

International Initiatives Task Force

Report drafted by Fabrice Leroy, on behalf of the Task Force
Submitted to Dr. Carolyn Bruder, Provost and Vice President for
Academic Affairs, December 1st, 2012

Composition of the Task Force:

The International Initiatives Strategic Task Force was assembled at the request of Dr. Carolyn Bruder, Provost and Vice President for Academic Affairs, in January 2012.

It is comprised of the following members:

Dr. David Baker, Assistant Professor of Marketing & Hospitality
Mr. Andy Benoît, Director of the Office of Admissions
Ms. Kim Billeaudeau, Director of Career Services
Dr. Fathi Boukadi, LAGCOE Endowed Professor of Petroleum Engineering
Dr. Kerry Carson, Professor of Management
Dr. Pearson Cross, Assistant Professor of Political Science and Head of the Department of Political Science
Dr. Richard Cusimano, Professor Emeritus of History and former Dean of the College of Liberal Arts
Dr. Suzanne Fredericq, Professor of Biology
Mrs. Rose Honegger, Director of the Office of International Affairs, Task Force Co-Chair
Dr. Jordan Kellman, Associate Professor of History and Dean of the College of Liberal Arts
Dr. Arun Lakhotia, Professor of Computer Science
Dr. Fabrice Leroy, Professor of Francophone Studies and Associate Dean of the College of Liberal Arts, Task Force Co-Chair
Mr. George Loli, Professor of Architecture
Mr. Aaron Martin, Director of the Office of Communication and Marketing
Ms. Patricia Miller, Coordinator of Continuing Education, College of Nursing and Allied Health Professions
Dr. Vijay Raghavan, Distinguished Professor of Computer Science
Ms. Susan Thomason, Attorney-at-Law

At the request of the committee, the following members were appointed:

Ms. Megan Lachaussee, Assistant Director for International Admissions
Dr. Clancy Ratliff, Assistant Professor of English and Director of First-Year Writing
Dr. Theresa Wozencraft, Associate Professor of Psychology and Director of UNIV 100
Ms. Lindsey Hobbs, Instructor, Department of Communication
Dr. Ryan Teten, Assistant Professor of Political Science, Associate Dean of the College of Liberal Arts 2009-2012

Objectives of the Task Force:

The Task Force was charged with examining the University's effectiveness, as well as weaknesses and challenges, regarding international education, and with developing a comprehensive vision to remedy the current dispersion of international initiatives on campus, in the following areas:

- Study abroad
- Agreements with international universities, agencies, and governmental bodies
- Exchange programs for students and faculty
- Linkage with the area community in international affairs and programs
- Award programs such as Fulbright, Rhodes, etc.
- Recruitment and support for international students
- Development of additional 2+2, 2+1+1, and other academic agreements with universities outside the U.S.
- International extra-curricular and co-curricular programming on campus
- Internationalization of the curriculum for undergraduates

Throughout its deliberations, the Task Force aimed to adhere to the recommendations articulated by the **Board of Regents of the State of Louisiana regarding International Education:**

“Colleges/universities shall ensure that each degree student has been exposed to international education (awareness, learning, scholarship, and/or engagement) before graduation. The method for determining whether this standard has been met shall be left to the discretion of the affected institution. Suggested ways to fulfill this standard include:

- (1) international education elements within existing general education courses;
- (2) foreign language study across the curriculum;
- (3) a specific international education course as part of existing general education requirements (most likely a Social/Behavioral Studies, Humanities, or Fine Arts required course);
- (4) a required international dimensions course specific to each discipline major; and/or
- (5) the use of information technologies to integrate students from foreign universities into ongoing classroom activities.”

(<http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=136>)

Areas of focus and subcommittees:

The integration of an international focus into the mission of the University, and the support of a global vision for education identify UL Lafayette as the flagship institution within the UL System, and a leader among public universities in the region. In order to institutionalize globalization, and to promote global expansion and awareness at the University, the Task Force has focused its attention on the following five questions:

- 1) **How can we engage in active international student recruitment?**
- 2) **How can we improve our international students' experience on campus?**
- 3) **How can we integrate international issues into our curriculum?**
- 4) **How can we redesign and promote study abroad at UL?**
- 5) **What is the proper infrastructure to coordinate international initiatives?**



