



Global Vision 2020

University of Idaho

International Programs Office

September 30, 2013

By Susan Bender

Executive Director, International Programs Office

Contents

GLOBAL VISION 2020	3
Introduction:.....	3
Overview:.....	4
IPO Overview:.....	5
Organizational Chart 2013 – International Programs:.....	5
Objectives:.....	6
INTERNATIONAL MARKETING AND RECRUITMENT (M&R):.....	7
Vision:	7
Description:.....	7
Baseline - Marketing and Recruitment:.....	8
Recommendations from the Consultant’s Report:.....	10
GLOBAL VISION 2020 – MARKETING AND RECRUITMENT GOALS:	11
INTERNATIONAL STUDENTS, SCHOLARS, AND FACULTY SERVICES (ISSFS):.....	13
Vision:	13
Description:.....	13
Baseline - International Students, Scholars, and Faculty Services:.....	13
Recommendations from the Consultant’s Report:.....	14
GLOBAL VISION 2020 – ISSFS GOALS:	15
AMERICAN LANGUAGE AND CULTURE PROGRAM (ALCP):.....	16
Vision:	16
Description:.....	16
Baseline – American Language and Culture Program:.....	16
Recommendations from the Consultant’s Report:.....	17
GLOBAL VISION 2020 – ALCP GOALS:	18
STUDY ABROAD (SA):	19
Vision:	19
Description:.....	19
Baseline – Study Abroad:.....	20
Recommendations from the Consultant’s Report:.....	23
GLOBAL VISION 2020 – STUDY ABROAD GOALS:.....	23
INTERNATIONAL INITIATIVES (IPO):.....	24
Vision:	24

Description:.....	24
Baseline – International Initiatives:.....	24
Recommendations from the Consultant’s Report:.....	27
GLOBAL VISION 2020 – INTERNATIONAL INITIATIVES GOALS:.....	28
IPO ADMINISTRATIVE SUPPORT:.....	30
Vision:.....	30
Description:.....	30
Baseline – Administrative Support:.....	30
GLOBAL VISION 2020 – ADMINISTRATIVE SUPPORT GOALS:.....	31
INTERNATIONAL PROGRAMS OFFICE - GENERAL:.....	32
Recommendations from the Consultant’s Report:.....	32
Financial Structure:.....	32
Space Concerns:.....	32
Other Recommendations:.....	33
CONSULTANT’S CONCLUSION:.....	34

GLOBAL VISION 2020

Introduction:

The purpose in writing this Global Vision 2020 is to offer a strategic plan that will provide an integrated vision of all of the elements of international education, to review the current state of affairs, to eliminate redundancies and enhance efficiencies, and to set future goals at the University of Idaho. Institutions of higher education around the world are developing international strategic plans in recognition that we are no longer educating students to simply “get a job,” but rather to be successful at negotiating the global complexities of today’s world. The way we work, the way we live, and the way we interact with others have global implications.

This first step in developing a global vision focuses on the International Programs Office (IPO), which provides the framework that allows the University of Idaho to attract and bring international students and scholars to our campus, to send Idaho students to destinations around the world, to prepare non-native speakers of English for university study, to link departments, colleges, and the university at large to institutions around the world, to provide international opportunities to faculty, and to seek funding opportunities from international organizations and government agencies.

The IPO supports UI faculty as they work to internationalize their curriculum, to enhance their international experiences, to expand their intercultural skills, and to integrate students from around the globe into their classrooms. The IPO supports teaching and research by providing the knowledge and expertise needed to bring international researchers, faculty, and specialists to our campus. The office also manages international student enrollment and coordinates relationships and agreements that facilitate the exchange, transfer, and enrollment of students coming from universities in every region of the world.

The services provided by the IPO are connected to nearly every aspect of the University of Idaho. As possibilities and demands in international education grow, it is important to have a strategic plan to set goals, guide choices, determine new initiatives, and acknowledge limitations.

The second part of the Global Vision 2020 will involve creating a strategic plan that explores comprehensive internationalization at all levels of the university, focusing on global learning in every department, promoting intercultural competencies, developing strategic partnership agreements, exploring creative collaborations, and identifying global networks of alumni.

Overview:

Under the leadership of a new executive director who joined the office in 2012, the staff at the International Programs Office at the University of Idaho engaged in a self-study and created an *IPO Baseline Report* (March 2013) and a *Comprehensive Internationalization Baseline Report* (March 2013).

The *IPO Baseline Report* included the mission statement/overview of the IPO, described the IPO organizational structure, summarized the charge(s) of each unit within the IPO, articulated the overarching vision for each unit, and outlined short-term (1 year), longer-term (3-5 years), and long-term (2020) goals.

The *Comprehensive Internationalization Baseline Report* defined comprehensive internationalization, provided data from the *ACE Mapping Survey on Internationalization 2012* (national data), offered guiding principles for creating a vibrant global learning community, and reviewed the current state of affairs in the following four areas at the University of Idaho:

1. Global Learning Environment/Opportunities at Idaho
2. International Student Development
3. Faculty Development
4. International Partnerships and Advancement

In April 2013, the IPO participated in an external review by a consultant on international strategic planning and comprehensive internationalization: Dr. Harvey Charles, Vice Provost of International Education at Northern Arizona University. Dr. Charles conducted a pre-review; interviewed staff, faculty, and leadership during a two-day on-site visit; conducted follow-up communications with staff members; and wrote a 22-page report titled *Recommendations in Support of Comprehensive Internationalization at the University of Idaho* (May 2013).

In 2011, the University of Idaho created a Vision 2020 Task Force, which is charged with formulating a vision of what the University of Idaho might look like in the year 2020. In light of this institutional effort, the IPO staff and the International Engagement Council began work on its “Global Vision 2020.”

The purpose of this document is to incorporate and refine the information gathered in the three reports mentioned above, to outline the aspirations and vision of International Programs staff, and to envision a path forward to a more internationally oriented University. After a year of assessment, the IPO is now well situated to determine its future aspirations.

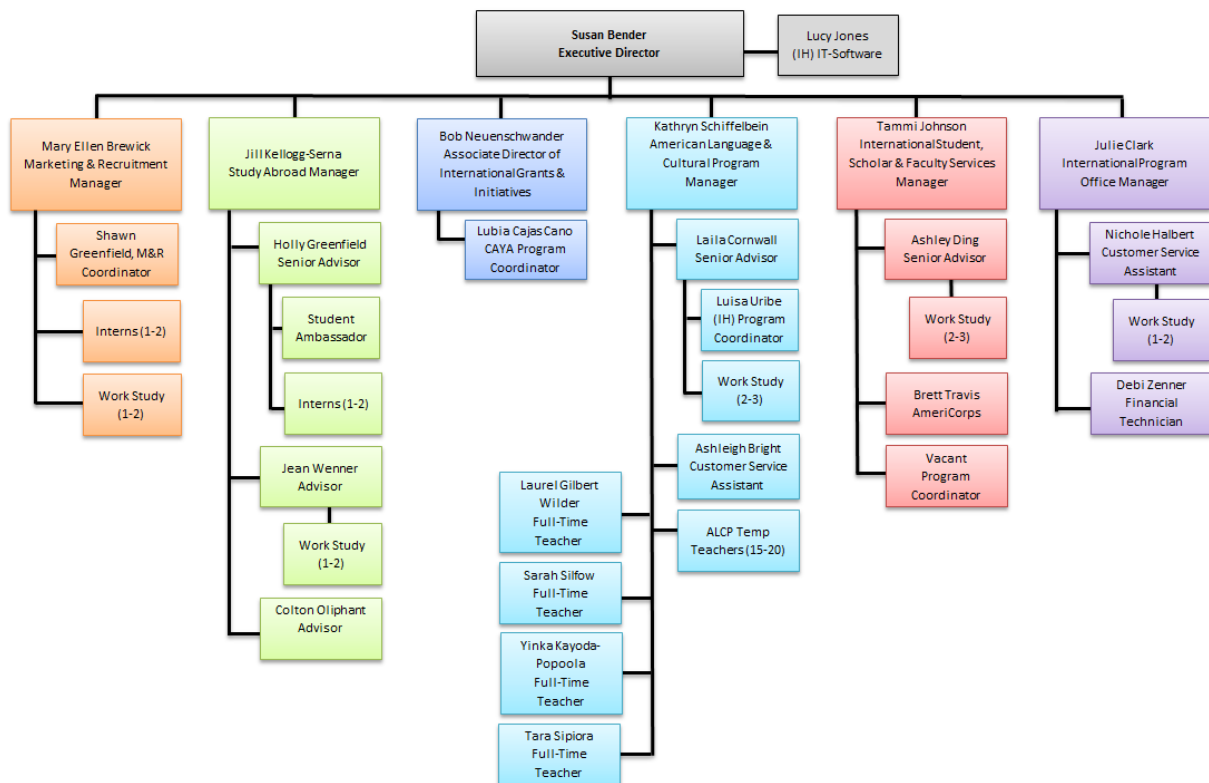
IPO Overview:

