

UCIE Overview & Purpose

The University Center for International Education (UCIE), works closely with all colleges, academic departments and service units. UCIE staff serve as WSU representatives to a variety of government, professional and academic constituencies at the local, national and international levels. It is important to note that linguistically, the UCIE is potentially the most diverse unit of the institution with over 10 languages and various dialects spoken across the staff. The UCIE provides strategic direction, support to, and development of, internationalization initiatives including, but not limited to, student recruiting, education abroad, faculty engagement, curriculum development, risk management, institutional linkages and management, coordination of data collection and analysis for the assessment of each initiative.

The number of KPIs reported in this initial round is to highlight the scale and complexity of the work performed. It is hoped these provide a clearer understanding of *Comprehensive Internationalization (CI)*¹ and the contemporary imperatives for a unit such as the UCIE beyond the common perception of enrolling international students and tuition revenue generation. The CI framework, as developed by the American Council on Education and (commonly accepted by most institutions) is the guiding framework for Senior International Officers (SIO) and international education/affairs units to assure universities are *world-ready*.

Though this report does not address all foci of CI it can initiate broader thinking and a broader conversations on internationalization at WSU. International education/affairs, by crossing almost all lines: academic, faculty, staff, student services, legal, etc. can be a *bridge* between all. The UCIE has been proactive, and effective, in initiating the building of that bridge at WSU. A complete CI plan for WSU built around the CI framework, as proposed by the AVP International Affairs in 2017, is dependent upon the approval and funding of the Strategic Initiative “Review and Certification of WSU.”

Many KPIs listed herein do not exist as historically tracked measures at WSU. Some data sets have proven difficult to collect given staffing/systems in place. Proposals will be provided to the VP of Enrollment Management within the spring term FY19 to address reporting shortcomings. The AVP International Affairs and VP of Enrollment Management will review current KPIs and pull or modify them in the future based upon ability to pull data or importance to the unit.

Not included in initial KPI proposals was the UCIE focus upon faculty engagement. Per the position description developed by WSU faculty and administration in 2016, the AVP International Affairs/Senior International Officer, and by proxy the UCIE, will:

- Represent Wright State University Internationally,
- Work with Faculty leadership to create a collaborative environment to support international education on campus,
- Support faculty efforts at international education, outreach, research and exchange,
- Support and advocate for faculty seeking funding in international activities.

An updated section: *D. Faculty Support, Engagement, Representation, Etc.* is therefore included at the end of the report with relevant information. It is not addressed in the KPI format. This will be a part of future reports.

¹ Appendix A

UCIE Mission

The Mission of the University Center for International Education is to act as a catalyst for the comprehensive internationalization of Wright State University. The UCIE facilitates an environment where students, faculty, and staff have increased opportunities to gain international understanding and intercultural competence through learning, engagement and experience. The UCIE seeks to achieve its mission by serving as the focal point of international education in all forms for Wright State University by:

- Coordinating the efforts to recruit, admit, and advise international students and scholars and assist them in achieving academic and personal success,
- Promoting cross-cultural understanding by developing and coordinating exchange and study abroad opportunities for Wright State University students, faculty, and staff,
- Collaborating with academic departments and global partners to internationalize the curriculum, develop joint academic programs, support faculty research and seek external funding to support new international initiatives,
- Collaborating with community, state and national governments, businesses and NGOs on international issues and opportunities,
- Managing Wright State University compliance with federal regulations and best practices for immigration, education abroad and all other compliance and risk aspects of international affairs.

Staffing

	FY16	FY17	FY18	FY19
# Full Time Staff ²	19	16	14	11
# Student Employee FTE	Collecting	Collecting	Collecting	5.5

A. International Recruiting & Admissions

Success Outcome #1: Efficient *lead to enquiry to initial applicant process*³

KPI 1.1 Timeline and method(s) of response

Data:

Constant Contact, Salesforce, social media and email tracking may be possible.

Result:

1) Lead to enquiry averages 9 calendar days, 2) Enquiry to initial (started) application averages 5 calendar days.

² Only includes UCIE staff, not IG or internationally-focused positions in CECS, RSCOB or other colleges.

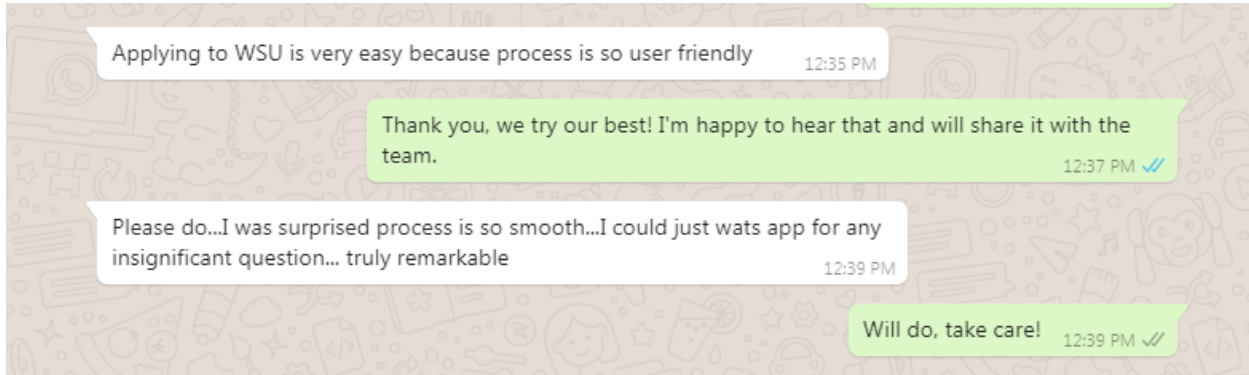
³ Lead – contact information of some form provided to WSU. Enquiry – any person who has completed a profile in Sales Force. Initial application – those who have begun sharing their academic information, chosen a program of study and selected a starting term.