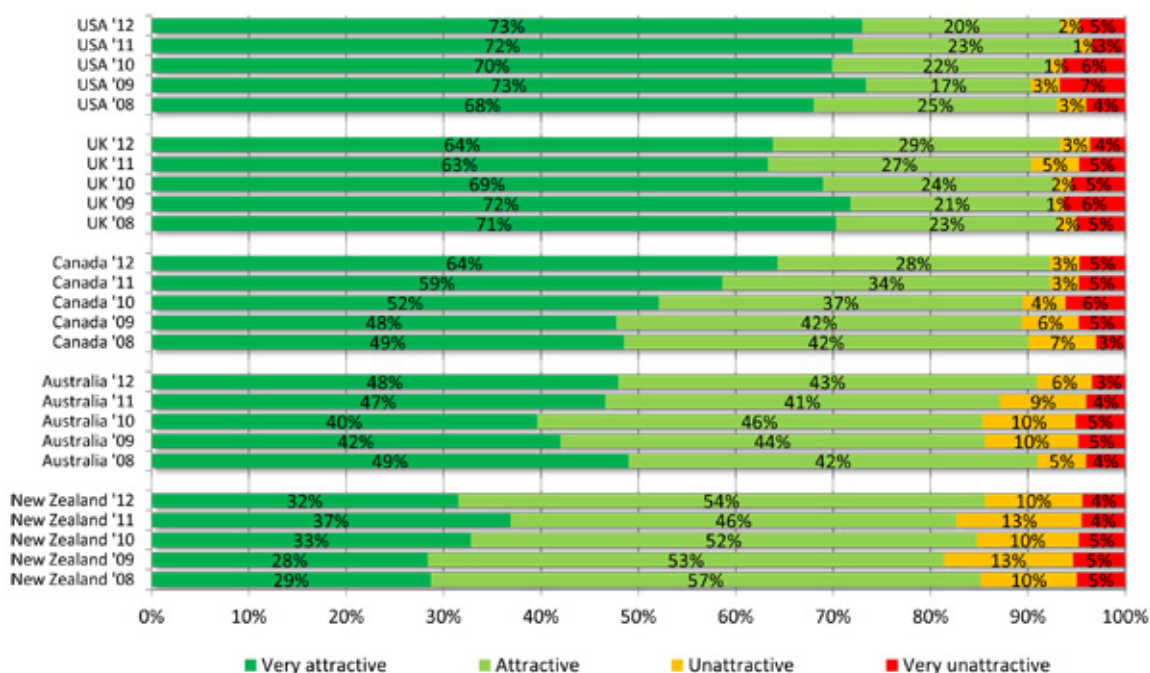
The International Initiatives Task Force met on four occasions as a full committee, between January and November 2012, and delegated questions 1-4 to subcommittees, who were charged with making recommendations and reporting their respective conclusions to the full committee. On question 5, the Task Force reached the unanimous consensus that UL Lafayette is currently lacking a centralized infrastructure for International Education, and recommends the creation of a new Office of International Studies and Programs (see pp. 19-20). This report includes several appendices, including two similar strategic plans developed by other universities, for comparison: The University of Kentucky's *Strategic Plan for Internationalization 2007-2009* (**Appendix 1**) and Penn State's *Office of International Programs Strategic Plan 2009-2013* (**Appendix 2**).

Action Item 1: How can we engage in active international student recruitment?

Statistics show that

Over the past three decades (particularly since the late 1990s) the number of students enrolled outside their country of citizenship has risen dramatically, a more than fourfold increase (from 0.8 million in 1975 to almost 3.7 million in 2009) that exceeds that for global tertiary enrolment. This trend mirrors the globalization of economies and societies, universities' expanded capacity and a substantial increase in global access to tertiary education. (“How many students study abroad?”, in *OECD Factbook 2011-2012: Economic, Environmental and Social Statistics*, OECD Publishing) (**Appendix 3**).

According to the *ICEF i-graduate Agent Barometer* (a 2012 survey), the United States remains the most attractive country to international students:



Attractiveness of study destinations as reported by agents. Source: *ICEF i-graduate Agent Barometer* (<http://monitor.icef.com/2012/10/2012-agent-barometer-global-survey-results-are-in/>) (full document included in **Appendix 4**)

A study of recent trends in international student choices indicates that

Undoubtedly, China and India are the two heavyweights with regards to outbound international student mobility. One in five of the world's international students are from either China or India, with more than 700,000 tertiary-level students enrolled in a higher education system outside their home country. In the U.S. alone, these two countries contributed to 84% of all increases in international student enrollment between 2000-01 and 2010-11 (...). However, China and India have been displaying a counter-trend over the last couple of years [...]. While China and India are too big to ignore, there are other emerging countries like Saudi Arabia, Vietnam, Mexico, and Brazil, for which recruitment efforts should also be cultivated. These should be explored not only for campus diversity purposes but also as a de-risking strategy versus an over-dependence on the Chinese and Indian markets. Brazil and Saudi Arabia are especially important due to the availability of government scholarships to students wishing to study in the U.S., which minimizes the prospective students' dependency on institutional grant and financial aid. As the 2011 USICE data show, Brazil recently climbed into the list of top 10 countries supplying international students to the U.S., while Saudi Arabia became the fourth largest source of active students, increasing by nearly 50% compared to 2010. (Rahul Choudaha, *Trends in International Student Mobility*, World Education Services 2012; see full report in **Appendix 5**)

