2012/13 International Programs Center Advisory Committee

Implementation Strategy Report:

Next Steps for accomplishing the Recommendations made by

the UNCG ACE Internationalization Taskforce

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Dr. Jane He, School of Education
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Dr. Kristine Lundgren, Communication Sciences & Disorders
Dr. Samuel Miller, School of Education

0. INTRODUCTION

The following report is the result of the most recent initiative in our internationalization efforts at UNCG guided by the Strategic Plan. Having been charged by the Provost and the Deans Council to recommend implementation strategies to correspond with the recommendations of the ACE Internationalization Taskforce, the IPC Advisory Committee produced a document that can be envisioned as a roadmap for the next stage of implementation.

It is important to note that at least two high profile parallel initiatives that have implications for the work of this year's IPC Advisory Committee were being conducted as the implementation strategies were being created: 1) the university-wide Strategic Enrollment Management Consulting project and 2) the development of UNCG's QEP topic. The Advisory Committee acknowledges that as the university strategic planning process, planning for the upcoming Capital Campaign, and the QEP process proceed, it will be advisable to forward the reports of the ACE Internationalization Taskforce and the subsequent Implementation report to various responsible entities so that this foundational work does not get lost.

0.1. OVERVIEW AND BRIEF BACKGROUND[1]

UNCG has many international strengths and emerging opportunities that augur well for a new stage of internationalization for the university. For over 20 years internationalization has been spearheaded by the International Programs Center (IPC), which makes travel awards to faculty, students, and staff, recruits and admits international students to UNCG, and sponsors extensive international programming on the campus. Other campus units and programs have built upon IPC's central role and have provided a broad range of internationalization opportunities. In the academic realm, these include the programs of the international honors college, specific international majors available to students, foreign language education, and global marker designations in the general education program. In addition, Student Affairs and other units provide co-curricular activities that enhance these curricular offerings. These and other internationalization efforts have informed the community's thinking and raised internationalization to a priority on campus, establishing it as one of five target areas (Strategic Area 5.0) in the current UNCG Strategic Plan (2009-14).

In 2010, Provost David H. Perrin appointed the UNCG Internationalization Taskforce (ITF) to serve as the campus leadership team for UNCG's participation in the American Council on Education's (ACE) Internationalization Laboratory, to carry out the directive of the 5.3 Strategic Planning Committee, which

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[1] This brief background relies heavily on the Executive summary of the ACE ITF Taskforce Report (http://www.uncg.edu/ipg/ACEInternationalizationTaskForce.pdf)

called for a university-wide assessment of the level of internationalization at UNCG and to make recommendations to broaden and deepen internationalization at the university. [2]

Upon completing its charge the Taskforce concluded: Given the state of current internationalization at UNCG, which broadly exceeds what is available at most other universities in North Carolina and across the United States, the Internationalization Taskforce makes recommendations in its report that are meant to enhance qualitatively an already strong internationalization program on the campus, positioning UNCG in the first decades of the 21st century to provide a powerful learning, research, and service environment that will allow our students, faculty, and staff to act effectively on the global stage.[3] With the acceptance and implementation of its 18 recommendations found on pages 37-39 of the full report, the ITF believes that within five years the community will see a significant move toward comprehensive internationalization at UNCG.

In August 2012, upon reviewing the Internationalization Taskforce Report and the ACE peer review team response, the Deans Council recommended that the International Programs Center (IPC) Advisory Committee be charged with developing strategies to implement the recommendations made by the Taskforce. What follows is the product of the year's work conducted by the IPC Advisory Committee. (See page 2 for a complete member list of this year's Advisory Committee.)

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[2] The membership of the Internationalization Taskforce included faculty from the College of Arts and Sciences and all professional schools, administrators from key offices involved in international initiatives and representatives from significant support offices. The Taskforce, in addition to full committee meetings, appointed two subcommittees to conduct a campus internationalization inventory and to develop a recommended set of student internationalization competencies that should be an important component of an undergraduate education at UNCG.

ITF conducted a broad array of research and outreach activities to understand "best practices" in the field and to garner faculty and administrative sentiments on the state of internationalization. It also sought to ascertain faculty expectations in terms of student international learning. Taskforce activities included reviewing pertinent scholarly literature, consulting with the seven other institutions in UNCG's cohort of the ACE Laboratory, sending ITF teams to more than three dozen departmental meetings, convening focus groups that included the current chairs of relevant curriculum approval committees, individual interviews, and the development of survey instruments that provided valuable data on the thinking of the faculty.

[3] Among its recommendations, the ITF proposes five university-wide student learning competencies that UNCG students should have developed by the time of graduation. The Taskforce recommends that the learning of these competencies be incorporated into the curricula at the school and department levels by methods determined effective by those units. Methods for assessing progress toward these competencies should also be determined and implemented by those units. The Taskforce believes that further internationalization will require the engagement of all segments of the university, and, thus, has directed specific recommendations to the faculty and the administration. It also calls for specific changes in the university's infrastructure to make possible greater accessibility to international opportunities and to gain national prominence for our programs in international education.

0.2. IPC ADVISORY COMMITTEE IMPLEMENTATION PROCESS AND CHARGE OF THE SUB-COMMITTEES

The IPC Advisory Committee meets four times a year. In its first meeting on October 18, 2012, the year's charge, information related to the ITF reports, and timelines were shared and then discussed. One immediate recommendation was that the Advisory Committee find a way to assign the 18 ACE recommendations in a manner more conducive to sub-committee structures than laid out in the report. A steering committee for the process was created (ACE ITF Implementation Steering Committee) and met before the second meeting of the Advisory Committee in order to provide recommendations for such a structure.

In its second meeting on Friday, November 16, after a brief introduction of the previous IPC Advisory Committee meeting outcomes, the ACE ITF Implementation Steering Committee recommendations were shared:

1) Create 5 ITF Implementation sub-committees:

- A. Faculty Unit Level
- B. Faculty Departmental level
- C. Students
- D. Administration and
- E. Campus Environment and Infrastructure.

2) Based on the successful ACE ITF organization and process, adhere to several guiding principles for sub-committee meeting proceedings

- Bi-weekly meetings;
- Breakfast/early morning or lunch;
- One hour in length;
- Minimum of one outcome per meeting;
- Action plan/item determined per meeting;
- Minutes to be shared on blackboard;
- Be prepared to report out at IPC Advisory Committee meetings.

Deans were encouraged to determine a designee for their assigned sub-committees. Sub-committees were encouraged to invite representatives from across campus to join their sub-committees or to consult with individuals when they needed a broader perspective.

Sub-committees were charged to:

- prioritize assigned recommendations;
- create timelines for implementation of recommendations;
- determine resources needed/budget
- submit implementation reports by April 12, 2013 (NB: we used a similar format to the strategic plan).

What follows are the implementation strategies developed by the various sub-committees for implementing/accomplishing the recommendations made by the ITF.

1.0. ACE IMPLEMENTATION SUBCOMMITTEE A: Faculty (Unit Level)

Roberto Campo (Steering Committee Member), Michael Elliott (IPC Director), Vidyaranya Gargeya, Daniel Herr

- Institutionalize the significance of internationalization for promotion and tenure
- Establish an international faculty ambassador program
- Develop on-campus international professional development and networking opportunities

1.1. RECOMMENDATIONS

1. **Institutionalize the significance of internationalization for promotion and tenure**
   - **P&T**: Look at P&T documents of units and university to identify existing baseline recognition of internationalization efforts in promotion and tenure. Where necessary, recommend language to recognize international teaching, scholarship, and service along lines of "community engagement."
   - **Deans**: Create questionnaire for deans to ascertain "how much internationalization crosses their mind" when reviewing P&T applications and Annual Review recommendations. Where necessary, recommend that significant recognition and support be given to internationalization activities in line with department/program, school, and university priorities.
   - **Sedona**: Ensure that "internationalization" is fully captured in EOY Sedona reports: e.g., conference work, publication in international journals & presses, international-related research and service activity**.**

2. **Establish an International Faculty Ambassador (IFA) program**
   - **Site Representation**: IFAs sent to study-abroad partner to represent specific departments and programs
   - **IPC Liaison**: IFAs serve as additional liaisons with IPC (beyond those serving as members on Study Abroad Committee and IPC Advisory Council). IFA helps negotiate interface between department/program and IPC.
   - **Selection**: IFAs should be designated for each department/program. They should be faculty already active in international teaching, scholarship, and service. In cases where no one is active, IPC may encourage designation of an IFA to create or enhance a culture of internationalization.

