed a memorandum of understanding last June, and McDonnell was the first Irish student to study at WCU as a result of the new partnership.

With the career goal of becoming a high school history teacher, McDonnell, 21, immersed herself in WCU education classes and earned a 4.0 GPA for the semester. In addition to Philadelphia, she visited Washington, D.C.; New York City and Boston during her time in the U.S.

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West Chester University is also increasingly partnering with international higher education institutions to provide specific exchange programs. Exchange programs allow WCU students to pay their WCU tuition/fees and travel overseas for a one or two semester study abroad experience. WCU then reciprocates by enrolling the same number of exchange students from the partner institution. Exchange program opportunities for study abroad exist with our partners in German, Japan, China, Ireland, Costa Rica, Ghana, Turkey, Guatemala, and South Korea. Additional exchange partnerships will be added in the years to come. 2014-2015 saw the first students participating in some of these exchange programs

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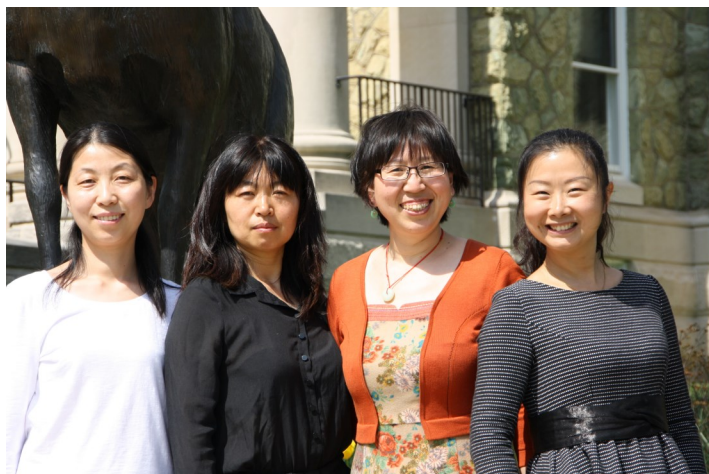
Exchange students, Yumi Iwaguchi and Rinna Unno from Hosei University in Japan showcasing their Japanese traditional wear (Yukata) during the WCU World Festival in Spring 2015. They both spent a year at WCU and have since returned to Japan to continue with their college education.



*WCU Students in Guizhou University*

Eleven students, along with Professors Yunong Zhou and Dr. Lin Tan, participated in a four-week exchange program at Guizhou University, in Guiyang, China in May-June of 2015. Students were enrolled in Chinese language and culture courses and explored the natural beauty of the south central region of China.

# International Students and Scholar Services



First cohort of visiting scholars from China, Beijing Union University's Economics and Finance Programs. Coordinated by WCU's Dr. Linda Zhu, Professor of Economics and Finance



CIP staff and international students at the National Constitutional Center in Philadelphia. During the trip, students were led on guided tour and learned about the American Constitution, history and culture. They also had a chance to see the Liberty Bell.



International Student Luncheon 2014—At the luncheon students got to meet and interact with other international students and WCU staff. Through informal conversations, new students learned how to navigate the new environment from their peers.

As we recognized that learning takes place inside and outside the classroom, CIP focused intentionally on providing and identifying programs on our campus for international students. We also identified extracurricular activities, and professional associations for the students. Below is a list of some events and activities that international students participated.

- ⇒ How to Schedule for Spring
- ⇒ Ask an Employer
- ⇒ STEM (Science & Technology Career Fair)
- ⇒ Ask the DSO: Open forum to answer questions about F-1 visa status
- ⇒ Curricular Practical Training and Optional Practical Training
- ⇒ New York City and Philadelphia trips



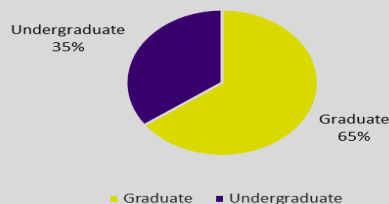
May/August 2015 international graduates during the stole ceremony

## International Students Enrolment

**24% increase in International Students Enrollment 2013-2015**

From Fall 2013 to Spring 2015, the number of international students studying at West Chester University increased by 24%. International students come from a large variety of countries, with the largest number coming from China, Norway, India, South Korea and Saudi Arabia

### Spring 2015 International Student Enrollment West Chester University of Pennsylvania Academic Level





# WCU International Partnership Development



Libin Feng, a dean at China's Xi'an Conservatory of Music, was able to combine business with pleasure when he visited West Chester University in April. The official purpose of Dean Feng's trip was to sign a memorandum of understanding recognizing an educational and artistic partnership between WCU's College of Visual and Performing Arts and the Xi'an Conservatory of Music.

Feng also was in West Chester as a proud parent of a Golden Ram. He and his wife, Shumei Hu, visited their daughter, Yunfei Feng, who studies piano with Carl Cranmer, an assistant professor of piano. Yunfei Feng will graduate in December.

The Xi'an Conservatory of Music is in Xi'an, the capital of Shaanxi province, located in the northwest region of China.

It has approximately 4,000 music students at both the undergraduate and graduate levels.

WCU President, Dr. Greg R. Weisenstein and Dean Libin Feng



Dr. Loedel and Rector Dr. Eduardo Valdes Barria, at the signing ceremony for the partnership agreement with the Universidad Rafael Landívar, Guatemala City, Guatemala. Dr. Loedel was warmly greeted by the staff at URL. West Chester University is the first non-Jesuit partner of URL. URL boosts a modern campus overlooking Guatemala City. All URL students must complete a service learning project prior to graduation.



CIP partnered with the Office of Service Learning and Volunteer Programs to develop a program in Guatemala to support the new partnership with URL. 9 students and 2 faculty advisors traveled to Guatemala City over the spring break in a program designed to educate school children, build homes, and learn about the culture of the region. Dr. Ana Sanchez and Professor Maria-Arias Zeldin from the Department of Languages and Culture helped initiate the program and look forward to future programs at URL.



Supportive of the University's strategic plan, *Building on Excellence*, and in order to further explore potential international institutional partnerships and student opportunities for study, exchange and enrollment, the Center for International Programs (CIP) partnered with the Philadelphia-based Peace Islands Institute to develop a WCU-Turkey initiative. It is anticipated that two or three partnership agreements will be signed.



# Highlights



Charity Alinda, an MPA international student from Uganda was awarded the outstanding graduate student award in May 2015. Above, Charity with the Dean of the College of Business and Public Affairs Dr. Michelle Patrick and Dr. Jeffrey Osgood the Interim Associate Provost and Dean of Graduate Studies.



In the Fall of 2014, CIP launched its New Global Ambassadors Program. Global Ambassadors are students who have returned from study abroad and are selected to be peer advisors and assist with promoting study abroad on campus in a variety of ways. Last year global ambassadors held a variety of study abroad events as well as assisted and advised students with their study abroad interests.



Angela Howard, Assistant Director, CIP was awarded a Fulbright Scholarship to Japan. The purpose of the Fulbright Program was to take an in depth look at the higher education system in Japan, its culture, and society. She visited 10 institutions throughout Tokyo, Kyoto, and Hiroshima which varied in size, academic offerings, and public vs. private. She also interviewed, faculty, staff, administrators and students and had opportunities to present information about WCU to students and participate in classroom discussions.



Dr. Cheryl Schlamb, Assistant Professor of Nursing, led a group of Nursing students to Ireland and the United Kingdom to learn more about the health services programs in both countries and the vital role of the nursing profession in terms of health care provision.





## We moved!

CIP moved to our new offices on 3<sup>rd</sup> floor South in Mitchell Hall. Our Study Abroad Resource Room is a great location for students to meet their peer mentors in our Global Ambassadors program and gather information or work on the computer to download forms. The conference room at the end of the hall provides a great location for meetings, presentations, and social events for international programs (this conference room is shared locally with the Department of Languages and Culture).

## Center for International Programs Staff



**Dr. Peter Loedel**

Interim Assistant Vice President for International Programs and Director Center for International Programs.



**Angela Howard**

Assistant Director International Programs and Principal Designated School Official (PDSO) and Responsible Officer (RO).



**Summer Davey**

Assistant Director of International and Transfer Admissions.



**Nora Maurer**

Assistant Director Education Abroad.



**Daniele Clay**

Administrative Support.



**Center for International Programs**  
**West Chester University**  
**Mitchell Hall 3rd Floor**  
**675 S. Church Street**  
**West Chester, PA 19383**

# Center for International Programs

2015 - 2016

## ANNUAL REPORT

[www.wcupa.edu/international](http://www.wcupa.edu/international) 610-436-3515

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**Vision:** The Center for International Programs is committed to the goal of comprehensive internationalization at West Chester University.

### A message from the Director



After two years as Director of the Center for International Programs (CIP), I can appreciate the tangible shifts in terms of West Chester University's movement toward becoming a truly global institution – from an increased variety of faculty led study abroad programs, more international students, new international partnerships, and increased faculty research collaborations overseas. CIP remains grounded in the University's strategic plan, *Building on Excellence*, which provides concrete goals and objectives for our office, from curriculum and program development to bringing more visiting scholars to the campus. The CIP's actions and initiatives have been almost entirely directed to support these strategic goals and objectives. The efforts and accomplishments portrayed herein are the work of the dedicated CIP staff, supportive WCU administration and staff, and the intellectual drive and curiosity of the faculty. Thank you all for your efforts and your support!

**Dr. Peter Loedel**





# Study Abroad



## 2015-2016 Study Abroad Update

**Throughout the course of the year, WCU sent 500 students abroad to participate in study, intern, volunteer, cultural immersion, and student teaching programs in over 20 countries around the world!**

The 2015-2016 academic year was a very busy one for the study abroad side of the Center for International Programs! We have seen increased interest in international opportunities available to WCU students and higher attendance rates at study abroad-related events held on campus. We have also seen increased study abroad appointments in the CIP. Our 11 Global Ambassadors held study abroad information sessions every day of the week to provide opportunities for students to learn more about program options, financing, and the study abroad application process. These peer advising sessions were very successful, and we saw 310 first-time visitors to CIP for study abroad advising meetings as a result.

As we look toward the year ahead, we plan to work to bring more information about the international opportunities available at WCU to as many students as possible. We plan to do this through additional programming during Welcome Week, the fall Study Abroad Fair, and International Education Week events, among additional programming throughout the course of the year. It is our hope that by bringing additional awareness to these opportunities, WCU will become a leader in introducing well-rounded, internationally experienced global citizens into the workforce.

## Study Abroad helps students to:

- ⇒ Boost their resume and global competency skills
- ⇒ Gain international and cross-cultural experience
- ⇒ Meet interesting people and travel
- ⇒ Become more self-confident and develop leadership skills
- ⇒ Develop a stronger perspective on global affairs as well their own country



Generation Study Abroad is West Chester University's commitment to double the number of students participating in an educational abroad experience – from short-term faculty-led programs to semester and year-long experiences. Studying abroad assists students in becoming globally engaged citizens.

## Highlighted Faculty and Staff Led-Programs Abroad



Twelve WCU students traveled to Vienna, Austria to study German during summer session I under the direction of Dr. Joseph Moser, Assistant Professor of German. The program included day excursions to Salzburg, Austria; Bratislava, Slovakia; and Budapest, Hungary. The picture shows the students and Dr. Moser descending from the Buda Castle Hill in Budapest. Dr. Moser has provided excellent direction and leadership in building this program for the second year in a row.



In March 2016, six WCU Linguistics Program students and two faculty (Eirini Panagiotidou - English; Israel Sanz-Sánchez - Languages and Cultures) traveled to Athens, Greece for a week of data collection and research on linguistic landscapes and globalization. The trip was made possible by a Student Engagement Grant from the College of Arts and Sciences. Here the students and faculty pose in front of the ancient temple of Aphaia, on the island of Aigina outside of Athens.



Thirty students and four faculty and staff from the Honors College, led by Dr. Kevin Dean, participated in a two-week long research, service, and learning experience in South Africa in May of 2016. The program has been running successfully for over 10 years. Students are also able to visit the local hosts and sites of various volunteer groups in South Africa with whom the Honors College partners. Students pose on top of "Lions Head" with the famous Cape Town Table Mountain in the background.



During Winter 2016, a group of 10 WCU Nursing majors traveled to Kerala, India as part of a partnership with the Government College of Nursing. The students, accompanied by Dr. Rachel Joseph and Dr. Marcia Welsh, visited local clinics, hospitals, and a naturopathy center and experienced various talks related to public health and nursing abroad.



Nine WCU Criminal Justice students spent Winter 2016 studying in Ventanilla, Peru, a remote community north of Lima. The students volunteered with Voices4Peru, learning about the origins of the organization and the impact it has had on the youth in the community. Students participated on excursions and engaged in criminal justice coursework focused on current research findings related to gang membership and recruiting techniques in Peru.



The WCU Rugby Team traveled to Buenos Aires, Argentina during Spring Break 2016 to participate in 4 rugby matches at 3 different venues. After each match, each rugby club hosted the team to a sit-down meal where the students were able to engage in conversation, culture with the other team. The team won 3 out of the 4 matches that week. Organized by Blaise Frost, the team's faculty advisor, and Bjorn Haglid, the team's coach, this program was a successful international collaboration between CIP, Campus Recreation, student affairs, and academic affairs.



## International Students and Program Services

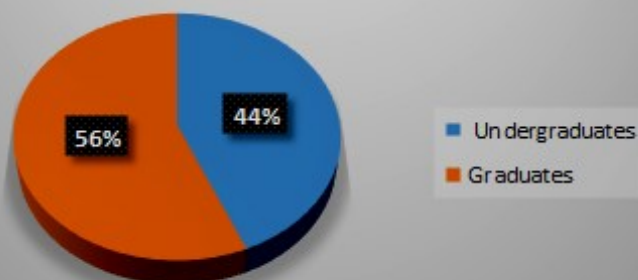


For Fall 2016 we will be welcoming students from 16 different countries, and 12 of the 16 countries are ones not currently represented in the undergraduate student population. In Fall 2015, we had new students from 11 different countries, but only 7 unique countries not previously represented. The new countries include: Albania, Austria, Bangladesh, Canada, DR Congo, Ecuador, Germany, Slovakia, Switzerland, UK, Venezuela and Vietnam.



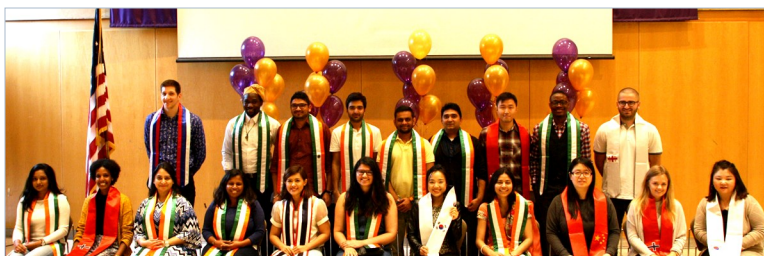
Spring of 2016, CIP launched its annual trip to Washington, D.C. This trip afforded international students an opportunity to visit the Nation's Capital and learn about American political and leadership structure. Sites visited include the Capitol Building, Washington Monument and the White House.

### Spring 2016 International Student Enrollment by Academic Level



CIP recognizes that learning occurs beyond the walls of the classroom, during 2015-2016, CIP focused on identifying and providing programs that would enrich international students' academic success while at WCU. Below is a list of some events and activities in which international students participated.

- ⇒ International Student game nights
- ⇒ Job Search Success Workshop
- ⇒ STEM (Science & Technology Career Fair)
- ⇒ Ask the DSO: Open forum for student visa concerns
- ⇒ Curricular Practical Training and Optional Practical Training
- ⇒ Off-campus excursions



In 2015 - 2016 academic year, WCU graduated over 50 international students. This is the largest graduating group of international students in WCU's recent history. Graduates who received stoles represented the following countries and regions: Brazil, China, Georgia, Hong Kong, India, Nigeria, Norway, Russia, Saudi Arabia, South Korea, Thailand and Turkey among others. The photo above shows students after receiving their stoles during CIP's 4th annual stole ceremony in May 2016.



The Center for International Programs organized its first international student game night where students engaged in informal conversations while learning from one another. New and continuing students played a variety of games while enjoying Pizza. CIP plans to develop more similar events in 2016-17 to aid more interaction between international students and WCU community.

## Exchange Programs

Exchange student numbers are growing – in Fall 2015 we welcomed a total of 6 international exchange students. In Fall 2016, we are expecting 8 students, including 3 students from a new exchange partner, École de Management de Normandie. In the 2016-2017 academic year, exchange students will come from the countries of France, Ireland and Japan.



*Exchange students from Japan at a Country Expo during 2015 International Education Week.*

As part of the exchange, we have been pleased to host students from Hosei University, located in Tokyo Japan. In return, we have had six WCU students study at Hosei University as part of the exchange, including many studying the Japanese language.



*Exchange students from Germany at a Country Expo during 2015 International Education Week.*

Exchange students from the University of Kassel, Germany, have been a critical piece of WCU's development of exchange programs. Many of the students studying at WCU were focused on sports sciences and WCU has been fortunate to send students to the University of Kassel as well.

## New Initiatives in CIP

### Peace Corps at WCU



The Center for International Programs received a five-year grant to support the U.S. State Department's Campus Peace Corps Recruiter program. Housed within CIP, the recruiter participated in a number of campus career, service-learning, and academic programs. We are pleased that CIP will be able to offer West Chester University students a direct contact to pursue a career that can change a life and change the world. For more information about how students, faculty and staff can get involved please email: [PeaceCorps@wcupa.edu](mailto:PeaceCorps@wcupa.edu)

### National Student Exchange Program

The National Student Exchange (NSE) program offers West Chester students the opportunity to attend another institution within the United States, Canada, Puerto Rico, Guam and U.S. Virgin Islands while paying in-state tuition and gaining direct credits. The NSE program offers opportunities at diverse university settings and provides access to a wide array of courses and programs. For more information please contact the NSE coordinator at: [nse@wcupa.edu](mailto:nse@wcupa.edu)



## CIP-Faculty and Staff Collaborations

In collaboration with the Center for International Programs, Office of Social Equity and the Library Services, the History Department hosted the second "Africa Today" event. During the event, students from some of the African countries represented at WCU (Ghana, Kenya, Mozambique and Rwanda) presented about their respective countries and answered questions pertaining their cultures, lives and experiences growing up on the continent. The next "Africa Today" event will take place in spring of 2017 during the University's Diversity Week.





## WCU International Partnership Development



*CIP staff with UCCI delegation at the Center for International Programs*

Dr. Roy Bodden, President of the University College of the Cayman Islands, along with senior staff and faculty, visited West Chester University for a week long series of meetings, seminars, and curriculum discussion in order to advance and develop the UCCI-WCU institutional partnership. The overriding goal of the meetings was to facilitate a wide and diverse array of faculty and student collaboration and exchange. Dr. Weisenstein played host and the Center for International Programs facilitated the events with a range of positive outcomes – including the first two UCCI students taking a virtual online course with Mathematics Professor, Dr. Jim McLaughlin during the Summer 2016 session. Dr. Peter Glidden, Chair of the Department of Mathematics, and his colleague from UCCI, Dr. Tracey Hargrave, are working on finalizing a 2 + 2 agreement to start in Fall 2017. Additional areas of collaboration include education, business and finance.



In October 2015, Dean Michelle Patrick, Dr. Lori Fuller, Dr. Orhan Kara and Dr. Peter Loedel visited the Ecole de Management de Normandie (EMN - School of Management), France. The visit solidified into a formal exchange program with EMN, an AACSB accredited Business Program, that has already led to the first student exchanges for the 2016 -2017 academic year. Additional opportunities will include faculty visits and potential research collaboration.



West Chester University's India outreach program, partnering with the Pennsylvania Higher Education Initiative, has led to a number of critical international student recruitment efforts, including a visit (photo) from students and faculty from the Ryan Group, a provider of K-12 education throughout India. The initiative also led to a visit from RUIA College of Mumbai in October 2015 and has further developed into the first WCU-India international partnership to be finalized Summer 2016. The goal is to provide opportunities for WCU faculty and students to research, teach, and collaborate with variety of Indian partners as well as recruit high achieving Indian students to study at West Chester University.

## Highlights



West Chester University is partnering with the Chester County government's China outreach efforts. WCU and CIP hosted Chester County Commissioner Terrence Farrell and a delegation from Chongqing University at the WCU Alumni and Foundation Center. The development of a formal institution-to-institution MOA with Chongqing university is now underway.



With increasing interest in study abroad, CIP has also seen increased need for study abroad funding assistance. During the 2015-2016 academic year, CIP awarded \$44,500 to students for their study abroad experiences through the CIP Travel Award. In addition, two WCU students were selected to be recipients of national scholarships totaling almost \$25,000 through the Benjamin Gilman Scholarship for Study Abroad and the Munch Scholarship through the St. Andrew's Society of Philadelphia.



Spring 2016 saw an exploratory trip to Brazil in order to partner with a local coffee producer (generous host Urs Jolo) to develop faculty and student exchange, study abroad, and research opportunities in and around the region of the State of Bahia and city of Salvador.



During the fall 2015 term, CIP hosted our largest Study Abroad Fair to date. With over 370 students in attendance, WCU faculty, staff members, and affiliated partners shared information on study, volunteer, teach, and intern abroad opportunities available to WCU students. The fall 2016 Study Abroad Fair will be held September 14, 2016 from 11-2 in the Sykes Ballrooms.







## Our Location

CIP is located on the 3<sup>rd</sup> floor of Mitchell Hall. Our Study Abroad Resource Room is a great location for students to meet with our Global Ambassadors and gather information through our daily study abroad information sessions. The conference room at the end of the hall provides a great location for meetings, presentations, and social events for international programs (this conference room is shared locally with the Department of Languages and Cultures).

## Center for International Programs Staff



**Dr. Peter Loedel**

Director,  
Center for International Pro-  
grams.



**Angela Howard**

Senior Associate Director of  
International Programs and Prin-  
cipal Designated School Official  
(PDSO) and Responsible Officer  
(RO).



**Summer Davey**

Assistant Director,  
International Undergraduate  
Admissions.



**Nora Maurer**

Assistant Director,  
Education Abroad.



**Daniele Clay**

Administrative Support and  
National Student Exchange  
Program coordinator.



**Charity Alinda**

International Programs Assistant  
and Designated School Official  
(DSO)



**Center for International Programs**  
**West Chester University**  
**Mitchell Hall 3rd Floor**  
**675 S. Church Street**  
**West Chester, PA 19383**

# Center for International Programs

2016 - 2017

# ANNUAL REPORT

[www.wcupa.edu/international](http://www.wcupa.edu/international)

**Mission:** The Center for International Programs is dedicated to supporting comprehensive internationalization initiatives at West Chester University with a focus on serving faculty, staff, students, and administration and the West Chester University community.

**Vision:** The Center for International Programs is committed to the goal of comprehensive internationalization at West Chester University.

**CIP Goals:** Increase education abroad experiences, grow our international student population, manage our campus' ESL program, develop international partnerships, and foster global initiatives.

## A message from the Director



Interest and enthusiasm in developing additional global initiatives continues to grow. Encouraged by the support of the new campus administrative leadership, the Center for International Programs has been able to build on its success of increasing the number of students studying abroad, finding new ways to increase the range of international students, supporting a successful ESL center housed on campus, building new institutional partners overseas, and supporting curriculum and program development on campus. All of these pieces add up to a growing sense that West Chester University's global presence will continue to advance into the future. For the upcoming year, my role as Director will be to assist in the development of a strategic international plan – a “WCU Global Strategy” – that will provide updated goals and outcomes for this future growth. I’m excited for the next steps!

**Dr. Peter Loedel**





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# Study Abroad

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## 2016-2017 Study Abroad Update

The 2016-2017 academic year was a very exciting one for the study abroad side of the Center for International Programs! **We were very proud to send 485 students abroad to 41 countries around the world throughout the course of this year.** We also have seen increased engagement in international opportunities available to WCU students and higher attendance rates at study abroad-related events held on campus. In fact, the Study Abroad Fair garnered the highest number of attendees in Fall 2016 compared to other years and the Study Abroad session was the highest attended of the New Student Success Series presentations during the 2016-2017 academic year. Our 12 Global Ambassadors held study abroad information sessions every day of the week to provide opportunities for students to learn more about program options, financing, and the study abroad application process. They also planned and implemented a wide array of projects throughout the course of the year, including social media projects, study abroad presentations targeted to specific majors and to athletes, and held a mini Study Abroad Fair for Fraternity and Sorority Life students for the second year in a row. We were very lucky to have 12 very engaged and passionate Global Ambassadors in CIP this year and are very appreciative of their contributions to Education Abroad at WCU!



### Study Abroad helps students to:

- ⇒ Boost their resume and global competency skills
- ⇒ Gain international and cross-cultural experience
- ⇒ Meet interesting people and travel
- ⇒ Become more self-confident and develop leadership skills
- ⇒ Develop a stronger perspective on global affairs as well their own country

## New Initiatives

### International Service-learning

This year, to increase coordination between the Office of Service-Learning and Volunteer Programs and the Center for International Programs, we hired a new Assistant Director of Service-Learning Abroad, Kelly Chroninger, who provided support to faculty in the planning and implementation of three winter break programs in Honduras, Peru, and Ecuador, one spring break program in Peru as well as two summer 2017 programs in the Dominican Republic and China.



Kelly supports faculty in planning international service-learning initiatives by:

- ◆ Finding and evaluating community partners
- ◆ Providing guidance on program design
- ◆ Advising on best practices
- ◆ Identifying and training student leaders
- ◆ Introducing students and faculty to ethical volunteering practices

As we look toward the year ahead, our goal is to continue to increase collaboration across divisions to provide more comprehensive, campus-wide support for WCU students as they participate in the international opportunities available to them. It is our goal for WCU to become a leader in introducing well-rounded, internationally experienced global citizens into the workforce.

## Highlighted Faculty and Staff Led-Programs Abroad



In January, 8 undergraduate and graduate students travelled to Honduras to learn and volunteer in remote clinics with the MAMA Project. They assisted with nutrition assessments (including weighing/measuring patients, checking vital signs, and conducting hemoglobin screenings), administering vitamin A and deworming medication, and providing nutritional counseling. Led by Dr. Joanne Christaldi, they got a firsthand view of health issues and challenges in the Honduran health system while gaining valuable intercultural experience.



A group of WCU undergraduate students traveled to St. Ann's Bay, Jamaica during Spring Break 2017 with Dr. Cynthia Hall. While in Jamaica, the group assisted with building a unique sustainable building called an Earthship, which will house the future International Reggae Museum. While participating in this project, students learned about various sustainability concepts and immersed themselves in Jamaican culture through home stays with local families and partnering with local residents in the construction work.



This summer, 14 undergraduate students participated in a new program in Central and Southern Thailand offered by Dr. Gary Coutu. This field course included 16 days of travel within urban, rural, jungle, coastal, and marine landscapes and provided students with a unique opportunity to examine the geographic, political, economic, and cultural components of Thailand.



For the second consecutive year, a group of 21 WCU undergraduate students, led by Dr. Michael Di Giovine and Dr. Lynn Monahan, participated in an active five-week anthropological research project in the historic city of Perugia, Italy. The students were instructed in the methods of ethnography, anthropology's unique qualitative research methodology of participating in, and observing, the daily lives of locals. They were also introduced to the rich culinary culture of Italy through exclusive behind-the-scenes tours at organic vineyards, sustainable farms, and country inns.



7 graduate social work students spent one week in the Dominican Republic exploring a human rights-based approach to social work. Students visited several organizations, including Accion Callejera, Oné Respe, Niños con Una Esperanza, and the Altagracia Project. They gained an understanding of how international human rights principles can be applied to social work practice in domestic and international settings, and how social workers can both advocate for and respect human rights in a manner that promotes recovery, resiliency, and capacity building. The program was led by Kelly Smack, a WCU Graduate Social Work alumna and adjunct instructor.



Six undergraduate students, led by Dr. Linda Zhu and Dr. Tony Jiang, spent 3 weeks visiting multiple cities in China to learn about Chinese business practices and culture through a combination of lectures, company visits, service-learning, and sight-seeing. They served as English tutors and cultural ambassadors for Chinese students hoping to attend college in the U.S., in partnership with Bela International School and the U.S. Embassy in Beijing. Students studied supply chain management and international business.



## International Students and Program Services

The Center for International Programs is committed to providing quality advising and programming services to all international students at West Chester University. In addition to immigration advising, the CIP also has developed a range of both on-campus and off-campus activities to support students during their stay in the United States. Programs include game nights, trips to Philadelphia and Washington, D.C.,

### Fall 2017 Numbers

- ⇒ Countries represented: **43**
- ⇒ F-1 returning students: **92**
- ⇒ Expected Fall 2017 new students: **40**
- ⇒ Total estimated number (F and J visa) for Fall 2017: **132**
- ⇒ Fall 2017 on Post-complete Optional Practical Training: **56**
- ⇒ Expected total students receiving immigration advising Fall 2017: **188**



2016 – 2017 academic year, WCU graduated over 50 international students. This was one of the largest graduating groups of international students in WCU's recent history. The photo above shows students during the CIP's 5th annual stole ceremony in December 2016 and Spring 2017.



In Spring of 2017, CIP once again planned an annual trip to Washington, D.C. This trip afforded international students an opportunity to visit the Nation's Capital and to learn about American political and leadership structure. Sites visited include the Capitol Building, Washington Monument, the National Museum of African American History & Culture, and the White House.



The Center for International Programs continues the tradition to host international student game nights. This is where students engage in informal conversations while learning from their peers. During game nights, new and continuing students spend time together learning about each other's culture and life in the US. During the 2017–18 academic year, the CIP plans to enhance on student activities to provide a platform where international students can share and learn while outside the formal classroom environment.



## CIP-Faculty and Staff Collaborations



Counselor Education students had the opportunity to explore international higher education and enhance their multicultural competence through a week-long cultural immersion experience in Florence and Rome Italy. Students learned how to address the unique needs of international students and those who study abroad. There were interactive panel discussions and guest lecturers from Florence University of the Arts and the European Institute of Design. Students also visited many historical sites such as the Accademia Gallery, Palazzo Vecchio, Pantheon, and Vatican Museums. The group was led by Dr. Kathryn (Tina) Alessandria, Professor, Counselor Education and Angela Howard, Senior Associate Director of International Programs.

### Peace Corps at WCU



West Chester University was fortunate to have Ms. Rajany Mathew as our official Campus based Peace Corps Recruiter for Spring 2017. Rajany, a RPCV who served in Madagascar, provided enthusiastic leadership on campus via a number of outreach efforts that included Application Workshops, Classroom Presentations, RPCV Volunteer and Panel Discussions, the develop of campus Peace Corps student ambassadors, and partnerships with the OSLVP, Sustainability Council, and Career Services. Through her efforts, more WCU students are interested and applying to the Peace Corps!

### National Student Exchange Program



The National Student Exchange (NSE) program offers West Chester students the opportunity to attend another institution within the United States, Canada, Puerto Rico, Guam and U.S. Virgin Islands while paying in-state tuition and gaining direct credits. The NSE program offers opportunities at diverse university settings and provides access to a wide array of courses and programs. For more information please contact the NSE coordinator at: [nse@wcupa.edu](mailto:nse@wcupa.edu)

## Exchange students

Exchange partnerships continued to be strong – we welcomed 5 students from EM Normandie (France) in the Spring 2017 semester, and for the Fall 2017 semester we are expecting 1 student from Mary Immaculate College (Ireland) and 2 students from Hosei University (Japan).



Exchange students from France after receiving certificates during the International Student stole ceremony May 2017. The group of five student spent one semester before returning home to complete their academic programs.



Students from Ireland represented their country during the international Expo and shared some aspects of their culture with the West Chester University community



Exchange students from Japan showcased some aspects of their culture with the University community during the 2016 International Education Week Country Expo.

## WCU International Partnership Development



### India

West Chester University signed its first institutional partnership in India with RUIA College of Mumbai. The partnership will lead to the articulation of pathway programs for students from RUIA College to study at West Chester University, both at the undergraduate and graduate level. A focus on graduate science and technology programs has already begun. Additional possibilities include teaching and student exchanges as well as research collaboration. The outreach effort is part of the Indian Penn Hub Initiative supported by PASSHE.

### China

CIP continues to partner with a number of local, regional, and institutional partners with a focus on China. CIP was pleased to support the efforts of Chester County Commissioner Terence Farrell and his economic and business development trip to Chongqing. Applied Statistics graduate student, Jingjing Lin, provided wonderful assistance for the program. CIP hosted a faculty and doctoral student group from Beijing Normal University's School of Higher Education and Leadership program. Presentations from Dean of the College of Education and Social work, Dr. Ken Witmer, Vice Provost Dr. Jeff Osgood, and Executive Vice President and Provost Dr. Laurie Bernotsky, provided great insight to aspiring Chinese higher education administration students. Two Faculty-led study abroad programs led by business faculty members visited Beijing, Shanghai, Xian, and Chengdu, with a formal MOA signed with the Southwestern University of Finance and Economics in Chengdu for student and faculty exchange.



### Costa Rica

The CIP partnered with the Office of Social Equity and Hiram Martinez to support student research presentations and partnership develop in Costa Rica, as part of the Global Society International Association's Annual Conference. The conference organizers partnered with WCU's excellent long-time institutional partner, Universidad Nacional Costa Rica (UNA) to develop an intensive two-day conference that included service and volunteer activities in the local community. A new Memorandum of Agreement is being developed with UNA to provide a new direction to our collaborations.

### ELS - CIP Collaboration

In September October 2016, CIP partnered with its English as a Second Language (ESL) provider, ELS Language Centers, to do an additional outreach and international student recruitment In Panama and Columbia. These new areas of student recruitment will continue to diversify our international student population and support the new ELS center on campus. We have seen a slow but steady increase of students from Latin America and are excited to see that develop further into the future. ELS also hosted a large group from Mexico (Proyecto 100,000) and will host 18 students from Kindai University in Japan.





## Center for International Programs Staff



**Dr. Peter Loedel**

Director,  
Center for International Pro-  
grams.



**Angela Howard**

Senior Associate Director of  
International Programs and Prin-  
cipal Designated School Official  
(PDSO) and Responsible Officer



**Summer Davey**

Assistant Director, International  
Undergraduate Admissions.



**Nora Maurer**

Assistant Director,  
Education Abroad.



**Daniele Clay**

Administrative Support and Na-  
tional Student Exchange Pro-  
gram coordinator.



**Kelly Chroninger**

Assistant Director,  
Service-Learning Abroad



**Charity Alinda**

International Programs Coordinator (DSO)



**Center for International Programs**

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## **APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

**U.S. Department of State**

**Exchange Visitor Program Annual Report**

**West Chester University of Pennsylvania**

**Reporting Period: 07/01/2017-06/30/2018**

### **Introduction**

The Center for International Programs (CIP) at West Chester University of Pennsylvania was established in 1973. The CIP provides essential support services for international students, visiting scholars, education abroad, and the National Student Exchange. The CIP seeks to develop, serve and support international education at West Chester University as a way of building understanding and peaceful cooperation between peoples, cultures and nations. The CIP exists to assist international students gain entry to WCU, to serve these students once enrolled and to educate U.S. students globally by fostering opportunities for education abroad and exchange programs.

The CIP has experienced international advising staff who assists students during their transition to U.S. higher education and life at WCU. The staff provides continuous immigration guidance and support throughout the duration of the international student's academic program. In addition to immigration advising, the CIP connects new and current international students through a variety of programs and events to help them make a comfortable transition to the university.

The opportunities to study abroad at WCU are endless. Education abroad at WCU is defined as any type of educational opportunity that takes place internationally. Students participating in an education abroad experience at WCU are primarily doing so through one of three main program types: WCU Faculty/Staff-led, Exchange, and Affiliated Partner Organizations. In addition, the CIP hosts a study abroad fair each fall with over 500 students in attendance.

The CIP, in collaboration with President Christopher Fiorentino, is proud to have offered underrepresented minority students the opportunity to apply for the Global Rams Initiative Scholarship. Scholarships were given to selected underrepresented minority students participating in one of the 11 pre-approved study abroad programs that were granted the Global Rams Designation. In total, 34 students were awarded Global Rams Initiative Scholarships for study abroad, ranging from \$1,500-\$3,000 each.

In collaboration with the Office of Multicultural Affairs (OMA), we have embarked on an effort to promote education abroad to underrepresented groups. Workshops, presentations, and student panels were facilitated by students and members of OMA. We look forward to future collaborations for the upcoming academic year.

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

### Summary

#### ACE Laboratory

West Chester University of Pennsylvania (WCU) has completed the first year of the American Council on Education's (ACE) Internationalization Laboratory. This is a two year-long community that assists participating colleges and universities to achieve comprehensive internationalization and successful global initiatives. Our institution is in a cohort of 14 other institutions who are also participating in the laboratory.

The goal is to produce a WCU Global Strategy that will guide our campus efforts into the future. Currently the internationalization lab is collecting data and information from across the university divisions to assess the level and degree of global learning and international initiatives. The next step will be to analyze the data to develop a strategic plan. Please click [HERE](#) for more information about the progress of the ACE laboratory.

#### International Partnerships (Exchange Agreements)

- University of Santa Paula, Costa Rica
- Symbiosis College of Arts and Commerce, India
- Kindai University
- Awarded \$140,000 in scholarships to students studying abroad
- Awarded 20 graduate assistantships to international students
- Welcomed 7 exchange students from our agreements with the following institutions:
  - Mary Immaculate College (Ireland)
  - Hosei University (Japan)
  - Lomonosov Moscow State University (Russia)

#### Cross Cultural Activities

- [International Education Week](#) - The following photos are from the Country Expo, our signature event for IEW. International and exchange students showcase their countries of origin by displaying artifacts and other information about their home country. The University community learn about other countries and cultures represented at university. The event is open to all faculty, staff, students, and the university community.

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS



- Philadelphia, PA: National Constitution Center, Liberty Bell, Independence Hall, Pennsylvania: This annual off campus excursion gives international and exchange students/visitors an opportunity to learn about our democracy.
- International Student Welcome Night: This event is intended to welcome new and returning international students to a new academic year. The new students are afforded an opportunity to meet with current students. It is an interactive evening filled with food, games and conversations. This event allows students to learn about other cultures represented at WCU.
- Washington, DC – Students had the opportunity to tour the Capital, Smithsonian museums and various other cultural sites that reflect the history of the U.S.
- Workshops/Events
  - Job Success Workshop (collaboration with Career Development Center) – fall and spring semester
  - Optional Practical Training/Curricular Practical Training Workshops



### APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

- International Student Essay Contest: We launched a new program to give a voice to International Students, their challenges, and their victories. This program, a collaboration between the CIP, WCU's Writing Center, and the Office of Multicultural Affairs, was designed to enhance cross—cultural dialogue in the West Chester University community. Student's essays explored the experiences of the International Student population at WCU. The students responded to the following Essay Questions: What are the most significant challenges you face as an International Student?

1. *What about the environment at WCU challenges you?*
2. *How have you grown from the challenges that you face as an International Student?*
3. *Describe your transition from your home culture to that of WCU.*
4. *Highlight the major differences between your home culture and that of WCU.*
5. *What experiences do you look forward to sharing with friends and family in your home cultural?*
6. *What experiences will be difficult to communicate or explain to friends and family in your home culture?*
7. *What has been your most significant success since arriving at WCU?*



*Our International Student Essay Contest, launched in the fall of 2016, continued in Spring 2018. This program intends to give a voice to International Students, their challenges, and their victories. Student essays explored the experiences of the International Student population at WCU. This program, a collaboration between the Center for International Programs and the University Writing Center, enhances the cross-cultural dialogue and learning in the West Chester University community.*

**APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

- **Stole Ceremony** – Each semester, we recognize our international students who have completed their academic program. During the program, we present the students with a stole to be worn at commencement. The stoles represent the country of origin for each student.



**APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS****International Student Data****(F-1)**

<b>Fall 2017</b>	<b>Spring 2018</b>
Undergraduate Students: 59	Undergraduate Students: 62
Graduate Students: 55	Graduate Students: 55
<b>TOTAL: 114</b>	<b>TOTAL: 117</b>

**Education Abroad  
Data  
2017-2018**

<b>Session</b>	<b>Number of Students</b>
Summer	217
Full Academic Year	3
Fall	50
Spring	36
Spring break	111

**APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS**

- 1. *Provide a brief summary of the activities in which exchange visitors were engaged, including an evaluation of program effectiveness. What new directions, trends, or significant changes have occurred in your program during the report period? Are you planning to implement any new initiatives in the upcoming year?***

A summary of the activities our exchange students participated are listed above. We will evaluate our exchange program when the ACE laboratory analysis has been completed. We did not host a short-term scholar this year. We had some interests but the potential scholar(s) were unable to follow through due to unforeseen circumstances.

- 2. *Describe the nature and extent of reciprocity occurring in the sponsor's exchange visitor program during the report year.***

None

- 3. *Provide a summary of cross-cultural activities provided for its exchange visitors during the reporting year.***

Cross-cultural activities are noted above.

- 4. *What difficulties are you having that are working against the quality and quantity of exchanges in your program and in the broader Exchange Visitor Program?***

No difficulties to report.

- 5. *Identify the number of staff (full and part time) used in the administration of your exchange visitor program.***

6 full time administrators


**Submitted by: Angela Howard, PDSO RO**

**Date: June 14, 2018**

## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

## Center for International Programs – Fall 2017

**August Events**




**25**


**New Student Orientation  
(Immigration 101)**

9 am- 3pm  
Mitchell Hall, 1st Floor  
Room 102

Learn how to legally maintain  
your F-1 and J-1 visa status



**September Events**




**1**

**Welcome Back Night**

5:00 pm - 9:00 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Come meet new international students and  
play games as you enjoy Pizza!




**28**

**Optional Practical  
Training (OPT) Workshop**

3:15 pm - 4:15 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Get tips on how to apply and participate  
in Optional Practical Training after graduation.

**October Events**




**5**

**Job Success Workshop**

3:15 - 4:15 pm  
Career Development  
Center

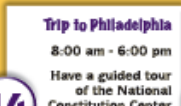
Learn about job  
searching in the USA and  
get guidance on how to  
perfect your cover letters,  
resumes and CVs.



**12**

**Curricular  
Practical  
Training  
(CPT) Workshop**

3:15 pm - 4:15 pm  
Mitchell Hall,  
3rd Floor  
Conference Room




**14**

**Trip to Philadelphia**

8:00 am - 6:00 pm

Have a guided tour  
of the National  
Constitution Center  
and spend time with  
fellow students as you  
visit major sites in the  
*Birthplace of American  
Democracy.*




**27**

**Student Game Night**

5:00 pm - 9:00 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Join your fellow  
international students  
for a fun Friday  
evening playing games.  
Beverages will be provided.

**November Events**




**6-10**

**International Education Week**

Do something  
GLOBAL  
this week.

**INTERNATIONAL  
EDUCATION WEEK**



**7**

**Country Expo**


11:00 am - 2:00 pm  
Sykes Student Union  
Ballrooms A & B

Come Learn about cultures of  
other countries represented at  
West Chester University.

Other events  
during International  
Education week  
will include:

Round table  
discussions,  
workshops,  
information sessions,  
movies, displays,  
seminars, etc.

**December Events**




**2**

**New York City Trip**

All day

Spend a day  
exploring one of  
the largest cities  
in the world. Transportation will be provided!



**12**

**International Student Graduation Stole  
Ceremony and End of  
Semester Celebration**

1-3 pm  
Sykes Student Union  
Ballroom C

Come celebrate the end of semester  
and join the class of 2017  
as they receive their graduation stoles!




## APPENDIX 3 – RESPONSE FROM THE CENTER FOR INTERNATIONAL PROGRAMS

## Center for International Programs – Spring 2018

January Events

19




**New Student Orientation  
(Immigration 101)**

9 am - 3pm  
Mitchell Hall, 1st Floor  
Room 102

Learn how to legally maintain your F-1 and J-1 visa status

26




**Welcome Back Night**

5 - 9 pm  
Off-campus Event  
(Round 1, Exton, PA)

Come meet new international students and spend time with fellow students in conversation and playing games (bowling, arcade games, Karaoke, pool table, etc.)

February Events

8




**Curricular Practical Training (CPT) Workshop**

3:15 pm - 4:15 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Learn about Curricular Practical Training (CPT) while still completing your studies at WCU!

22




**Optional Practical Training (OPT) Workshop**

3:15 pm - 4:15 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Get tips on how to apply and participate in Optional Practical Training after your graduation.

March Events

7




**Interview & Resume Workshop  
(U.S. Style)**

3:15 pm - 4:15 pm  
Mitchell Hall, 3rd Floor  
Conference Room

Learn and practice interviewing skills. Receive guidance on how to perfect your resume and cover letters for positions in the USA.

31




**Trip to Washington, DC**

8 am - 6pm


Spend the entire day in Washington, D.C. during Cherry Blossom Festival. Have a guided tour of the Capitol Building. Go on excursions with fellow students as you visit other major sites in the Nation's Capital.

April Events



**Coffee Night**

20




**Essay Award Ceremony/  
Coffee Night**

5 - 9 pm  
Sykes Student Union, 1st Floor  
Room 115

Come join 2018 International student Essay Contest Winners. Enjoy coffee and games right after the award ceremony.

May Events


8




**Graduation Stole Ceremony  
and End of Semester  
Celebration**

1-3 pm  
Sykes Student Union  
Ballroom C

Come celebrate the end of semester and join the class of 2018 as they receive their graduation stoles!



2018





## APPENDIX 4: RESPONSE FROM HUMAN RESOURCES

Hi Peter & Vishal,

Attached please find the list of foreign nationals that we have supported through the H-1B and/or permanent residency process, by college/division on the first tab and by country on the second tab (*Vishal has deleted the names of faculty for privacy reasons*). This does not include anyone who started with the university on EAD, OPT, or some other legal work authorization status but sought permanent residency through other means (generally through a spouse). We've also hired a handful of temps on TN-1 and TN-2 visas, but I did not include them either. We don't have anyone in TN status right now.

As such, it's not an exhaustive list of foreign nationals that we've hired overall.

HR took over responsibility for faculty and staff immigration matters when xxx left in 2006, but I was involved in a couple of cases before then so I've included them on this list as well.

There are a couple of individuals on the list who are being hired in Fall 2018 but I don't know their country of origin yet.

Clearly, we hire far more foreign national faculty than staff, but that is because the permanent residency requirements are much easier to meet for faculty than for staff. We do have one department that is making a decision on a staff hire this week and that individual will need an H-1B visa.

I've also attached my countries of origin list that I started keeping for Public Relations a few years ago. It's certainly not an exhaustive list, but I think it's a pretty good representation of our overall diversity within both faculty and staff populations.

Currently we have employees from 66 countries and 6 continents.

As far as institutional/HR barriers, I don't really feel that there are any. PASSHE finally contracted out the work to outside legal counsel about 10 years ago, and that's made a huge difference in terms of the time, expense, and risk involved (in terms of the potential for errors in the completion of paperwork for DHS/USCIS). It's also given us a better chance of approval for each of our cases, as our firm is very good and we have one firm handling every case for the System. Each of the Deans have been fully supportive in hiring international faculty, as has the Provost, so there's no reluctance on that end.

The one unrelated issue we seem to keep running in to is that of individuals who don't tell us they are on a J visa and have a home residency requirement until after an offer is made. In order to avoid the 2 year home residency requirement they must file a no objection waiver, which must then be approved by both the home country and the US, and they often think this can be done in short order, which is not the case. We had a case in Fall 16 where we couldn't make the hire because she could not get the waiver in time, even with pushing the hire date back to Spring 17, another last fall, and now one more this fall. Both of those were offered temporary faculty contracts in the meantime while they work on the waiver; they'll be eligible to reapply when the position is reposted, with the understanding that they may not be the best candidate in a new pool. The one from Fall 17 is actually starting with us in Fall 18 in a tenure track line.

<b>Dept</b>	<b>College/Division</b>	<b>Country</b>	<b>Hired</b>
History	CAH	Canada	F08
Management	CBPM	Canada	F17
Psychology	CSM	Canada	F13
Lang & Cultures	CAH	Chile	F13
Lang & Cultures	CAH	Chile	F15
Eco/Finance	CBPM	China	R16
Eco/Finance	CBPM	China	R04
Eco/Finance	CBPM	China	R10
Eco/Finance	CBPM	China	F06
Management	CBPM	China	F06
UG Social Work	CESW	China	R04
Biology	CSM	China	F06
Comp Sci	CSM	China	F16
Comp Sci	CSM	China	F15
Comp Sci	CSM	China	F05
Mathematics	CSM	China	F15
Physics	CSm	China	F14
Mathematics	CSM	Cyprus	F15
Physics	CSM	Cyprus	F15
Comp Sci	CSM	Egypt	F18
Lang & Cultures	CAH	Germany	R15
Biology	CSM	Germany	F08
Athletics	Student Affairs	Germany	
Undergrad Studies	UGSSS	Ghana	F09
English	CAH	Greece	F13
Applied Music	SoM	Greece	
Commun.	CAH	India	R15
English	CAH	India	F07
Comm Dis	CHS	India	R14
Health	CHS	India	F14
Chemistry	CSM	India	F10
Info Technology	IS&T	India	F03
Info Technology	IS&T	India	
Nutrition	CHS	Iran	R15
Comp Sci	CSM	Iran	F06
Lang & Cultures	CAH	Italy	F16
Lang & Cultures	CAH	Jordan	F11
Ed Found	CESW	Mexico	F18
Commun.	CAH	Poland	S07
Eco/Finance	CBPM	Poland	F13
Management	CBPM	S Africa	F18
Lang & Cultures	CAH	S. Korea	F13
Eco/Finance	CBPM	S. Korea	R16
Eco/Finance	CBPM	S. Korea	R14
Eco/Finance	CBPM	S. Korea	F04
Marketing	CBPM	S. Korea	R15

Comm Dis	CHS	S. Korea	F11
Kinesiology	CHS	S. Korea	R15
MTHC	SoM	S. Korea	F13
Lang & Cultures	CAH	Spain	F07
Lang & Cultures	CAH	Spain	F09
Lang & Cultures	CAH	Spain	R09
Kinesiology	CHS	Trinidad & Tobago	F99
Eco/Finance	CBPM	Turkey	F12
Eco/Finance	CBPM	Turkey	R10
Management	CBPM	Vietnam	F18
Health	CHS	Zimbabwe	R16
Commun.	CAH		F18
Eco/Finance	CBPM		F18

**FACULTY AND STAFF CONTINENTS HIRED FROM**

<b>Country</b>	<b>Continent</b>
Argentina	South America
Australia	Australia/Oceania
Bangladesh	Asia
Belize	North America
Canada	North America
Chile	South America
China	Asia
Columbia	South America
Costa Rica	North America
Cuba	North America
Cyprus	Europe
Democratic Republic of the Congo	Africa
Egypt	Africa
El Salvador	North America
England	Europe
France	Europe
Germany	Europe
Ghana	Africa
Greece	Europe
Grenada	North America
Guam	Asia
Haiti	North America
Honduras	North America
Hong Kong	Asia
India	Asia
Iran	Asia
Ireland	Europe
Israel	Asia
Italy	Europe
Ivory Coast	Africa
Jamaica	North America
Japan	Asia
Jordan	Asia
Kazakhstan	Asia
Kenya	Africa
Laos	Asia
Lebanon	Asia
Liberia	Africa
Malaysia	Asia
Mexico	North America
New Zealand	australia/Oceania
Nigeria	Africa
Pakistan	Asia
Peru	South America
Phillipines	Asia

Poland	Europe
Puerto Rico	North America
Romania	Europe
Russia (U.S.S.R)	Asia
Serbia & Montenegro	Europe
Sierra Leone	Africa
South Africa	Africa
South Korea	Asia
Spain	Europe
Switzerland	Europe
Taiwan	Asia
Thailand	Asia
Togo	Africa
Trinidad & Tobago	North America
Turkey	Asia
Uganda	Africa
United States	North America
Venezuela	South America
Vietnam	Asia
Zaire	Africa
Zimbabwe	Africa

## **APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS**

### **Q. Is there a Grad focused international student recruitment strategy or plan?**

Graduate Admissions has been focused on international outreach via response to lead generation via stealth inquiry, Hotcourses, FindAMasters.com, and direct contact with prospective students. xxx is the point of contact in Graduate Admissions for prospective international graduate students, and has been working in collaboration with the Center for International Programs and DSOs to ensure immigration compliance, visa and I-20 issuance, and eligibility for programs. xxx has participated in international live chat webinars through CollegeWeekLive, and Graduate Admissions will be working on hosting more in-house virtual information sessions in the near future. In the past, xxx has coordinated with various Education USA agencies across the globe, sending e-prospect packets and uploading WCU informational videos to the EducationUSA resource center website via the EdUSA Youtube channel. xxx has also interviewed and showcased international student profiles on the OGS webpage, and solicited 5 star reviews by current WCU international students and international alumni for Hotcourses Abroad and Hotcourses India. xxx has been attending the NAFSA conference for the past four years to network and learn from other institutions about best practices in international recruitment, admissions and enrollment, and has shared and disseminated this information with OGS and various stakeholders. To date, we have not explored the use of agents, though it may be something to consider for the future.

### **Q. What resources (personnel, recruiters, marketing, scholarships, etc.) are available to recruit international graduate students?**

Personnel: 1 Assistant Director of Graduate Admissions and Recruitment

Recruiters: No dedicated position currently; armchair recruitment done by Assistant Director

Marketing: No official marketing-produced print piece dedicated to international recruitment currently exists. In the past, Assistant Director had created an e-prospect packet (pdf) which was sent to EducationUSA contacts in various countries. Assistant Director also solicited reviews for Hotcourses Abroad and Hotcourses international, as well as soliciting testimonies from WCU International students with a feature photo for use in future marketing. There is currently no international-specific campaigns in the CRM; all international students receive the standard communication via TargetX. Plans to do international-specific virtual information sessions presentations/videos are being developed.

Graduate Admissions was able to award twenty \$4,000 scholarships (Graduate Deans Scholarship for Global Diversity and Academic Achievement) for AY2018-2019

### **Q. How have graduate assistantships available to international students changed over last 3 years?**

There have not been any changes over the past 3 years for those designated specifically to graduate students. There are 108 per fall and spring semester (216 for the academic year) of credits for assistantships, which equals 9 full time (20 hour per week assistantships) dedicated to international students. Note – those credits can be distributed in 3 credit increments, so there are typically more than 9 international students funded. There are over 375 assistantships across the institution, and international students are also eligible to apply for any open positions. The assistantships have typically been allocated and awarded in late spring or early summer, and we are planning to move to a model that allows for awarding in the fall term for the following year to be used more strategically for recruitment purposes.

### **Q. How do our admission standards or application processes compare with other peer institutions? Do these standards or processes potentially hinder or limit international student applications, admissions, and matriculation?**



## APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS

### Towson

- 22,000 total enrollment
- 3,145 graduate students
- 700 international students
- TOEFL: 80
- IELTS: 6.5
- PTE
- Towson English Language Center (Level IV)
- Cost of attendance: \$34,406
- has International Recruitment Office (3 International Admissions staff - Associate Director, Assistant Director, Admissions Counselor (who also has 3 MD counties))
- easy to navigate website

### College of Charleston

- 11,000 students (total enrollment)
- 968 graduate students total
- 140 international students
- eval needed from WES, SpanTran, IERF, or ASCISS
- “International students, being defined as anyone applying who is not a citizen of the United States, regardless of present residence...” (perm resident defined as international?)
- WES/EP/ECE
- The minimum required total score for admission varies from program to program and international applicants should contact the program director or refer to the Graduate Catalog to find out specific minimum scores. **Applicants who have an undergraduate degree from an accredited US institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition the Graduate School to waive this requirement on an individual basis.**
- Language waiver for students who have “attended at least one year” at U.S. institution.
- not clear on Cost of Attendance for I-20
- 3 International Admissions staff – Director, Associate Director, Coordinator
- easy to navigate website

### University of Missouri, St. Louis

- 17,000 students (total enrollment)
- 2,923 graduate students
- 541 non-resident alien
- Minimum requirements vary by department. It is recommended that students have a 79 TOEFL, 6.5 IELTS, or 53 PTE-A
- Cost of attendance: \$32,833
- Original transcripts OR course by course evaluation accepted
- Requirements vary by country
- Admissions/recruitment within ISSS office – 3 staff with UG recruitment/admissions responsibilities
- easy to navigate website

### University of Illinois, Chicago

- 28,000 students (total enrollment)
- 4,397 graduate students
- TOEFL: 80
- IELTS: 6.5
- PTE

## **APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS**

-The TOEFL, IELTS, or Pearson's PTE is not required for students who have completed at least two academic years of full-time study in a country where English is the native language and in a school where English is the language of instruction within five years of the proposed date of enrollment in the University.

-difficult to navigate website

**Q. Provide a flow chart on recruitment and admission process for international students. Is there one person or a team dedicated to international student admission process?**

xxx, in Graduate Admissions, responds to all direct inquiries (phone and email) utilizing high touch practices within 24 hours. xxx serves as the point of contact for international prospective students in Graduate Admissions. All leads from Hotcourses are captured on an inquiry form and loaded into TargetX.. All leads from FindAMasters are manually entered into TargetX. Prospective students receive regular automated communications by way of campaigns using the Target X CRM. We have plans to launch more virtual information sessions and chats for international students for the upcoming recruitment cycle.

Once a prospect becomes an applicant, they receive regular communication about outstanding items for their application. xxx will also communicate with them if their applications are incomplete and unsubmitted, as well as communicating individually.

Before a file is sent to the department, Rob coordinates with Associate Director to confirm residency/visa status and that there are no impediments to admission. Once file comes back with decision, student receives an admission letter via email with congratulations and instructions on depositing. Associate Director sends emails periodically for students not registering to encourage them to do so and with links to our tutorials for new students. They are also contacted by the Center for International Programs regarding sending financial and other documentation needed for issuance of form I-20.

### **Undergraduate Admissions**

**Q. Is there an UG international student recruitment strategy or plan?**

Yes, see attached.

**Q. What resources (personnel, recruiters, marketing, scholarships, etc.) are available in your office to recruit international undergraduate students?**

- a) Personnel: 1 Assistant Director (50%), 1 member of support staff to assist with data entry (shared with transfer)
- b) Recruiters: No dedicated position currently; armchair recruitment done by Assistant Director
- c) Marketing:
  - o No official Marketing-produced print piece dedicated to international recruitment currently exists. For the past few years, ugrad has developed a series of international info sheets for different cohorts (ex FY, general transfers, transfers from specific feeder community colleges, etc) but moving forward we are looking to create official versions of these to be more in-line with other WCU marketing materials.
  - o Partnership with Hotcourses for lead generation
- d) Scholarships: 10 x \$4,000/year (renewable) scholarships to be dispersed to eligible FY and TR applicants. Last year an additional 10 scholarships were allocated for transfers from feeder community colleges.

## APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS

**Q. How do our admission standards or application processes compare with other peer institutions? Do these standards or processes potentially hinder or limit international student applications, admissions, and matriculation?**

Application processes/requirements as compared to peer institutions: College of Charleston; Towson University; University of Missouri, St. Louis; University of Illinois, Chicago

- a) Number of international students:
  - o WCU: 135
  - o College of Charleston: 140
  - o Towson: 500
  - o UMSL: 980
  - o UIC: 4300
- b) Application
  - o WCU: online, no separate international application
  - o College of Charleston: online, no separate international application
  - o Towson: online, no separate international application
  - o UMSL: online, no separate international application
  - o UIC: online, no separate international application
- c) FY requirements
  - o WCU: Credential evaluation (exceptions are sometimes made and official transcripts accepted)
  - o College of Charleston: Official high school transcript in original language with the school's official stamp/seal + certified, word-for-word English translations when applicable
  - o Towson: Official high school transcript in original language with the school's official stamp/seal + certified, word-for-word English translations when applicable
  - o UMSL: Official high school transcript in original language with the school's official stamp/seal + certified, word-for-word English translations when applicable
  - o UIC: Official high school transcript in original language with the school's official stamp/seal + certified, word-for-word English translations when applicable
- d) TR requirements
  - o WCU: Official transcript from US institutions; course-by-course credential evaluation (NACES-approved evaluation company) required for non-US credentials. High school credentials/evaluation required if student has completed >24 credits at the college level.
  - o College of Charleston: Official college transcript if in the US, course-by-course evaluation if college outside US (must be from WES, Educational Perspectives, One Earth International Credential Evaluations, ECE). If a student has >24 credits, a high school transcript must be provided.
  - o Towson: Official college transcript if in the US, course-by-course evaluation if college outside US (must be from WES, ECE, ASCISS). Transfer credit evaluation from Towson provided after student accepts the offer of admission.
  - o UMSL: Official transcripts from all institutions attended. No credential evaluation required. If a student has >24 credits, a high school transcript must be provided.
  - o UIC: Official college transcripts from all institutions attended. No credential evaluation required.
- e) English language requirements

## APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS

- WCU: TOEFL 80; IELTS 6.0; SAT not required, but if student has taken the SAT an EBRW score of at least 480 is recommended (in order to waive TOEFL/IELTS); grade of “C” or better in a college-level composition class; ELS Level 112
- College of Charleston: TOEFL 80; IELTS 6.5; SAT: minimum suggested critical reading score of 500; ACT minimum suggested Reading score of 18 and English score of 20; grade of “C” or better in English Composition 101 and 102 from accredited US college/university; completion of on-campus ESL program
- Towson: TOEFL 70; IELTS 6.0; PTE 49; SAT 530 EBRW; ACT 21; A grade of “C” or better in college-level composition class from accredited US institution; completion of on-campus ESL program
- UMSL: TOEFL 61; IELTS 5.5; PTE 44; ELS Level 112 (ELS center on campus)
- UIC: TOEFL 80, IELTS 6.5; PTE 54; SAT 570 EBRW, ACT 24; completion of two consecutive years of full-time high school or university study in US or country where English is the only official language; completion of on-campus ESL program
- f) International admissions/recruitment staffing
  - WCU: 1 Assistant Director (50% international)
  - College of Charleston: 3 International Admissions staff – Director, Associate Director, Coordinator
  - Towson: 3 International Admissions staff - Associate Director, Assistant Director, Admissions Counselor (who also has 3 MD counties)
  - UMSL: Admissions/recruitment within ISSS office – 3 staff with UG recruitment/admissions responsibilities
  - UIC: No staffing information found
- g) Financial aid/scholarship
  - WCU: No need-based financial aid; 10 x \$4,000/year (renewable) scholarships for FY and TR students
  - College of Charleston: No need-based financial aid; Merit scholarships (renewable) range from \$3,000 - \$16,500/year; non-merit scholarship is \$6,000/year
  - Towson: No need-based financial aid; merit scholarship to new, qualifying international FY and TR students with a 3.5 GPA and TOEFL 77 or IELTS 6.5
  - UMSL: Competitive scholarships, awards can be up to \$10,000
  - UIC: No specific financial aid/scholarship information provided
- h) Estimated cost of attendance
  - WCU: \$34,990.66 (as per I-20)
  - College of Charleston: \$47,000+
  - Towson: \$40,400
  - UMSL: \$34,074
  - UIC: \$30,686 (does not include room & board)

**Q. Provide a flow chart on recruitment and admission processes for international students. Is there one person or a team dedicated to international student admission process?**

Recruitment/Admissions processes are managed by the Assistant Director of Admissions and International Outreach. Specific initiatives are addressed within the recruitment plan and are largely carried out by the Assistant Director. The Associate Director of Admissions, Customer Service & Communications assists with CRM-based execution of (large scale) emailed communications.

When a student submits the electronic application, it is delivered to the workflow of the Assistant Director. Within a couple of weeks, if no supporting documentation (ie transcript, credential evaluation, proof of

## **APPENDIX 5 - RESPONSE FROM GRADUATE AND UNDERGRADUATE ADMISSIONS**

English language proficiency) is received, the student is emailed for this information. When the information is received, it is added to OnBase either by the Assistant Director or the Transfer/International Records Specialist. The Records Specialist completes any necessary data entry in PeopleSoft. If supporting documents are not received, the applicant is notified at least 3 times in an effort to complete the file. Incomplete files are closed out as late in the application cycle as possible in order to allow the applicant sufficient time to complete.

Accepted students receive a hard copy of their acceptance packet in the mail as well as an emailed version of that information if the student is not based in the US. Within two weeks of acceptance, the student receives an email from the Assistant Director congratulating them on their acceptance and providing the International Student Checklist as well as information regarding the visa process. If a scholarship is awarded, the student is notified at this time.

Once the student deposits, the Assistant Director keeps in contact with the student via email to ensure they are prepared for the start of the semester. This can be in regard to housing, class scheduling, visa issues, arrival times, etc. Efforts are made to ensure the incoming students are as excited and comfortable about their impending arrival at WCU as possible – in the past private Facebook groups have been set up to encourage connections and a forum for questions, and students have also been given the opportunity to be linked up with a current international student as well.

## International Recruitment Plan

Updated: 12/5/2018

2017-2018

GOAL 1: Increase applications from international students

GOAL 2: Increase yield rate of international students

GOAL 3: Continue to seek new sources for outreach to prospective international students

GOAL 4: Continue to participate in professional development opportunities in an effort to cultivate more recruitment ideas

Initiative (Audience)	Cost	Facilities	Equipment	Time Frame of Execution	Resource Allocation	Status/Updates
Webinar participation (ie those sponsored by WES, EducationUSA, NAFSA, and other international education organizations)	No fee - minimal			Ongoing	Continue	<ul style="list-style-type: none"><li>Participated in 6 webinars since October 2017</li><li>Further participation as opportunities arise. I plan to participate in at least one webinar every couple of months depending on availability.</li></ul>
International ACAC Membership	\$125/year			Ongoing	Continue	<ul style="list-style-type: none"><li>Membership allows access to helpful forums, listservs, and relevant professional tools.</li><li>HE members can connect with international high school counselor members, thus aiding recruitment initiatives</li></ul>
NAFSA membership	\$455/year			Ongoing	Continue	<ul style="list-style-type: none"><li>Membership allows access to helpful forums, email lists and interaction with other international education professionals. This organization is a valuable resource for an institution like WCU.</li></ul>
IB.org (International Baccalaureate) membership	No fee			Ongoing	Continue	<ul style="list-style-type: none"><li>WCU profile on IB.org website ensures WCU is visible to counselors at international IB schools and students</li><li>Revisit WCU's IB transfer credit policy</li></ul>
CIS (Council of Independent Schools) membership	\$1035/year			Ongoing	Continue	<ul style="list-style-type: none"><li>Database of contacts from CIS member schools around the globe</li><li>CIS University Connection Registry: list of high school student contacts</li></ul>



						<p>interested in studying in the US (1200+ students contacted in Fall 2016/Spring 2017) – CRM communication plan.</p> <ul style="list-style-type: none"> <li>• Membership includes access to helpful forums and listservs</li> <li>• Access to CIS recruitment tours only available to members</li> </ul>
ELS				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Be a visible contact for ELS (CLA and those without a CLA) undergraduate students to aid with WCU transition</li> <li>• Appointments with individual students looking to attend WCU</li> <li>• ELS Lunch + Talk sessions (x3 planned in Summer 2018)</li> </ul>
Continued ACN engagement				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Remain the primary point of contact for ACN administration and students.</li> <li>• Reach out to ACN students at the time of application with a detailed welcome email</li> <li>• Follow-up with ACN students regularly by email when in the applicant stage</li> <li>• Annually updated ACN Student Fact Sheet</li> </ul>
Social Media				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Disseminate social media information via recruitment materials</li> <li>• Work with CIP staff to utilize social media for recruitment initiatives</li> <li>• #youarewelcomehere initiative on IG for incoming Fall 2018 students (working with Grad)</li> </ul>
Google Analytics				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Periodic monitoring of International Admissions webpage statistics to discern patterns</li> <li>• Method of determining efficacy of targeted initiatives</li> </ul>
International high school outreach				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Consistent, cycle-specific outreach to counselors at international high schools (database currently has 270+ schools)</li> </ul>

						<ul style="list-style-type: none"> <li>Develop communication plan in CRM to create consistent outreach</li> </ul>
International Admissions website				Ongoing	Continue	<ul style="list-style-type: none"> <li>Ensuring webpage is updated as appropriate and provides comprehensive, accessible information for prospective students</li> </ul>
Outreach to accepted students				Ongoing	Continue	<ul style="list-style-type: none"> <li>Used as a yield initiative – maintaining contact with accepted students to increase likelihood of matriculation to WCU</li> <li>#WCUAccepted/#wcugoesglobal</li> <li>International transfer meet and greet during Transfer ASD on 4/28/18 (2 students attended)</li> </ul>
Current international student engagement for recruitment purposes				Ongoing	Continue	<ul style="list-style-type: none"> <li>Maintain a database based on survey results to determine which students are interested in assisting with a variety of recruitment initiatives</li> <li>Following up on enquiries provided by students who have undertaken recruitment travel on behalf of CIP</li> </ul>
Boarding/private school outreach				Ongoing	New	<ul style="list-style-type: none"> <li>Developing list of contacts for boarding/private schools in Mid-Atlantic/New England regions</li> <li>Develop database of counselors and do outreach for Fall 2019 prospects</li> </ul>
Staying current with international recruitment facts, statistics and reports				Ongoing	Continue	<ul style="list-style-type: none"> <li>Open Doors report – vital piece of information in regard to international recruitment</li> <li>Many organizations such as NAFSA, EducationUSA, and WES (to name just a few) release very informative documents regularly <ul style="list-style-type: none"> <li>This information can be used to formulate targeted</li> </ul> </li> </ul>

						recruitment efforts based on geographical assessments <ul style="list-style-type: none"> <li>o Informed research as a way to enhance recruitment plan</li> </ul>
EducationUSA				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Maintaining relationships with any EducationUSA contacts</li> <li>• Conveying to prospective students the importance of their local EducationUSA office (visa assistance, financial aid resources, etc)</li> <li>• Participation in EducationUSA-sponsored webinars</li> </ul>
International-specific recruitment documents				Ongoing	Continue	<ul style="list-style-type: none"> <li>• Current documents include: International Student Fact Sheet, International Transfer Student Fact Sheet, ACN Student Fact Sheet, plus 8 institution-specific International Transfer Student Fact Sheets (for local community colleges). Working with Publications to bring in-line with other WCU materials.</li> </ul>
Community Colleges	Est: \$900			Ongoing	Continue	<ul style="list-style-type: none"> <li>• Maintaining regular contact with CC International/Transfer staff (re: scholarships, admissions process, etc)</li> <li>• Continue distributing International Transfer Fact Sheet to feeder schools (main feeders have Fact Sheet specific to their institution)</li> <li>• Work closely with (WCU) transfer counselors</li> <li>• Consistent outreach to DCCC articulation students</li> <li>• Meet and Greet at Transfer Student ASD on 4/28/18 (2 students attended)</li> </ul>
Scholarships				Ongoing	Continued	<ul style="list-style-type: none"> <li>• Ensure that all relevant scholarship information is disseminated to the relevant contacts (ie, community college advisors, international high</li> </ul>

						school counselors, prospective students, etc) <ul style="list-style-type: none"> <li>• #YouAreWelcomeHere scholarship possibility for Fall 2019?</li> </ul>
Hotcourses				Ongoing	Continued	<ul style="list-style-type: none"> <li>• Respond to all UG Hotcourses enquiry emails and prospectus downloads in a timely manner</li> <li>• Generate social media content for Hotcourses sites when required</li> <li>• Communication plan for prospects to include application drives 2x year</li> </ul>
TargetX CRM				Ongoing	Continued	<ul style="list-style-type: none"> <li>• Enter leads into CRM (Hotcourses, emails, phone calls, visits, etc)</li> <li>• Establish communication campaigns for specific cohorts</li> </ul>
Partnership programs (ex: RUIA College)				Ongoing	Continued	<ul style="list-style-type: none"> <li>• Act as point of contact for prospective students</li> <li>• Outreach and maintaining contact with interested students</li> </ul>
International recruitment travel	Will vary					<ul style="list-style-type: none"> <li>• International recruitment travel as needed via arrangements with partners (ex: CAN, ELS) or membership organizations (EducationUSA, CIS)</li> </ul>
Name purchases	TOEFL: \$250 annual fee + .50/name			Ongoing	New	<ul style="list-style-type: none"> <li>• Purchase names – College Board/TOEFL</li> <li>• Establish communication plan via CRM for prospects yielded</li> </ul>

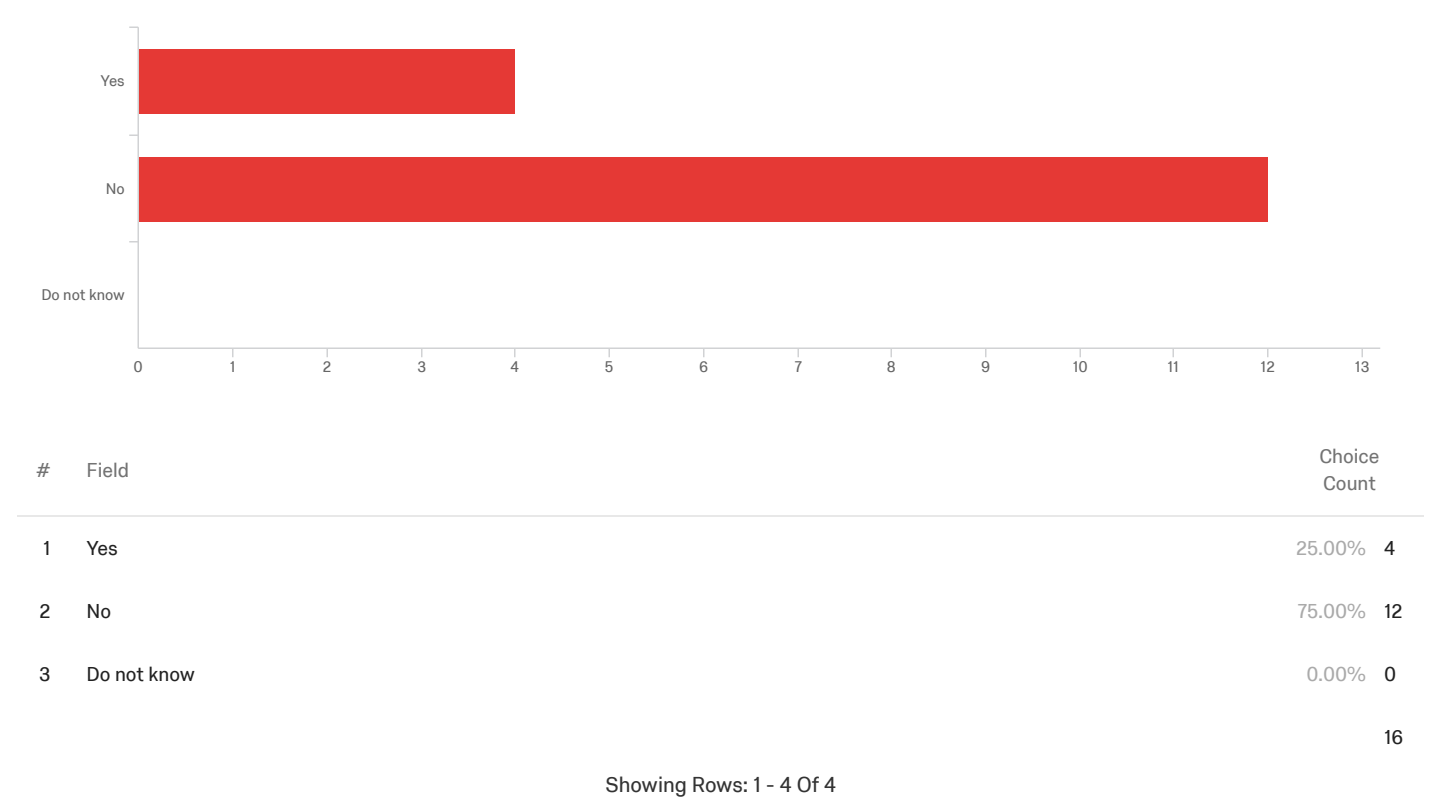
APPENDIX 6 - RESPONSE FROM DEPARTMENT CHAIRS

ACE International Laboratory - Chair Survey  
June 14, 2018 1:38 PM MDT

Q1 - Department

Department
Applied Music
Women's and Gender Studies
Management
Chemistry
Mathematics
kinesiology
Earth and Space Sciences
Nutrition
Nursing
Early and Middle Grades Education
Applied Music
Political Science
COM Studies
Health
Management
English

Q2 - Does your Department, Program (Graduate Program, Certificates, or Minors,) and external accrediting standards (if relevant) have any “Program Goals” that include or require any International or Global Learning Outcomes?





### Q3 - Please list the program and outcomes if you answered yes in Question 1.

Please list the program and outcomes if you answered yes in Question 1.

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· Apply feminist theories, including theories of intersectionality, to personal, local, and global contexts.

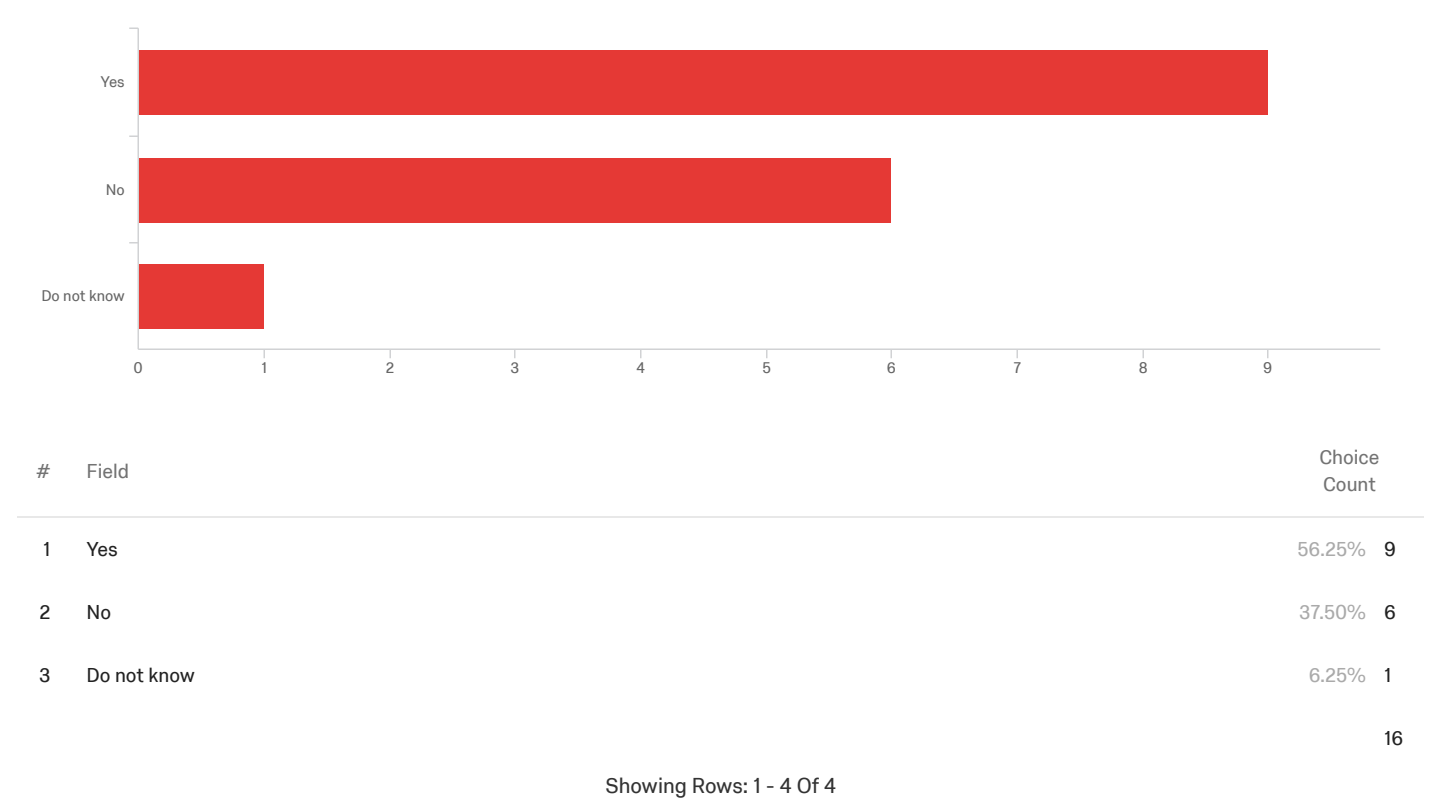
Undergraduate and Graduate programs have "foster an awareness of the global context for business practice" as a goal.