The IPO consists of approximately forty (40) employees who are part of five (5) areas of specialization in international education and an administrative support area. The units of specialization include:

1. International Marketing and Recruitment (M&R)
2. International Students, Scholars, and Faculty Services (ISSFS)
3. The American Language and Culture Program (ALCP)
4. Study Abroad (SA)
5. International Initiatives (IPO general)
6. Administrative Support (IPO general)

Organizational Chart 2013 – International Programs:

International Programs Organizational Chart



Objectives:

Global Vision 2020 seeks to build a strong infrastructure for and commitment to comprehensive internationalization at the University of Idaho. This plan incorporates information from the baseline reports, the recommendations of our outside consultant, and the ideas of the IPO staff. During summer 2013, the IPO staff reviewed the previous reports and developed strategies to enhance, expand, and reimagine International Programs at Idaho. This report offers an overview of the IPO and its current functional units. Within each unit/area, the report is organized into sections that ask the following questions:

- VISION – What is the current vision of your unit?
- DESCRIPTION - What is the unit's charge? What is it responsible for? What does it do?
- BASELINE – What is the current state of affairs for your unit?
- RECOMMENDATIONS – What did the consultant advise regarding your unit?
- GLOBAL VISION 2020 GOALS - What might the unit look like in 2020?
 - Next Steps: developing priorities and strategies for achieving Global Vision Goals, to be explored 2013-2014

INTERNATIONAL MARKETING AND RECRUITMENT (M&R):

Vision:

To improve brand recognition of the University of Idaho globally, to attract high quality international students representing all regions of the globe, to create a highly effective system of international student enrollment management, and to promote the internationalization of the university by “bringing the world to Idaho.”

Description:

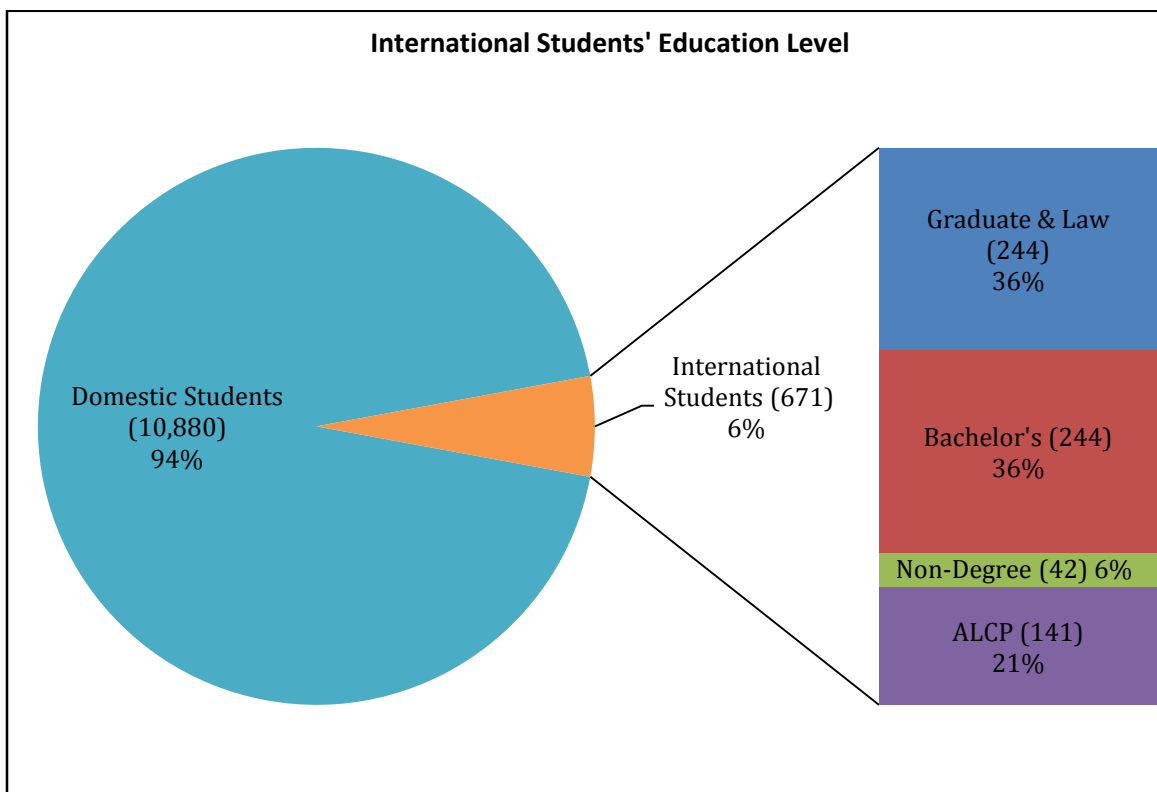
International Marketing and Recruitment was established in 2010 when the University of Idaho dedicated staff and resources to market the University of Idaho overseas and recruit international students, with the goal of increasing the numbers of international students. The implicit goal in increasing international students is the desire on the part of the university to attract more full-time non-resident undergraduate students as well as the desire to enhance the cultural diversity on campus. The Marketing and Recruitment unit employs a variety of strategies, which include but are not limited to:

- Attending recruitment fairs and venues overseas
- Contracting with agents and/or agencies who assist in the placement of students for commission fees
- Training agents/agencies and maintaining data on students and commission payments
- Visiting high schools, universities, community colleges, and English Language Centers in the U.S. and abroad
- Designing ads, brochures, and other recruitment related literature
- Enhancing web sites devoted to international student recruitment
- Evaluating and selecting students who qualify for scholarships and tuition waiver awards (in collaboration with ISSFS)
- Managing international student enrollment management
- Collaborating with the various offices at the university engaged in recruitment and enrollment management (Office of Admissions, Office of the Registrar, College of Graduate Studies, Financial Aid)
- Developing and enhancing communication with prospective and admitted students
- Hosting visitors who express interest in attending the university, assisting with international student recruitment, or developing a partnership agreement with the university

Baseline - Marketing and Recruitment:

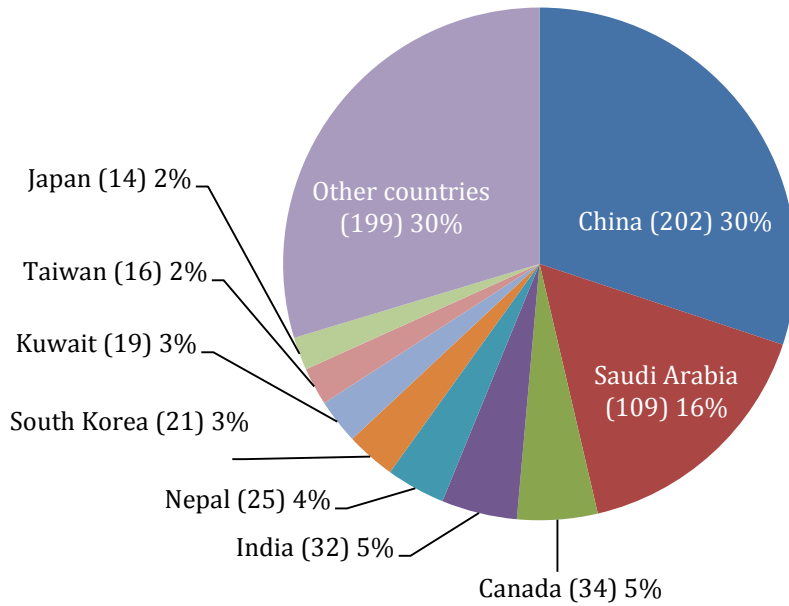
The international marketing and recruitment unit develops marketing materials, establishes relationships with agents who recruit students from around the world (thirty-one by 8/2012), participates in recruitment fairs in targeted countries, and works to enhance the institutional infrastructure to facilitate the enrollment of international students. This area coordinates an international student enrollment working group, sets priorities for articulation/transfer agreements with international institutions, identifies sponsored student opportunities, works on institutional marketing and branding overseas, and manages the agent relationships (contracts, student tracking, payments, training, and communication).