3. **Develop on-campus international professional development and networking opportunities**
   - Kohler Records: Check Kohler, "Newsworthy," and other IPC records to identify faculty who have been active in international teaching, scholarship, and service. These individuals (possible IFAs: see above) may provide a basis for networking.
   - IDI Training/IDI Network: Subsidize IDI training to key faculty each year. These faculty may constitute a network of support for each other (within their individual departments/programs) and for IPC (in its various initiatives to promote intercultural development).
   - Faculty Receptions: Provide public receptions for faculty who travel abroad for their research or other university-related work. These events may be held each semester or once a year; members of

the campus community will be invited to attend both to celebrate the achievements of colleagues and to find inspiration for their own endeavors.

- International Faculty Receptions: Hold meet-and-greet receptions where UNCG faculty can meet international faculty on campus and explore possible synergies in teaching, research, and service. (Note: The same may be done with international students here on exchange or enrolled in degree programs.)
- Academic Analytics for Internationalization: Apply "academic analytics" to guide decision-making practices related to support for internationalization.

No resources or timelines proposed at this time.

2.0. ACE IMPLEMENTATION SUBCOMMITTEE B: Faculty (Department/Program Level)

Kathleen Macfie (Steering Committee Member), Catherine Holderness (IPC Director), Anne Barton, Lawrence Jenkens, Sam Miller, Jonathan Tudge, Amy Williamsen, Nancy Walker

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- Create working groups to explore the design and implementation of international content in the curriculum.
- Include in each major on campus sufficient flexibility to allow students to study abroad for at least one semester.
- Integrate, where appropriate, international opportunities into the curriculum by academic units.
- Increase the number of real-time international courses offered on UNCG's campus with a goal of at least 5 such courses available each academic year (synchronous online).

2.1. RECOMMENDATION

Our goals are consistent with the following statement from UNCG's ACE Internationalization Taskforce Report and Recommendations (December 2011):#

" . . . recommends that the learning of these [five university-wide student learning

competencies][4] be incorporated into the curricula at the school and department levels

by methods determined effective by those units. Methods for assessing progress

toward these competencies should also be determined and implemented by those

units. "

Time and time again, we've encountered this scenario, from the recent ACE report to IPC

committee meetings, conversations inevitably turn to what we might do to increase an

international presence on our campus. Instead of simply offering another set of

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[4] The five Student International Competencies (SICs) are found in section 3.0 below.

recommendations for "spreading the word," we would like to take concrete steps to insure compliance with these goals.

Accordingly, our committee offers to develop a steering committee charged with creating a network , Study Abroad and Internationalization Network (SAIN), which will address issues related to internationalization. First, the steering committee would seek members from each of the departments on campus. The network would then hold meetings at least twice a semester to discuss issues related to the goals listed above in our charge. For example, to address the first goal we would invite members of departments who have been willing and able to introduce international content into their courses to give brief presentations about how that was accomplished. General discussion among participants could then be devoted to brainstorming ways in which these (or other) methods could be introduced into their own and their colleagues' courses.

NETWORK QUESTIONS:

Each of the subsequent goals listed in our charge could also be addressed within this newly created network. Students and faculty alike could contribute to the on-going conversation. Students could present their experiences; faculty could share how their departments have incorporated international experience into the curriculum. We would work with IPC staff to notify departments of the number of their students who have taken advantage of this opportunity or who would like to study abroad. We then offer to visit departments between meetings to discuss these goals. Additionally, we would like to address those topics which extend beyond these goals. For example, we would invite faculty who are conducting research with colleagues in other countries to discuss their research at our bi-monthly meetings. Or we might take an alternative approach by presenting technology discussions so that faculty would be able to offer real-time international courses.

Faculty development is one important key to pursuing internationalization. We recognize that changes in faculty attitudes are required for this group to make progress beyond the faculty currently engaged in internationalization. The problems we face are perennial and need to be addressed by a faculty-led group that will explore such questions as: Are faculty equipped to address international students in their classrooms? Might faculty be more supportive of internationalization overall, if they had the opportunity to go abroad themselves or the responsibility to learn about cultures and pedagogies other than their own?

In addition to these stated questions, we believe this group inevitably would touch upon a wide set of goals related to internationalizing the curriculum and perhaps the campus. One unique feature of this plan is the establishment of a faculty-led campus organization. We believe this feature will make the effort more

attractive to other faculty, thereby increasing the likelihood of its success based on the assumption that a critical mass of faculty can have a synergistic influence on campus if they address these perennial issues. (In section 6.0. see Addenda 2.1, 2.2, 2.3, and 2.4 for more information.)

2.2. RESOURCES

The present Child & Family Research Network (CFRN) serves as a model for our proposal. Faculty participate in CFRN meetings regularly because of the timing (meetings are held 11:30 a.m. to 1:00 p.m.), because food is always available (everyone will find time to eat), and because CFRN events are regularly promoted to faculty. We hope to match their successes by inviting faculty to address issues related to internationalizing the curriculum in a concerted and consistent manner over a period of several years using a similar format, perhaps with individual academic departments hosting these lunchtime gatherings on a rotational basis. UNCG's Art Department has offered to host the first such event.

Primary request: $3,000 to make available food and beverages at these department meetings; some additional resources might be necessary for distributing information through the new network's listserv, other email messages, promotion through the UNCG website, IPC's monthly publication Newsworthy, or additional means although most of these communication efforts can be accomplished through the use of electronic media. In addition to accomplishing the important goals of the proposed network, providing the platform for such discussion will also provide a visible demonstration of an academic department's support of the University's recently adopted continuous improvement QEP initiative: Global Engagement.

2.3. TIMELINE

Fall semester 2013 –
- Form steering committee for Study Abroad and Internationalization Network (SAIN). Send representatives to departments and programs to gain participation.

January 2014 -
- First meeting of SAIN. Circulate questions.

Spring semester, 2014 –
- 2 network meetings

Academic year 2014-2015–
- Repeat meeting cycle

3.0. ACE IMPLEMENTATION SUBCOMMITTEE C: Implementation of SICs

Jerry Pubantz (Steering Committee Member), Brad Teague (IPC Director), Byoungho Jin, Eileen Kohlenberg, Kristine Lundgren, Jody Natalle, David Nelson

Establish the following Student International Competencies (SICs) for UNCG:

1. Knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities.

2. Knowledge of basic human rights in the global context and the impact of the world's diversity on them.

3. Understanding that one's own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations.

4. Ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems.

5. Ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.

3.1. RECOMMENDATIONS

The Subcommittee recommends that the implementation and assessment of the SICs be accomplished at the department level in the University. This decentralized approach will allow departments to achieve the competencies in ways that match their departmental strengths and curricular strategies. It also means they will be able to focus on the SICs most appropriate to their disciplines. Assessment will work best if it is integrated into the departments' regular assessment strategies and methodologies. Assessment through the department is more likely than other techniques to produce a "closing of the loop" with new programs or approaches being developed to encourage greater attainment of the SICs.

The departmental approach does not preclude university-wide promotion of the SICs through the other recommendations of the Internationalization Taskforce. Nor does it prohibit assessment instruments being developed at the University level. These might include pre-tests for new students to be matched with post-tests for graduating seniors, or capstone assessment products like portfolios. Whether broader assessment instruments should be developed is a matter the full committee should take up. The Subcommittee focused on the departmental approach.

The primary implementation strategy proposed is the use of a departmental questionnaire coupled with team visits to departmental meetings to share the Final Report of the Internationalization Taskforce and to obtain responses to the questionnaire. Modeled on the Taskforce's teams that attended 33 departmental meetings, the current teams would include two or three members each. They would solicit faculty comment, concerns, possible strategies for departmental implementation, and commitments from the department to work on one or more of the SICs in the major.

Coupled with the questionnaire is an International Program Center Summary of Department Responses Form developed by the Subcommittee. The form can be found in Addenda 3.1 and 3.2 at the end of this report. Responses from the department meetings can be recorded to assess commitment and coverage on the campus for the SICs. Both the questionnaire and the form have been converted into a Qualtrics Survey for

easy distribution to the full faculty and subsequent summarization. The Qualtrics version of the questionnaire accompanies this report. The questionnaire is provided below.