Global Perspectives: The ability to view politics from diverse global perspectives and to understand the interconnectedness of political processes, cultures, and institutions

Our student will recognize the impact of globalization on business.

Showing Records: 1 - 4 Of 4

Q4 - Does your Department or Program offer any courses with specific international or global learning outcomes?



## Q5 - Please list the courses and outcomes if you answered yes in Question 3

Please list the courses and outcomes if you answered yes in Question 3

WOS 306, Transnational Feminisms; WOS 315, Women of the Global South; WOS 326, Women and Witchcraft; WOS 366, Gender, Labor and Globalization

INB 300, INB 469, MGT 313

ESS 348/548 - International Field Studies

NTD435 Nutrition Workshops (European culinary immersion trip) - don't have access to syllabus right now; Nutrition Assessment, Education and Service in Honduras (service-learning trip) - don't have access to syllabus right now; Umbra University Ethnographic Field School in Italy: Sustainable Food & Culture (transferrable credits) - don't have access to syllabus right now

NSG 382; 1. Recognize basic concepts of global health and the effect of resource-limited environments that affect communities and the health of the populations; 2. Understand the model of government stewardship in addressing the health care needs of a population and compare and contrast this model with the system of health care delivery in the United States.

All of the courses in the International Relations concentrations contribute to a better understanding of global perspectives/ many courses in the 'Public Policy' and 'Government and Politics' also contribute to this goal

HEA110

INB300, INB469

Comparative Lit courses

Showing Records: 1 - 9 Of 9

Q6 - Does your Department (Evaluation Committees) highlight, support, or value specifically global or international focused teaching, research/scholarship, and service within Statements of Expectations, Teacher-Scholar Models, or Tenure and Promotion?

Does your Department (Evaluation Committees) highlight, support, or value s...

Yes

As a dept grounded in intersectionality, all of our courses must address international issues. We encourage faculty to engage in transnational feminism, but do not require it.

Yes

No, we do not include this at present

We do this in the evaluation, but it is not specifically called for in the SoE or DTSM. We're too new to internationalization to require such activities.

no

None to my memory in the SOE or Teacher-Scholar Model, but it is highlighted and viewed highly when evaluating for T and P.

Yes

Yes, especially as it relates to teaching and course development

Although it is not stated in the TSM or SOE, our department recognizes the value and supports the scholarship and service that is part of international opportunities.

Yes

Although not included in the SOE, the department places a high value on the design and implementation of study abroad opportunities, connecting students with internationally focused internships, and internationally focused scholarship. Contributions in this area are acknowledged in the Teacher Scholar model and recognized in tenure and promotion decisions

Yes but not required in official documents.

Not overtly.

Yes

No

## Q7 - General comments – How can the Internationalization Lab assist you, your Department, and your faculty with their teaching, research/scholarship, and service?

General comments – How can the Internationalization Lab assist you, your De...

Connections/exchanges with international students and universities.

That is a good question. I will find out at our retreat next month.

Provide innovative ways to further "internationalize" our curriculum.

not sure - probably need to have you visit during a dept meeting and discuss the opportunities.

1) Advertising its existence; 2) We have 2 faculty members who have taken advantage of the Office with respect to field classes for students. Service is probably not relevant in ESS. Teaching would be a new foray. We have several International and new faculty who may interested in teaching experiences at institutions outside the U.S.

We would like to develop relationships with programs abroad so that more courses (incl NTD courses) can transfer into our major required courses. Lynn Monahan is already pursuing Umbra university.

I haven't spent enough time looking at the resources included, but I am hopeful the IL will assist faculty in finding locations for community service educational trips that we can offer our majors in winter. Several interested faculty have been concerned that there wasn't funding for them to run a trip, so perhaps that is something we can learn from IL. Several junior faculty expressed concern with spending a great deal of time on an international trip, not knowing how TEP would view that. Is that valued by our university TEP committee?

Financial support for international guest speakers / support with internationally focused internships / sponsorship for Visiting Professors

Help support the department, programs, and faculty DEVELOP more international opportunities for teaching, research/scholarship, and service.

One barrier to our students participating in international programs is the cost. It would be great if the Lab could do some programming for faculty to brainstorm ways to make the cost more affordable or to provide financial support for our students.

Showing Records: 1 - 10 Of 10

### End of Report

## APPENDIX 7 - RESPONSE FROM FACULTY

### *ACE International Laboratory - Faculty Feedback*

June 14, 2018 1:35 PM MDT

#### Q1 - Faculty name

Faculty name
Aaron Roman
Lisa Marano
Angela Norkiewicz
Ed Lordan
Ciceri
Lynn Monahan
James Grime
Mauro Panzera
Tom Short
Mary Buckelew
Kim Johnson
Patricia Swasey Washington
Tom Haughey
Monica Zimmerman
Regina Subach
Charles Hardy
Megan Saltzman
Dave Prilutski
Jan Rodgers
Danielle Yocom



Susan Miller

Heather Wholey

David Bolton

Aaron Roman

Angela Banks-Konate

Whitney Katirai

Matt Shea

Christina McCawley

Mahlstedt

Lori Fuller

Diane Santori

Vicky Katsioloudes

John Bellomo

Iliana Pagan-Teitelbaum

Christine Moriconi

Oné R. Pagán

Susan Wysor Nguema

Victoria Tischio

Aliza Richman

Laura Fiorenza

Veronica Wilbur

Martha Donkor

Yong Wang

Craig Stevens

Neha Sunger

Jodi Roth-Saks

Larry Udell

Lynn Carson

Kat Ellis

Cheer-Sun Yang

Lisa Millhous

John Hagens

Julie Perone

Sebastian Guzman

Gopal Sankaran

Mahrukh azam

Arsenault

Donna Sanderson

Timothy R Dougherty

James Mc Laughlin

Constantinos Pistos

Louise Makau

Guohua Jiang

Charles Hardy

Jordan Schugar

Jenna Becker Kane

Ramona Stone

Rebecca Chancellor

Laura Fiorenza

Linda Zhu

Jessica Schedlbauer

Lori Fuller

W. Craig Stevens

Daria Nikitina

sandra walz

Katie Solic

Jordan Schugar

Lynn Monahan

Kelly Fisher

Amir Gol moahamdi

Elizabeth Munz

Dawn Patterson

Graham MacPhee

Claire Verden

Simon Condcliffe

Kurt Kolasinski

Paul Sylvester

Cheryl Monturo

Cecilia Chien

Joan Welch

Mauro Panzera

Dan Ilaria

Joy Fritschle

Schnell

Chris Awuyah

Aaron Rundus

maria urrutia

Vicki McGinley

Lisa Kirshenbaum

Felix Frankfurter

Valerian DeSousa

Michael Antonio

Elizabeth Urban

Sami Abdel-Salam

Casey Bohrman

Jackie Hodes

Ovidiu Marinescu

William Keith Corbitt

Constance Case

Dean Johnson

Abby Spece Donnelly

Janet Lacey

Marc Gagne

Karen Watkin bs

Dr Volkwein-Caplan

Walt Cressler

Wan-Yi Chen

Maxine Gesualdi

Rachel Joseph

Denise polk

Jim Brenner

Edward J. Lordan

Debra Bill

Mahmoud Amer

Sarah Hyson

Megan Heckert

T.Treadwell

Erin Hurt

Marcos Campillo

Joseph Moser

Jeff McLaughlin

Vipanchi Mishra

Dwight Davidson

Megan Corbin

Mark Davis

Mary Buckelew

Michelle Blake

Christina McCawley

Danielle Skaggs

Peter Loedel

## Q2 - Department

Department
Communication Science and Disorders
Mathematics
Accounting
Communication Studies
Languages and Cultures
Nutrition
Theoretical Maths
Marketing
Mathematics
English Department
Mathematics
Communication Sciences and Disorders
Theatre and dance
Management
Nutrition
History
Languages and Cultures
Management
Social Work
Nursing
Accounting
ANT/SOC



Educational Foundations and Policy Studies

Communication Science and Disorders

Social Work

Health

Management

Library

Psychology

Accounting

Literacy

Management

Theatre and Dance

Languages and Cultures

Nursing

Biology

Undergraduate Social Work

English/Honors

Sociology

Early and Middle Grades Education

Nursing

WGS

Marketing

Kinesiology

Health

Service-Learning and Volunteer Programs

Philosophy

Health

KIN

Computer Science

Communication Studies

Economics

Counseling & Psychological Services

Anthropology and Sociology

Health

Chemistry

Marketing

Early & Middle Grades Education

English

Mathematics

Chemistry

Health

Management

History

English

Political Science

Health

Anthropology & Sociology and Psychology

Early and Middle Grades Education

Management

Biology

Accounting/Dean's Office

History

Kinesiology

Earth and Space Sciences

nutriton

Literacy

English

Nutrition

Management

Nutrition

Communication Studies

Special Education

English

Special Education

Economics and Finance

Chemistry

Early Middle Grade Education

nursing

History

Geography and Planning

Marketing

mathematics

Geography & Planning

Political Science

English

Psychology

Theatre and Dance

Special Education

History

Political Science

Anthropology and Sociology

Criminal Justice

History

Criminal Justice

Undergrad Social Work

Ed Foundations and Policy Studies

APM

Languages and Cultures

Theatre and dance

Peace and Conflict Studies

Nursing

Nutrition

Earth and Space Sciences

Art + Design

Kinesiology

University Libraries

Graduate Social Work

Communication Studies

Nursing

com studies

Health

Communication Studies

Health

Languages and Cultures

English

Geography & Planning

psychology

English

Languages and Cultures

Languages and Cultures (German)

Educational Foundations and Policy Studies

Psychology

Health

Languages and Cultures

Public Policy and Administration

English

English

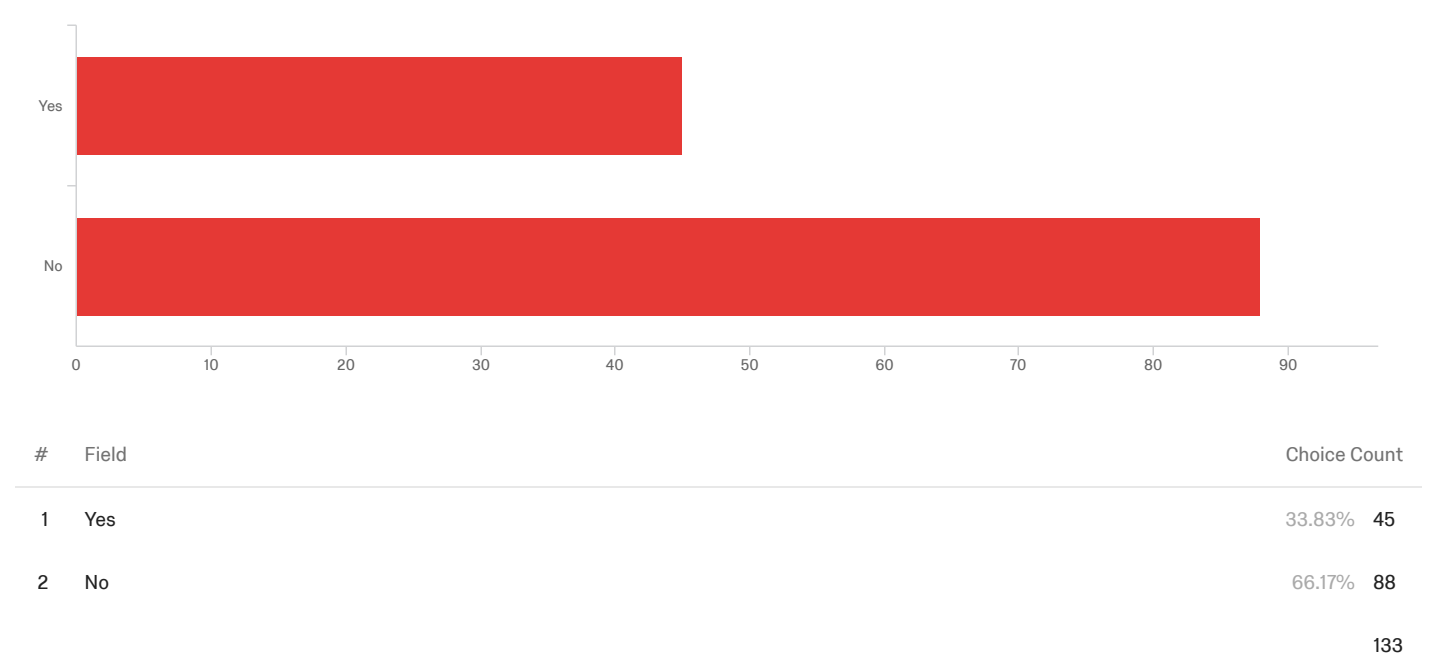
Library

University Libraries

Political Science

Showing Records: 1 - 141 Of 140

Q3 - Have you participated in a research project over last 3 years working with an international collaborator?



#	Field	Choice Count
1	Yes	33.83% 45
2	No	66.17% 88

Showing Rows: 1 - 3 Of 3

## Q4 - If you answered yes to Q3, list the countries where the collaborators are from.

If you answered yes to Q3, list the countries where the collaborators are f...

Spain

Latvia, Australia

Australia, Germany, Switzerland

Italy, France, Spain, Isreal

Peru

Italy

As part of the Honors college trip to South Africa at the Koinonia Youth Center. If that's what you mean by collaborate.

Ghana

Brazil, Singapore, Canada, Austria, Australia, Mexico, Iran

Chile

Uganda, Kenya

Costa Rica and Peru

Republic of Korea

Kenya, Senegal, Botwana, Rwanda, Ghana, Nigeria

China

Russia, Norway

Rwanda, Germany, Poland

China, Hongkong

England, Germany, Australia, Canada, France

United Kingdom, Russia, France, Singapore, Canada, Chile, Costa Rica

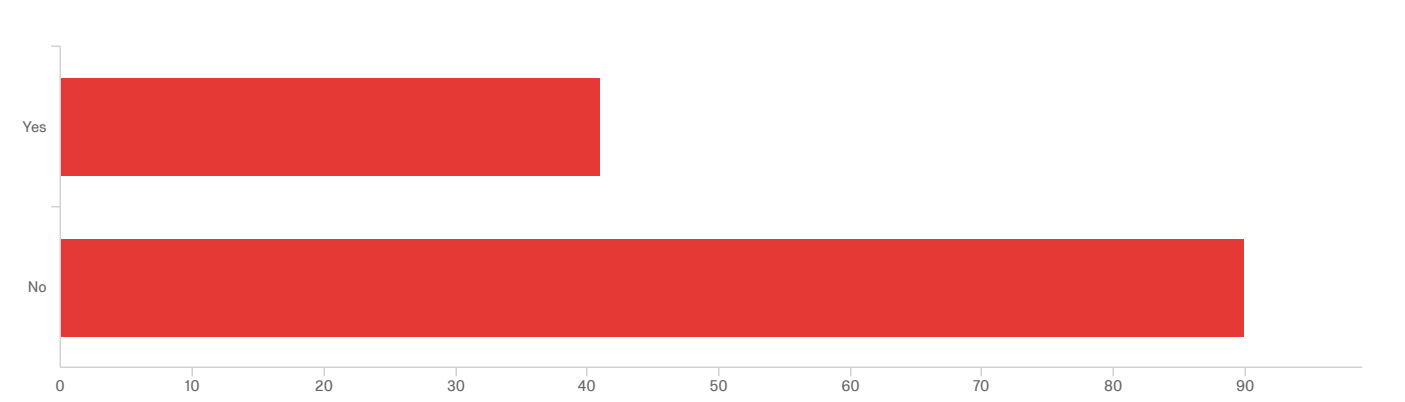
Singapore and Hong Kong

UK, Ireland, Canada



The Bahamas
Finland, Italy, Germany
China
Spain, Chile
Ghana
Netherlands, Rwanda, Germany, Cameroon, UK, DRC, Gabon, Belgium, Ivory Coast, Switzerland
Argentina
Latvia
England
Peru
Norway
Romania, Brazil, Bulgaria, China, Russia, Cuba
Canada, Bulgaria
Germany, Brazil,
Trinidad
South Africa
Jamaica, Mexico
Canada
Netherlands
Chile, Argentina
Austria and Romania
Germany, Netherlands, UK

Q5 - Did you travel overseas for conducting research?



#	Field	Choice	Count
1	Yes	31.30%	41
2	No	68.70%	90

131

Showing Rows: 1 - 3 Of 3

## Q6 - If you answered yes to Q5, list the countries traveled.

If you answered yes to Q5, list the countries traveled.

Spain

Australia

Italy

South Africa

Ghana

Brazil, Singapore, Indonesia, China, New Zealand, Australia, etc....

Cuba, Turkey

I conducted the research in Chile before starting at WCU

None

Costa Rica and Peru

Kenya

Russia, Norway

Rwanda

China

France

Russia, UK, Singapore, Chile, Costa Rica

UK

Bahamas, Kenya

Finland

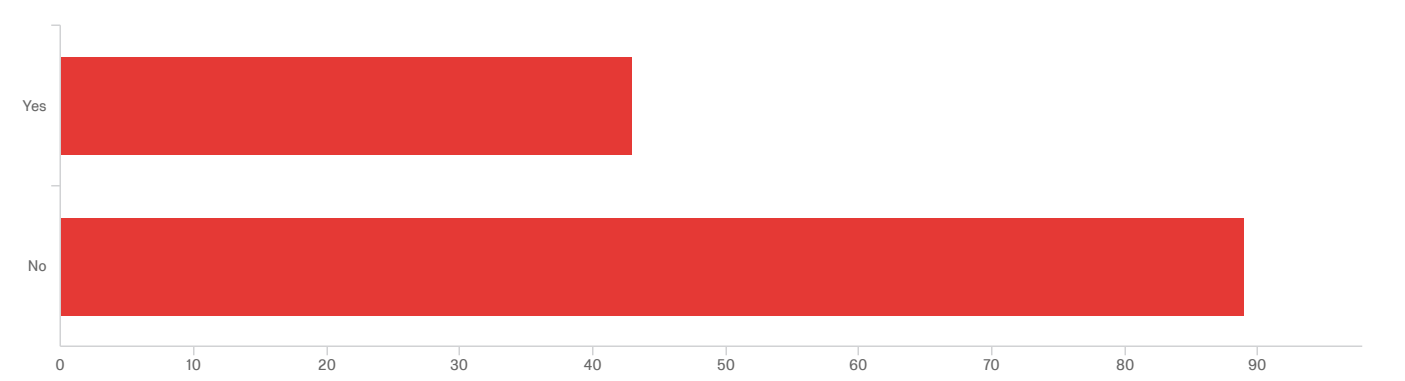
China

Spain, Catalunya

Spain, Italy

Ghana
Rwanda
France, Spain, England
Latvia
Not in last three years. Previous work in Spain, Russia
Overseas? South America ok? Bolivia, Peru, Nicaragua, Honduras, Guatemala, Costa Rica
Portugal, United Kingdom, and India
Peru
Norway
Romania, Brazil, Bulgaria, China, Russia, Cuba
Japan
Germany, Brazil
Not in the last three years, but in 2006 I traveled to China to work with a collaborator on paleobotanical research
South Africa
Jamaica, Mexico
Argentina
Austria, Romania, Ukraine, Israel
Turkey, Guatemala
Israel
Chile, Argentina, Uruguay
Germany

Q7 - Did you travel overseas to develop partnership with a university?



#	Field	Choice	Count
1	Yes	32.58%	43
2	No	67.42%	89

132

Showing Rows: 1 - 3 Of 3

## Q8 - If you answered yes to Q7, list the partner institutions and countries traveled.

If you answered yes to Q7, list the partner institutions and countries trav...

UCCI, Cayman Islands

Universidad Santa Paula, Costa Rica

Many years ago, Ben Gurion University

Australia, Ireland

University of Normandie, France

University of Grand Cayman

University of Ghana, Ghana

Numerous

University of Havana,

Chinese Culture University, Taiwan

Turkey (in past 3 years only)

Pakistan

Costa Rica, Escuela Futuro Verde. Peru - Voices 4 Peru

China

Moscow State University

University Normande, France

France; Universite de Caen-Basse Normandie

Moscow State University, Russia, Earth Observatory, Singapore, Nanyang Technological University

Umbra Institute, Perugia, Italy

American College of Norway, Norway

England, University of St Mark and St John

University of Turku and University of Eastern Finland, Finland; KU Leuven, Belgium

Italy, University of Padua

Spain, Catalunya, University of Girona, Autonomous University of Barcelona

Universidad de Salamanca, Spain

Not a university, but a civic education center - Gustav Stresemann Institute in Bad Bevensen. Other universities partnering in the study abroad project we have established with the GSI are the Universities of Marburg and Giessen

Ghana

Spain (Barcelona) - Currently have a new contact

University of Latvia

ICOLC, INASP, primary university of each country, Ministry of Education, Ministry of Culture, Ministry of Commerce

Turkey; Ipek University, Maliksah University

International Student Teaching programs in Guanacaste, Costa Rica with Teocali School; Munich, Germany with Kathe-Kollwitz Grammar School; Joao Pessoa, Brazil with Cidade Viva and the Federal University of Paraiba

University of Kassel, Germany

Taiwan and Hong Kong

Government College of Nursing, Trivandrum, Kerala, India

North West University -Potchefstroom

Mary Immaculate, Limerick Ireland

Amman, Jordan- MLC (Modern Language Center)

Spain

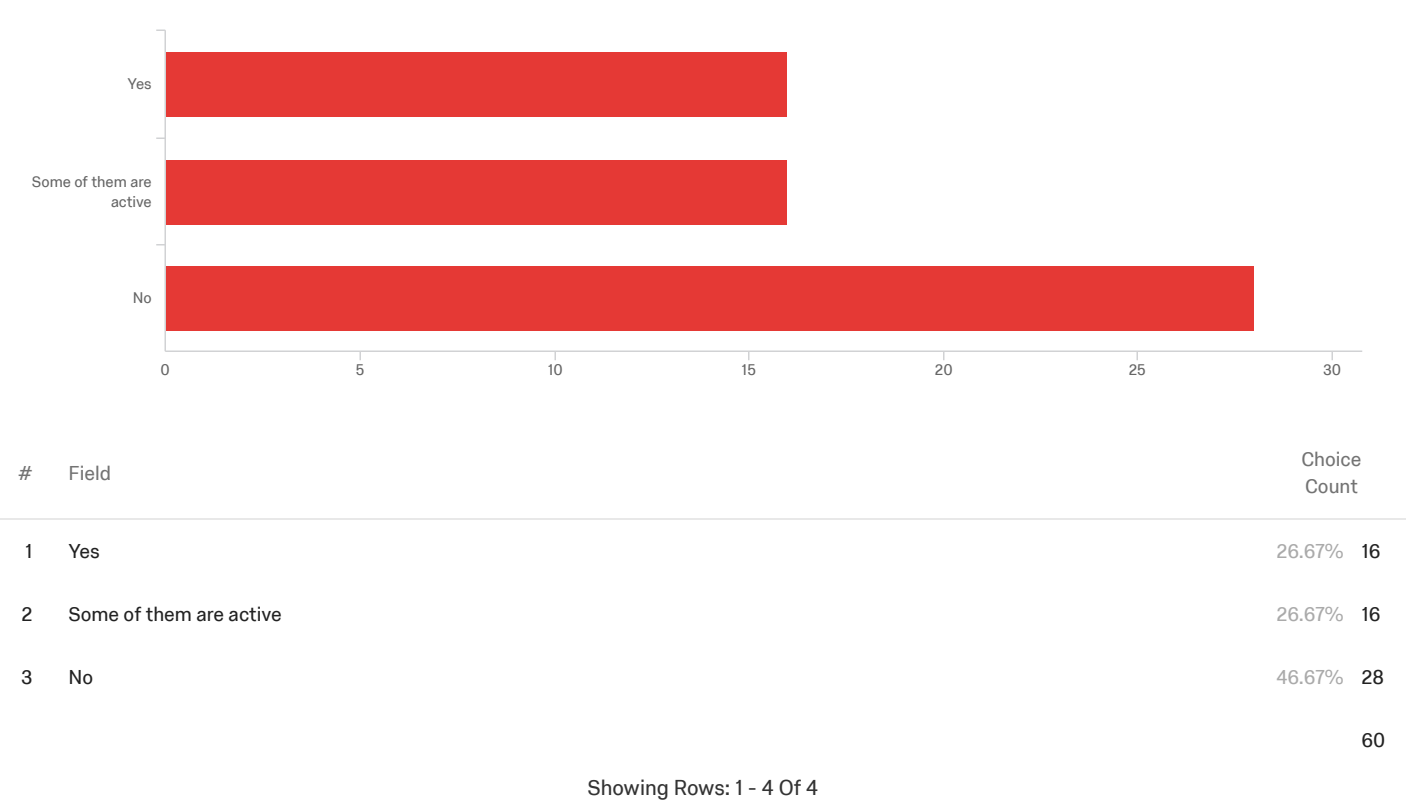
University of Salzburg (did not work out) and University of Vienna (pending)

Tel Aviv University, The Technion, Bar Ilan University

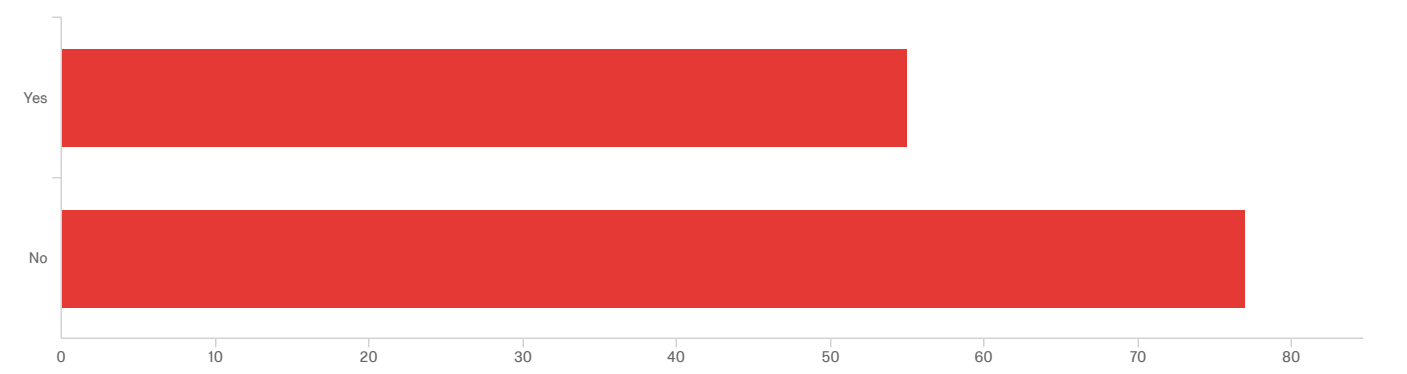
University of Mainz



Q9 - If you answered to Q8, do you see the partnership active currently?



Q10 - Are you involved in editorial activities in journals or with professional organizations that have an international focus?



#	Field	Choice Count
1	Yes	41.67% 55
2	No	58.33% 77

132

Showing Rows: 1 - 3 Of 3

## Q11 - If you answered yes to Q10, please list the journals or professional organizations.

If you answered yes to Q10, please list the journals or professional organi...

American Speech-Language-Hearing Association

United States Institute for Technical Theatre, Tech Exposition

ALCES XXI

Society for American Archaeology, American Antiquity, British Archaeological Reports

AJET (Australian Journal Educational Technology); TEACH - Adventist Journal of Education Australia

Cataloging and Classification Quarterly

National Women's Studies Association. While it says "national" as the premier professional org. in Women and Gender Studies, NWSA has had an international focus since the late 1980's.

Academy of Human Resource Development, Career Development International Journal

LASA, BRASA

APNA and IPNA

International Consortium for Social Development

UAPS: Union for African Population Studies

American Association of Sleep Medicine

Asia Pacific Journal of Marketing and Logistics

Advances in Clinical Toxicology, Medwin Published and Water JOurnal

Journal of Social Change

Association of University and College Counseling Center Directors

Cuadernos de Teoría Social (journal), Estudios de la Economía (research network).

Editorial Board of American Journal of Public Health; Governing Councilor,American Public Health Association (International Health Section)

The Journal of American Chemical Society

International Association of Therapeutic Drug Monitoring and Clinical Toxicology, Journal of Applied Bioanalysis

Journal of Global Oncology

Oral History Association

Studies in Late Antiquity

Quaternary Science Review, IGCP - International Geological Correlation Program, sponsored by UNESCO

European Academy of Management; Academy of Management; Journal of Global Mobility

(i) ARIEL: A Review of International English Literature ; (ii) Literary London Journal/Literary London Society

Member of the Editorial Review Board of the Journal for Conference and Event Tourism (JCET)

Associate Editor of Surfaces; Editorial Advisory Board of Open Materials Sciences; Editor, Surface Photochemistry and Ultrafast Surface Dynamics section, Encyclopedia of Interfacial Chemistry; Electrochemical Society

ASPEN, Sigma Theta Tau international honor society

Association for Asian Studies; Mid-Atlantic Region Association for Asian Studies

American Association of Geographers

PME

American Association of Geographers, Annals of the American Association of Geographers

African Literature Association

Society of Dance History Scholars, Congress on Research in Dance, World Dance Alliance

Association for Slavic, East European, and Eurasian Studies

IFLA

MESA (Middle East Studies Association)

Eating and Weight Disorders – Studies on Anorexia, Bulimia and Obesity, official journal of the Italian Society for the Study of Eating Disorders and for the Italian Society of Obesity

International Council of Sport and Physical Education

Society for Social Work and Research; Asian & Pacific Islander Social Work Educators Association (APISWEA)

Sigma Theta Tau International honor society

Journal of Health Education

Computer Assisted Language Instruction Consortium

International Journal of Group Psychotherapy

Associate Managing Editor of Decimonica <http://www.decimononica.org/>

Journal of Austrian Studies

AERA (WERA)

International Journal of Health Sciences Education

Hispanic Issues

Journal of Economic and Social Thought

Cataloging and Classification Quarterly

European Studies Association

Showing Records: 1 - 54 Of 54

## Q12 - What are the major barriers you see towards increasing number of international students on campus?

What are the major barriers you see towards increasing number of internatio...

community support, faculty support, interaction with current students.

Probably funding for individuals with limited financial resources

We are an institution that works in a niche part of PA and don't have as much national (and therefore) international recognition

Language

I heard it was a tuition cost issue.

None

Brand of WCU is not well known. International recruiting resources are scarce

I'm sorry that the International Student Organization ceased to be active

Not sure.

Cost, language, student aid

Cost

WCU is a regional school so it might not attract the same number of international students compared to a large state university

marketing

School shooting and gun laws.

Bridging cultural support services and housing for the students/ credentialing them to have clinical experiences in USA

I am sure that this response is influenced by the current reality of our country, but I have to say it. The major barrier will likely be the prevalent xenophobic feelings in our society. Word of this is already getting out I. The world!

Political climate. I think the US has become a place that students no longer feel safe or welcomed. Diversity in general, we're a predominantly white institution.

Support for cultural differences in learning and social integration with other students

Funding. Students from low-income countries cannot afford to attend WCU without scholarships and waivers for in-state tuition.

I am not sure.

The US government stance on Visa and immigrants

1. Lack of effort 2. The current political rhetoric in regards to immigration

University reputation; job placement

logistics and language

Travel visa sponsorship help and funding

It does not seem like we have a comprehensive program to support international students, such as regular out of the classroom programming, ESL programs such as language partners, etc.

Current U.S. international policy

International students cannot enroll in online programs. There should be opportunities to allow students to enroll in these programs.

Program and university awareness

Ver few students from WCU to go to our international partners.

I would assume that the limited international prestige of WCU, limited diversity, and funds.

Cost, housing, social connections, location of WCU (not in an urban ares)

Immigration, WCU is not visible on the international spectrum

Lack of marketing and the brand awareness

funding and support for trips

I worry about increasing international students on campus at the expense of communities of need here in the Commonwealth. I have worked at other universities who forget their mission to serve those most in need of education right here in their midst as they chase the dollars of wealthy international students. That's a path I worry about for West Chester, even as I welcome the breadth of perspective that our international students bring to campus and my classroom.

Governmental Xenophobia

Limited M.Sc. and/or Ph.D. degree programs

Stricter visa requirements for students seeking to study in the USA

Most of international students are interested in applying high ranking universities.

I would assume cost, logistics, and active networks

Money

scholarships



One barrier is the cost for international students to attend WCU.

Making sure that our students get valuable experiences and that they can get credits for their international experiences. The cost of traveling and the safety factors are a big concern.

credential evaluation for undergraduate's transcripts

advertising, expense, not much of an international community yet at WCU - so support could be difficult

Getting our name out there

Out-of-state tuition and other costs.

cost and logistics

Do not provide any financial support

cost

This is not an issue with which I am well-versed, so I do not feel equipped to speak to potential barriers. I will say that all of the international students whom I have had in my courses have been valuable contributors with important perspectives to offer.

Money.

not sure on this -- if you increase partnerships with other international schools, and have reciprocal agreements, that would increase international students at WCU

Housing and public transportation; robust infrastructure for hosting non-Western students

West Chester University is not really known by international students. Additionally, WCU does not offer tuition waiver for graduate students who usually are highly motivated and can contribute to the diversity and knowledge of the campus. Also, the resources on campus are not known by the faculty members. I personally have several ideas to create international relationship with European and Asian countries, however, I need some assistance from the international office to start the process. For example, I personally have been working on opportunities in Germany, Singapore, and Malaysia but at some point I need to know what types of support I would get from WCU to pursue these international opportunities.

Advising, housing, transition assistance, public transportation

current student population & demographics

Mainly financial barriers. For international students that I come into contact with finding funding is prohibitive.

Not sure.

Cost, political atmosphere

Funding and social connections.

support systems

Our immigration laws, social order in the US, cost of study here

xenophobia of current U.S. President and Supporters, thereby creating Visa difficulties, funding

Cost and multicultural sensitivity

Unknown

limited graduate assistantship hours that provide tuition remission for international graduate students

WCU not on the 'map' for many international students / out of state tuition

Cost of Tuition and Housing

Cost of students from developing countries to attend WCU

access to travel and engage with other universities world wide - this may not always be for a conference, but a simple exchange.

The location of my activities at this time; ideal location, challenging to get to and interest

Trump

Competing with other institutions though we have the advantage of modest tuition.

expense

I don't know.

Creating a cultural climate and programs that are supportive of international students. Developing housing accommodations that meet the needs of them.

Not sure

Finances, work opportunities, lack of support staff in CIP to assist students, political environment

Cost for students from countries with low GDP, lack of flexibility in English requirements

The lack of administrative support for it and for the faculty that are interested in increasing the international presence on campus. I submitted an International Memorandum of Agreement that would have provided our Teacher Candidates with an opportunity to teach in Brazil and would have increased Brazilian enrollment at WCU, but I never heard back from anyone (e.g. CESW, CIP, Provost) regarding the proposal. To this day, I don't know why it wasn't approved - and, here, I am, because no one has communicated anything to me, that it wasn't approved. ... For two years the CESW administration has been telling me that I would receive AWA for overseeing the international student teaching programs, but that offer was rescinded.

Relationships and Politics - Institutions will send folks where they have contacts. The current fed. admin. policies do not help.

Cost

Possibly just getting the word out more widely about our wonderful, inviting university

Lack of research focus, graduate assistantships not competitive with other universities

Spending lots of efforts to recruit students. Students are not as eager to leave because of questions regarding credit transfer and costs
perhaps now it would be stricter federal immigration policies and visa requirements and the general xenophobic political climate
Relatively not as strong global presence of the University and unfamiliarity with students from another countries among faculty and staffs
reputation and outreach limitations
Affordability, accessibility, international presence
?
physical space to host them
Student population is not quite the norm for international studies, but we're getting there.
money and resources and visas, GA slots
Political Climate, Cost of living, and lack of familiarity with how WCU is in an awesome location and great institution.
support for those students once they are here - where to live during breaks & holidays, how to get around, etc.
not sure
These students often do not have fluency in English to succeed in classes where they must write or read a great deal. I have students every semester in my literature and LIT 100 courses who end up dropping or failing (or, sometimes, squeaking by with a D) because they struggle to read or take in lectures in English. It's definitely unfair for these students to be admitted to WCU when we know they are going to struggle in their classes.
cost, visibility...but it's improving :)
N/A
Logistics (depending largely on country of origin) and financial constraints
Familiarity with WCU and opportunities at WCU need to be popularized and communicated to target audience more effectively
Need more doctoral programs.
Resources/time
The current political climate in Washington DC
Reason for them to travel here/brand recognition
None. I think they love it here.
Funding and housing

## Q13 - What are the major barriers you see in increasing the number of study abroad opportunities for students?

What are the major barriers you see in increasing the number of study abroa...

Language and money

Funding for individuals with limited financial resources

Student's ability to support themselves in such programs. Many students are working full-time in order to attend college

Strict travel regulations and practices

The 4-4 teaching load has stopped me and other colleagues from having time to develop a study abroad opportunity. Of course, some colleagues have been able to juggle with the time constraints better than others.

Finances

Cost of international programs including travel, housing, and tuition. International transfer credit equivalencies

financial primarily

Expense. As an undergrad (first-generation and no financial resources), I studied abroad in Denmark because it cost very little money. It changd my life. I've been interested in establishing a program for psych students. I know we have the Norway program but that's not an opportunity for our students.

none

Cost

The high cost of study abroad programs

funding, marketing, university red tape

Cost. Need more grants.

Credentialing, and language barriers seem to be most pressing

None that 9. An think of.

Cost, time commitment, lack of knowledge about programs available, lack of administrative support for certain locations.

cost (both in terms of fees for travel, but in terms of lost wages--a lot of our students work).

Students struggle to fund their study abroad experiences. Many of our students work during the semester and struggle financially. Studying abroad is seen as a luxury that they cannot afford.

Assuring the safety of our faculty and students, have money (for faculty and students) to support these initiatives, finding opportunities that truly benefit our students

The delays in planning and limitations on who can participate in any study abroad.

1. Lack of proper marketing of programs 2. Student apathy 3. Choice of study abroad location

Quality and affordability of programs

financial

Interest for the abroad location, vaccination requirements

CIP is lacking staff and resources, as is Service-Learning and Volunteer Programs. I would like to see us offer additional service abroad experiences. Incentivizing faculty to build more international programs. Making this process easier.

See above (Q12)

None at this time.

Promotion of programs, financial constraints

We had enough opportunities. We didn't encourage our students effectively and proactively. We are extremely passive.

cost, and recruiting students early in their career so they can plan it into their course sequence.

For some, I believe the cost is a barrier.

Limited support for organizing the trip and paying for the faculty's travel costs.

Cost, course transfer opportunities in majors

Time, commitment, support

Lack of marketing

funding and support for trips

Hmm. I've not heard about barriers. Most folks who speak about our international programs seem to think that it's a green light to creating such programs. I'm proud of that for WCU.

