REPORT OF THE WORKING GROUP FOR UCFS RECOMMENDATION CR4

Report Date - December 18, 2015

Working Group:
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Kim Larson, College of Nursing
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Leslie Pagliari, College of Engineering and Technology
Jamie Perry, College of Allied Health Sciences
Harry Adams, Brody School of Medicine

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Background:
Recommendations in this report are intended to expand international opportunities for ECU students and faculty. Explicit desired outcomes include increasing the international presence on campus and expansion of global activity.

At ECU, the Office of International Affairs and the Office of Global Academic Initiatives provide comprehensive services for global academic programs and international student/faculty service; the two offices operate as stand-alone units with minimal complementary offerings. A senior administrator with differing levels of support staff heads each of these two units. Of note, the current summer study abroad operations are handled through the Office of Continuing Studies. This function was required due to the need for back-office financial and budgeting requirements.

The University Committee on Fiscal Sustainability issued recommendation CR4: Evaluate reorganization of offices and initiatives related to international matters (students, study, and faculty) to increase efficiency (coordination and collaboration), enrollment, and student participation.

The Working Group: Themes, Processes, and Recommendations
A working group was established by the UCFS Steering Committee (see membership above) and tasked with making specific recommendations as to how offices and programs that relate to global/international operations could be consolidated in order to increase campus efficiencies, how to increase international enrollment and how to increase ECU student participation in international/global activities with particular attention to education abroad (student exchange, summer study abroad, academic year study abroad, and other special opportunities).
A white paper providing the preliminary background on these issues was completed by Dr. Austin Bunch in his role as Senior Associate Provost and as charged by former Provost Marilyn Sheerer and continued by Provost Ron Mitchelson a *(see Appendix A).* This white paper was the result of several reviews, programs and committee findings, including a visit to the Division of Global Affairs at Kennesaw State University, a forum on *Making the Global Vision Real* presented by the Education Advisory Board (Washington, DC), minutes of the committee as a whole and subcommittees of the ECU International Affairs Advisory Committee, summary of retreat discussion by the Office of Global Academic Initiatives, and a "best practices" executive summary based on the participation of Dr. Jami Leibowitz in the international affairs academy of NAFSA: Association of International Educators.

This white paper and the preliminary discussions of the working group led to the formation of 4 sub-groups of the CR4 working group. The sub-groups were:

1. **Vision/Organizational Structure-Create a common unified mission/goal for ECU's international/global affairs and create an organizational structure for carrying out the work.**
   Members: Austin Bunch, Ravi Paul, Bob O'Halloran and Bill Downs

2. **Faculty involvement/Globalizing the curriculum- Answer the question of "What does it take to include globalization within all classrooms?"**
   Members: Harry Adams, Kim Larson, Holly Mathews, Ravi Paul

3. **Leveraging Partnerships - Determine how partnerships with international institutions could be leveraged for the benefit of ECU.**
   Members: Bill Downs, Jamie Perry, Austin Bunch

4. **Increasing enrollment/Student assistance and programs - Focus on ways to increase the enrollment of international students at ECU at both the undergraduate and graduate levels.**
   Members: Leslie Pagliari, Lida Cope, Austin Bunch

**Processes used by the sub-groups:**

**Vision/Organizational Structure:**
The sub-group reviewed global/international organizational structures, mission statements, and national reports to ascertain the most appropriate vision and structure in consideration of the resources of East Carolina University. The vision, in particular, is modeled after a number of institutions of similar profile to ECU in a focused, strategic approach to global education.

**Faculty involvement/Globalizing the Curriculum**
This sub-group's major task was to design a faculty survey to create inventory global activities. This survey was circulated to the faculty in October 2015. A total of 514 faculty members responded. The sub-group reviewed documents supplied by the ECU Office of Global Academic Initiatives, the ECU Office of International Affairs, BSOM Global Health Task Force and previous committee reports on these issues at East Carolina University. The sub-group also met with a representative from Continuing Studies responsible for handling faculty led study abroad programs.
Leveraging Partnerships
The sub-group reviewed the number and nature of current Memoranda of Understanding from both the Office of International Affairs and the Office of Global Academic Initiatives in terms of verbiage, balance requirements, and levels of activity. The group also considered the proposed thematic vision brought forth by the Vision/Structure sub-group. This approach assumed the identification of five countries as key partners in the emerging economies theme.

Increasing enrollment/Student assistance and programs
This sub-group held interviews with the Associate Vice Chancellor of International Affairs, the recruiter/admissions director for the Office of International Affairs, the Dean of the Graduate School, the Director of Admissions of the Graduate School, the Associate Provost for Enrollment Services and the Director of Undergraduate Admissions. The purpose of these interviews was to ascertain the approach to recruitment, admission, and goals for enrollment of students from abroad at both the undergraduate and graduate levels.

The sub-group also reviewed the new initiative from the University of North Carolina General Administration-- UNC International Student Recruiting Consortium (also known as UNCIRC) since ECU has chosen to be a member of this consortium.

Recommendations of the Working Group:
The 15 recommendations of the working group are based upon the commitment to international/global found in the ECU Strategic Plan: Beyond Tomorrow: Our Commitment to the Future: We will reflect a global workplace and society by diversifying our faculty, staff and students. We will increase international students, provide U.S. students with more opportunities to study abroad, increase those with competency in a second language, and significantly expand the number of global classrooms to connect diverse cultures to instructional opportunities.

Recommendation 1: Increase enrollment goals (undergraduate and graduate) by country (institution where appropriate) and majors by a minimum of 25% per year for 5 years through the use of established recruitment processes, connections, the agent process in collaboration with UNC-GA, and faculty and alumni networks.

Rationale: It is critical to have a specific, focused strategy in mind in building our international student enrollment. Such strategy will help determine the allocation and expenditure of precious resources as we take fuller advantage of the world market for students. At present, there is no conscious plan targeting specific countries or institutions in recruiting both undergraduate and graduate students. Compared to our UNC system peers, we are woefully behind in the enrollment of international students.

Recommendation 2: Merge the Office of International Affairs and the Office of Global Academic Initiatives into a new unit to be called the Office of Global
Affairs (OGA). The organizational chart for the Office of Global Affairs can be found in Appendix B.

Rationale: Among the priorities in the charge to the working group was to find efficiencies wherever possible with particular attention to the reorganization of offices. Based upon review of structures at other similar institutions and in consideration of the charge to the committee, one administrative position is eliminated between the Associate Vice Chancellor of International Affairs and the Director of Global Academic Initiatives.

The name of the unit, Global Affairs, was viewed as more appropriate in that global refers to worldwide while international as a term is more appropriately used when describing as between at least two countries.

The consolidation will provide for clarity in our vision and purpose, coordinated communication, clarity of responsibilities around institutional global matters, and the opportunity to improve processes that support the vision of the University, the goals of the strategic plan, Beyond Tomorrow, and allow for increased accountability in the focus on global education, research, and service.

Recommendation 3: Incorporate undergraduate international student recruitment and admissions into the Office of Undergraduate Admissions to make the best use of existing resources. Redesign the admissions office websites to make them available in different languages and ensure the admissions process is easy to follow and complete.

Rationale: As a matter of practice, having an admissions office outside of the regular admissions processes is not an efficient use of valuable resources. Uniting recruitment, admission and enrollment of students into one seamless process is a sensible solution.

Recommendation 4: Implement a common tracking system for potential and current undergraduate and graduate students. Increase the communication and collaboration between the two admissions offices, specifically in marketing materials and planning for on-site visits.

Rationale: Having a common tracking system is a way to maximize productivity and minimize inefficiency. The design and resulting cost savings from an integrated marketing approach maximizes the likelihood of increased enrollment.

Recommendation 5: Improve globalization of ECU through the following:

1. Implement a global student fee to support students studying abroad.

2. Increase scholarship and other funding opportunities for international students (donors, corporate support, grants) to study at ECU.
Rationale: Many institutions with successful globalization have some type of fee paid by all students that is applied toward various types of education abroad. Indeed, this is effectively a national norm and one followed by institutions of ECU's size and profile. This increases the number of students who might participate in some form of study abroad thereby helping make our students more globally competitive. A modest earmarking of mandatory student fees (either as a new allocation or as a reallocation of the existing fee structure) would create an international education fund from which student scholarships could be drawn. With this one innovation, the number of ECU students able to participate in an international learning experience would grow dramatically. It would, in short, be nothing short of a game-changer for global/international education at ECU.

Similarly, many institutions provide scholarship support for selected segments of international populations to allow for matriculation at ECU. This is oftentimes used as an incentive for students to pursue either their full undergraduate or their graduate education at ECU, especially students in institutions with active MOUs.

Recommendation 6: Sharpen ECU's distinctive identity as a globally focused institution by intentionally committing to build deep partnerships with universities in a limited number of countries. It is recommended that the university select five countries that share three critical characteristics:

1. emerging market economies;
2. dispersed, rural populations; and
3. coastal communities that engage many of the same challenges (e.g., economic development, public health, environmental sustainability) faced by eastern North Carolina.

Those five countries will then become the object of coordinated university-wide efforts in research, instruction, and public-private innovation.