International Student Population– Spring 2013



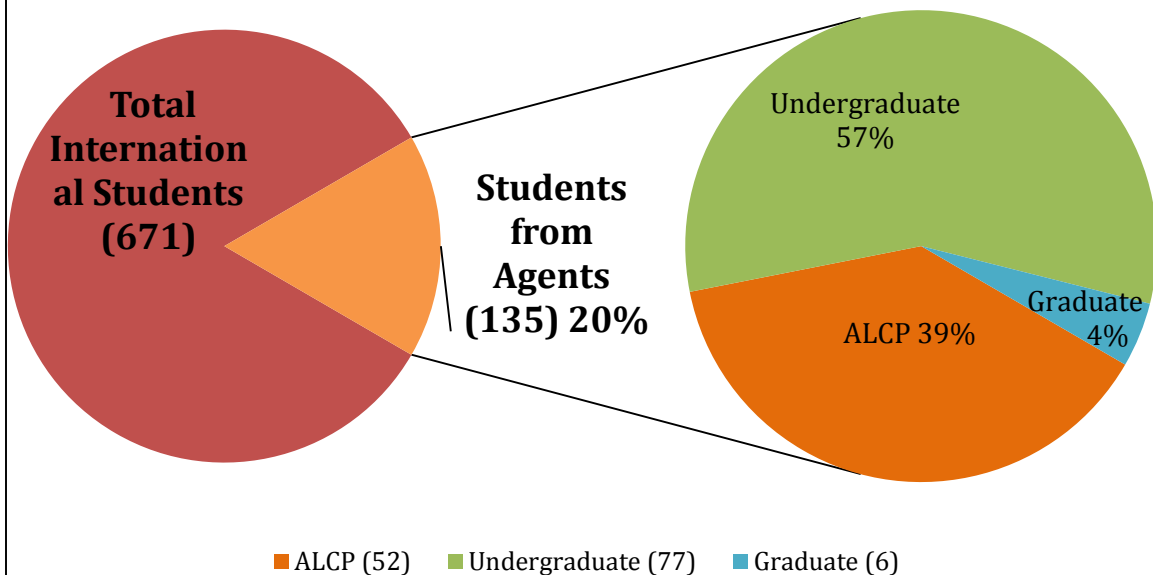
- 6% of the students at the University of Idaho are International.

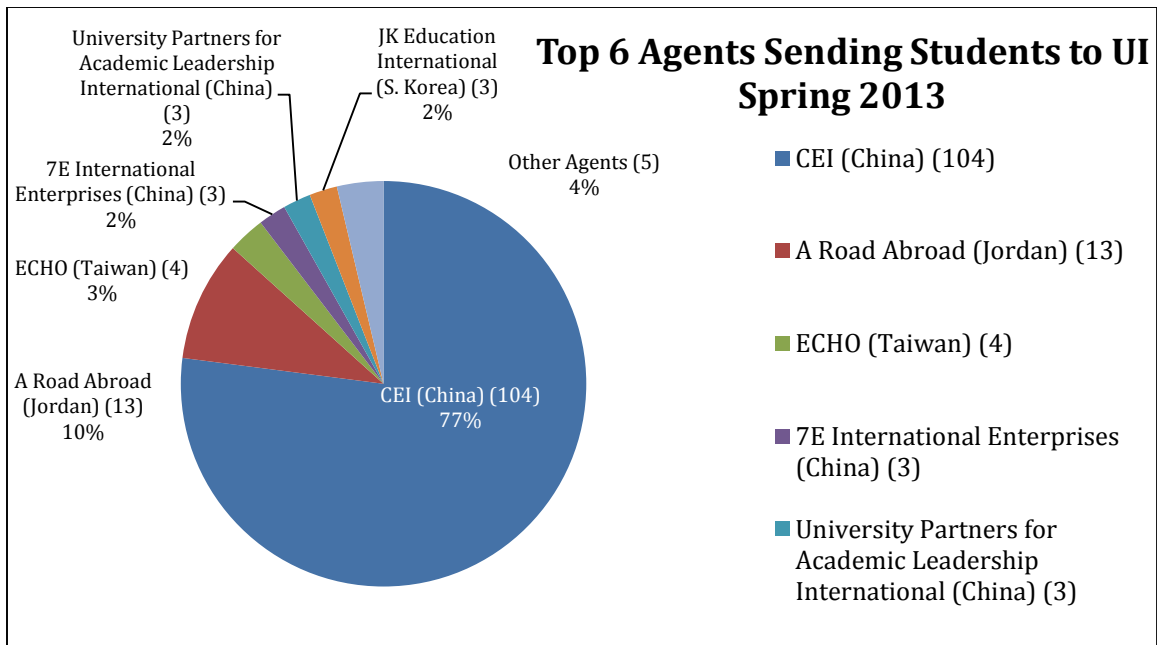
Top 10 Countries Represented



- **671 International Students from 69 different countries.**

International Students Recruited by Agents-Spring 2013





Recommendations from the Consultant's Report:

Recommendation 1:

Provide either a direct appropriation from central administration to support the recruitment of international undergraduate students or devise a tuition capture model that allows IPO to fund international student recruitment from a percentage of the tuition that international students pay each semester.

Recommendation 2:

Consider transferring the responsibility for undergraduate international student admissions to IPO. This will create a seamlessness in process from marketing, recruitment to admission, and is more likely to create shorter processing times for applications which increases the likelihood of more international students enrolling at the University of Idaho.

Recommendation 3:

Continue to cultivate ties with reputable and successful agents around the world, ensuring at all times that there is transparency in relations, clarity about the objectives of each party to the agreement, and responsiveness to each party's needs that is ultimately necessary for a smooth working relationship.

Recommendation 4:

Consider hiring a staff member who is fluent in both Mandarin and English and can effectively support M&R in representing the university in China, both

in terms of dealing with agents and university partners as well as reaching out to prospective students and parents.

Recommendation 5:

The Office of Undergraduate Admissions should be very assertive in securing waivers from prospective students, so that as soon as their applications arrive, the information can be shared with agents and other appropriate parties when necessary to enhance the admissions process.

Recommendation 6:

The IPO should be designated as the lead agency on international recruitment policy and international agreements.

Recommendation 7:

The IPO should begin right away to develop a database of international alumni and friends of global education at the university for use alongside the study abroad alumni database that still exists. Any short term value of such a database will be limited, but in ten to fifteen years this can be a very valuable resource for the IPO as well as the university at large.

GLOBAL VISION 2020 – MARKETING AND RECRUITMENT GOALS:

- Increase international student population to reflect 10% of the university student population (includes American Language and Culture Program.
- Recruit international students from a variety of nations and regions of the world.
- Procure institutional direct appropriation or devise a tuition-capture model to fund international student recruitment.
- Create a seamless process of marketing, recruitment, admissions, and enrollment in order to expedite processing of international student applications to increase likelihood of attracting students to Idaho.
- Improve system of working with agents around the globe; develop or purchase a database to track agent driven students, to manage payments to agents, and to communicate with agents and students.
- Simplify agent contracts and payment system by revising contract and developing a flat-rate payment system of tuition charged (rather than percentage of tuition paid) to make system more efficient and transparent.
- Hire a marketing and recruitment staff member who is fluent in Mandarin and English to represent the university in China.

- Develop a database of international alumni and friends of global education, along with study abroad alumni database, to use as a recruitment and fundraising resource in the future.
- Develop staff professionally to serve as experts and specialists in international student recruitment, marketing, enrollment management, and international education.

INTERNATIONAL STUDENTS, SCHOLARS, AND FACULTY SERVICES (ISSFS):

Vision:

To provide expertise on immigration issues pertaining to international students, scholars, and faculty at the University of Idaho, to ensure institutional compliance with all federal regulations, to successfully integrate international and U.S. students, and to engage the campus and local community on international and intercultural issues through a range of programs.

Description:

The International Students, Scholars, and Faculty Services provides the infrastructure that allows the University of Idaho to bring international students, researchers, and faculty to the University. The staff is responsible for orienting, advising, and assisting international students, researchers, and faculty (and their families) on immigration matters and cultural adjustment. The staff provides guidance on immigration regulations, including F-1, J-1, and H-1 visa categories, and assist faculty in obtaining permanent residency status, when applicable. The ISSFS staff organizes orientation sessions, programs, workshops, and cultural events for international students, scholars, and the university community to promote a culturally engaged and inclusive environment. The ISSFS is also involved in community outreach by matching international students and local families through its Friendship Family Program and by marketing intercultural events on campus and in Moscow.

