Wright State University
International Services
External Review
Conducted January 27-29, 2016

by

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(Report submitted March 1, 2016)

Executive summary. The report presents an external review of the international services provided in large part by the University Center for International Education (UCIE) at Wright State University (WSU) in Dayton, Ohio, conducted on January 27-29, 2016. Recommendations are provided in the spirit of setting out simultaneous short-term and long-term steps that can aid WSU in plotting its course of action for a useful institution–wide roadmap to internationalization.

Interviews revealed that campus stakeholders were overwhelmingly mixed about the work of the UCIE. Widespread confusion among campus constituents surrounding responsibility, oversight and accountability for various critical functions related to internationalization, international services and standardized procedures for these functions was observed (most of this confusion surrounds the international enrollment management side of the UCIE).

Recommendations:

- Develop and broadcast a strong message of the leadership's vision for and commitment to the value of campus internationalization.
- Convene a taskforce for internationalization with broad representation to address immediate needs and lay the groundwork for longer term efforts.
- Revisit, clarify and revise the UCIE organizational structure to align with current best practices.
- Make it a priority for UCIE leaders to continue campus outreach to make stakeholders aware of the necessary changes in UCIE operations and leadership.
- Create and broadly communicate a clear structure and process for MOUs.
- Coordinate all international recruiting and admissions in order to reduce institutional risk.
- Review policies, processes and any documentation for credential evaluation and immigration.
- Benchmark out-of-state tuition for internationals in the Ohio system and Wright State peers and competitors.
- Benchmark the TOEFL/IELTS requirements at all Ohio public four-year institutions.
- Assess and repair acute issues impeding the development of a strategy to move forward while preparing the search process for a new senior international officer (SIO); conduct the search once those acute issues have been addressed.

Internationalization is a long-term initiative that requires commitment from the top administrators. It requires adequate resources, accountability, and regular evaluation and assessment—all of which was amply recognized and acknowledged on our visit and through the thorough 360 Self Study. By continuing an intentional process, Wright State will make balanced internationalization goals part of its everyday operations, continuing to reinforce its status as a distinguished and distinctive institution.

Contents

1.0. Introduction

This report summarizes an external review of the international services provided in large part by the University Center for International Education (UCIE) at Wright State University (WSU) in Dayton, Ohio, conducted on January 27-29, 2016. The review was conducted by a three-person team within the context of recent changes in institutional leadership and desire for a more strategic direction for internationalization for WSU. The recommendations in this report are based on documents provided by the Provost prior to the team's visit and on interviews with campus stakeholders and various staff. (See **Appendix A** for a list of the documents provided and **Appendix B** for the visit itinerary.) The tremendous growth in the WCU international student population with its subsequent challenges was a major catalyst for the external review.

The two-day campus visit included meetings with a broad array of administrators, faculty and staff. In addition to the Provost, Senior Associate Provost and seven deans, the team met with more than 40 faculty and administrators who attended meetings scheduled on the second day of the visit. Additionally, the team interviewed most of the staff of the various units of the UCIE (which included International Admissions [formerly International Gateway], International Student and Scholar Office, and International Student Success and Study Abroad [including exchange]) and more than a dozen engaged students who represented the various programs conducted by the UCIE. Prior to each interview, the team explained that the evaluation was conducted by invitation of the Provost in part to look at the operations of UCIE but to do so within the broader context of internationalization. The team noted that the goal of the report is for it to be shared widely as the University works toward comprehensive internationalization.

The information gleaned from this process is presented in this report primarily in order to assist the institution with its evaluation of the UCIE and current international services. Given that the University has experienced recent change in leadership, it may also serve as a preliminary review of WSU's capacity for comprehensive internationalization given its current structure and efforts. Recommendations are provided in the spirit of setting out simultaneous short-term and long-term steps that can aid WSU in plotting its course of action for a useful institution–wide roadmap to internationalization. In spite of the reading material provided to the external review team in advance (which included a recent 360 degree self-study), we want to emphasize that this review only represents a snapshot of the international services, not a full portrait, because the peer review was conducted in only two days and Wright State University is an intrinsically complex and decentralized institution. The contents of the report have been submitted to the Provost, Dr. Thomas Sudkamp.

