

Session 1: The Student Experience

Dr. Ana Oskoz

Dr. Nancy Young

ACE INTERNATIONALIZATION LAB

The ACE Internationalization Laboratory

- An invitational learning community that assists participating institutions in developing capacity, capability, and strategy for comprehensive internationalization.
- Involvement lasts 16-20 months.
- Each cohort is 10-12 institutions.
- 138 institutions (including you!) have participated.
 - U.S. and international
 - All sectors



Laboratory Timeline

- Sept. – Dec. 2018
 - Form Committees
 - ACE Advisor Site Visit (Dec. 13)
- Jan. – Jun. 2019
 - Collect and Analyze Data
 - Develop Initial Findings
 - Benchmark Peers and Industry Standards
- July – Oct. 2019
 - Verify Findings with Stakeholders
- Nov. 2019 – Mar. 2020
 - External Peer Review
 - Review Drafts of Report
- July 2020
 - Submit Final Report to Institutional Leadership

UMBC Lab Structure





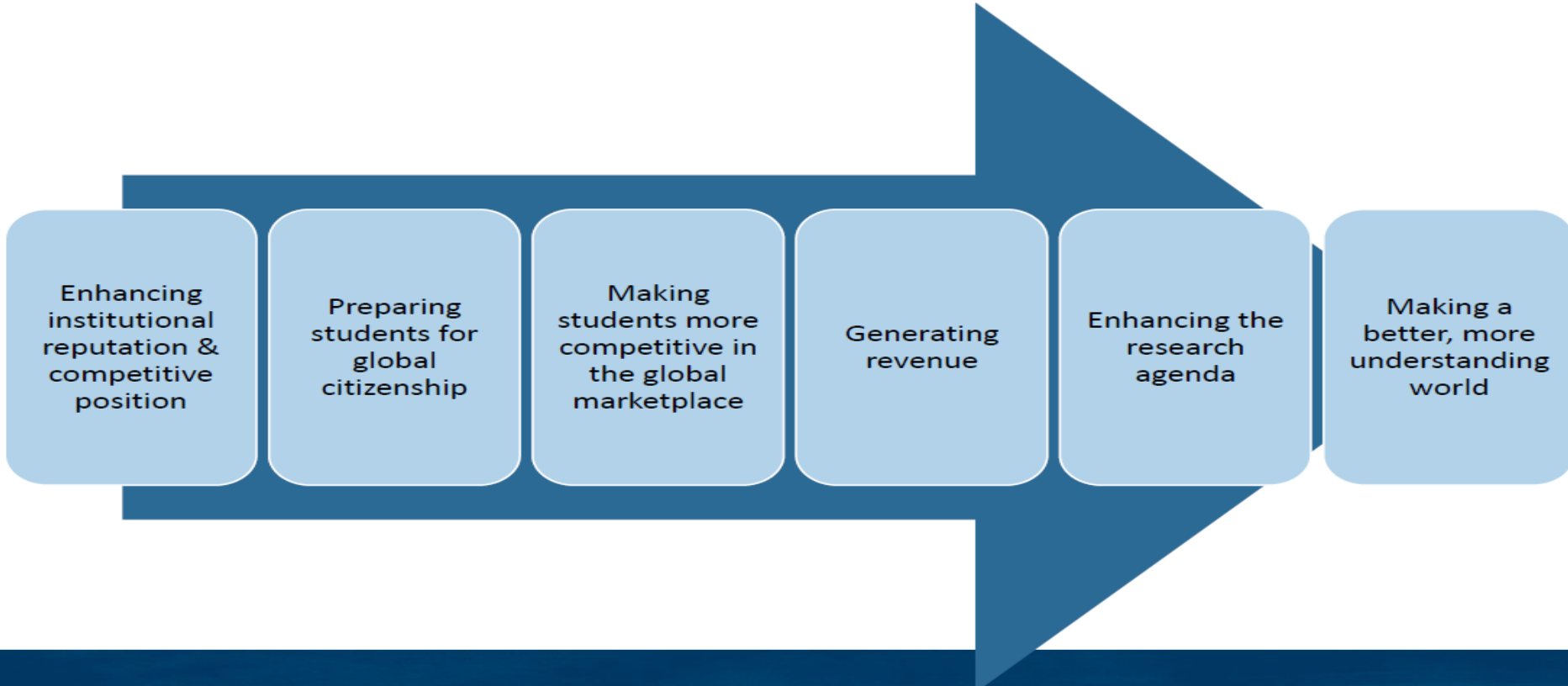
Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