The Subcommittee identified other strategies that should be employed to encourage implementation of the SICs. Among them are sending teams to meet with faculty and administrators at their departmental or unit retreats, and the appointment of International Liaisons in each department or Unit as appropriate. These retreats provide the faculty an opportunity to consider the SICs within the broader vista of their overall departmental plans. The International Liaisons will provide a point of contact and an advocate for internationalization in each department. The Subcommittee also asked the Provost to include on the agenda of the annual Deans Council Retreat the endorsement of the SICs by the Deans. Dr. Perrin has agreed to put it on the agenda for the May 2013 Retreat. Finally the Subcommittee proposes that representatives of the full committee meet with the respective Unit Curriculum Committees and the University curriculum Committee to discuss the SICs.

Members discussed a timeline for implementation and generally agreed the suggested strategies would be carried out in 2013-2014.

3.2. TIMELINE

May 2013 –
- Seek approval of the Student International Competencies from the Deans at the Deans Council Retreat.

September-December 2013 -
- Prepare Talking Points script for committee visiting teams and train members.
- Send 2- or 3-member teams to Departmental Meetings to explain the SICs, share questionnaire, and gather feedback for the Response Form.
- Identify Departmental or Unit International Liaisons

Beginning of spring semester, 2014 –

- Provide Qualtrics Survey for all faculty to complete.

2013-2014 –
- Seek presentation/discussion time in individual Unit's retreats.
- Meet with individual Unit's curriculum committees and the University Curriculum Committee

4.0 ACE IMPLEMENTATION SUBCOMMITTEE D: Administration

Cathryne Schmitz (Steering Committee Member), Denise Bellamy (IPC Director), Tommy Lambeth, Karen Wixson (Sam Miller), Bill Crowther

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- Review UNCG international travel policies and place them prominently on the website for ease of access.

- Purchase and implement a centralized software program integrated with the Annual Report process to collect data on the level of internationalization and international activities of UNCG faculty.

- Create a database for faculty to share their international expertise.

- Create a long term communications plan in conjunction with University Relations and other appropriate units to tell the UNCG internationalization story.

- Provide tangible evidence for internationalization initiatives likely to attract designated donor gifts.

4.1. RECOMMENDATIONS

1. Review UNCG international travel policies and place them prominently on the website for ease of access.

The IPC has agreed to take on this task as an internal, high priority initiative. (Resources needed will include staff and faculty time to review policies that do exist and to create appropriate policies where none exist.)

2. Purchase and implement a centralized software program integrated with the Annual Report process to collect data on the level of internationalization and international activities of UNCG faculty.

Discussions with Sarah Carrigan and among the Subcommittee D force members continued to highlight the great variations in processes and software being used in the development of the Annual Report across schools and colleges. The Subcommittee discussions covered software from Sedona to WebFocus. Some schools and departments have developed an internal reporting method (both electronic and paper-based).

The Subcommittee would like to request a better understanding of the upper administration's long-term plan (and financial support) for current or future annual report data collection methods. The Subcommittee would also like to better understand whether or not the University will chose to move toward mandating a particular data collection tool. Answers to these questions will ensure that resources used to modify the current software tool, to accommodate capturing international activities, will not be made in vain. These questions should be posed to the Provost before any action to update the software is taken.

In the meantime, Subcommittee D would like to propose the survey tool mentioned in Item 3 as a method to collect international data until a formal software tool is identified and supported by the University.

3. Create a database for faculty to share their international expertise.

The Subcommittee recommends using a Google excel spreadsheet (owned by IPC) to collect data on faculty international expertise and activities that would be completed as a part of the annual review process. The IPC would collate and analyze the data annually.

With this in mind, the Subcommittee created a survey titled ***UNCG Faculty Internationalization Efforts Survey for the 2012-13 Annual Report***. This survey is designed to set a framework for the types of questions to be posed as well as a method for storing this information (draft attached). The Subcommittee is requesting that Penelope review the proposed questions to ensure the feedback will meet the needs of IPC as well as the requests from General Administration. Once the final questions are selected, the survey will be administered to the Study Abroad Committee as a test group. Feedback will be gathered and the survey would be adjusted to develop a final version.

Subcommittee D also requests that Penelope present the tool to the Dean's Council to get buy-in on the best method to administer the survey. Currently, the survey is designed for individual reporting and presents the option for Chairs/Department Heads to request a summary report for their department.

All Subcommittee members and a few IPC staff have access to the Google survey. The current survey can be found here:

https://docs.google.com/a/uncg.edu/forms/d/1dAyb25zw4bB8ZErtYXJD385Eu8uaM1NC8zJpZHLrFXY/viewform?sid=2dbe81c96e40fbfa&token=V9WE2j0BAAA.f7pVU-OZlC0KJ6KYeo85gQ.dHDMyDuOSvSdWr1fl_ek7g

See Addendum 4.1 for items included in the survey.

4. Create a long term communications plan in conjunction with University Relations and other appropriate units to tell the UNCG internationalization story.

and

5. Provide tangible evidence for internationalization initiatives likely to attract designated donor gifts.

Subcommittee D recommends increasing awareness of what we do at all levels, becoming strategic in the way we talk about ourselves, and developing an overall internationalization plan that is easily shared. With this in mind we met with Debbie Schallock on April 4th to discuss marketing and the Capital Campaign. The Committee also reached out to Miriam Fields from Development to discuss attracting donor gifts, but were not able to set a meeting. As Miriam is currently meeting with Penelope to discuss initiatives likely to attracted designated donor gifts on behalf of IPC, the Subcommittee recommends using the Subcommittee recommendations to leverage these discussions.

University Relations is now working with the IPC on marketing. During the meeting with Debbie, committee members shared the ACE report and recommendations. This interchange was helpful in guiding an interactive development process. The ACE recommendations are now being used to refine the marketing process.

Feedback from the IPC review will be used as a foundation to expand this initiative to the broader campus. Once the final IPC review report is produced, this information will be shared with the Subcommittee. In the meantime, the Subcommittee suggests working with Penelope to continue prioritizing the ACE recommendations to determine the most important topics to highlight. We will then ask members from each of the 5 committees (representing the top topics) to share input as well (more below).

The goal is to tell a story. How do we story tell around the key issues? How do we coordinate with other messages? Look at the message grid for marketing to focus the discussion: challenging programs, supportive environment, community engagement. Among the questions raised were: How are we going to measure ourselves as an institution? What is the value of internationalization, international exchanges (students, faculty, and staff) and study abroad? How does this work translate outcomes? In order to develop a plan strategically, it is recommended that the IPC bring together a link person from each of the 5 subcommittees for further discussion.

4.2. TIMELINE

Summer 2013—

- Work with the Deans and the Provost to determine short and long term plans for moving toward the use of a consistent data gathering tool.
- Work with the Deans on refining the data gathering tool to be used in the short term.

Summer/Fall 2013—

- Gather data using the google survey.
- Continue work on marketing that tells the story of internationalization at UNCG.

Fall 2013—

- Review potential for moving toward a consistent tool. Then determine resources needed.

5.0. ACE IMPLEMENTATION SUBCOMMITTEE E: Campus Environment and Infrastructure

Nell Pynes (Steering Committee Member), Pam Harrod (IPC Director), Vicki McNeil,
Bill Wiener (Scott Hudgins), Consulted: Tommy Lambeth, Judy Smith, Tim Johnson

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- Establish a Global Center for International Initiatives at UNCG to house IPC, LIHC, IGS, INTERLINK and other important international university programs, and to host international conferencing opportunities, classes, and research networking.

- Provide on-campus housing for visiting international faculty and scholars.

- Establish a culture at UNCG for comprehensive internationalization. (This recommendation is also directed to administrative staff as both must actively pursue this goal.)

- Construction of a technologically-equipped classroom or facility capable of hosting international real-time classes.

- Hire an IT specialist to support international real-time classes.

- Increase the number of degree-seeking international students by 10% per year on average to achieve a 50% increase since 2009 by 2014-15.

5.1. RECOMMENDATIONS

1. Establish a Global Center for International Initiatives.

One recommendation of the ITF that will need extensive work is the creation of a Global Engagement Center. There are really only two possibilities for creating such a Center: renovate and refurbish an existing location or build a new building. Either way this project will need a longer timeline for implementation. As this is a great opportunity to highlight the significance of UNCG's global footprint, the need to be included in the Capital Campaign is critical. The sub-committee consulted with Judy Smith as to best ways to proceed. She was given a list of offices that would be located in the Center depending on the capacity of the building, and she has made initial footage notation. In order to truly explore possibilities, Tommy Lambeth's second year Interior Architect students undertook a six-week project in which they interviewed potential offices to be impacted (all units of IPC [including INTERLINK and UNCEP], LIHC, FTLC, IGS, CPS) to catalog needs and design an ideal center. Recommendation number 4 below (construction of technologically-equipped classrooms) was considered in their models. They too worked with Judy Smith and Maggie Christman.   They created a model and layouts for a Global Engagement Center. Contact Tom Lambeth or Nell Pynes to get more information or to see the excellent group project they produced.

