

International Programs and Services

2010 Administrative Program Review

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## **International Programs and Services: EXECUTIVE SUMMARY**

The office of International Programs and Services (IPS) was created as a result of the recommendations of the 1993-95 Task Force on Diversity. Since 1996, IPS has grown from a study abroad office, to an office that includes responsibility for international student and scholar services, K-12 international outreach programs, faculty-led travel course services, international programming, student and employer visa documents, risk management services for export control, an intensive English program, negotiating exchange agreements, international site visits, and international delegation visits. IPS staff grew from three full-time staff in 1999 to seven and one half individuals by 2008 and includes a director, part-time assistant director, administrative assistant, study abroad advisor, study abroad student services specialist, international student advisor, international student services specialist, and director of intensive English program. The operating budget, aside from staff salaries, is approximately \$42,000 for this academic year, but was as high as \$62,659 in 2007-2008.

IPS is the global face of Western Carolina University and meets the international goals of the WCU mission, UNC-Tomorrow Report and the Quality Enhancement Plan to engage in international learning experiences, to synthesize and integrate students' coursework and co-curricular activities as they progress through college, to sponsor globally competitive programs for faculty and students, to increase partnerships with international institutions, and to promote the arts and cultural enrichment of various cultural groups.

Primarily, IPS sponsors, manages and facilitates various types of international academic programs and connections, such as study abroad, internships and service learning abroad as well as faculty research and exchanges with a number of consortium and bilateral partners. IPS recruits, increases and diversifies WCU's international student population through various recruitment methods and on-campus programming once the students arrive. Recently, an Intensive English Program was created at WCU in order to recruit more international students to the campus. The IPS staff are responsible for assisting colleges and departments with the international faculty hiring and the worker and permanent resident visa petition processes. IPS is a key player in the university's export control plan, managing visual compliance twice a semester for all international students, for all international visitors to the campus, and for faculty and administrators travelling internationally. College internationalization is a key component to the success of study abroad and faculty exchange programs and IPS makes a valiant effort to assist colleges and departments to internationalize their programs. Finally, IPS plans and coordinates campus and regional international events throughout the year, including the annual International Festival and International Week activities.

In order to sponsor many of the above-mentioned activities and to create the office procedures necessary for the awarding of financial aid, meeting health requirements for incoming international students, transferring earned student credit hours from international partners, exchanging professors, receiving and housing delegations, assisting with visa petitions for students and faculty, meeting Homeland Security and Export Control regulations, and accepting students into the Intensive English Program, IPS staff need to collaborate with many offices across campus. WCU has a reputation for keeping the best interest of the students in the forefront of most decision-making. IPS works well with all campus offices on designing processes for admitting international and IEP students, transferring student credit hours, registering international students, building study abroad and IEP courses in Banner, issuing international health insurance, meeting immunization requirements for international students, administering the new J-Intern visa, complying with Export Control requirements, housing international and IEP students, assisting with study abroad financial aid, meeting Department of Labor regulations regarding H-1B and permanent residence visa petitions, and general financial procedures.

Comparing statistics with WCU peer institutions and several North Carolina universities, (Appendix F and G), IPS compares favorably in the number of study abroad students and international students being

served. Some of our peers have overall student populations that are double that of WCU. In spite of this, and without the assistance of study abroad scholarship monies, IPS manages to send a good number of students abroad on semester and year-long programs. Our summer faculty-led travel courses are growing fast. Last year, nine professors took students overseas. This year, our assistant director is working with 23 professors and we are hoping that most of these groups will make. In addition, we have the support of our Provost to send faculty to the Middelburg Center for Transatlantic Studies to teach for 3-4 weeks. We are hoping to increase the number of faculty that teach and research abroad.

IPS is strategically placed in the Academic Affairs Division, because it serves many academic constituencies, provides opportunities for synthesizing learning in an international arena, and positions the university both locally and internationally. This year, IPS reorganized the International Programs Advisory Council in order to advance internationalization at WCU. The first council assisted IPS in creating study abroad processes. This council is currently working on an international strategic plan for the university that will dovetail into Western's strategic plan and further assist IPS to target resources, time and effort into each college's and department's strategic international activities.

The IPS Staff are appreciative to have this opportunity to undergo an administrative review at this point in our development. We are looking forward to the review team's comments, suggestions, and advice on a number of issues. Some of the points that we would like the review team to look at are: International student recruitment, evaluation of services, and the Phi Beta Delta Honor Society for International Scholars. A number of circumstances led to declining numbers in international students. In the late 1990s, the Master program in Project Management went on-line. WCU lost 30-40 students because the F-1 visa regulations prohibit students coming to the U.S. to participate in on-line programs. After 2001, we lost a few more students. Around 2006, Legal Counsel would not permit WCU to hire students to drive graduate students to Asheville for classes. This severely hindered the number of international students coming to WCU, particularly in the MBA program and some Education programs. Some creative programming needs to take place in these areas if we are to attract international students.

IPS has conducted some evaluation of services but not to the degree that we should. We realize that we need to be more consistent in this process, particularly since our numbers are beginning to rise. We want to make sure that we are meeting the needs of our constituencies.