Rationale: By strategically selecting a limited number of similarly situated countries in which to develop extensive networks of partnership, ECU may dramatically accelerate collaborative work in priority areas: research, community development, student learning, entrepreneurship, and cultural diversity. Planned, sustainable partnerships built with targeted countries will help ECU advance beyond its current mosaic of uncoordinated, small-N global connections. This approach to collaboration will link to ECU's commitment to student success, public service and regional transformation in helping rural areas address key issues such as emerging markets, health issues, coastal issues, and development of human capital. It is important to underscore that such a focused "deep partnership" strategy over the next five years will not preclude or replace the "wide partnerships" that will continue to exist between ECU students and faculty and others elsewhere around the world. Instead, the five-country strategy will connect existing but disparate institutional strengths and direct them in meaningful ways to more effectively define ECU's global impact.

Recommendation 7: Create two advisory councils to support the work of the OGA -- a Global Affairs Advisory Council (GAAC) and Global Business Advisory
Council (GBAC).

The Executive Director of the Office of Global Affairs (OGA) will serve as the chair of both the Global Affairs Advisory Council and the Global Business Advisory Council and serve as the liaison between the two groups as well as with other institutional offices, councils, committees, etc.

Rationale: These two councils will serve as catalysts and as advisors to the Office of Global Affairs (OGA) on a variety of opportunities to enhance the globalization of East Carolina University. The Global Affairs Advisory Council will ensure representation of faculty from the respective academic divisions.

Global Affairs Advisory Council (GAAC)
The Global Affairs Advisory Council would be comprised of representatives of academic programs and administrative offices that have a specific relationship with global/international matters.

The purpose of the Global Affairs Council is to serve as an advisory body to the Office of Global Affairs on matters that relate to faculty and administrative functions, duties, issues of a global/international nature. Examples could include establishing criteria for study abroad program approval and student life services for students in international study locations. Issues might also include setting priorities for international travel funding for research, teaching and service. The Council should consider the following:

• Development of scholarship opportunities through development offices in the colleges
• Review of the Faculty Involvement in Global Initiatives and Activities survey data (Oct 2015) to form collaborative research groups with shared interests in their colleges and to coordinate existing research initiatives and encourage new initiatives
• Review and rationalize the curricula offered in the global arena within the colleges and serve as content experts for new proposals with a global focus
• Recommend ways to incorporate global activities into the faculty annual reviews and promotion/tenure decisions

The Council should encourage active college/departamental processes of attention to global matters.

Global Business Advisory Council (GBAC)
The Global Business Advisory Council would be comprised of representatives of the business and industry community in the eastern region and beyond. Corporate representatives with business ties in the targeted thematic countries will populate the Council as much as possible. Other members might include ECU administrators and economic development representatives among others.

The purpose of the Global Business Advisory Council is to serve as an advisory body to the Office of Global Affairs on matters that relate to the globalization of ECU in the
business/corporate world. The members will serve to advise how ECU might be of assistance to the business world in terms of innovation, entrepreneurship, research, education and workforce development.

**Recommendation 8:** Incentivize the formation of collaborative faculty research teams in the five focal countries by establishing a competitive small-grant program to fund pilot projects.

**Rationale:** Results of the Faculty Involvement Survey data (October 2015) show only 19% of the faculty are engaged in collaborative research abroad and only 15% are conducting individual research abroad. A small grant program will help increase faculty involvement in collaborative global research focused on five partner countries.

**Recommendation 9:** Encourage faculty to include data on global activities as part of the annual report. This category should likewise be incorporated into any new software obtained to handle this reporting in the future. Data generated should become part of the annual reports submitted by colleges and centers.

**Rationale:** While the ECU Strategic Plan prioritizes global citizenship, current ECU initiatives are scattered and have low visibility to faculty members. If we are to increase awareness of the importance of global research and collaboration, we must give priority to these activities. It is imperative that higher-level administrators support the importance of global activities in their units. Including this category as part of the annual report that deans and directors must submit will help increase the visibility of these initiatives and reinforce the university’s commitment to them.

**Recommendation 10:** Allocate adequate funding and staff for the operation of faculty-led study abroad programs and streamlines the processes involved in the management of faculty-led study abroad programs.

**Rationale:** The subcommittee met with a representative from Continuing Studies responsible for handling faculty-led study abroad programs. She reported that this year faculty members had proposed 39 programs, up from the usual average of 20 per year. This increase is seen as positive because it is expected to then increase the numbers of ECU students studying abroad. On the other hand, the office is underfunded and understaffed to efficiently and aptly manage the logistics resulting in unnecessary barriers to the programs’ successful implementation. These barriers need to be removed if we are to retain current faculty participation and encourage submission of new programs.

**Recommendation 11:** Create new or enhance existing Memoranda of Understanding (MOUs) with key institutions within the five thematic partner countries. Criteria for selection of these key institutions will include strength of research and innovation partnerships, strong academic standards, and profiles that are similar to that of East Carolina University in mission, students, academic offerings, and attention to strengthening economies.
**Rationale**: This will be a critical component of the thematic approach to partnerships that is recommended in the vision of the institutional commitment to this approach to "internationalizing" ECU in a more focused and strategic manner.

**Recommendation 12**: Strengthen the language in any MOU regardless of country and/or institution with regard to balance in reciprocity of student and faculty exchanges and collaborative research and/or service.

**Rationale**: The current MOUs held by the University are not necessarily consistent in scope, discipline(s), length of the agreement, and the activity level of the institutional exchange or other activities that were a part of the original MOU. The MOUs are scattered in terms of institutions and disciplines.

Because the current MOUs have the inconsistencies described above, future MOUs should be more often than not institutional in nature instead of person-specific, or program-specific, whenever appropriate and possible. MOUs should have specific language with regard to the balance of faculty or student exchange and parameters with regard to any research and/or service projects, collaborations, etc.

**Recommendation 13**: Review existing MOUs and include in new MOUs a period of collaboration of a minimum of 5 years with annual reviews of successes of exchange and collaboration with the partner institution.

**Rationale**: Five years appears to be an appropriate length of time to determine how appropriate an MOU is with regard to exchanges or collaborations with partner institutions. Upon review of existing MOUs, and if it is determined there is no active partnership, the MOU would be discontinued.

**Recommendation 14**: Consult with the Global Affairs Business Advisory Councils on possible institutional connectedness for potential MOUs.

**Rationale**: These two groups can provide advice with regard to how ECU may maximize its partnerships in the five selected countries based on faculty involvement in exchanges, research, or collaborations and/or as based on business connections with university programs in the chosen countries.

**Recommendation 15**: Create a dynamic website which provides faculty, staff and other interested parties a depiction of countries and institutions with which we have partnerships.

**Rationale**: The website will be a visible and accessible means of acquainting the ECU audience as well as external audiences with regard to the international/global nature of countries and institutions that are our "peers" in the selected countries.
CONCLUDING REMARKS:
This report attempts to provide a constructive vision and structure for a way forward to further "globalization" of the University. It speaks to how we can approach this from a thematic stance, maximize our relationships with partner institutions in selected countries, enhance collaborative partnerships for education, research and innovation and service with these and other institutions and increase enrollment of international students while enhancing opportunities for our students and faculty to engage in various forms of education abroad.
APPENDIX A

East Carolina University.

Division of Academic Affairs
Building a Global Affairs Agenda for ECU
April 2014

Charge
Over the past few months, a number of factors have gone into the thinking about all things international and global at ECU. The impetus for this review and study was prompted by my oversight of two offices, the Office of International Affairs and the Office of Global Academic Initiatives. These two offices operate as stand-alone units. There has been sporadic, but not systematic conversations between the two units. No strategic and focused attempt to work in a complementary fashion for specific functions exists.

Serendipitously, the University Committee on Fiscal Sustainability issued recommendation CR-4: Evaluate reorganization of offices and initiatives related to international matters to increase efficiency, enrollment, and student participation.

A working group around this recommendation was proposed, and the work of this group can benefit from the findings and recommendations in this report.

Background
The traditional international affairs structure throughout American higher education may include among other functions:

- faculty and student exchange programs,
- International enrollment,
- study abroad,
- Memorandum of Understanding (MOU) between the home institution and institutions abroad,
- grants and scholarship programs which provide for international experiences,
- academic programs in a variety of international studies areas,
- International scholars,
- area studies centers/programs,
- immigration services (J-1, F-1 visas),
- campus centers/branches abroad,
- specialty programs (such as Confucius Institute),
- intensive language centers/programs for the study of English,
• policy development regarding international matters, and
• other institutionally-specific programs, centers, activities

Most international affairs offices have more in common than are distinct and deal with many of the programs listed above. Each institution will have its distinct operational practices. At ECU, the Office of International Affairs and the Office of Global Academic Initiatives provide comprehensive services for global and international affairs.

The ECU Office of International Affairs offers the standard menu of services for international students, including:
• recruiting international students
• programs/services for faculty scholars (foreign and home),
• faculty and student exchange programs,
• intensive English language study,
• Visa services for study in the US and faculty involved in research/engagement programs
• MOUs between ECU and global institutions.