– American Council on Education

Comprehensive internationalization is not just **“What are we doing?” ...**

- ✓ Study abroad
- ✓ International students and scholars
- ✓ Linkages/institutional partnerships and exchanges
- ✓ On-line education (virtual study abroad) and internationalized courses
- ✓ Area studies programs
- ✓ Foreign language
- ✓ International studies (interdisciplinary)
- ✓ International business (multi-regional, discipline-based)
- ✓ Research collaboration
- ✓ Dual and joint degree programs
- ✓ Outreach
- ✓ Cross-cultural events and training
- ✓ Etc.....

...Comprehensive internationalization answers
“Why are we doing this?”



Enhancing
institutional
reputation &
competitive
position

Preparing
students for
global
citizenship

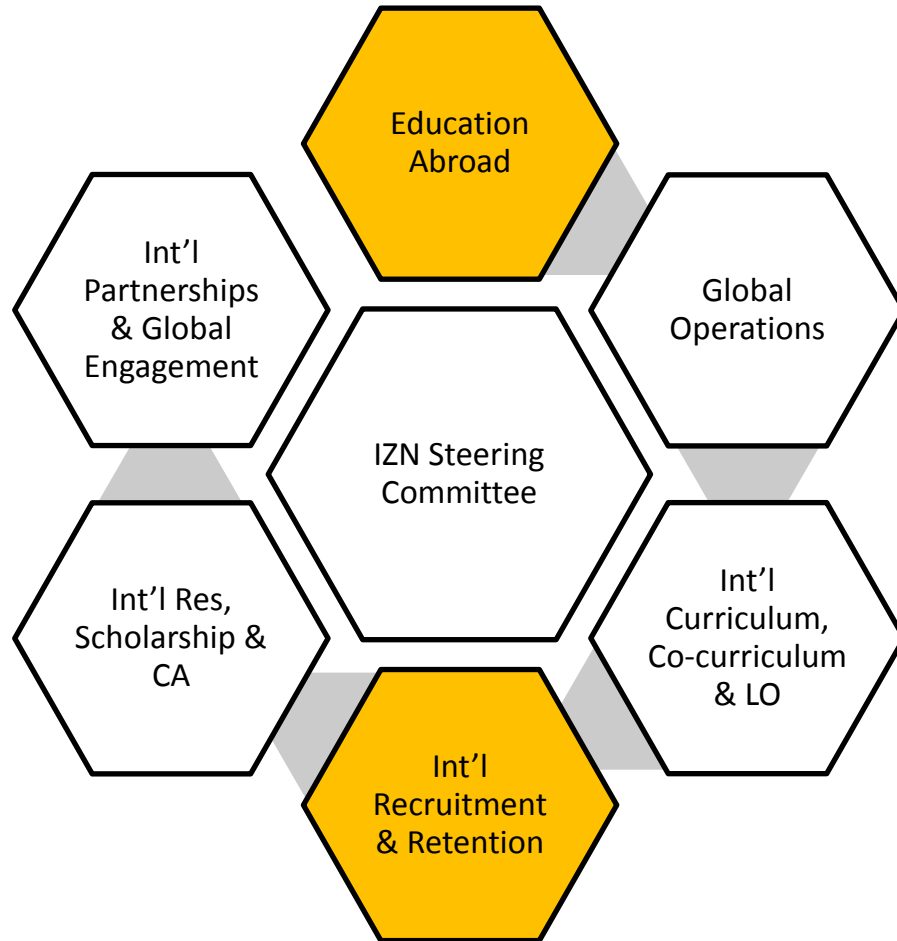
Making
students more
competitive in
the global
marketplace