The Phi Beta Delta Honor Society was successful in the early years in attracting large number of participants at its lectures, brown bag series and other events. Currently, the organization is in crisis. It can be a critical organization in internationalizing the university, but it needs restructuring. We are currently working on developing new strategies, but could use some input as to viable ways to increase membership and rejuvenate membership participation.

In summary, we have been successful in increasing study abroad student numbers over the last four years, in spite of budget cuts, a struggling economy, and lack of study abroad scholarships. Our international student numbers have remained constant, but we are seeing an increase in the number of exchange students and would like to attract more degree-seeking students. Given the number of staff we have, our services to various university constituents seems manageable at this time, although our service to the public schools could be strengthened with a designated position. We believe that we have designed a good number of workable processes in many areas of the office, but welcome the review team's suggestions to improve our services, international student recruitment efforts, and our interactions with our colleagues in the academic colleges and other divisions with which we collaborate.

# IPS RESPONSE TO CRITERIA

## 1. Primary purpose and key functions of unit:

[International Programs and Services](#) (IPS) provides a central office that supports all academic units on campus to internationalize the curriculum, provide study abroad opportunities for their students, develop faculty opportunities to teach and research abroad, recruit and serve international students at the undergraduate and graduate levels, provide international outreach programs to the community, and assist international faculty. In addition, IPS provides international programming, administers the Intensive English Program (IEP), and contributes to risk management at the university.

## 2. Top Goals and Priorities:

The primary goals of IPS include:

- To collaborate with university colleges, departments, and offices, and local public schools, to internationalize curricular and extra-curricular programs/experiences for students and faculty;
- To establish, monitor and re-evaluate effective administrative processes for admitting and assisting international students and visitors; sending WCU students to study, intern, and conduct service, as well as WCU faculty to teach and research, abroad;
- To provide English language instruction for international students,
- To facilitate the employment of international faculty, the exchange of WCU faculty, and the reception of international delegations;
- To contribute to the university's risk management efforts in the areas of export control, visual compliance, and global health issues.

## 3. History of the Unit:

Prior to 1996, the Center for Improving Mountain Living (CIML), which reported to the Vice-Chancellor for University Services, developed international connections for WCU through the U.S. Agency for International Development (USAID) technical assistance grants in mountainous regions throughout the world. CIML's international component oversaw these grants with a staff of field workers in areas that typically involved agriculture. This international component was begun when Articles of Incorporation by the state of North Carolina were approved in 1984 for the establishment of The Joint Private Volunteer Organizations (PVO)/University Rural Development Center to be headquartered at Western Carolina University. In 1988, the name was changed to the Center for PVO/University Collaboration in Development (commonly called the PVO/University Center). In the early 1990's, the Center was composed of as many as 17 U.S. universities and 16 PVOs. The PVO/University Center hosted workshops and seminars, sought grants, developed and implemented research and technical assistance collaborative projects relating to rural poverty in developing countries and in the

United States, provided information exchange and dissemination relating to those projects, trained staff and provided program evaluation of the participating PVOs and non-governmental organizations (NGOs) in various countries to complete the grants up until 2002. It also promoted PVO and university staff and faculty exchanges, and provided networking between the PVOs, NGOs, NGO associations, universities, development agencies, and host governments. At one time, WCU was also involved with setting up new universities in Oman and had connections with China.

In 1996, as a result of the findings of the 1993-1995 Task Force on Diversity, which determined that WCU needed a Center for Multicultural and International Education to formulate policies, set priorities and implement programming for campus and international student and faculty activities, IPS was created from the international component of CIML. IPS reported directly to the Vice-Chancellor for Academic Affairs. Initially IPS was charged, in addition to overseeing the completion of the PVO/University Center projects, with developing study abroad processes for WCU students. This was facilitated by the creation in 1996 of the University of North Carolina Exchange Program ([UNC-EP](#)), with offices headquartered at UNC-Greensboro, serving the entire UNC university system. At that time, the IPS Director also became a member of the University Council on International Programs (UCIP), a committee comprised of the UNC top international administrators that meets twice a semester to discuss international activities across the state. Over the years, WCU collaborated on a number of activities that emanated from UCIP, including the Humphrey Fellows Grant, a German graduate assistant, and advertising UNC at the annual European Association for International Education ([EAIE](#)) Conference. As a result of the suggestions by business and legislative participants in March 31, 2009, North Carolina Center for International Understanding's ([NCCIU](#)) Global Engagement Summit, UCIP identified two goals in which to engage over the next 3-5 years: the internationalization of UNC teacher education and the recruitment of international students. The IPS director is heading the state-wide committee on internationalizing teacher education.