2. Provide on-campus housing for visiting international faculty and scholars.

As UNCG has been renovating the student housing, we have included apartments for faculty to serve in Living Learning Communities. We think that some of these could be held for visiting scholars in order to leverage the ability for our faculty to teach abroad and receive equivalent benefits. Last year one such scholar supported the Global Village. Next year a German Fulbright Language Teaching Assistant will live in the Global Village. Perhaps if necessary, apartments in the Lofts on Lee could also serve the visiting faculty and scholars.

3. Establish a culture at UNCG for comprehensive internationalization.

The sub-committee did not spend much time on an implementation plan for this initiative. As we implement the other initiatives, we think this culture will naturally follow. However, we do want to encourage top leadership and key faculty to keep comprehensive internationalization in the foreground of our strategic plans as it has very positive implications for UNCG's future—helping us set ourselves apart from our sister campuses.

4. Construction of a technologically-equipped classroom or facility capable of hosting international real-time classes.

 and

5. Hire an IT specialist to support international real-time classes.

As mentioned in section 2.0 by sub-committee B, this initiative is a very cost-effective way to internationalize a class and add intercultural components to many majors. UNCG has several models for hosting international real-time classes (cf. Dr. Jonathan Tudge's HDFS class conducted with University of Oulu; Dr. Ali Schultheis' COIL Human Rights Class with American University of Beirut and Dr. Vas Taras X-Culture model for Business, to name but three.)

The Committee recommends that this be a strategy that is incorporated into the UNCG QEP.

6. Increase the number of degree-seeking international students by 10% per year on average to achieve a 50% increase since 2009 by 2014-15.

The Sub-Committee spent much of its time on this recommendation. The sub-committee looked at obstacles and opportunities for accomplishing this goal. Although this was an original goal of the *2009-2014 Strategic Plan*, there has not been any real strategic infusion of money to accomplish this task. Both the IPC and the Graduate School have made all the adjustments that can be made without a real structure in place to increase our international student population in a strategic manner. Given that this goal has real potential for the QEP topic: Global Engagement, has been encouraged by the Board of Trustees, and has been discussed in the Strategic Enrollment Management meetings, perhaps UNCG is ready to make this a priority.

One obstacle to be addressed is providing on-campus housing for international students, which is available all year round. Otherwise, parents of international students will not allow their children to stay on campus. This year, thanks to Vicki McNeil and Tim Johnson some headway was made. Phillips-Hawkins, home of the International House (aka I-House), will now be open over the Christmas holidays. In addition, the Lofts on Lee have been set aside for graduate students.

One opportunity that could be addressed in the next Capital Campaign is scholarships for international students. One way to leverage these scholarships would be to provide scholarships for international students to be involved in the LIHC.

5.2. RESOURCES

For the ease of reference for resources necessary to increase the international student population, the *Revenue Taskforce Feasibility Sub-Committee (International Students) Report* produced for the BOT last year has been included in Addendum 5.1 (pages 28-48) below with no updates.

5.3. TIMELINE

The sub-committee recommends that recommendations 1-6 be considered seriously. Recommendations 4, 5 and 6 can be folded into the QEP discussions immediately as potential strategies for enhancing student learning.

6.0. ADDENDA

Addendum 2.1. Study Abroad and Internationalization Network (SAIN)

- A steering committee of five, consisting of faculty devoted to internationalization and internationalizing the curriculum.
- Membership open to all interested in internationalization.
- Bi-semester meetings, with lunch, during which two or three people present things that they're doing in their unit to encourage internationalization. Small-group discussions (at each table) to brainstorm ways of incorporating these ideas (with or without modifications) into their units, followed by presentation of these ideas to the entire group.
- A webmaster who can post issues, ideas, discussions of what works, etc. on line, plus a newsletter each semester featuring the most helpful ideas.

One of the key points relates to how many people could we expect to become interested? Set goal of possibility of attracting 5% of faculty, although not all would be able to come to each meeting. It's important not to have this group devote its activities simply to study abroad, but to have broader conversations about internationalizing the curriculum wherever possible: How can this be done? What has worked well in similar departments? How can we use international students on campus to help in this endeavor? (For possible answers to these questions, see below.)

Addendum 2.2: Create working groups to explore the design and implementation of international content in the curriculum (Nancy Walker)

1. Some units on campus already have or are beginning program/school committees. These include HHS, SOE, and LLC.

It seems clear that programs and units/schools need a committee or group from within the unit or school to help make these determinations. In addition, it would be helpful to get as many departments as possible have a "go to" adviser, someone who is willing and able to advise students on study abroad possibilities, and to encourage their attendance at SAIN lunches.

2. In addition to program/school committees, we need to facilitate inter-school sharing of information/expertise.
Develop collaboration (Art/Entrepreneurship, for example) FOR CREDIT (Again I wonder if FTLC could help with this; perhaps even hosting International Lunches.... funding from QEP)

3. Do we need groups/committees to explore:

a. Faculty exchanges. These are on the rise, but the unit and programs committees would be ideal groups to further this idea.

b.   A working group to look at the problem of short-term housing options for visiting international faculty as well as the needs of temporary office space and dedicated funding for these international scholars.

c. Student group to further the exploration and help guide the direction of the increased internationalization of the curriculum. Students in the following areas might be good choices:
Living and Learning Communities
UNCG Global Village
Study Abroad Ambassadors
Phi Beta Delta honor society members
Others?

Addendum 2.3: Possible Discussion Topics for those in SAIN

1.   What are good international opportunities, either on or off campus, and how do we, as faculty, create and facilitate them?

2.   How can we offer good advising for students **long before** they study abroad

3.   How can we create the possibility of study abroad for each of the many majors on the UNCG campus?

4. How can we create the opportunity for internships abroad for appropriate majors on the UNCG campus?

5.   How do we as faculty establish contacts with our counterparts abroad and establish "course for course" exchanges within our disciplines?

6.   How can we develop and implement real-time international courses?

7.   How can we work with international students in our classes?

8.   How can we create opportunities for faculty to work abroad?

9.   How can we bring international content into our teaching?

10.   How can we enable students for whom it's impossible to study abroad to immerse themselves in an international experience here at UNCG such as one connected to the Center for New North Carolinians?

Addendum 2.4: Teleconferencing to increase globalization (Jonathan Tudge)

- I've now taught two classes that have incorporated teleconferencing as an integral part of the class. One class was with Honors undergraduates and one was a graduate class. Both classes dealt with children's development in cultural context, which meant that incorporating students from other cultures was highly relevant and added a lot to the class.

- However, I think that incorporating others' viewpoints is not only relevant in classes dealing explicitly with cultural issues. Students, at a minimum, have the opportunity to be exposed to other ways of teaching and learning the same material. How is French history taught differently in France from the ways in which it's taught here? How does social work get carried out in Spain, and what can our social work students learn from the Spanish approach (and vice versa)? Why do the Finns have a different approach to early childhood education than Americans do, and can we each learn something from those different approaches?

- In both cases the other class was in Finland; it included students from different parts of the world who were studying in Finland. One time (with the Honors students) the class was taught in the Teleconferencing Room in Stone (186) and once in the Teleconferencing classroom in N. Spencer. We had the same syllabus and students were expected to read the material ahead of class and participate in discussion. We divided the time into some within-group discussion and some across-group discussion. Stone 186 actually works better for a lecture than for discussion, given the seating arrangement, but Lane Ridenhour provides all of the technical assistance needed and is invaluable moving the camera to focus on whoever is speaking. The N. Spencer classroom is far better for discussion, but is lacking in technical support.

- I think that it helps to build contacts over time, however, rather than to hope to start teleconferencing from scratch with a group in a different part of the world. In my case I already had contacts in Finland, and one Finnish colleague and I had involved our students from both countries in the same class (mine) in an asynchronous manner. So when we had access to full teleconferencing it made sense to explore the possibilities with my Finnish colleagues. The first time we worked together via teleconferencing I think that the students gained a good deal, but I wasn't so impressed because of the lack of real discussion (partly a result of the room we were using). The second time, with graduate students, was much more effective—real discussion across cultures took place.