Generating
revenue

Enhancing the
research
agenda

Making a
better, more
understanding
world

SUBCOMMITTEES



International Recruitment & Retention Subcommittee Rosters

- K. Jill Barr (chair), Senior Assistant Dean, Graduate Enrollment Management
- Dr. Yvette Mozie-Ross, Vice Provost for Enrollment Management
- Dale Bittinger, Assistant Vice Provost, Admissions and Orientation
- Catherine Borg, Arts Publicity Coordinator, Institutional Advancement
- Kim Edmonds, Program Coordinator, Division of Professional Studies
- Sarah Gardenghi, Senior Director, English Language Institute
- Kazumi Hasegawa, Director of International Marketing, English Language Institute
- Gaby Hernandez, Senior Admissions Counselor, Admissions and Orientation
- Lori Smith-Watson, Assistant Director, Admissions and Orientation
- Nathan Fanning, Associate Director, Admissions and Orientation
- Miriam Tillman Assistant VP, Marketing & Creative Services, Institutional Advancement
- Michelle Massey, Associate Director, International Education Services
- Dr. David Di Maria, Associate Vice Provost, International Education Services
- Adam Holden, General Associate, International Education Services

International Recruitment & Retention Subcommittee charge

- Examine global trends and projections for international student enrollment.
- Identify UMBC's current approaches to recruiting and enrolling international students (all activities leading up to orientation) and determine feasibility of aligning initiatives.
- Explore model recruitment strategies employed by other universities.
- Establish goals and a timeline for strategic, sustainable and diversified growth international student enrollment over the next five years.
- Benchmark existing support services for international students against support services offered by peer institutions.
- Produce report with final recommendations/goals.

Education Abroad Subcommittee Roster

- Dr. Ana Oskoz (co-chair), Associate Professor, Modern Languages, Linguistics, and Intercultural Communication
- Martina Buckley, Associate Provost for Financial Management, Office of the Provost
- Dr. April Householder, Director of Undergraduate Research and Prestigious Scholarships, Office of Undergraduate Education
- Dr. Kenneth Baron, Assistant Vice Provost, Academic Advising and Student Success
- Dr. Kevin Omland, Professor, Biological Sciences
- Sasha Hudson, Assistant Vice President & Controller, Financial Accounting & Reporting
- Beth Jones, Associate Vice Provost, Office of Summer, Winter and Special Programs
- Dr. Maria Sanchez, (co-chair) Director of Education and Outreach. College of Engineering and Information Technology
- Rose Malone, Education Abroad Advisor, International Education Services
- Rachel McCloud, Education Abroad Advisor, International Education Services
- Caylie Middleton, Associate Director for Education Abroad, International Education Services
- Grace Castle, Academic Advisor, Global Studies
- Dr. David Di Maria, Associate Vice Provost, International Education Services
- Adam Holden, General Associate, International Education Services

Education Abroad Subcommittee Charge

- Identify opportunities and barriers for student participation in education abroad programs.
- Identify opportunities and barriers for faculty participation in education abroad programs.
- Assess sustainability and scalability of current financial model for study abroad.
- Integrate opportunities for international applied learning (e.g., internships, service learning and research experiences).
- Produce report with final recommendations/goals.


Int'l Recruitment and Retention

MARYLAND

Benefits from International Students

CONGRESSIONAL
DISTRICT

07

FINANCIAL CONTRIBUTION	\$369.4 million	
JOBS SUPPORTED	4,936	
INTERNATIONAL STUDENTS ENROLLED	9,348	

TOP HIGHER EDUCATION INSTITUTIONS (DOLLARS AND JOBS)

Johns Hopkins University, Baltimore	1	\$220.9 million supporting 3,488 jobs
University of Maryland - Baltimore County, Baltimore	2	\$44.1 million supporting 569 jobs
Morgan State University, Baltimore	3	\$32.7 million supporting 433 jobs
Maryland Institute College of Art, Baltimore	4	\$32.4 million supporting 209 jobs
University of Maryland - Baltimore, Baltimore	5	\$13.9 million supporting 87 jobs

THE NATIONAL BENEFITS BEYOND YOUR DISTRICT

International students studying at U.S. colleges and universities contribute **\$39.0 billion** and support **455,622 jobs** to the U.S. economy.* **For every seven international students enrolled, three U.S. jobs are created** and supported by spending occurring in the higher education, accommodation, dining, retail, transportation, telecommunications and health insurance sectors.