The first consortium agreement was with the state of Baden-Württemberg in Germany and currently there are agreements with consortia in nine countries: Germany, Finland, Denmark, Sweden, Mexico, Brazil, Uruguay, Canada, and Australia. WCU also had four bilateral agreements with the University of Glamorgan, Wales; Galway-Mayo Institute of Technology, Ireland; AVANS University of Applied Science (current name), Netherlands; and the Euro-American Institute of Technology (SKEMA), France, with periodic exchanges transpiring. Around 2001, UNC-EP became affiliated with the [International Student Exchange Program](#), which opened more exchange possibilities for our students. From 1999 to 2001, WCU collaborated with ECU and UNC-W on the grant-funded Japan Global Partnership, which sent public school teachers and one WCU faculty member to Japan each June to partner public schools and universities to collaborate on research projects. Each of the NC universities, in turn, received Japanese public school teachers and professors in April. The Japan Global Partnership eventually evolved into the [Western Japan Consortium](#) exchange program which currently sends

WCU students to Japan each year. Also, as a result of this collaboration, IPS worked with the Department of Modern Foreign Language to initiate a Japanese Language program at WCU which has now grown to over 200 students. In the last six years, IPS was able to make a number of site visits to China, South Korea, Japan and Europe to acquire a few more [bilateral exchange partners](#). WCU students can also directly enroll to various international universities, as well as the [Middelburg Center for Transatlantic Studies](#) (MCTS) in the Netherlands. WCU students now have the possibility of studying in over 250 universities worldwide.

In 1996, the international student advisor position was located in the Student Affairs Division, although IPS assisted with international student orientations. Starting in 1998, IPS also housed the [Phi Beta Delta Honor Society for International Scholars](#). In 2002, IPS accepted responsibility for student visa compliance on the new, Homeland Security [Student Exchange Visitor Information System](#) (SEVIS). The IPS director became the Primary Designated School Official (PDSO) for the F-1 student visa and the Responsible Officer (RO) for the J-1 student and visitor visa compliance. In 2005, the position of international student advisor was transferred to IPS and IPS received approval to search for two additional positions: study abroad advisor and study abroad student services specialist. At the same time, IPS accepted responsibility for assisting [international faculty](#), who were recently hired in [tenure-track positions](#), with the [H-1B worker visa](#) and permanent resident ([PERM](#)) petitions. WCU utilizes the expertise of an immigration lawyer that was hired by the [University of N.C. General Assembly \(GA\)](#) to assist the 16 system universities with these petitions. IPS has also played a key role in risk management activities at the university, including strategies/plans for the pandemic flu, [Policy 100](#) compliance, export control and [visual compliance](#).

IPS frequently assists local school districts with international programming as requested. In 2002, the director of Chapel Hill's K-12 International Outreach Program, Mr. Bogdan Leja, requested that WCU become part of a J. Smith Reynolds Foundation Grant to extend the program to four universities in North Carolina. From 2002 to 2005, IPS managed the new [K-12 International Outreach Program](#) to the eight most western counties in NC. IPS paid presenters, ordered curriculum materials, and paid for state cars to shuttle international students to schools. After this grant cycle ended, [UNC](#) received another grant from the U.S. Department of Education to develop processes to evaluate the services offered to the public schools. This grant involved not only the five North Carolina universities, but also three universities in Pennsylvania, Illinois and Ohio. Research was designed and completed, papers were written and presented at conferences, and in 2008 this grant cycle came to an end. In the meantime, IPS has struggled to keep this program afloat. In 2009, IPS wrote a small grant and received \$500 from the Jackson County Arts Council to support the program for 2009-2010. In 2006, IPS received funding from the [Laurasian Institute](#) to sponsor a Japan Outreach Intern for two years. From 2007-2009, Ms. Emiko Nishiwaki worked from IPS to provide programming about Japan to district schools, universities, public libraries, community colleges and organizations. In addition, she assisted the WCU Japanese instructor with Japanese language courses on campus and during the faculty-led course in the summer.

The Provost gave IPS more funding from Fall 2005-Spring 2007, to recruit international students and IPS participated in recruitment fairs with UNC-W splitting the costs. In 2005, IPS received permission to begin an [intensive English program](#) in order to attract more international students. In Fall, 2008, the responsibility for [faculty-led travel courses](#) was transferred from the College of Educational Outreach to IPS. A faculty member with one-half release time agreed to supervise this program.

IPS staff belong to a number of international organizations including, Institute of International Education ([I.I.E.](#)), Association of International Educators ([NAFSA](#)), North Carolina Association of International Educators (NCAIE), Association of International Education Administrators ([AIEA](#)), [EAIE](#), and Teachers of English to Speakers of Other Languages ([TESOL](#)).

#### **4. & 5. Describe the structure of the unit and how it is situated organizationally within the institution**

IPS reports directly to the Provost in Academic Affairs (Appendix A-1). Currently, IPS has seven full-time, state-funded positions and one faculty member working with release time: director, part-time assistant director, administrative assistant, study abroad advisor, study abroad student services specialist, international student advisor, international student services specialist, and director of intensive English program (Appendix A2-9). In addition, IPS has a number of interns (paid or unpaid) and four to five work-study students.