- It helped to encourage the students to get to know one another. I formed pairs or threesomes and the students texted, emailed, occasionally skyped as they got to know one another. This certainly made cross-society discussion easier.

Addendum 3.1. Departmental Questionnaire

Student International Competencies in the Undergraduate Curriculum
as recommended by the UNCG Internationalization Taskforce
American Council on Education's Internationalization Collaboratory

Student International Competencies

1. Knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities.

2. Knowledge of basic human rights in the global context and the impact of the world's diversity on them.

3. Understanding that one's own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations.

4. Ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems.

5. Ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.

Questions for Department Faculty

1. Do the activities and curriculum of your department support any of these competencies? If so, which ones?

2. Referring to question #1, how does your department support this/these competency/competencies?

   a. Specific Course Work?
   b. Community or Practicum Experience?
   c. An international experience?
   d. The Department's co-curricular or extracurricular programs?
   e. Faculty advising or mentoring?
   f. Assigned Research?
   g. Other?

3. How might your department assess student progress toward the international competencies you have identified?

4. What are some new or different goals that your department might implement to impart international competencies to your students?

Please identify faculty development needs to achieve the International Competencies cited above.

Please provide names of faculty members who have expertise and/or interest in future development of International Competencies in the undergraduate curriculum.

_____

Addendum 3.2. International Program Center Summary of Departmental Responses

The University of North Carolina at Greensboro
Assessment of Student International Competencies in the Undergraduate Curriculum

Undergraduate International Competencies	Example of a Course Learning Outcome that Addresses the Competency	Example of an Evaluation Method that Addresses the Competency	Community or Practicum Experience that Addresses the Competency	International Experience that Addresses the Competency	Goal for Future Development of this Competency in your Curriculum	Resources Needed to Further Develop this Competency in your Curriculum
1. Knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities.						
2. Knowledge of basic human rights in the global context and the impact of the world's diversity on them.						
3. Understanding that one's own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations.						

If this form at some later date is completed in departments, add the following questions:

Undergraduate International Competencies	Example of a Course Learning Outcome that Addresses the Competency	Example of an Evaluation Method that Addresses the Competency	Community or Practicum Experience that Addresses the Competency	International Experience that Addresses the Competency	Goal for Future Development of this Competency in your Curriculum	Resources Needed to Further Develop this Competency in your Curriculum
4. Ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems.						
5. Ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.						

1. Please identify faculty development needs for your faculty related to student achievement of the International Competencies.

2. Please provide names of faculty members who have expertise and/or interest in future development of International Competencies in the undergraduate curriculum.

3. Name, department, and contact information for person completing this form:

Addendum 4.1. UNCG Faculty Internationalization Efforts: Survey Questions

This survey is designed to collect data on the level of internationalization and international activities of UNCG faculty. The questions are as follows:

General Information
First Name; Last Name; School/College; Department/Program; Title; Academic Year

International Research and Affiliations
Have you conducted international research/scholarship this academic year? If yes, in which country? Please share a brief description of your research/scholarship below:

Did you attend/present at any international conferences this year? If yes, in which country? Briefly describe your conference attendance:

Do you have any international institutional affiliations or current international collaborations in place? Please list any international institutional affiliations or collaborations:

Please list any international organizations you are a member of:

International Travel
Have you completed international travel with students this year? If yes, in which country? Briefly describe your international travel with students this year:

Did you take part in a faculty exchange with an international university this year? If yes, please provide details.

Please share any other international travel you have completed on business this year?

Teaching
Do you teach international topics? If yes, please list your course title(s) and topic(s) covered.

Language
Are you fluent in languages other than English? If yes, please use the list below to select all languages that apply:

International Awards / Recognitions
Have you received any international awards or recognitions this year? If yes, please provide more details below:

Additional Updates
Please share any additional international updates you were not able to highlight in the previous spaces provided:

Thank you! Your response has been recorded. If you are a Dean or Department Head, please feel free to contact the International Programs Center (334-5404) for a summary of this report for your area.

Addendum 5.1. The complete Revenue Task Force Feasibility Sub-committee (International Students Report)

Revenue Task Force Feasibility Sub-committee (International Students) Report

April 13, 2012

Submitted by:
Penelope Pynes, Sarah Carrigan, Vicki McNeil, Steve Rhew,
Kelly Rowett-James, and William Wiener

Executive summary: We welcome the suggestions made by the Task Force on Identifying Alternative Revenue Sources and Enhancing Existing Revenue Sources (Revenue Task Force) to increase our international degree-seeking population as this initiative aligns well with the UNCG mission and several strategic goals laid out in the 2009-14 Plan and also parallels recommendations of the ACE Internationalization Taskforce (see Appendix A, Background and Rationale). This sub-committee projects that an increase of 150 students over the next five years will ultimately generate approximately $1,000,000/year. (In 2010-11 UNCG students brought approx. $11.6 million to our local economy.) While increasing our international student population will indeed generate new revenue (see Table 1 and Appendix B), this endeavor should be considered in the broader context of what these students bring to UNCG, the state, and the nation.

In order to begin strategic international marketing and recruitment, the sub-committee recommends the following steps be taken (see Appendix C):

- Hire an International Enrollment Manager (see Table 2 and Appendix D) with a marketing/ recruitment budget (see Table 2 and Appendix E);
- Set aside funding for scholarships as these would increase interest of students and parents around the world;
- Purchase and implement fsaATLAS, a software package to manage the SEVIS visa process, within three years (see Table 2 and Appendix F);
- Hire a SEVIS coordinator/international student advisor (see Table 2 and Appendix G) within three years, and
- hire either an International Admissions Assistant Director or Processor (dependent on needs), within three years (see Table 2 and Appendix H).

In summary, aside from scholarship funding, a budget of $325,000/year would be needed.

Four of the five approaches suggested by the Revenue Task Force were considered very feasible because they can be implemented strategically and incrementally. Indeed, these approaches should be considered together as an integrated effort toward cultivation and success in internationalization. With considerable reformulation the fifth approach could be implemented. These individual approaches are

discussed in further detail in the excel sheet. The success of our international students is paramount to our reputation, so we must be mindful of the support needed to ensure their academic success and integration into our UNCG community (see Appendix I for further reading options).

Table 1. Projected Generation of Funds

Revenues generated						
	Number of students currently 350	385 (10%)	423 (10%)	465 (10%)	511 (10%)	562 (10%)
1	Option #1 $6500	$227,500	$474,500	$747,500	$1, 046,500	$1,378,000
		368 (5%)	386 (5%)	424 (10%)	466 (10%)	513 (10%)
2	Option #2 $6500	$117,000	$234,000	$481,000	$754,000	$1,059,500
3	International Student Fee ($100 / new SEVIS student)	$15,000	$15,000	$15,000	$15,000	$15,000*

*does not account for potential growth

Table 2. Projected Budget Needs

Budget needs						
		2012	2013	2014	2015	2016
1	International Enrollment Manager (IEM) $65,000+ benefits	$84,082	$86,604	$89,202	$91,878	$94,364
2	Budget for recruiting/marketing	$65,000	$65,000	$65,000	$65,000	$65,000
3	fsaATLAS (purchase)		$22,400			
4	fsaATLAS (implementation)			$24,000		
5	fsaATLAS (maintenance fee)				$3,360	$3,360
6	SEVIS coordinator $35,000+ benefits			$47,551	$48,978	$50,477
7	Assistant Director, International Admissions $40,000 + benefits				$53,775	$55,388
8	international recruiter $40,000+ benefits					$53,775
	TOTAL	$149,082	$174,004	$225,753	$262,991	$322,364

Includes 3% Increase per year cost of living (COL) increase

Appendix A. Background and Rationale

UNCG has many international strengths and emerging opportunities that augur well for a new stage of internationalization for the University. For 20 years, International Programs Center (IPC) has spearheaded internationalization efforts, bringing recognition to UNCG as a leader in international student exchange. A wide array of services and programming is available through the Center and is supported across campus.

And yet, we have not sufficiently tapped into the resources UNCG can offer to the wider world through its contribution to the education of highly qualified international students nor fully capitalized on the strengths afforded by expanding our capacity to host international degree-seeking students through comprehensive internationalization strategies.

Increasing the international student enrollment not only aligns well with the UNCG mission statement, which includes:

> UNCG is a global university integrating intercultural and international experiences and perspectives into learning, discovery and service.

it also supports the following Strategic Goals among others:

> 1.5.3 International recruitment,
> 1.8.1 Recruit Well-Qualified Applicants to Graduate Programs, and
> 5.3.2. Degree-seeking International student recruitment.