The economic contributions of international students are in addition to the immeasurable academic and cultural value these students bring to our campuses and local communities. For a more detailed analysis, access NAWSA's *International Student Economic Value Tool* at nafsa.org/economicvalue.

CONTACT

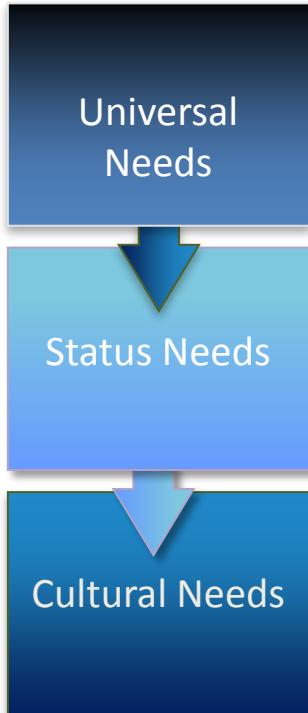
Rachel Banks
Director, Public Policy
rachelb@nafsa.org

* Sources used in NAWSA economic analysis: U.S. Department of Education, U.S. Department of Commerce, and Institute of International Education for 2017-2018 Academic Year.

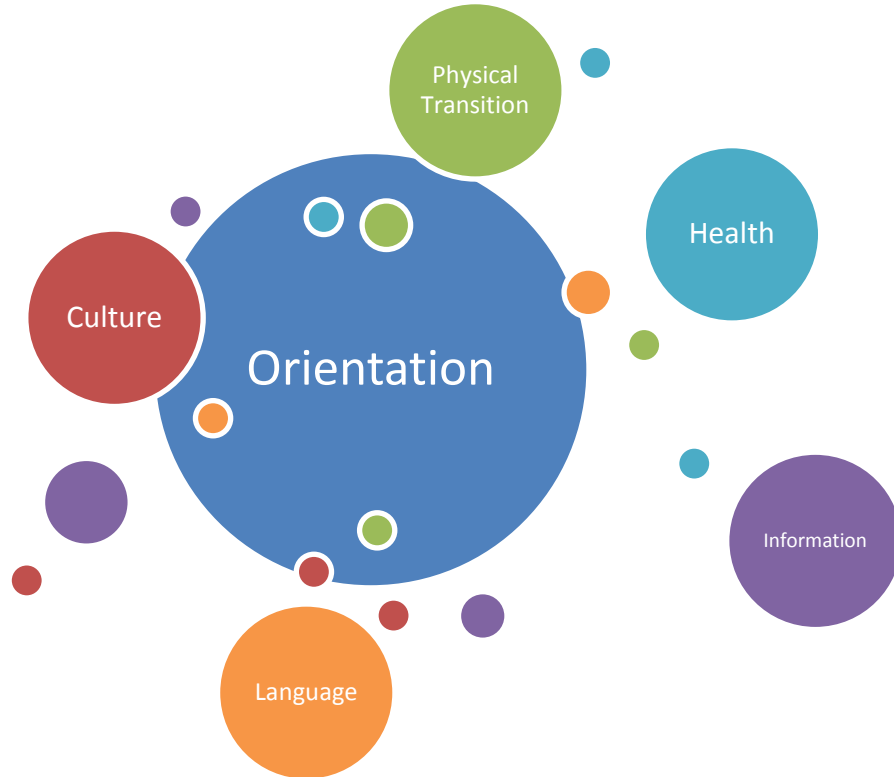
Typology of Needs of International Students (Chalmers, 1959)

Universal Needs	The same needs as all students.
Status Needs	Needs unique to international students as a result of their “foreign’ status
Cultural Needs	Needs complicated by cultural differences