#### **6. Student Staff**

International Programs and Services has always employed student workers (work-study and occasionally, non-work study). They perform regular office duties such as filing, answering phone, data entry and to wait on students, staff and faculty who come to IPS for meetings, as well as assist with study abroad recruitment, international student orientations, international festivals, and international education week activities. Periodically, IPS cooperates with academic units on campus to supervise undergraduate and graduate internships. At one time, IPS was able to hire graduate assistants, but in 2008 IPS no longer received funding from the Graduate School for a graduate assistant. In spring, 2010, IPS will have two unpaid interns that are part of the new masters in College Student Personnel to assist with the K-12 International Outreach Program, study abroad recruitment, and international and IEP student activities. The IEP serves as a teaching practicum site for masters in [Teachers of English to Speakers of Other Languages \(TESOL\)](#) candidates.

#### **7. Alignment with the WCU Mission, Vision, Values**

At WCU, offices are required to address the goals of the university mission statement, the Quality Enhancement Plan (QEP), as well as the 2008 UNC-Tomorrow report that responded to the remarks of business and education leaders in the states; K-16 students, faculty and staff; citizens and other NC stakeholders, about the direction that education in the state should take over the next 20 years if our students are going to be globally competent. Below is the institutional mission.

*Institutional Mission* – “Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, education outreach, research and creative activities and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.” IPS meets the institutional mission by providing support for the academic colleges to engage in international learning experiences of many kinds as well as provide international awareness through a number of on-campus activities.

*International Programs and Services Educational Mission* – “The mission of the office of International Programs and Services is to enable the WCU community to connect and engage with the region, state and the world by promoting internationalization for the benefit of all university members. International Programs and Services promotes the well-being of the university’s international community; sponsors, manages and facilitates various types of international academic programs and connections, such as study abroad, internships and service learning abroad as well as faculty research and exchanges; plans and coordinates campus and regional international events; recruits, increases and diversifies WCU’s international student population; and assists the colleges in internationalizing their programs.” This is shown in the discussion below that highlights specific activities that IPS has established, designed, and maintained over the years.

*Quality Enhancement Plan (for SACS accreditation)* – IPS has not been part of the pilot program for implementing the QEP, but many IPS activities relate directly to the mission of the QEP. The QEP seeks to enhance a student’s experience at WCU through engaged learning in and out of the classroom. Professors encourage students to synthesize, internalize, integrate and build upon their coursework and co-curricular activities as they progress through college, making this experience well thought-out, purposeful, and well-planned. Students participating in IPS international experiences fulfill the competencies of the QEP mission in the following ways:

*Beginning competencies*

- a) International and WCU study abroad students, as well as students enrolled in LEAD 143 International Partners course taught by IPS staff, develop an initial awareness and understanding of the global resources and opportunities available at WCU to articulate their educational and career goals;
- b) Students engage in international on-campus activities to build global networks, communicate effectively and responsibly, discover future experiential opportunities and connect the academic and student life components of their WCU experience;

*Intermediate competencies*

- a) In response to the international knowledge and skills gained through their college experiences, students actively participate in internationalizing the WCU campus and community to demonstrate how much they value an integrated world view and holistic approach to education;
- b) Students who participate in a short-term study abroad program have a focused and authentic introduction to a selected culture(s) in which they are challenged to (a) integrate some of their previous knowledge and experiences, (b) adjust socially and academically, and (c) recognize commonalities and interdependence of diverse views.

Advanced competencies

- a) International and domestic students who participate in semester and year-long study abroad experiences, internships, and service learning programs are challenged to synthesize all of their previous knowledge and experiences; modify their behaviors, values and attitudes; develop a higher degree of independence; refine their career and academic goals; and expand their networking.
- b) Students have the opportunity to interact and learn from persons of different cultures, are exposed to different world views enabling them to evaluate their education in a wider global context and increase their global networks;
- c) Students who participate in an internship, volunteer or service learning program, either abroad or in an international setting (for international WCU students the local campus and community is international) can synthesize this experience to refine their career and academic goals; modify their behaviors, values and attitudes; and develop a higher degree of independence.

[UNC-Tomorrow Report](#) – IPS aligns most strategically with the following goals in, and [WCU’s response](#) to, the UNC Tomorrow Report:

Goal #4.1 Our Global Readiness

“UNC should educate its students to be personally and professionally successful in the 21<sup>st</sup> century and, to do so, should enhance the global competitiveness of its institutions and their graduates.” Specifically, IPS “incorporates experiential learning opportunities across degree programs and throughout curricula through such activities as internships, . . . community and service projects, [and]. . . study abroad. . .”. IPS:

- A. Supports WCU departments and offices seeking to send WCU students abroad by
  - 1. Collaborating with WCU colleges/departments/offices and the international offices in universities abroad to establish partnerships in various countries,
  - 2. Collaborating with the WCU service learning office to facilitate service learning abroad,
  - 3. Recruiting students to participate on [study abroad programs](#) through information tables/sessions at WCU Open Houses and Orientations, classroom visits, the annual study abroad fair, for example,