The Revenue Task Force recommendation to increase international students comes at an opportune time as it parallels the recommendations made by the ACE internationalization taskforce[5] as well as those of the ACE external review team[6].

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[5] Eighteen months ago (October 2010) UNCG launched a faculty-led Internationalization Taskforce to assess current internationalization efforts and develop strategies for implementation. To assist the effort, UNCG joined the American Council on Education (ACE) Internationalization Collaborative, a group of more than 100 institutions that helps faculty and administrators to share ideas and strategies for furthering international agendas. UNCG was also among eight institutions selected to participate in the ACE Internationalization Laboratory for 2010-2011. The laboratory assists institutions in assessing the challenges and opportunities of implementing comprehensive internationalization strategies. In December 2011, the Taskforce submitted its report to ACE, Provost Perrin, and Chancellor Brady. The report included recommendations to aid faculty in engaging in comprehensive internationalization, to incorporate student international competencies into the curriculum, and to challenge UNCG to raise the visibility of its international activities through a series of high impact initiatives.

[6] At the end of March 2012, Drs. Barbara Hill, Susan Sutton of Bryn Mawr, and Susan Carvalho of University of Kentucky conducted an on-site external review of UNCG, meeting with various stakeholders of internationalization including the Chancellor, the Provost, the deans, the Internationalization Taskforce, faculty/staff champions, and IPC directors. The external review team will provide a written response to the report and visit for the Chancellor and Provost.

Although increasing our international student population will indeed generate new revenue, this endeavor of increasing international student enrollment should be considered in the broader context of what these students bring to UNCG, the state, and the nation. Beyond the initial economic benefits to our region, the diverse perspectives of our international student body help educate our domestic students, and their presence on campus and in our classrooms provides a wide array of opportunities for enriching intercultural interactions to prepare our students for the 21st Century workplace and strengthen them as global citizens.

The events of September 11 had a powerfully negative effect on international enrollment around the country. Only recently has UNCG reached its 2001 international degree-seeking enrollment numbers. The numbers declined significantly between 2001 and 2005 (23% decrease) and have made a slow but steady recovery since then (43.6% increase) which has restored the international degree-seeking student population. Now is the opportune time to make strides in increasing those numbers to new levels. Not only is the US slowly heading out of the recession, the rise of the middle class in many countries has led to larger numbers of students seeking degrees elsewhere and in particular in the US.

Using a SCH revenue model shows that increasing the international degree-seeking population by just 10% per year over the next 5 years would result in an increase of 150 students thus generating an additional $1,000,000 of revenue per year over that of today.[7] (See Appendix B for details on the SCH Model.) The SCH model only accounts for tuition; it does not include other items such as housing, food, books, entertainment, etc. generated by these students. According to NAFSA's "Economic Benefits of International Education to the United States for the 2010-2011 Academic Year" UNCG international students generated $11,586,500 to our local economy.

To date, UNCG has not made particularly strong investments in increasing international students through marketing and recruitment efforts. Nonetheless, we have taken several crucial steps that will aid us as we move forward.

- In 2006, Undergraduate International Admissions was moved to IPC, which marked the upswing in undergraduate international enrollment.

- In 2010, UNCG purchased and implemented AdmissionsPro, an online application for undergraduate international students, which has led to a 28.2% two-year increase in undergraduate applications with a 63.6% increase in newly matriculated undergraduate students (55 in 2009, 70 in 2010, 90 in 2011). Maintenance fees for AdmissionsPro are currently funded from student application fees.

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[7] Given the variables that could come into play and the funding model used in the UNC system, it would be prudent to consider a range for the income generated. In the first year, e.g., a five to ten percent increase would generate $115,000 - $125,000.

- In recent years, UNCG has increased its sponsored student population (currently, approximately 40 students), but we could do much more with moderate efforts.

- INTERLINK provides a pipeline for degree-seeking students. Increasing our INTERLINK population by targeting conditional admits (those students who intend to come to UNCG for a degree after meeting English proficiency) would be an extremely cost-effective way to increase our international student population.

- We have begun to create articulation agreements with partner schools, but these agreements could be more intentional and consistent. It would be advisable to target some areas where students meet the English proficiency prior to arrival in the US.

Appendix B. SCH enrollment revenue model

International Student Enrollment Revenue

Several assumptions were used to calculate the following estimate of revenue generated in one year by international students.

1. The distribution of students in degree level, program, and SCH enrollment is based on the 2010-11 Regular term enrollment of students with citizenship status Non-Resident Alien.

2. The estimated revenue shown in the table below is for 50 additional students, all of whom pay out-of-state tuition.

3. About 30 of the students are undergraduates, with 20 graduate students.

4. 67% of the SCHs generated by these students are undergraduate, in cost levels I to III, the three lowest factors.

5. Instructional salary and other rates are from the current Funding Model provided by General Administration.

6. Tuition quoted is the preliminary Fall 2012 tuition rates posted on the Cashiers website.

Given these assumptions, a model international student generates 18 SCHs per academic year, requiring $10,991 in faculty and other support, while out-of-state tuition is between $17,577 and $17,815. This nets about $6,500 per undergraduate and $6,800 per graduate student. Please note the following caveats: These revenues will be generated only if the preliminary tuition rates for fall 2012 are approved. If the distribution of students changes to a mix of higher cost programs, the support requirements will increase, while the revenues will remain the same, decreasing the net proceeds.

50 International Students, Regular Term One Year

Total Positions Required	2.734	
Instructional Salary Rate of Campus	**83,820**	
Instructional Salary Amount	229,130	
Other Academic Costs (per GA)	44.89%	
Total Academic Requirements		331,986
Library Rate (per GA)	11.48%	
Library Amount		38,112
Gen'l Inst Support Rate (per GA)	54.05%	
Gen'l Inst Support Amount		179,438
Total Requirements		**549,536**

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Calculation of Appropriation Request
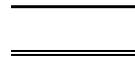
Requirements Generated by SCH Model

	RT AAFTE	Tuition	Revenue
Tuition Revenue			
In-State Ugrad FTEs	0	3,779	0
Out-of-State Ugrad FTEs	30	17,577	527,310
Res Per GS116-143.6 Ugrad FTEs	0	3,779	0
In-State Grad FTEs	0	4,366	0
Out-of-State Grad FTEs	20	17,815	356,300

Total Expected Revenue		883,610
Requirements Minus Revenue		-334,074

Appendix C. Implementation Details

In order to begin strategic international marketing and recruitment, UNCG needs an International Enrollment Manager with three primary duties: 1) make data-based decisions about which countries/schools to target matching areas of studies with specific countries in order to spearhead marketing and recruitment efforts; 2) build and maintain steady contacts with organizations and embassies/missions to ensure smooth communication and thereby increase sponsored students; and 3) strategically grow international admissions, while also ensuring that requisite student services are in place. This individual must be well-versed in SEVIS and visa-related issues, must have an in-depth knowledge of International Admissions (including credentialing), and must have experience in recruitment and marketing. (See Table 2 [line item 1] and Appendix D for more details).

In addition, UNCG must set aside an annual budget for marketing and recruitment.[8] (See Table 2 [line item 2] and Appendix E for more details). If we were also able to tap funding for modest scholarships for international students, we would see an immediate uptick in interest from students and parents around the world.[9]

Within three years following the implementation of these initial steps, we would need to consider seriously the following steps:

- Implement an international student fee for new SEVIS students[10] (See Table 1 [line item 3].)

- Purchase and implement Batch system (fsaATLAS) for SEVIS management (the purchase of the software could be covered with a proposed fee of $100 for new visa holders). (See Table 2 [line items 3, 4 & 5] and Appendix F for more details).

- Create a New SEVIS coordinator/international student advisor position (See Table 2 [line item 6] and Appendix G for more details).

- Create a support position for international admissions (either assistant director or processor) depending on needs (See Table 2 [line item 7] and Appendix H for more details).

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[8] After we have set goals and destinations, the Graduate School would need someone who could travel and a budget for international recruiting.

[9] Several universities have used this strategy (cf. University of Minnesota). Given the upcoming Capital Campaign we could approach certain corporations for funding, particularly for graduate assistantships.

[10] Over the years, particularly since the advent of SEVIS as a mandated program for F and J approved institutions, universities have incorporated an international student fee into their tuition and fee structures. Some fees are one time to cover various costs including new international student orientation and SEVIS maintenance while other fees are assessed on a per term basis for the purpose of similar programs. Of universities that were researched, international student fees ranged from $75-$250 one-time and $46-$50/semester. This fee would generate about $15,000/year to go toward fsaATLAS purchase and implementation. The recommendation would be to implement this as soon as possible.