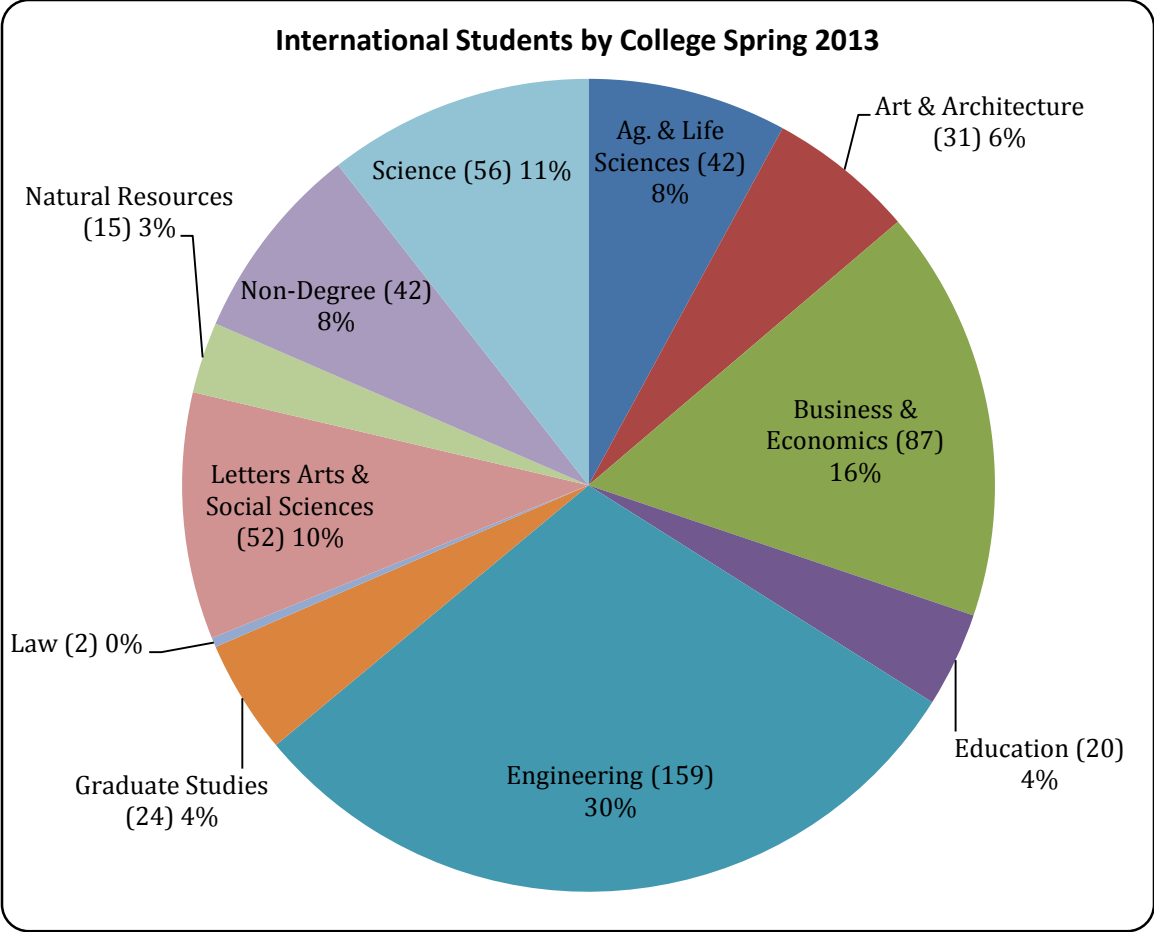
Baseline - International Students, Scholars, and Faculty Services:

During spring 2013, there were 671 international students representing 69 countries. Of these, 36% were undergraduate students (244), 36% were graduate students (244), 21% were ACLP students (141), and 6% were non-degree students (42 – which are made up of exchange students and sponsored students).

Top 10 International UG Majors	
Accounting	24
Mechanical Engineering	16
Electrical Engineering	15
Finance	15
General Studies	12
Chemical Engineering	12
Civil Engineering	9
Materials Science	8
Landscape Architecture	7
Architecture	7

Top 10 International GR Majors	
Electrical Engineering	24
Computer Science	21
Natural Resources	15
Chemistry	14
Accountancy	12
Physics	9
Plant Science	8
Bioinformatics & Biology	8
Civil Engineering	8
Environmental Science	8

• **531 International Students in Degree Programs.**



Recommendations from the Consultant’s Report:

Recommendation 1:

Centralize all international student advising in the ISSFS by housing the ALCP international student adviser in ISSFS.

Recommendation 2:

Create a SEVIS/Tech position. The need for technical support, including SEVIS support, has grown exponentially over the past years. This will provide the IPO with expertise and services that it desperately needs to comply with the federal mandate of registration of all international students and scholars, and will assist with the wide array of technical requirements of the IPO (SEVIS: Student and Exchange Visitor Information System, U.S. Department of Homeland Security system).

GLOBAL VISION 2020 – ISSFS GOALS:

- Maintain staffing levels that reflect industry ratio standard (one advisor: 300 international students).
- Recruit and retain a SEVIS Technology Specialist to manage the technical aspects of student registration, reporting, and auditing.
- Purchase and integrate an international student/scholar data management system to serve as an interface between Banner (the university student information system) and SEVIS (Student and Exchange Visitor Information System, U.S. Department of Homeland security system) to assist in federal compliance with reporting requirements.
- Enhance scholar and faculty services.
- Provide comprehensive programs, activities, events, and seminars that assist international students with their cultural adjustment, integrates U.S. and international students, and contributes to a culturally sensitive and inclusive campus climate.
- Develop staff professionally to be able to serve as immigration and intercultural specialists.

AMERICAN LANGUAGE AND CULTURE PROGRAM (ALCP):

Vision:

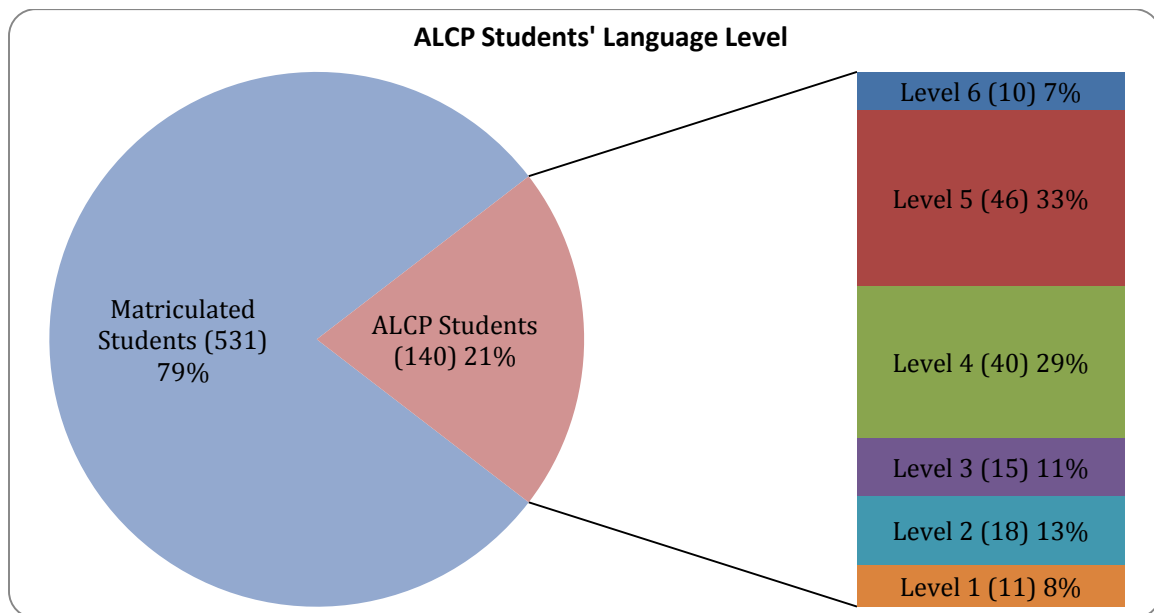
The mission of the American Language and Culture Program is to provide non-native speakers of English with the linguistic, academic, social, and cultural skills necessary to successfully navigate university environments in the United States. The ALCP promotes internationalization at the University of Idaho and encourages respect for linguistic and cultural diversity on the campus and in the community.

Description:

The American Language and Culture Program is an intensive English language program designed to help non-native speakers develop the skills necessary to succeed in academic programs and further their professional careers. This integrated program offers six levels of instruction, from basic to advanced, with an emphasis on academic preparation in listening, speaking, reading, and writing. The ALCP was granted accreditation by CEA (the Commission on English Language Program Accreditation) in April 2013.

Baseline – American Language and Culture Program:

The manager, four full-time teachers, 8-15 full-time and part-time temporary teachers, TESOL practicum students, and the support staff run a high-quality program and have created a culture of care that contributes to a matriculation rate of over 80%. The ALCP student population grew by 67% in 2012 compared to Fall 2011.



- **140 International Students in the American Language & Culture Program.**
- **1 National Student in the American Language & Culture Program.**

More information about ALCP Language Levels

- The ALCP provides non-native speakers of English with the linguistic, academic, social, and cultural skills necessary to successfully navigate university environments in the United States.
- Undergraduate Conditional Admissions: Conditional admission may be granted to applicants who qualify academically, but have not yet achieved the University of Idaho minimum English language requirements for full admission. Students granted conditional admission must enroll and complete Level 5 in the University of Idaho American Language and Culture Program (ALCP) to achieve the minimum language requirement.
- Level 6 prepares graduate level students for activities often required in graduate school.

Recommendations from the Consultant's Report:

Recommendation 1:

Make a one-time investment in the ALCP so that it can have the appropriate infrastructure, including space and technological support that will allow for an expansion of its operations and greater stability.

Recommendation 2:

Develop an enhanced salary and benefit structure so that ALCP can attract and retain strong instructional staff.