The ECU Office of Global Academic Initiatives (GAI) provides technology-based, interactive courses and activities to university students. Foremost among the programs is the Global Understanding Course that is provided in active partnerships with institutions worldwide. GAI also has “global” courses in a variety of changing topic areas such as climate change, leadership, and communication. There are global lectures to meet the need of the students, faculty and institutions. There have also been global research and training collaborations in field, including medicine. The partner institutions involved in the GAI offerings formed Global Partners in Education (GPE) for the purpose of sharing and disseminating information among the institutions. The GPE Journal was created as an online publication and includes content from partners within GPE.

A senior administrator with differing levels of support staff has headed each of these two units. To date, the summer study-abroad function has been handled through the Office of Continuing Studies due to the need for back-office financial and budgeting requirements.
International Student Enrollment Data:
Fall 2009 through Fall 2014 - TOTAL International Student Numbers

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<th>New F-1 UG</th>
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Additional enrollment data can be found in Appendix 1 and 2.

Findings/Recommendations
The following reports/documents contributed to the findings described below.

- The work of the ECU International Affairs Advisory Committee that began discussions in academic year 2012-2013
- A presentation, “Making the Global Vision Real,” by the senior policy advisor of the Education Advisory Board in November, 2014
- An on-site visit to Kennesaw State University in February, 2015 for the purpose of reviewing the organizational structure of the Division of Global Affairs, which provides for a comprehensive set of services, programs and offerings that exceed, but mirrors to a minor extent, ECU’s current services, programs and offerings through the OIA and the GAI offices
- Documents generated at a retreat held by the Global Academic Initiatives staff regarding future growth, enhancement, and organizational structure
- The concluding report of the International Affairs Advisory Committee subcommittee on increasing international enrollment (in draft form as of 4.17.15)
- Best practices information shared in the current NAFSA Academy for International Education being attended by Dr. Jami Leibowitz, Interim Director of Global Academic Initiatives.
ECU International Affairs Advisory Committee

The committee was established in the fall semester 2013 with the charge to assist in:

- Identifying opportunities for international curriculum and academic program coordination, planning, development and enhancement
- Developing strategies for faculty development and internationalization, including faculty exchanges
- Identifying ways to make the student experience on campus more international in character and to stimulate student interest in international educational opportunities and
- Identifying ways to make ECU a more global and international university

Subsequently, subcommittees were formed to discuss and plan for:

- Increasing international student enrollment
- Ascertaining strategies for Faculty/Staff development and internationalization
- Finding opportunities for internationalizing the curriculum/academic program development and coordination
- Increasing study abroad opportunities
- Pinpointing incentives for international students to pick ECU (i.e.: scholarships and housing benefits)

These sub-groups met and discussed the specific topics of their committee and presented either oral or written reports during the 2013-14 academic year. The sub-committee addressing international student enrollment has continued to meet during the 2014-15 academic year and are in the final stages of developing an action plan to address the topic of increasing international enrollment.

The major findings/recommendations of these sub-committees include:

**Strategies for faculty/staff development and internationalization:**

- ECU should incorporate international experience into the evaluation of teaching and research.
- ECU should evaluate cross-cultural faculty service in a way that tangibly separates it from “normal” service.
- The OIA should disseminate relevant campus-wide events by mail through the Academic Affairs Office.
- The Academic Affairs office should require deans to report international activities on an annual basis.
- Monies should be designated for each college to use for international outreach.
- Sedona should be modified to allow faculty members to report international activities as a separate category.
- ECU should reinstate the Rivers Distinguished Professorship.
Opportunities for internationalizing the curriculum/academic program development and coordination.

- How can ECU implement a process where students that study abroad will gain appropriate global diversity credit?
  - Option of a university-wide study abroad course number that could be used by departmental units. The idea is to create a syllabus for a study abroad course that would go through the global diversity credit approval process in the Faculty Senate.
  - Each academic unit creates a study abroad course specific to that unit.
  - Give global or domestic credit for a specific section of an existing course. Assign study abroad a specific section number.
  - Global or diversity credit status could be implemented through the study abroad process.

- If a student is studying at another university in another country, how will the student get global diversity credit for the time they are in that institution?
  - Authority could be given to the OIA to provide approval for the student to gain global diversity credit toward graduation.
  - In addition to a transcript, students pursuing global diversity credit would provide the OIA with a rationale justifying why the credits earned at an international university should qualify for global diversity credit. OIA would assist in this process.

Scholarships for International Study Experiences

- The Division of University Advancement was approached to discuss potential donors for scholarship support for students studying abroad or for international students to study at ECU.

- A meeting was held with the major gifts officers to discuss potential scholarship supports for study abroad or for international students to study at ECU. Materials were shared with the MGOs regarding specific requests from the OIA.

- A subsequent meeting was held with the new Vice Chancellor for University Advancement and a second meeting with the new Associate Vice Chancellor for Development to discuss the need and desire for scholarship support for international opportunities for students.

Increasing International Student Enrollment

- This subcommittee has continued to meet and will issue an action report recommendation by the end of the spring semester 2015.

Increasing Study Abroad Opportunities

- The Study Abroad program underwent a change in personnel in the 2013-14 academic year. Subsequently, a new program coordinator and business support staff person are at work. The growth in study abroad opportunities has grown from 25 study abroad programs involving 344 students in the summer of 2013 to 26 programs in the summer of 2014 involving 386 students. At present, 30 programs are slated for the summer of 2015 and the estimate is for 410 students.
• The university supports a semester abroad program, Italy Intensives that is in its third year of total year programming. The program is located in the Tuscan village of Certaldo Alto. The number of courses offered varies by semester but allows students to earn credit for courses in the foundations curriculum as well as electives and courses in majors in a variety of disciplines. The program has a fall semester, spring semester, and two short-term summer study abroad opportunities.

Education Advisory Board (EAB) report, Making the Global Vision Real
(Note: diagrams are borrowed or adapted from the EAB PowerPoint presentation)

Findings and recommendations are divided into three sections:
• The Global Vision for an Institution
• Recruiting International Students
• Globalizing the Curriculum

The Global Vision for an Institution
• Challenge of defining and implementing an internationalization strategy
• The Internationalization Imperative (universities are admonished to engage globally)
• Internationalization as a competitive imperative (to be competitive domestically, we must be competitive internationally)
• The need to look busy by ramping up international activity and support
• Most international plans present problems with
  o Poorly defined objectives
  o No institutional specificity
  o Emphasis on activity for its own sake
  o No prioritization
  o Little assessment of costs or risks
• Making the Vision real requires putting the mission first, prioritizing activities and building a support infrastructure
• Consider using the 5 Core Competencies of the Global University as a guide. These support faculty-led activity while reducing cost risk.
  o Mapping international activity (reduces faculty time and expertise burdens)
  o Promoting faculty and study abroad (reduces faculty time and expertise burdens)
  o Supporting international research (reduces faculty time and expertise burdens)
  o Approving international partnerships (maximizes partnership value)
  o Building strategic international partnerships (maximizes partnership value)
• Building a strategic approach requires universities to:
  o Decide on a an institution-specific international/global strategy
  o Faculty must drive the internationalization effort
  o BUT faculty-only efforts limits impact
Increasing activity by reducing costs and risks
Consider diseconomies of scale (cost and complexity grow with activity)

- Identify levels of risk: Failure to manage international issues puts multiple groups at risk
  - Administration is often not prepared to handle new international issues
  - Leaving faculty frustrated and confused
  - Ultimately creating risks for students, faculty, and the institution
- Take into account strategic partnerships when creating a vision and strategic approach to creating a global university. Partnerships require significant effort to launch, but tend to fizzle quickly when no activity ensues. Creating strategic partnerships requires short-term opportunities, medium-term relationships and long-term partnerships (Appendix 3)
  - Think through the selection process when identifying partnerships (Appendix 4)
  - Screening partnerships for viability
    - Centralize and standardize MOU authorization
    - Require those pursuing an MOU to demonstrate viability
    - Review performance regularly
  - Partnership Due Diligence Screening
    - Size up the opportunity (Is there sufficient interest to sustain?)
    - Evaluate the partner (Is this the right partner for us?)
    - Plan resources (Who will support partnership activities?)
    - Define outcomes (What will the partnership achieve?)

Recruiting International Students
EAB notes that while there is an increase in international enrollment nationally, the US has a relatively small share of total international enrollment. In Carnegie classified public research universities, the percentage of program completions of international enrollment in 2011 was between 4 and 8%.