Please note, if growth is faster than 10% per year these positions would be needed sooner. If we are successful then we should consider an international recruiter to concentrate on new targets. (See Table 2 [line item 8].)

The sub-committee believes these implementation steps are in keeping with the five Revenue Task Force suggested approaches listed below (also discussed in the excel sheet).

• Select key countries to target and create country-specific marketing and recruitment materials

• Utilize existing international relationships including international relationships faculty have established

• Continue to develop pipelines with targeted countries in order to facilitate a regular exchange of both students and faculty

• Leverage successful study abroad and exchange programs as well as the INTERLINK Language Center to facilitate joint degrees and research partnerships

• Consider providing international faculty members airfare and accommodation reimbursement for travel to their home countries during semester breaks. In exchange, faculty spend 50 to 75 percent of their vacation time engaged in university recruitment activities (i.e., small, personal sessions planned with the assistance of admissions staff)

 In summary, the first four approaches are very feasible and can be implemented both strategically and incrementally. The fifth approach in its current formulation would not be feasible; however, with significant modification it could be an effective strategy, although it would not be the first to be implemented.

Appendix D. International Enrollment Manager

Administrative Unit: International Programs Center

Title: International Enrollment Manager

Base Salary: $65,000
Benefits: $19,082 = Total $84,082

Rationale: In alignment with the strategic plan (5.3 and 1.5) and based on the recommendations of the Board of Trustees, UNCG would like to increase its international enrollment. In order to do that strategically and successfully, IPC will need to hire an individual who is versant in the area of International Enrollment Management (IEM). IEM is a focused strategy on the recruitment, admission, advising, enrollment, and retention of international students translated into an operational plan. It provides data-based direction on where to focus campus-wide resources to ensure that institutional goals are met.

> "IEM is an increasingly important part of an institution's overall enrollment strategy. The context of international enrollment work means that enrollment management strategies used in the U.S. context cannot necessarily be easily transferred to the international environment. Creating an international enrollment strategy is a challenging undertaking requiring continual advocacy amidst a complex set of external environmental considerations, as well as a range of internal institutional factors, all of which may be constantly changing. The international enrollment manager must navigate within complex advocacy and decision making—at the intersection of external and internal influences on the international enrollment strategic planning process."
>
> Julie Sinclair (2010:4-5), *International Enrollment Management: Framing the Conversation* (www.nafsa.org/IEMwhitepaper)

IPC has several critical pieces of IEM in place. We have a successful ESL program through INTERLINK, an excellent Director of International Admissions, and an exemplary International Student and Scholar Services office. In order to attain a new level of international enrollment, we must better coordinate the efforts of these three entities while increasing our capacity to recruit, admit and prepare international students. The current staff is working beyond capacity. The addition of one critical position (along with dedicated recruitment funds) should afford us the ability to capitalize on the strengths of our current staff, increase our student population, and set us up for a longer term goal of strengthening our services to the University and providing strategic operationalization of our increased enrollment plans.

Given the current economic climate, the sub-committee recognizes that funding new positions is difficult. However, considering the potential revenue from our international student enrollment increases, this position supports the University's overall enrollment strategy and should be awarded highest institutional priority. If we are unable to allocate permanent funding for this endeavor, IPC needs a minimum of a three-year commitment or it will not be able to recruit appropriate candidates for this initiative. With the renovation of Curry and subsequent relocation of the academic departments currently in Foust to Curry, IPC has been allocated new space which will allow us to incorporate seamless coordination strategies of the three units discussed above and will have office space for the new position.

Position Summary:
Under the direction of the Associate Provost, the International Enrollment Manager is responsible for designing and implementing targeted outreach strategies that lead to international enrollment growth in the UNCG's programs as outlined in the University's strategic goals. The position also serves as liaison to related government, community and UNCG agencies, departments and offices, assisting sponsored students toward their academic, personal/cultural and professional success. This position works with F and J sponsored students, including foreign (e.g., Saudi, Iraqi and Kuwaiti government sponsored international students) and U.S. based (e.g., Fulbright and Ford Foundation sponsored international students), from the time of admission, throughout their studies, and after graduation as appropriate.   Reviews applications for admission and makes scholarship recommendations and works with applicants regarding their application, admission, and scholarship status.

Essential Responsibilities:
Develops and implements targeted recruiting plans for international programs;
Coordinates, plans, and executes international recruitment efforts including identifying appropriate events and populations, travel logistics, event planning, travel and follow-up;
Serves as the primary contact for governmental, university and sponsoring agencies providing comprehensive information related to admissions, including reports of progress and coordination of admission/application requirements and procedures;
Collaborates with University Relations and other appropriate entities on print and electronic advertising, including concept development, copy writing, and editing;
Identifies opportunities and assists with implementing follow-up activities with prospective students;
Develops, implements and coordinates sponsored programs for sponsored students preparing for UNCG admission/conditional admission into graduate and undergraduate programs;
Serves as Designated School Official (DSO) for F-1 student visa purposes and as Alternate Responsible Officer (ARO) for the J-1 Exchange Visitor Program;
 May be required to assist with advising students, e.g., on immigration, taxation, budgeting, and academic and personal issues;
Coordinates special orientations and assists with housing arrangements for new sponsored students;
Collects, evaluates, and maintains financial documentation in collaboration with the Cashier's Office for

third party billing;

Maintains comprehensive financial accounting system of individual student financial guarantee letters, and coordinates appropriate health insurance waivers of sponsored students;

Provides sponsors with transcripts and grade reports as requested;

Provides communication services between agencies and sponsored students;

Develops effective domestic and international working relationships with a range of contacts including internal IPC units, campus faculty, external university admission offices, home/embassy office advisors of sponsored students, community contacts, and course instructors to foster familiarity with the program and to ensure proper oversight of the program and the students and aids in their integration into the campus community;

Coordinates sponsor site visits and arranges special programs at the request of the sponsoring agencies;

Assists and advises sponsored students with cultural adjustment, campus resources and integration into the UNCG and greater community, including through programming activities and events (for sponsored students and the UNCG community), interacting with appropriate international student leaders and organizations on campus, and collaborating with organizations in Greensboro;

Other duties as assigned by the Associate Provost.

Job Qualifications:

Skills/Knowledge/Abilities:

Ability to travel domestically and internationally;

Exceptional interpersonal, organizational, and communication skills – both written and verbal;

Strong intercultural sensitivity and ability to deal with an international clientele in a sophisticated manner;

Excellent administrative and computer skills.

 U.S. citizen or permanent resident status in order to serve as DSO and ARO

Education/Experience:

A master's degree required. Three-five years of increasing responsibility international admissions and/or recruitment preferred. A degree and / or related experience in public relations, admissions, recruitment and / or marketing is preferred.

Familiarity with academic and cultural issues confronting international students from diverse backgrounds in U.S. university and community settings;

Intercultural experienced working with clients of different cultural and language backgrounds;

Study abroad and/or other significant overseas experience;

Organizational and time management skills to structure work and projects to meet deadlines, and maintain a high level of productivity;

Project management experience to oversee multiple, concurrent projects, and to establish and adjust priorities;

Skills to analyze, synthesize, organize, and evaluate pertinent reports, data, and related programs and policies;

Communication skills to independently compose a variety of professional communications such as correspondence, reports and informational documents;
Knowledge of U.S. institutions' admission policies, higher education policies and practices, and F and J immigration regulations;
Experience with SEVIS

Preferred Qualifications:

Foreign language proficiency;
Teaching and/or programmatic experience in university-based international programs;
 Experience working with faculty, administrators, and staff at a higher education institution;
 Experience working with U.S. and foreign government agencies and related organizations regarding international education;
Some knowledge/experience working with Foreign Credential Evaluation

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Appendix E. Recruitment and Marketing Budget

Operational Budget:

Fairs/trips (usually 3-4, sometimes more) $20,000

Print Materials (Marketing) $10,000 (usually every other year)

Memberships $ 6,000 (IIE, NAFSA, Amideast, CIS, OACAC, etc.)

Postage (International) $ 6,000

Conferences (approx. 3-4) $ 9,000 (includes Embassy visits)

Hosting International visitors $10,000 (not every year)

Misc (supplies, phones, etc.) $ 4,000

Total Operational Budget $65,000.00

This budget would be used to support both undergraduate and graduate recruitment and marketing.