Recommendation 3:

Develop a Bridge program as soon as possible so the intensive English students who are almost ready to transition into the academic program can enjoy the benefit of partial enrollment in said program. This exposure will help support their preparation for fulltime academic work, expand the number of students who can be served by the ALCP and support the retention of international students for a longer tenure at the university.

Recommendation 4:

Double the ALCP student enrollment. There is abundant capacity for growth, and it serves as a feeder to the academic programs while offering direct financial contributions to the IPO.

GLOBAL VISION 2020 – ALCP GOALS:

- Increase the tuition Fall 2013 based on CEA accreditation (completed); review costs, expenses, and market viability annually to maintain fiscal viability of program.
- Increase the number of students studying at the ALCP; strive for ALCP student population of 200+.
- Diversify the student enrollment; strive for greater global representation.
- Increase the number of full-time benefitted teachers to keep up with growth of program (determine proper student: teacher ratio, research best practices for IEP's).
- Develop staff professionally to better serve as specialists/experts in Teaching English as a Second Language and cultural learning.
- Work with select departments to create Bridge, or Pathway Programs, to select fields of study.
- Provide a designated computer lab for students learning English.
- Increase space for ALCP teachers and staff.
- Enhance UI-ALCP faculty collaboration.
- Apply to become an IESL Testing Center.
- Acquire membership with UCIEP (University Consortium of Intensive English Programs), a selective professional organization for accredited programs.
- Work with UI Graduate Programs to accept ALCP English Recommendation, Level 6, as equivalent to TOEFL (so students can be admitted to graduate programs with ALCP English verification).
- Create a Faculty Exchange Program for Intensive English, to offer international experiences to faculty.

STUDY ABROAD (SA):

Vision:

To provide access to international experiences to all University of Idaho students, to promote and facilitate the development of globally competent students, and to contribute to campus internationalization and global learning through the study abroad experience and curriculum integration.

Description:

Study Abroad promotes study abroad opportunities, advises students, provides cultural orientations, and manages all details related to study abroad programs. Students are provided with a wide range of opportunities to study in their field or to focus on a particular language and/or culture at destinations around the globe. Established Study Abroad destinations currently include 440 universities in 65 nations. Study Abroad is affiliated with six study abroad program providers, but UI has been developed strong relationships with two in particular: The University Studies Abroad Consortium (USAC) and the International Student Exchange Program (ISEP).

The University of Idaho has been a member of the Universities Study Abroad Consortium (USAC) for 20 years. USAC has become one of the largest study abroad providers in the nation, celebrating its 30th Anniversary in 2013. USAC has over 42 sites in 27 countries around the world, each with a full-time director and staff to serve students. USAC hires faculty from member institutions, like UI, to teach overseas. USAC also offers Faculty International Development Awards (FIDA's) in order to provide an international study abroad experience to five faculty and/or staff members every summer.

UI is also a long-time member of the International Student Exchange Program (ISEP), and has been affiliated with ISEP for the past 30 years. ISEP is a consortium of schools in the U.S. and abroad that allows UI to send students to foreign institutions and to receive equal numbers of students from any of the institutions that are part of the program. ISEP currently has 341 member institutions in 50 nations around the world. Through ISEP, Idaho is able to offer a wide range of affordable study abroad options to its students. Idaho benefits, because the students who participate continue to pay UI tuition while they are away. Students benefit, because on both ISEP and USAC programs, students are enrolled at the home institution (UI) and, therefore, can often continue to qualify for student financial aid and institutional scholarships while they study abroad.

Study Abroad coordinates Faculty-Led International Trips, in which faculty organize short-term, discipline-specific programs overseas. They also manage institutional exchange agreements, designed as reciprocal one-to-one exchanges initiated by departments and/or colleges within a particular major and with a specific

institution overseas. There are currently 22 active exchange agreements. Of note is a special exchange program that was established in Quito, Ecuador, in which Idaho has hired a Resident Director (similar to the USAC model) to support students and to teach service-learning courses related to global justice in Latin America.

As of August 2013, Study Abroad also coordinates the National Student Exchange Program (NSE).

Baseline – Study Abroad:

Study Abroad has four full-time staff – a manager, a senior advisor, and two study abroad advisors. This unit recruits Study Abroad Ambassadors, students who have returned to Idaho after studying abroad, who help promote overseas opportunities with students.

On average, 15% of Idaho students study abroad (based on SA numbers overseas per year as a factor of numbers of Idaho students who graduate in a given year). Study Abroad participation currently stands at approximately 300 University of Idaho students per year.

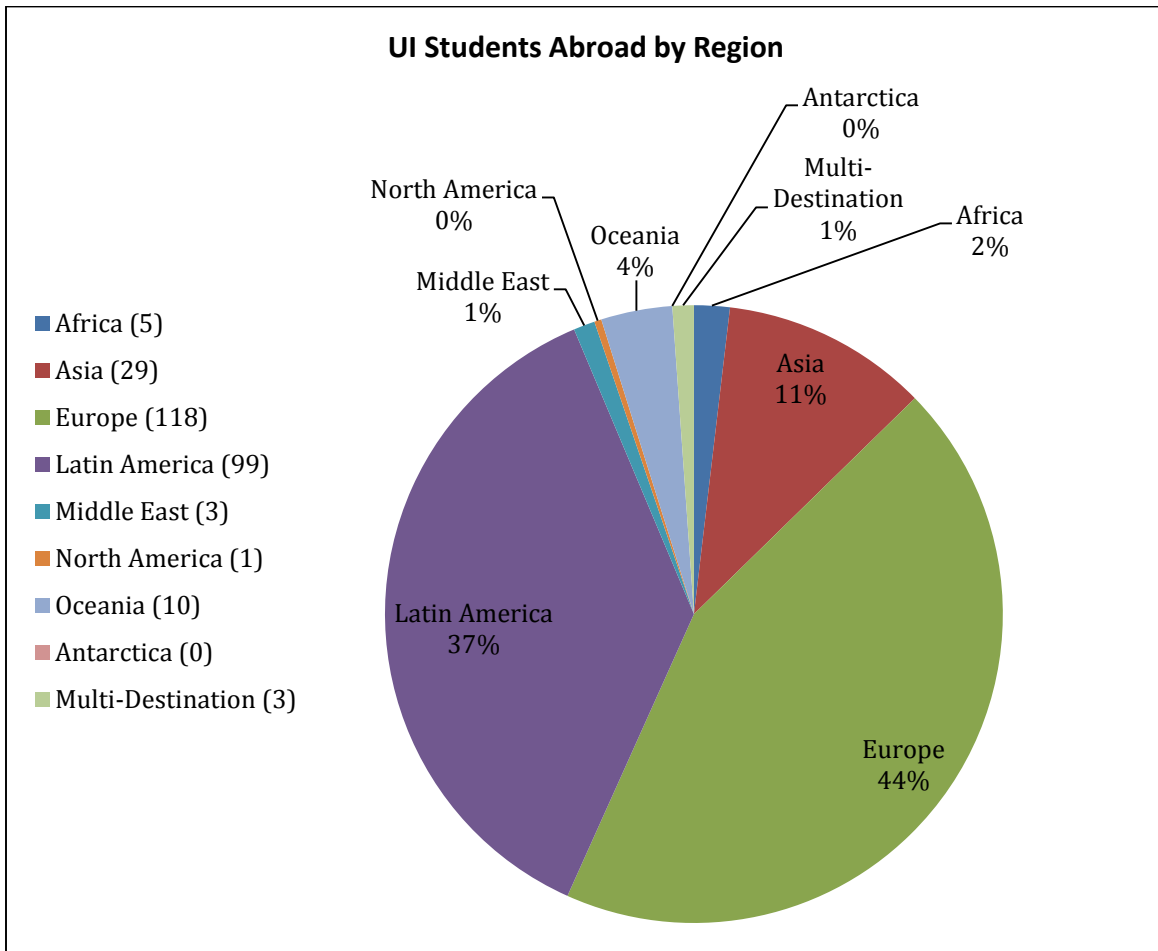
There is some institutional support for students who Study Abroad. Students pay an “International Experience” fee to ASUI (the Associated Students at the University of Idaho) that provides scholarship funds; during 2012-2013, this fee provided \$157,000 to assist students to study abroad. In addition, the President gave \$10,000 during the past two years to support faculty who run Faculty-Led international trips.

Total UI Students Abroad

	2007 -08	2008 -09	2009 -10	2010 -11	2011- 12	2012 -13	Percent Change	
							1-Year	5- Year
Total UI Students Abroad	212	254	321	273	355	268	-25%	26%
Total UI UG Students Abroad	199	225	283	234	324	237	-27%	19%
% of UI UG Students Abroad**	11%	14%	17%	14%	18%	12%	-6%	1%
National % UG Degree Students Abroad**	10%	10%	10%	9%	*	*		
National % Bachelor Degree Students Abroad**	*	*	14%	14%	*	*		

* Not available

** Percent of students abroad is calculated using the IIE Open Doors Participation Rate calculation which takes the total number of undergraduates abroad in a given year divided by the total number of undergraduate completions in the same year.