2.0. External Review Team

Dr. Penelope J. Pynes, Associate Provost, International Programs, The University of North Carolina at Greensboro

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Dr. Deborah L. Pierce, Principal, IECompass, Independent Consultant on International Education (retired Associate Vice President for International Affairs, Northern Illinois University)

The reviewers were selected owing to their critical roles in both AIEA and NAFSA leadership and are recognized for their strategic expertise in internationalization at their own institutions.

3.0 Evaluation of the Core Functions of the UCIE

The review team concentrated on the following areas as it interviewed the various constituents of the Wright State community: scope of the UCIE responsibilities and its successes/challenges, leadership and management of the UCIE, concept of internationalization, signature programs identified by each of the various schools and departments, and concerns or comments that might be helpful in evaluating the UCIE and international services and administration of various (de)centralized aspects of international (service) efforts.[1]

3.1. Mission and Scope of UCIE Responsibilities. The UCIE appears to serve the role of leading campus internationalization. With the exception of WSU's English as a Second language (aka Learning English for Academic and Professional Purposes [LEAP], housed in the College of Liberal Arts), areas typically associated with international education are included under the UCIE umbrella (i.e., International Recruitment, International Admissions, Immigration Services [for both students and scholars)], International Student Success and Study Abroad including exchange]. The UCIE mission statement is appropriate for an office that is the "one stop shop" for all things international at WSU. (For more information on actual responsibilities and activities of the various areas under UCIE see the *International Services 360 Review* of fall 2015: 35-50.)

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[1] One question consistently asked of the non-UCIE stakeholders was: "What do you consider to be your signature programs"? and of all staff: "if you were given a magic wand what would you change in order to do your job better or serve the university?

> **Mission:** *The Mission of the University Center for International Education (UCIE) is to act as a catalyst for international education at Wright State University and facilitate an environment where students, faculty, and staff have increased opportunities to gain international understanding through learning and experience. The University Center for International Education seeks to achieve its mission by serving as the focal point of international education on Wright State's campus 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 and seek external funding to support new international initiatives.*
>
> *From UCIE website, accessed: January 23, 2016*

Although (in our opinion) the UCIE should be indispensable for implementing the university's global vision, it was noted that that vision has not yet been fully articulated. In fact, internationalization has not been explicitly articulated in the mission of the university and can only be peripherally gleaned from the current strategic plan (2013-18) as a value related to **Partnerships**: "Regional, entrepreneurial, global." It is commonly accepted that inclusion in the university-wide strategic plan (or at a minimum a separate internationalization plan) is critical to the ultimate success of the institution in terms of its global goals. In our interview process it was clear that there had not been much university-wide (or unit-wide) discussion about internationalization nor had any strategic goals and targets been set that were commonly perceived. Not at all unusual, each of the deans had different perspectives on school/college priorities in relation to international activities. For some it was more in the areas of study abroad, for others it was international student enrollment. From within the UCIE and without, much discussion was elicited around lack of commonly known targets, measures and outcomes on which to base strategies or by which to measure outcomes. There is no current internationalization strategic plan in place.

3.2. UCIE Leadership. The UCIE has a varied on-campus reputation for managing its areas of responsibility successfully. For some stakeholders, the UCIE conducts its affairs with great expertise; for others, it is seen as a barrier to achieving university objectives. Calls for leadership change have already been heeded. An interim Associate Vice President has been appointed as the University seeks best practices for moving forward. It is too early yet to determine what the change in leadership will yield for the institution, but those most closely involved in international activity believe it is a needed step in the "right direction." The newly

appointed individual is well known on campus and has a history of collaborative administrative experience.

3.3. UCIE Organization and Management. The review team noted that campus stakeholders were overwhelmingly mixed about the work of the UCIE. Most described the UCIE as poorly run although some individual staff (in particular areas) were seen as collaborative, synergistic, and efficient.   On more than one occasion the UCIE's staff were commended for providing a high level of service to students and faculty, and were described as caring, dedicated and passionate about their mission. Other stakeholders were conflicted about the scope of their contributions, quality of their work, and the outcomes of their efforts. In general, comments related to international student programming and study abroad were positive.

The review team found the organizational structure of the UCIE impenetrable. Reporting structure was convoluted. We attribute this organizational structure to recent changes related to the disbanding of International Gateway (established around 2013 with the goal of streamlining both undergraduate and graduate recruitment and admissions). The confusing reporting lines and unclear assignment of responsibilities in the organization of UCIE may have led to some of the negative views we found of this unit. We further address the UCIE organizational structure in the recommendations in section 4.2.