In light of these trends, the Task Force recommends that the University continue to enhance its **strategic international enrollment plan and management system**, which requires developing a formal international outreach program with defined enrollment goals for international students, by programs and degrees, and identifying revenue goals that take into account the financial impact of increasing the international student population on campus. The Task Force proposes the following actions, in order to improve international recruitment:

1.1) Determine what types of international markets are right for us, including emerging markets (Brazil, Qatar, etc). In order to identify such market trends, we should track the decisions, expectations, perceptions, satisfaction, and experiences of international students in the U.S. (through services such as i-Graduate, World Education Services, etc.). We should seek to match programs and markets by identifying pockets where we can recruit majors for signature/niche programs such as Petroleum Engineering, Francophone Studies, Hospitality Management, etc.; and by targeting overseas markets where the local universities cannot meet student demand (India, China, Oman, Qatar, Saudi Arabia, etc.).

Figure 1: Selected Data on Economic and Education Indicators in Emerging Markets

Country/ Indicator	GDP per capita, PPP US\$ (2011)	Upper Secondary GER* %	Upper Secondary Enrollment* in million	Tertiary GER* %	Tertiary Enrollment* in million
Saudi Arabia	24,400	94.8	1.4	36.8	0.9
Brazil	11,700	92.9	9.3	35.1	6.6
Vietnam	3,400	65.4	3.6	22.3	2.0
Turkey	17,500	63.9	3.3	45.8	2.9

Country/ Indicator	Students in the U.S.** (2010/11)	Academic Level of Students in the U.S.** % (2010/11)			Internet Users*** in million (2012)
		Undergraduate	Graduate	Other	
Saudi Arabia	22,700	48.2	20.3	29.8	11.4
Brazil	8,800	46.3	34.8	9.9	79.2
Vietnam	14,900	74.2	16.3	6.0	30.5
Turkey	12,000	29.0	52.8	8.4	35.0

Selected Data on Economic and Education Indicators in Emerging Markets (World Education News & Reviews, Volume 25.9, October 2012. See full report on the *Top Four Emerging Markets for International Student Recruitment* in **Appendix 6**).

1.2) Invest in marketing and recruitment costs (field recruiting, advertising, etc.). Develop a common set of advertising materials aimed at international students (for instance PowerPoint presentations available on thumb drives so that faculty can disseminate information during conferences and recruitment fairs overseas). Use multimedia channels for advertising purposes; improve the international visibility and legibility of our web site; maintain the currency of recruitment documents; create a YouTube channel for International Studies, with a short recruitment film; build a custom ad that appears on Facebook; conduct Skype interviews and introductions to campus for international applicants. Invest in job fairs and online college fairs; whenever possible, engage the services of advertising and recruitment agencies (Hobson's, Peterson's, etc.).

1.3) Establish an international-student friendly communication plan. Highlight the strengths of our campus for recruitment purposes, and use international recruitment to benefit the international reputation and branding of the University in overseas markets, as well as its prestige within the U.S. Research how students find us (for instance through our profile on StudyUSA.com, or study abroad reviews) and purchase advertising space in publications that establish a ranking of world universities, such as the *Shanghai Ranking* (which currently lists profiles of LSU and Tulane, but not UL). Gather data on graduation rates and placement rates of our international students (to show that they succeed at UL). Consider issuing recruitment documents in foreign languages for parents (parental approval is the #1 factor in the decision-

making process of Chinese students, for instance). Offer online courses that students can take abroad.

1.4) Provide an attractive package to international students. Clarify financial aid policy; define true annual cost of studying at UL; ensure that tuition for international students is affordable; create tuition waivers whenever possible. Support conditional admissions to facilitate visa acquisition; solve red tape and paperwork issues (see Action Item 2: Improving our international students' experience on campus).

1.5) Use our current international students and international alumni as an active bridge for recruitment and an outreach network (it has been shown that a lot of international students come to UL because their friends are already here); provide recruitment brochures and documentation to international students returning home for the summer; allow alumni to keep their louisiana.edu email addresses (mylouisiana.edu, alum.louisiana.edu) after graduation to promote branding and visibility, and to create fundraising opportunities through the Alumni Association.

1.6) Update inventories of our International Scholarship Program and of our Memorandum Of Understanding agreements with foreign universities; create a database of international faculty, faculty with international expertise, and international travel opportunities (see Inventory of Current M.O.U.s in **Appendix 7**).