2012-13 Top 10 Countries

Ecuador	28
UK – England	28
Italy	26
Peru	20
Spain	20
UK-Wales	18
France	16
China	15
Costa Rica	13
Czech Rep	9

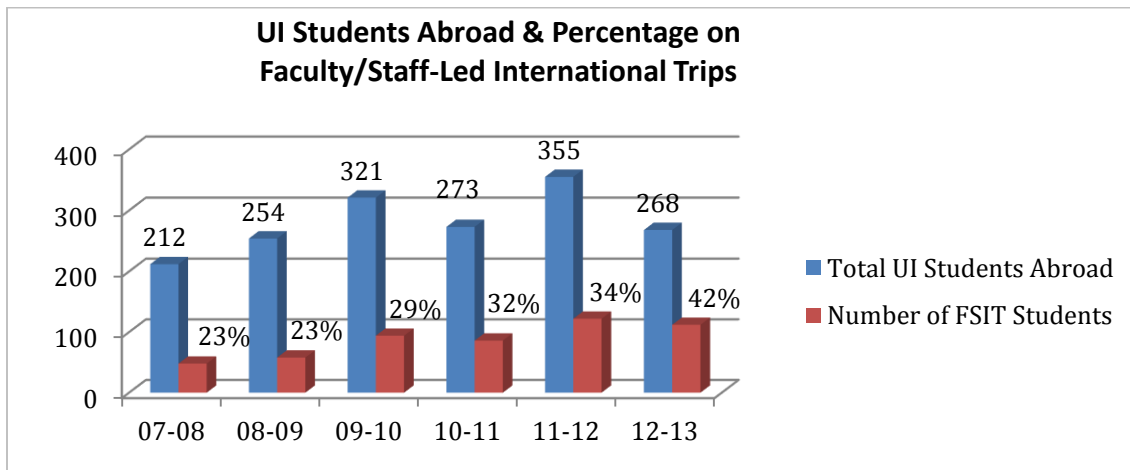
2012-13 Top Ten Majors

Intl Studies	40
Spanish	33
Architecture	22
Psychology	15
Biology	14
Business Mg & HR	12
History	10
Sec Ed	9
Sociology	8
Acct., Env. Sci., Finance, PR	6

Faculty/Staff-Led International Trips (FSITs)

							Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year
Number of Programs	4	6	8	9	12	13	8%	225%
Number of Students	48	58	94	86	122	112	-8%	133%
% of Total Students Abroad	23%	23%	29%	32%	34%	42%	7%	19%

- In 2011-12 and 2012-13 the UI President provided \$10,000/year to be awarded in seed grants toward the creation of new FSIT programs.



UI Undergraduate & Law Students Abroad by College Percent of Each College's Graduating Class Who Has Gone Abroad*

	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		Percent Change	
	#	%	#	%	#	%	#	%	#	%	#	%	1-Year	5-Year
Ag & Life Sciences	19	11%	12	8%	17	12%	14	8%	25	14%	20	10%	-4%	-1%
Art & Architecture	34	24%	40	32%	44	37%	20	16%	44	36%	35	26%	-10%	2%
Business & Economics	35	14%	29	13%	40	18%	38	21%	26	14%	30	14%	1%	0%
Education	6	3%	17	10%	14	8%	14	8%	30	15%	14	7%	-7%	4%
Engineering	2	1%	8	4%	9	5%	9	5%	12	6%	11	6%	0%	5%
Law	6	6%	11	11%	11	12%	2	2%	6	6%	0	0%	-6%	-6%
Letters, Arts & Soc. Sci.	83	13%	4	23%	7	30%	3	20%	5	27%	4	16%	-11%	3%
Natural Resources	10	8%	11	8%	6	6%	10	8%	10	11%	4	3%	-8%	-5%
Science	14	10%	7	6%	17	14%	24	20%	32	27%	24	15%	-12%	5%

*Percent of Undergraduate degrees awarded by college.

Recommendations from the Consultant's Report:

Recommendation 1:

Take an urgent look at the funding of Study Abroad with an eye to enhancing its budget in the short term.

Recommendation 2:

Double student participation in Study Abroad. There is substantially greater capacity for growth in study abroad at the University of Idaho. It provides an ideal context for global learning, particularly if the experience is carefully integrated into the overall academic experience of the students.

Recommendation 3:

The University of Idaho must act quickly to arrange for adequate insurance coverage for faculty, and that a plan be made available for all students planning to study abroad, whether they have insurance from their parents or not.

GLOBAL VISION 2020 – STUDY ABROAD GOALS:

- Double the numbers of students studying abroad.
- Function as a sustainable unit economically.
- Double the funding available for student scholarships to study abroad; strive for \$300,000.
- Seek institutional funding for the staff person managing the Faculty-Led study abroad programs.
- Work with departments and colleges to integrate international topics into the curriculum and to develop international experience requirements.
- Designate liaisons between departments/colleges and study abroad staff to focus on discipline specific study abroad opportunities.
- Work with faculty to develop courses on intercultural competencies that prepare and encourage students to study abroad.
- Enhance cultural training/learning: offer comprehensive pre-departure orientation, create system for maintaining contact with students while abroad, and offer re-entry integration workshops.
- Develop staff professionally to be able to serve as specialists/experts in study abroad and cultural learning.

INTERNATIONAL INITIATIVES (IPO):

Vision:

Support the internationalization of the campus by identifying international initiatives that create opportunities for collaboration and cooperation with institutions around the world, foreign governments, international agencies, and international alumni.

Description:

The International Initiatives area works closely with the executive director on all international initiatives in support of the goal of comprehensive internationalization at the University of Idaho. This area seeks to create sustainable partnerships with foreign institutions, NGOs, international organizations, and foreign governments that are mutually beneficial, innovative, and enhances the University of Idaho's reach and stature in the areas of global teaching, research, learning, and service.

The associate director of the IPO, in coordination with the executive director, work with the International Engagement Council and UI deans, faculty, and higher administration, to identify and prioritize international initiatives. The international initiatives area researches and shares information about grant opportunities with relevant departments, advises faculty on international grants and contracts, and assists faculty interested in pursuing international opportunities.

The IPO is responsible for managing all international partnership and linkage agreements with institutions around the world. It is the responsibility of the IPO to track all international agreements in the International Agreements Data Base; to provide guidance and assistance in the development of institutional linkage agreements; to create and update templates on the different types of agreements; to develop, maintain, and enhance relationships with foreign institutions with whom Idaho has partnerships; to develop policies and procedures for streamlining the process, and establishing criteria for pursuing partnership agreements.

Support of international initiatives begins at the top, so it is imperative that the senior administration is supportive of comprehensive internationalization.

Baseline – International Initiatives:

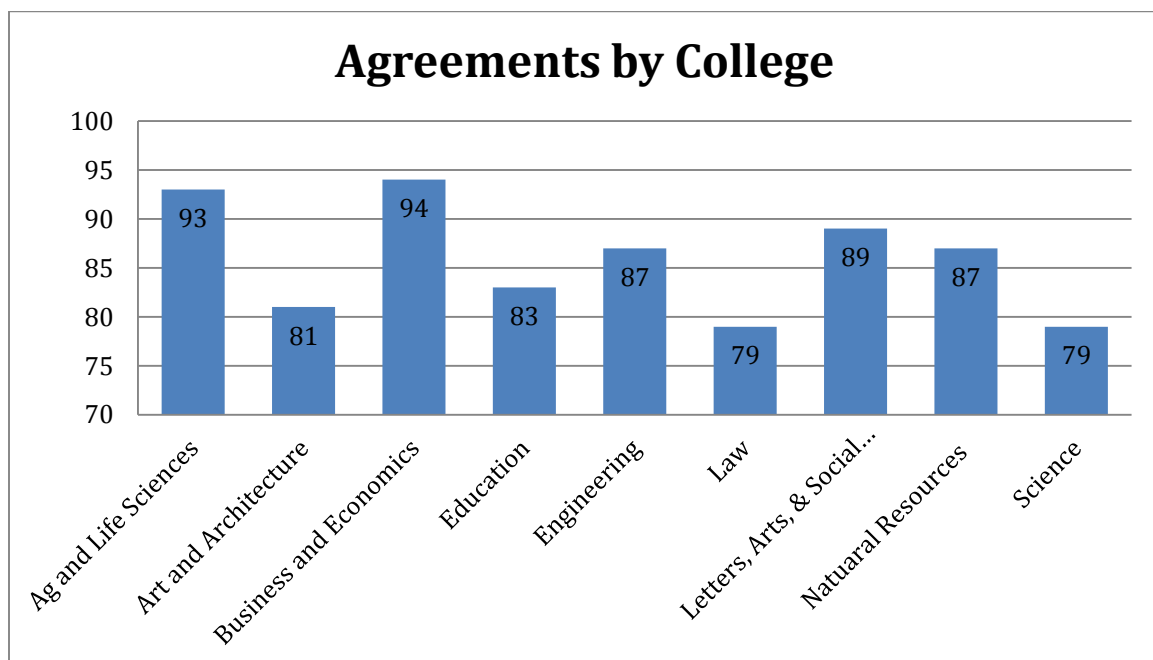
The International Programs Office works to enhance the agreement process by creating and updating templates, working with university departments to streamline the agreement process, establishing policies and procedures on partnership/linkage agreements, and tracking all international agreements. During 2012-2013, an access database was created in order to track all international

agreements. The review and entry of all international agreements is currently underway.