3.4. Operational Resources, Policies and Procedures. In the 360 self-study various stakeholders commented that the UCIE "does well with the support it currently has." These comments raised questions for the review team. Many of the staff in the UCIE mentioned the need for more staff support (including graduate assistants and student support.) Given the current organization of the UCIE it is too early to determine what resources would be needed if clear goals, metrics and outcomes were established and workloads were evaluated.

There is widespread confusion among campus constituents related to who has responsibility, oversight and accountability for various critical functions related to internationalization, international services and standardized procedures for these functions. It is noted that most of this confusion surrounds the international enrollment management side of the UCIE. The short visit was not sufficient for the review team to review or analyze strengths and weaknesses of the UCIE team; instead we were able to glean broad areas worthy of more scrutiny and determine recommendations for some first steps toward finding the solutions to the questions raised.

4.0. Observations and Recommendations
First of all, we want to express our thanks for the invitation to review the UCIE with a broader strategic goal in mind. This broader context allows the institution to lay the foundation for

moving forward in a variety of areas related to comprehensive internationalization. We found the 360 degree self-review report very helpful as a basis for framing the conversations while also examining the bigger picture of internationalization.

On the visit we were able to collect a range of opinions from a variety of constituents so we felt our time was well spent. We appreciated the candid discussions. Particularly useful for discussion purposes is the fact that the report will be made available to a broader audience (rather than being a confidential report solely for top leadership). We were impressed by the sincere commitment of all participants in the conversations (100%) to work on improvements and provide solutions. Those issues that were raised were expressed in the spirit of concern for the welfare of the institution and with the students in mind.

Meetings with the deans and their faculty provided important feedback. For example, Nursing, Education and College of Liberal Arts expressed great enthusiasm for their current programs and plans to expand. Programming in the UCIE for students was recognized by several units as a strength.

We were gratified that the meeting with the students was generally very positive. We are aware that someone could comment that students were handpicked, and even the students themselves acknowledged that they had been very engaged on campus owing to their personal choices. Nonetheless, they gave thoughtful, mature comments about their experience at WSU. Their shared experience allayed some of our fears in that although students were peripherally aware of the mixed reputation of the UCIE and its operations, they still reported positive interactions and overall provided positive reports.

We would like to note that the comments and analysis in the 360 report were validated in the face-to-face meetings with great consistency. (We note this because this will have repercussions in how the institution moves forward from here.) The overall feedback to the review team by campus stakeholders and staff was unfortunately (as expected having read the 360 report) overwhelmingly ambivalent. The issues that did emerge through our discussions were consistent with those identified in the 360 self-study. Below we summarize our observations in order to provide nuance to the UCIE self-study and offer recommendations based on our interpretations of the views we heard in our conversations.

CONTEXT FOR RECOMMENDATIONS: It is our professional opinion that recent international efforts at WSU were concentrated on international recruitment and quick enrollment growth at the potential cost of prudent planning and execution. This has led to a situation in which the institutional gaze has been (temporarily) diverted from the broader goal of comprehensive internationalization and may require some recalibration of priorities for the institution. This will entail defining some long-term goals while at the same time mitigating some of the vestiges of

International Gateway which are not resolved at this juncture. In fact, acute concerns were expressed by multiple stakeholders about the ability to move beyond the issues raised by recent leadership without some serious collaborative work. We are confident that such a process can be realized at WSU because the institution has a history of addressing concerns in this manner (cf. IT discussions in recent history).

4.1. Comprehensive Internationalization.

During the external review visit, the scheduled meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of critical administrative offices along with key faculty. The conversations we had during the visit suggested that internationalization in concept has strong buy-in on campus, but what that looked like in practice was not well articulated at all levels. There did not seem to exist a shared understanding of what constituted campus internationalization. For example, the College of Engineering and Computer Science has traditionally considered international recruitment as its main global activity. For the Raj Soin College of Business internationalization was equated with dual degree programs and articulation programs for the purpose of enrolling more international students. For Education, Nursing and Liberal Arts, faculty-led study abroad programs (Ambassador programs) were touted as critical to their academic programs.