Limited number of partner institutions that can offer quality learning opportunities for WCU students

Costs

Cost

Administrative support; both time and money.

Faculty's lack of understanding of the structure/framework to develop international programs

One barrier is the cost for students to participate in study abroad opportunities.

World safety for travel.

Costs and can't actively take "study abroad" information

expense, ability to fit into a 4 year course of study

COST - Also student financial aid needs to be available for winter and summer terms.

Funding and cost.

cost and logistics

Matching tuition, study abroad financial support

cost, legalities, liability

In the College of Education and Social Work, I see the heavy credit load and tightly scripted curriculum as barriers to pursuing study abroad opportunities.

Money. And, maybe ignorance.

lack of financial means or time off of work. This includes students not knowing about financial assistance available

cost of traveling abroad; limited/ weak partnerships with int'l Universities

Our faculty members are unaware of international opportunities. We have first generation immigrant faculty members from many countries around the world who have international connections and can create opportunities. Using their potentials would be one of the approaches toward increasing the number of study abroad opportunities.

Perceptions of cost issues, course equivalencies, a lack of a culture of studying abroad

funding

From what I can see, a lot of the administrative work seems to fall on the faculty member.

I don't see many barriers! Finding the funds can be challenging for some of our students but overall in the CESW there are numerous opportunities and they are growing.

Increasing study abroad opportunities likely falls on faculty to spearhead the trip. This demands a lot of faculty and faculty are already stretched thin.

Cost, fear of terrorism, lack of second language proficiency

Funding for faculty. Funding for students. Inclusion of participation in tenure criteria. Use of financial aid for study abroad.

funding

Awareness of the opportunities for study abroad, lack of atmosphere for going abroad, not an expectation here.

funding, process of trip approval is still clunky and lengthy

Cost

Student teaching is an ideal time to study abroad, but need good locations and relationships to benefit students.

lack of sufficient training for faculty to learn how to teach study abroad courses

mostly financial / part of the student population might not appreciate the benefits of international studies

Cost

Cost of the programs and marketing

It is challenging for faculty to organize an experience - I have heard several times from faculty "...They (faculty leading experience) are vacationing or using this as a vacation" When in fact it is even more challenging that teaching a course on campus.

Departmental, College Barriers, distribution and support of opportunity

transfer of credits

Trump

Too many "other" responsibilities for faculty to consider including overloaded classes for teaching, required service activities, and demands of scholarship..

Cost is the major barrier; many students have not traveled beyond PA and feel nervous

Faculty interesting in pursuing these opportunities. The costs for students associated with these trips.

Financial, Arranging for payment of housing in the US during that time (for example if students have a lease on an apartment), family responsibilities

Finances, political environment, perception that SA will delay on time graduation, staff to assist students

Cost, complex process to receive approvalS

Need to make it financially worth my time to commit personal time and resources to a faculty-led study abroad program. Also, need to streamline the paperwork in CIP. For an ongoing program like the International Student Teaching programs, it makes no sense to resubmit the paperwork every semester.

Too difficult to set up

Relationships and Politics - Institutions will send folks where they have contacts. The current fed. admin. policies and attitudes do not help.

Cost

Complexities, faculty time issues



Cost to students, lack of institutional or foundation support

Cost.

Students need to better understand how valuable an international education component really is

perhaps cost

costs

student ability to pay

Time, logistics

cost - in my major, finding classes in the major rather than just gen ed

money & opportunity

I don't see real barriers to that - it's all about making your numbers and providing a strong experience.

Cost,

awareness, cost, and opportunity cost (especially for summer programs)

not sure

cost, faculty willing to get involved, more support for faculty-led programs

Declining numbers of students taking languages at WCU, languages need more of a presence in our curriculum to contribute to more international experiences

Financial constraints. Perhaps deteriorated foreign relations in current U.S. political context.

Funding

Resources/time for faculty to help develop and run such programs; funding for students to consistently attend the programs

The current political climate in Washington DC

resources?

Publicity is not widespread

Funding and bureaucracy

## Q14 - Do you think we are providing an education that leads to "global education" for our students? How can we improve global awareness and engagement of our students?

Do you think we are providing an education that leads to "global education"...

study abroad is great opportunity but two things prevent students, 1) majors that don't have any wiggle room in the curriculum or required courses so a semester abroad would delay graduation 2) money or financial costs of studying abroad.

Yes. We could encourage more students to participate in study abroad and service programs

We are providing a strong and diverse education to our students. We can only prepare them for the world outside our classroom, we cannot create a replica of a global experience at West Chester.

No. More study travel experiences

I would like to say yes, because our efforts are so sincere and dedicated, but I think there are two major problems, both money related. (1) students are under the impression that they can't afford study abroad, this eliminates opportunities, and for those who do study abroad, they choose a short program (2-4 weeks) instead of a deep and more integrated and educational immersion program (1-2 semesters). If more \$ could be offered for study abroad, and there was more a consciousness of "going abroad for a semester or year", that would be helpful. (2) Given that we usually don't have any foreign students in our classrooms (such is the case in Languages & Cultures), local students are not exposed much to internationalism at their own day-to-day level (e.g. friendships) (we do expose them, though, through course materials).

Opportunities to work with global resources is encouraged

Relative to rivals (e.g. Temple, PSU, Rutgers, James Madison, etc), WCU's global education is inferior. Improve WCU global education by subsidizing study abroad opportunities and making it a point of emphasis for the admission's department.

Not sure

Through faculty and curriculum development.

We are trying

For students who can afford to go abroad, we have several wonderful opportunities. I am not sure how to improve global awareness for those students who are not able to participate in the international programs.

Student "Global" Ambassadors: Students participating in Study Abroad programs should have a platform to share their experiences with other students on campus/ International Guest Speakers/Festivals

I don't think the average WCU student is aware of what the CIP has to offer. The WCU needs to make it easier for professors to travel abroad and make collaborations with international partners and institutions.

Encourage double major with a major in a language. At minimum a minor in a language.

We can take students not only abroad but in our urban cities and rural areas where there is a defiate need for services within a particular culture living in the USA. In terms of increasing global awareness, we need to

I think so; that said, there's always room for more transcultural education...

I think the CIP is amazing! However, I think the university as a whole could encompass a more global approach to learning and curriculum.

Somewhat. Our educational outcome of teaching diversity is focused only on national issues relating to diversity; it doesn't include seeing the US in relation to other cultures, and, thus, other value systems. I think the diversity goal (and perhaps other gen ed goals) should be broken down into levels 100-400, so that at each stage different aspects of the goal could be emphasized. So, with the diversity goal at the 100 level the focus could be "difference" both national and international, at the 200 level it could emphasize "social stratification" both national and international, and so on up the chain. This would free up some classes to do a deeper dive into both national and international topics around diversity.

Only a small segment of students in my classroom have a broader awareness of our global society. Students seem interested in global content presented during courses, but generally are not seeking this information on their own.

Continue to expand international travel opportunities.

I think there are selected areas in nursing that have been able to experience a global education - some items are included in didactic instruction but not a lot. The focus is on undergraduate education -- there is limited opportunity or chances for the Graduate nursing student. The graduate pool of students is small and limitations place on global study impact the availability of opportunities.

At this point I'll say we are on the path to providing "global education" but have not got there yet. Study abroad is great and should be continued, but so is an exchange program - bring students from destinations that our students don't know much about and those students to give presentations, etc.

Add "global education" requirement

yes, I think we are on the right track.

If possible an orientation for faculty members on what is required from collaborating university to participate in study abroad efforts.

Overall no. However, within certain programs this is being achieved. More international trips, additional resources for students to go abroad to offset costs. Creating additional winter and summer trips.

Yes although we need to continue to develop.

Provide courses with a global focus.

In some fields yes, in others no. Faculty need to be global learners as well in order to provide a global education here at WCUPA

Not enough. We need to organize our international students to form international student clubs for supporting activities and collecting names of universities overseas where the international students come from. We also need to collect names of universities our students are interested in attending.

I think it has to be embedded in the courses as well as in the curriculum. From there it can grow outside the curriculum as curiosity and interest increases.

Not sure

More support for study abroad. Have a requirement for a Global Awareness course (not the same as a culture cluster, although some could overlap). More international speakers on campus. More international and first generation immigrant students.

It is a patchwork right now (kind of "hit or miss" approach for most students); we can certainly improve and weave it into a quilt. 1. Make it part of our mission statement. 2. Include global awareness and engagement as a general education goal. 3. Link domestic activities (such as working with different racial/ethnic communities within the US through SL or volunteer activities) with global awareness and engagement goal and efforts. 4. Create an International House on campus with residential and programming opportunities for international students and scholars. 5. Develop housing (at a later time) that accommodates both international and US students. 6. Develop training programs for faculty, staff, and administrators to enhance global awareness and engagement. 7. Proactively link all programming pertaining to global awareness and engagement to global education goals/sub-goals

No,. Very tough answer- Need the students, admin and others to become more globally aware. In a way, WCU is a very xenophobic place.

make it easier for faculty members to take the risk to bring students internationally

I think so. I think this ought to be the focus of a university-wide conversation. It's that important.

There is a g great effort in the campus to the correct direction. An idea for further improvement might be the involvement in external grants which promote the international students exchange.

Yes, however WCU can improve it through more globally focused courses, inviting exchange students to study at WCU; WCU students doing a study abroad semester or week; recruiting faculty with international experience that can enrich "gloabl education" in the WCU classrooms.

Yes. We can organize more events related to global education such as study abroad fair.

Yes and yes.

Not yet. I think y'all are doing the right things. More money and time and support and even incentives.

i cannot comment, i am new to WCU

Yes, I think that we are providing an education that leads to "global education", however designating funding for faculty to develop more internationally focused courses would further improve student global awareness.

Partnership with other educational and community based organizations.

Yes. Give faculty "study abroad" opportunity, like going to WCU study abroad trip as a "companion"

yes, but it depends on advising and what students choose to do with their free electives (if their course of study doesn't have an international bent)

Bring international speakers/topics to every course

No, too much focus on US and local concerns, lack of wordly concerns and connections.

I think you are doing a good job.

Have an active International Student Club, Bring International Scholars on campus, support international research opportunities for students

Yes.

I think we are probably doing an excellent job in this area for some students, but not all students.

No. Not yet. Not quite. The Golden Rams initiative is a step in the right direction. See above comments about Money.

Yes, we now teach a global nutrition undergraduate elective. I think that having a 'semester abroad' or 'summer abroad' available in all programs would increase the participation in international education

No. Would have to shift the percentage of int'l students significantly. And exposure to int'l careers through study abroad, int'l career fairs, student body (led) programs on global awareness

International trips, volunteer opportunities, and research studies will definitely help. Please also refer to my responses to questions 12 and 13.

continue to offer and publicize more university specific programs/experiences

I can see that at university level there is a growing commitment. However, within my department we appear to be moving in the opposite direction. Comparative literature and British, Irish, and Anglophone postcolonial literature are taught less than they were 10 years ago. As far as I can see, curriculum developments in our department seem to be becoming more locally focused.

I believe that we are on the right track to doing this! Global awareness can happen both near and far; for education majors this may be as simple as having field placements in districts close by where Spanish is the first language. We need to continue to provide experiences for our students that push them out of their comfort zone and to expand their knowledge base of their 'current' world.

I think that there have been some gains in "global education" for some of our students. However, not every student is receiving sufficient international exposure.

No. Second language study is not supported across campus.

No. Our student body is not diverse. There are not affordable study abroad options.

In some ways, yes. For our undergrad program in nursing, we would need to expand the credit load above 120 to truly offer a global education. We are too tight now with required coursework for WCU and required content for national board examinations and accreditation.

We need more global courses built into the curriculum, opportunities & expectations for going abroad, a clearing house for places to study

Include it in the first-year experience courses along with information about how to plan to spend a semester abroad or opportunities for foreign travel,, encourage the study of foreign languages,

WCU needs to be more assertive with the global education focus--every student should graduate with a "citizen of the world" mentality

I would like to see an international component built into the BSSED program

I'd give us a C at this point as there's lots of room for improvement. More internationally-themed events, trainings, and workshops would be helpful.

various study abroad experiences should be the norm for students, not the exception

Global Education should be a core value that must be translated into curriculum restructuring, research and service

I think we are moving in the right direction and hope to see more course offerings with an international focus

I believe our students need more global experiences. Being in the space where history happens opens the mind, at times more than reading about it. First person experiences transform students into global citizens.

Support global technology activities as well.

History requires a "world" history component; students from other majors don't seem to know much beyond US history

No, need more cultural immersion, diversity training

We have increased our global education offerings over the last ten years or so.

No, while individual study abroad classes (and specific WCU courses) offer opportunities for some, contemplating life outside the bubble of WCU and local communities does not get much attention.

Global Rams Initiative is a good idea; offer not just individual faculty-led programs but also a yearly CIP-led program with competitive scholarships?

I am not absolutely sure, but I think we are making progress.

I think we are offering opportunities but I worry that these opportunities are not easy to access for many of our students due to restrictive/highly sequenced majors, finances, etc. I imagine that many faculty and staff may be intrigued by global education but don't even know where to start. Increasing staff in the CIP to help faculty develop projects might be helpful. Also, how can our international students be more integrated into the life of WCU? Happy to brainstorm and share more ideas in person.

Partly, having more foreign students on campus, and more opportunities to travel abroad for our students would be vital. Also, campuses abroad would be a good resource to have available

Despite the critics cited above, I do believe that WCU is providing a global education. My office is on the third floor of Mitchell Hall; I see daily the wonderful work the CIP staff are doing for WCU and its students. ... The second part of this question is a bit difficult to answer. Any response I would give is filtered through my own experiences in Languages and Cultures. I would seek responses from those faculty whose disciplines aren't as heavily tied to the global community as that of mine. In short, I don't feel qualified to answer this question.

Yes

I think we have a solid start and foundation. I think requiring students to do more work with a global lens would be helpful.

yes

Service learning, guest speakers, summer language immersion programs

Not really.

More study abroad opportunities. Increased awareness of WCU global activities

When professors are exited about working on international initiatives, and they need to fill out more and more paperwork, that is truly a deterrent. Don't make it so heavy on bureaucracy :-(

I think a global education is available to students who are motivated to pursue one, but not for every discipline. Increasing the richness of opportunities and publicizing them as an integral part of the WCU experience would perhaps engage students more.

I cannot speak on behalf of my colleagues from undergraduate studies. However, students in our graduate studies usually are involved with multiple roles/responsibilities in their life. If there is no clear benefits of how global awareness is connected to their career advancement, students tend to report less interests.

I teach corporate social responsibility from a communication standpoint and focus on this with my students. It needs to be part of the curriculum to enact the vision of our university relating to educating students to be responsible global citizens no matter the major

Global awareness is provided as we discuss crosscultural concepts in health care; in clinical environment the students provide care to patients and families from other countries

more progress than when I started

Mostly not. We need to increase the opportunity and reduce cost/money of international education to raise global awareness & engagement. Students who struggle to pay for college, can't see what is possible or beyond their smaller world view.

More overtly intentional international activities on campus.

The Global Pathway Certificate is a first step in the right direction. Taking advantage of Departments that are inherently focused on helping students become globally aware is another thing that can be done. Learning a second language and/or partnering with an internationally recognized institution, more study abroad experiences.

Somewhat. Have them participate in more classes and other activities that expose them to more global perspective.

not sure

WCU is improving in this regards

In some departments that include languages and international experiences, yes, in other departments, global awareness is not as pronounced

More opportunities for (intensive and longer-term) study abroad.

By providing more study abroad experiences as well as hosting international scholars on campus

We could do more if we partnered with foreign universities and institutes.

I believe we are trying, but some of the study abroad program descriptions border on the "voluntourism" tone, which is not really conducive to creating true global awareness.

Yes - at least within our Masters Program

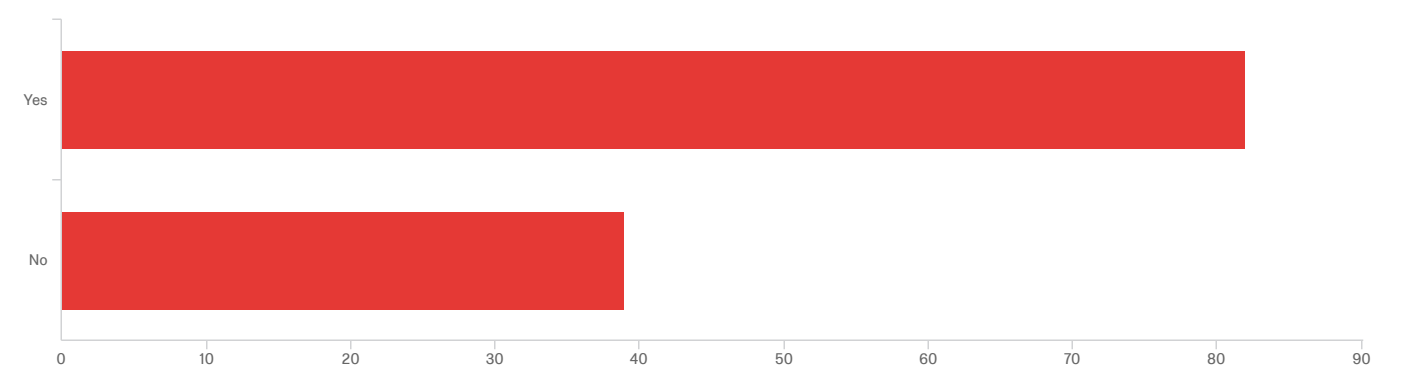
Continue study abroad programs and keep them cost effective.

I do not get that sense from WCU currently. In my experience, part of WCU's strength is that it produces local leaders; I know its degree is highly respected among my local friends who hire new graduates.

We could offer a global studies curriculum via the FYE, pathway/certificate program, or minor and majors with a global learning focus.



Q15 - Have you interacted in any capacity with Center of International Programs over last 3 years?



#	Field	Choice Count
1	Yes	67.77% 82
2	No	32.23% 39

121

Showing Rows: 1 - 3 Of 3

## Q16 - If you answered yes to Q15, please describe the nature of your interaction.

If you answered yes to Q15, please describe the nature of your interaction.

Planning and implementation of a study abroad program and completion of a memorandum of understanding

Recommending CIP related study abroad programs

Learning about study abroad opportunities. Helping students plan their study abroad experiences. Various meetings.

Helping a Chinese graduate student answer questions about the university

Actually, I arranged for a master's level student from Denmark to work with an onsite research project in Philadelphia coordinated by one of my colleagues in psychology.

Partnership with University of Normandie

I will be teaching a graduate course in Belize this summer. I met with Peter and Nora on several occasions.

I've created a faculty lead study abroad program.

Trip was planned to Ecuador but this did not happen due to lack of student interest as well as other variables.

They helped coordinate the visit of an international student to my laboratory.

Worked with Peter Loedel on a CESW professional grant proposal for a BSW field placement in Kenya.

Travel to South Africa through Honors on the same trip; taught together in Honors

Created a faculty-led study abroad program.

I attend a meeting as a proxy

I am one of three people planning a study abroad to Ghana and have received invaluable help from the Center from reviewing the application to offering financial assistance, etc.

For awareness in local Asian community via a food drive event in Fall 2017. Also for presenting at international conference in China in Summer 2017. In another event contacted the office for assisting them establish connection in India during Dr Loedel's Fall 2017 India trip.

We work together to support international service-learning trips.

Trip planning

Help with international students in the MPH Program.

union related work

Provided an informal program for faculty/staff taking students on a study abroad opportunity; basically, discussed mental health concerns, medication, etc. and suggestions on connecting with their students more prior to leaving -- important for them to address their own "expectations" for the trip.

Only a talk while interviewing to find out about support and options for study abroad, and indirectly talked about this with colleagues.

Member, ACE Internationalization Lab

Friendship with director, had students in classes and one class developed a marketing plan

went on two trips through CIP

I worked with CIP on two study abroad programs to China

Have worked with Peter Loedel on the Moscow State agreement and with a program to bring South Korean students to WCU's cyber security program

Leading a Study Abroad trip this summer

I co-run a study abroad program.

I attend a committee meeting as proxy for another faculty member.

Study Abroad China program and China outreach program

planning study abroad courses

University visit for partnership with University of Normande

exploring leading a trip abroad

I am a study abroad program director.

Advice. Consult.

assistance with international summer teaching, met with CIP and Umbra Institute (Italy) to discuss creating a MOA (MOU)

Inquired about teaching abroad; faculty exchange programs

I wanted to hire an international student from Turkey for summer 2018.

Interactions surrounding teaching at ACN and supporting Norwegian students on campus

developed service learning abroad experience with staff

Inquiries about Visiting Research Scholar and about student study trips abroad

Support for the study abroad experiences that I direct. Multiple contacts each semester with wonderful support when needed and help to set up programs and manage the paperwork! Also help managing when there is a problem of one kind or another while overseas.

I worked with CIP to connect with international students visiting WCU. I then paired these students with some of my economics students. Each pair met to discuss the health care system in their native country. The student feedback from this exercise was very high. I hope to do this again in the future.

Support for student travel abroad and arranging the stay of an international researcher at WCU

for study abroad information

working on some programs

Went on study abroad trip to Eastern Europe, will go on another trip to Ghana, have volunteered to join the internationalization lab ctte

Student teaching in Belize program

writing letters of recommendation for students to participate

study abroad programs

Globalization Committee; Study Abroad

I have co-led study abroad trips with students to Rwanda and have worked with CIP in the establishment of the Shinehouse Gishwati Research Station

I put forth an application to travel with students to Spain. This is something I shall be revisiting since the application was not submitted at the right time.

Erasmus+ grant

Travel authorization.

Through development of study abroad programs.

Went to Turkey with Peter Loedel and others in 2015; currently planning a study-abroad trip to Jordan

Receiving support for teaching/research abroad initiatives.

Work with staff to provide internships for students in the HEPsA program; working with staff to plan a spring break international trip for graduate students; assistance with first year student scheduling

Exchange of information, I have received funding for research, received assistance developing trips abroad, Discussed prospective international students

See previous responses

Thinking about longterm peace and conflict studies opportunities.

I organized a study abroad to Copenhagen, Denmark.

Meeting with Dr. Loedel how to revive the exchange program between WCU and Kassel

Travel on university business to explore potential cross-univeristy collaboration opportunities.

Study abroad program

about research collaboration in South Africa

Hearing about office and opportunities through campus events/organizations.

CIP supported my programs to Ireland and England.

taught service learning course in Jamaica

we work with CIP in a variety of ways, including assessing international credit, study abroad programs, ELS, etc

leading a study abroad program

Exchange program attempt with University of Murcia in Spain (stuck on WCU legal side)

Directing the annual German-language immersion Vienna Summer Program

Worked on RUIA college initiative for student enrollment in psychology programs as well as WCU India initiative

To coordinate a trip to Puerto Rico with two students for the LASA conference

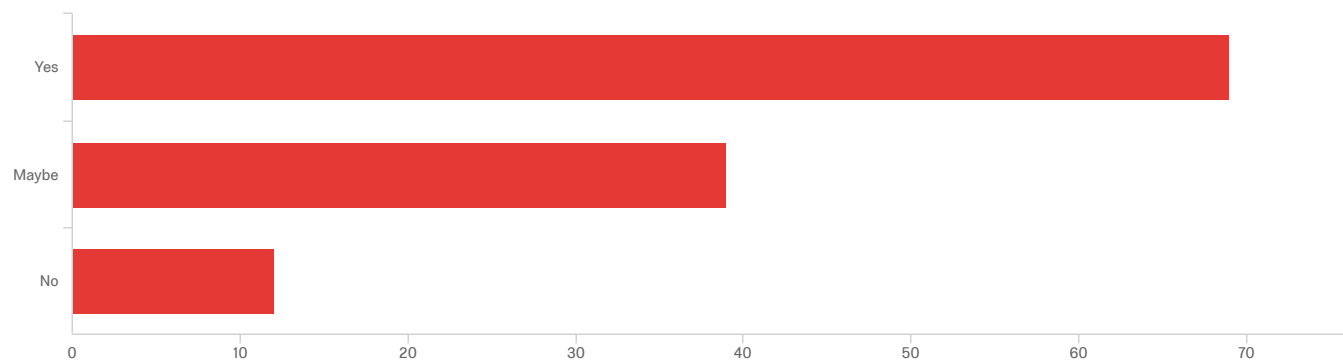
Discussions with Peter Lodel and Charity Alinda

We have a Chinese graduate student living with us for a year and a half. We have been in the Center for International Programs with her about housing problems and taxes

Study abroad and travel authorization forms

Showing Records: 1 - 80 Of 80

Q17 - Would you like to involve yourself and share your international experiences, culture, or background with the university?



#	Field	Choice Count	
1	Yes	57.50%	69
2	Maybe	32.50%	39
3	No	10.00%	12

120

Showing Rows: 1 - 4 Of 4

## Q18 - How can the internationalization review help you achieve your professional development goals? What can be done to support those goals?

How can the internationalization review help you achieve your professional...

I am not familiar with Internationalization review, so I don't know how to respond.

Assist with funding for international projects and provide support for international research collaborations

I would like to seek a Fullbright and some experiences that would be otherwise impossible without support.

Offering AWAs to create study abroad programs. Offering opportunities and AWAs to teach abroad (e.g. our program in Norway?). Offer funding for international research (in my Dept. we have to go abroad often for research and our \$1200/year development funds usually don't stretch far enough for this.)

Not sure

Not sure what internalization review refers.

I'm not sure

Not sure at this time.

Helping cut through the university's red tape and streamlining the international process. Provide funding opportunities that will allow more students to participate in international programs.

Support for international research in the form of grants and awa.

Support with logistics as well as MOA information needed to make clinical arrangements for service learning experiences.

The world is getting smaller by the minute. Those who think that our country will fare well of isolated from all others is simply wrong.

Professionally, I aim to provide short term international opportunities for students related to BSW field experiences. We'd be very competitive as few BSW programs offer such opportunities. Funding to lay foundational work in countries is key. BSW department and CIP have been extraordinarily supportive, but neither could fund a trip in full.

I am beginning a research project on the WCU Honors College relationship with South African community organizations. The CIP has already been helpful with the early stages of the project.

The mobilization of advertising and recruiting students for study abroad programs needs stronger commitment, i.e. financing, recruitment, etc.

Continue explore opportunities and make the process accessible and feasible, provide resources to support the faculty.

There are many opportunities external in the Nursing World; however, once again University imposed limitations make it difficult to engage in these opportunities.

My goal is to strengthen the study of Africa at WCU - from a gender and historical perspective. This goal can be supported by making the Ghana study abroad an annual program (with generous financial support to qualifying students)

I'm interested in developing new international programs or partnerships for WCU.

I think you are doing yoman's work.

I would like to participate in Fulbright.

I'm very interested in Cuba in particular, but also visiting Assos, Turkey this summer so we'll see.

None at this time

Brainstorming ways in which to make our programs more globalized

I am moving in the direction of a greater international focus in my teaching, less so in research. As always it is the issue of time.

Support for international research (e.g., a research assistant to conduct fieldwork/archival work abroad).

My education, experience and expertise over the past 30+ years span three interrelated areas -- medicine, public health, and health education -- and they have been applied to global health and global education. I look forward to the internationalization review to provide new opportunities for learning, collaboration and application of my expertise. Create opportunities, particularly in summer and winter breaks, for WCU supported opportunities for furthering global education and global health.

Not sure

make it user friendly to bring students on international trips. Many barriers for faculty.

I am a rhetorical historian who has studied the transatlantic rhetoric of revolutionary Irish immigrants and exiles during the 1860s-1870s. With the coming 100 year anniversary of the Anglo-Irish Treaty in December of 1921, I'd really like to create a study abroad experience on Irish revolutionary politics and rhetoric.

Through the improvement of the international networking.

By supporting research collaboration with other universities with global programs.

I am an professor of international business. More support should be provided to conduct international research.

Not sure; funding.

Provide opportunities for exploratory opportunities.

I am a Romanian native and thus I have contacts overseas, but I am not sure where to start to establish formal relationships between a university in Romania and WCU.

It would be great to see further funding to support study abroad programs as well as support for international students.

I am not sure.

Perhaps research

NA



Support international research exchange program

I would love to develop an international service-learning opportunity for students in the future. I hope to be able to benefit from the knowledge and resources available through CIP and OSVP, and the insights gained through the internationalization review process.

Support more exploratory projects.

I'm not sure what the internationalization review is, but I would be interested in taking a leadership role in international education for the College of Health Sciences, as well as work to open up professional development opportunities, including faculty exchanges, joint research with international universities, increasing student opportunities to study abroad. Internal grant opportunities, sabbaticals that promote international teaching and research, etc.

I would like to participate in a faculty exchange program.

The food quality and nutrition do not have boundaries. I am interested to share my thoughts with administration and I am unaware of my opportunities and limitations from administrative standpoint. I also need funding for my activities.

Facilitate publications or offer information about journals specific to the field

My research and teaching is internationally focused, so this review is very much in line with my professional development goals.

It seems it always comes back to finances! If there were more monies available I think more faculty would be inclined to set up programs. For myself, to continue to support new endeavors and finalize projects in the works would be fulfilling. to

Increasing global awareness/opportunities for students is important. To make these things happen, faculty need institutional support (e.g. financial support, course release, etc) as such initiatives place great demands on faculty time.

The support (conference fee paid for student, help with arranging immigration documents for researcher) that I received for the above mentioned activities was quite good and should be continued.

Create awareness on how second language learning expands cultural perspectives

My main goal is to get tenure. Currently international work is not given credit towards that.

I'm not sure that the review would support my prof. dev. goals.

Would like to create Asian Studies Minor; need to know how Gen Ed and other requirements fit, need some advice on establishing this interdisciplinary minor

WCU needs a "global business developer" who can help both faculty and students achieve their international goals--I am eminently qualified to provide that service.

I would like to learn more about other education systems to see what strategies and ideas we can bring to our candidates and partner school districts.

I would like to start teaching study abroad courses but I lack international connections or experience in such courses; workshops and other training opportunities would be helpful

More financial support for study abroad programs / real institutional commitment at the college level, i.e., counting faculty's study abroad activities for tenure and promotion and not penalizing departments for low enrollment in study abroad courses / reduce bureaucracy (required forms, meetings, etc.) of study abroad programs

Partnership with international Institutions for collaborations at faculty, staff and student levels.

Any resources that would help me to develop international experiences with students

At the moment I have no suggestions. There seems to be a shift and growth in the programming.

Not sure, have has support needed from the International office

faculty sponsored events to travel and interact with corresponding faculty on specific topics

Maybe some faculty workshops not about study-abroad, but about methods for collaborating with overseas universities, forging institutional contacts, etc.?

Develop a fund to support international research and attendance at international conferences.

Not sure

I am not sure. I wonder if there are other faculty who might benefit from a workshop to answer this question...or even a curriculum integration project that is supported by the university (similar to the Brandywine Project)

Funding with travel abroad would be highly appreciated. Every year I spent four – six thousand dollars traveling abroad with less than a thousand received in funding between college and university.

See previous comments regarding superfluous paperwork and administrative support and follow-up on proposed program development.

Pursuing cultural competency and sensitivity

Course release for the purpose of improving foreign language skills to be of greater service to the Center for International Programs

Help support faculty research.

Perhaps participate in a forum where these experiences are shared.

Less paperwork

I'd like the opportunity to contribute to the efforts of ACEER

Information gathered from this review can be utilized for our program to strategically consider how we can better prepare our students for more career options and establish our program priority areas..

I am finishing up my 3rd year on TT. I come to the University from a previous corporate communication career that included international efforts. I want to take on international assignments, but feel that I won't be able to do that until after tenure, assuming I reach that milestone. For my courses, I would like to see resources we could use as guest speakers, etc., to focus on global issues.

As a health care professional, health and health care for global citizens is a priority to me; Preparing the students to care for people of any cultural and ethnic background is very important for their success too. To support this courses that enhance awareness can be planned. In addition, financial support/scholarships can be provided to students for study abroad programs.

Find more support and connections for international education. I have a few ideas I'd like to explore but don't even know where to begin and I don't know how to develop/foster international relationships or partnerships.

Not sure

not sure with the travel ban(s)

The more students are interested in internationalization, the more students will take languages, and I will be offer my students even more opportunities

As a new full-time faculty member, I am interested in expanding my partnerships and research activities with current contacts in Guatemala.

I am very interested in conducting cross cultural research and any grants or support to encourage such projects would be very helpful in meeting those goals

Open opportunities to adjuncts as well.

My thoughts aren't fully formed on this but I do want to expand my research to include international topics rather than solely focusing on United States based research.

I'm not sure I see an international focus in my professional development goals, to be honest.

Making internationalization and support for global learning a university priority!

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**End of Report**

## APPENDIX 8: RESPONSE FROM INSTITUTIONAL RESEARCH

### Historic Fall Census Headcounts: Percent International

	FALL 2007	FALL 2008	FALL 2009	FALL2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Graduate	2,110	2,137	2,291	2,258	2,266	2,114	2,134	2,242	2,385	2,608	2,855
Graduate International (NRA)	71	57	54	60	47	53	63	85	84	62	56
% Graduate International (NRA)	3.4%	2.7%	2.4%	2.7%	2.1%	2.5%	3.0%	3.8%	3.5%	2.4%	2.0%
Undergraduate	11,113	11,484	11,920	12,232	12,834	13,297	13,711	13,844	14,212	14,397	14,451
Undergraduate International (NRA)	30	30	22	34	48	48	41	41	68	67	63
% Undergraduate International (NRA)	0.3%	0.3%	0.2%	0.3%	0.4%	0.4%	0.3%	0.3%	0.5%	0.5%	0.4%
University Total	13,223	13,621	14,211	14,490	15,100	15,411	15,845	16,086	16,597	17,005	17,306
University Total (NRA)	101	87	76	94	95	101	104	126	152	129	119
% University Total (NRA)	0.8%	0.6%	0.5%	0.6%	0.6%	0.7%	0.7%	0.8%	0.9%	0.8%	0.7%

# Historic Fall Census Headcounts: Graduate International Students by Home Country

Career	CNTRY	Country Name	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
G	AL	Albania					1	1	1				
G	BD	Bermuda	1			1	1						
G	BF	Bahamas, The								1	1	1	1
G	BG	Bangladesh						1	1	2	2		
G	BR	Brazil			1	2	2	1	1	1			
G	BU	Bulgaria		1	1								
G	CA	Canada	1	1	1		1	2	1	2	1		
G	CB	Cambodia				1							
G	CH	China	7	5	5	7	6	6	11	17	12	9	10
G	CO	Colombia							1	1			
G	EI	Ireland											2
G	ET	Ethiopia						1	1				
G	EZ	Czech Republic			1	1						1	1
G	FR	France		2					1				
G	GB	Gabon					1	1					1
G	GH	Ghana	2	1		1			1	3	2	1	
G	GM	Germany	2		1	2	2	1					
G	GR	Greece									1	1	
G	HK	Hong Kong										1	1
G	ID	Indonesia					1	1					
G	IN	India	41	33	29	28	18	15	15	24	30	21	13
G	IR	Iran							1	1	1		
G	JA	Japan	2	2	2	2	2				1		
G	JM	Jamaica	1	1	2			1	1	2	1	1	
G	KE	Kenya	2	3	1	3	2	1			1	2	1
G	KS	Korea, Republic Of	2	1	4	3	1	3	8	9	8	6	4
G	KZ	Kazakhstan											1
G	LI	Liberia	1										
G	ML	Mali	1			1			1	1			
G	MX	Mexico				1	1						
G	NI	Nigeria	1	2	1	1		3	3	6	5	7	10
G	NL	Netherlands			1	1	1	1					
G	NP	Nepal	1				1	1			1		
G	PL	Poland	1		1	1							
G	RO	Romania	1		1	1	1	1					
G	RP	Philippines				2	2	1					
G	RS	Russia	1					1	1				
G	RW	Rwanda							2	2			
G	SA	Saudia Arabia	1	1	1			4	5	6	12	6	6
G	SF	South Africa						1	1	1	1		
G	TD	Trinidad and Tobago	1	1									

# Historic Fall Census Headcounts: Graduate International Students by Home Country

Career	CNTRY	Country Name	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
G	TH	Thailand	1	1						1	2	1	
G	TO	Togo						1	1				
G	TW	Taiwan				1	1				1	1	
G	UG	Uganda							1	1			1
G	UK	United Kingdom			1				1	2	1	1	
G	US	United States		2									
G	VE	Venezuela										1	1
G	VM	Vietnam					1	3	3	2		1	2
G	ZI	Zimbabwe					1	1					1
U	AC	Antigua and Barbuda							1	1	1	1	1
U	AL	Albania									1	1	2
U	AS	Australia											1
U	AU	Austria						1	1	1		1	1
U	BE	Belgium	1										
U	BF	Bahamas, The					2	2	1	1			
U	BG	Bangladesh		1	1	1	1						
U	BM	Burma									1	1	1
U	BR	Brazil		1				1	2	3	2	1	1
U	BU	Bulgaria			1								
U	CA	Canada	4	4	2	2	2	2	1	1		1	
U	CB	Cambodia			1								
U	CF	Congo										1	1
U	CH	China	1	1	1	2	2		1	1	3	7	7
U	CI	Chile						1					
U	CM	Cameroon				2	1	1					1
U	CO	Colombia	1	1									
U	EC	Ecuador										1	1
U	EG	Egypt											1
U	EI	Ireland		1								3	1
U	EN	Estonia											1
U	FR	France				1	1	1				3	
U	GG	Georgia								1	1		1
U	GH	Ghana								1	1	1	1
U	GM	Germany					1			1	5	1	1
U	GR	Greece								1	1	1	1
U	GT	Guatemala	1	1	1								
U	HK	Hong Kong					1	2	1	2	2	5	5
U	IC	Iceland										1	1
U	IN	India				4	4	4	2	1	4	3	5
U	IR	Iran	1										
U	IT	Italy				1	1						

# **Historic Fall Census Headcounts: Graduate International Students by Home Country**

Career	CNTRY	Country Name	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	IZ	Iraq		1									
U	JA	Japan									3	2	2
U	JM	Jamaica					1	1			2	1	1
U	KE	Kenya	3	3	3	5	5	2	1	2	2	2	2
U	KN	Korea, Democratic People's Republic Of	1										
U	KS	Korea, Republic Of	5	6	3	2	3	3	4	1	1		
U	LH	Lithuania											1
U	LI	Liberia				1					1		
U	LO	Slovakia						1	1			1	
U	ML	Mali	1		1	1	1				1	1	
U	MY	Malaysia									1	1	1
U	MZ	Mozambique									1	1	
U	NI	Nigeria						2	2				
U	NL	Netherlands	1	1	1	1							1
U	NO	Norway					13	12	13	13	21	11	8
U	NP	Nepal	1										
U	PL	Poland	5	5	1	1							
U	PM	Panama						1	1	1			1
U	RS	Russia					1	1	2	2	2	1	1
U	SA	Saudia Arabia						1	1	2	4	6	4
U	SF	South Africa				1	1	2	2				
U	SL	Sierra Leone					1						
U	SW	Sweden									2	2	2
U	SZ	Switzerland		1	1								
U	TU	Turkey							1	1			
U	TW	Taiwan									1	1	
U	TZ	Tanzania, United Republic Of	1	1									
U	UK	United Kingdom	3	1	1	2	1	1			1	1	1
U	UP	Ukraine		1	1		2	2	1	1	2	1	
U	VE	Venezuela			1	2					1	1	2
U	VI	British Virgin Islands			1	1							
U	VM	Vietnam			1	4	3	3	2	2		1	1
U	ZA	Zambia						1		1			
University Total Graduate NRA			101	87	76	94	95	101	104	126	152	129	119

# Historic Fall Census Headcounts: Undergraduate International Students by Home Country

Career	CNTRY	Country Name	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	AC	Antigua and Barbuda							1	1	1	1	1
U	AL	Albania									1	1	2
U	AS	Australia											1
U	AU	Austria						1	1	1		1	1
U	BE	Belgium	1										
U	BF	Bahamas, The					2	2	1	1			
U	BG	Bangladesh		1	1	1	1						
U	BM	Burma									1	1	1
U	BR	Brazil		1				1	2	3	2	1	1
U	BU	Bulgaria			1								
U	CA	Canada	4	4	2	2	2	2	1	1		1	
U	CB	Cambodia			1								
U	CF	Congo										1	1
U	CH	China	1	1	1	2	2		1	1	3	7	7
U	CI	Chile						1					
U	CM	Cameroon				2	1	1					1
U	CO	Colombia	1	1									
U	EC	Ecuador										1	1
U	EG	Egypt											1
U	EI	Ireland		1								3	1
U	EN	Estonia											1
U	FR	France				1	1	1				3	
U	GG	Georgia								1	1		1
U	GH	Ghana								1	1	1	1
U	GM	Germany					1			1	5	1	1
U	GR	Greece								1	1	1	1
U	GT	Guatemala	1	1	1								
U	HK	Hong Kong					1	2	1	2	2	5	5
U	IC	Iceland										1	1
U	IN	India				4	4	4	2	1	4	3	5
U	IR	Iran	1										
U	IT	Italy				1	1						
U	IZ	Iraq		1									
U	JA	Japan									3	2	2
U	JM	Jamaica					1	1			2	1	1
U	KE	Kenya	3	3	3	5	5	2	1	2	2	2	2
U	KN	Korea, Democratic People's Republic Of	1										
U	KS	Korea, Republic Of	5	6	3	2	3	3	4	1	1		
U	LH	Lithuania											1
U	LI	Liberia				1					1		
U	LO	Slovakia						1	1			1	



# **Historic Fall Census Headcounts: Undergraduate International Students by Home Country**

Career	CNTRY	Country Name	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	ML	Mali	1		1	1	1				1	1	
U	MY	Malaysia									1	1	1
U	MZ	Mozambique									1	1	
U	NI	Nigeria						2	2				
U	NL	Netherlands	1	1	1	1							1
U	NO	Norway					13	12	13	13	21	11	8
U	NP	Nepal	1										
U	PL	Poland	5	5	1	1							
U	PM	Panama						1	1	1			1
U	RS	Russia					1	1	2	2	2	1	1
U	SA	Saudia Arabia						1	1	2	4	6	4
U	SF	South Africa				1	1	2	2				
U	SL	Sierra Leone					1						
U	SW	Sweden									2	2	2
U	SZ	Switzerland		1	1								
U	TU	Turkey							1	1			
U	TW	Taiwan									1	1	
U	TZ	Tanzania, United Republic Of	1	1									
U	UK	United Kingdom	3	1	1	2	1	1			1	1	1
U	UP	Ukraine		1	1		2	2	1	1	2	1	
U	VE	Venezuela			1	2					1	1	2
U	VI	British Virgin Islands			1	1							
U	VM	Vietnam			1	4	3	3	2	2		1	1
U	ZA	Zambia						1		1			
University Total Undergraduate NRA			30	30	22	34	48	48	41	41	68	67	63

# **Historic Fall Census Headcounts: Graduate International Students by Major**

Top 5 Majors are highlighted.