Leads to enquiry is 10%. Lead to completed application is 1%.

Email: Daily enquiry rate average is 61. All email enquiries are responded to within 1 business day.

WhatsApp: Use of this social media platform began fall '18. Currently 2-3 hours per day are spent directly chatting with potential students or answering questions.

*Screenshot of recent prospective student regarding WSU's use of WhatsApp:*⁴



Response/Action Plan:

Coordinator of International Recruiting position was responsible for weekly lead follow-up via email, phone, social media, etc. In fall '18 this position was cut from UCIE budget and lead follow-up, by region, is transitioning to outsourced recruiting partnerships. One exception is with Study Portals, a lead generation company contracted with for FY19. Study Portals' leads are currently managed in-house as they do not fit specific regions of WSU's recruiting partners. Lead follow-up is an extremely time consuming process for a 1% potential return. The continuation of in-house follow-up by students and/or admissions staff is TBD based upon results and workload added FY19. Given a potential 1% return on time involved, lead generation as a tool for WSU recruiting may not be feasible beyond FY19. Timeline and results of recruiting partners upon the *lead to enquiry to initial* application process cannot be determined until FY20. Some contracts with recruiting partners are in progress as of 12/5/18.

Success Outcome #2: Efficient *initial-to-accepted* application process

KPI 2.1 Timeline of key events in undergraduate and graduate application process

Data:

International Graduate and Undergraduate application timelines.

Graduate Applications	Number of Calendar Days		
	Possible @ WSU	Average	Known examples

⁴ Harshith Salian from India. Potential graduate student in MEIE.

1. Started to submitted	1	9	315
2. Submitted to complete	1	22	163
3. Pending departmental decision	1	7	71
4. Complete to admit/file closed	1	6	6

Undergraduate Applications	Number of Calendar Days		
	Possible @ WSU	Average	Known examples
1. Started to submitted	1	7	215
2. Submitted to complete	1	11	103
3. Pending departmental decision	1	5	14
4. Complete to admit/file closed	1	3	6

Result:

Started to submitted: In some cases, applicants will request application fee waivers or must locate sources/methods of submitting the application fee before submission. This slows the process.

Submitted to complete: In some cases, applicants will take GRE and/or TOEFL/IELTS/PEARSON PTE tests multiple times before reaching requisite scores and ability to submit all required documents.

Pending departmental decision: There is no institutional policy regarding application processing time for graduate departments. Some academic departments review applications as they arrive. Others have a set time for review regardless of submission date. Departmental processes delay the timeline.

Complete to admit/file closed: Given admissions systems in place, a 24 hour – 1 day – timeline is possible were there no other outside (applicant or departmental) factors. Future year averages, as well as known yearly examples, will be compared in future reports.

Response/Action Plan:

Beginning 12/18, the AVP International Affairs will receive a monthly report from international admissions, and provide said report to each Dean at the Provost Council meeting. These reports will allow Deans to work directly with their chairs relative to their own internal processes. Internally, international admissions is continually working to improve response times to students through Social Media, WhatsApp Groups, email and calls as situation requires. Data herein may allow the Provost, VP of Enrollment Management and Dean of Graduate School to develop/propose an institutional policy regarding graduate admissions timelines.

Success Outcome #3: Develop and manage WSU recruiting agents, agencies and representatives abroad over initial 3-year, \$317,000 per year investment period.

KPI 3.1 Ensure all contracted partners are meeting minimum enrollment expectations established over contract periods to meet ROI goals.

Data:

TBD as recruiting being initiated upon signing of agreements. International Education Advisory Committee (IEAC) has been requested, by end of spring '19, to provide the AVP International Affairs a rubric proposal for assessment of the 3-year investment plan.

Result:

As of 12/10/18 some contracts are still being developed. Legal and purchasing processes, influenced by loss of positions, workload and potential restructuring within those units, and overall newness of these types of partnerships, has resulted in a timeframe extended beyond initial expectations of all. Coupled with the need to be conservative following the recent H1B scandal, slow and measured is to be expected in this first initial foray into a university recruiting plan.

Response/Action Plan:

AVP International Affairs, legal, purchasing and outside partners have worked out kinks in understanding each other's duties, needs and processes. Future work on agreements will go forward more efficiently and with all units having a seat at the table from the beginning. International Admissions is coordinating Web-X conference calls, on-campus familiarization visits, and UCIE travel in support of the partners as their contracts come online. Beginning fall FY20 during the November *International Education Week* events, per the *investment* proposal, the AVP International Affairs, in conjunction with partner representatives, will hold open forums in the UCIE outlining enrollment results.