- The nature of the enrollment is changing; doctoral share has declined while undergraduate and ESL enrollments have increased.
- The increase in %ages of international enrollment (IPEDS, 2012) in American institutions between 2006 and 2011 was 43% for undergraduates, 21% for master’s level, and 8% for doctoral study.
- The countries with the highest % of net growth international enrollment were (in descending order) China, South Korea, Saudi Arabia, India, and Canada with 90% net growth due to the growth of students from China (2005-2011)
- In order to minimize risks, institutions must identify new markets. India, Brazil and Mexico represented the countries with the highest growth percentages between 2012-13 and 2013-14.
• Among the disciplines of study for international students, there is a
difference depending upon level of degree sought: (based on F-1 visas, 2008-
12)
  o Bachelors’ degrees – business and engineering dominate
  o Master’s degrees -- business and engineering dominate followed by
    computer science
  o Doctoral degrees -- engineering leads followed by a close race
    between physical and biological sciences.
• There does not appear to be a significant correlation between business
  school rankings and foreign applications.
• There is a marked difference in the types of international students.
  o The highest %age (33%) of international students would fall into the
    "strivers" category, i.e., low financial resources, high academic
    preparedness
  o The second highest % (27%) fall into the “high fliers” category, i.e.,
    high financial resources, high academic preparedness
  o The third highest % groups (20%) are shared by the “explorers” and
    the “strugglers” categories. The explorers are high financial
    resources, low academic preparedness while the “strugglers” are low
    financial resources, low academic preparedness
• These categories of students differ by native country and by level of degree
  sought.
  o For example, in the “strivers” category, there were 42% of BA
    students from India compared to 8% from China. In contrast, at the
    MA degree level, 47% of students from India while 12% from China.
    At the doctoral level, fully 54% were in the "strivers" category,
    regardless of native country (October 2014)
• There are differences in recruitment channels – direct to students vs. through
  a partner
  o Direct to Students – in their home countries by high school visits or
    through the internet/social media; abroad through recruitment fairs,
    foreign tours, international faculty contacts, international alumni
    contacts or internet/social media contacts
  o Through a Partner – in their home countries through ESL
    programs/pathways and community college partnerships; abroad
    through high school partnerships, university partnerships,
    government partnerships, corporate partnerships, or
    agents/recruiting firms
• Obstacles to International Enrollment
Among the obstacles from a student perspective:
  o Limited contact with the university
  o Confusing application process
  o Drawn out application process
  o Lack of professionally focused degrees
  o Degree options out of their price range
Among the obstacles from an **institutional perspective:**
- Recruiting staff is stretched too thin
- Extra steps in international application process burden overworked staff
- Additional paperwork results in slow processing of applications
- Course offerings are focused on comprehensive education
- Degree prices are set by domestic markets

**The Recruitment of Students**
International student recruitment depends upon many and varied considerations, e.g., Broadening Recruiting Networks, Competing on Convenience, Differentiating the Offer, and Setting the Right Price

<table>
<thead>
<tr>
<th>Broadening Networks</th>
<th>Competing on Convenience</th>
<th>Differentiating the Offer</th>
<th>Setting the Right Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Engaging the Campus Community</em></td>
<td>Reducing Application Complexity</td>
<td>Customizing English Language Support</td>
<td>Ensuring Affordability</td>
</tr>
<tr>
<td>Foreign-Born Faculty Recruitment Trips</td>
<td>Foreign-Language Website Content</td>
<td>English Language Pathway Program</td>
<td>Market-Calibrated Tuition Awards</td>
</tr>
<tr>
<td>International Student Outreach Calls</td>
<td>County-Specific Application Instructions</td>
<td></td>
<td>Deep Tuition Cuts</td>
</tr>
<tr>
<td>International Alumni Coordination</td>
<td>Application Waiver Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staggered Application Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing <em>Indirect Channels</em></td>
<td><strong>Ensuring Rapid Response</strong></td>
<td>Speeding Time to Degree</td>
<td></td>
</tr>
<tr>
<td>Community College Outreach*</td>
<td>24-hour Inquiry Response</td>
<td>Master's by Coursework</td>
<td></td>
</tr>
<tr>
<td>Third-Party Recruiters</td>
<td>Expedited Admissions Decisions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Priority-Mailed I-20 Forms</td>
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</tbody>
</table>
• Recruit students by becoming an International Transfer Destination (At UCLA in 2008, 2/3rds of undergraduate international enrollment transferred from community colleges.)
  o Identify 2-Years Nationwide
    ▪ International transfers are more mobile than domestic transfers
    ▪ International students may also lack sentimental bond to their 2-years state
  o Offer small Merit Scholarships
    ▪ Difficult to attract truly full-pay students without elite research brand
    ▪ Even a nominal ($1-2K) merit award differentiates your institution
  o Set up a Transfer Admission Guarantee
    ▪ Earns early attention as student plans degree and elevates your brand
    ▪ Reduces articulation and paperwork overhead during transfer
  o Offer conditional Admissions
    ▪ Authorize 2-year partners to conditionally admit to your institution
    ▪ Both increases the 2-year's brand value and attracts students to your institution even before they begin class

• Have a system for working with agents. Agents are often unfamiliar with institutional identities; they take advantage of students and focus on volume rather than quality. As a result, universities tend to avoid agents. This avoidance is not the solution because international students use agents on a regular basis, they pay fees to them with no protection and US institutions cannot influence a system with which they refuse to engage.

• Consider these best practices when working with agents for recruitment
  o Follow the lead of Australia and the UK
  o Refuse to work with agents who exclusively charge students
  o Work with agents who meet American International Recruitment Council (AIRC) certification standards

• Other Ways to Help in Recruitment
  o Streamline the application process
  o Make the language of the student welcoming by making international admissions requirements available in multiple languages
  o Offer up to nine languages, including Thai, French, Korean and Japanese
  o Eliminate burdensome requirements such as application fee
  o Recruit through ESL programs in-house as a primary source
  o Consider the ESL pathway with neighboring community colleges
  o Build entry pathways scaled to student preparedness (TOEFL scores)
  o Invest in academic support mechanisms (teaching assistantships tutor or peer mentoring positions, international living learning
communities, global learning communities for faculty, faculty internationalization grants, etc.

Globalizing the Curriculum
EAB notes that traditional institutional offerings are oftentimes failing to satisfy new student demands in the areas of study abroad, international majors and advanced foreign language coursework. Some of the key issues and opportunities to advance globalization within the classroom and within curricular requirements include:

- Four major obstacles to global competence:
  - Personal obligations prevent long-term travel
  - Rigid majors requirements force a trade-off between education abroad and time to degree
  - Costs prohibit participation in education abroad
  - Co-curricular commitments tie students to campus

- Curriculum is at the heart of international education:

<table>
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<tr>
<th>Parts of the Curriculum</th>
<th>Modes of Study</th>
<th>Pedagogies</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education courses</td>
<td>On campus coursework</td>
<td>Experiential learning</td>
</tr>
<tr>
<td>Majors and minors</td>
<td>Education abroad</td>
<td>Collaborative grouping</td>
</tr>
<tr>
<td>Capstone courses</td>
<td>Service learning</td>
<td>Distance education</td>
</tr>
<tr>
<td></td>
<td>opportunities</td>
<td></td>
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- Obstacles to Faculty Engagement in Global Learning
  - Other disciplines are better suited to addressing global issues
  - Need to focus on scholarship that will be rewarded at tenure review time
  - Interested, but don't have the time or expertise to redesign my course
  - Want to work with international colleagues but coordination is difficult

- Global Learning in the Undergraduate Curriculum: Preparing students to live and work in an interconnected world requires faculty engagement in curriculum reform and designing opportunities that maximize student participation.

Options/Opportunities
  - Technology applications to on-campus courses
  - A Global Learning certification within majors
  - A general education global requirement
  - Global learning within disciplinary requirements
  - Bringing disciplines together for collaboration
  - Flexible upper division global requirements
  - Strategic partnerships as an internationalization tool
Kennesaw State University Site Visit (February 13, 2015)
A visit was made to the campus of Kennesaw State University in February 2015 for the purpose of learning about the campus structure and functions in the Division of Global Affairs. This institution was chosen because the model of their international and global functions was the best example found that combines the areas of traditional offices of international affairs with programs for global learning. The head of the division was relatively new to Kennesaw State, having gone there from Notre Dame University. He helped align the form and functions of their global and international programs into one division.

Among the key elements discovered during the visit are those listed below. Many of the functions are in place at ECU. This opportunity was used to see how those might be enhanced at ECU. Other functions are not in place at ECU, but seem appropriate to consider when helping ECU meets its mission and commitments to global competence for its students.

- **Global Engagement Committee:** Membership from each of the individual colleges meet to discuss items of common interest around issues relating to helping faculty integrate international issues into the classroom or develop new courses and/or take advantage of programs offered through the Division of Global Affairs.

Key findings:
- It is critical to have a faculty committee for the obvious – buy-in by the faculty of the importance of a globalization of the curriculum, faculty-led globally oriented programs.
- It is critical to have upper administration support of the global engagement effort, including incentives for participation in global programs, a reward structure in the tenure and promotion process around global engagement.
- The QEP at Kennesaw is focused on global engagement so there is a campus-wide buy-in.
- The major point made was that the institutional commitment to globalization is obvious in resource allotment, reward structures, etc. It is not just rhetoric without backing.

- **Business Operations and Compliance:** This office handles the business affairs of the division. The largest and most comprehensive operation is the study abroad program, both those that are faculty-led and those that are institutional.

Key findings:
- The salary model for study abroad programs use a set amount of $166 per credit hour per student for the determination of the faculty salary for study abroad.
- There is an additional program operation fee for each study abroad program that varies based on various factors relative to each distinct program, including housing, food, and all program costs for location-based travel, fees, etc.
- There is a 3 semester-hour course that is taken by students prior to being in a study abroad program. The focus on this course is on pre-departure information, risk management, issues, Title IX issues and similar institutional priority areas. This course also has a component regarding inter-cultural competence and has a strong relationship to preparation around foreign language skills. The tuition for this course provides the basis for the salary paid to faculty for leading the study abroad program.