4. Advising and guiding students with study abroad application, visa, travel, insurance documents and various forms, and providing an extensive pre-departure orientation,
  5. Building study abroad courses in Banner, assisting with study abroad student registration and facilitating the credit transfer for WCU study abroad students,
  6. Collaborating, for example, with the offices of Financial Aid, Registrar, Controller, One-Stop, Residential Living, to institute processes that facilitate/expedite the study abroad experience for students and parents.
- B. Recruits and retains international students to/on the WCU campus by
1. Collaborating with the Graduate School, Admissions, and the College of Educational Outreach to design and maintain an [E-brochure](#) ,
  2. Working with the [SR-Media Company](#) to publish an ad in their print and on-line journal to advertise WCU academic programs,
  3. Contacting all student leads from SR-Media to identify and attract international students to the WCU campus,
  4. Recruiting according to our strategic plan (Appendix B)
  5. Offering an [Intensive English Program](#) to attract international students to the WCU campus,
  6. Collaborating with various departments on campus that actively recruit international students,
  7. Collaborating with Admissions and the Graduate School to admit international degree-seeking, exchange, and Jamaican students in an expeditious manner (Appendix C)
  8. Providing a [week-long orientation](#) for all international students before the semester begins to better acclimate students to western North Carolina and the American university system,
  9. Sustaining contact with international students throughout the semester,
  10. Offering extra-curricular activities/excursions to sites in the area.
- C. Works with individual faculty members who design travel courses for their students by
1. Providing a [guidebook](#) that outlines the planning, delivery, and evaluation of travel courses,
  2. Meeting with faculty members to discuss their individual needs in organizing and teaching their travel courses,
  3. Designing a marketing strategy to advertise the faculty travel courses,
  4. Collaborating with various WCU offices to develop financial processes for student payment of fees and faculty reimbursements,
  5. Building travel courses in Banner and assisting with student registration,
  6. Assisting faculty to evaluate and complete the financial aspects of their travel course.

Goal #4.1.2 states that “UNC programs, especially research programs, should be globally competitive to ensure that they are globally relevant and significant.” IPS:

- A. Provides opportunities for faculty development and research by
  - 1. Supporting delegations to and from WCU to explore international research opportunities,
  - 2. Developing networks for faculty/students to utilize for research purposes,
  - 3. Co-writing a grant with UNC to support WCU faculty working with the Humphrey Fellow Project from 2007-2008.
- B. Study abroad programs are conducted with leading universities and programs world-wide.

Goal #4.1.3 states that “UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.” IPS:

- A. Participates in the University of North Carolina Exchange Program (UNC-EP) and International Student Exchange Program (ISEP) consortia, as well as bilateral international partners by
  - 1. Sending WCU students abroad and receive international students from the partner institutions,
  - 2. Visiting consortia and bilateral partners periodically to establish firm linkages for WCU students and faculty,
  - 3. Receiving consortia and bilateral partner delegations to acquaint them with western North Carolina and the academic programs offered by WCU,
  - 4. Participating in the UNC-EP pre-departure orientation at UNC-G each semester,
  - 5. Participating in periodic international student recruitment fairs.
- B. Collaborates with WCU colleges/departments/programs to actively seek new bilateral partners and to strengthen existing relationships and to expand academic opportunities for students and faculty by
  - 1. Identifying strategic areas of the world with which to partner based on national trends, academic program needs, established relationships,
  - 2. Expanding existing international partnerships to include more colleges or departments as needed by WCU academic programs,
  - 3. Sustaining bilateral relationships through correspondence, visits, faculty and student exchanges,
  - 4. Working with the department of [Modern Foreign Languages](#) to offer “least commonly taught languages” (Japanese and Chinese) on the WCU campus and to provide international language acquisition opportunities for students and faculty.
- C. Works with the University of North Carolina (UNC) [University Council on International Programs \(UCIP\)](#) to internationalize the UNC System and WCU campuses and curriculum by
  - 1. Participating in quarterly meetings with UCIP representatives,
  - 2. Assisting with a UNC system-wide booth at the annual [European Association for International Education \(EAIE\)](#) conference,
  - 3. Participating in site visits to UNC partners and receiving delegations from those partners,

4. Working strategically with the [North Carolina Center for International Understanding \(NCCIU\)](#) to internationalize teacher education and recruit more international students to UNC campuses.

Goal #4.4.4 states that “UNC should promote the arts and cultural enrichment in all regions of the state.” IPS works with many WCU offices and departments to sponsor on-campus international events that are open to the public and public schools, to make faculty and students aware of global issues, such as

- A. [International Festival](#) – an annual event that highlights the international students on campus, provides foods and entertainment from the entire world, and has occurred for over 30 years,
- B. [International Education Week](#) – a week-long event that sponsors speakers, seminars, classroom visits, international sport demonstrations, etc., that has occurred for 7 years,
- C. [Phi Beta Delta Honor Society for International Scholars](#) – monthly Brown Bags that highlight the international research activity of WCU faculty, staff and students; periodic international socials; international speakers,
- D. [K-12 International Outreach Program](#) that brings international students and faculty with international expertise to the public schools as presenters on various cultural topics,
- E. [Study Abroad Fair](#) – an annual event that highlights our international partners and other third party providers sponsoring exchange opportunities for students and faculty.