B. International Student and Scholar Services & University Compliance

Success Outcome #4: Efficient *completed admission-to-I-20 issuance* process⁵

KPI 4.1 Communication timeline and method(s)

Data:

International Student and Scholar Services/Compliance (ISSS) unit collected I-20 processing, issuance, and mailings between spring and fall 2018 for spring 2019 applicants. For purposes of segregating immigration processes, the day of a student's admission to WSU is "day 0."

1. Day 0 – Student admitted by International Admissions unit. Banner migrates information to the International Student and Scholar Management (ISSM) system overnight.
2. Day 1 – ISSS receives student's information in ISSM. Students are contacted via email/phone/etc. as necessary to inform them of admissions decision and explain next steps to apply for I-20.

⁵ Appendix B

- a. If all immigration-related documents of a student are in-hand by 2:00pm, *initial* I-20s are drafted by International Admissions unit before close of business day 1.⁶
 - b. If immigration-related documents still needed, communication continues via phone/email bi-weekly from ISSS.
3. ISSM batch processes *initial* I-20 requests to The Student and Exchange Visitor Information System (SEVIS) overnight.
 4. Day 2 – SEVIS response received by International Admissions unit. I-20 and Admission letter printed by International Admissions and given to ISSS. Student is contacted via email/phone for address verification before mailing. If contact made before 12:00 noon, I-20 is mailed day 2.⁷

Result:

Based upon random sampling of 50 students admitted for spring 2019, average time between point of admission and a mailed I-20 is 5 days.

Response/Action Plan:

With implementation of the Sunapsis International Student and Scholar Management System – expected January 2019 - overnight batch processing to SEVIS will not be required. Provided all passport and financial documentation is on-hand from the student, I-20's can be completed on day 1 with potential best-case-scenario of mailing the I-20 on Day-1 as well.

KPI 4.2 Compliance with immigration regulations and policies.

Data:

F1 Re-Designation successfully submitted by Primary Designated School Official (PDSO) 11/1/2017.⁸
 J-1 Annual Report submitted by Responsible Officer (RO) 7/23/2018.
 J-1 Re-Designation submitted by RO 10/18/2018. As of 12/5/18 WSU awaiting adjudication.

Result:

F1 Re-Designation approved 12/7/2018 with no follow-up *requests for evidence* from federal entities. This signifies an exemplary (1st time) submission on behalf of the new PDSO. Successful Department of State (DOS) approval of WSU's J-1 Exchange Program also expected.

Response/Action Plan:

US regulations are continually changing. ISSS staff are tasked with WSU's compliance with these regulations – NOT student compliance with regulations. This is a common misconception across WSU's campus. The PDSO and Designated School Officials (DSO) are responsible to the federal government to ensure WSU follows all regulations for hosting international students and scholars. Having international students and scholars is not a *right* for WSU. It is a *privilege* granted on a limited-time basis by the federal government and only so long as the institution follows established regulations.

⁶ Loss of ISSS positions forced processing of *initial* I-20s to International Admissions personnel. A situation not at all desirable.

⁷ Address confirmation not required but has effectively reduced financial losses to the UCIE and provided greater assurance of students getting documents in a timely manner. As is often the case internationally, a student's submitted physical address in WSU's application system *is not* their mailing address. ISSS currently negotiating reduced costs with Fed Ex for FY20.

⁸ Appendix C

The UCIE's ISSS staff provide quality student immigration advising. This fact is shown by 0 WSU students going *out of status* in the past year. However, advising processes are changing due to the loss of 3 ISSS positions to FY19 budget cuts. The ISSS unit, now comprised of 2 FTE, does continue to maintain 16 open advising hours per week as well as scheduled appointments and group presentations on immigration topics to meet student needs for *maintenance of status*.

On the down-side, ISSS staff have not received funding support for attendance/participation in immigration-related conferences that are expected practice for US institutions with F & J designations. Beginning FY18 the AVP International Affairs approved 3 memberships in NAFSA: The Association of International Educators and set aside funding for continued professional development to ensure the highest level of professionalism possible and ensure university compliance. 2 UCIE staff members outside of the ISSS unit have been cross-trained through NAFSA: the Association of International Educators and approved by the Department of Homeland Security as DSOs.

C. Education Abroad

Success Outcome #5: Development of high quality faculty-led *Ambassador Programs* (APs).

KPI 5.1 Increase student numbers, tuition revenue and academic impact while lowering safety and legal risks of WSU's APs.

Data:

20 Ambassador Programs were developed and managed in FY18 up from 14 in FY17. Approximately \$300,000 of tuition generated. Over 200 students participated FY18, doubled from FY15.

AVP International Affairs provided 2 faculty workshops on program development, engineering to manage student behavior, group dynamics and risk reduction.

Result:

9 of FY18's 20 APs were found to be developed utilizing FY16 UCIE development grants. These programs returned an estimated \$112,590 in summer '18 tuition. This one-time snap-shot of \$112,590 estimated tuition does not fully represent the ROI on UCIE program development spending. Many of

WSU's current programs, running continually over multiple years, began as grants from the UCIE. These programs have continued to return summer tuition to WSU in levels far beyond the current snapshot.