Career	Dept	Acad Plan	Acad Plan Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
G	APM	C228	Piano Pedagogy CERTIF						3	1				
G	APM	M140	Music Perform-MM Piano											3
G	APM	M165	Music: Piano Pedagogy MM				2	1			1	3	2	
G	APM	M166	Music Performance MM		1	5	4	3	3	10	9	5	3	2
G	BIO	S173	Biology: Non-Thesis MS	2							1	1	2	1
G	BIO	S174	Biology : Thesis MS	1	1					2	1	1		
G	CEE	E143	Counseling: Secondary MED	1										
G	CEE	S144	Couns: Higher Ed/Stu Aff MS	1	1	1						1	1	1
G	COM	A506	Communication Studies MA				1	1						
G	CRJ	S537	Criminal Justice MS (Phila)									1	1	
G	CSC	C206	Computer Science Cert PROF-GRW						1					
G	CSC	C231	Information Systems CERTIF					1						
G	CSC	C232	Web Technology CERTIF							2				
G	CSC	S518	Computer Science MS	15	9	8	6	5	3	7	13	13	8	7
G	ECO	B133	Bus Admin: Economics-Finan MBA	3										
G	EDA	E152	Special Education MED									1	1	
G	EDA	T153	Spec Education: K-12 TCHGCERT	1		1								
G	EDE	E138	Applied Studies Teach/Lear MED	1							1	1	1	2
G	EDE	E203	Early Childhood Education MED						3	3				
G	ENG	A107	English MA	1					1	1	1	1		2
G	ESC	S117	Geoscience MS											1
G	FLG	A127	Lang & Cultures MA, French											1
G	FLG	E109	French MED		1									
G	GEO	A537	Geography MS				1	1		1	1	2	2	
G	GVT	S131	Individualized Program MSA	1										
G	HEA	C222	Health Care Management CERTIF			1								
G	HEA	M154	Public Health MPH: Management							4	3	2		
G	HEA	M191	Public Health MPH: Community	26	28	20	10	8	6	7	13	21	14	7
G	HEA	M193	Public Health MPH: Integrative			1	2		1	1				
G	HEA	M194	Public Health MPH:Admin				7	7	10					
G	HEA	M195	Public Health MPH: Environment							1	4	3	3	4
G	HPE	S161	HLth&Phys Ed: Exercise Phys MS	2	1	3	3	1	1					
G	HPE	S531	MS in Exercise/Sport Physiolog							1	1	1	1	1
G	MAT	S563	Applied Statistics MS	6	5	5	9	5	4	12	17	15	14	14
G	MBA	B134	Bus Admin: General MBA			1	1	3	3	2	4			
G	MBA	C241	Business CERTIF				1							
G	MTC	M169	Music: Music Theory MM	1										
G	NDP	Z101	NON-DEGR General	1	6		2		2					
G	NUR	S559	Nursing MSN				2	2	1	1	1			
G	NUT	M196	Public Health MPH: Nutrition				1	1	1					
G	PHI	A119	Philosophy MA: General	1	1									

# **Historic Fall Census Headcounts: Graduate International Students by Major**

*Top 5 Majors are highlighted.*

Career	Dept	Acad Plan	Acad Plan Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
G	PPA	P140	Human Resource Mgmt. MPA						1	1		1	1	
G	PPA	P526	Public Administration MPA					2	3	1	2	1	4	7
G	PPA	P530	Nonprofit Administration MPA							1	2	1	1	1
G	PPA	S130	Regional Planning MSA			1	1							
G	PPA	S140	Human Resource Mgmt. MSA			1	2							
G	PPA	S526	Public Administration MSA			1								
G	PSY	A120	Psychology: Clinical MA	1	1	2	2	2	3		1	1		
G	PSY	A121	Psychology: General MA							2	3	1		
G	PSY	A122	Psychology:Industrial/Organ MA	1			2	2	1	1	1	1	1	
G	SEE	C203	Educational Technology CERTIF						1					
G	SEE	S153	M.S. High Educ Pol & Stud Aff											1
G	SPP	A154	Speech-Language Pathology MA					1	1					
G	SWG	S176	Social Work MSW	1										
G	TSL	A173	TESL MA	3	2	3	1	1		1	5	6	2	1
G	TSL	C220	TESL CERTIF	1										
University Total Graduate NRA				71	57	54	60	47	53	63	85	84	62	56

# **Historic Fall Census Headcounts: Graduate International Students by Major Department**

*Top 5 Departments are highlighted.*

Career	Major Dept	Department Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
G	APM	Applied Music		1	5	6	4	6	11	10	8	5	5
G	BIO	Biology	3	1					2	2	2	2	1
G	CEE	Counselor Education	2	1	1						1	1	1
G	COM	Communication Studies				1	1						
G	CRJ	Criminal Justice									1	1	
G	CSC	Computer Science	15	9	8	6	6	4	9	13	13	8	7
G	ECO	Economics and Finance	3										
G	EDA	Special Education	1		1						1	1	
G	EDE	Early & Middle Grades Educ	1					3	3	1	1	1	2
G	ENG	English	1					1	1	1	1		2
G	ESC	Earth and Space Sciences											1
G	FLG	Languages & Cultures		1									1
G	GEO	Geography & Planning				1	1		1	1	2	2	
G	GVT	Political Science	1										
G	HEA	Health	26	28	22	19	15	17	13	20	26	17	11
G	HPE	Kinesiology	2	1	3	3	1	1	1	1	1	1	1
G	MAT	Mathematics	6	5	5	9	5	4	12	17	15	14	14
G	MBA	MBA Program			1	2	3	3	2	4			
G	MTC	Music Theory & Composition	1										
G	NDP	non-Degree Programs	1	6		2		2					
G	NUR	Nursing				2	2	1	1	1			
G	NUT	Nutrition				1	1	1					
G	PHI	Philosophy	1	1									
G	PPA	Public Policy and Admin			3	3	2	4	3	4	3	6	8
G	PSY	Psychology	2	1	2	4	4	4	3	5	3	1	
G	SEE	Educational Found. & Policy St						1					1
G	SPP	Communicative Disorders					1	1					
G	SWG	Social Work Graduate	1										
G	TSL	Teach English as 2nd Language	4	2	3	1	1		1	5	6	2	1
University Total Graduate NRA			71	57	54	60	47	53	63	85	84	62	56

# **Historic Fall Census Headcounts: Undergraduate International Students by Major**

Top 5 Majors are highlighted.

Career	Dept	Acad Plan	Acad Plan Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	ACC	L455	Pre-Business Accounting BS								1	3	3	1
U	ACC	S232	Accounting BS	1	2		3	4	3			1	2	1
U	ANT	A102	Anthropology BA					1						
U	ANT	A185	Sociology BA				1	1				1		
U	APM	M185	Music: Performance Instr BM				1	1	1					
U	APM	M188	Music: Performance Keyboard BM		4	2	1			1	1	1		1
U	ART	A104	Studio Arts BA			1								
U	ART	F190	Studio Arts BFA				1	2	1		1	1	1	
U	ART	F191	Graphic & Inter. Design BFA									1	2	2
U	BIO	E106	Biology BSED											1
U	BIO	S106	Biology BS					1	1	1	1	1		
U	BIO	S107	Biology: Microbiology BS	1	1						1	1		2
U	BIO	S109	Biology:Medical Lab Science BS				1	1	2	2	1			
U	BIO	S115	Biology: Cell & Molecular BS					1				1	1	1
U	CHE	S111	Chemistry-Biology BS		1	1	1		1					2
U	CHE	S112	Chemistry BS			1	1	1	2	1	1	1	2	1
U	CHE	S114	Biochemistry BS	1										
U	CHE	S129	Foren & Toxicol Chemistry BS			1	2					1	1	1
U	COM	A188	Communication Studies BA	1				2	3	5	3	4	5	1
U	CRJ	S119	Criminal Justice BS				1	3	5	5	1	2		1
U	CSC	S118	Computer Science BS	2	1	1	3	3	3	1	1	1	3	4
U	ECO	F455	Pre-Business: Eco-Finance BS			2	3	2	1	2	3	3	5	2
U	ECO	S126	Economics BS								2	3	1	1
U	ECO	S128	Finance BS	2	2		2	5	3	1			1	6
U	EDE	E121	Early Childhood Educ BSED	2	1	1								
U	EDE	E127	Elementary Education BSED	1	1		1	1						
U	EDE	E204	Early Grades Prep, PK-4 BSED										1	2
U	EDS	A196	Exploratory Studies	2	3	1	2	4	2	1		1	1	2
U	EDS	A198	Exploratory Study Intern Tran						1				1	
U	ENG	A147	English BA: Writings								1	2		
U	ENG	E129	English BSED: Writings							1	1	1		
U	FLG	A186	Spanish BA						1					
U	GVT	A163	Polit Sci : Int'l Relations BA	1				1	1	2	3	5	1	
U	GVT	A164	Political Sci. Gov. and Pol.	1			1							
U	HEA	S169	Public Health				2	1				2	4	2
U	HEA	S301	Health Sci: General BS										1	
U	HEA	S303	HLth Sci: Respiratory Care BS			1						1	2	2
U	HPE	S133	Pre-Chiropractic BS						1					
U	HPE	S135	Health & Physical Educ BS	3	2	1	1		1	1	3	2		
U	HPE	S137	Pre-Physical Therapy BS											1
U	HPE	S138	Exercise Science BS	2	3	2				2	1	2	2	2

# **Historic Fall Census Headcounts: Undergraduate International Students by Major**

*Top 5 Majors are highlighted.*

Career	Dept	Acad Plan	Acad Plan Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	LSP	A141	Liberal Studies Arts & Hum BA								1		2	2
U	MAT	A518	Mathematics: Actuarial Sci BS								1	1	1	1
U	MAT	A519	Mathematics: Finance BS											1
U	MAT	A520	Mathematics: Applied & Comp BS								1			
U	MAT	E144	Mathematics BSED					1						
U	MGT	M455	Pre-Business:Management BS			2	2	3	4	3	1	7	4	2
U	MGT	S233	Business Management BS	2	1		2	1		2	5	2	2	4
U	MKT	K455	Pre-Business:Marketing BS		1	1		2				4	2	3
U	MKT	S143	Marketing BS							1	1		2	2
U	NDP	Z107	NON-DEGR General		1									
U	NDP	Z110	NON-DEGR ESL Program	4										
U	NDP	Z120	NON-DEGR UGRD Foreign Stu Exch									6	8	3
U	NUR	S156	Nursing BSN		1									
U	NUR	S166	Nursing BSN: RN					1	1	1				
U	NUR	S167	Nursing BSN: 2nd degree						1	1				
U	NUT	S171	Nutrition and Dietetics BS	1	1			1	2	2	3	1		1
U	PFL	S322	Liberal Studies: Profession BS		2	1				1			1	
U	PHI	A157	Philosophy BA						1	1				
U	PHY	S159	Physics BS						2					
U	PHY	S160	Physics-Engineering BS	1	1		1	1	2					
U	PPD	S100	Pharmaceutical Product Dev BS					1	2	1				
U	PSY	A168	Psychology BA	2	1	3	1	2		1	1	4	4	4
U	THA	A191	Theatre: Performance BA								1	1	1	1
U	THA	A195	Theatre: Design/Tech/Manag BA							1				
University Total Undergraduate NRA				30	30	22	34	48	48	41	41	68	67	63

# **Historic Fall Census Headcounts: Undergraduate International Students by Major Department**

*Top 5 Departments are highlighted.*

Career	Major Dept	Department Description	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
U	ACC	Accounting	1	2		3	4	3		1	4	5	2
U	ANT	Anthropology & Sociology				1	2				1		
U	APM	Applied Music		4	2	2	1	1	1	1	1		1
U	ART	Art & Design			1	1	2	1		1	2	3	2
U	BIO	Biology	1	1		1	3	3	3	3	3	1	4
U	CHE	Chemistry	1	1	3	4	1	3	1	1	2	3	4
U	COM	Communication Studies	1				2	3	5	3	4	5	1
U	CRJ	Criminal Justice				1	3	5	5	1	2		1
U	CSC	Computer Science	2	1	1	3	3	3	1	1	1	3	4
U	ECO	Economics and Finance	2	2	2	5	7	4	3	5	6	7	9
U	EDE	Early & Middle Grades Educ	3	2	1	1	1					1	2
U	EDS	Educational Services-Pers Only	2	3	1	2	4	3	1		1	2	2
U	ENG	English							1	2	3		
U	FLG	Languages & Cultures						1					
U	GVT	Political Science	2			1	1	1	2	3	5	1	
U	HEA	Health			1	2	1				3	7	4
U	HPE	Kinesiology	5	5	3	1		2	3	4	4	2	3
U	LSP	Liberal Studies Program								1		2	2
U	MAT	Mathematics					1			2	1	1	2
U	MGT	Management	2	1	2	4	4	4	5	6	9	6	6
U	MKT	Marketing		1	1		2		1	1	4	4	5
U	NDP	non-Degree Programs	4	1							6	8	3
U	NUR	Nursing		1			1	2	2				
U	NUT	Nutrition	1	1			1	2	2	3	1		1
U	PFL	Professional Studies Program		2	1				1			1	
U	PHI	Philosophy						1	1				
U	PHY	Physics	1	1		1	1	4					
U	PPD	Pharmaceutical Product Dev.					1	2	1				
U	PSY	Psychology	2	1	3	1	2		1	1	4	4	4
U	THA	Theatre and Dance							1	1	1	1	1
University Total Undergraduate NRA			30	30	22	34	48	48	41	41	68	67	63

## Historic Graduate International Student Degree Recipients by Primary Major

Career	Dept	Acad Plan	Acad Plan Description	201213	201314	201415	201516	201617
GRAD	APM	M165	Music: Piano Pedagogy MM				1	2
GRAD	APM	M166	Music Performance MM	1	4	5	3	1
GRAD	BIO	S173	Biology: Non-Thesis MS			1		
GRAD	BIO	S174	Biology : Thesis MS				1	
GRAD	CRJ	S537	Criminal Justice MS (Phila)					1
GRAD	CSC	S518	Computer Science MS	3	2	6	7	6
GRAD	EDA	E152	Special Education MED					1
GRAD	EDE	E138	Applied Studies Teach/Lear MED					1
GRAD	EDE	E203	Early Childhood Education MED		3			
GRAD	ENG	A107	English MA		1		1	
GRAD	GEO	A537	Geography MS	1		1		2
GRAD	HEA	M154	Public Health MPH: Management	2		3		
GRAD	HEA	M191	Public Health MPH: Community	3	2	2	6	9
GRAD	HEA	M194	Public Health MPH:Admin	4				
GRAD	HEA	M195	Public Health MPH: Environment					1
GRAD	HPE	S161	Hlth&Phys Ed: Exercise Phys MS	1				
GRAD	HPE	S531	MS in Exercise/Sport Physiolog			1		
GRAD	MAT	S563	Applied Statistics MS	4		7	10	3
GRAD	MBA	B134	Bus Admin: General MBA	1	1	2		
GRAD	NUR	S559	Nursing MSN		1			
GRAD	NUT	M196	Public Health MPH: Nutrition	1				
GRAD	PPA	P140	Human Resource Mgmt. MPA			1		1
GRAD	PPA	P526	Public Administration MPA	1	2	1		1
GRAD	PPA	P530	Nonprofit Administration MPA			1	1	
GRAD	PSY	A120	Psychology: Clinical MA	1				
GRAD	PSY	A121	Psychology: General MA			1	1	1
GRAD	PSY	A122	Psychology:Industrial/Organ MA	2		1		1
GRAD	SPP	A154	Speech-Language Pathology MA		1			
GRAD	TSL	A173	TESL MA			1	4	1
University Total Graduate NRA				25	17	34	35	32



## Historic Undergraduate International Student Degree Recipients by Primary Major

Career	Dept	Acad Plan	Acad Plan Description	201213	201314	201415	201516	201617
UGRD	ACC	S232	Accounting BS	2				2
UGRD	APM	M188	Music: Performance Keyboard BM				1	
UGRD	ART	F190	Studio Arts BFA	1				
UGRD	BIO	S106	Biology BS			1		
UGRD	BIO	S107	Biology: Microbiology BS					1
UGRD	BIO	S109	Biology:Medical Lab Science BS	1				
UGRD	BIO	S115	Biology: Cell & Molecular BS		1			
UGRD	CHE	S112	Chemistry BS					1
UGRD	COM	A188	Communication Studies BA		4			4
UGRD	CRJ	S119	Criminal Justice BS		1	1		
UGRD	CSC	S118	Computer Science BS		1			
UGRD	ECO	S126	Economics BS				4	
UGRD	ECO	S128	Finance BS	1	1			
UGRD	ENG	A147	English BA: Writings					1
UGRD	GVT	A163	Polit Sci : Int'l Relations BA		1		4	1
UGRD	HEA	S169	Public Health	1				1
UGRD	HEA	S301	Health Sci: General BS					1
UGRD	LSP	A141	Liberal Studies Arts & Hum BA			1		
UGRD	MGT	S233	Business Management BS			2	2	2
UGRD	MKT	S143	Marketing BS			1		1
UGRD	NUR	S166	Nursing BSN: RN	1	1			
UGRD	NUR	S167	Nursing BSN: 2nd degree		1			
UGRD	NUT	S171	Nutrition and Dietetics BS	1		2		
UGRD	PFL	S322	Liberal Studies: Profession BS		1			
UGRD	PHI	A157	Philosophy BA		1			
UGRD	PHY	S160	Physics-Engineering BS			1		
UGRD	PSY	A168	Psychology BA				1	2
UGRD	THA	A191	Theatre: Performance BA			1		
University Total Undergraduate NRA				8	13	10	12	17

**Retention and Graduation Rates for First Time, Full-Time, First Year Student Cohorts--University**

Fall Cohort	Initial Cohort	Cohort After IPEDS Exclusions	2nd Fall		3rd Fall		4th Fall		5th Fall				6th Fall				7th Fall			
			Cohort Retained		Cohort Retained		Cohort Retained		Cumulative Graduated within 4 yrs*		Cohort Retained		Cumulative Graduated within 5 yrs		Cohort Retained		Cumulative Graduated within 6 yrs		Cohort Retained	
			n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F
2004	1,874	1,870	1,570	84.0	1,361	72.8	1,306	69.8	736	39.4	535	28.6	1,160	62.0	95	5.1	1,228	65.7	29	1.6
2005	1,901	1,898	1,607	84.7	1,442	76.0	1,378	72.6	817	43.0	528	27.8	1,243	65.5	81	4.3	1,303	68.7	26	1.4
2006	1,885	1,883	1,616	85.8	1,467	77.9	1,401	74.4	803	42.6	553	29.4	1,233	65.5	93	4.9	1,298	68.9	26	1.4
2007	1,957	1,955	1,650	84.4	1,511	77.3	1,428	73.0	857	43.8	536	27.4	1,266	64.8	96	4.9	1,346	68.8	27	1.4
2008	1,993	1,992	1,683	84.5	1,517	76.2	1,453	72.9	872	43.8	525	26.4	1,271	63.8	108	5.4	1,340	67.3	35	1.8
2009	2,241	2,240	1,908	85.2	1,746	77.9	1,692	75.5	954	42.6	670	29.9	1,502	67.1	113	5.0	1,588	70.9	36	1.6
2010	2,062	2,060	1,773	86.1	1,636	79.4	1,568	76.1	947	46.0	555	26.9	1,391	67.5	88	4.3	1,444	70.1	31	1.5
2011	2,283	2,281	1,948	85.4	1,820	79.8	1,731	75.9	1,110	48.7	593	26.0	1,586	69.5	102	4.5	1,656	72.6	25	1.1
2012	2,326	2,325	2,031	87.4	1,881	80.9	1,803	77.5	1,178	50.7	596	25.6	1,656	71.2	97	4.2				
2013	2,292	2,288	2,010	87.8	1,883	82.3	1,802	78.8	1,227	53.6	558	24.4								
2014	2,344	2,343	2,059	87.9	1,930	82.4	1,862	79.5												
2015	2,381	2,380	2,043	85.8	1,909	80.2														
2016	2,441	2,441	2,077	85.1																
2017	2,620	2,620																		

**3yr Average** 86.3  
Std Dev. 1.2

51.0  
2.0

71.2  
1.0

**Retention and Graduation Rates for First Time, Full-Time, First Year Student Cohorts--Non-Resident Alien**

Fall Cohort	Initial Cohort	Cohort After IPEDS Exclusions	2nd Fall		3rd Fall		4th Fall		5th Fall				6th Fall				7th Fall			
			Cohort Retained		Cohort Retained		Cohort Retained		Cumulative Graduated within 4 yrs*		Cohort Retained		Cumulative Graduated within 5 yrs		Cohort Retained		Cumulative Graduated within 6 yrs		Cohort Retained	
			n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F	n	% 1F
2004	0	0	0						0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2005	2	2	2	100.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2006	0	0	0																	
2007	0	0	0																	
2008	4	4	1	25.0	2	50.0	2	50.0	2	50.0	0	0.0	2	50.0	0	0.0	2	50.0	0	0.0
2009	2	2	1	50.0	1	50.0	1	50.0	1	50.0	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
2010	4	4	3	75.0	1	25.0	1	25.0	1	25.0	0	0.0	1	25.0	0	0.0	1	25.0	0	0.0
2011	4	4	2	50.0	2	50.0	2	50.0	1	25.0	1	25.0	2	50.0	0	0.0	2	50.0	0	0.0
2012	2	2	2	100.0	1	50.0	1	50.0	1	50.0	0	0.0	1	50.0	0	0.0				
2013	2	2	2	100.0	2	100.0	2	100.0	1	50.0	1	50.0								
2014	0	0	0																	
2015	6	6	6	100.0	6	100.0														
2016	5	5	4	80.0																
2017	7	7																		

**3yr Average** 90.0  
Std Dev. 10.0

41.7  
11.8

41.7  
11.8

\*Number and percent of original cohort who have graduated within 4 years (before 5th fall)  
With degree sweeps and IPEDS exclusions through 10/2017.

**Retention and Graduation Rates for New Full-time Degree-Seeking Transfer Student Cohorts**

Fall Cohort	Initial Cohort	Cohort After IPEDS Exclusions	2nd Fall						3rd Fall						4th Fall						5th Fall						6th Fall						7th Fall																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
			Cumulative Graduated within 1 yr*			Cohort Retained			TRR**			Cumulative Graduated within 2 yrs*			Cohort Retained			TRR**			Cumulative Graduated within 3 yrs*			Cohort Retained			TRR**			Cumulative Graduated within 4 yrs*			Cohort Retained			TRR**			Cumulative Graduated within 5 yrs			Cohort Retained			TRR**			Cumulative Graduated within 6 yrs			Cohort Retained			TRR**																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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2004	852	850	15	1.8		697	81.8	83.6		136	16.0	478	56.1	72.1		406	47.7	179	21.1	68.8		537	63.2	52	6.1	69.3		576	67.8	13	1.5	69.3		584	68.7	6	0.7	69.4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												</

**Retention and Graduation Rates for New Full-time Degree-Seeking Transfer Student Cohorts: International (NRA)**

Fall Cohort	Initial Cohort	Cohort After IPEDS Exclusions	2nd Fall				3rd Fall				4th Fall				5th Fall				6th Fall				7th Fall															
			Cumulative Graduated within 1 yr*		Cohort Retained		TRR**		Cumulative Graduated within 2 yrs*		Cohort Retained		TRR**		Cumulative Graduated within 3 yrs*		Cohort Retained		TRR**		Cumulative Graduated within 4 yrs*		Cohort Retained		TRR**		Cumulative Graduated within 5 yrs		Cohort Retained		TRR**		Cumulative Graduated within 6 yrs		Cohort Retained		TRR**	
			n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	
2004	11	11	0	0.0	9	81.8	81.8	6	54.5	2	18.2	72.7	8	72.7	0	0.0	72.7	8	72.7	0	0.0	72.7	8	72.7	0	0.0	72.7	8	72.7	1	9.1	81.8	9	81.8	0	0.0	81.8	
2005	12	12	1	8.3	8	66.7	75.0	7	58.3	2	16.7	75.0	9	75.0	0	0.0	75.0	9	75.0	0	0.0	75.0	9	75.0	0	0.0	75.0	9	75.0	0	0.0	75.0	9	75.0	0	0.0	75.0	
2006	8	8	0	0.0	6	75.0	75.0	1	12.5	5	62.5	75.0	6	75.0	0	0.0	75.0	6	75.0	0	0.0	75.0	6	75.0	0	0.0	75.0	6	75.0	0	0.0	75.0	6	75.0	0	0.0	75.0	
2007	6	6	0	0.0	6	100.0	100.0	3	50.0	3	50.0	100.0	3	50.0	0	0.0	50.0	4	66.7	1	16.7	83.3	4	66.7	0	0.0	66.7	4	66.7	0	0.0	66.7	4	66.7	0	0.0	66.7	
2008	2	2	1	50.0	1	50.0	100.0	1	50.0	1	50.0	100.0	1	50.0	1	50.0	100.0	2	100.0	0	0.0	100.0	2	100.0	0	0.0	100.0	2	100.0	0	0.0	100.0	2	100.0	0	0.0	100.0	
2009	5	5	0	0.0	3	60.0	60.0	0	0.0	3	60.0	60.0	2	40.0	1	20.0	60.0	3	60.0	0	0.0	60.0	3	60.0	0	0.0	60.0	3	60.0	0	0.0	60.0	3	60.0	0	0.0	60.0	
2010	9	9	0	0.0	8	88.9	88.9	2	22.2	4	44.4	66.7	5	55.6	0	0.0	55.6	6	66.7	0	0.0	66.7	7	77.8	0	0.0	77.8	7	77.8	0	0.0	77.8	7	77.8	0	0.0	77.8	
2011	18	18	0	0.0	10	55.6	55.6	3	16.7	7	38.9	55.6	7	38.9	3	16.7	55.6	9	50.0	1	5.6	55.6	9	50.0	1	5.6	55.6	10	55.6	0	0.0	55.6	10	55.6	0	0.0	55.6	
2012	14	14	0	0.0	10	71.4	71.4	6	42.9	5	35.7	78.6	9	64.3	1	7.1	71.4	10	71.4	0	0.0	71.4	10	71.4	0	0.0	71.4	10	71.4	0	0.0	71.4	10	71.4	0	0.0	71.4	
2013	7	7	0	0.0	6	85.7	85.7	1	14.3	4	57.1	71.4	6	85.7	0	0.0	85.7	6	85.7	0	0.0	85.7	6	85.7	0	0.0	85.7	6	85.7	0	0.0	85.7						
2014	11	11	0	0.0	9	81.8	81.8	4	36.4	5	45.5	81.8	9	81.8	0	0.0	81.8																					
2015	22	22	0	0.0	12	54.5	54.5	7	31.8	5	22.7	54.5																										
2016	14	14	1	7.1	12	85.7	92.9																															
2017	9	9																																				

\*Number and percent of original cohort who have graduated within 4 years (before 5th fall).

With degree sweeps and IPEDS exclusions through 10/2016.

\*\*TRR: Total Retention Rate. The total number of students from the original cohort that have graduated or are still enrolled.

**Retention and Graduation Rates for New Master's Degree-Seeking Student Cohorts - University**

Fall Cohort	Initial Cohort	2nd Fall					3rd Fall					4th Fall					5th Fall				
		Cumulative Graduated within 1 yr*		Cohort Retained		TRR**	Cumulative Graduated within 2 yrs*		Cohort Retained		TRR**	Cumulative Graduated within 3 yrs*		Cohort Retained		TRR**	Cumulative Graduated within 4 yrs*		Cohort Retained		TRR**
		n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F	n	% 1F	n	% 1F	% 1F
2004	411	14	3.4	312	75.9	79.3	128	31.1	153	37.2	68.4	220	53.5	51	12.4	65.9	268	65.2	14	3.4	68.6
2005	392	20	5.1	292	74.5	79.6	115	29.3	163	41.6	70.9	222	56.6	63	16.1	72.7	269	68.6	19	4.8	73.5
2006	413	16	3.9	312	75.5	79.4	155	37.5	143	34.6	72.2	247	59.8	57	13.8	73.6	293	70.9	18	4.4	75.3
2007	495	26	5.3	381	77.0	82.2	189	38.2	191	38.6	76.8	314	63.4	72	14.5	78.0	375	75.8	22	4.4	80.2
2008	475	36	7.6	352	74.1	81.7	212	44.6	142	29.9	74.5	308	64.8	43	9.1	73.9	341	71.8	21	4.4	76.2
2009	549	30	5.5	409	74.5	80.0	237	43.2	166	30.2	73.4	351	63.9	52	9.5	73.4	391	71.2	19	3.5	74.7
2010	566	19	3.4	442	78.1	81.4	234	41.3	181	32.0	73.3	361	63.8	58	10.2	74.0	412	72.8	19	3.4	76.1
2011	557	34	6.1	423	75.9	82.0	244	43.8	179	32.1	75.9	375	67.3	56	10.1	77.4	425	76.3	15	2.7	79.0
2012	532	41	7.7	415	77.9	85.6	267	50.1	163	30.6	80.7	375	70.4	59	11.1	81.6	418	78.6	24	4.5	83.1
2013	621	46	7.4	463	74.6	82.0	283	45.6	199	32.0	77.6	428	68.9	62	10.0	78.9	477	76.8	18	2.9	79.7
2014	612	39	6.4	472	77.1	83.5	278	45.4	198	32.4	77.8	414	67.6	59	9.6	77.3					
2015	686	41	6.0	523	76.2	82.2	315	45.9	219	31.9	77.8										
2016	770	47	6.1	614	79.7	85.8															
2017	896																				

**Retention and Graduation Rates for New Master's Degree-Seeking Student Cohorts - International (NRA)**

Fall Cohort	Initial Cohort	2nd Fall						3rd Fall						4th Fall						5th Fall								
		Cumulative Graduated within 1 yr*			Cohort Retained			TRR**			Cumulative Graduated within 2 yrs*			Cohort Retained			TRR**			Cumulative Graduated within 3 yrs*			Cohort Retained			TRR**		
		n	% 1F		n	% 1F	% 1F	n	% 1F		n	% 1F	% 1F	n	% 1F		n	% 1F	% 1F	n	% 1F		n	% 1F	% 1F	n	% 1F	% 1F
2004	12	0	0.0	8	66.7	66.7	8	66.7	1	8.3	75.0	8	66.7	1	8.3	75.0	9	75.0	0	0.0	75.0							
2005	16	1	6.3	12	75.0	81.3	6	37.5	5	31.3	68.8	11	68.8	0	0.0	68.8	12	75.0	0	0.0	75.0							
2006	22	1	4.5	17	77.3	81.8	16	72.7	2	9.1	81.8	18	81.8	0	0.0	81.8	18	81.8	1	4.5	86.4							
2007	26	0	0.0	18	69.2	69.2	4	15.4	6	23.1	38.5	13	50.0	3	11.5	61.5	16	61.5	0	0.0	61.5							
2008	5	0	0.0	3	60.0	60.0	4	80.0	0	0.0	80.0	4	80.0	0	0.0	80.0	4	80.0	0	0.0	80.0							
2009	16	1	6.3	12	75.0	81.3	7	43.8	4	25.0	68.8	11	68.8	1	6.3	75.0	11	68.8	0	0.0	68.8							
2010	17	0	0.0	14	82.4	82.4	6	35.3	4	23.5	58.8	14	82.4	0	0.0	82.4	14	82.4	0	0.0	82.4							
2011	11	0	0.0	9	81.8	81.8	6	54.5	1	9.1	63.6	7	63.6	0	0.0	63.6	8	72.7	0	0.0	72.7							
2012	15	1	6.7	14	93.3	100.0	9	60.0	4	26.7	86.7	14	93.3	1	6.7	100.0	15	100.0	0	0.0	100.0							
2013	26	0	0.0	26	100.0	100.0	17	65.4	7	26.9	92.3	25	96.2	0	0.0	96.2	25	96.2	0	0.0	96.2							
2014	23	0	0.0	18	78.3	78.3	13	56.5	5	21.7	78.3	17	73.9	1	4.3	78.3												
2015	26	0	0.0	22	84.6	84.6	15	57.7	3	11.5	69.2																	
2016	18	0	0.0	18	100.0	100.0																						
2017	25																											

<b>Average</b>	0.0	90.7	59.9	89.6
<b>Std Dev.</b>	0.0	9.5	3.9	12.1

\*Number and percent of original cohort who have graduated within 4 years (before 5th fall).

With degree sweeps and IPEDS exclusions through 10/2016.

\*\*TRR: Total Retention Rate. The total number of students from the original cohort that have graduated or are still enrolled.

## **APPENDIX 9 – RESPONSE FROM THE DEAN'S COUNCIL**

### **Questions asked to Dean's Council**

Q1. What curriculum /or academic programming in terms of "global learning" is available for students? This could include Department or Programs and/or courses with goals that involve specific assessment of global learning.

Q2. How does your college support initiatives that target any specific funding (grants, other) for internationally oriented activities? Research, teaching, study abroad, performance, service, etc.

Q3. Does your college provide AWA to faculty for international activities?

Q4. Does your college maintain scholarships and/or competitive grants available for student's participation in education abroad programs? This can include research, performance, and other education abroad activities.

Q5. Do teacher-scholar models, statement of expectations, faculty evaluations, &/or tenure and promotion practices within your college take into account internationalization as an element of evaluation? Please consider in terms of teaching, research/scholarship, and service.

Q6. What do you see as major issues, challenges, and/or barriers in developing successful partnerships with international higher educational institutions?

Q7. How can Dean's office support 2 + 2, 3 + 1 or 3 + 2 or other types of international student recruitment type programs?

Q8. How can the internationalization lab assist you and your College with international initiatives?

Q9. Can Dean's office develop an inventory of international initiatives within your college?

### ***Input from the Meeting (8/7/2018)***

- Jeff asked Dean's to be diligent during the review of international travel and ensure the justification provided is tied to research and scholarship activities goals of the faculty.
- We need to ensure that there are adequate opportunities for domestic students to interact with international students.
- All Colleges and School of Music have faculty leading study abroad programs and some courses/programs having internationalization goals. However, there was uncertainty on the quality of assessment.
- There was consensus on finding resources to increase the affordability of study abroad programs. One of the suggestions was scaling up the successful programs. It would be more affordable for students if (for eg.) 4 programs were offered with 8 students as opposed to 8 programs with 4 students. Discussion also yielded that having such programs to same location such move would decrease the inherent risk of the programs since faculty would have more sustainable connections locally along with better knowledge of the area.

## **APPENDIX 9 – RESPONSE FROM THE DEAN'S COUNCIL**

- School of Music has great diversity in terms of faculty with connections abroad. There is a potential to build partnerships to further international students in the school. 1+3 and certificate programs are of high interest.
- CIP should explore the possibility of embedding librarians in study abroad programs.
- College of Business sees more opportunities for increasing international undergraduate enrollment and also possibly transition the students into graduate program (3+3??)
- There was a discussion on how to increase efficiency in terms of interdisciplinary course offerings with internationalization goals.
- Except for the College of Health, no unit has explicit resources in terms of \$ or AWA allocated for internationalization.
- Faculty training for study abroad programs, while happening, could be further increased and made more thorough. Perhaps, there needs to be a review of policies around activities that can and cannot take place during study abroad trips. (and Risk Management issues)
- There was clearly a need expressed for a data base that provides information on all study abroad activities and one that would be easy to use. Library has volunteered to help in developing such data base and CIP will be in touch with library soon.
- Institutional barrier of not being able to purchase travel insurance was mentioned and need for finding ways for students and faculty to purchase their own travel insurance.
- Strategic plan can guide the academic units in the future, in terms of importance of internationalization in overall big picture.
- Accreditation requirements presents barriers in terms of developing 3+3, 2+2 programs in College of Health. However, course exchange was considered to be a better avenue for increasing internationalization in the College.
- All Deans were open to developing an inventory of internationalization activity within their individual colleges.
- There was discussion on need to integrate diverse local community within the College and also ensure that institution demography reflect that of the region.
- As an institution, we need to strategically think on the future plans for international graduate enrollment considering more programs will be available exclusively online.
- Global Taskforce should evaluate study abroad programs carefully and provide information on “what are we doing, what has been successful, why it has been successful, and why others have not been successful.”
- Global Taskforce should help outline resources already available within the institution and within the community, not only in terms of \$, but also connections abroad and domestic contacts.