- The university has a $12-14 global learning fee assessed all students each semester. This fee provides the funds to support their Global Learning Scholars program, which provides $750 for a 3-hour course in a study abroad program.

- There is a full-time marketing officer for the Division of Global Affairs and this position is critical to the success of the globalization efforts.

- For purposes of reimbursement, they use an average rate for the currency exchange instead of a day-by-day determination.

- The office does a new online module for training of business and compliance with faculty leading study abroad programs.

- **Intensive Language Academy:** Serves as a “cash cow” for KSU. They currently have 168 students with a goal of reaching 400 students in the academy.

**Key findings:**

- There are 3 full-time faculty teaching 5 classes with 12-15 students per class.

- They use 8-week semesters with 5 classes per week.

- Their class structure is for 6 levels with those students in the highest level attaining true conditional admission to the respective programs.

- Students in the language academy have university ID cards and students pay fees for meal plans, housing and recreation. Students have access to campus health services if they have their own insurance.

- They work with international companies in the area to help recruit and market the program.

- They provide language instruction for the local industries where such training is needed.

- The major issues with these programs are security matters, risk management, and disease issues.

- Clientele include students from Saudi Arabia, Latin America, and Asia.

- The program has not sought accreditation to this point.

- **Education Abroad:** Deals with faculty-led study abroad programs, the Global Learning Scholarship programs, and semester-long student exchanges and internships.

**Key findings:**

- Faculty syllabi must use a template from the office to apply for study abroad program approval.

- There are specific pre-departure policies that must be understood.
- There are specific policies with regards to student rights and due process that apply in study abroad programs.
- Advisors in the education abroad office that register students, deal with issues with registered vendors (travel agencies, vehicle rentals, etc.) Without these advisors, the program would be even more a risk management issue.
- Currently risk management is their number one priority in terms of program development and implementation.
- An important part of their program is international internships and directed studies.
- The required gpa for participation in study abroad is increasing from a 2.0 to 2.3 with additional recommendations from faculty.
- Criminal background checks are increasingly important in the decisions around approval for students to participate in study abroad programs.

*Year of Program:* Selects a country or region for intense attention for a full academic year with lectures, performances, films, and a multidisciplinary approach to examining the country selected from its earliest history through to present-day. All events are free and open to the public. The initiative also works with local schools to provide professional development opportunities and staff development units to teachers.

Components of program include:
- There is a $25,000 campus budget for all the activities of this program.
- There is an increasing attention to campus faculty development and engagement.
- This engagement is leading to increased student engagement in global matters.
- The culminating activity is travel to the country of the year for faculty learning communities and for the first time has included students who are interested in student global engagement.
- This program has led to more focused Strategic Internationalization Grant proposals and awards. This program awarded $200,000 during 2014. Examples of 2014 awards are Interdisciplinary Teaching and Assessment of Intercultural Competence; Global Gateways: Learning Communities for International Students; Preserving and Promoting Artisan Cultural Heritage; The Effects of International Student Teaching Experiences on US Classroom Practice; Art Exchange with the Beijing Dance Academy.

*Other General Take-Aways:* These comments are those gleaned from conversations, written material provided and/or information from the Global Affairs website.
Critical to any globalization/internationalization effort is an exhaustive inventory of initiatives already in place or under consideration from throughout the campus. There are no doubt numerous global activities ongoing in faculty/staff collaboration, research, study areas, etc. It is important to know who among the faculty have particular interests in all things global who have not found a voice.

Review all MOUs and determine which are productive and in use and which are not. Eliminate those that have not resulted in any activity after 2 years.

There must be highest-level administrative support, both philosophical support and financial support for any globalization focus.

The planning for globalization must be focused and provide a roadmap towards greater global engagement, education and collaboration. The plan provides guidance for global/international initiatives at all levels.

There is an annual report that describes the wide range of international activities that reflect the institution’s strategic plan.

What types of resources can be garnered to support those activities that are ECU-centric with regard to globalization.

The strategic plan at KSU provides for goals around seven critical areas:

- Education Abroad and Exchange
- International Research and Collaboration
- Internationalizing the Curriculum
- Global Community Engagement
- International Student Recruitment and Support
- Strategic Profile Raising
- Accountability and Sustainability

(At ECU, we would need to consider what our focus areas are in the global/international arena)

Other programs at KSU that were not discussed or visited include:

- Confucius Institute
- KSU in Tuscany (there was a recognition of the proximity of ECU’s Tuscan-based program and the KSU program...perhaps an opportunity for some synergy between the two.
- International Achievement Awards (5 awards)

The title for the head of the global program should be along the lines of executive director. The ED may or may not hold a faculty appointment (preferred), but the position is administrative.

There is an increasing need and demand for private donor support of the globalization commitment.
Global Academic Initiatives Retreat
Concluding report of the “increasing international enrollment” subcommittee of the Office of International Affairs Advisory Committee (draft report as of 4.17.151)

At a retreat held in July 2014, a number of ideas were discussed around the topics of changes, growth, enhancement and organizational maturity. The findings emerged:

- Connect with edusa resources to provide individual events in all COAD and ENGL 1000
- courses.
- Develop an international, accredited on-line university (?)
- Build faculty exchange programs with partner institution
- Start a GU Student club
- Merge with IA to leverage resources
- Start an NGO or 501(c)(3)
- Box and export the program IDEAS
- Partner with Cisco, Skype or other interested company for discipline-specific courses
- Develop a library of recorded expert discipline specific lectures from partners combined with asynchronous contact to be used by ECU and partner institutions
- Develop a community based program with continuing studies
- Provide training/consulting as a commodity for other institutions and businesses
- US institutions...incorporate into consortium for fee or manage or train for fee
- Develop a Global Human Library (?)
- Establish a Global Arts Festival
- Explore asynchronous options

*Items for continuous improvement*

- Develop a set of shared global understanding course objectives for entire program
- Create on-line starting module for classes—include pre-course, civility, consent, basic intercultural communication
- Provide comprehensive training to faculty
- Administratively, consider changes to scheduling and streamline Wiki access/development for new users

*Goals for this year*

- Revise the GAI website.
- Revise the branding of Global Academic Initiatives
- Develop comprehensive teacher training / resource modules.
- Continue lateral expansion of Global beyond the Global Understanding Course. Specifically, I would like to add at least two additional Global classes,
10 COAD classes, and at least 3 special events. This year, between GU and other GAI activities we impacted approximately 1000 ECU students. My personal goal is to see that increase by at least 10%, preferably 20% next year.

- Develop and implement a formal system for partner evaluation, classification and remediation.
- Work with a committee to explore income-generating models for GPE.
- Start student organization / alumni organization.
- GU study abroad trip to China.
- Promote research and publication within the program / on the program.
- Evaluate our current assessment efforts and redesign as needed.

The GAI staff developed the following mission statement and goals/objectives for the immediate future:

- **Mission Statement:** Global Academic Initiative’s mission is to prepare East Carolina University students to succeed in a global, multicultural society, through the use of innovative technology based learning strategies:
  - Maximize access to global experiences for ECU’s diverse student community.
  - Broaden understanding of and interest in other cultures.
  - Develop intercultural communication and collaboration skills.

- **Goals**
  - Proximate Goal: Year of the Student: Broaden the range of global student engagement opportunities beyond the classroom.
    - Achieved AY 2014/15
      - Started Global Pirates Student Organization
      - Organized Globe Trotting Event
      - More events to come
      - Student Essay Contest
      - Students asked to respond to the following question:
      - How has the Global Understanding experience helped prepare you for your future personal and professional goals? Describe how this program has influenced your perceptions of your own culture and other cultures.
      - 53 submissions from 17 partner institutions in 14 countries.
      - 12 submissions from ECU students.
      - Top 5 essays will be published in the 5th Issue of GPEJ (includes on ECU Essay)
      - Goal: This will lead to the launch of a Global Partners in Education Student Journal
  - Global Issues Virtual Student Conference
    - Research based student conference held completely on-line.
    - 2 student panels per day over the course of a week; 10 sessions total.
    - 40 student papers representing 11 countries.
    - 8 ECU papers presented.
- Session Topics: Health, Education, Language, Film, Tourism, Gender, and Business.

  o Going Forward
  - Continue and grow programs started in AY 2014/15
  - Increase opportunities for non-technology based Global interaction
    - Student track for annual conference.
    - GPE partner student short term visits to ECU.
  - Launch Student Journal
  - Launch “Year of” Program
  - Find strategic partners on campus to offer monthly events focused on a particular country/culture. Focus on the same country for the entire year.

  o Distal Goal: A Plug and Play World (Alt: The Global Cloud or The Rise of the Pseudo MOOC)
  - Leverage faculty expertise (both at ECU and Partner Institutions) and develop new delivery models to greatly expand academic and revenue generating offerings.
  - Develop a series of discipline specific collaborative courses that include pre-recorded lectures and suggested collaborative projects.
  - Combine synchronous discussion with asynchronous content.
  - Have faculty from our network contribute individual lectures on their areas of expertise.
  - Faculty teaching the course can decide which components to use in their course.
  - Market to non-GPE members for a fee.
    - ***Associated long term goal—make GPE an accredited institution from which credit can transfer to any institution.
  - Box and Market GU for other institutions to develop own program.
    - Develop a consulting fee structure.
    - Flesh out the Core.
    - Develop material regarding partner development.
    - Develop a workbook/textbook for students.
    - Strengthen training and assessment measures.
    - ***ALT or in addition—Invite US institutions into GPE for extra fee for partner development.