Response/Action Plan:

AVP International Affairs research into the Education Abroad program at WSU shows AP participation is in direct correlation to faculty grants offered 2 years prior.

FY17 budget cuts resulted in the inability of the former AVP International Affairs to continue AP support. This has resulted in a 6 program drop for summer '19 to 14 programs. Estimated forgone summer '19 tuition is \$75,060 at today's tuition rate.⁹

The AVP International Affairs is attempting to reorganize \$20,000 of UCIE budget to provide 5 program development opportunities for faculty in spring '19. Until the UCIE receives increased funding to support continued development of new programs, the unit cannot maintain responsibility for increasing numbers as suggested in KPI 5.1. As faculty support is a key part of the AVP International Affairs' role, a proposal for establishing a minimum AP and course development grant fund (as well as support staff for APs) out of the current UCIE budget has been submitted. Awaiting response as of 12/10/18.

In relation to "lowering safety and legal risks of WSU's APs" the UCIE is awaiting confirmation of start date and funding for the "Review and Certification of WSU" project submitted by the Globalization and International Outreach committee during the strategic planning process. The FORUM on Education Abroad portion of this project is key to meeting the KPI. From the submitted project:

Idea Description: Ensures WSU compliance with, or meeting of, all standards & best practices related to the field of International Education. WSU will engage with two outside organizations: American Council on Education (ACE) and The FORUM on Education Abroad to focus upon two areas: the institution in general and Education Abroad program specifically.

Key Objectives: Review, assess and outline WSU's level of Comprehensive Internationalization according to the ACE framework. Where necessary, develop strategies to match the framework over a following 1-5 year period. *Review, assess and outline WSU's Education Abroad program according to established standards. Where necessary, develop strategies to ensure meeting of standards over a 1-5 year period.*

Once funding is approved and a charged committee is established, the AVP International Affairs will engage The FORUM on Education Abroad on the process. AVP International Affairs will continue to hold workshops and individual faculty meetings to assist with program development and management.

As a consultant to WSU in 2012 on faculty-led program development, the AVP International Affairs recognized inherent legal, health, safety and academic concerns in WSU's APs. The AVP International Affairs is considering a proposal to the VP Enrollment Management and Provost for an outside risk/crisis management review through Lodestone Safety, the leader in the Education Abroad risk and crisis management training. This proposal may be funded by the current FY19 UCIE budget. If approved, Lodestone Safety shall provide a top-to-bottom assessment and *next steps* for the university to follow in bringing the APs to the highest level of development and management possible. An Education Abroad

⁹ There is a 2-year time-lag between development grant investment and tuition generated. Faculty are allotted a year by the UCIE following their travel to propose a new program. The program is then developed by the UCIE Education Abroad staff and marketed for the following year.

committee made up of faculty and staff from across the institution will be responsible for addressing the *next steps* in the following fiscal year.

KPI 5.2 Meet or exceed industry standards in Education Abroad

Data:

WSU is now a member of the FORUM on Education Abroad with AVP International Affairs and Associate Director of Education Abroad as representatives.

Result:

Wright State is now a member of the FORUM on Education Abroad. UCIE plans to engage in the FORUM's national conference in the spring of 2019 to learn best practices and be able to build a benchmarking process for study abroad.

Response/Action Plan:

Providing budget allows, AVP International Affairs will have all Education Abroad staff trained in FORUM on Education Abroad standards beginning FY19. Providing "Review and Certification of WSU" strategic planning project approved and funded, AVP International Affairs in cooperation with VP Enrollment Management and Provost, will develop an *Education Abroad Advancement Committee* (or other such-named committee) charged with implementation of the FORUM on Education Abroad *Quality Improvement Plan* (QUIP). Through the QUIP process, UCIE will begin aligning WSU programs with national standards as well as integrate greater risk management and health/safety standards and training for faculty and staff over a 3-year period.

KPI 5.3 Ensure compliance with Wright State travel policy, Clery Act, Title IX, and US State Department Travel Warnings.

Data:

26 faculty/staff and 55 students have traveled abroad while covered by International SOS. For each of the 81 individuals, the UCIE has directly communicated with International SOS, monitored Department of State travel warnings and/or consulted the Overseas Security Advisory Council (OSAC). Following UCIE review, only 1 travel proposal required further Provost approval. WSU had no Clery Act or Title IX reports for fall 2018. As a US Passport Acceptance Facility, UCIE processed 53 US passport applications.

Result:

UCIE continues to work with individual colleges to ensure closer compliance with WSU's International Risk Management Policy and Procedures. It is important to note that some international travel still occurs outside of the approved policy and procedures. Often without prior knowledge of the UCIE.

As a result, UCIE has resubmitted the revised Wright State Policy on International Travel with the input from Risk Management and Export Compliance. We have been utilizing Chrome River to collect more information in advance and now receive bi-weekly notifications of intended international travel. With this, the UCIE is able to monitor plans and cross-check data.

UCIE also revised the International Incident Plan with Risk Management and Emergency Management in fall of 2018.