**International Travel and Programs:  
Improving Risk Mitigation, Emergency Preparedness and Crisis Response  
West Chester University  
April, 2018**

**Julie Friend, Esq.  
Director, Office of Global Safety and Security  
Northwestern University**

*Overview*

West Chester University has an impressive international profile. With nearly 800 study abroad opportunities and a flexible approach to institutionally supported non-credit student travel, there is truly something to meet every student's academic or experiential interest. However, travel health and safety is a natural concern of any institution as well as students and their parents. While WCU has qualified staff to both prepare for and respond to emergencies, the lack of finalized incident management plans and clear authority to take action will slow a response and potentially put travelers in harm's way. Furthermore, since short-term, faculty- or staff-led education abroad programs or activities pose the highest risk to institutions, additional efforts must be taken to assure all employees accompanying students abroad are equally equipped to recognize and manage risk as well as confidently respond to foreseeable emergencies. Furthermore, the impressive diversity of WCU's faculty-led programming –opportunities in challenging locations such as Rwanda, South Africa, Guatemala, Uganda, Kyrgyzstan, Ecuador and Jordan– are just some examples of the wide variety of potentially higher-risk destinations available to students. Since these countries can pose varying degrees of increased risk to travelers, a clear travel policy will allow the institution to demonstrate its due diligence in mitigating known risks. Finally, to better support travel in such locations, increased resources should be dedicated to travel risk analysis and emergency preparedness.

*Executive Summary*

Section One proposes ten priority tasks. Although not in any mandatory order, I have broken them into three suggested tiers of approach. Tier One tasks are deemed "mission critical," and efforts to address these initiatives should begin as soon as reasonably possible, bearing in mind that they may take several months to implement given the complexity of the tasks and the number of individuals that should be involved. Tier Two tasks are necessary, but could be initially addressed in some draft or updated format over the next few months and then refined in 2019. Tier Three priorities are useful steps to improving emergency response, but could be addressed this time next year. At the same time, WCU should not be averse to changing course once efforts are underway if it makes more sense for some issues to be addressed before others due to new access to human or financial resources, or simply because they might be considered "low-hanging" fruit, thus allow for some early successes. The long-term goals, which will be shared in a few weeks, can be undertaken after the priority goals are complete. They address more complicated, time-consuming issues that will benefit the institution over the long run.

### **Priority Tasks: Tier One/Critical – Complete during Summer/Fall 2018**

1. Clarify the institution's tolerance for risk and conduct an inventory of international exposure.
2. Establish an international travel risk assessment oversight or advisory committee to codify travel policies, enhance outreach and assure compliance.
3. Develop an International Incident Consultation and Response Team (ICRT) who will work collaboratively to manage real and perceived crises abroad.
4. Update and finalize the CIP's emergency response manual by modernizing the language and by immediately focusing on specific response protocols for three areas: health incidents, security incidents and sexual misconduct.

### **Priority Tasks: Tier Two/Necessary – Complete during Spring 2019**

5. Streamline the process of reporting, recording and managing after-hours emergency calls from abroad by collaborating with campus police/security and implementing use of a rotating duty phone.
6. Develop a policy to manage student travel commensurate with the institution's tolerance for risk and the new U.S. Department of State (DOS) Travel Advisory system.

### **Priority Tasks: Tier Three/Important - complete during Summer 2019**

7. Enhance faculty leader development by codifying all the necessary steps of program development and preparation in addition to creating a mandatory, one-hour pre-departure preparatory training session on risk mitigation and on-site incident response.
8. Improve transparency of GeoBlue coverage and services, including guidance on pre-departure preparations for travelers with pre-existing health conditions as well as accessing GeoBlue services from abroad.
9. Create section on CIP website advising travelers, companion or parents on how to obtain emergency assistance from abroad.
10. Develop clearer definitions for graduate student university-sponsored travel and corresponding mandatory, minimum pre-departure requirements and compliance mechanisms.



## PRIORITY TASKS

### **Task 1: Clarify the institution's tolerance for risk and conduct an inventory of international exposure.**

Any institution or organization seeking a more comprehensive method of evaluating its ability to respond effectively to a crisis should start with the bigger picture: a strategic risk assessment of their international programs and activities to ensure that emergency plans match their worldwide presence. This effort is essential to understanding WCU's *tolerance for risk*. Without establishing a baseline of acceptable (or unacceptable) risk, it is difficult to make policy decisions associated with international travel, whether it's permitting or prohibiting activities in countries with high U.S. Department of State (DOS) Travel Advisories, mandating leader training or improving international medical insurance coverage. Risk tolerance varies by institution and will be based on your unique history, culture and organizational structure as well as insurance coverage, including security information assistance and Political/Security/Natural Disaster (PEND) evacuation support. However, benchmarking with institutional peers with whom you share like-characteristics may be useful. At the same time, it's helpful to look at institutions that you either admire (or compete for students) to see if their approach is similar.

WCU's first step in determining its risk tolerance is to inventory all its institutionally sponsored international activities. In my experience, most institution believes their level of risk tolerance is lower than their actual risk exposure. For example, an institution that does not permit undergraduate study abroad in certain countries due to certain risk factors (that may be real or perceived), will often uncover through an inventory process that other units or individuals are sponsoring or facilitating student activities in those same locations via other channels, such as service learning; research grants; athletic competitions; arts performances; unpaid internships; student organization travel; non-credit class or department-sponsored trips; and conference travel, or for other populations, such as graduate students. While some institution may use the data to close down activities that don't comport with its lower risk tolerance, most will adjust their thinking on this front, and instead use the information to improve risk mitigation, travel preparation and emergency response. *Furthermore, since insurance coverages and emergency plans are naturally based on what an institution thinks it does rather than what it really does, such data is instrumental in closing gaps in coverage and/or service.*

A question yet to consider is whether or not the data collection should be limited to undergraduates or also include graduate students. At Northwestern, we decided to tackle undergraduate travel first and apply lesson-learned approach to identifying graduate student travel later, which we felt was not only less regulated, but less regular, making it more difficulty to identify. While it might be tempting to also consider collecting data on faculty conducting research, working on development projects or other employees traveling for recruitment or fundraising activities, such inquiries will be undeniably controversial, in particular to faculty due to real or perceived threats to academic freedom, which could deter cooperation with the student data collection process. Therefore, if there

are similar concerns related to faculty or staff travel, they should be researched separately, after WCU has demonstrated useful outcomes associated with the student travel inventory.

Since WCU is invested in improving its management of risk for all travelers and it obviously already knows where its study abroad programs occur, the baseline for data collection is already established. A reasonable approach to cataloging such information is a simple Excel spreadsheet that includes the following:

- program city and country
- term/semester offered
- average duration
- sponsoring unit(s)
- on-site partner (if applicable)
- faculty or staff contact (if applicable)
- type of travel (study abroad, service learning, research, etc.
- type of support or supervision

Noting the type of supervisory support or supervision is critical because it is related to risk exposure. For example, contrary to perception, faculty-led study abroad programs generally pose higher-risks to institutions –even though they tend to operate over shorter periods of time than direct enrollment programs– because program leaders are more often ill-equipped to prepare for, or respond to, emergencies. While there may be no “home campus” staff on a direct enrollment or third-party provider program, such operations usually have a full contingent of support staff and student services (such as a health clinic and campus security force) that are ready to respond to a variety of emergencies, particularly regarding natural disasters common to the region. Internship or service-learning projects can vary in risk depending on the degree of supervision as well as the activity involved (laboratory settings with volatile chemicals or rural teaching internships in developing countries). In addition, short-term trips allowing students to present at a conference or participate in a leadership experience, athletic competition or artistic performance in capital cities worldwide may expose travelers to petty crime or non-life-threatening health conditions such as travelers’ diarrhea, but the limited duration suggests the risk of experiencing more serious problems is relatively low. Long-term development projects in extremely rural or high-risk locations, like Somalia or Pakistan, may expose all travelers to serious health risks, terrorism or kidnapping; however, if the project is co-managed by local experts staffed by area residents, integrated into daily life and of high value to the community, exposure to such risks is diminished.

The research methodology an institution undertakes to identify non-CIP travel activities may need to include staff/faculty surveys and/or focus groups, which will add time and potentially expense to the process. At Northwestern, we convened a non-credit undergraduate international travel task force that included representatives from each school/college as well as other units likely to support short-term travel, such as Athletics, Career Services (re international internships), Student Affairs (staff overseeing student organizations, service learning, Greek organizations etc.), Title VI research centers, campus

religious leaders, etc., to not just help us “ferret out” such travel, but also contribute to a definition of university-sponsored undergraduate non-credit travel as well as a standard for regulating such travel in line with the support provided to study abroad participants. Be advised that it took this body nearly 18 months to come to a consensus on [this definition](#), but the process allowed for broad education on the issues of concern and cultivated critical advocates in various disciplines who were invested in our success. In the first year of the task force’s existence, Northwestern went from 50 known university-sponsored undergraduate non-credit travelers to 150. Six years later, the Office of Global Safety and Security provides support to an average of 500+ undergraduate non-credit travelers each year, with [pre-departure requirements](#) equitable to those who study abroad.

Once all activities are catalogued, the next step is to add a risk rating. This can help WCU focus on the risk management aspect by identifying activities of concern or geographic areas of heightened risk. As WCUs international activities are broad and complex, using an existing risk rating tool will be the most efficient way to categorize potential concerns. The simplest (and most cost-effective) approach is to note the assigned [U.S. DOS Travel Advisory Level](#). The number of type of activities occurring in Level 3 or 4 should merit additional scrutiny. Institutions whose



tolerance of risk is low (or whose insurance coverage is limited) may take further steps to review or regulate Level 2 travel as well. (See Task Six for a more expansive discussion on developing travel policies associated with DOS advisories).

If there is interest and resources available to apply a more nuanced approach to risk rating, many security information providers have developed rating systems that can form the basis of an annual report noting increased (or decreased exposures). A simple and free version is provided by [Control Risks' RiskMap](#). While at Michigan State University, I developed a modified version of this system that added a category for health risks. **See Appendix One, p. 27.** This classification was used to rate all international activities sponsored by the institution, and greatly contributed not only to our understanding of risk exposures, but also to improved insurance coverage. Over the long term, when awareness and transparency (with, for example, your insurance brokers) improves risk mitigation, it can also translate into reduced insurance costs or at least minimize annual increases.

Maintaining this “directory” activities and exposures in a searchable and sortable manner, which could be updated annually or less frequently, if more manageable, will provide the best source of information to understand WCU’s tolerance for risk and emergency preparedness. A side benefit of this activity that is unrelated to risk management is the identification of competing or duplicitous activity, which is a drain on institutional resources.

## **Task 2: Establish an international travel risk assessment oversight or advisory committee to codify travel policies, enhance outreach and assure compliance.**

At the same time WCU is determining its risk exposure it should be establishing an oversight or advisory committee charged with developing travel policies. A primary goal of such a committee is to provide an extra layer of scrutiny for international activities in locations of heightened risk (generally related to U.S. DOS Travel Advisories), but also evaluate tripwires and implement procedures for program re-assessment, including the possibly of a political, security or natural disaster (PENDING) evacuation. The purpose of the body is not necessarily to curtail travel, but to document efforts to mitigate risk in a fair and equitable manner as well as plan for foreseeable emergencies in higher-threat destinations. Other roles for such a committee include blessing institutional efforts to regulate employee codes of conduct or other operational issues, such as the role of spouses and/or dependents accompanying short-term programs. Over the long term, and entire faculty handbook could be developed with the support of the committee.

*For a committee such as this to be successful, it requires participation and support from the highest levels of an institution's administration in order for its decisions or directives to be taken seriously by the wider community.* However, as these types of committees are increasingly common across the nation, over time, its authority, even when newly formed, is less likely to be questioned. At WCU, the committee should include representation from the following units:

- The Provost's Office
- Center for International Programs
- Health Services and/or the Counseling Center
- General Counsel/Risk Management/Insurance/Contracts
- Human Resources
- Campus Police
- Student Affairs
- APSCUF/CATC

A neutral third party, preferably someone not invested in whether a program, experience or trip occurs or not, who also has broad knowledge of international travel risk management, makes an ideal chair. In most cases where an institution has an office like Northwestern's Global Safety and Security, that unit's Director is chair. In other places where such units do not exist, the chair varies. At Michigan State University, a former university President served as chair for many years, followed by the Dean of International Programs and Activities. In other locations, the chair is a high-ranking representative from the President or Provost's Office, Student Affairs or even Campus Police. On campuses with a Risk Manager or General Counsel, those individuals are often chair. For a comparison of membership of like bodies around the country, review the membership and charges of these institutions' committees:

- [Boston University's Global Travel Risk Assessment Committee](#)

- [Michigan State University's Risk and Security Assessment Committee](#)
- [Northwestern's International Travel Risk Assessment Committee](#)
- [University of St. Thomas's International Risk Assessment Committee](#)

Given the make-up of WCU's administration, such as the absence of a campus Risk Manager or Office of General Counsel, it lacks a clear-cut fit for all of these roles. Some creative solutions may be needed to be entertained, at least in the short-term, to accomplish some timely goals. While there is likely interest in bringing on a wide range of expertise to this body, it's important not to make it too large. In my opinion, a group of more than nine will not be nimble enough to convene when circumstances require timely action.

Northwestern's committee has seven members, whereas Michigan State's has twelve. A reasonable solution to wanting broader perspectives involved is to bring in individuals with applicable expertise for certain conversations as opposed to being a part of every conversation. For example, faculty with regional expertise can be invited to comment on discussions associated with that location but need not be present for every meeting. Outside experts from the U.S. DOS, GeoBlue or other institutions can even be invited to participate by conference call for very specific questions or concerns.

Another important goal of this body is to identify and empower assigned individuals the authority to act swift in an emergency when it is not feasible for the group to convene. For example, if a sudden hurricane is predicted to hit Nicaragua during long holiday weekend such as Labor Day, but the awareness of this "triggering incident" occurs on Friday night, a subset of members or even an individual member needs the explicit, not just implied, authority to call for evacuations should a risk assessment determine harm is imminent. Ideally, more than one individual with the knowledge and training should be prepared to carry out these decisions. For operational ideas on how to do this, review Northwestern's procedures for [travel modification or suspension](#).

The frequency of meetings will need to reflect the volume of work, which is difficult to predict at this stage. However, similar committees at other institutions schedule meetings once a month, or more frequently in the quarter or semester prior to large deployments. For example, at Northwestern, since our highest concentration of student travel occurs during the summer and fall, the committee may meet 4-6 times between March and June, but only once during the fall and winter quarters. Furthermore, while decisions of these Committees tend to occur with consensus, policy should indicate that the Provost is the ultimate decider, and all decisions or directives should come from that office, although for the sake of efficiency are often delivered by the chair.

Finally, most institutions, including Northwestern, also draw upon members from these committees to serve on incident management teams. The crossover knowledge of programing and risk mitigation is particularly useful in incident response. See following section.

**Task 3: Develop an International Incident Consultation and Response Team (ICRT) who will work collaboratively to manage real and perceived crises abroad.**

Another important step in improved overall risk management is to streamline WCU's response to international incidents. This first requires the identification and training of a small number of individuals in CIP and perhaps Student Affairs who can work independently to triage/manage routine issues and collaboratively on more complex matters. It's less important who responds to the incident than that the "first responder" has both the training to provide effective service and the knowledge to whom to turn the incident over to when it exceeds the scope of their abilities.

This body could be called the International Incident Consultation and Response Team (ICRT), and like the risk assessment committee, the core group should not be too large, but include a number of ad hoc members who can be brought in to assist when their area of expertise is required. Suggested ad hoc representatives that the core group could bring in as needed might come from:

- Counseling & Psychological Services (mental health crisis)
- Student Conduct (conduct infractions)
- Social Equity (sexual misconduct)
- Student Health Services (serious physical illness or injury)
- Student's College or Department (academic adjustments)
- Public Safety (liaise with the FBI if a student is missing/involved in a crime)

While the full group's membership is in development, the core group can begin to compose a basic "first responder" protocol, which should be followed by any member of the team that is contacted regarding an international incident. [See Appendix Two, p. 28](#). Next, specific response protocols should be developed for the most frequent types of international incidents, real and perceived, it routinely responds to and compose (or update) response protocols. (See Task Four on updating the CIP's emergency response protocols).

It's also important to institute a process for updating relevant campus stakeholders, such as those that might also have been made aware of this incident through other channels, so that they know the matter is either resolved or being handed to avoid duplicitous or contradictory efforts. The recipient list varies in length from institution to institution. At a minimum, however, it should contain members of WCU's (new) risk advisory or oversight committee as well as the ICRT. The most efficient method of delivery is email, and having a pre-populated listserv or contacts group is ideal. However, some institutions use more sophisticated methods, such as password-protected websites or other internal communications systems tied to student records systems. The greatest challenge at Northwestern is to keep the recipient list current due to frequent staff turnover.

An example of how this process plays out happened at Northwestern just recently. When a student phoned Northwestern's emergency assistance line during spring break to report the loss of her passport during our symphony's tour of China, and after providing guidance, I emailed members of our incident response team as well as my Evanston-based contact at

in our music school a summary of the problem and efforts to resolve it. No other assistance from additional Northwestern officials was required since I had engaged the staff traveling with the tour, but the email recipients were provided clear facts relating to the incident and the response. This action was taken because the traveling group contained nearly 100 students and over a dozen staff, and it was likely that rumors of the severity of this incident would be greatly exaggerated in the re-telling of the tale to parents, colleagues and friends back on campus. In my view, timely incident reporting is an opportunity to deliver accurate details and promote the efficacy of our services.

When the incident is of a sensitive nature, such as need for mental health care, medical concerns of a most private nature (sexually transmitted infections, pregnancy, etc.) or sexual misconduct, information can be limited to those with a "need to know" and/or shared in a way that protects a student identity. *Concerns for confidentiality and privacy should not outweigh efforts to communicate action and efficacy.*

Once the response framework has been developed, the core group should then determine how issues are best reported to the institution and who makes a record of the incident, response and any needed follow-up (See Task Five on streamlining protocols for reporting and recording international incidents).

**Task 4: Update and finalize the CIP's emergency response manual by modernizing the language and by immediately focusing on specifics response protocols for three areas: health incidents, security incidents and sexual misconduct.**

While an intuition has to be prepared for all reasonably foreseeable emergencies abroad, one should be most prepared for incidents that occur with the greatest frequency. Information provided by the Forum on Education Abroad's [Critical Incident Database](#) and corroborated by any education abroad professional whose been in the business for more than few years, will state that non-emergency health needs, low-level crime (or lost documents) and sexual misconduct are the most common issues requiring institutional involvement. While WCU has basic response protocols for these issues, they reflected outdated language and approaches.

First, it's generally understood that the most common incidents occurring abroad are related to routine health care needs. While a traveler's cold, stomach upset or sports injury may not be life-threatening, the combined effect of physical discomfort, concerns for the cost of on-site medical care and fear of engaging with a foreign health care system (and perhaps in another language) discourage one to access care. In some cases, travelers will successfully self-treat with over-the-counter medications they brought along or improve over time without intervention. However, in some cases, the patient worsens and their minor medial issue may develop into a crisis. Therefore, improving the understanding and usage of GeoBlue's international medical assistance plan is critical for WCU. This involves a developing a process for "opening a case," which would direct students to English-speaking practitioners at GeoBlue networked facilities (which negates any need for out-of-pocket payment).



However, because WCU has historically not taken a front seat in the set-up or management of GeoBlue-directed care, it will be necessary to first work with your account manager to ensure all potential WCU first responders have access to the GeoBlue Student Administrators portal, or “[Admin Portal](#),” to search students by name, confirm coverage date, certificate number, gender and date of birth.



Northwestern is so involved in managing student health care needs abroad that we have even gone so far as establish a template for email communication with GeoBlue. See [Appendix Three, p. 29](#). Note that those writing to report an emergency health care need are instructed to call GeoBlue instead of, or as soon as, the email is sent. When more complex medical cases are reported to Northwestern, trained first responders will follow a written protocol to open a case. [See Appendix Four, pp. 30-31](#). For guidance on developing staff and faculty programming on this subject, I have attached copies of two training modules Northwestern uses to instruct its staff on GeoBlue’s benefits and basic case management. (See EACMC C#3 Module 1 – GeoBlue and EACMC C#3 Module 2 – Routine Health. Each module includes hands-on practice or scenario-based training activities. Note that Module 2’s “case opening activity answers” will not line up exactly with the activities since the answers are from last year’s training to protect the identities/data of current students. EACMC stands for Education Abroad Crisis Management Council.)

Another likely incident that WCU needs a more up-to-date protocol is to respond to a student who is a victim of crime or experiences a loss of important documents. [See Appendix Five, p. 32](#). At the same time, it would be advantageous for WCU to promote self-service related to routine, foreseeable “emergencies” such as a lost passport, missed flight or other probable travel “hiccups” and post response protocols that anyone can follow to assist a traveler in distress to the CIP website. For example, see “lost or stolen passport” examples from [Northwestern University](#) and [Boston University](#) or simply link to the relevant information on the U.S DOS’s [passport](#) page.

Finally, WCU also needs a more efficient and collaborative method of responding to reports of sexual misconduct abroad. As you also know, the U.S. Department of Education requires institutions identify a Title IX Coordinator to respond to disclosures and carry out other mandated responses, such as required record-keeping. However, most institutions have found the task too large for one person to reasonably undertake. [Northwestern](#) and other



institutions, such as the [University of Massachusetts - Amherst](#), have developed a team of Deputy Title IX Coordinators who are trained to respond to a disclosure of sexual misconduct in line with their areas of expertise, such as Athletics, Global Activities and Residential Services. To maintain consistency, Deputy Title IX Coordinators report the incident to the [chief] Title IX Coordinator and determine collaboratively who will follow-up with the students, what information will be shared (and to whom) as well as where the student should be directed for further support, such as judicial accountability if the perpetrator is a student. It's critical for members of the CIP to have timely notification of incidents of sexual misconduct abroad so that mitigation steps can be taken on-site, which could range from terminating services of local, at-will employees; changing or modifying housing, such as installing enhanced physical security measures (i.e. new locks or lightening); enhancing safety protocols, such as requiring a "buddy system," or implementing nightly check-ins; and even incorporating bystander training into on-site orientation programming.

As we all well know, supporting survivors of sexual misconduct on campus is already complicated, and providing equitable resources for those abroad is even more complex. However, with thoughtful planning, it can be done, and most importantly WCU's peers are already doing it, plus the students deserve and expect it. Since a [2015 article](#) in the Chronicle of Higher Education on the matter, numerous colleagues and universities now provide specific guidance to survivors abroad (see examples below):

- [Georgetown University](#)
- [St. Olaf College](#)
- [Northwestern University](#)
- [University of Minnesota](#)
- [The University of Chicago](#)

Another excellent resource in developing WCU's approach is to review the well-regarding Forum on Education Abroad's 2017 guidance on [Sexual Misconduct, Education Abroad and Title IX/Cleary Act](#). However, a simple start might be to modify a basic reporting protocol developed from the Forum guidance. **See Appendix Six, pp. 33.**

**Task 5: Streamline the process of reporting, recording and managing after-hours emergency calls from abroad by collaborating with campus police/security and implementing use of a rotating a duty phone.**

Developing a more robust and redundant communications protocol is essential to providing an effective response to distressed student travelers. Therefore, WCU should establish a rotating duty phone for individuals expected to respond to emergencies afterhours or identify a call list from which they can be reached. It should also develop a standardized recording tool for which incident (as well as the response) be documented. Such data is critical for WCU being able to advocate for new resources and improved coverage as well as inform content development for your student orientation programs and trip leader training.

As we know, most study abroad offices advertise some type of emergency assistance to students in the form of a 24/7 cell phone number. In the case of WCU the “emergency phone” is the personal cell phone of one employee. However, it is not reasonable to task one individual with this responsibility 365 days/year and 24 hours/day. Even if the phone only rings occasionally, there is a nagging sense of anxiety and stress that comes with constantly carrying the tool of this responsibility. In addition, phones break and batteries die, or they get dropped in a puddle the day before a long holiday weekend and can’t be replaced for three days. (A true story of my own experience while at Michigan State. Thankfully, I had a landline, but I barely left my home for three days given the number of students abroad that time of year and my concern over not missing a call because I lacked confidence that back-ups were prepared to catch what I missed). As a result, when a process lacks reasonable redundancy, the entire communications system fails when one part breaks down. However, even if the emergency cell phone or its operator never makes a mistake, WCU is also ill-prepared to manage the intake of simultaneous phone calls related to a large-scale crisis, such as the 2004 Southeast Asia tsunami, the 2005 London transit bombings, or the 2015 Paris terror attacks. Callers already in a state of high anxiety will be further upset by not being able to get through.

Collaborating with Public Safety is an easy and efficient way to manage all these concerns. First, campus police/security is generally open all-day and year-round. Second, its communications system rarely, if ever, breaks down. Third, most systems have multiple lines to address simultaneous calls. Fourth, most staff members are already trained to talk to individuals in crisis. And finally, if a high-profile emergency or widespread disaster occurs, campus security can assist in your efforts to convene your ICRT by calling those members to meet with the first responders triage the incident.

*Note that it is not Public Safety’s responsibility to solve the reported problem, but merely to record it and pass the information on to the best institutional representative to do so. Most institutions with this process have three individuals on the “on-call list.” When the first person on call will be traveling, is on vacation or out sick, he or she notifies Public Safety to start with the second-on-call. (The second-on-call is also made aware that the likelihood of receiving a call during this time is about to increase). Most importantly, if the first- (or even second-) on-call is unable to catch a call due to other reasonable conflicts, there are assurances the issue will be handled effectively, which does wonders for the mental health and well-being of the prior “forever” first-on-call.*

A description of Northwestern’s reporting protocols associated with this process is located on our [faculty/staff travel policies](#) page under the section title “trip leaders.” (We are aware that this is not easily located on this web page and we hope to move it over the summer, so let me know if you can’t find it later). However, a simpler approach that might work best for WCU at this time, is to develop an “intake form” that public safety officers answering the phones can follow to efficiently record information from a distressed caller. **See Appendix Seven, pp. 34-35.** This “paper version” approach was implemented at Northwestern upon my arrival in 2012. Later, we incorporated these questions/protocol into the NU Police Department’s computerized recording system. Each spring, prior to the start of our busy

summer travel season, I meet with all officers who staff these phones to review responding to an international incident and update the on-call list if necessary.

A final step in this process is to also develop a tool where a more comprehensive record of the incident can be noted. It needs not be too detailed, but rather should include data fields for the following categories:

- mode of communication (from which the report was received)
- individual receiving report
- location (city/country/region)
- term/date/time
- type and sub-type of incident
- applicable insurance coverage
- related to a pre-existing condition
- program
- description
- severity
- duration
- other notes
- refer to DOS (or Clery)

See Appendix Eight for a sample Incident Recording Tool Record, p. 36; Appendix Nine: Definitions for Incident Classification by Type, p. 37; and Appendix Ten: Definitions for Incident Classification by Severity, p. 38.

This is a useful approach for identifying trends associated with locations and programs/experiences/activities; noting Clery-reportable incidents and ensuring campus-based follow-up occurs with students who struggled abroad, due to health care needs, conduct issues or even experienced a lack of financial resources. For example, at the end of each term of study, when applicable, the record can trigger a report to Counseling & Psychological Services and/or Student Conduct (conduct infractions) to follow-up with the student when he or she is back on campus to ensure that there is a continuity of care. See Appendix Eleven, p. 39. Furthermore, it can serve as a basis for any annual incident data in various institutional reports. At Northwestern, the production of incident data has supported successful arguments for increased staffing and resources as well as support for travel policy initiatives.

**Task 6: Develop a policy to manage student travel commensurate with the institutions tolerance for risk and the new U.S. Department of States Travel Advisory system.**

The international risk oversight or advisory committee is the right body to assist in the development of travel policies related to U.S. Department of State Travel Advisories, the system used to warn Americans of the overseas risks. This resource recently replaced the prior system of Travel Warnings. For readers uninformed on how the new system

compares to the old, see the most recent issue of the [Forum Focus](#) for an submission describing the changes (titled “*Your Guide to the New U.S. Department of State Travel Advisories*”) as well as this [well-written article](#) from Inside Higher Education (don’t be put off by the title referencing Russia). (In case there are access issues for the Forum article, I have also attached it as a separate PDF, titled “*DOS Guide for Forum Focus – February 2018*”).

Since WCU has never developed a travel policy associated with the prior Travel Warnings, it has the luxury of being able to start fresh, once an understanding of current exposure and tolerance for risk is established. A reasonable next step is to convene a sub-group of the risk assessment committee, plus additional staff members from the CIP, to draft WCU’s student international travel policy, which should follow institutional guidelines for policy development, and include the following components:

- policy statement/overview
- purpose
- definitions/applicable populations
- policy implementation
- authorization of undergraduate travel
- review process
- pre-departure requirements
- revocation of travel permission
- suspension or modification of programs or activities
- travel permission renewals
- additions or modifications to approved trips or programs
- consequences of violating the policy
- links to related information
- campus contacts

In the past, most institutions linked student travel polices to the Travel Warnings list, and often required some level of institutional review for student travel activities to those destinations. This is because it seemed prudent for an institution to document efforts to mitigate risks to destinations where the government publically warned its citizens not go. The task need not be as taxing as it sounds because for some locations, it was merely an exercise in documenting that the travel actives did not occur in the specific areas that were identified as high risk. For example, the prior Travel Warning for the Philippines focuses its warnings on the island of Mindanao, but if an institution’s program was located in at the University of the Philippines - Los Banos, a very popular college for agricultural exchanges, and 1000 kilometers away from Mindanao, those risks did not apply. This isn’t to say there weren’t other risk to recognize and mitigation, but it all but dismissed the one identified by the DOS.

*The challenge posed by the new DOS advisory system is that it is far more nuanced than the prior approach, making it more difficult to establish a clear policy. While the majority of institutions will not likely require additional review of activities located in Level 1*

(Exercise Normal Precautions) countries, such as Australia, Canada, Chile, Ireland, Japan and Qatar (NOT a complete list), institutions differ on their treatment of Level 2 (Exercise Increased Caution) countries. The diversity of destinations coupled with types of risks, ranging from terrorism to poor road infrastructure to sexual harassment may not satisfy schools with a lower risk tolerance. Several countries that were previously assigned Travel Warnings, such as Bangladesh, Colombia, Egypt, Ethiopia, Israel, Jordan, Kenya, Mexico and the Ukraine (again, note this list is NOT comprehensive) are now all ranked Level 2. At the same time, other locations that one might assume would be ranked Level 1 are actually ranked Level 2, such as Belgium, Denmark, France, Germany, Italy and the United Kingdom (also NOT an exhaustive list), likely due to increased acts of terrorism over the last few years. Furthermore, destinations like India and South Africa, which didn't have a Travel Warning under the prior system, but that are well-known to pose a variety of serious health and safety risks, are also ranked Level 2. This concerns schools that want to regulate travel to these locations but were not previously planning to review destinations below Level 3 (Reconsider Travel) or Level 4 (Do Not Travel). Schools that elected a more conservative approach are imposing some level of review for all Level 2 programs, which is likely burdening some risk oversight committees with a higher workload than previous experiences. To add to these complexities, institutions also have to decide whether they would prohibit travel to Level 3 and Level 4, or just Level 4, or allow for some type of required review process through their travel policy that typically would result in approval.

In accordance with Northwestern's high tolerance for risk, we have decided to only require review of undergraduate travel to countries with a Level 3 ranking and prohibit undergraduate travel to Level 4 countries (but left open the possibility to grant an exception). We also decided not to regulate the travel of international students who are returning to their home countries (with a ranking of Level 3 or Level 4) on university-sponsored activities, such as independent research, service learning or internship. Review our approach [here](#), but note in particular that the formal, detailed policy is provided as a word document is located in the corresponding purple text box to the right of the page. [Graduate travel](#) is not regulated, so review and approval to such destination is not compulsory, but releases are required for Level 3 or 4 destinations.

For a more conservative approach involving the review of Level 2 destinations, see the [University of Texas at Austin](#) or the [University of Michigan](#), both of whom have also established their own mechanism for internal risk rankings, which is admirable, but not advisable for institutions with limited risk assessment resources. Even Northwestern has elected to focus its resource on risk education and mitigation, not on establishing an internal ratings system to regulate travel.

Northwestern also allows for two types of requests, the department or unit-based request for re-occurring travel activities, such as study abroad programs, standing service learning projects, annual sports competitions or arts performances and individual requests for students who have received funding for unique travel opportunities to, for example, facilitate independent research or participate in an un-affiliated study abroad program (in a location ranked Level 3). Scroll to the bottom of the [undergraduate international travel policy](#) page to see "buttons" for proposal templates based on the type of travel.

Regardless of what destinations an institution requires review, most written requests follow a similar format. For example, authors are expected to compare student activities and program locations to the risks outlined in the travel advisory (or other information that caused you to evaluate the program). Any overlap should be acknowledged and addressed with reasonable mitigation strategies such as changing the program's location, postponing the program to a later date, altering an itinerary's route, selecting a different mode of transportation, eliminating certain activities, adding staff, restricting student free time, enacting curfews (undesirable and often difficult, but not entirely impossible), etc. If such efforts compromise the academic goals of the program, the author should discuss how this too, can be addressed.

It's also reasonable for the institution to recognize that there is only so much that can be done to mitigate known risks, but that the type and level of support available to travelers is in itself a mitigation factor. For example, an internship with a nongovernmental organization (NGO) located in a township may be ranked high risk, but if the project is of high value to the community and the employees or volunteers are well-regarded by area residents, community members can help to effectively minimize risks. Also consider the application criteria that can demonstrate participants' maturity, language proficiency, flexibility and readiness to respond to emergencies.

In locations where PEND evacuation is a possibility, the proposal should address the possibility of imminent harm and the availability of "escape" tools or routes. For example, in August 2008, when the Russian army was advancing on Tbilisi, Georgia, this act, coupled with the closure of the airport, the issuance of a U. S. DOS Travel Warning, and the arrangement of U.S. government convoys to Yerevan, Armenia, was cause for concern that likely harm was imminent. Authors should also address the need for a shelter-in-place plan in case a mass evacuation is inadvisable. In many cases, it is often safer for students/faculty/staff to stay put, depending on where they are in a particular city. This was the response that most institutions with students in Thailand implemented in May 2010 during prolonged street conflict between the red and yellow shirt activists. Students were strongly advised to stay far from the areas of conflict and, on days when the unrest was at its worst, to not leave the campus (or in a few cases, their residences) for a period of 24-48 hours when demonstrations were at their worst. As all intelligence indicated that the situation was likely to resolve itself over time, students residing on campus were not deemed to be at risk and most importantly, the host institution was able to continue to provide instruction safely and without difficulty.

Finally, the review committee should discuss possible courses if conditions change. In high-frequency destinations, it is prudent to develop a list of tripwires that would trigger a subsequent review of the program or location. For example, under the prior Travel Warning standard, sustained and significant military engagement between Lebanon and Israel typically triggered a review of programs located in cities near either border, such as Haifa or Beirut, but not necessarily in Jerusalem or Tel Aviv. Similarly, evidence of persistent roadblocks in and around the Nairobi International Airport that would impede a group's ability to leave the country quickly, would have also triggered a review of programs



in Kenya. Northwestern's tripwires (as well as likely any other schools' that you ask) are confidential, but general approaches can be discussed over the phone at a later time.

**Task 7: Enhance faculty leader development by codifying all the necessary steps of program development and preparation in addition to creating a mandatory, one-hour pre-departure preparatory training session on risk mitigation and on-site incident response.**

Legal scholars profess that short-term, faculty- or staff-led education abroad programs or activities pose the highest risk to institutions. Some reasons for this include lack of emergency preparedness and response training by the home institution, weak ties to local institutional or organizations that limit access to needed support in times of crisis, lack of clarity on how to manage health care needs abroad; inadequate medical, insurance coverage (for employees or students); and confusion over the role and responsibilities of various responders in times of crisis. On the program management side, program leader training is a chance to promote behavioral guidelines related to the employee's free time, personal consumption of alcohol, management of interpersonal conflicts between student or other potential areas of responsibility they are not assigned or expected to perform on the home campus. Troubling headlines, such as those provided below, can help sway reluctant Deans or Provosts that the training is necessary.

**POLITICS** 08/31/2016 02:57 pm ET | Updated Aug 31, 2016

## **She Was Raped During Study Abroad. Then Her School Said She Couldn't Talk About It.**

A female student is accusing her small Minnesota college of failing to support her after she was sexually assaulted overseas.



By Tyler Kingkade

## **Student raped in Costa Rica says study abroad programs need to reassess sexual assault protocol**



Zach Dyer  
March 11, 2014

# University of Central Florida professor wins job back after concealing student's rape

**UCF: Professor had to report rape, despite promising victim confidentiality**

By Sean Lavin - Producer

Posted: 6:24 PM, February 12, 2015

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**ORLANDO, Fla.** - A University of Central Florida study abroad "trip from hell" ended with one student raped and allegations that the professor on the trip was drunk, according to students and UCF documents.

Colleges and universities nationwide have developed a wide range of training solutions to address these concerns such as on-line tutorials; luncheon workshops, panel presentations by seasoned faculty leaders or full-day/off-campus retreats. However, if the goal is to engage as many participants as possible promote developmental growth and establish trusting relationships with CIP and others administrators involved in crisis management, a compact, one-hour presentation that can be provided by numerous staff around campus at a variety of dates and times is the gold standard. Once the campus culture has evolved to consider these experiences a standard part of a trip leader's responsibilities, special programs can be developed, such as a workshop on "advanced issues," like supporting LGBTQ travelers, students with disabilities or managing mental health crises. Arizona State University's [Study Abroad Program Leader Workshops](#) page is a gold-standard, promoting a two-hour pre-departure preparatory course called Emergency Preparedness and Response plus Faculty/Staff Professional Development Mini Conferences and a more sustained program for Crisis and Operational Response Education as well as "Other Training Opportunities" provided by the institution or the Tempe community.

At Northwestern we are exploring the creation of an on-line refresher "tutorial" for recurring trip leaders who need to brush up on various policies and protocols, but wish to do so at their convenience, and we would like to deliver it through our campus's course management system, a familiar platform for faculty (and staff).

Information important to include in such trainings:

- overview of CIP's staff/scope of work
- explanation of WCU's duty of care
- expectations of a trip leader (outside the classroom)
- managing pre-existing condition disclosures
- responding to questions about immunizations
- understanding GeoBlue coverage and usage



- assisting with routine health care needs on-site

- responding to medical emergencies
- supporting survivors of sexual misconduct
- evaluating day-to-day risks
- promoting everyday safety
- preparing for other emergencies (civil unrest/terrorism)
- traveling with international students
- managing student alcohol consumption
- addressing conduct infractions
- communication tools/plans
- incident reporting
- personal health care planning/resources

While it seems like an insurmountable task to cover these issues in (60 minutes or less), it can be accomplished if accompanied by a descriptive PowerPoint and compact script. To provide an example, a PDF copy of Northwestern's current "Trip Leader Training" PowerPoint is attached.

WCU's regular meetings with faculty leading primarily summer programs is an excellent process to provide support to those who are learning as to go to market programs, recruit students, align curricular outcomes with on-site educational resources/opportunities, address student queries relate to health, safety or security, etc., but such a structure is not sustainable over the long term due to the staff time commitment involved. Instead, consider taking the content delivered in these meetings and converting it to a faculty-leader handbook, either in paper or (preferably) on-line such as:

- Michigan State University's [Information for Program Leaders](#)
- The University of Iowa's [Faculty Leader Handbook](#)

Due to its large number of faculty-led programs, Michigan State has one of the most comprehensive policy statements for management of faculty-led programs, everything from financial accountability to booking group flights. For example, the section on [Implementing and Directing a Program](#) includes lengthy guidance on accompanying family members that may be useful to WCU (scroll to the middle of the section titled "Planning your Program/Personal Travel Preparations").