  - Global Lecture Series
    - Leverage GPE faculty to develop pre-recorded expertise lectures with associated materials that can be accessed by member institutions for inclusion in any course / academic activities.
    - Potential opportunity for real time interaction.
• Possibility to market to non-GPE members for fee.
• May need to develop some sort of royalty system to those giving the lectures.

○ Ultimate Goal: Beyond Technology: Employ the expertise of GAI and IA staff to develop programs that combine both mobility and technology based approaches to international education to develop a more comprehensive internationalization plan that leverages existing partnerships and program strengths.
  - Develop strategic partnerships with existing partner institutions (GPE or IA) that could engage in current GAI programming and develop a variety of mobility options including faculty / staff / student exchange, short-term study abroad programming, collaborative research opportunities, etc.
  - Utilize GAI strengths and partnerships to aid in other internationalization goals:
    - Graduate Student Recruitment: Market to GPE partners.
    - Undergraduate Student Recruitment: Create experiences for international high school students seeking to apply to US universities.
    - ***We have already started this. The COAD program (Global Discussions) connects first semester freshman with Education USA offices around the world. The mission of Education USA is to promote international students studying in the US.

• GAI Activity/Needs Overview
  ○ What we are doing now (compared to AY 2011/2012 – Rosina’s last full year)
    - Partners
      • August 2012: 48
      • February 2015: 62 (+30%)
    - GU Classes
      • AY 2011/2012: 23
      • AY 2014/2015: 37 (+60%)
    - Collaborative Global Classes
      • AY 2011/2012: 1
      • AY 2014/2015: 5 (+500%)

• GU Activities
  ○ 2011/2012: 6 activities + Medical Lecture series
  ○ 2014/2015: 9 + COAD + Global Issues
    • COAD AY 2014/2015
      • 11 sessions
      • 16 Coad classes involved
      • 172 students total
• **Student Impact**
  - Estimated 2011/2012: 450 ECU; 1200 Non-ECU
  - Estimated 2014/2015: 1,100 ECU (+144%); 2250 Non-ECU (+97%)
    - Plus activities when PUA students will be on-campus

• **Areas of Growth for 2015/2016**
  - Written into HCAS and Grad School Strategic Plans—should result in greater requests for services
  - More COAD
  - More Discipline Specific
  - Addition of Student Journal
  - GU Classes to remain stable
  - Partners increase by opportunity—passive recruiting—selective in terms of locations

• **Cuts if no additional support provided** (at least .5 time, preferably 1.0 time)
  - No new Global Classes
  - No COAD program
  - No Global Issues Conference
  - No Global Pirates
  - No Global Activities
  - No Journal (Potentially)

• **Need to do but cannot due to lack of resources**
  - Development of a system of partner evaluation and remediation
  - Implementation of GPE Fee Structure
  - Development of Comprehensive Teacher Training Program
    - 10% turnover in teachers each semester—about 20 new faculty per year

• **Additional areas of need**
  - Renew MOUs with partner institutions
  - New Web page
  - Development of a partner institution/faculty database

• **Potential New Activities**
  - Year of ___ (Kennesaw Model)
  - Partner visits / ECU study abroad
  - Lecture program (Fairleigh Dickenson Model)

• **Potential Areas for Growth/Revenue Generation**
  - Box GU and distribute
  - Discipline Specific—Plug and Play DE courses
  - Incorporate US partners—Larger fee
  - Grant seeking
International Student Enrollment Subcommittee Report (April 15, 2015)

This subcommittee is from the International Affairs Advisory Committee. Membership includes: Derek Maher (subcommittee chair), Crystal Balty, Austin Bunch, John Fletcher, Jim Gehlhar, Paul Gemperline, Bob O’Halloran, Jenny Roberts.

In the fall of 2013, Dr. Jim Gehlhar and Dr. Austin Bunch organized the inaugural meeting of the International Affairs Advisory Committee with the intention of building all dimensions of our international efforts at East Carolina University. Various subcommittees were developed, including one to develop proposals to increase international enrollments at ECU. Other subcommittees addressed faculty and staff development, internationalizing the curriculum, study abroad, and scholarships for international experiences. A number of the proposals contained in this report concern those other areas. Despite that, the committee felt it was necessary to issue such recommendations because the greatest impact will be realized when all of our internationally oriented programming takes full advantage of synergies and diverse efforts come to be integrated and mutually reinforcing.

The effort to increase international student enrollments is critically important for several reasons:

- ECU hosted only 212 F-1 visa international students. These students were concentrated in computer science/computer software (36), Biology (19), ECULA (18), and engineering (10), with other programs having at most 7 students.
- Graduate enrollments are experiencing a steep decline, and international students constitute an untapped potential for growth in these programs.
- Each international student brings positive benefits to our campus and our region in terms of economic return, cultural enrichment, and the diversity awareness of our existing student population.

In January of 2015, ECU hosted a visit from David Attis, Senior Policy Advisor of the Education Advisory Board, as he presented “Making the Global Vision Real,” a comprehensive analysis providing guidance to universities on how to maximize international programs of all kinds, including international recruitment, internationally oriented academic programming, global partnerships, study abroad, and curriculum development.

Recommendations:

Through the inquiries of this subcommittee, it is the conclusion of its members that the implementation of the following recommendations would promote ECU’s significant objective of increasing the enrollment of international students:

- Following the advice of EAB, a broad range of constituents at ECU should undertake a conversation about international assets and connections we currently enjoy, develop an integrated bottom-up internationalization mission and strategy that builds on our existing strengths, and implement
incremental steps that advance our diverse internationally related objectives in sustainable and cost-effective ways.

- While we will need to continue to fund the relatively costly international travel of recruiters, ECU should maximize the impact of other international connections already funded by ECU dollars.
  - Faculty members and staff traveling abroad on university business (research, conferences, study abroad) should be provided the limited financial support that would enable them to perform recruitment activities, including visiting universities, academic recruitment centers, and education-centered reading rooms abroad. International Affairs should be tasked with compiling standard packages of information about ECU programs as well as training materials for faculty members going abroad. That office should also develop a user-friendly guide detailing procedures for identifying in-country locations using Education USA and other resources, creating contacts, scheduling appointments, and other aspects of the recruitment process.
  - All international travel of faculty members and other representatives should be flagged at the level of the Provost and Vice Chancellor for Health Sciences so that the Office of International Affairs can be notified. Travelers from our campus can then be contacted and provided with materials to promote ECU programs abroad.
  - Our students who travel abroad, through summer study abroad or through semesters abroad should be invited to participate in limited and well-monitored activities to promote ECU. International Affairs should develop training materials and modules to help.

- Wherever possible, alumni should be utilized to assist in the promotion of ECU and recruitment of students. The Alumni Association and the Office of International Affairs should collaborate on developing specific methods of maximizing their contributions to our efforts to attract international students. For example, international alumni may be able to attend college fairs on behalf of ECU at a minimal cost.

- Global Understanding and other curriculum programming that connect our campus with campuses abroad should be utilized to build relationships that can lead to increased enrollments from other countries.

- Broadly speaking, we need to build a campus culture that is welcoming, supportive, and user-friendly for international students.
  - Specific efforts should be made to identify key people in each of the major support offices (admissions, cashier’s office, dean of students, registrar’s office, etc.) across campus that are comfortable with and skilled at interacting with international students. We should develop a guide for international students listing these contacts.
  - We should make special focused efforts to match international students with American students as a way of making international students feel especially welcome and as a way of helping American
students gain broader international exposure. Perhaps students in International Studies, Ethnic Studies, Religious Studies, or other internationally related disciplines could be involved in these efforts.

- Relationships should be developed with community partners with ties to the home countries of our international students.

- ECU should target specific populations for recruitment and not try to recruit everywhere. We should focus on program strengths and target markets likely to produce interest in such areas. (See Appendices 1 and 2.)

- Specific funding should be developed to promote summer study abroad, semester abroad, and faculty travel abroad. ECU should consider assessing a modest student fee to form a pool of funds to address various internal initiatives. None of those funds could be used to bring in international students, but they could support other programs that would indirectly promote international recruitment.

- Grants and funded research with an international focus should be sought.

- Building on the model of the Italy program, three to five low-cost international locations should be developed as bases for study abroad programs, interdisciplinary research programs, and enduring bases of relationship with likely sources of future students. Perhaps one could be established in each of the three regions: Europe, South America, and Asia. Sustained programs will result in greater impact over time, and as students begin to flow to our campus, positive reports back home can reinforce ongoing recruiting efforts.