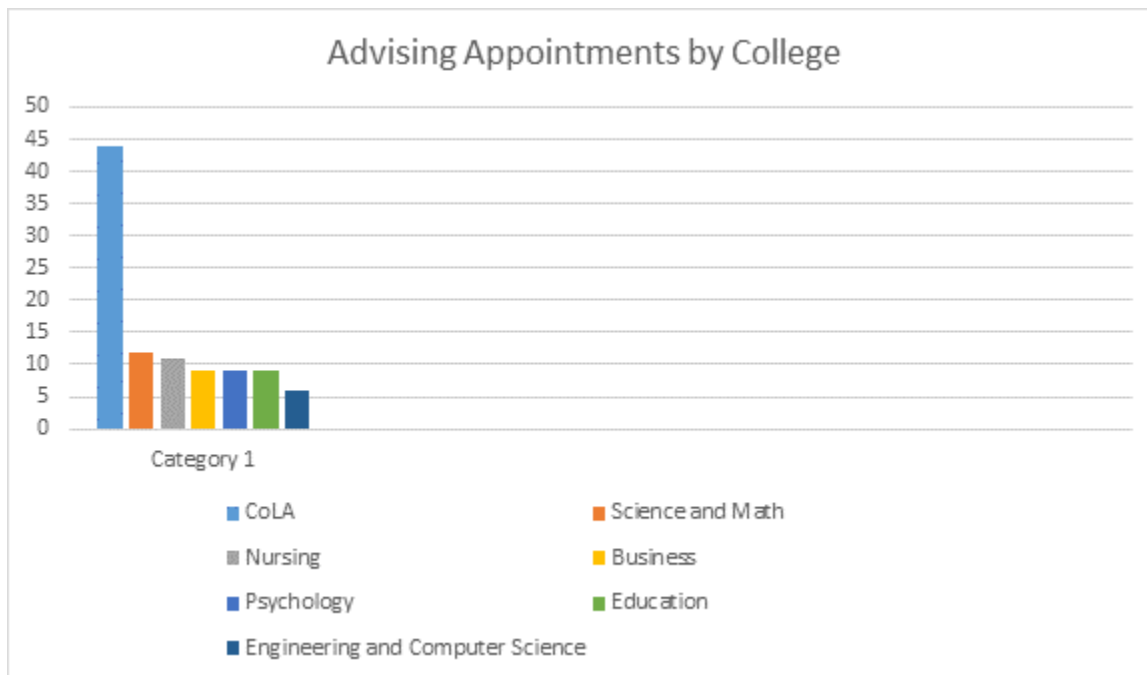
Response/Action Plan:

Continue enhancement of TerraDota travel risk management system. Beginning FY19 Education Abroad staff will begin attending FORUM on Education Abroad, NAFSA, and OSAC trainings to ensure WSU knowledge base is complete and staff are up to date on travel regulations, contemporary legal issues/concerns, best practices and policies. This will continue over a 3-year period. UCIE will continue to work with the Crisis Management Team at Wright State and review/update the International Incident Report and Wright State travel policies annually or as required. The AVP International Affairs will continue to work with the Crisis Management Team to develop an institutional Clery policy relevant to Education Abroad that meets established field expectations.

KPI 5.4 Increase advising efficiency and student satisfaction.

Data:

Through 12/1/18 the *Education Abroad Advisor* has held 163 advising appointments as well as developed and managed the marketing campaigns listed below. Student breakdown by college: College of Liberal Arts: 44%; College of Science and Mathematics: 12%; College of Nursing and Health: 11%; Raj Soin College of Business: 9%; School of Professional Psychology: 9%; College of Education and Human Services: 9%; and College of Engineering and Computer Science: 6%.



Through 12/1/18 the Education Abroad team has held 40 faculty appointments related to the development of programs or opportunities to teach abroad.

Through 12/1/18 all Education Abroad staff have been active in WSU's Outreach and Alumni Events. Staff participated in, or held, over 60 campus-wide events. As part of these outreach events, the EA advisor and student Ambassadors worked with faculty to arrange 20 in-class presentations. 4 student

workshops were held. WSU's Education Abroad Fair was well-attended with faculty leading programs and students from all colleges checking in for information. UCIE's first Study Abroad Open House welcomed over 70 new students. WSU's International Education Week averaged 60 student check-ins per event throughout the week. The UCIE collaborated with over 10 departments/clubs/organizations in the development of the International Education Week events.

Alumni *Re-entry Roadmap* events have been developed and initiated fall '18. In two parts, the events are offered 1 in fall and 1 in the spring term. Education Abroad staff have conducted a *Re-entry Review* surveying returned students about their experiences in a variety of ways. Feedback will lead to further events/support for students before and following their abroad experience.

New marketing campaigns have included: *Welcome Week Advising* campaign; alumni *Share our Fair* campaign; *Current Student* campaign to share a real-time glimpse into their life abroad (student experiences abroad are now shared in-real time through Instagram); *Follow Us* campaign on social media to win prizes.

UCIE is waiting for creation of an attribute to track participation, retention, GPA increases, etc.