**Task 8: Improve transparency of GeoBlue coverage and services, including guidance on pre-departure preparations for travelers with pre-existing health conditions as well as accessing GeoBlue services from abroad.**

As discussed, assuming WCU's experiences abroad are similar to that of most institutions with a majority of short-term, faculty-led programs, the most likely call for assistance is to help a student obtain medical care. WCU's new relationship with GeoBlue is an excellent step in providing quality, cost-effective service to students abroad. However, it's not enough to require students be coverage, but to train both them and their trip leaders how to use it. Particularly because students tend to need it when they are away from the

program site, either out at night during their free time or away from the group during a weekend off. Furthermore, students with pre-existing health conditions that may require treatment abroad should be encouraged to discuss their health care needs not only with their treating physician, but also with GeoBlue, before they leave the U.S. By having information about GeoBlue's benefits and services on the CIP website, students, parents and faculty or staff leaders can refer to it at their convenience. It's also an unthreatening way for a student with pre-existing condition to explore whether or not study abroad is right for them based on the care that may (or may not) be available in their preferred destination. The following screenshot demonstrates the depth of information Northwestern provides on its [Travel Health](#) webpage.

**Travel Health**

Staying Healthy Abroad

Immunizations and Prophylactic Medications

GeoBlue Global Health Insurance

Health Insurance for Leisure Travel

Current Health Conditions

Mental Health Abroad

Traveling with Medications

Travelers with Disabilities

Dietary Requirements

Routine Care Abroad

Travel Stress or Shock

## Travel Health

Despite media attention on global terrorism or high-crime in developing countries, the most consistent problems Northwestern travelers face are health-related. Be proactive about maintaining good health. In this section you can find information on **necessary immunizations** prior to departure and tips for **staying healthy** while abroad.

### Health conditions and care abroad

Preparation is particularly important for travelers that are taking prescription medication or currently in regular treatment for a health condition such as anxiety, arthritis, depression, diabetes or an eating disorder, etc. Learn about traveling with **health conditions** or a **disability**, **traveling with medications abroad** and managing **dietary requirements**.

**International Health Insurance**

Northwestern's international health insurance carrier is GeoBlue. Go to **GeoBlue for Students** or **GeoBlue for Employees** to learn more.

However, as a more accessible short-term goal, CIP could create just one web page that includes handy PDFs provided by GeoBlue as well as instructions on how to contact them [GeoBlue] to discuss planning for pre-existing conditions. A lesson learned at Northwestern was that we needed to provide such students a similar template to that of staff who were reporting medical needs abroad, because otherwise students left out information necessary for GeoBlue to provide a complete response, such as a destination or travel dates. See our page on [making contact with GeoBlue](#) (scroll to section below medical management planning). Ideally, WCU would partner with Student Health or the Counseling Center to develop a protocol for how non-medicals staff respond to students who might disclose a pre-existing condition prior to departure.

The following slide is content that Northwestern's OGSS includes in every presentation made across campus, whether its to academic advisers or faculty who merely promote programs, to the faculty and staff who lead trips abroad after focus-groups with returning students informed us that the reason students didn't disclose health information pertinent to travel is that they feared it would be used to prevent them from participation in the program. Five years of effort to train employees how to respond to health disclosures has now resulted in an average of 60 students a year notifying study abroad, OGSS or a trip

leader of their efforts to develop medical management plans. We've also reduced the number of early departs for medical needs (related to pre-existing condition) to an average of two annually and have not had an emergency "early return" for a pre-existing condition, physical or mental, in three years.

## Responding to a Disclosure

Faculty and staff who work with travelers are advised to:

- Express **gratitude for their trust** and state that many students with a variety of health conditions successfully travel abroad so long as they plan ahead
- Explain that our GeoBlue plan **includes** pre-departure medical management **planning services** as well as benefits for maintenance and/or therapy
- Encourage student to **discuss** their travel plans with their provider and then contact GeoBlue (as well as OGSS) to explain their current condition, treatment plan and prescriptions, so that we can begin to review on-site resources and options, including the arrangement for on-site direct billing
- **Follow-up** a few weeks prior to departure

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Keep in mind, however, that WCU may have to spend some time simply educating the medical professionals on the campus not just about GeoBlue, but also about the kinds of health needs students present before or during travel so they can be effective partners. See attached PowerPoint titled "Introduction to OGSS for NUHS (Health Service). In time, WCU's Health Center may even elect to become more directly involved in providing travel medicine services. See attached PDF on an article titled, *"Health Forms 2.0: Developing and Ethical and Effective Health History Disclosure Process for Education Abroad."*

Another important health-related matter to be addresses is that of overseas health care for employees. At present, the GeoBlue plan covers only students, leaving serious and potentially costly gap in coverage for employees who accompany students abroad. At a minimum, such employees need to be aware of the benefits or limited provided by WCU's domestic plan with regards to overseas travel (or any other potential benefits offered by other WCU insurance products). If employees have the option of deferring WCU's [domestic] health insurance and obtaining coverage through a spouse or partner, a

checklist should be provided so they can determine the extent of coverage abroad. Some questions to suggest include:

- How is the treatment of health care needs, both routine and emergency, managed under this plan?
- What are my up-front financial responsibilities if obtaining health care outside the continental U.S.?
- If I am required to pay up-front for all overseas care, what level of reimbursement can I expect?
- What is entailed in the process, what do I need to file a claim and how long does it take to be reviewed?

Because domestic health care plans rarely cover overseas care in adequate ways, WCU should explore whether or not it can afford to reimburse faculty or staff traveling on behalf of the institution's purchase of a GeoBlue plan similar to that of students, which could be negotiated at the same rate as students or perhaps only slightly higher. At the [University of Montana](#), for example, such expenditures are required whereas [Miami University of Ohio](#) allows employees the option to purchase additional coverage. WCU could also explore provide blanket coverage for all employee international travel, as was recently undertaken by [Northwestern](#) and the [University of Colorado](#). While the latter is the most expensive option, the cost would not likely exceed the cost of one-site initial treatment and a full-scale medical evacuation for an employee who suffered a life-threatening illness or injury while leading a study abroad program in Africa or Asia, not to mention the negative press that would undoubtedly occur as a result of such a tragic situation.

*Providing more transparent access to information about GeoBlue for both students and employee will be one of the most important steps WCU can take to improve traveler safety and well-being.*

#### **Task 9: Create section on CIP website advising travelers, companion or parents on how to obtaining emergency assistance from abroad.**

Every member of the WCU community, including parents, should have ready access to emergency information related to international travel. CIP's website needs a link to a page or pages with information contact information, such as:

- [St. Olaf Off-Campus Studies](#)
- [University of Pennsylvania](#)
- [Drexel University](#)

At the onset, this can be a very simple page with just few lines of text noting an emergency number like the above institutions. Later, WCU can provide a more comprehensive approach such as The Ohio State University's [Emergencies Abroad](#) page, which includes both a general assistance number and more details instructions for specific types of emergencies (see left column) similar to that of Northwestern's [Emergencies Abroad](#) page.

Be sure to have IT test the “serachability” of the page, so that those who come WCU’s home page can easily locate these instructions. Or, better yet (and something I have yet to accomplish at Northwestern), is to assign a corner of the institution’s home page with this information.

**Task 10: Develop clearer definitions for graduate student university-sponsored travel and corresponding mandatory, minimum pre-departure requirements and compliance mechanisms.**

Toward the end of Task One, references were made to the importance of defining undergraduate university sponsored travel and ensuring that those who were not studying abroad for credit but were still traveling under some sort of university sponsorship or assistance, were held to the same pre-departure requirements as study abroad students. Graduate students are less likely seek out resources provided by a study abroad office (even if they are eligible for such services) because study abroad is generally considered an undergraduate activity. Therefore, as a first step, some attention should be paid to how, in particular, health and safety resources are addressed on CIP’s website or in other materials, to ensure they are inclusive to graduate students (where applicable). Compelling graduate students to comply with certain pre-departure requirements, including the purchase of insurance and the disclosure of travel to the CIP, requires a more comprehensive approach.

To address this at Northwestern, we convened the Graduate Student International Travel Task Force (GSITT) in December 2016 in order to address the following questions:

- What is the definition of university-sponsored graduate student international travel?
- What are the travel healthy, safety and security concerns for graduate students? And, do they differ from the concerns we have for undergraduates?
- What barriers exist in providing pre-departure travel resources to graduate students?
- What are reasonable pre-departure requirements that could be imposed on graduate student travelers?
- What challenges exist when graduate students face health or safety difficulties abroad?

In 16 months, we’ve made significant progress so far, including the development of a solid draft defining university-sponsored graduate student travel that will be presented to the Provost by the end of this quarter. While WCU will have to develop its own definition in perhaps a similar fashion, ours (at present) my provide helpful starting point:

Registered graduate student international travel is considered Northwestern-sponsored if it meets at least one of the following criteria: The travel is:

- funded or reimbursed, in full or in part, by Northwestern and regardless of purpose (conference attendance/participation, research or reporting, field studies, practicums, language studies, performance, competition, service learning, etc.);
- in support of an academic assignment, work product or degree requirement supervised by Northwestern faculty or staff, including field-based or archival research, regardless of whether credit is involved or awarded;
- directly associated with dissertation research coupled with active TGS 500 or 512 status; or
- accompanied by a Northwestern faculty or staff member in the capacity of his/her employment.

Note that an international student's short-term trip to one's home country (while a temporary resident of the U.S.) for research or other academic purposes may be considered university-sponsored.

Northwestern graduate student international travel is NOT considered university sponsored if:

- The individual has withdrawn or taken a leave of absence from the institution
- The individual has relocated to a foreign country, one's home country or a third country to write one's dissertation or participate in other non-Northwestern activities (such as employment)

Interestingly, developing the definition led to better clarity on who WASN'T a graduate student as well as who was. For example, by inviting representatives from Human Resources to review our draft, we came up with the following clarification that were subsequently incorporated into the GeoBlue for Employees section on [eligibility](#).

### **Other Categories of Travelers: Employees and Non-Employees**

Post-docs and fellows are generally not considered students, but those deemed “benefits-eligible Northwestern employees” are eligible for coverage under GeoBlue’s Employee plan for their University-related travel.

Northwestern does not centrally restrict travel to certain countries for faculty or staff, but employees should consult with their supervisor, unit director or dean prior to scheduling travel to higher-risk locations. Those accompanying students abroad should [contact the OGSS](#) for trip leader training.

Classes of individuals who do not qualify for either the GeoBlue Employee plan or the GeoBlue Student plan are strongly recommended to individually enroll in GeoBlue’s commercial plan for “single trips” or an annual plan for “multiple trips.” These groups may include, but are not limited to, McGaw



Medical Residents, [NRSA Post-doctoral Scholars](#), volunteers, adjuncts or Emeritus employees who travel abroad on temporary assignment for Northwestern but are not eligible for University benefits or plans. If the travel is required for one's job performance, departmental reimbursement may be available.

[Visiting International Scholars'](#) travel also does not qualify for the GeoBlue Employee (or Student) plan, but eligible individuals have limited travel medical and assistance coverage under a separate plan.

After developing a definition of university-sponsored graduate student travel, the next step is to determine what reasonable pre-departure requirements can be imposed on such travelers. Debate on how to do this and what to collect continues at Northwestern. On one side are faculty and administrators who want the institution to treat them exactly as undergraduates, which would frankly require more human resources that are presently available. The other extreme is to promote just two voluntary pre-departure actions: enrolling in GeoBlue and registering with the U.S. Department of State's [Smart Travel Enrollment Program](#) (STEP). The likelihood is a middle ground that would compel the following:

- Name (as it appears on one's passport) and student ID number
- Disclosure of travel dates, location (city/country) and overseas contact information (email/phone)
- Confirmation of enrollment in GeoBlue (yes/no)
- Confirmation of registry with the US DOS or citizen equivalent (yes/no)
- Confirmation of updated/valid emergency contact information in student records system (yes/no)
- Submission of release for travel to countries with a DOS Travel Advisory of Level 3 or Level 4
- Name of supervising faculty/staff advisor and unit/department
- Local contact information: name, email address, phone number and a descriptor of the connection (ex: host family, research advisor or assistant, translator, etc.)

The most inexpensive way to collect this information is through simple web-based fillable forms whose data can be exported to an Excel spreadsheet. Qualtrics or another survey-type tool can also be used to gather such data. Or, course management software can be "manipulated" for similar purposes and is probably the best at ensuring compliance as these steps can be coded as course "requirements."

The more difficult next step is to determine who will collect and monitor travel data, so that students in such locations can be offered assistance in the same way a study abroad participant is supported. At Northwestern, we were able to use our incident data coupled with our inventory data to advocate for another staff member to manage graduate student travel. Recent updates to Northwestern's [graduate student travel policies](#) page reflect our

work one year into his employment with many new requirements being implementing during fall quarter 2018.

### *Conclusion*

I recognized that this laundry list of tasks is likely overwhelming. To address all of these concerns in a meaningful way will take sustained time, energy and likely additional human and financial resources. It may be tempting to hire an outside entity to conduct research or even write protocols on your behalf; however, I strongly discourage WCU from doing this. There immeasurable value gained in doing this yourselves. For example, the community and consensus built in the process will not only raise awareness of international opportunities, but also increase the commitment to developing campus-wide best practices to prepare students as well as faculty leading programs.

A reasonable approach is to develop a task force to review, prioritize and implement these suggestions. The group could be quite large at the on-set to order to include stakeholders from all conceivable corners of campus invested in international activities, but smaller sub-groups assigned to their area of expertise would do the real work.

A final suggestion: don't rush. While it's understandable to feel pressure to accomplish as much as is possible in the shortest period of time, it's better to be slow and deliberate and involve as many stakeholders as possible in order to allow campus culture to evolve as these initiatives are being discussed and implemented. In the end, think of this entire activity as a marathon, not a sprint.

**Note:** Appendix Twelve provides a screenshot of PDF attachment titles (p. 40).

# **Appendix One**

## **Sample Risk Rating Scheme from**

### **2012 NAFSA International Educator Article, “Danger Ahead”**

**(OSA stands for Office of Study Abroad)**

<b>Risk Rating System for OSA Countries/Cities</b> <b>Michigan State University’s Office of Study Abroad</b> <b>(with acknowledgements to Control Risks)</b>			
	<b>Health</b>	<b>Safety</b>	<b>Security</b>
<b>Insignificant</b>	No risks beyond that of normal travel (exposure to common viruses or injuries, such as cold/flu or slip-n-falls). Those with preexisting conditions face no foreseeable additional risks. Access to high-quality medical care is excellent in the vast majority of cities and towns, regardless of size. Excellent specialty care available in nearly all metropolitan areas. Emergency medical services prevalent countrywide.	Little to no crime, safe and sophisticated public transit, highly professional police force. National guard-type force standing ready for disaster response.	Highly functional and stable government. Systematic adherence to rule of law. Supplies of gas, oil, electricity, water, etc., stable and constant. Civil unrest or public protests rare. Nonexistent or very limited political violence or acts of domestic or international terrorism.
<b>Low</b>	Minimal risks beyond that of normal travel, but slight increase in risk for travelers’ diarrhea, dehydration, exhaustion (can be due to travel distance or conditions). Some planning required for those with nonlife threatening preexisting conditions. Access to high-quality medical care is excellent. Excellent specialty care available in large metropolitan areas. Emergency medical services prevalent countrywide.	Low-level nonviolent theft crimes (e.g., pick-pocketing and purse snatchings or ATM “stick-ups”—no weapon) occur in select environments (e.g., isolated areas, late night, “bad” parts of town). Some drug-related violence in dangerous, urban areas. Public transit generally safe. Professional and trustworthy police force. National guard-type force or state military standing ready re: disaster response.	Peaceful public protests occur with occasional civil unrest resulting in minimal police action (to disperse crowd). Systematic adherence to rule of law, but occasional identification of corrupt departments or individuals. Supplies of gas, oil, electricity, water, etc., stable and constant. Occasional acts of domestic or international terrorism.
<b>Medium</b>	Some risk beyond that of normal travel, contraction of travelers’ diarrhea likely. Environmental factors/rigors of travel may increase likelihood of catching a cold or the flu. Serious communicable diseases present in population (TB, HIV, Hepatitis, etc.). Contingency planning required for those with non-life threatening or serious preexisting conditions. Access to high quality medical care is good in major metropolitan areas—varies in quality in other locations. High quality specialty care limited to largest metropolitan areas. Emergency medical services available in some locations, but speed and quality suspect.	Low-level nonviolent theft crime common in most environments (including public areas in daylight hours). Public transit generally safe during daylight hours, but less so after dark. Taxis should not be taken by individuals traveling alone after dark. Occasional occurrences of serious crimes, such as assault/battery and robbery. Rare occurrences of more violent crime such as rape and home invasion. Some potential for express non-violent, express kidnappings. Drug-related violence is commonplace in dangerous, urban areas, and sometimes spills over into other parts of town. Some threat of sophisticated financial crimes, such as identity theft, relationship deception, art/antiquities fraud, and virtual kidnappings. Military standing ready for disaster response.	Some evidence of organized criminal activities though acts of domestic terrorism (though not usually involving foreigners). Functional system of rule of law, but frequent identification of corrupt departments or individuals. Supplies of gas, oil, electricity, water, etc., occasionally interrupted, especially during periods of peak usage.  Occasional civil unrest or violent public protests, resulting in physical confrontation with authorities, etc. Domestic terrorism may be related to conflicts between indigenous groups and government. Country may experience some acts of domestic or international terrorism.

## **Appendix Two**

### ***Sample First Responder Protocol International Traveler Assistance***

#### **General Information Gathering and Staff Notification**

1. As you speak with whomever is reporting the emergency, note the following information:
  - Who is calling, who is/are the victim(s), location and what is the problem
  - The traveler's affiliation to institution (undergraduate, graduate student, employee, or other)
  - Purpose of travel (study abroad, non-credit tour, research, conference, etc.)
  - If applicable, the name and phone number of an on-site individual or the facility providing assistance, such as a hospital, police station, embassy, etc.
    - If the situation is life-threatening, gather relevant information and call GeoBlue at 610-254-8771 to open a case.
  - The name and cell phone numbers of other individuals with the victim(s)
  - Whether or not the patient has informed other employees or a parent/guardian/spouse of their situation (so follow-up can be coordinated)
  - Whether other participants are at risk
    - If so, and the experience is administered by us, the responder will work with work with program administrators ensure a timely warning is issued to all relevant parties
    - If so, and the experience is administered by a third party, host institution or other entity, communicate with organizational officials our expectation that a timely warning be issued as soon as possible
2. During regular business hours, initial emergency reports should go to NAME OF RESPONSIBLE UNIT HERE at XXX-XXX-XXXX.
3. Outside of regular business hours, members of the incident response team can call – NAME TWO OR THREE INDIVIDUALS AND THEIR CELL NUMBERS. Other members of the NU community, including students, parents/guardians/spouses and the public should report emergencies to Public Safety to be put in touch with a responsible party.
4. At this point, the person taking charge of the situation will follow instructions for either a medical or security response. Note: this could be you. Typically, if the incident is serious, one or more members of the International Incident Consolation and Response Team may be contacted.
5. If the concern is widespread enough to consider program modification or withdrawal ICRT to convene or consult with members of the Risk Assessment Committee.

### **Appendix Three**

## **Sample Case Opening Email Request Template to GeoBlue**

Dear GeoBlue Colleagues: ([globalhealth@geoblue.com](mailto:globalhealth@geoblue.com) or 610-254-8771)

I'm writing to open a case for a BLANK University student seeking **medical/mental health** care **currently abroad or yet to depart**.

Last Name, First Name:

Certificate Number:

DOB:

Email:

Local Cell:

Location (city, country):

On-site support contact information (name, email and phone number):

The case overview is as follows:

The relevant medical history is as follows (if applicable):

If in treatment, also include:

Hospital Name:

Contact details:

Treating physician:

When you have an update, you can contact me, AUTHOR OF MESSAGE, by cell at 555-555-5555.

Thanks!

NAME

TITLE and UNIT

## **Appendix Four**

### **Sample Medical Incident Protocols: International Traveler Assistance**

Assuming *First Responder Protocols* have been followed (to ascertain the details associated with the illness or injury, determine the patient's insurance status in order to coordinate continued care) follow the instructions below to organize medical care.

- 1 All students (graduate and undergraduate) are required to be covered under GeoBlue if participating in university-sponsored international educational activities. Such students have **individual certificate numbers**. Authorized employees have access to [GeoBlue's Admin Portal](#) to look this up.
  - Go to <https://admin.geobluestudents.com/login/login.cfm>
  - Log in as assigned
  - Click on "enrolled participants" in horizontal tabs at the top of the page
  - Select the sub-group directory that ends in "SELF" or "ROSTER" depending on enrollment method; you may have to search both to locate student
  - Search for student by last name
  - Confirm students are within the coverage period
  - Note certificate number **and** birth date
- 2 Prepare the following information and call GeoBlue at **610-254-8771**. If the matter involves requests for future care, you can provide the information in an email to [globalhealth@geo-blue.com](mailto:globalhealth@geo-blue.com). Always copy DESIGNATED CAMPUS LIASON TO GEOBLUE on such messages.
  - Patient's name and certificate number (if available)
  - Patient's birth date (if available)
  - Current location (city/country)
  - Illness or injury status
  - If already at a hospital, the name of the hospital, the name of the attending physician, and the phone number of the hospital or physician, if available
  - Program name, program leader's name and phone number (or person with student at the time)
  - Own name and cell phone number
  - Ask GeoBlue staffer if they need more information or if there are instructions to pass on to other students or on-site staff
- 3 If you can't get the certificate number, you may be asked for the traveler's birth date (this is to verify the right person if there is more than one Katie Brown or John Smith, for example).
- 4 You will be given a case number by GeoBlue. Note it and use it in follow-up communications to refer to this situation. Eliminate student's full name from all future emails to prevent a possible breach of medical privacy.

- 5 NAME OF INDIVIDUALS HERE WHO have discretion to decide whether additional members of the home campus community should be informed of the incident.
- 6 Do not contact a parent, guardian or spouse without the student's permission (unless the situation falls under stated institutional policy exceptions –reference HERE if linkable). In that case, work with Student Affairs to determine who is the best individual to reach out.
- 7 If the quality of care in the traveler's current location is inadequate or, upon stabilization, it is determined by the treating physician and approved by GeoBlue, that the student requires transfer to another facility or authorized early return to the U.S. (or their designated home city/country), GeoBlue will guide you through the transfer/evacuation process.

**Other questions to consider regarding medical emergencies:**

1. Are there witnesses, bystanders or other program participants who are not physically injured, but may be experiencing an emotional response to the incident? If so, identify an individual who can provide support (either here or abroad). If needed, work with GeoBlue to identify mental health care resources in the area.
2. Is the local medical facility requiring advance payment prior to treatment? If so, contact GeoBlue to arrange such funding.
3. Is this medical incident related to the commission of a crime? If so, is local law enforcement involved?
4. Is it related to a behavioral incident involving another program participant? Once the medical matters are settled, communicate with the relevant program sponsors and Student Conduct to discuss appropriate follow-up.
5. If the ill or injured traveler was the victim of a crime or attempted crime, make note to report to NAME OF RESPONSIBLE PARTY for possible Clery "Timely Warning" recording and notification and/or disclosure to the U.S. Department of State if applicable. Note that personally identifiable information is NOT disclosed in Clery reports or DOS crime disclosures.



## **Appendix Five**

### **Sample Response Protocol: Responding to Victims of Crime**

In addition to the information obtained through the *First Responder Protocol*, determine:

1. If the traveler needs medical attention or mental health care, follow the *Medical Assistance Protocol*.
2. If local law enforcement was notified (or is involved in the responses), obtain name(s) and contact information of responding officers and the case number. Note, in certain circumstances, it is actually advisable to not notify local authorities, due to corruption or discrimination. Consult with on-site staff or colleagues if the location is suspect.
3. Travelers planning to make insurance claims for valuable items will need to give their insurance company a police report. If the lost or stolen items are university property, refer the traveler NAME OF APPROPRIATE UNIVERSITY OFFICIAL HERE.
4. If the crime remains a threat to other travelers, or if the crime involves another member of the Northwestern community, discuss with the traveler Northwestern's obligation to warn others balanced by efforts to safeguard traveler's privacy.
5. If the traveler needs to replace debit/credit cards or identity documents, such as a passport, provide [guidance](#). Travelers should contact their bank as soon as possible to report the theft of a debit or credit card.
6. To replace a U.S. passport lost or stolen abroad, American citizens must go to the nearest [U.S. embassy or consulate](#) and apply in person. They can also call (202) 501-4444 for advice. Note that passport matters are usually handled on specific hours overseas; travelers should read the embassy or consulate website carefully.  
Generally required:
  - A [passport photo](#) (one photo is required)
  - Identification (driver's license, expired passport etc.)
  - Evidence of U.S. citizenship (birth certificate, photocopy of missing passport)
  - Travel Itinerary (airline/train tickets)
  - Police Report, if available
  - [DS-11 Application for Passport](#) (may be completed at time of application)
  - [DS-64 Statement Regarding a Lost or Stolen Passport](#) (may be completed at time of application)

Travelers of other nationalities should contact the nearest embassy or consulate of their citizenship for information about the procedure to replace a lost or stolen passport. Most countries have Internet web sites with contact information.



## **Appendix Six**

### **Sample Response Protocol: Sexual Misconduct Abroad**

*Note: How a campus response to sexual misconduct abroad must be tied to how it responds on the home campus. WCU may have a very different approach to what is provided below, which is Northwestern's approach.*

Assuming *First Responder Protocols* have been followed, do whatever is necessary to help the survivor(s) feel safe. Listen to their story. Provide empathy and support. (For detailed guidance on supporting Northwestern students in this situation, see [Information and Options for Survivors of Sexual Misconduct Abroad](#).)

1. Inquire (do not insist) if the traveler would like to seek medical treatment (and then contact GeoBlue for referrals, if necessary). Remind traveler mental health care resource are also available, though GeoBlue or other sources.
2. If the traveler has requested assistance in obtaining medical care, time permitting, and in locations where the delivery of care for sexual violence can be inconsistent, follow *Medical Incident Protocol* and contact GeoBlue for a facilities referral.
  - Should the student require treatment that is not available locally, such as Plan B or HIV prophylaxis, work with GeoBlue to identify a facility where it can be obtained. This may involve travel to another city or even country.
  - Transport and overnight lodging costs, if applicable, should be covered by GeoBlue, although for efficiency sake some ground transport arrangements may be paid for (and reimbursed) by the traveler or local contacts.
  - Depending on the traveler's citizenship and the immigration/customs rules of the destination country, a visa may be required. Work with GeoBlue and on-site staff to determine whether there is a process for "emergency application and review."
3. Be mindful of religious, cultural or other background or identities that may play into the discussion or management of this incident and/or care.
4. If the survivor is a student, report the incident and the name(s) of the survivor(s) to the Deputy Title IX Coordinator for Global Activities (NAME OF EMPLOYEE) or the Title IX Coordinator (NAME OF EMPLOYEE) and discuss email delivery of the "Title IX letter" and Northwestern-specific [Resource Guide](#).
5. Only discuss the incident to others in the NU community who are involved in the response. Do not share personally identifiable student information unless the respondents are already aware of this detail or are in a need-to-know situation.
6. OGSS will insure the incident is recorded for Clery/VAWA recording purposes and for disclosure in the OGSS annual report. Note: neither record allow for personally identifiable details.

## **Appendix Seven**

### **Sample International Incident Intake Form**

#### **Is the caller safe?**

**Verify first that the caller (or the caller's representative) is in a safe place.**

If the caller is in immediate danger, s/he should immediately call the equivalent of 911 in their location (if applicable). Note that in most of Europe, the emergency number is 112. Consult [this document](#) for other countries numbers.

If the caller is enrolled in a program or experience that includes on-site services such as an accompanying faculty or staff member; resident director; third-party provider; or host institution, then the caller should contact that individual or entity as directed, if possible.

**GeoBlue should be notified of any medical emergency abroad at (610) 254-8771**

Please record the following information from the caller:

**Date:**

**Time:**

**Name of Person Needing Assistance:**

**Location of Person Needing Assistance (city/country):**

**Person Needing Assistance's Status:** Undergraduate student / graduate student / faculty-staff

**Name of Caller** (if not the person needing assistance):

**Phone Number of Caller:**

**Phone Number of Person Needing Assistance** (if not the caller):

**Affiliation to the Person Needing Assistance:** resident director or third-party provider representative / parent / spouse / friend / other

**Purpose of Travel:**

**(see page two)**

**Trip or Program Unit Sponsor on Home Campus** (if known) (e.g. Study Abroad):

**Phone Number** (include country and city codes, if applicable:

**Examples of correctly formatted numbers from abroad:**

(London): 011-44-207-555-5555	(Paris): 011-33-1-55-55-55-55
(Doha): 011-974-5555-555	(Cape Town): 011-27-21-555-5555

**Need more help?** See <http://www.howtocallabroad.com/>

**How long can the person needing assistance be reached at this number:**

**Current time in the person needing assistance's location:**

**Reason for call / nature of incident:**

**Has the caller contacted or informed?**

- ☐ On-site staff
- ☐ Parent/guardian
- ☐ Emergency services (e.g., 911) in their location
- ☐ Other home campus representative(s):
- ☐ Other

**Record any action taken by first responder:**

*The information collected can either be summarized in a phone call or an email to NAME, UNIT OR RESPONSIBLE PARTY HERE, depending on the severity of the incident.*

## Sample Incident Recording Tool (Excel)

[illegible]

## **Appendix Nine**

### **Incidents by Type – Sample Definitions**

<b><i>Incident Type</i></b>	<b><i>Definition</i></b>	<b><i>Examples</i></b>
<b>Health</b>	A participant's physical or mental health medical problem needing diagnosis and treatment, or an outbreak of infectious disease	Intestinal distress, broken bone(s), mental health needs, dental needs
<b>Safety</b>	An incident that may directly or indirectly impact the welfare of participants.	Any motor-vehicle accident, natural disaster, or report that a student has gone missing (without cause)
<b>Security</b>	Crimes and a real or perceived security threat, civil unrest, terrorism, U.S. DOS travel Alert or elevated Advisory.	Pickpocketing, larceny, robbery, burglary, sexual misconduct (assault or harassment) and terrorist attacks
<b>Logistical</b>	Missed or canceled flight, train, bus, etc., that impacts program participation (or will cause others to worry)	NA
<b>Financial</b>	Loss of access to funds, discrepancies between accounts, etc.	NA
<b>Legal</b>	Interactions with customs officials or local law enforcement	Arrest or detainment
<b>Personal</b>	Family crisis at home	Death, serious illness, divorce (in the family)
<b>Behavioral</b>	Disruptive or problematic behavior; violations of code of conduct (NU or host)	Tardiness, program disruptions, roommate disputes, alcohol, drug or housing violations
<b>Home Campus Alert</b>	When the home campus issues a community-wide announcement related to student health or safety in the U.S.	The death of a student on campus, fire in a campus residence, outbreak of infectious disease at home (Mumps, Measles), etc.
<b>Other</b>	Whatever doesn't fit the above	Other school's student death in program destination or outbreak of infectious disease (abroad)

## **Appendix Ten**

### **Incident Classification by Severity**

<b>Severity</b>	<b>Definition</b>	<b>Example</b>
<b>Critical</b>	Long-term significant impact to student and/or program; incident likely results in student's early return; required continuous, significant support from on-site staff, sponsoring unit and CIP.	Arrest/detention; sexual misconduct (assault or harassment); life-threatening illness or injury involving invasive treatment and/or prolonged hospital stay; felony crimes involving bodily injury; or terror attack in program's main destination.
<b>High</b>	Short-term serious impact on program; required some intervention/support on-site and the sponsoring unit with some involvement by CIP.	Non-life-threatening, but serious illness or injury requiring immediate medical attention and hospital admission for +24 hours; non-violent Clery crimes such as robbery or burglary; or a security alert for timely, potential threat to program destination.
<b>Medium</b>	Short-term, minimal impact on program; required minor intervention/support on-site and timely notification to sponsoring unit.	Illness or injury resulting in short-term hospital admission (less than 24 hours); terror incident that had no impact on students (due to non-programmatic location), but effort made to share information.
<b>Low-Nominal</b>	Momentary impact on program; required little intervention/support on-site and eventual notification to sponsoring unit.	Routine illness or injury requiring self-applied first aid/OTC medication or office visit to local provider; low-level crimes, such as a larceny or bag-snatching.








## Appendix Eleven

### Sample Quarterly Referral Following Term Abroad

Name	Date of Incident Onset	Program	Location	Circumstances	Outcome
[REDACTED]	11/6/2017	Consortia for Advanced Study Abroad in Barcelona (CASA) – administered by Brown University	Barcelona, SPAIN	On 11/16 - a call to CAPS from a concerned peer on the program prompted the student to disclose a mental health need to CASA staff 11/6. CASA, CAPS and [REDACTED] worked together to provide student access to a Geoblu-affiliated provider, whom the student began seeing once a week thereafter.	Student faced a challenging moment on 12/4 but obtained assistance from local staff and her doctor. CASA willing to provide student extra support in order for her to complete the semester as scheduled (12/23). [REDACTED] has recommended the student be reintegrated to some level of on-going care upon her return to campus.
[REDACTED]	12/16/2017	General Studies at the University of Edinburgh – administered by Arcadia University	Edinburgh, Scotland	The student has struggled throughout the semester managing a pre-existing condition as well as her finances. Originally enrolled for an academic year program, she decided on 12/16 to return to Evanston at the end of fall semester.	[REDACTED] from ULA has managed this case. May be worth checking in with [REDACTED] (SESP Adviser) before reaching out to the student directly, as [REDACTED] seems to have a good relationship with the student.
[REDACTED]	10/7/2017	Arts & Sciences in Ghana – administered by the Council on Int'l Education Exchange (CIEE)	Accra, Ghana	The student worked with CIEE to arrange for on-going mental health care needs prior to arrival, but faced an alarming incident related to possible exposure to a petrol explosion on 10/7, which was reported to [REDACTED]. JAF reached out to the student to provide directives and a referral to CIEE's emergency response staff.	JAF checked back in a month later (11/9) to follow-up on prior correspondences following the alarming incident. Student replied that she was doing well and no significant concerns were expressed thereafter by the student or on-site/staff. However, given the student's depth of interactions with SASS/DOS prior to departure, we recommend a robust effort to check-in.
[REDACTED]	11/21/2017	Art, Literature, and Contemporary European Thought – administered by Northwestern University (ULA)	Paris, France	Despite having many conversations with the student prior to her departure about how we can support her management of a disclosed pre-existing condition, student remained silent until final few weeks of the program, when she disclosed semester-long struggles with her homestay family and other issues.	Appointments with a Geoblu-affiliated therapist in Paris occurred regularly thereafter, and the student finished the program happily, but could likely benefit from on-going care in Evanston.



**Appendix Twelve**  
**Screenshot of PDF Attachments**

	Cases and Answers Case Opening Exercise June 2017
	DOS Guide for Forum Focus - Feb 2018.pdf
	EACMC C#3 Module 1 - GeoBlue .pptx.zip
	EACMC C#3 Module 2 - Routine Health.pptx.zip
	IE Health Forms 2-0 Article Nov 2016.pdf.zip
	Intro to OGSS for NUHS.pptx.zip
	Trip Leader Training April 2018.pptx.zip



## APPENDIX 11: RESPONSE FROM THE LEARNING ASSISTANCE & RESOURCE CENTER

<p>What are the academic services needs of international students coming to USSS (or just the LARC)?</p>	<p>From my limited conversations and experiences with tutors and graduate assistants, I have observed that language barriers present the greatest challenge for international students who utilize LARC services. In one particular instance, I consulted over a 3-week period with an Early Alert* graduate consultant who struggled to assist a transfer student from Mexico (*The Early Alert program matches low-performing students with graduate consultants for weekly academic coaching support). The student reported having trouble understanding course lectures and reading textbooks. I contacted various departments on campus to find support and discovered an ESL tutoring program, but the student could not afford the fee (\$50/hour). I then contacted a TESOL program representative, who shared information regarding an "Academic Reading and Writing" course for ESL adults, but it was too late for the student to register. Consequently, the final suggestion was for the student to take ESL classes at Del Co. Community College. This student's journey highlights a variety of issues that impact international students: availability of support services, ease of finding them, economic status, appropriate intake/admissions procedures to diagnose needs up front and finally the need for academic coaching/mentoring.</p> <p>Some of the challenges we have observed about these students, particularly graduate students is issue with citation and reference. I think they may need some help with referencing and citation of academic work.</p> <p>I met with a few international students during the 2017-2018 academic year for academic advising and Learning Assessment meetings. At least four students informed me that English was not their primary language and that they had difficulty with textbook reading, writing assignments, and comprehending test questions. Most of the students expressed anxiety about succeeding in courses due to the language barriers.</p> <p>EXPS has quite a few international students – mostly immigrants or children of immigrants. Their needs are mostly cultural, as far as I can tell: Accommodating more permissive American standards that they might have been exposed to up to this point, and navigating parental expectations that often center around academic and professional attainment</p> <p>Here's an anecdote from one of my advisees for whom English is a second language: She went to the ELS Center during the fall semester. She reported to me that they did not have anyone to help her with her coursework; they just had a lot of social activities and they paired her up with someone who only wanted to talk about how she could make new friends and learn more about the area. As she was in the ADP, she said she already had friends and knew the area, but she needed help translating or clarifying phrases and vocabulary in her Psychology textbook. We found other ways to help her, but specialized ESL tutoring is preferable.</p>
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## APPENDIX 11: RESPONSE FROM THE LEARNING ASSISTANCE & RESOURCE CENTER

How do these differ between undergraduate and graduate students?	The traditional undergraduate or graduate student is most likely a native English speaker and may not require the same forms of academic support
What are we doing to assist international students and how effective are these efforts?	<p>Provide intentional academic advising and support for undergraduate students and help graduate students to learn more about writing academic research papers.</p> <p>I have referred students to their professors as well as the Writing Center for assistance with comprehending textbook reading assignments, writing assignments, and reviewing exam questions. I wish that I knew of additional resources to assist international students with their needs.</p> <p>Last year, my colleague Jake Maxwell represented the LARC at an informational session for international students. It was a brief one-time exchange with no measurable effects. We are willing to continue this collaboration in the future.</p> <p>This summer, I plan to review and enhance our tutor training program materials. I'd like to diversify our topics and make the instruction more relevant and impactful. I am interested in including strategies regarding how to support ESL students, many of whom may be international students. The effectiveness of this 're-vamped' training program will be determined after the fall semester. We are open to additional suggestions regarding how we can support international students. This topic represents an area of growth for our department.</p> <p>Individual advising handles these issues on a case-by-case basis.</p>

## **APPENDIX 12 – RESPONSE FROM THE TWARDOWSKI CAREER DEVELOPMENT CENTER**

### **Q. What is WCU doing to support career and post graduate goals of international students and for students who want to pursue a career abroad?**

All alumni are eligible for free CDC services, for life, regardless of whether they are international or American students. The CDC and CIP have partnered to provide online resources for both international student seeking work in the US and American students seeking work abroad. These resources, Goin' Global (GG) and My World Abroad (MWA), are available through the CDC and CIP websites. The GG subscription is specifically for the H1B Visa process and listing of companies who have sponsored international students in the past. MWA subscription offers a substantial listing of various job boards from around the world. Staff members from the CDC talk to international students about these websites, and specifically promote MWA to pre-departure study abroad students. Any student can stop in to discuss post graduate goals with a counselor if they are wishing to pursue a career abroad.

### **Q. What kinds of programs, events, or initiatives does the Career Center offer in support of global learning and education abroad? This could include re-entry programming, resume writing, etc.**

In 2015 the CDC hired a third Assistant Director (AD). As part of this position, the AD would be the primary liaison to the CIP. In 2016, due to staffing issues, the liaison roles of this position split between two ADs. Currently one focuses on programming for international students and the other focuses on programming for study abroad students. However, all staff members of the CDC can work with all students.

Currently the CDC participates in the pre-departure workshops that are offered by the CIP. These sessions run in the fall and spring semesters.