1.7) Provide supplemental funding to faculty members who participate in overseas conferences, if they use this opportunity to engage in recruiting (supporting conference travel has the additional benefit of increasing recruitment opportunities). Provide additional funding if the faculty member recruits students (bringing documentation) and promotes university branding abroad.

1.8) Make strategic use of merit-based scholarships and grants; advertise scholarships; recruit highly qualified international students through competitive programs such as Fulbright or USAP (United States Achiever Program). Add a small SGA fee (or a small percentage of tuition) to create more international scholarships for both incoming and outgoing students, and more cultural programming with an international focus (guest speakers, film series, etc.). The main argument to support this student fee is that more international students at UL and more study abroad opportunities will increase the value of all UL degrees. This fee should be broken down into subcategories in order to explain its value to students (10¢ for bringing in foreign speakers, 40¢ for study abroad, etc.)

1.9) Find international education partners. Partner with U.S. Government agencies (Education.USA) and private consulting firms (www.els.edu),

iGraduate); partner with CODOFIL to highlight the area's French heritage and connections with the French-speaking world; build relationships with other institutions and partner with international universities in order to recruit students through contacts (direct feeders); partner with local companies that have a global reach (Frank's Casing Crew, Halliburton, Schlumberger, etc.) and assist them in training and recruiting international employees; create internships for international students; survey the global needs of local companies and provide university solutions to them; convince private partners to endow more scholarships; host more corporate-sponsored students (as in our current partnership with Saudi Aramco); create corporate-sponsored events; apply for Title VI funding from Department of Education, as a National Resource Center for language and area training (see **Appendix 20**).

1.10) Create a specialized Office of International Studies and Programs to coordinate these initiatives, and link all internal and external constituencies (Office of International Affairs, Alumni Office, Admissions, Centre International, CODOFIL, Office Research and Sponsored Programs, UL Foundation, etc.). We need to be able to refer students with questions about international education to a central office with comprehensive expertise and information.

For more information on the issues facing recruitment of international students, see *Report of NACAC Commission on International Student Recruitment*, in **Appendix 8**.

Action Item 2: How can we improve our international students' experience on campus?

Integrating international students into the fabric of the University entails determining how international students relate to the institution's mission. It also requires that the University be prepared to host an increasing number of international students and to provide a quality campus experience to this valuable group, on practical, academic, as well as cultural levels. The Task Force recommends the following actions, in order to facilitate our international students' integration into campus life:

2.1) Monitor international students' experience on campus. Keep data on international students' countries of origin and preferred study programs; process analysis of current international student experience from recruitment to first job; create contact opportunities in order to monitor the students' academic progress and personal well-being; improve pre-arrival information; mediate possible dissatisfaction of international students so that they do not damage the University brand abroad.

2.2) Continue to revise and improve admissions policies and course transfer practices. Provide better assistance with transfer credit; offer qualitative, culturally-relevant analysis of transcripts based on course syllabi and the advice of experts on the academic culture from other countries, instead of (or in addition to) quantitative formulas; adjust grading scales accordingly when calculating GPA.

2.3) Offer early orientation online (via Skype) in order to allow international students to register for classes before they are full, and to plan ESOL course offerings in advance. In the current situation, international students go through orientation upon their arrival on campus, just before the start of each semester. This late orientation limits their course selection, as many general education courses have already reached their maximum enrollment by that time.

2.4) Update Intensive English and ESOL policies. Provide assistance with English proficiency (including online tutoring) in the Writing Center to non-native speakers of English; strengthen articulation of Intensive English with ESOL; integrate Intensive English Program coursework into the English/ESOL curriculum; provide support for TOEFL exam; strengthen articulation of International Student Office with academic programs; consider allowing non-native speakers of English to take courses in ENGL as opposed to ESOL, if their proficiency is adequate enough to succeed in a regular English class (as determined by a TOEFL cut-off score).

2.5) Address the challenges of cultural adjustment through orientation and constant support and mentoring. Improve cultural integration of international students through pairing with host families (for a few weeks during orientation, or on weekends) and through student exchange organizations such as Rotary and Kiwanis; match students with faculty mentors or alumni (Big Buddy program, lunch with a faculty member once a month, etc.) in order to offer cultural counseling; create an International Hospitality Foundation connecting the Lafayette community to international students through a friendship program; create a community welcome event at the start of each academic year.