Education Abroad staff are directly involved in advising and proposal development for national grants. As a result, this fall '18, 2 WSU students have been awarded Gilman Scholarships. 1 of the 2 has a handicap requiring greater time and effort on behalf of the staff to ensure the proposal addressed on-site health issues, risks, medical support and other added costs to the requested budget and planning, etc.

Education Abroad staff work very closely with first-generation students meeting their needs for extra advising time, explaining, writing applications, and other forms of support. As a typical example, 4 recently emancipated foster children have been assisted through the system to study abroad. There are enough challenges to these students relative to study at a university. To ensure they have access to, and the ability to successfully complete, a period of study abroad is to be lauded.

Result:

From tracking all advising actions above the UCIE will be able to provide individual WSU colleges *report cards* on student participation in education abroad. The UCIE is also able to track effects of each campaign upon scheduled advising sessions. It is impossible to yet tell the effect of these fall '18 campaigns upon enrollment. UCIE Education Abroad staff, due to relationships with affiliates and willingness to work closely with each student, are regularly able to send abroad students that have mental health and physical disabilities with a high level of assurance that they will be cared for to the greatest extent possible and successful both academically and personally.

Response/Action Plan:

The ability to collect advisees-to-participation will allow measuring WSU's participation to national and/or peer standards. UCIE will continue to increase online advising, program search and orientation opportunities with TerraDotta. Though we do not believe technology can replace face-to-face advising, especially given our demographic, greater use of technology is necessary due to low staffing in Education Abroad. The AVP International Affairs will also be doing direct student advising for specific programs moving forward. UCIE will press for an attribute to track a variety of commonly collected data sets.

Success Outcome #6: Development of high quality semester and yearlong Education Abroad opportunities.

KPI 6.1 Increase affiliations/partnerships offering major-specific opportunities to increase student participation rates.

Data:

UCIE manages 7 *historic* education abroad affiliations. Two affiliations purposefully added to WSU in FY18 offer needed opportunities for curricular integration and faculty engagement: the Magellan Exchange (ME) and the Knowledge Exchange Institute (KEI). UCIE manages over 25 exchanges.

Result:

172 students participated FY18 up from 117 in FY17. AVP International Affairs secured RSCOB and COLA faculty spots on academic steering committees (KEI) and as institutional representatives (ME).

Response/Action Plan:

Continue to market long-term education abroad to students, and faculty/administrators, as “high impact” experiences (NSSE standard). AVP International Affairs, AD of Education Abroad and affiliate representatives will develop course-maps to WSU academic programs. Confirmation of, and funding for, strategic initiative “Contracted and WSU-Branded Education Abroad Centers” will allow AVP International Affairs to begin work directly with faculty, chairs and deans to integrate semester opportunities into affiliate programs. Work with CATS, Registrar and Alumni office to create attribute to track student success following the education abroad experience and possibly into their future successes as WSU alumni.

Success Outcome #7: Assessment of Programs

KPI 7.1: Faculty-led program assessment

Data:

UCIE meets with faculty following return from a program abroad to discuss the experience and reconcile financial accounts.

Study Abroad Student Satisfaction Survey

#	Field	Terrible	Poor	Average	Good	Excellent
1	Academic quality	1.82% 1	7.27% 4	12.73% 7	25.45% 14	52.73% 29
2	Housing	0.00% 0	3.57% 2	17.86% 10	30.36% 17	48.21% 27
3	Support from program	1.82% 1	1.82% 1	16.36% 9	18.18% 10	61.82% 34
4	Program location	0.00% 0	1.79% 1	1.79% 1	8.93% 5	87.50% 49
5	Host university	0.00% 0	0.00% 0	11.11% 6	27.78% 15	61.11% 33
6	Overall quality of the program	1.85% 1	0.00% 0	3.70% 2	18.52% 10	75.93% 41

Showing rows 1 - 6 of 6

Result:

Survey results following return shows 90.9% of students where “highly satisfied” with their experience.

Response/Action Plans:

Development of more formal program assessments beyond “student satisfaction” matching industry standards that can be used to measure WSU against national data and provide real guidance on program development and management issues.

Program Director Survey beginning summer ’19 is being developed by the AVP International Affairs and the Associate Director of Education Abroad. This survey will allow cross reference with national trends and other institutions and help to identify areas of concern in faculty preparation, on-site support, funding pre-program site visits, location limitations, etc.

Program Assessment Survey beginning summer ’19 will be completed by students following return to the US. This survey will assist the UCIE to understand specific on-site program details from the student perspective. Survey will assess perceptions upon location limitations, health/safety concerns, advising and orientation, program leadership, etc. Results will be based upon findings.

D. Faculty Support, Engagement, Representation, Etc.¹⁰

In December 2018 the AVP International Affairs was able to secure an in-country travel grant. This made it possible to send 1 faculty member to Nepal on a familiarization tour with a service-learning organization. It is expected this will lead to a new summer ’20 AP. And, of course, increased summer tuition revenue.

¹⁰ To be further defined in next KPI reporting period.

Support for the Lake Campus and agriculture faculty members has led to the development of the first AP in South America in conjunction with a current UCIE exchange partner institution.