We recommend that the UCIE with the Provost's support and involvement of key faculty develop a case statement for campus internationalization that clearly articulates a value for internationalization that acknowledges diverse campus programs yet shared benefits to WSU overall. The review team thinks that the senior campus leadership, specifically the Provost and interim Associate Vice President, can be helpful in the messaging about this "shared vision of internationalization" for broader discussions, especially in preparation for any next strategic plan discussions. With that in mind, our overarching recommendation in this matter is not a quick fix. We think it would be a good idea to seek external help with the strategic planning process for internationalization. Whether that be conducted through the American Council on Education's (ACE) Internationalization Laboratory or individual consultants, we think this is critical. As you can imagine the faculty have strong opinions on how this should proceed but a "shared governance" approach is valuable in order to create stronger "buy-in" for any internationalization plan devised, as well as to help mitigate existing faculty concerns. (For more information about the ACE Internationalization Laboratory visit its website: http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx)

A more expedient approach at the outset would be to create a taskforce for internationalization with broad representation to address some of the more immediate needs to be discussed below and lay some of the groundwork for longer term efforts.

4.2. UCIE Organization.
The UCIE organizational structure needs to be revisited, clarified and revised to align with current best practices. We found the organizational chart to be very confusing and delineation of duties may not be clear enough to produce the results needed. (See Appendix C for the UCIE Organizational Chart.) Although there are a couple of committees attached to the UCIE their charge and goals were not clearly articulated. A strengthening of these committees (and possibly creating a task force [discussed below]) would help strengthen the ties between faculty and staff and provide more transparency.

4.3. Holdover International Gateway /International Admissions and Recruitment Concerns.
Although we believe that the necessary initial steps are being taken to address previously existing International Gateway issues related to staffing and processes, the UCIE needs to be mindful that campus perceptions of past problems still persist; campus stakeholders are unsure the issues have been resolved. The current director and staff seemed aware of these continuing issues, but the UCIE leadership should make a priority to continue campus outreach to make stakeholders aware of the necessary changes in Center leadership. Taking the initiative on outreach to other units will help UCIE staff break down barriers and isolation which currently hinder their effectiveness in serving the campus community. Particular issues that need immediate attention follow below.

4.3.1. MOUs.
The review team felt uncomfortable with the current unstructured approach to developing, signing and implementing MOUs. The university is at risk when a clear structure and process are not articulated and posted where these are readily available, including a list of current MOUs. Various individuals expressed the desire to sign MOUs and agreements, nonetheless they acknowledged that if caution were not exercised the university may experience serious negative consequences. Although every institution is unique and must find solutions that work for its context, in our expert opinion there should be only a couple of individuals who can actually sign international MOUs and articulation agreements (perhaps the Provost and President), and those agreements should not reach them for signature without the review from legal counsel. At many institutions these documents run through the international programs to ensure that clear steps are followed, they are properly housed and undergo review on a regular cycle.

4.3.2. Recruitment.
The recruitment initiatives seem to be pell mell—many players appear to be on the field with no actual coordination or oversight. Different units openly shared they were recruiting, but there was no overarching plan that included data-based analysis on ROI. In recruiting and admissions, just as in donor relations and fundraising, a coordinated approach is crucial in order to avoid conflicting initiatives or commitments. While at Wright State it may be too late to pull all international recruiting initiatives back into the UCIE, nonetheless a serious effort to coordinate all international recruiting and admissions is required in order to reduce institutional risk. In

relation to these recruitment initiatives there needs to be serious immediate consideration as to the number and level of use of agents, particularly since despite the unusually high number of agents, the majority of students are still coming from three countries: India, China and Saudi Arabia. The overdependence upon students from such a narrow spectrum is normally seen as unsustainable and requires some urgent attention, especially in light of recent changes in the Saudi government scholarship program and uncertainty in the Chinese economy. Recruiters and agents should be apprised of issues related to visa documents that have repercussions on status and compliance.