2.6) Provide intercultural sensitivity training for faculty and staff, so that they understand the challenges of cultural relativity, and integrate international students into the University fabric and family. In keeping with best teaching practices, UL Lafayette should continue to promote a learning environment “that honors different values, beliefs, and behaviors, whether the cultural differences are global or domestic” (See Janet M. Bennett, *Developing Intercultural Competence for International Education Faculty and Staff*, attached in **Appendix 9**). “We need to provide abstract principles concerning culture shock, value differences, etc., as well as attention to the learning processes of the participants, and their capacity to learn-how-to-learn” (Bennett 8). Sensitivity training in cultural awareness and self-awareness would allow faculty to develop “intercultural competencies essential for teaching across cultures,” such as:

- “Comprehend the role of teaching in the learner’s culture”
- “Suspend judgment of alternative cultural norms”
- “Recognize and address culture-specific risk factors for learners (loss of face, group identity, etc.)”
- “Develop multiple frames of reference for interpreting intercultural situations”
- “Recognize ethnocentrism in goals, objectives, content, process, media, and course materials, as well as group interaction,” etc. (Bennett 12).

2.7) Improve housing, food services, and transportation for international students. Ensure that the UL campus is ready for an increase in the international student population; prepare for demographic shifts on campus; keep dorms and food services open during semester breaks. Provide a wider array of food choices (give a seat on the food service committee to an international student). Provide transportation to hospitals, stores, etc. Integrate international students into the life of the city instead of isolating them on campus. Partner with Lafayette Consolidated Government to create city bus routes connecting campus to off-campus housing and to local grocery stores; sponsor a second closet program (furniture, clothing, etc.) through community and corporate donations; consider international students’ needs in the Campus Master Plan. Offer residence hall programming for international students, and

make campus culture more international by involving international students in cultural events such as film and lecture programs.

2.8) Provide Career Services workshops to international students (employability, immigration constraints, marketable skills, etc.).

2.9) Integrate international students in our effort to enhance international education for U.S. students. International students could serve as ambassadors of their cultures and be involved as native informants in courses, recruiters for study abroad, student mentors in living-learning communities, etc.

2.10) Whenever possible, award mini-grants to faculty, staff, and students for projects that expand and deepen international student experiences and interactions on campus, as well as engage international students and returned study abroad students in intercultural activities.

Action Item 3: How can we integrate international issues into our curriculum?

In order to take full advantage of the educational value of exposure to cultural difference, to foster greater exposure to international diversity on campus, to make relative thinking a part of academic culture, and to train more diversity-sensitive global citizens, we should aim to develop a classroom experience that incorporates an international focus and a wide variety of teaching opportunities on international matters, from the freshman year to the senior year. To integrate global awareness, competency, and empathy in all Colleges, and to counteract student antipathy toward learning about foreign issues, the University needs a comprehensive plan for international education. The Task Force recommends the following actions:

3.1) Promote international education at UL through an awareness and advising campaign. Educate students about the role of universities, beyond the teaching of technical or professional skills. Make students aware that the American workforce needs to be trained in international matters to better compete in a global world. Educate students about the employability benefits of international knowledge; prepare students to work with an international work force. Create a media event such as International Education Week. Create an International Initiatives Calendar for the entire university to promote activities on campus (Ryan Teten suggested “Geaux Global!” as a slogan for these initiatives).

3.2) Designate Global Competency courses in *Undergraduate Bulletin* and *Graduate Catalog* by affixing a [GC] label. Take stock of current course offerings and identify all courses on campus with an international focus (see tentative list in **Appendix 10**). Create a global competency/international awareness curriculum map that highlights where students are getting exposure to international matters.

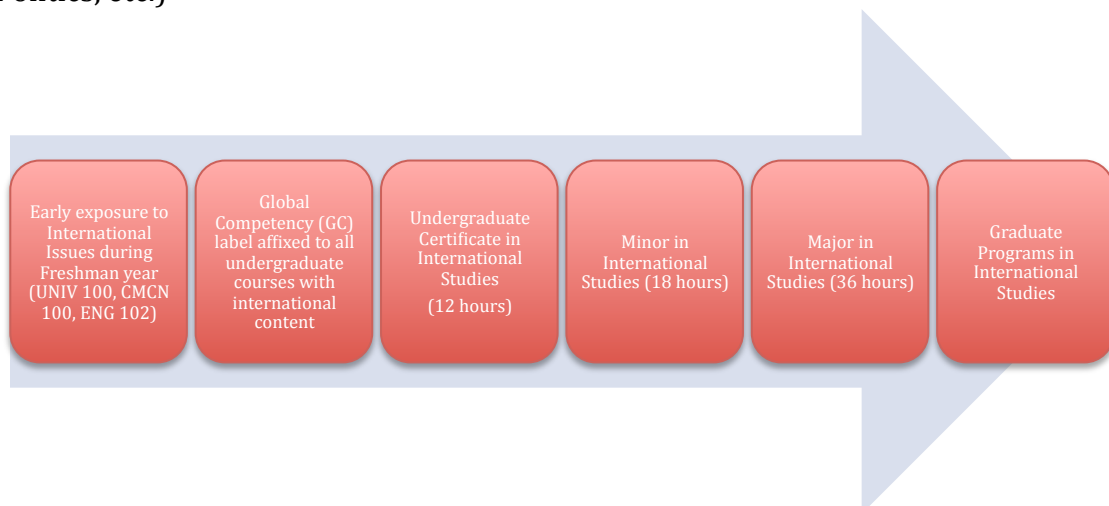
3.3) Enhance the international content of early General Education courses with high enrollment in order to reach a large proportion of incoming students. The Task Force has identified the following courses as early introductions to international issues:

- **UNIV 100** (Cajun Connection, Dr. Theresa Wozencraft) proposes to include, as a reading assignment for all sections, Steven V. Roberts' *From Every End of this Earth* (Harper Perennial, 1999), a book about the immigration of 13 families to the U.S.
- **ENGL 102** (Writing and Research about Culture, Dr. Clancy Ratliff) will include a focus on international perspectives and cultural diversity. The

textbook (*International Views: America and the Rest of the World*) will include a selection of international readings and offer opportunities to discuss political, ideological, and cultural issues in the global arena (see Dr. Ratliff's report in **Appendix 11**).

- **CMCN 100** (Principles of Human Communication, Lindsay Hobbs) will include a strong international component and will focus on diversity in Communication. Students will be required to present an informative speech on an international figure (500 students take this class every semester).

3.4) Encourage articulation of courses with an international focus through Certificate, Minor concentration, and Major in International Studies. The Task Force proposes to create an *Undergraduate Certificate in International Studies* (12 credit hours; for instance 6 hours of Study Abroad and 2 semesters of language above 102), and a *Minor in International Studies* (18 hours of Global Competency courses). These concentrations will encourage students to continue to take courses with an international content throughout their college careers, and will also promote study abroad and language courses. The College of Business Administration's General International Business Minor (with electives in History, Literature, Behavioral Science, Visual Arts, Geography, Communication, and Language – **Appendix 12**), and Africa/Europe/Latin America/Middle East Track Elective Options could serve as models for these concentrations. The *Major in International Studies* will be interdisciplinary in nature, and will be comprised of 36 credit hours of Global Competency courses offered in a variety of departments and programs. It would also articulate dispersed resources already existing on campus in meaningful ways. The College of Liberal Arts would be a natural home for such a degree program. Various new programs could also be developed at the graduate level, such as a *Master of Arts program in International Studies*, as well as *dual M.A. programs*, such as the Global and Dual M.A. programs currently offered at the New York University School of Business (M.B.A./M.A. in French Studies, M.B.A./M.A. in International Politics, etc.)



3.5) Address curriculum needs and reforms, and aim to require a minimum number of Global Competency courses in each degree program. The Task Force did not have the purview to make specific recommendations in this regard, but suggests that each department examine its current curriculum and reflect about the possibility of modifying existing courses or adding new program-specific courses as well as interdisciplinary courses, in order to pursue this globalization effort, and ensure that students encounter international issues in a variety of classes. New questions included in the MAPP test (Measure of Academic Proficiency and Progress; assessment of critical thinking in sampled students), as well as in the NSSE (National Survey of Student Engagement, **Appendix 13**) will probably point to specific deficiencies of our students that could be addressed through curriculum reforms.

3.6) Create discipline-specific, joint degree programs with international universities through M.O.U.s and reciprocal partnerships (example: the proposed triangular M.A. program in Acadian Studies with Moncton, Poitiers, and UL). Promote faculty exchanges to invite international experts on campus and send our own abroad. Use our French and Creole heritage as a path into the global arena. Research new technologies (distance learning, online courses and tutoring, labs, software, web-based conversation cafés, etc.), and target international communities for marketing of specific online programs.

3.7) Reactivate unfilled endowed chairs with a focus on international affairs, such as the Kaliste Saloom Endowed Chair in Political Science (which would also enhance the proposed M.A. program in International Affairs), and the Humanities Eminent Scholar Trust Fund Chair, previously held by Burton Raffel.

3.8) Re-connect study abroad with the study of languages (the current model is monolingual); involve graduate assistants as translators/cultural facilitators. Create language dorms and living-learning communities (**Appendix 17**). Consider offering new languages such as Chinese and Arabic. Encourage disciplines to consider language learning as an important component to education in any field.

3.9) Develop library resources in order to support a more globally-focused curriculum.

Action Item 4: How can we redesign and promote study abroad at UL?