Two affiliations were purposefully added to WSU in FY18. These provide much needed opportunities for curricular integration of education abroad into various WSU majors: the Magellan Exchange (ME) and the Knowledge Exchange Institute (KEI). New opportunities for faculty engagement were secured as a centerpiece of these affiliations. COLA and RSCOB faculty now have spots on an academic steering committee (KEI) and as WSU's institutional representatives (ME) alongside the AD of Education Abroad.

In November 2018 the AVP International Affairs was able to support its first faculty member to represent WSU at a conference in Turkmenistan where she presented research related to the conference theme. The faculty member also visited a partner institution on the UCIE's behalf initiating future cooperation.

WSU was a founding member of the American International Recruiting Council (AIRC).¹¹ AIRC is a 501(c)(3) non-profit membership association recognized by the U.S. Department of Justice and the Federal Trade Commission as a Standards Development Organization (SDO). The AIRC was developed to safeguard the interests of international students, as well as institutions, through the promotion of ethical, standards-based international recruitment strategies and an accreditation process for agents. With now over 300 institutional members, and federal government partnership, the AIRC's existence is a credit to WSU and the forward-thinking of former senior international leadership.¹² Due to budget issues WSU disengaged from the AIRC and lost a respected leadership role. Renewal of membership was approved by the AVP International Affairs in FY19 with the Director of the UCIE serving as WSU's representative.

WSU's PDSO was a member of NAFSA: the Association of International Educator's *Trainer Corps* and has designed multiple trainings for new immigration professionals over the years. Participation was ended under previous interim leadership and WSU disengaged from this respected leadership role. The PDSO resumed *Trainer Corps* duties in FY19 to ensure greater recognition and reputation of WSU at the state, regional and national levels.

The Director of UCIE and AVP International Affairs both serve on boards and/or in elected positions in local, state, regional national and international academic/professional organizations. The Director of the UCIE serves on the Welcome Dayton Committee and Sub-Committee for Education, assisting immigrants relocating to the region. Since arrival in fall 2017, the AVP International Affairs has been working closely with the Fairborn city government on the Sister City Committee.

Concluding Remarks

The university drop in international students (a situation understandable now following a year of research into the matter) forced the AVP International Affairs and UCIE to focus year 1 on creating a new foundation. The AVP International Affairs, Director of UCIE, Provost, CBO and others navigated murky institutional politics and culture, assessed unit strengths and weaknesses, reorganized the UCIE away from a fee-based budget (not fully complete) and developed recruiting plans within the current limitations. This almost complete focus upon one constituency over others has had a negative effect upon the UCIE and expectations of faculty to continue/increase support for them and domestic students. One

¹¹ <https://www.airc-education.org/index.asp>

¹² Appendix D

commonplace example of concern is the loss of development grants and education abroad scholarships (discussed earlier) while increasing international student scholarships and tuition discounts. The faculty, and domestic student body look to the UCIE as a supporter of education abroad and the academic side of international education as well. To ensure a balanced approach to international education/affairs the AVP International Affairs, following development of a recruiting plan and outsourcing of the recruiting, will focus the majority of FY19 research and proposals predominately upon supporting faculty and growing education abroad. The UCIE begins the new calendar year with much greater clarity, and certainly better plans in place, to begin moving WSU forward towards the CI imperative. The AVP International Affairs is available and willing to discuss any part of this report for a further, more complete understanding

Appendix A¹³

American Council on Education, Center for Internationalization and Global Engagement's (CIGE) Model for Comprehensive Internationalization (CI)

¹³ <https://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>

CI, as defined by CIGE, is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

The CIGE Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs:



Articulated Institutional Commitment

Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.

- **Strategic planning.** Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee.** A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders.** Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment.** Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.

Administrative Leadership, Structure, and Staffing

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.

- **Senior leadership.** The president and CAO are committed to internationalization and are engaged in the process from the start.

- **International office.** An office or offices are designated to coordinate campus-wide internationalization activities. The faculty or staff member primarily responsible for internationalization reports to the CAO or president.

Curriculum, Co-curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

- **General education requirements.** Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines.** Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum.** Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes.** Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology.** Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.

Faculty Policies and Practices

As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.

- **Tenure and promotion policies.** Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines.** International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility.** Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).
- **On-campus professional development.** Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.

Student Mobility

Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.

- **Credit transfer policies.** Students can easily earn credit for study abroad through approved programs.

- **Financial aid and funding.** Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs.** Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students.** Academic and social support structures and programs facilitate international students' full integration into campus life.