- ECULA's capacity should be expanded as it is revenue neutral (or nearly so) and as it produces a high yield of students for our programs. ECULA needs to have more institutional support in the form of room scheduling. At present, it receives a low priority and the classrooms often must be changed. This sends a signal to the students that they are an afterthought.

- The university should consider developing a relationship with INTO University Partnerships, along the lines of the INTO Marshall University that was highlighted during the presentation by EAB. While this for-profit company could cost ECU funds initially, it may also result in significantly increased international enrollments.

- While certain state funds, student fees, and tuition related funds cannot be used for scholarships for international students, ECU does have discretion over the pricing of housing. Lower-cost or gratis housing could be provided to students as part of a package to attract international students. Relatedly, ECU presently has no graduate housing. Specific dorms could be dedicated either exclusively to graduate students or exclusively to international graduate students.

- We should consider the use of recruiting agents, although they cannot be funded by state dollars. Perhaps funds from ECULA could be used for this purpose.

- We should dramatically improve graduate admissions processes, as international students might lose interest in ECU.
• The university should consider pilot tests of purchasing names of international students who have taken the TOFEL or SAT exams or through the Council of International Schools. The Associate Provost for Enrollment Services has agreed to fund an initial purchase of some names to test the waters. We could the relative outcomes of recruiting both high achieving and low achieving students to determine our market strength.
• Small merit scholarships should be developed for international recruits. The prestige among international students and their families of winning American scholarships is a useful ingredient for securing commitments from students.
• Critically, each of ECU’s international efforts and connections should be explored to identify possible cross-fertilizations that multiply the effects of individual efforts. Can research relationships abroad promote graduate student recruitment? Can study abroad fortify undergraduate enrollments? Can we leverage small foreign outposts to develop research opportunities that bring our students into contact with students in other countries, and can those exchanges feed students back to ECU?

Best practices information shared in the current NAFSA Academy for International Education
(Gained in the current NAFSA Academy for International Education by ECU participant, Dr. Jami Leibowitz)

International Education: NAFSA Academy Best Practices by Knowledge Area

Comprehensive Internationalization:
• It cannot be the sole responsibility of the International Office on campus.
  o International Office should serve as a resource on internationalization and hub for coordinating activity throughout campus.
  o Faculty, Staff, Student Affairs, Academic Affairs—all have a role to play and important voices.
  o Faculty/Staff should not be expected to “re-invent the wheel”—need internationalization support staff to provide assistance.
• The message must come from above (Provost / Chancellor) and ideally be prominently placed in the Strategic Plan and/or Mission of the University.
  o The message alone is not enough. It must be paired with appropriate resources and mechanisms to achieve comprehensive internationalization goals.
  o Promote and reward inter-unit collaboration in achieving internationalization goals.

International Education Advocacy:
• With the help of institutional research, collect appropriate data regarding all things international.
  o This can be used to both track international activity and help make data driven decisions regarding international activity.
Education Abroad

- High-impact practices
  - Make study abroad a part of the 4-year curriculum for specific programs.
    - Study abroad experiences with practical application / internships increasingly important...should help students achieve their curricular goals—not just be a trip abroad.
  - Study abroad has a strong correlation with higher retention (http://globaledresearch.com/study-abroad-impact.asp). A study from UCLA currently underway is finding it has a particularly high retention impact on African American males.
  - For Study Abroad recruitment:
    - Need at least 10 contacts
    - Go to where the students are—don’t expect students to come to you.
      - For example, many schools are eliminating study abroad fairs because they are ineffective—low turnout / return on investment.
- Direct/Reciprocal Exchange (Longer Term Study Abroad)
  - Identify a small number of key partners and then build multiple programs with them.
    - Match the curricular, staff and student interests and goals for internationalization.
- Faculty Led Models (Summer Study Abroad)
  - Use a centralized office to handle logistics (such as finding providers, reserving accommodations, etc.) and help design programming (not just handle money).
    - Reduces the burden on faculty and subsequently encourages more faculty to offer programs.
    - Reduces costs (real and in-kind) by having people who know the system working with known providers.
- Affiliated programs or for profit providers
  - Can deepen offerings at minor cost to institution (higher cost to student typically) but must carefully vet providers.

International Student Advising

- International students have special needs. International student advisors need special knowledge/training for working with internationals students. Their primary role is to help them adjust and know policies and procedures directly correlated to studying in the U.S.
  - However, it should be recognized that their scope is that of an advisor—they should not be expected to handle all problems that international students have that are not related to advising.
- Have international student point people in various offices throughout campus.
Hold trainings/workshops to prepare those people and make them aware of the unique challenges/needs of international students and how to address them.

- Give those who take part in trainings and serve as the international liaison in their office some sort of recognition—a stipend, something that carries weight in their annual evaluation, etc.
- Make international students aware of whom to see in each office...for example, at the registrar, talk to Jim Jones. At financial aid, speak with Jennifer Steele, etc.

International Admissions

- Agents are the primary means for acquiring international students (especially for schools without brand recognition).
  - Concerns about unethical practices of agents can be circumvented by securing agents who are certified through one of a few vetting programs.
  - Off-model language academies are an excellent way to pay for agent fees.
- Diversify recruitment targets so economic/political changes in a particular country will have less of an impact.
  - For example, the Saudi Arabian government is expected to end their state support of study abroad within the next few years.
- Huge international education fairs abroad have minimal return on investment, unless you are a brand name school.
  - Focus on smaller more personalized recruitment abroad and cultivate the relationships in one place.
- Students from someplace that then go home are the most effective recruiters.
  - Similarly, international students often want to go where their friends are...recruit in groups.
- Provide clear and consistent messages:
  - What are the unique aspects of our institution as opposed to any other?
  - What are the requirements for applying and attending?
  - Costs.
  - FAQs
  - Deadlines
  - Contact information for all offices International Students have to deal with.
- While print and web are still important...social media and emerging technologies (YouTube, QR codes, mobile apps, etc.) are more and more important around the world for recruitment.
- Set clear goals for recruitment of international students based on institutional capacities.
COMMON GLOBAL THEMES – FOR ACTION CONSIDERATION

The information on the following pages is an attempt at categorizing common themes among the various source documents for this report. These common themes have the potential to serve as a recommendation for consideration of the consolidation of all things international/global. (No attempt was made to include the current academic minors and/or majors in International Studies in the Thomas Harriot College of Arts and Sciences.)

<table>
<thead>
<tr>
<th>The Vision</th>
<th>Faculty Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Obtain highest level of admin fiscal &amp; philosophical support</td>
<td>• Buy-in/incentives/reward structure</td>
</tr>
<tr>
<td>• Communicate a clear focus/mission/priorities</td>
<td>• Ways to increase engagement</td>
</tr>
<tr>
<td>• Establish a roadmap that defines global engagement, education, and collaboration</td>
<td>• Create online module training for business and compliance issues</td>
</tr>
<tr>
<td>• Brand global initiatives</td>
<td>• Facilitate faculty exchanges/faculty scholars</td>
</tr>
<tr>
<td>• Define and implement an internationalization strategy (only ONE)</td>
<td>• Identify scholarship that will be rewarded at tenure and promotion time</td>
</tr>
<tr>
<td>• Build a supportive infrastructure (user-friendly for the international student) include central system for arranging travel</td>
<td>• Build a system that fosters collaboration among faculty who wish to explore/research global topics</td>
</tr>
<tr>
<td>• Map international activity</td>
<td>• Seek faculty interest (conduct inventory)</td>
</tr>
<tr>
<td>• Design a faculty led system</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Considerations</th>
<th>Globalizing the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify scholarship types (merit)</td>
<td>• Coordinate international curriculum with academic programs</td>
</tr>
<tr>
<td>• Seek grants</td>
<td>• Obtain global diversity credit/certification for gen ed (implement through study abroad process)</td>
</tr>
<tr>
<td>• Explore private donor support</td>
<td>• Include study abroad in curriculum expectations in certain areas of study (international business, international studies, etc.)</td>
</tr>
<tr>
<td>• Utilize faculty salary models</td>
<td>• Offer/promote international Internships</td>
</tr>
<tr>
<td>• Identify income generating models</td>
<td>• Parts: gen ed, majors/minors, capstone courses</td>
</tr>
<tr>
<td>• Assess additional program operational fees (global learning fee)</td>
<td>• Modes: on-campus coursework, education abroad, service learning</td>
</tr>
<tr>
<td>• Initiate a language academy for individuals who want to learn English (cash cow)</td>
<td>• Pedagogy: experiential, collaborative, distance ed</td>
</tr>
<tr>
<td>• Commit money to a Year of Program event</td>
<td>• Create global competence course prior to going abroad (include online features or make it a module)</td>
</tr>
<tr>
<td>• Provide international students with lower cost housing as incentive to come here</td>
<td>• Establish a syllabi template</td>
</tr>
<tr>
<td></td>
<td>• Identify set of shared course objectives in specific courses</td>
</tr>
<tr>
<td>Leveraging Partnerships</td>
<td>Student Enrollment: International and Study Abroad and Recruitment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• Build a system for strategic partnerships: prioritize region, select partner, channel faculty activity to partners, engage larger campus</td>
<td>International Students:</td>
</tr>
<tr>
<td>• Use expertise of partners to complete evaluation efforts</td>
<td>• Set clear goals for number of international students based on capacity</td>
</tr>
<tr>
<td>• Identify institutions who want to share international research activities</td>
<td>• National trend enrollment changing. Doctoral on decline; undergraduate on rise. At ECU 212 F-1 visa international students (2015)</td>
</tr>
<tr>
<td>• Build on the model of the Italy program</td>
<td>• National trend students seek degrees primarily in business and engineering (computer science and physical/biological sciences close second) At ECU 36 comp sci, 19 biol, 18 ECULA, 10 engineers, and other programs having 7 at most.</td>
</tr>
<tr>
<td>• Match IA students with American students</td>
<td>Study Abroad Students:</td>
</tr>
<tr>
<td>• Identify community partners who could support IA students</td>
<td>• The growth in study abroad opportunities has grown from 25 study abroad programs involving 344 students in the summer of 2013 to 26 programs in the summer of 2014 involving 386 students. At present, 30 programs are slated for the summer of 2015 and the estimate is for 410 students.</td>
</tr>
<tr>
<td>• Partner with INTO University (Marshall University example)</td>
<td>Recruitment activities that support international student enrollment</td>
</tr>
<tr>
<td></td>
<td>• Focus on personalized recruitment efforts vs. education fairs (tap into alumni)</td>
</tr>
<tr>
<td></td>
<td>• Target specific populations for recruitment and not recruit everywhere</td>
</tr>
<tr>
<td></td>
<td>• Use agencies as primary means of recruiting</td>
</tr>
<tr>
<td></td>
<td>• Provide clear, consistent messages in print and online information</td>
</tr>
<tr>
<td></td>
<td>• Consider an international transfer student option (like a 2+2 partnership)</td>
</tr>
<tr>
<td></td>
<td>• Use ESL to recruit students (gateway)</td>
</tr>
<tr>
<td></td>
<td>• Invest in academic support mechanisms: TA’s, tutors/mentoring, living learning communities</td>
</tr>
<tr>
<td></td>
<td>• Develop a handbook of best practices for engaging international visitors (students and faculty)</td>
</tr>
<tr>
<td><strong>Student Assistance (Advising, etc.)</strong></td>
<td><strong>Data Considerations</strong></td>
</tr>
<tr>
<td>• Identify a point of contact for international student needs with regard to advising, admissions, financial aid, etc. Need assistance in enrollment triage</td>
<td>• With IPAR, establish a data management system for all things international, both students on J-1 visas and other categories of how international students are</td>
</tr>
<tr>
<td>Review current processes for any obstacles to &quot;student success&quot; for international students</td>
<td>categorized and coded.</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>• Inventory all existing MOUs</td>
<td>• Determine activity with foreign institutions with which ECU has an MOU.</td>
</tr>
<tr>
<td>• Determine need for renewal or revision of MOUs</td>
<td>• Determine need for renewal or revision of MOUs.</td>
</tr>
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</table>