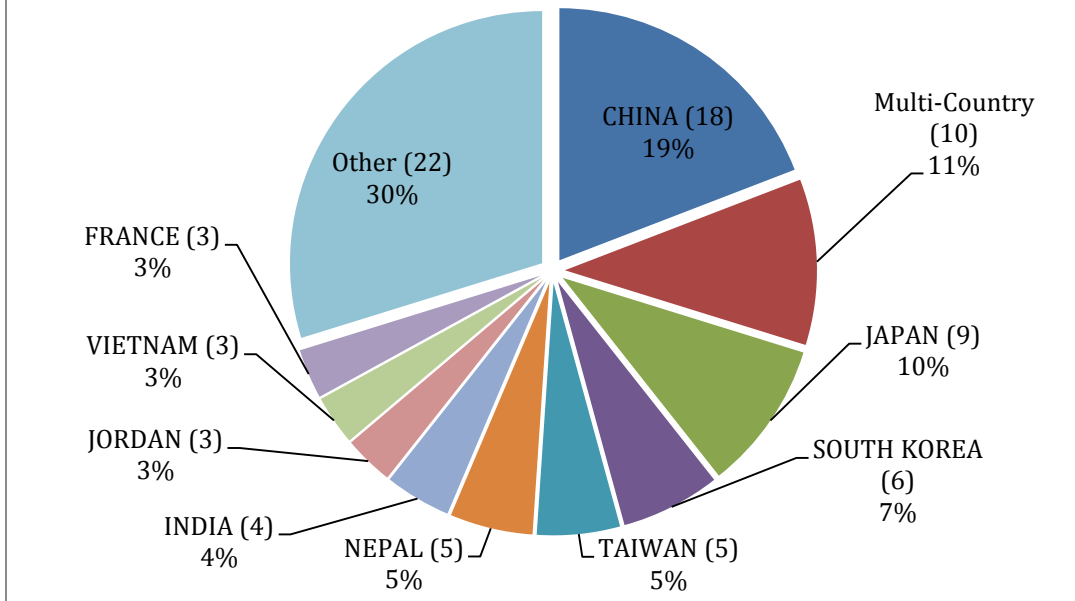
International Initiatives also assists with international grants and training programs. For example, the IPO received a CAYA grant (Central American Youth Award), in collaboration with Georgetown University; this grant brings high school youth from Central America to the U.S. for a week of training and immersion, and runs for a week during Spring 2013, Fall 2013, and Spring 2014. The grant also sends teachers and students from Moscow to Central America during the summer in 2013 and 2014.

More recently, the IPO collaborated with faculty on an application for the “Humphrey Fellowship Program” (a program funded by IIE, part of the Fulbright Commission), and a collaboration with the non-profit, IREX, on a capacity building project in El Salvador.

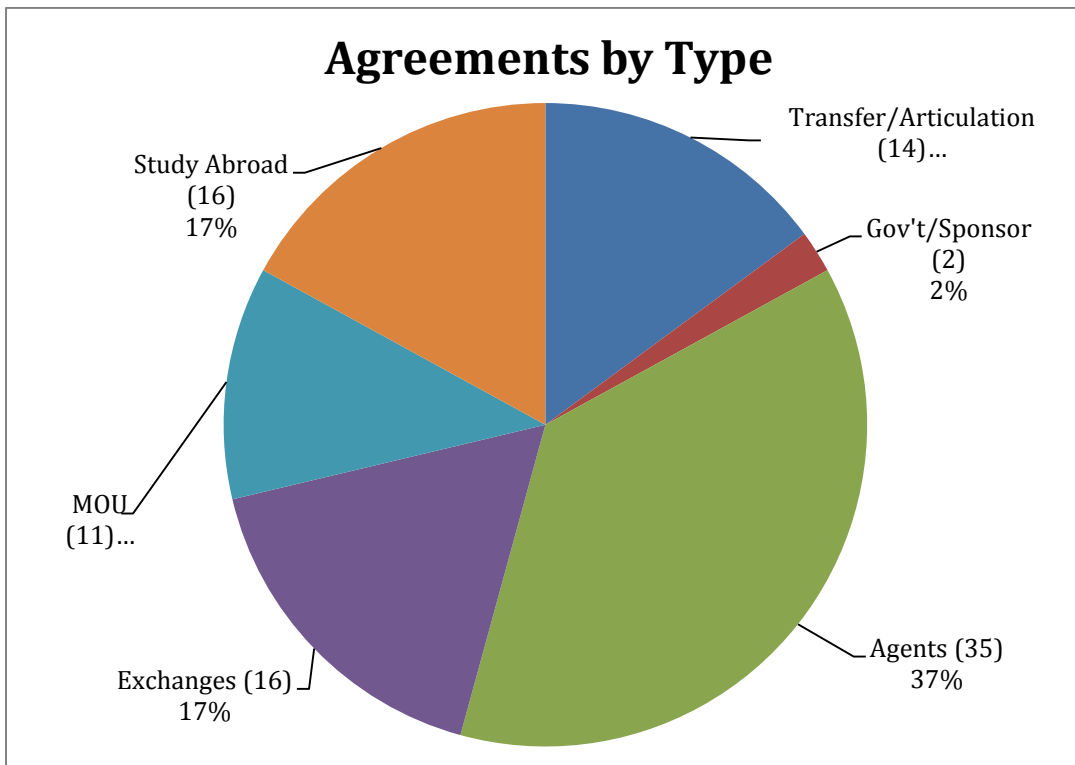
The executive director and associate director work with faculty to identify international initiatives, to set priorities, establish criteria, and to create a comprehensive internationalization plan through the International Engagement Council. The following graphs describe the current state of affairs regarding international agreements:



Top 10 - Agreements by Country



Agreements by Type



Recommendations from the Consultant's Report:

Recommendation 1:

Ensure that in the next cycle of strategic planning, a bold vision for global education and comprehensive internationalization for the university is included. This vision ideally should be reflected in the mission statement and as one of the strategic goals.

Recommendation 2:

The International Engagement Council should explore ways of trying to influence the search process for the new President and actively seek to be represented on the search committee for the new Provost. This is necessary to ensure that these positions are filled by individuals who are deeply committed to advancing the global education agenda, and supporting comprehensive internationalization on the campus.

Recommendation 3:

Begin a strategic planning process for comprehensive internationalization as soon as it is feasible. Engage all constituencies of the university in the process and commit to accountability measures to ensure that the recommendations developed are implemented.

Recommendation 4:

Develop a robust plan to internationalize the curriculum as part of a broader strategy of comprehensive internationalization. Audit existing commitments, develop a strategy to infuse global perspectives in all sites for learning, including the core curriculum, the disciplines and the co-curriculum, and provide incentives for colleges to support their own internationalization initiatives.

Recommendation 5:

Provide support to faculty for international teaching and research, and make it a more visible part of the IPO.

Recommendation 6:

Change the name of the IPO to more closely reflect the new responsibilities and enhanced mission. With a more expansive vision for global education should be a more profound conception of the entity on the campus that provides leadership in this area. Nationally, universities have created titles such as "Center for International Education" or "Center for Global Education."

Recommendation 7:

Engage in Strategic Planning for comprehensive internationalization. This should be an inclusive process that has an institutional mandate and support.

Recommendation 8:

The Associate Provost or even the Provost should send a directive to all faculty as well as chairs and Deans advising them that all international initiatives, including agreements, must first be vetted by the IPO before commitments are made with outside parties.

GLOBAL VISION 2020 – INTERNATIONAL INITIATIVES GOALS:

- Explore ways of trying to influence the search process for the new President and actively seek to be represented on the search committee for the new Provost. This is necessary to ensure that these positions are filled by individuals who are committed to advancing the global education agenda, and supporting comprehensive internationalization on the campus.
- Ensure that in the next cycle of strategic planning, a bold vision for global education and comprehensive internationalization for the university is included. This vision ideally should be reflected in the mission statement and as one of the strategic goals.
- Engage in Strategic Planning for comprehensive internationalization. This should be an inclusive process that has an institutional mandate and support.
- Develop a robust plan to internationalize the curriculum as part of a broader strategy of comprehensive internationalization. Audit existing commitments, develop a strategy to infuse global perspectives in all sites for learning, including the core curriculum, the disciplines and the co-curriculum, and provide incentives for colleges to support their own internationalization initiatives.
- Create training and incentive program/seminar for faculty focused on internationalizing the curriculum (like “Ponderosa Project” at Northern Arizona University).
- Provide support to faculty for international teaching and research, and make it a more visible part of the IPO.
- Provide incentive awards to faculty (\$3000-\$5000/awardee) to support the internationalization of the curriculum and Faculty-Led International Travel.
- Work with departments and colleges to review and expand their international profile.
- Submit grant proposals to sponsoring agencies and government organizations that fund international student study in the U.S.