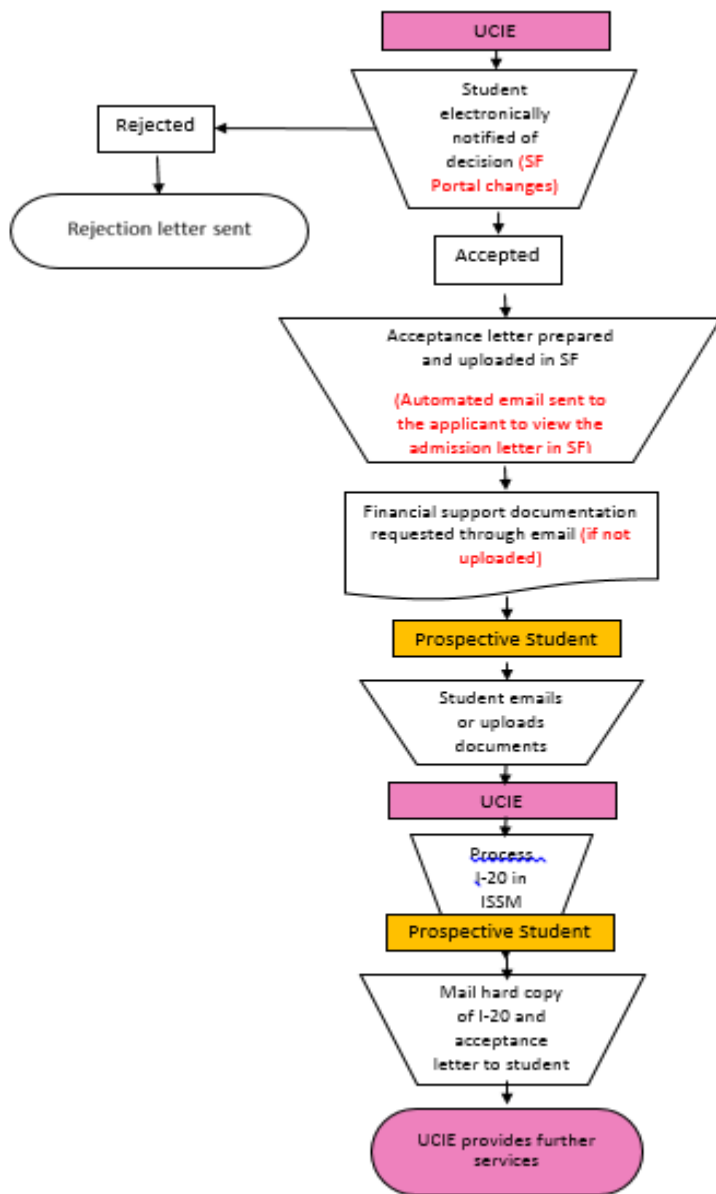
Collaboration and Partnerships

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. ACE recommends a **4-step approach for creating and managing international partnerships**:

- **Step 1: Strategic planning.** Partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.
- **Step 2: Review possible structures.** International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria.
- **Step 3: Identify potential partners.** It is important to analyze the higher education context in target countries, including policies, priorities, structure, and operations. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. Peer institutions in the U.S. can provide useful information on potential partners abroad, and conferences often include opportunities for direct networking with institutional representatives from other countries.
- **Step 4: On-going management.** As partnerships proliferate, institutions may find themselves with too many MOUs – often of varying scope and effectiveness. Another common situation is for partnerships based on a personal connection to dissipate once that connection is no longer active. Centralized coordination, engaging a broader base of faculty support, and designating certain relationships as “strategic” can help mitigate these issues.

Appendix B

Immigration Flowchart



Appendix C

From: SEVIS <sysadmin.sevis@dhs.gov>
 Sent: Friday, December 07, 2018 12:20 PM

To: Brumbaugh, Kimberly Ann <kimberly.brumbaugh@wright.edu>
Subject: Confirmation - Redesignation Application Approved

*** DO NOT RESPOND TO THIS E-MAIL ***

Regarding the following Program Sponsor:
Wright State University, P-1-04097

The Department of State is pleased to inform you that your request to redesignate your program's designation authorization has been approved.

You have been redesignated for 2 year(s). The Department's Office of Designation, Private Sector Exchanges, will issue a formal letter of redesignation that will be sent to your attention via the U.S. Postal Service.

Contact Information: Office of Designation, Private Sector Exchanges (Exchange Visitor Program)

Appendix D



United States Department of State

*Assistant Secretary for
Educational and Cultural Affairs*

Washington, DC 20522

December 4, 2018

Dear Colleagues,

I am delighted that the U.S. Department of State's Bureau of Educational and Cultural Affairs is participating for the first time in the American International Recruitment Council's annual meeting. In my capacity overseeing the State Department's academic, professional and cultural exchanges around the world, including the Fulbright Program and the recruitment of international students to study in the United States, I want to thank you for your support of international education.

Secretary of State Mike Pompeo recently underscored the Administration's support for international education, and how important the sector is for our global competitiveness. He said, "Educational exchanges, whether it's Americans going overseas, or foreigners coming to the U.S., are among the most important tools in our diplomatic arsenal. They maintain America's competitive edge and preserve our leadership in the world. The success of our foreign policy priorities depend on them."

The State Department's EducationUSA global network of educational advising centers works on behalf of the more than 4,700 accredited U.S. higher education institutions. Over 550 advisers in more than 430 offices around the world provide free guidance to international students on the full range of U.S. higher education institutions and help them navigate the application process to find the "best fit" at a U.S. college or university.

International students contributed over \$42 billion to the U.S. economy last year, and supported over 450,000 U.S. jobs. The strength, diversity and scope of the U.S. higher education system make it the world's leader in attracting international students. Together with our stakeholders and partners, we are committed to sustaining and increasing those numbers in the future.

We look forward to working with you.

Sincerely,

A handwritten signature in blue ink that reads "Marie Royce".

Marie Royce
Assistant Secretary
Bureau of Educational and Cultural Affairs