College gives students the opportunity to be global learners by facilitating their study abroad. UL aims to educate students about the life-changing benefits of studying abroad, and to induce students' reflection on difference, as well as social, political, and cultural assumptions through a first-hand exposure to life in other countries. In order to reach this goal, we must broaden the impact of study abroad and integrate it into the curricula and the culture of the University. According to the *Princeton Review*, "the number of U.S. students studying abroad has almost doubled over the last decade" (**Appendix 14**). Although our current study abroad program has been a gem of faculty initiatives since 1985, our programs have reached a plateau of around 100 students per year (as opposed to 500 to 1,000 students at peer institutions such as the University of Kentucky, for instance). Therefore, there is a broad agreement on campus that we have outgrown our current structure for study abroad and that we should increase the range of meaningful international experiences that our students can pursue. The Task Force makes the following recommendations in this regard:

4.1) Promote an academic culture of study abroad through an advertising and advising campaign. Emphasize the importance of studying abroad, across the curriculum (study abroad is not just for language majors – a student could ideally study biology in the rain forests of Costa Rica, or architecture in Italy, etc.). Convey to students that study abroad is not mere tourism, but an opportunity to address real problems in the world (poverty, hunger, preventable/curable diseases, etc.). Study abroad also creates employment opportunities: a 2012 IES Abroad survey (**Appendix 15**) shows that "nearly 90% of study abroad alumni found their first jobs within six months of graduation compared to only 49% of recent college graduates in the general population who found jobs within a year; study abroad alumni earned \$7,000 more in starting salaries." Include a service-learning component to counteract the notion of study abroad as tourism. Advertising for study abroad should be widespread and use all the resources on campus (for instance TV monitors in various buildings and in the Student Union, etc.). Improve orientation for study abroad on campus to better prepare students for learning and anticipating culture shock (lectures, meetings, advising).

4.2) Provide administrative support for study abroad advertising, recruitment, and management. The main problems with the current study abroad structure are that it relies solely on faculty for recruitment; the visibility of its office on campus is limited; the Study Abroad Committee takes on the burden of all managerial duties; and the program runs on a small budget with almost no institutional support. Because faculty must take care of their own

recruitment, they experience difficulties in reaching the student population, and the current study abroad formula suits cohesive colleges and schools such as Business, Nursing, and Architecture better than the more diverse colleges like Liberal Arts. A properly staffed Office of International Studies and Programs on campus would solve these problems. Recruitment efforts would be easier if there were a glass office in the middle of campus, with appropriate staff, to assist in faculty initiatives. However, the Study Abroad Committee should maintain faculty governance and academic oversight of these programs (course selection, etc.)

4.3) Pursue concrete projects for student exchanges with international universities. Various agreements with universities abroad have been signed over the years, but the difficulty has been putting concrete programs in place. Update database of current M.O.U.s (see list in **Appendix 7**) and identify main reciprocal agreements. Take advantage of existing partnerships and create new overseas liaisons, M.O.U.s, and joint graduate degree programs with international partners (with joint teaching of courses, joint student research projects, and student and faculty exchanges). Create signature program on Acadian culture (triangular M.A. program in Acadian Studies with Poitiers, Moncton, and UL). Join USAC consortium of study abroad, with programs in 25 countries. Use UL International faculty and community partners as a formal network of connections abroad.

4.4) Conduct a cost analysis of study abroad programs and take measures to ensure the affordability of study abroad. When appropriate, outsource management to study abroad companies such as AIFS, which can provide good value and can alleviate much of the administrative burden of study abroad. Consider Poitiers as a more economical alternative to Paris. Pursue Department of Education Title VI funding.

4.5) Offer more scholarships as a recruitment tool, and aim to reach a larger segment of the University population. Target Honors College (1,000 students), National Merit students. Recruit students from other universities, especially smaller institutions in Louisiana (which will increase our profit margin). Consider a freshman abroad program (2-3 weeks prior to start of classes, as a transition from high school and a preparation for the freshman year).

4.6) Develop semester-long and year-long study abroad programs that are immersion-based. Students usually prefer to use their TOPS funding for a regular semester rather than a short summer program. Consider requiring a semester abroad without lengthening the student's degree program.

4.7) Focus on niche programs that make us unique, for instance current programs in Paris and Florence. Consider investing in a building abroad as a branch of the university.



2012 Study Abroad Statistics from *The Princeton Review*

Action Item 5: What is the proper infrastructure to coordinate international initiatives?