- Develop a functional on-line agreement management system that is searchable, contains all our existing international agreements/and agreements in development.
- Streamline and track partnership agreement process; further develop and enhance the partnership process to expand global opportunities.
- Develop international network of alumni (to include international students, study abroad students, ex-patriots, and internationally oriented alumni) to assist with international student recruitment, fundraising, and other international initiatives.
- Work with departments and colleges to raise the profile/rank of the University of Idaho globally.
- Create an International House or Global Village. A globally-themed living learning committee enhances the experience of domestic students as well as international students.
- Change the name of the IPO to more closely reflect the new responsibilities and enhanced mission. With a more expansive vision for global education should be a more profound conception of the entity on the campus that provides leadership in this area. Nationally, universities have created titles such as “Center for International Education” or “Center for Global Education.”

IPO ADMINISTRATIVE SUPPORT:

Vision:

Provide exceptional customer service to all internal and external customers, provide support to all international programs office units, and assure that the office runs smoothly.

Description:

The administrative staff at the International Programs Office are the first line of contact for guests and visitors, so it is essential that they provide exceptional customer service. They provide:

- Office management and upkeep
- Department support to all IPO Units
- Financial/budgetary management and support
- Human resource recordkeeping and support
- Provide direct support to the executive director

Baseline – Administrative Support:

The administrative support team consists of an office manager, customer support staff at the front desks of the IPO and ALCP, and a financial technician. In addition, work study students offer back-up for desk and phone coverage. The administrative support consists of the following:

As a team: provide a high level of customer service; work together; and be cross trained in order to support each other during high pressure times.

Provide unit support by: providing support to the IPO units on a continuous basis and during high volume times; provide DSO support; complete student travel requests; maintain volunteer driver's database; maintain and track cultural kits; assist with insurance waivers; welcome and assist clients who arrive, call, or email the IPO; assist in scheduling appointments; direct clients to the proper staff; and serve as a general resource.

Financial /Budget support: process/track all IPO income and expenses; work with managers by providing monthly reports, guidance, and/or advise on variances; monitor/analyze office budgets, create reports, and create projections throughout the year; create annual budget plans for all IPO Units; assist in setting policies and procedures that make spending more transparent; and create focused accounts for spending, to save G&A on some accounts, and reduce manual tracking of pass-through activity.

Travel support: enter and track all travel per IPO and UI policies and procedures; and submit/reconcile travel claims.

Human Resources support: assist with searches; update organizational chart, IPO contact list, and IPO email list; maintain HR record on all staff; and assist in revising job descriptions and HR classification.

Director support: provided support to the director by scheduling meeting, events, etc.; create customized reports that are needed for specific purposes; and work with the director on developing Policies/Guidelines/Expectations for the office.

GLOBAL VISION 2020 – ADMINISTRATIVE SUPPORT GOALS:

- Unit Support:
 - Identify/consolidate similar processes within all of IPO
- Budgets:
 - Create efficient budget processes, which might include: databases, process flowcharts, check lists, handouts, reports, etc.
 - Continue to stabilize IPO budgets, assuring that income matches expenses and that expenses are optimized in order to reach IPO/University goals
- Human Resources:
 - Classify all IPO personnel correctly
 - Develop clear career paths within IPO
 - More efficient processes developed, this might include: process flowcharts, check lists, handouts, etc.
- Director Support:
 - Work to provide better support to the Director
 - Continue to develop the IPO Policies/Guidelines/Expectations manual in order to assure consistency across all the units in IPO
 - Provide reports/data summaries in collaboration with managers and director
- Team:
 - Continue to improve our customer service
 - Enhance current processes and procedures to increase efficiencies
 - Develop and implement a record retention policy
 - Strategically determine professional development opportunities that will benefit the goals of the International Programs Office, the University, and the administrative staff (process improvement, customer service, etc.)

INTERNATIONAL PROGRAMS OFFICE - GENERAL:

Recommendations from the Consultant's Report:

The following recommendations from the consultant had to do with the financial structure of the IPO, which involves the executive director, associate director, office manager, and all unit managers.

Financial Structure:

Recommendation 1:

The central administration should provide a larger percentage of IPO's overall budget. An appropriation closer to 35% would help IPO to stabilize its operations and engage in serious and sustained activities in support of comprehensive internationalization.

Recommendation 2:

Consider instituting a tuition capture model that would allow IPO to receive a percentage of the tuition paid by international students each semester. These revenues can then be used to fund international student recruitment. This strategy can both provide adequate funding for recruitment while serving as an effective incentive to recruit larger numbers of undergraduate students every year.

Recommendation 3:

Identify services provided by IPO for which fees are currently not being charged or services that IPO can provide which are currently not being provided and implement a fee-based system as a way of increasing revenues to IPO.

Recommendation 4:

Fees that are currently being assessed should be applied equally. Faculty should be told that these fees are necessary for the operation of the IPO and be helped in identifying other ways in which program costs may be lowered.

Space Concerns:

Recommendation 1:

Identify a building or space in a building that is closer to central campus and assign this space to IPO.

Recommendation 2:

In any resettlement plan for the IPO, ensure that adequate space is provided for ALCP operations, including private offices for ALCP lecturers and a conference room.

Recommendation 3:

The momentum around comprehensive internationalization has created the ideal opportunity to establish an International House within on-campus housing while increasing occupancy within Residential Life. Such a themed living community might appeal especially to international students, it would underscore the university's commitment to global learning and it would provide a safe and stimulating environment in which domestic students can learn about the countries and cultures that are home to their peers.

Recommendation 4:

Include the ALCP in the regular assignment of classroom space in order to allow for a reasonably normal academic schedule.

Other Recommendations by Consultant:**Recommendation:**

Explore strategies to influence the hires of the new President and Provost. The new President and Provost play an important role relative to the success of comprehensive internationalization. No suggestions are being made regarding the strategies themselves, but only that this is a conversation that the International Engagement Council must have and decisions made in the next few months regarding a roadmap that can help to influence the search process for these positions.

Recommendation:

Upgrade the title of the Executive Director for International Programs. The creation of the Executive Director position is recent and represents an important advancement for international programs at the University of Idaho. A survey of the field of international education will show, however, that the Senior International Officer (SIO) generally occupies a position that reports directly to the Provost (most common) or the President. As more institutions move to create their own SIO positions, this is the model that is being followed, assigning titles such as Vice Provost, Associate Provost, Associate Vice President or Dean. The SIO needs to be, at a minimum, on the same level administratively as the deans in order to have the necessary access to them, command the necessary campus-wide visibility and respect, and be more effective in pushing through initiatives within Academic Affairs that have campus-wide implications. The University of Idaho may not be ready to make this move right now, given the major transitions currently underway in terms of institutional leadership, but it is something that should be carefully considered by the International Engagement Council and advocated for as a way of further institutionalizing comprehensive internationalization on the campus.

CONSULTANT’S CONCLUSION:

As the land grant university in the State of Idaho, the University of Idaho has a unique responsibility to model the best and most progressive practices in higher education. Comprehensive internationalization is no longer an exotic dimension of higher education pursued by the few, privileged universities. It has now become an imperative for any university that wishes to provide an education to students that is relevant to the needs of our global society and appropriate to helping them resolve the challenges we face as a human species. Among other things, the 21st century academy will ensure that students receive disciplinary preparation from a global perspective. It will guarantee a liberal education that prepares students to see themselves not only in relation to their local community, but in relation to the world. It will help them to define themselves as global citizens with a duty to contribute to a sustainable planet. Through language study and cross-cultural immersion, it will help them to understand and value cross-cultural differences. It will continue to bring together a broad diversity of students and scholars from around the world, so that the academic milieu can be enriched and the boundaries of innovation and new knowledge can continue to be pushed outward. This is a vision for comprehensive internationalization at the University of Idaho that is both necessary and achievable. It is my belief that with the discussion and adoption of the foregoing recommendations, that comprehensive internationalization will become a prominent part of the university’s identity in the near future.

CONSULTANT RECOMMENDATIONS IMPLEMENTED:

Recommendation - Recruitment:

The role of IPO in the recruitment of international graduate students should be to *assist*, rather than be *required* to recruit these students (status quo).

Recommendation - ALCP:

Institute a modest increase in ALCP tuition. This can be done whether CEA accreditation is granted or not (implanted ALCP tuition increase Fall 2013).