Appendix F. fsaATLAS

fsaATLAS is a leading proprietary software used by institutions that host F and J international students. This major software package, which is Banner interface ready, provides batching and case management features. In general, fsaATLAS will enable the International Programs Center to 1) maintain SEVIS compliance, 2) work more effectively to advise and retain international students, and 3) increase productivity and service across all areas of the office. More specifically, fsaATLAS is an all-encompassingsolution for international student management, including comprehensive case management tracking, reporting capabilities, and important automatic email notifications related to regulatory compliance. Incorporating fsaATLAS into IPC operations will 1) eliminate manual entry of international student enrollment and frequent event updates for each individual student, 2) significantly reduce the number of visa documents manually generated, and 3) allow integration with Banner to keep staff informed on a daily basis of changes in students' records.

The following associated costs for fsaATLAS are based on numbers of F and J students at UNCG:

fsaATLAS Software:	$22,400 (includes 20% discount for Banner user)
Implementation and Training:	Variable based on needs (sample cost based on 132 hours: $23,760)
First Year Maintenance Fee:	$3,360

(The annual maintenance fee after the first year will increase no more than 3% per year)

Appendix G. SEVIS Coordinator/International Student Advisor

Administrative Unit: International Programs Center

Title: SEVIS Coordinator/International Student Advisor

Base Salary: $35,000

Benefits: $12,551=Total $47,551

Rationale: In support of the strategic plan goals 5.3 and 1.5 (among others), UNCG is committed to raising our international degree-seeking student enrollment. This support person is needed to keep UNCG in compliance with federal regulations, and in particular visa requirements that have resulted in this increased population.

Position Summary: The SEVIS Coordinator for International Student and Scholar Services (ISSS) provides technical direction and support for the office and maintains the Student and Exchange Visitors Information System (SEVIS) and the fsaATLAS database, and is responsible for the reporting requirements of both databases. Under the direction of the Director of International Student and Scholar Services, the SEVIS Coordinator will serve as a Designated School Officials (DSO) with respect to providing required services for international students with F-1 visas. The SEVIS Coordinator will process immigration documents related to passports, visas, employment authorizations, changes in legal status, and transfers to and from other academic institutions. The SEVIS Coordinator monitors all F and J student visa holders at the University, assists with International Student Orientation, and assists with immigration advising processes for international students. The SEVIS Coordinator will also provide administrative support for the ISSS office.

Essential Responsibilities:
A. Student and Exchange Visitors Information System (SEVIS)

1. Responsible for SEVIS data integrity, SEVIS web based processes (Real-Time), and compliance with the Student and Exchange Visitor Information System. 2. Serves as project lead in the implementation of the fsaATLAS/ SEVIS Batch System. 3. Reviews technical specifications of future phases of SEVIS, and upgrades to office technologies and makes necessary recommendations. 4. Compiles and submits SEVIS reports.

B. Data Entry and Management

1. Manages SEVIS reporting through batch and real time processing, including planning and evaluating the University's compliance level and planning to ensure ongoing compliance. 2. Ensures data entered in fsaATLAS is accurate for uploading to SEVIS. 3. Monitors errors and ensures actions and alerts are acted upon. 4. Keeps current with changes in immigration regulations, SEVIS and fsaATLAS upgrades and relays information to end-users. 5. Develops processes to ensure SEVIS reporting and compliance requirements are met. 6. Trains and consults with users regarding their interface with the SEVIS system. 7. Collaborates with Information Technology (IT) and other campus departments. 8. Maintains

knowledge of standards and best practices for information systems, user documentation, project management, web management, and SEVIS compliance.

C. Administrative Support

1. Issues, changes and reissues amended Form I-20 and Form DS-2019 for students regarding F-1 and J-1 status. 2. Assists with establishing and updating departmental policies and procedures to assure compliance. 3. Prepares documents requested and required for F-1 Students and J-1 Students. 4. Provides oversight for the ISS website and provides support for content management. Assess current needs and future areas for improvement of the website. 5. Provides supplemental academic and immigration advising to international students regarding F-1 and J-1 status requirements and procedures. 6. Contributes to the overall success of International Student Services by providing basic administrative support and all other duties as assigned. 7.Remains competent and current through self-directed professional reading, developing professional contacts with colleagues, attending professional development courses, and attending training and/or courses as directed by the Director of International Student and Scholar Services.

Job qualifications

Required Qualifications: 1. Bachelor's degree required. 2. Three years experience in a technical field (e.g., computer science, information systems) and/or SEVIS experience. 3. Knowledge of HTML/web page development and Microsoft Office (WORD, Excel and PowerPoint). 4. Ability to multi-task, organize data with keen attention to detail, and communicate technical detail to users. 5. Ability to analyze technical needs and business processes and work collaboratively to improve office function and student data integrity. 6. As a requirement of the SEVIS system, US Citizenship or Permanent Residency is required for users. 7. Ability to comply with federal and University policies, procedures, and mandates. 8. Sensitivity to cultural differences and ability to communicate effectively with individuals of diverse backgrounds.

Preferred Qualifications: 1. Experience with fsaATLAS records management system, specifically in higher education. 2. Knowledge of F-1 and J-1 student regulations and experience working in SEVIS and SEVIS batch processing. 3. Experience leading technical projects and working collaboratively with multiple stakeholders. 4. Experience with software development involving interfaces

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Appendix H. Assistant Director, International Admissions

Administrative Unit: International Programs Center

Title: Assistant Director, International Admissions

Base Salary: **$40,000**
Benefits: **$13,775 = Total $53,775**

Rationale: In 2006, the University created the new position of Director of International Admissions, which is located in the International Programs Center. This position was created to meet the needs of degree-seeking international undergraduate students regarding recruitment of qualified students, setting university admission standards for each country, and preparing admitted international students to be successful at UNCG. The international recruitment effort involves seeking out international undergraduate students by several means, including determining and setting admissions standards for each country/province, reviewing all documents for authenticity, reviewing applications for admission, independently making all admissions decisions, keeping a library of sample documents from each country, keeping a database on each applicant, and compiling a database on continuing students' GPA. This data is analyzed periodically to review admissions standards for each country. Additional work includes extensive follow up communication with applicants regarding the status of their applications, pre-registering newly-admitted international students (and selecting appropriate courses) during the Destination UNCG (recruitment) period, admitting and advising INTERLINK students on appropriate UNCG courses they may take, meeting with prospective students, parents, and agency personnel, and visiting embassies in Washington, DC.

In 2007, responsibilities were added that included determining transfer credit from foreign institutions and writing detailed credit evaluation reports for each transfer student. In addition, prospective emails (over 6,000 per year), from international undergraduate and graduate prospects are handled by International Admissions.

Future responsibilities include marketing UNCG throughout the world, establishing articulation agreements with foreign community colleges, identifying appropriate agencies to work with, creating brochures, and other recruiting efforts to continue to increase the number of degree-seeking international students.

The number of international applications received continues to increase each semester. From 2006 to 2011, the number of international undergraduate students admitted to UNCG increased by 397 percent. In order to process applications in a timely manner and devote more time to recruiting efforts, an Assistant to the Director is needed to assist the Director with daily procedures. Note: during the summer months, spring break, and the December break, there are no student workers to assist the Director.

Processing functions currently being performed by the Director and students workers include entering all application data into Banner, scanning all documents into Nolijweb, creating paper files for each applicant, emailing applicants at regular intervals to update them on their application status, producing

admission decisions letters, scanning Graduate School documents, and entering application data for and admitting INTERLINK students.

The Assistant Director will be responsible for the following:

1. Initial review to determine admissibility of applicants, using country standards set by the Director of International Admissions
2. Review incomplete applications for outstanding documents
3. Email applicants on a regular basis on application status
4. Prepare credential evaluations by determining transfer credit from international universities
5. Research and update information on world-wide systems of education
6. Admit INTERLINK students
7. Assist in writing articulation agreements
8. Assist Director with recruiting and marketing plans and their implementation
9. Help maintain database of applications for each semester
10. Verify financial documents, issue initial I-20 for international undergraduate admitted students
11. Pre-register admitted students for classes
12. Assist Director in teaching FFL 101 class (international section)
13. Other duties as assigned

Qualifications:

A master's degree, with international experience (must have studied or lived abroad for a minimum of 6 months), detail oriented, excellent computer and data-analysis skills. Fluency in a language other than English (Spanish or Mandarin preferred).   Prior admissions or higher education experience is strongly preferred. Candidates must be U.S. citizens.

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