4.3.3. Credential Evaluation and immigration Expertise. Questions around the credential

evaluation and immigration practices and processes require attention. At any institution admitting international students, content experts are needed in both these areas, and it is not unusual for them to be housed in the international programs area with distinct oversight and accountability. The review team suggests that the policies, processes and any documentation the UCIE has for both areas be reviewed. If the expertise and practices are inadequate these need to be rectified. If indeed they are adequate there need to be clear mandates regarding the acceptance of the expert advice and services provided. Where there are weaknesses, discrepancies and holes, these should be shored up. Collaborative discussions on how to best serve the institution should be conducted to allay any concerns from various constituents related to these two areas. It would be prudent to look closely at current interpretations of the federal regulations as they pertain to international students and consider it an opportune time for the institution to review F-1 and J-1 processes. Please note the review team did not actually ascertain the level of expertise of the staff in these two areas nor review processes; we simply noted that there were many points of discussion raised by stakeholders, and in our opinion the reputation of the UCIE and WSU are linked to the successful and transparent management of standards and procedures in both evaluating credentials and advising on immigration regulations.

4.4. Benchmarking (tuition and English proficiency). Given the rapid growth of international

students on the campus and the requisite need to provide sufficient services for student retention, success and graduation, the review team sees benchmarking out-of-state tuition for internationals in the Ohio system and Wright State peers and competitors as an important first step. These data would provide important information needed to set targets and budget and other resource allocations.

In addition to benchmarking tuition charged to international students, it would also be useful to benchmark the TOEFL/IELTS requirements at all Ohio public four-year institutions. Our professional opinion is that the current English proficiency requirements for WSU international students are too low and may need to be raised. While higher English proficiency requirements

can lead to increased student success as well as to a reduction in complaints from faculty, it is important to consider the potential negative effects on international enrollment.   Raising the English requirements will likely affect enrollment growth going forward, and the institution would need to be ready for that result.

Balancing the imperatives of maintaining sufficient enrollment and improving students' abilities to succeed could be addressed by an international enrollment management task force. Such a group could review and analyze student success data as well as budget and allocation issues. This task force should report to the Provost and would provide an institution-wide pathway to address these issues in a systematic way.

5.0. Final Recommendation on moving forward.
We noted there are two initiatives to undertake almost simultaneously: searching and hiring a new senior international officer (SIO) and assessment and repair of acute issues impeding the development of a strategy to move forward. Although it is tempting to suggest Wright State hire a new SIO right now and make that person responsible to undertake the repairs and the new strategy, instead we suggest addressing these issues in phases:

1. The interim Associate Vice President works closely with existing personnel in UCIE, making clear that teamwork, transparency and collegiality are critical and meeting certain metrics is crucial, or changes will be made. He makes those personnel changes (and reporting line changes) before WSU advertises for a new SIO. As a seasoned administrator he is certainly up to the challenge and has garnered significant social capital across the campus.

2. The interim Associate Vice President might also work with carefully selected staff in the UCIE to create a list of strategic imperatives, things that need to be done quickly for the good of the organization and of the institution. It would be useful as well to seek some special training and team building for UCIE and their stakeholders, as well as professional support for the interim Associate Vice President, such as the NAFSA workshops for SIOs, the ACE ILI, or the AIEA.

3. After these steps have been taken, WSU can search and hire the SIO position. Then the new SIO can spend some time getting to know the institution and UCIE, and continue implementing the strategic imperatives. Once the new SIO has rebuilt some bridges and generated credibility, s/he will be able to lead or guide the strategic planning process for comprehensive internationalization, including a strategic international enrollment management plan. Timing should be determined by WSU's culture. If the institution needs help in crafting an appropriate position description and in identifying appropriate individuals to serve as the new Senior International Officer and to lead the next level of internationalization, then perhaps a hiring firm with a reputation in this area, such as

Wyly and Kellogg Strategic Consulting (tomwyly@juno.com at wyly-kellogginternational.org) might be consulted.

6.0. Conclusion

The team appreciated the opportunity to visit Wright State University, to learn about the various international initiatives, and to review the UCIE operations and services. The materials provided before the visit and our conversations with stakeholders from across the campus suggested that the areas managed within UCIE and its internationalization efforts have strong buy-in on campus. By interviewing various supporters of internationalization and constituents of the office, we discovered many exciting high quality programs and projects, many of which can (and do) serve as models for Ohio peers.

We encourage patience as the UCIE takes the time to shore up some of its data management processes. While both local and global factors will likely contribute to a slowing of the relatively rapid growth in international enrollments that WSU has experienced for several years, ensuring solid data management systems and processes will definitely support sustained growth in the future.

Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment—all of which was amply recognized and acknowledged on our visit and through the thorough 360 Self Study. By continuing an intentional process, Wright State will make balanced internationalization goals part of its everyday operations, continuing to reinforce its status as a distinguished and distinctive institution. We have provided a few resources that might be useful as WSU gets started on this journey (found in **Appendix D**).

Appendix A. Documents sent for review

International Student Services 360 Review Fall 2015. Committee Members Mary Ellen Ashley William R. Ayers Steven J. Berberich (chair) Jeannette Horwitz Mateen Rizki Michelle Streeter-Ferrari.

http://www.wright.edu/about : general information on WSU including mission, vision, strategic plan

http://www.wright.edu/administration/institutionalresearch/student-fact-book/f15_factbook.pdf : student fact book

http://www.wright.edu/academic-affairs/campus-completion : campus student success information

https://www.wright.edu/international-education : Center for International Education website

Appendix B. External Visit Itinerary

SIO Schedule
January 28-29, 2016

January 27, 2016

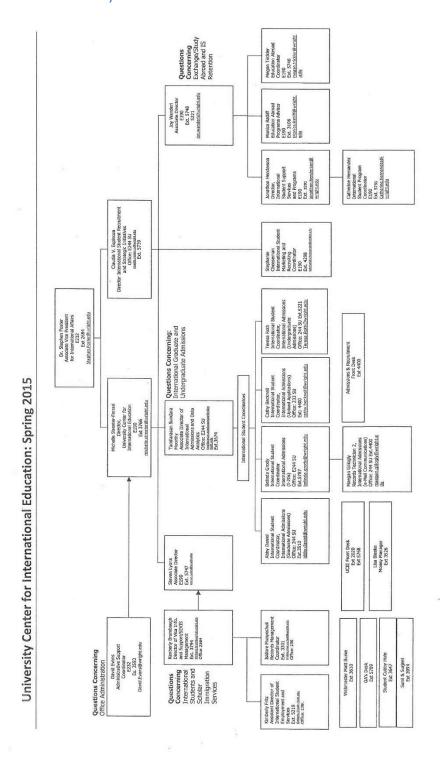| 7:00	Hotel	Tom Sudkamp will pick you up at the hotel for dinner

January 28, 2016

8:00 a.m.	First Watch	Breakfast with 360 Degree International Review Committee
9:30 a.m.	190 SU	UCIE Leadership and Staff (Brown, Pierce, Pynes)
11:00 a.m.	190 SU	International Student Group (Brown, Pierce, Pynes)
12:00 p.m.	WBR	Lunch with Academic Deans (Brown, Pierce, Pynes)
1:00 p.m.	210 MS	Enrollment Management (Brown, Pierce, Pynes)
2:00 p.m.	267 UH 248 UH 348 UH	College of Engineering and Computer Science (Brown) LEAP (Pynes) College of Science and Mathematics (Pierce)
3:00 p.m.	267 UH 248 UH 348 UH	College of Liberal Arts (Pynes) Raj Soin College of Business (Pierce) College of Nursing and Health (Brown)
4:00 p.m.	267 UH 248 UH 348 UH	Faculty Leadership (Pynes) Graduate School (Pierce) College of Education and Human Services (Brown)

January 29, 2016

9:00 a.m.	256 UH	Tom Sudkamp, Henry Limouze, Steve Berberich (Brown, Pierce, Pynes)

Appendix C. Scope of UCIE responsibilities as demonstrated in Organizational Chart (see also UCIE submission to *International Student Services 360 Review*)

University Center for International Education: Spring 2015

Appendix D. Selected Resources

Hudzik, J. K. (2011). *Comprehensive internationalization: From concept to action.* Retrieved from http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets /Publications_Library/2011_Comprehen_Internationalization.pdf

Hudzik, John K. and Pynes, Penelope J. (2014). *Developing Sustainable Resources for Internationalization*. Retrieved from http://www.nafsa.org/sustainableIZN

Hudzik, John K. and McCarthy JoAnn S. *Leading Comprehensive Internationalization: Strategy and Tactics for Action*. Retrieved from   http://www.nafsa.org/wcm/Product?prodid=380

Green, Madeleine F. and Shoenberg, Robert. *Where Faculty Live: Internationalizing the Disciplines*. Retrieved from https://bookstore.acenet.edu/products/where-faculty-live-internationalizing-disciplines-pdf