The CDC consistently presents to students for one staff member upon the return of a cultural immersion trip. The purpose of this session is for members of this trip to learn how to articulate their experience on a resume and during an interview. The CDC does not advertise this specific service to study abroad faculty/staff. Program request of this nature *are available to all faculty and staff* through the CDC website, but should be promoted more with WCU trip advisors.

The CDC regularly participates in the Study Abroad Fair, which is held in the fall each year, with a table staffed by members of the CDC.

The CDC participates in International Student Orientation by discussing the services offered in our office.

The CDC co-hosts an annual fall program in the career center with the CIP, specifically for international students. Topics covered include “The American Resume” and “Interviewing Tips” and job search resources as well as information presented by the CIP to seniors on the H1B/sponsorship information. This program has been running for three years.

### **Q. What kind of programs are offered to assist students with global careers? Are there particular strategies or approaches you use?**

## **APPENDIX 12 – RESPONSE FROM THE TWARDOWSKI CAREER DEVELOPMENT CENTER**

At this point in time we do not have any specific programs (events) regarding global careers. We assist students on a one on one basis, if they come into the office requesting global career interests. Counselors can utilize the resources mentioned above in conjunction with their professional knowledge. As part of our recommendations below, we should assess interest in international jobs and internship from WCU students possibly via a collaborative assessment with the CIP. See items listed above

### **Q. What would you recommend in terms of new or additional types of globally focused programming?**

- Outreach to all student returning from overseas experiences regarding our services.
- Promote CDC presentations such as, “Marketing Your International Experience” to faculty leading trips abroad.
- Intentional re-entry programming with CIP.
- Programming collaborations with International Business and other key academic programs with an international component.
- Work with affiliate programs to create and market global internship opportunities to students interested in overseas experiences. Start with students majoring in international business, language and cultures, and public health.
- Explore American internship opportunities for international students.
- Research best practices from other institutions regarding global careers support and programming for additional ideas.

## APPENDIX 13: RESPONSE FROM UNIVERSITY STUDENT HOUSING

- How do we provide guaranteed housing to international students?
  - For incoming students, if they are accepted with on-campus housing they are guaranteed housing in either traditional or affiliated housing. We commit to allocating a specific number of beds in each housing for incoming first-year and transfer students based on the enrollment goals.
  - For returning students, we open the housing application in October/November for the following academic year. Current students are encouraged to sign up early in order to secure on-campus housing.
- Can international students stay during long breaks in our dorms?
  - Yes, we can accommodate requests to remain in the buildings during break periods as long as we have advanced notice to ensure that the student is on the list of students approved to stay. For example, the ELS students residing in Brandywine Hall this year were approved to remain in the building for all break periods.
  - The Village Apartments and East Village Apartments remain open through all break periods. This housing is an option for incoming transfer students, current students, and graduate students. Brandywine Hall also remains open during all break periods for students who are approved to reside in the community during that period. This typically includes athletes, student employees, international students, etc.
- Do we have an international house? Or Floor? Do we try to mix international students with domestic students? Could we do this?
  - There is not a designated international house/floor. For USH, students have the option to select their roommate(s), community, and bed space, so international students are typically assigned where they want to live. For ELS, we did reserve a block of rooms together on two floors so that the students were together, but also mixed with other students.
- Are there programs specifically designed to integrate international students living in campus housing?
  - Our colleagues in Residence Life and Housing Services are responsible for programming within the communities, both USH and traditional, so this would be a question that Marion McKinney would be in a better position to answer. I do not know that the Residence Life staff in Brandywine Hall worked hard to include the students from Kindai University in programs this year and even held a goodbye party for them.
- Is there more the University could do to support international student housing needs and concerns?
  - It is always helpful to have as much advanced notice in order to hold the necessary beds. For groups, such as ELS and ACH, this has worked well in the past since we know a specific number of beds to hold.

## **APPENDIX 14 – NOTES FROM MEETING WITH THE PRESIDENT'S CABINET AND FOLLOW UP RESPONSE**

### **Questions asked to the Cabinet:**

Q1. Does your administrative unit's mission statement identify internationalization as a goal or value?

Q2. Are your administrative unit's professional development opportunities for staff and administrators linked to the university's internationalization efforts?

Q3. Have you considered how your administrative unit can contribute to (or have contributed to) or support international partnerships and collaboration?

Q4. Is international experience factored into any hiring decisions (job expectations, skills, etc.)?

### **Cabinet Discussion Points:**

- a. We should not be enrolling international students for purely financial reasons. Our goal should be for cultural and diversity experience of both domestic and international students. To that extent, how do we make sure both the groups of students are interacting and learning from each other?
- b. As an institution, the final message coming out of self-study needs to be prioritized and messaged appropriately across the campus.
- c. WCU/ACE Lab Internationalization team should ensure that in the final report expresses the overall sense or will of the WCU community in terms for internationalization. Where are we, where should we be, and what are our priorities.
- d. Understand how risk management is handled in individual divisions and units and how it relates to internationalization.
- e. Explore alternative housing solutions for visiting scholars.
- f. Determine if there are any regulatory requirements related to online programs offered to international students.
- g. Should there be enrollment goals for online international students?
- h. WCU/ACE Internationalization team and Cabinet need to ensure each of the four goals are linked with the new strategic plan.
- i. WCU, as a whole, is in a much better position in terms of bureaucratic processes than in the past.
- j. Acknowledgement of the struggles of current international students in terms of housing, transportation etc.
- k. Experience in international affairs always a plus in hiring decisions.
- l. Future training materials coming from Office of Social Equity will include components related to international population

## **APPENDIX 14 – NOTES FROM MEETING WITH THE PRESIDENT'S CABINET AND FOLLOW UP RESPONSE**

### **Follow up from Dr. John Villella:**

Q1. Does your administrative unit's mission statement identify internationalization as a goal or value?

Not specifically; however, our communication, marketing, and advocacy efforts with elected officials reflect the value of internationalization

Q2. Are your administrative unit's professional development opportunities for staff and administrators linked to the university's internationalization efforts?

Staff are involved in the design and implementation of study abroad programs., i.e. – Brad Flamm, and Margo McDonough

Q3. Have you considered how your administrative unit can contribute to (or have contributed to) or support international partnerships and collaboration?

Rams Global Initiative, MOU signing ceremonies with international partners, participated in risk management discussions, public relations pitches programs and stories regarding our international programming, Investigation of International student specific housing, diversity training materials will include international components

Q4. Is international experience factored into any hiring decisions (job expectations, skills, etc.)?

To date, no specific skills or experiences have been written into position descriptions. Experience with international students was discussed with the Chief Diversity, and Inclusion Officer Candidates during the interview process.

## APPENDIX 14 – NOTES FROM MEETING WITH THE PRESIDENT'S CABINET AND FOLLOW UP RESPONSE

### Follow up from Dr. Zeb Davenport:

Q1. Does your administrative unit's mission statement identify internationalization as a goal or value?

*No, there is nothing explicit about internationalization in our mission. However, Student Affairs has created five overarching Learning Domains, one of which is Civic Discourse/Intercultural Fluency. These Domains were created within the past couple of years, and as we work on our strategic plan for the Division, departments are expected to support these five domains through their co-curricular offerings.*

Q2. Are your administrative unit's professional development opportunities for staff and administrators linked to the university's internationalization efforts?

*I would say not at this time, but this is something we can work to develop.*

Q3. Have you considered how your administrative unit can contribute to (or have contributed to) or support international partnerships and collaboration?

*Yes, though I would say some departments have considered this more than others, as detailed in the report submitted this summer.*

Q4. Is international experience factored into any hiring decisions (job expectations, skills, etc.)?

*I would see international experience being a plus on any resume, though it is factored more explicitly into some jobs compared to others. For example, our assistant director in Service-Learning and Volunteer Programs working with international service-learning programs needed to demonstrate international experience.*



## APPENDIX 15: POST-DATA ANALYSIS DEBRIEF OF THE DIRECTOR OF CIP

On 10/26/2018, Peter Loedel, Director, CIP was asked questions related to ACE self-study process by members of Global Leadership Team (Angela Howard, Leah Paulson, Gopal Sankaran, Hiram Martinez and Vishal Shah). The answers are more of a summary of the discussion that ensued in response to the question.

**Q1. You are aware of the four goals developed by GLT as part of ACE laboratory self-study. As you go through each of the goals, can you tell us where you see CIP fit as the lead unit or in supporting role based on the current administrative structure?**

Of all the four goals developed by GLT, CIP plays and should continue to play a lead role towards Goal 2 (education abroad). For Goal 1, CIP connects with international students when I-20 is issued and once on campus plays a key role in advising and counselling. However, admissions (graduate and undergraduate) should play a key role and CIP should be a major ally. Similarly, for Goals 3 and 4, CIP can play a supporting role. For the institution to achieve the objectives set within these goals, units within academic affairs and student affairs would need to step up. All units need to ensure how institutional internationalization outcomes are linked to their unit and continuously work in achieving/assessing the outcomes. CIP could play a role in repository of ideas/available resources and a facilitatory role. *“CIP is an important, but just one actor in the arena”*

A suggestion was made to perhaps make a recommendation of reviewing how our 1 peer institutions that are successful in achieving their internationalization goals operate and what is the role of CIP within their institution.

**Q2. What roadblocks do you see for CIP in realizing the four goals stated earlier?**

There is lot of energy and enthusiasm for international programs on our campus. Because of the ongoing success, CIP is now stretched thin trying to achieve outcomes across all the four ACE goals. Staffing and resources remain a problem. Much more significant obstacles, however, are external to CIP. Within the institution, there is a culture that if there is some discussion on internationalization, it is always *“Should CIP not supposed to do that?”*. All units across the university need to realize that they are part of internationalization effort as well and take their roles seriously. PASSHE contract approval process and national political climate, to name a few, also impact our study abroad activities and international students on campus.

A suggestion was made to perhaps make a recommendation of having institutional Office of Risk Management, along with legal authority with some counselling authority.

**Q3. What steps could WCU and CIP undertake to increase international students on our campus?**

CIP is already doing many things related to this task. For e.g., CIP has initiated OnBase process to submit I-20 paperwork online. This removes a major obstacle for students to submit paperwork for I-20.

WCU however has not developed strategic enrollment goals across the institution for international students. It is not clear which unit across the campus is responsible for recruitment efforts for international students. This leads to lack of concerted efforts from units entrusted with recruitment of students to WCU. CIP may at times been seen as the lead for international admissions when it cannot play a key role in recruitment. Discussion is warranted at the top leadership to determine if we are to recruit and retain international students with an intent or we continue to rely on volunteer/word of mouth method for recruitment (if a faculty or CIP wants to bring the students, take care of them on your own).

## APPENDIX 15: POST-DATA ANALYSIS DEBRIEF OF THE DIRECTOR OF CIP

We need to be sensitive to the culture and unique needs of international students like how we are sensitive to the needs of other group of students.

### **Q4. What do you see as key elements for the success of study abroad activities for students at WCU?**

Study abroad activities have taken off successfully at WCU over recent years. Confluence of multiple positive variables have played an important role. Primarily, increase in number of scholarship, increased staffing within CIP and restructuring of the responsibilities, energy and commitment brought by the CIP director and staff, and increased pent-up demand at the right time are important contributors to success. Due to increased staffing, CIP is able to carry out more outreach to make faculty comfortable leading study abroad opportunities. Over the years, there has been huge strides made in the areas of marketing and promotion of the programs, bringing in good network of providers, and deployment of user friendly software throughout the process.

A suggestion was made to ensure that the ACE report reflect data on number of faculty-led study abroad programs vs staff-led ones. Also, in the ACE report, it would be impactful to illustrate with a time course graph relating investment in the study abroad activities and increased student impact.

### **Q5. Given the reality, what recommendations do you have to make the current and future MOUs and MOAs active?**

First and foremost, we need to ensure that there is a common use of terminology across the campus. What CIP has established with other institutions are MOAs. CIP cannot sign MOUs per PASSHE legal.

WCU has gone through period of time when the administration's focus was increasing the number of agreements. Our experience now has suggested that resources and active personnel are needed to keep agreements active. For an agreement to be active, constant trickle of activity between two sides is critical. Unfortunately, due to lack of activity, many MOAs have *withered on the vine* over time. Should be quality over quantity.

It would be highly beneficial for the University to undergo a strategic thinking on what we need in terms of good partners of the university. A good suggestion is to have a rubric that needs to be filled and evaluated by selective members of the university to determine if there would be regular activity between the two sides. WCU is fortunate to have faculty bringing many collaborators to the table for partnership with the University.

It was also discussed that CIP alone cannot keep MOAs *alive on the vine*. Realistically, other areas play an important role too. At present, *shared responsibility and accountability for making MOA is active* is not entrenched in the culture of the University. Institutionally tangible outcomes from MOAs need to be stated explicitly and evaluated.

A suggestion was made that university should have an inventory of the existing MOAs and assess our existing partnerships before venturing into new agreements.

### **Q6. Are there any administrative changes you would propose within CIP or in the collaborative aspects of CIP with other units, to make the internationalization efforts on campus more effective?**

Shared value of internationalization is missing and/or underdeveloped across the university. This is a major reason why things fall on CIP even if they do not have the capacity in that area. For example, it falls on CIP to recruit international students through open recruitment or from partnering institutions. As

## **APPENDIX 15: POST-DATA ANALYSIS DEBRIEF OF THE DIRECTOR OF CIP**

mentioned in the last answer, what is critical is to have shared responsibility and accountability for all appropriate units within WCU for internationalization. After all, internationalization/globalization is a student success issue and responsibility of the University. Integrate and frame internationalization as part of the core mission/value of “Student Success”.

The position of CIP director does not have the higher decision making authority or seat at the table when collaborative opportunity decisions are made. It would be good to have this position be titled as Vice Provost or Dean and be a member of Provost Executive Council.

A suggestion was also made to explore various other Universities in the region on how the authority and responsibilities of CIP are distributed.

### **Q7. What concrete steps could WCU take to enhance the quality of life for international students on campus?**

If internationalization is important for the University, all aspects involved with the topic need to be seriously looked into. *If tree is important, all of its branches are considered important.*

Basic issues of housing, food services, programing of culturally sensitive issues (e.g., prayer space) are still unresolved at WCU despite recognition of the needs. We need to move the needle on these topics. Student success and shared values are impacted. Basically, it boils down again to lack of shared values across the University.

We need to strengthen cultural sensitivity across the campus towards international students. Many a time students, who are American citizens or green card holders, are also referred to CIP merely because of wrong inference from the referring person. They are WCU students and we need to be sensitive to their needs and values too.

CIP is currently a safe space and comfort zone for international students. We need more such safe spaces and comfort zones for these students. Where should students go for issues like housing, food services, or academic complaints that they face

## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

- **How is internationalization and global learning manifested in the co-curriculum programs of the Division of Student Affairs (for example, international events, leadership programs, festivals, lectures, films)? Are there specific resources (dollars, personnel, etc.) targeted towards these initiatives?**

### Collaboration with the Center for International Programs (CIP)

- A number of departments participate in orientation programs for international students studying at WCU, pre-departure programs for domestic students studying abroad, and/or support students participating in the English as a Second Language Program (e.g., Student Health Services, Campus Recreation, Career Development Center).
- New Student Programs invites a representative from the CIP to speak with new first-year students and their families about global opportunities specifically targeting the study abroad opportunity.
- The Career Development Center (CDC) annually holds a workshop on the American Job Search Process.
- The CDC provides access to Goin' Global and My World Aboard, which are online resources for international and study abroad students, respectively. These subscription costs are split with the CIP.
- Assistant Director of Service-Learning Abroad was able to create protocols, as well as resources for the department to better support CIP programming. Examples include: a vetting process for program providers who only support service abroad initiatives and a curriculum focused on ethical photography and social media use while abroad.
- Rams After Hours is partnering with International Programs and Services for a kick off on November 9, 2018 for international week.
- Student Activities partners with the CIP to promote their programs to international students, particularly our off campus trips to cities like Washington, DC and New York City.
- The Lawrence Dowdy Multicultural Center (LDMC) partners with the CIP to provide student-led presentations on their study abroad experiences.
- The LDMC is planning to host a Passport Party with the CIP in November 2018 during International Education Week. The purpose of the Passport Party is to provide headshots for passport photos, allow students to understand the necessity of one, and provide the application materials

### Staff

- The Career Development Center has two dedicated staff members with responsibilities to liaise with the CIP in regard to both international and study abroad students.
- Service-Learning and Volunteer Programs and the Center for International Programs had a joint professional staff member, Assistant Director of Service-Learning Abroad, which was obtained through soft funding through the Strategic Planning process. The cost for this position was roughly \$77,000.

### Leadership & Involvement

- In November 2016, the Office of Service-Learning and Volunteer Programs hosted the WCU Global Engagement Leadership Conference in collaboration with the CIP, CDC, and Student Leadership and Involvement.

## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

- There are currently 16 student organizations that provide a global/international/multicultural focus.
- Student Leadership and Involvement Hosts a five-part Global Leadership Series, which addresses global issues. This series is facilitated by faculty and community members. This past year, the Global Leadership Series expenses totaled \$3,000.
- Student Leadership and Involvement offers an international cultural immersion trip, which is paid for by the students. Participating staff members provide supervision and reflection on the experience. Students learn how to navigate international travel, gain an understanding of social justice issues, and develop increased confidence for future international travel.
- The LDMC collaborates with other departments to accompany students to off-campus leadership opportunities, including:
  - Black & Cuba film and lecture with Ethnic Studies, Psychology Department and Department of Anthropology & Sociology
  - Free Cece film series and guest speaker with Women's Studies Dept., LGBTQA, Center for Women & Gender Equity
  - Sankofa Conference and Student Leadership Development Institute

### International Service-Learning Programs/Alternative Breaks

The Office of Service-Learning and Volunteer Programs (OSLVP) takes the lead within Student Affairs in supporting international service-learning programs/alternative breaks, though several different departments have been involved in coordinating and/or leading trips (e.g., Wellness Promotion, Campus Recreation). Ways that OSLVP support these programs include the following:

- Faculty Support
  - Provides consultation to faculty seeking ethical international service-learning partner organizations, as well as students looking to serve abroad.
  - Assists faculty with creating meaningful reflective dialogue and debriefing for international service-learning trips. This includes constructing curriculum used during pre-departure meetings, on-trip reflective conversations, and post-trip reunions with students. Topics have included: cultural sensitivity, ethical photography and social media, understanding diverse perspectives, global citizenship, cross cultural communication, and respect and responsibility.
- Student Recruitment
  - Regularly has international program providers reach out to them to recruit students. Through working with CIP they have streamlined this process to be more intentional. Staff also suggests students go with vendors approved by WCU.
  - Helps to recruit students for international programs.
- Student Engagement
  - Staff has been training student trip leaders and Community Engagement Scholars to support international service-learning trips for five years. In FY 18 OSLVP supported five international service-learning programs: Uganda, Bahamas, Honduras, Guatemala and Germany. Each student trip leader earned a stipend, which amounted to \$2,800.

## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

- Students involved in the Uganda Alternative Break trip participated in the Alternative Break Kick-Off Event and Reunion. These programs were supported through the Parents Fund.
- The Germany, Honduras, Bahamas and Guatemala programs were each supported with a student trip leader or Community Engagement Scholar. These student leaders participate in regular meetings with staff and/or a cohort of other student leaders. The cohort the student leader joins is dependent on if the international program is for credit or not for credit.
- Uganda Alternative Break
  - Staff vetted community partners to find an ethical/fair trade organization focused on public health for the Uganda Alternative Break trip.
  - They built the relationship with Child Family Health International, handpicked faculty and staff to coordinate the trip, selected the student trip leader, trained the student trip leader, assisted with building the participant application for the trip, and provided ongoing and regular support for the student trip leader.
  - The goal was to coordinate an international service-learning trip that followed best practices and could be a model for future trips where Student Affairs and Academic Affairs partner. This trip was also a Global Rams program.

### Additional Student Engagement & Support

- OSLVP supports several service-learning courses that have student learning outcomes that include globalization, intercultural communication, global perspectives. SLOs inform the work they do to support faculty with curriculum development, as well as finding an appropriate community partner. For example, Jodi Roth-Saks is currently working with a faculty member in the history department who is seeking a partnership with a community organization in Philadelphia that works with recent immigrants. Other examples include, service-learning courses in Communications Studies, Languages and Cultures, Early Grades and English where faculty received assistance with creating partnerships for service-learning courses with social service organizations in and around West Chester that work with recent immigrant families, migrant workers, first generation Latino youth, etc.
- Staff has supported students applying for Fulbright and other international grants.
- Many departments employ international students in graduate assistant/student worker positions.
- One of Residence Life's six components for their programming curriculum includes one focused on global consciousness initiatives.

## **APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS**

- **How well subscribed are international and globally-focused co-curricular events and programs?**

There is a lot of variability across departments for attendance at their international and globally focused programs. Below is a sampling:

### Center for Career Development

- The American Job Search Program offered to international students has had some growing pains since its inception in 2015. Attendance can range from <10 to 30 students.
- International New Student Orientation depends on the incoming group of students, but our experience has been that the group is generally small, and mostly graduate students.
- Pre-Departure workshops held each semester usually see approximately 175-300 students in attendance. The spring presentations have the largest groups due to the increased number of WCU traveling between summer and fall sessions.

### Service-Learning and Volunteer Programs

- Uganda Trip had 9 students (7 of those students received funding through Global Rams), Guatemala had 10 students, Honduras had 12 student participants.
- Approximately 50-75 students attended this one-day WCU Global Engagement Leadership Conference.

### Student Leadership and Involvement

- 17 students participated in the Global Leadership Series this past year.

### Residence Life

- Flavors Around the World (Schmidt Hall): 47
- Eating Around the World- Dessert Edition (Commonwealth Hall): 64
- Tie-Diversity (multiple residence halls): 31
- French Culture Night (Commonwealth Hall): 34
- Chinese New Year Celebration (Commonwealth Hall): 29
- Little Italy (Commonwealth Hall): 43
- Cinco de Mayo (Schmidt Hall): 57
- Winter Olympics (Schmidt Hall): 24
- Henna Haven (Commonwealth Hall): 28
- Henna Hangout (Commonwealth Hall): 40
- Hispanic Heritage Celebration (Goshen Hall):
- Chain Reaction (Schmidt Hall): 29
- Day of the Dead Celebration (Goshen Hall) 39
- Let's Taco 'Bout It (Schmidt Hall): 41

## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

- Study Abroad Information session (multiple residence halls): 20 per session

- **To what extent does the co-curriculum programming seek to integrate US - multicultural issues and international perspectives and issues with each other?**

### Service-Learning and Volunteer Programs:

- Aims to discuss multicultural issues, privilege, identity, diversity, inclusion in many of our programs. Understanding root causes of inequality, historical perspectives, and privilege are topics that can't be ignored. When teaching about social justice vs. charity, it's important to bring in a diverse community voice that's representative of our country.
- Has assisted faculty with bringing in guest speakers from diverse backgrounds, such as a student or community member from a southeast Asian background or a client or organization that supports migrant farm workers in southern Chester County.
- Covers this topic in our curriculum for Alternative Breaks, Community Engagement Scholars, and voter engagement

### Student Leadership and Involvement:

- Programming for the Global Leadership Series centered on the following topics: poverty, hunger, good health and well-being, and global service.

For other departments, this goal is desirable and aspirational. For example:

- LGBTQA Services seeks to offer a social justice approach to our work. We work to create a campus environment where queer and trans people can feel supported, celebrated and validated. We aim to center queer and trans identities, raise awareness, dismantle the systems of oppression that marginalize queer and trans people while recognizing the intersections of multiple marginalized identities. Given this context, there are different experiences and views of LGBTQ+ identities within difficult cultures, countries etc. and we would hope to embrace those and raise awareness from a US western perspective and beyond.
- This has been a topic of discussion by the LDMC staff, and the LDMC has been invited to the table to collaborate with other departments. There is definite room for deliberate focus in this area, as a significant number of underrepresented minority and international students use the Center frequently.

- **Does the Division of Student Affairs have articulated global learning goals for its co-curricular activities? Does it offer co-curricular transcripts or certificate programs? If so, is there an international component to these goals, certificates, or programs?**

Student Affairs has created five overarching *Learning Domains*, one of which is *Civic Discourse/Intercultural Fluency*. These Domains were created within the past couple of years, and as we work on our strategic plan for the Division, departments are expected to support these five domains through their co-curricular offerings.



## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

Further, we have created a set of competencies for our paraprofessional staff, based upon the Association of American Colleges and Universities value rubrics and the National Association of Colleges and Employers Career Readiness Competencies. We employ about 200 paraprofessional staff across the Division, including orientation leaders, peer mentors, and resident assistants. One of these competencies is *Equity, Diversity and Inclusion*. Successful demonstration of this competency includes the following:

- Works comfortably with people from diverse backgrounds.
- Consistently uses language that is inclusive and respectful.
- Consistently meets the needs of diverse constituents who seek our services.
- Takes initiative to learn about issues of diversity.
- Articulates good insights into own cultural rules and biases.
- Demonstrates knowledge of the broader implications of attitudes towards diversity; shows sophistication when communicating to diverse audiences.

Some specific examples at the departmental level include the following:

### Service-Learning and Volunteer Programs

In the process of refining student learning outcomes, although a global perspective SLO does exist in the Alternative Breaks program.

- The mission of the department also includes the concept of being global citizens. Mission statement: The Office of Service-Learning and Volunteer Programs promotes community engaged learning experiences that address critical community needs by building mutually beneficial partnerships and empowering students to be active citizens in their local, national and global communities.

### Student Leadership and Involvement

- Offers a co-curricular portfolio, which will be replaced by the institutional priority of a co-curricular transcript. A pilot version of a co-curricular transcript is being developed for launch in Fall 2018, and students will be able to submit entries in the following categories: Career Readiness; Leadership, and; Community Engagement. Some of those entries will include an international component (international service trips, for example), and a separate category for multicultural/international and diversity awareness entries is planned for the next iteration of the co-curricular transcript.

### Career Development Center

- Has a three year strategic plan that is in alignment with the DOSA Strategic Plan. Below are key points in which the CDC has goals to reach by 2020 which include global learning for co-curricular activities:
  - To leverage technology/multimedia to engage students: 2018 My World Abroad – collaborate with CIP to evaluate the continued use beyond Dec. 2018. Goin’ Global H1B Database: Implement in January 2018 for one year pilot to evaluate the benefits for international students seeking US employment.

## APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS

- Infuse social justice knowledge into the policies, programs, and services to positively impact campus climate and beyond.
- 2017-2020: Implement employer-led programs and events to focus on connections with URM students. For e.g. a Diversity Reception prior to the career fair (SWGE conversation for a student of color career fair)
- Specialty population presentations
- Provide professional development for all Student Affairs staff, paraprofessionals, and students on how to understand and think critically about systems of oppression, privilege and equity.
  - Professional development around hiring policies and legal ramifications for diverse populations – best hiring practices, resources, strategies; continual education of staff legal issues in hiring process and work place. International students, disabilities, LGBTQA, veterans and military, first generation, adult returning students, felony/criminal records clients, DACA – undocumented students, D-CAP program (autism spectrum).
  - Collaborate with other departments on workshops for targeted audiences such as: LGBTQA, URM, international students, first generation, undocumented, criminally convicted, veterans and military, disabled, career changers and others.
  - Present career topics relevant to special populations at on-campus student conferences and professional conferences.
- The National Association of College Employers (NACE) has eight Career Competencies, which the CDC recognizes as the gold standard for career readiness. The eighth competency is “Global/Multicultural Fluency.” The programs mentioned in question 1, all relate to the global competency.

### Residence Life

- One of the categories of our event planning model has addressed global learning.  
**Purpose:**
  - Affirm and value the worth of yourself, individuals, groups, and the community by communicating effectively across social identity and other forms of interpersonal difference. Challenge unfair, unjust, and oppressive practices to improve life for all.
  - Identify and celebrate significant contributions of cultures both in and outside of an individual’s frame of reference
  - Describe their own cultural identity as well as its impact in the larger community
  - Demonstrate an ability to work with people different from self.
  - Articulate an individual response regarding one's contribution to the university and global community.
  - Engage in activities that serve local and/or global communities.
  - Demonstrate awareness of civic and global events and their impact on self and society.

## **APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS**

- **Is international programming, for example, study abroad, of interest when working with potential new students? New Student Programs and Orientation? Other areas of the Division?**

There was some confusion on this question as to whether you were asking about staff interest or student interest. Staff are definitely interested in infusing more global competencies into their learning opportunities for students.

Because I don't think staff interpreted your questions correctly, I wasn't able to get a collective sense as to whether students are anecdotally expressing an interest in international programs. However, the LDMC staff shared that, since the Global Rams Initiative was introduced, many of our underrepresented minorities have expressed an interest in studying abroad. Proactively advertising availability of study abroad funding to underrepresented minority students as soon as they arrive on campus may increase the pool of interested students

- **Can the university incorporate a question to incoming students, on a new student survey, regarding their awareness, intention, and likelihood of studying abroad? What do NSSE and other surveys-reveal about the level of interest that the institutions students have in global learning?**

Residence Life administers a survey to incoming residential students in the summer to gather information about their event planning interests. This could be something we add to that survey to better gauge having interest sessions on studying abroad.

LDMC staff believes this will help further develop initiatives to get more students to study abroad, specifically multicultural students. Many students do not explore study abroad opportunities until their second or third year at the University; if we could specifically target new students who show interest and retain them early on, the numbers may increase substantially.

Another director stated that studying abroad seems to be the "go to" for encouraging students to broaden their awareness, however there are plenty of opportunities for learning and growth that can happen within the US given that not everyone has access to study abroad. How do we encourage our domestic students to be more connected and welcoming to our international students vs. the typical approach of institutions which is to strongly encourage international students to assimilate into western ideologies?

Past NSSE results tell us that over the years, about 35% of our students express an interest in studying abroad, though only about 9% actually do so.

## **APPENDIX 16: RESPONSE FROM THE DIVISION OF STUDENT AFFAIRS**

- **How can the internationalization lab process support your Division's interest in international and global learning?**

Most departments within Student Affairs feel they need more information about this resource before they can properly answer the questions. However, here are a few ways that the lab can potentially support our efforts:

- Help devise new ways of introducing the concept of international and global learning to new students and infusing it into the co-curriculum.
- Offer ways to secure more funding to support new international service-learning programs.
- Be more mindful and intentional about incorporating the differences, similarities and lived experiences of queer and trans people within and outside of the US. Additionally, recognizing that race, class, gender, disability status etc. translates one way within the US and may be very different in other cultures/countries so what does this mean for our queer and trans students as we think about those other intersections of identities.

## **APPENDIX 17: RESPONSE FROM THE REGISTRAR'S OFFICE**

**Q1. What issues (policy, processes, etc.) do you believe surround recognition of credit earned from study abroad? For international students (credentials and transcript evaluation)? Could the Registrar office process the transfer credits forms for study abroad?**

With regard to study abroad credits, some of the issues surrounding processes include the approval to award credit on the International Credit Permission forms. A complication in this process is that some international institutions list credits earned very differently than US institutions (not based on Carnegie system) and documentation is not always included with international transcripts to explain possible conversions of credit. Another challenge with establishing credit to award (which impact domestic and international credits) is that it can be a challenge for faculty to determine direct equivalencies without syllabi (using just course descriptions). This translates to students receiving "199" subject specific elective courses on occasion more than direct equivalencies. Subject specific elective courses while helpful to earn for a degree are not always the most useful credits for degree progress.

For international students coming to study at WCU, the issues revolve around the subject specific and general electives. Most international students admitted to study at WCU will receive subject specific "199" courses because we currently do not maintain course equivalencies for international institutions. In addition, international students often receive general electives for their previous coursework because the subjects do not always align with WCU subjects.

The Registrar's Office is open to processing transfer credit forms for students intending to study abroad, but some process challenges would need to be overcome. Ensuring the forms match the actual completed coursework is another critical component to the process success. The Registrar staff would need additional training on the billing associated with each study abroad option (which is currently collected on the permission forms and assists with posting of credit and removal of the CSE placeholder). Faculty would probably also benefit from more information on posting guidelines for international coursework.

**Q2. Can an online transcript equivalency page be created and regularly updated (similar to the US transcript equivalency) for international courses? For international institutional partners? What are the barriers to make this happen?**

Equivalencies for international institutions could be maintained by the university and has been discussed. At this point in time, CEEB codes for the differing institutions are not available and would have to be problem solved in order to automate these rules in PeopleSoft. A more manual system of maintaining international equivalencies could also be discussed and resources would need to be dedicated to this effort.

**Q3. Is there an IB curriculum approval set up for international students? How comprehensive is the information?**

Currently, the International Baccalaureate courses approved for credit are somewhat limited. The courses approved for credit are listed on the WCU website (under "Test Credit"). The information included on the website is accurate and aligns with the courses that students are sending results for from their International Baccalaureate education however, access to syllabi to review these courses

## **APPENDIX 17: RESPONSE FROM THE REGISTRAR'S OFFICE**

is limited. The IB website only includes course descriptions. The different locations where IB is taught maintain their own syllabi. In order for departments to thoroughly review and approve IB courses for credit WCU would need to have syllabi from the different institution the student's attended.

**Q4. What additional issues or challenges are facing the Registrar's office in terms of international students or study abroad? How can the Lab process better serve your unit?**

One area that may be valuable is to invest in registrar resources and training on the International Permission forms, faculty understanding of approving equivalent credit that is worth the same number of incoming credits based on the recommended conversion for the study abroad university, resources for maintaining international equivalencies if CEEB codes are not available, obtaining IB syllabus.

## **APPENDIX 18 – RESPONSE FROM THE CHIEF DIVERSITY AND INCLUSION OFFICER**

### **Q. How should the university create an inclusive environment for students, faculty, staff and administrators from international backgrounds?**

- Provide student, faculty or staff orientations that speak to cultural differences and shares key points of information and understanding as it relates to American culture to assist with their successful transition.
- Discuss the cultural diversity of our international students, faculty and staff with the entire campus throughout the academic year as an essential point of diversity and inclusion at the university.
- Help all students, faculty and staff to understand the importance of global citizenship.
- Provide information and opportunities to build local cultural connections as it relates to the international student, faculty or staff's home culture.
- Ensure that students that live on campus have housing accommodations when or if the residence halls are closed for university breaks.
- Ensure university dining options that speak to and clearly articulate the various cultural and religious needs of students, faculty and staff.
- Provide closed-captioning for all university online videos. This helps as it relates to understanding the different dialects in the United States and can allow international viewers to slow down or revisit parts of the event. (Example: this was done for the annual Welcome Back to WCU event on YouTube).
- Host university events that welcome and celebrate various cultures, as well as international engagement and exchange.
- Encourage the development of student organizations that provide a sense of community for students (ex: Chinese Students Association, Muslim Students Association, etc...)
- Ensure that we have university policies and procedures that allow flexible use of holiday or leave time as it relates to key cultural and religious holidays.
- Ensure that we have university policies and procedures that accommodate students as it relates to class absences due to cultural and religious holidays.

### **Q. How should the university create the expectation that study abroad is an option for all students regardless of their background (race, ethnicity or socioeconomic status)?**

- Discuss study abroad at New Student Orientation and throughout the academic year (early and often) sharing resources and pathways to study abroad. In some instances for example it may be cheaper to study abroad for a semester (Fall or Spring) than the regular cost of attendance at the university. We need to educate and share this with our students. Summer study abroad should not be the only option students consider as this is often the most expensive option.
- Provide scholarship opportunities for study abroad.
- Host a student ambassador program of diverse students that have previously studied abroad. Incentivize early study abroad in order to yield the voices and engagement of continuing students as it relates to promoting study abroad. Have the student ambassadors create and present in first year seminars or similar introductory courses.
- Host student panel discussions about study abroad that speak honestly to the challenges of study abroad and how to overcome those challenges (ex: being a racial minority on the trip/ "the only" or how to plan and pay for study abroad.)

## **APPENDIX 18 – RESPONSE FROM THE CHIEF DIVERSITY AND INCLUSION OFFICER**

- Maintain the goal/work diligently to have teams of students that are very diverse and not homogeneous or give way to a person feeling like a token or “the only”. This can also increase the diversity of the number of students studying abroad.
- Travel to places that are of strong interest as it relates to race, ethnicity, and indigenous populations, etc.... (Africa, the Caribbean, South America, Australia, etc....)
- Host a variety of student workshops that are highly engaging on how to plan and pay for study abroad.
- Encourage faculty and staff of color and those that tend to work with underrepresented populations in study abroad (first generation college, low SES, men, and underrepresented minorities) to create or join trips. This can create a greater level of comfort for students to study abroad with the group.
- Work with national partners that provide scholarship funding for study abroad (example: Diversity Abroad)
- Work with corporate and community partners to develop lower cost cultural exchange programs.
- Create and offer both short-term (7-10 days) and long-term (1 year) study abroad options.
- Create and offer international co-op and internship opportunities.



## **APPENDIX 19 – RESPONSE FROM DISTANCE EDUCATION**

**Q. Are any international students enrolled in fully on-line programs? Do we have any online programs targeting international student populations?**

We currently have one part-time international student in the online MBA program. The student is from Almaty, Kazakhstan. We don't have any online programs targeting international student population at this time.

**Q. What resources are available to recruit international students for fully on-line programs?**

There is no resource available to recruit international students for fully online programs at this time. However, we offer a big discount for out-of-state online graduate course tuition. Out-of-State Graduate students taking an online course will be charged at 102% of the In-State Graduate rate (\$510.00 per credit hour) for that course.

**Q. Are there any other international initiatives housed in your area or that you would like to develop further?**

We are currently working with MS TESOL Program and CHS to seek international collaboration opportunities, which will involve online program delivery options.

## **APPENDIX 20: RESPONSE FROM THE OFFICE OF RESEARCH AND SPONSORED PROGRAMS**

**Q1. What are the competitive grants available at WCU for faculty to do international research? Include any amounts.**

WCU ORSP does not have a designated RFP for grants involving international research. ORSP's internal grant, the PRG, does support international research activities as well as US-based activities. The Office encourages faculty to engage in topics that are global in nature.

**Q2. Does your office (or other office on campus) maintain a list of international oriented grants received?**

Currently, we do not have a method for classifying grants as being international oriented or not. WCU faculty have received internal and external grant awards to conduct research in Germany, Italy, Norway, Greece, Russia, Ghana, Zimbabwe, China, India, Pakistan, Guadeloupe and Peru.

**Q3. How are international grants and sponsored research promoted by your office?**

During 1:1 discussion with the faculty, ORSP staff encourages faculty to include international collaborators as appropriate. We also communicate to the faculty on how to engage with projects that are global in nature. The University has established accounts payable procedures to support the payment of international consultants on research projects.

## **APPENDIX 21 - RESPONSE FROM THE ALUMNI OFFICE & WCU FOUNDATION**

**Q. How are we tracking and engaging our alumni who are now working abroad? Can you provide an updated list of alumni abroad?**

(Our) last data request reflect 138 alumni in 37 countries. If we have their email, they get all of our emails. If we have their address, they do receive the University magazine. xxx will have to give permission for the list.

**Q. How are we tracking and engaging with specifically our international student alumni? Can you provide an updated list of international student alumni abroad?**

(We) do not have access to that information. xxx may.

**Q. Do we raise funding for international educational projects and initiatives, study abroad scholarships, and/or international students? If so, what has been accomplished to date? Are there plans to do more? What else can be done to advance these types of projects?**

xxx can answer this.

**Q. What can be done to improve our relations with all alumni abroad?**

We recently added a new team member who will be responsible for regional clubs and chapters. As you can imagine, we have a lot of work to do here at home before we go international. That being said, creating a program overseas cannot be called “international” simply by adding some alumni chapters in other countries. Recruiting alumni abroad and international students requires a different relationship between the institution and its international community of alumni and students. Anything that we do must be of relevance to our global alumni. We realize that it is important to build the enthusiasm among international students while they are here and to help alumni establish a sense of belonging once they live and work overseas.