The Task Force concludes that the most efficient solution to provide an infrastructure for the articulation of all international resources on campus and the development of new programs is to centralize all international functions and resources under a single Office of International Studies and Programs. For practicality and visibility purposes, this office should be located in a central place on campus, for instance in the new Student Union. This office will keep a database of all joint degree programs and international partners, and will match students with opportunities. It will handle recruitment, advertising, and advising, and will assist students with scholarships, financial aid, and credit transfer. In order to transition from our current study abroad model of faculty-led summer programs, and toward a wider array of study abroad destinations via reciprocal agreements with international universities, corporate partners (AIFS, etc.), and consortium programs, this office will need a staff to assist students with outside programs. It should be well articulated with the Office of International Students, the ESOL Program, the Office of Student Life, Distance Learning, Admissions and Enrollment Management, and Advising (all other units on campus that deal with students).

The ideal staffing structure for this office would include:

- A full-time Director or Associate Vice President for International Studies and Programs (with academic training, professional experience in international academics, a knowledge of the history of partnerships with other universities, language skills, and experience in budget oversight)
- A Director of Study Abroad
- A Director of the Office of International Affairs
- Recruiters and advisors, who will engage in University-wide recruiting, external recruiting, and publicity
- Student recruiters or “international student ambassadors” (international graduate students with assistantships)
- An administrative assistant

The creation of this Office of International Studies and Programs will require an investment on the part of the University, but this investment will eventually result in financial gain for our institution. We recommend that UL launch a major advertising effort to promote this new office on campus and make students aware of the opportunities it affords.



Administrative Titles at a Selection of Peer and Peer-plus Institutions:

- Associate Provost of International Programs (UNC Greensboro)
- Director of International Programs (Southern Mississippi)
- Associate Vice Chancellor for International Programs (LSU)
- Associate Vice Chancellor for International Education (UNO)
- Coordinator of International Education (Mississippi State)
- Coordinator of Global Studies Program (UA Huntsville)
- Director of Office of Study Abroad and International Exchange (U. of Arkansas)
- Director of International Center (U. of Louisville)
- Director of Center for International Programs (U. of Memphis)

For more peer and peer-plus comparisons, see **Appendix 21**, Dr. Ryan Teten's *Executive Report on Nationwide Survey of International University Programs, Centers, and Studies*.

INDEX OF APPENDICES

Appendix 1 — The University of Kentucky’s *Strategic Plan for Internationalization 2007-2009*

Appendix 2 — Penn State’s *Office of International Programs Strategic Plan 2009-2013*

Appendix 3 — “How many students study abroad?”, in *OECD Factbook 2011-2012: Economic, Environmental and Social Statistics*, OECD Publishing.
(<http://dx.doi.org/10.1787/factbook-2011-84-en>)

Appendix 4 — *ICEF i-graduate Agent Barometer*
(<http://monitor.icef.com/2012/10/2012-agent-barometer-global-survey-results-are-in/>)

Appendix 5 — Rahul Choudaha and Li Chang, *Trends in International Student Mobility*, World Education Services 2012

Appendix 6 — Rahul Choudaha and Yoko Kono, *Beyond More of the Same: The Top Four Emerging Markets for International Student Recruitment*, World Education Services 2012

Appendix 7 — Inventory of current M.O.U.s between UL Lafayette and international universities

Appendix 8 — *Report of NACAC Commission on International Student Recruitment*, October 2012

Appendix 9 — Janet M. Bennett, *Developing Intercultural Competence for International Education Faculty and Staff*, 2011 AIEA conference presentation

Appendix 10 — List of undergraduate and graduate courses on campus with an international focus; list of UL faculty with international expertise (to be updated)

Appendix 11 — *Report: International Engagement in English 102* by Dr. Clancy Ratliff

Appendix 12 — The College of Business Administration’s International Business Minors

Appendix 13 — NSSE Survey Results (National Survey of Student Engagement)

Appendix 14 — Study Abroad Statistics from the *Princeton Review*
(<http://in.princetonreview.com/in/2012/07/study-abroad-stats.html>)

Appendix 15 — Press release on the results of the 2012 IES Abroad Survey

Appendix 16 — Study Abroad Subcommittee report

Appendix 17 — Proposal for living-learning language communities (Dr. Zan Kocher, 2012)

Appendix 18 — Campus Survey on International Education

Appendix 19 — Remarks on Globalization from Dr. James Hallmark, Provost & Vice President for Academic Affairs, West Texas A&M University, 2012 AASCU Conference in San Antonio, TX

Appendix 20 — “Title VI Programs: Building a U.S. International Education Infrastructure,” International Education Programs Service, Office of Postsecondary Education, U.S. Department of Education
(<http://www2.ed.gov/about/offices/list/ope/iegps/title-six.html>)

Appendix 21 — Dr. Ryan Teten’s *Executive Report on Nationwide Survey of International University Programs, Centers, and Studies*