Appendix 1- Fall 2014 F-1 ONLY International Student Numbers

**Degree or Optional Practical Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
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<tbody>
<tr>
<td>ECU LA</td>
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<tr>
<td>Freshmen</td>
<td>18</td>
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<tr>
<td>Sophomore</td>
<td>11</td>
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<tr>
<td>Juniors</td>
<td>13</td>
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<tr>
<td>Seniors</td>
<td>20</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td>Certificate</td>
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<tr>
<td>OPT</td>
<td>36</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>212</strong></td>
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**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
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<tr>
<td>Male</td>
<td>123</td>
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<tr>
<td>Female</td>
<td>89</td>
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<td><strong>TOTAL</strong></td>
<td><strong>212</strong></td>
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**Field of Study**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>5</td>
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<tr>
<td>Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>19</td>
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<tr>
<td>Biomedical Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
</tr>
<tr>
<td>Chemistry</td>
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</tr>
<tr>
<td>Clinical Laboratory Science</td>
<td>1</td>
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<tr>
<td>Coastal Management</td>
<td>4</td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>Communication Science</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science/Computer Software</td>
<td>36</td>
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<tr>
<td>Construction Management</td>
<td>4</td>
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<tr>
<td>Criminal Justice</td>
<td>1</td>
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<tr>
<td>Dance</td>
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<tr>
<td>ECU LA</td>
<td>18</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Education</td>
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<tr>
<td>Engineering</td>
<td>10</td>
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<tr>
<td>English</td>
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<tr>
<td>Environmental Health</td>
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<tr>
<td>Exercise Physiology</td>
<td>2</td>
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<tr>
<td>Finance</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>212</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Count</th>
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<tbody>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
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<td>History</td>
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</tr>
<tr>
<td>Intercultural Studies</td>
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</tr>
<tr>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
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<tr>
<td>Management</td>
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</tr>
<tr>
<td>Maritime Studies</td>
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</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Medical Physics</td>
<td>1</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>1</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Safety</td>
<td>2</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>7</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Tourism</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
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### Fall 2009 through Fall 2014 – TOTAL International Student Numbers

<table>
<thead>
<tr>
<th></th>
<th>Total F-1 UG</th>
<th>Total F-1 G</th>
<th>New F-1 UG</th>
<th>New F-1 G</th>
<th>OPT</th>
<th>J-1</th>
<th>ECULA</th>
<th>Disney J-1</th>
</tr>
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<tbody>
<tr>
<td>Fall 2014</td>
<td>62</td>
<td>95</td>
<td>18</td>
<td>22</td>
<td>36</td>
<td>20</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>50</td>
<td>71</td>
<td>13</td>
<td>32</td>
<td>44</td>
<td>29</td>
<td>11</td>
<td>44</td>
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<td>Fall 2012</td>
<td>67</td>
<td>90</td>
<td>18</td>
<td>21</td>
<td>47</td>
<td>46</td>
<td>10</td>
<td>39</td>
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<td>Fall 2011</td>
<td>35</td>
<td>100</td>
<td>21</td>
<td>30</td>
<td>44</td>
<td>50</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>68</td>
<td>99</td>
<td>30</td>
<td>39</td>
<td>43</td>
<td>66</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Fall 2009</td>
<td>51</td>
<td>98</td>
<td>13</td>
<td>26</td>
<td>34</td>
<td>44</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Appendix 2 – Source Countries for International Students at ECU
(only countries with 5 or more students at ECU in the fall of 2014 are listed)

- Canada: 7
- China: 32
- Colombia: 14
- Ecuador: 19
- Germany: 10
- India: 39
- Iran: 9
- Mexico: 5
- Paraguay: 10
- Saudi Arabia: 32
- Sweden: 6
- United Kingdom: 5
Appendix 3
Levels of Strategic Partnerships

Appendix 4
Building Strategic Partnerships: Selection Process

<table>
<thead>
<tr>
<th>Prioritize Strategic Regions</th>
<th>Select Best Regional Partner</th>
<th>Channel Faculty Activity to Partners</th>
<th>Engage the Larger Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Research Course Interests</td>
<td>Past Partnership Outcomes Institutional Compatibility</td>
<td>Multi-Use Infrastructure Dean Learning Tours</td>
<td>International Components Collaborative Research Service Opportunities Partner-Focused Public Events</td>
</tr>
</tbody>
</table>

Geopolitical Importance

Local Community Profile

Student Regional Interests

Tactics

Activities

Targeted Travel Subsidies

New Faculty Hiring Screens

Service Opportunities

Dr. Austin W. Bunch, Senior Associate Provost

This report is respectfully submitted. 4/24/15
APPENDIX B

Proposed Office of Global Affairs Organizational Chart
Global Affairs

- Education Abroad
  - Student Exchange
  - Summer Study Abroad
  - Academic Year Study Abroad and Special Opportunities
  - Internships Abroad

- Student Services
  - Orientation
  - F-1 Employment
  - Language Exchange
  - Friends
  - Housing/Dining
  - IS Association
  - OPT/CPT Employment

- Business and Administrative Services
  - Student/Scholar Success
  - Visa - Immigration
  - Marketing
  - IT Support
  - Foreign Travel
  - Foreign Travel Funding

- Academic Programs
  - Global Engagement Certificate
  - Global Academic Initiatives
  - Intensive English
  - Year of
  - Advisement
  - Research/Innovation
  - Rivers Professorship
  - International Exchange Assignment

*Notes-see the following page*
Notes:

The organizational chart is based on having four discrete operational areas: 1) Education Abroad; 2) Student Services; 3) Business and Administrative Services; and 4) Academic Programs (shaded boxes).

These four operational areas have existed for a number of years under the Office of International Affairs, the Office of Global Academic Initiatives or the Office of Continuing Studies (Summer Study Abroad).

The various functions falling under these operational areas are included underneath the four operational areas/

Two functions not previously a part of the organizational structure at ECU are the areas within Academic Programs -- The Year of _____; and Research and Innovation. The Year of ______ program is one in which the campus would engage in specific discussions, lectures, programs and activities that focus on one of the five selected countries selected for the thematic emphasis. The intent is for the focus to be on one country for one year with the remaining four countries to be the focus in each of the four years left in the cycle.

The Research and Innovation function is one in which specific attention will be give to creating or enhancing research activities with the five institutions selected for thematic focus.