#### How the Purpose of the Unit has and will Change in the Past/Future Five Years

A. The purpose of the unit changed over the last five years as IPS received permission to search for more staff. Previously, IPS was barely managing to assist the Student Affairs Division with incoming international students and the annual International Festival, and collaborate with WCU departments and colleges on sending students abroad. With the increase of staff and the acquisition of the international student advisor position, IPS began to take on a leading role in the recruitment of international students (collaborating with other WCU offices), organizing International Festival, and instituting a 5-day international student orientation. With the addition of a study abroad advisor and study abroad student services specialist, IPS was able to offer an annual study abroad fair, increase the number of classroom visits, develop new study abroad programs and strengthen existing partnerships. The introduction of an intensive English program (IEP) was an effort to increase the number of international students attending WCU. Since WCU has three graduate degrees in the TESOL program, the IEP will also provide an internship site for students in this program. IPS has also taken over the coordination of faculty-led travel courses. Throughout its existence, IPS has attempted to continue internationalization efforts with the local public school systems in providing international programming upon request.

B. In the next five years, expected changes in the unit will be precipitated by the strategic plan currently being developed by the International Programs Advisory Council. In addition, the NC business sector and General Administration are looking toward China to develop some significant programs. UCIP has identified internationalizing teacher education (the IPS director is heading this committee) and the recruitment of

international students as its two primary goals over the next five years. WCU's participation in these efforts will affect IPS goals and processes. The interest of faculty in travel courses will increase, especially if WCU institutes a longer holiday break at the beginning of the spring semester. This will increase the need for the assistant director position to be a full-time position. In order to be competitive with the other UNC institutions, there will need to be the introduction of some key positions in the office.

## **8. Demand for the program**

There are a number of key university and community users/participants of IPS programs and services:

1. WCU students desiring to [study, intern or participate](#) in service learning abroad;
2. [International students](#) desiring to study at WCU either as exchange students for a semester or a year, to learn [intensive English](#) for 1-4 semesters, or as graduate or undergraduate degree-seeking students;
3. [International partners](#) collaborating with IPS to establish exchanges for their students and faculty;
4. WCU faculty wanting to lead a group of students to an international destination on a [travel course](#) or to conduct research overseas;
5. WCU department heads [hiring an international faculty member](#) on fixed-term or tenure track positions;
6. WCU administrators monitoring export control, visual compliance and world-wide health issues that impact the safety of the university community;
7. Western North Carolina [public school personnel](#) seeking assistance by internationalizing their curriculum with classroom visits by international students/faculty and by participating with their students in the WCU annual International Festival;
8. [Visitors/delegations](#) to the WCU campus needing assistance with visas, housing, orientation to the area or university.

We identify and measure the yearly demand for our programs and services by the number of

- a. students attending the annual Study Abroad Fair (approximately 350 students),
- b. students attending the Study Abroad advising sessions and filling out the Study Abroad Interest Form (2006-07: 193; 2007-08: 147; 2008-09: 187; Fall 2009-Jan. 31, 2010: 127),
- c. students studying abroad each semester, year and summer (Appendix D),
- d. enrolled international students (250 exchanges and degree-seeking, including Jamaican students – Appendix E)
- e. intensive English language students admitted to WCU's IEP (growing),
- f. Jamaican students seeking to continue their studies during the summer at WCU (approximately 100-150 each summer),
- g. faculty-led travel courses (approximately 23),
- h. public school requests for international speakers/programs (approximately 20),

- i. attendees at the annual International Festival (approximately 1,500 to 2,000) and International Education Week activities (900-1000 attendees),
- j. departments seeking assistance with H-1B and PERM petitions for their international faculty (approximately 5-9 per year),
- k. WCU offices inviting international scholars or delegations to campus (3-4 a year),
- l. The number of visits to various pages on our website as provided by Google Analytics.

Our primary academic interactions tend to be with the following academic colleges:

- a) [Provost Office](#) – Housing international visitors (3 apartments), faculty travel courses (faculty stipends and overall budgeting), space issues (office and IEP classroom space),
- b) [Arts & Sciences](#) – Hire international faculty, and work with the departments of Biology (study abroad), Geosciences and Natural Resource Management (hiring international faculty), Modern Foreign Languages (study abroad, Japanese and Chinese language programs, faculty travel courses), anthropology and sociology (study abroad, AVANS interns, faculty travel courses), political science (MCTS faculty, study abroad), chemistry (AVANS interns), English (study abroad, faculty travel courses, MCTS faculty), Math (hiring international faculty), Communications (study abroad) delegations to partners (2008 to China, 2008 to NL, Wales, Finland),
- c) [Business](#) – Work with the college and departments on its dual degree programs (AVANS & GMIT), study abroad, dual degree programs, delegations to partners (2008 to China), faculty-led travel courses, exchange researchers (2005-2010), hiring international faculty.
- d) [Education and Allied Professions](#) – Student teaching abroad, study abroad, hiring international faculty, delegations to partners (2008 to Japan),
- e) [Fine & Performing Arts](#) – Work with School of Music (faculty performances in China – 2010, Europe – 2007), Theatre (study abroad to Malaga, faculty exchange), School of Visual Art (study abroad).
- f) [Health & Human Sciences](#) – Work with departments of nursing (faculty-led travel courses, study abroad, MCTS faculty), physical therapy (faculty-led travel courses),
- g) [Honors College](#) – Delegation to partners (2008 to NL, Wales, Finland), recruit exchange students,
- h) [Kimmel School](#) – Work with the college to recruit international graduate students, delegations to partners (2008 to China), construction management dual degree program,
- i) [Educational Outreach](#) – Issue I-20s for 120 to 160 Jamaican students each March, work with sponsored programs (dulcimer workshop 2009, Chinese language camp 2010), collaborate on the recruitment of international students,
- j) [Graduate School](#) – Admissions of international graduate students, the recruitment of international students, conduct visual compliance (international students twice a semester, international visitors), export control ([laptop issuance](#) for WCU faculty traveling abroad),

Our primary interaction with non-academic units include:

#### Academic Affairs

- a) [Advising](#) – International student advising,
- b) [Career Services](#) – Internships abroad: assist with paperwork, make site visits; international student employment; study abroad recruitment and orientation,
- c) [Disability Services](#) – Assist international students with particular needs,
- d) [Financial Aid](#) – Exchange and faculty-led travel course student budgets,
- e) [Library](#) – International student orientation, International Festival,
- f) [One-Stop Office](#) – International student orientation, CAT cards, student payments,
- g) [Registrar](#) – Internal processes for transfer of exchange student credit, establish courses in Banner for the faculty-led travel courses, establish exchange student permit to enroll in upper level classes,
- h) [Service Learning](#) – International service learning projects, faculty-led service learning courses,
- i) [Student Support Services](#) – Assist international students with particular needs.

#### Student Affairs

- a) [Admissions](#) – Open Houses and the Information Fairs, admit international students, issue visas for all international exchange and degree-seeking students, maintain and update international admissions charts (exchange, degree-seeking, Jamaican students), collaborate on recruitment of international students,
- b) [Base Camp](#) – Student and delegation activities,
- c) [Health Services](#) – Immunizations and health insurance for international students, campus-wide risk management (Pandemic Flu Plan),
- d) [Counseling Services](#) - Collaborate when international students are in need of counseling
- e) [Multicultural Center](#) – Collaborate on diversity and international programming,
- f) [Department of Student Community Ethics](#) – Submit names of students participating on study abroad and faculty-led travel courses for review,
- g) [Residential Living](#) – Housing international students and visiting faculty, work on releasing study abroad students from housing contracts for the semester they are abroad,
- h) [University Center](#) – Transportation for international students; rooms for special events; hanging banners; tents for International Festival,
- i) [Women's Center](#) – Collaborate on International Women's Day.

#### Chancellor's Division

- a) [Athletics](#) - Recruitment of international athletes, international student orientation,
- b) [Chancellor's Office](#) - Guest housing, legal contracts, tents for International Festival,

- c) [Legal Counsel](#) - H-1B and PERM visa issues, exchange contracts approval, study abroad student release form approvals, export control issues.

#### Administration and Finance

- a) [Controller's Office](#) - Work closely on charges to international student accounts, charges to WCU exchange student accounts, setting up appropriate processes for these populations, faculty-led travel course and IPS staff travel reimbursements, general office transactions,
- b) [Facilities Management/Motor Pool](#) - Maintenance of IPS office, reserve fleet cars and vans to attend meetings, conferences, take international students to doctor or social security office, and to make airport runs to pick up international students; tents and chairs for International Festival and special events,
- c) [Human Resources](#) – Work on print ad approval for PERM petitions, H-1B paper work,
- d) [Police](#) – International student orientation, crisis management,
- e) [Aramark/Dining Services](#) -
  - 1 [Catering](#) - host meals for international delegations, international student orientations, study abroad pre-departure orientations,
  - 2 [Meal Plans](#) - assist international students with meal plan and dietary issues,
- f) [Print Shop](#) – Print brochures, banners, flyers for study abroad, international festival, international education week activities.

#### Advancement

- a) [Foundations Office](#) - We collaborate with this office to identify scholarship sources for WCU exchange students and international students, faculty exchanges, Phi Beta Delta travel grants,
- b) [Public Information](#) – the design of E-Brochure, web-page for international student recruitment, and promotional brochures; newspaper article releases.

Other units on campus that provide similar programs to IPS. None. At this time, there are other units which interface with IPS in serving students and faculty: the Colleges of Educational Outreach and Education and Allied Professions, which are responsible for various components of the Jamaican program; academic advisors, who need to be involved with the transfer of credit from study abroad programs, Athletics, which recruits international students; various departments, which recruit international graduate students to their programs.

Our unique purpose is to integrate international experiences for students, faculty and staff into the WCU academic curriculum, extracurricular activities, and educational outreach activities.

### **9. Quality**

The quality of IPS study abroad and international student recruitment endeavors can be best measured by comparing our programs 1) to those of similar or peer institutions in the state and country (Appendix F), and 2) to

the goals set out in the National Association of State Universities and Land Grant Colleges ([NASULG](#)) Commission on International Programs. For the purpose of this review, we looked at study abroad and international student numbers from UNC-G, Appalachian State University, UNC-Wilmington and ECU as well as Murray State University, Radford University, and Western Kentucky University. The benchmarks are

1. Changes in raw number of study abroad, international and IEP students, and faculty-led travel courses (Appendices D & E);
2. Level of participation in UNC-EP and ISEP programs where applicable (Appendix G);
3. Percentage of student in study abroad programs that graduate from WCU.

According to the 2007 NASULGC (now known as the Association of Public and Land Grant Universities, or APLU) [National Action Agenda for Internationalizing Higher Education](#), there are a number of goals that WCU is beginning to address through IPS. This document provides many goals to which WCU and IPS can aspire. WCU has already met the goal to “establish and support an international programs office that serves the entire campus and its programs” by creating IPS.

In addition, IPS program quality is assessed by a) The existence of a liaison office at WCU with a highly ranked South Korean University; b) WCU’s ability to sign and retain partnerships with highly ranked universities worldwide; and c) Existence of a dual degree program with AVANS University, one of two in the U.S. (the other being Eastern Kentucky University).

The IEP offered at WCU is in its first year of operation and still growing. The director of IEP uses student end-of-course evaluations to monitor quality of its program and services. In the future, as the program grows, the criteria of the professional credentialing organizations will be used.

IPS uses a few assessment tools to improve programs and/or services. Each semester, study abroad students evaluate two parts of the pre-departure orientation they experience, which results in improvements for the next semester. Study abroad numbers are checked in order to focus recruiting efforts on certain programs.

In the last five years, IPS assisted in developing the Chinese language program in the department of Modern Foreign Languages; increased the number of students studying abroad; established the Intensive English Program; received the ISA position from the Student Affairs Division; developed processes for assisting international students to adapt to WCU and western North Carolina, including a week-long orientation; worked with UNC on the [Humphrey Fellowship Grant](#), developed processes for hiring international faculty and petitioning for the H-1B and PERM visas; received responsibility for managing the faculty-led travel courses; established an annual Study Abroad Fair in 2007; worked with the [Laurasian Institution](#) to support a [Japanese Outreach Intern](#); and collaborated with campus offices and departments on the Pandemic Flu Plan and [Export Control Plan](#) and [Visual Compliance](#) regulations.

## **10. Cost Effectiveness:**

Based on a review of our Benchmark Comparison (Appendix E) and an analysis of aspirant goals from the NASULGC National Action Agenda for Internationalizing International Education, we feel that we maximize quality and quantity of services given the size and funding level (Appendix H) for our office. In addition, considering the amount of service and international events our staff provides to many offices and departments of the University, we feel we are a unit that makes contributions beyond our cost to the institution and adds value to the international experiences of faculty, students, and the community.

## **11. Opportunity Analysis:**

IPS programs or services can be enhanced with renewed resources for programming and professional development, the institution of an international education fee (available at some NC universities), increased study abroad travel grants, renewed resources for recruiting international students, and more strategic partnerships with departments across campus that increase internationalization efforts in those departments.

The activities of other units across campus can advance or hinder the effectiveness of IPS in the following ways:

- a) Academic program changes that include more on-line courses or entire programs going on-line affects the participation of international students in those programs because of visa regulations. These changes can also affect the types of courses students take in study abroad programs;
- b) The Banner system affects how international students register for classes, acquire the CAT card and pay their student bills; how study abroad students are coded and billed for courses;
- c) Other support units assist IPS to make sure that international and study abroad students are served in a timely fashion.

What programs/services are redundant or outside the scope of the primary purpose? None.

Looking at similar units at peer or aspirant institutions, IPS would like to do the following activities/positions in the future: 1) have sufficient funds for international student recruitment, 2) make the assistant director position full-time, 3) create a director of international outreach position, 4) design a study abroad reentry orientation, 5) have funds to support faculty site visits, 6) have professional development resources available, 7) establish a study abroad returnee program, 8) create a buddy system for international students, and 9) acquire more student travel grants and scholarships.

IPS participates in campus-wide green initiatives that include Paw Prints and recycling; continued participation in meeting videoconferencing; and sending a limited number of staff to conferences; maintaining an account with DHL that keeps overseas mailing costs low; and scanning and faxing in place of paper documents.

External funding opportunities to be pursued could be outside donors, previous study abroad and international student populations, parents of these populations, as well as internationally focused grants that encourage student

and faculty exchange. A few years ago, IPS worked with the foundations office to send out announcements about IPS's foundation accounts in an effort to seek financial support. We participated in a number of grants sponsored by UNC to fund the K-12 International Outreach Program and the Humphrey Fellows, and recently wrote and received a small grant for Western's K-12 International Outreach Program.

To be exemplary, IPS needs 1) to work on additional activities noted above, 2) to work with the academic colleges and departments to establish long-lasting exchange and research relationships, 3) to establish the assistant director position as full-time, 4) to elevate the positions of director, study abroad advisor, and International student advisor (Appendix I), 5) to acquire more resources and travel grants for students, either located in IPS but preferably in the colleges and departments.