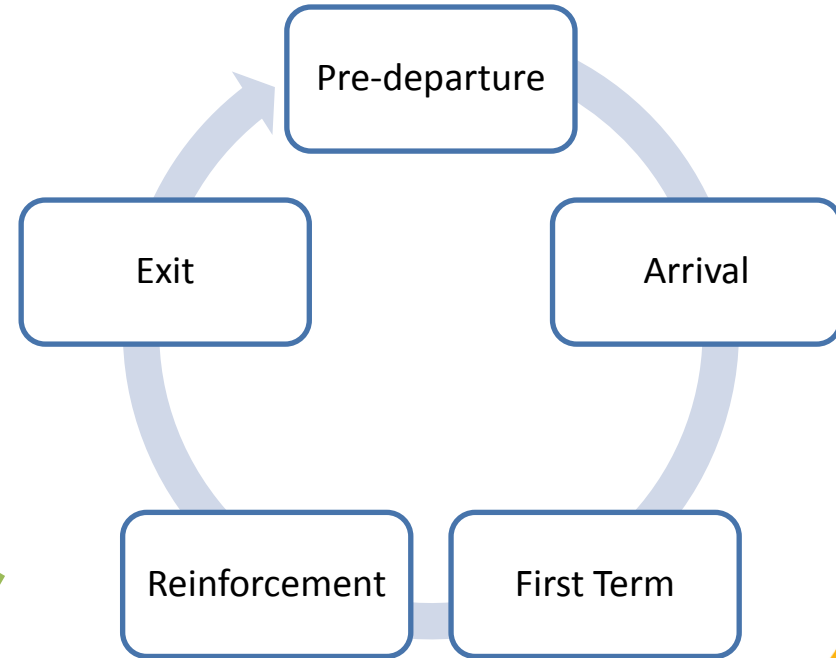
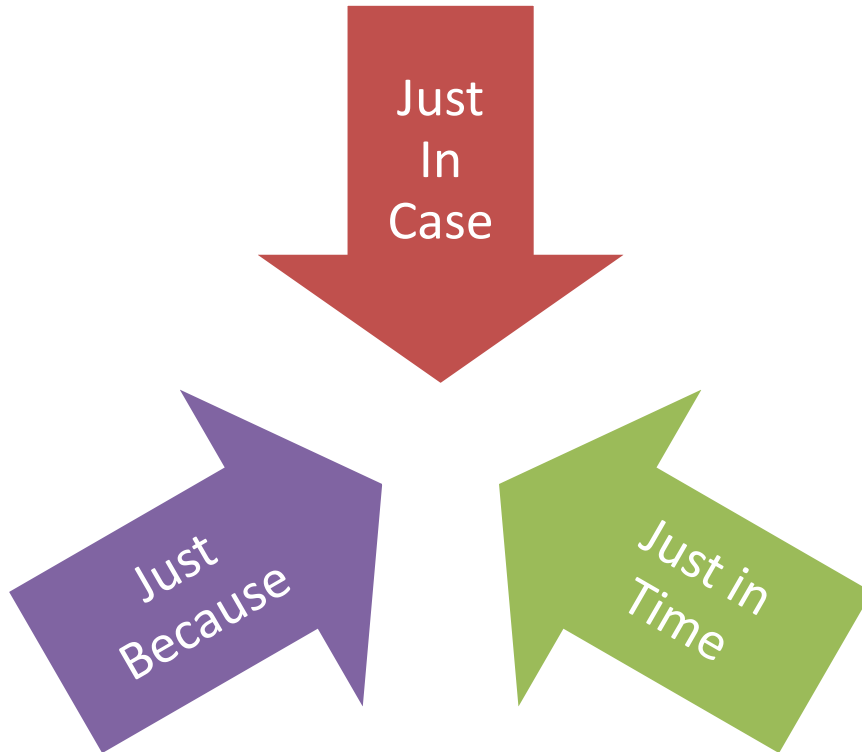
Typology of Needs of International Students



International student onboarding



Resource Delivery



Five Core Areas of Focus



In what ways are campus services provided to international students by student affairs administrators?

- 73.2% felt international students face additional challenges in accessing services
- 63.8% indicated that campus services for international students are mostly provided by the ISO
- 63.6% have not made adaptations to services to meet the unique needs of international students
- 50% did not feel adequately trained to provide campus services to international students
- 47.2% believed it is more difficult to provide services to international students than to domestic students

Opportunities for Collaboration



Education Abroad

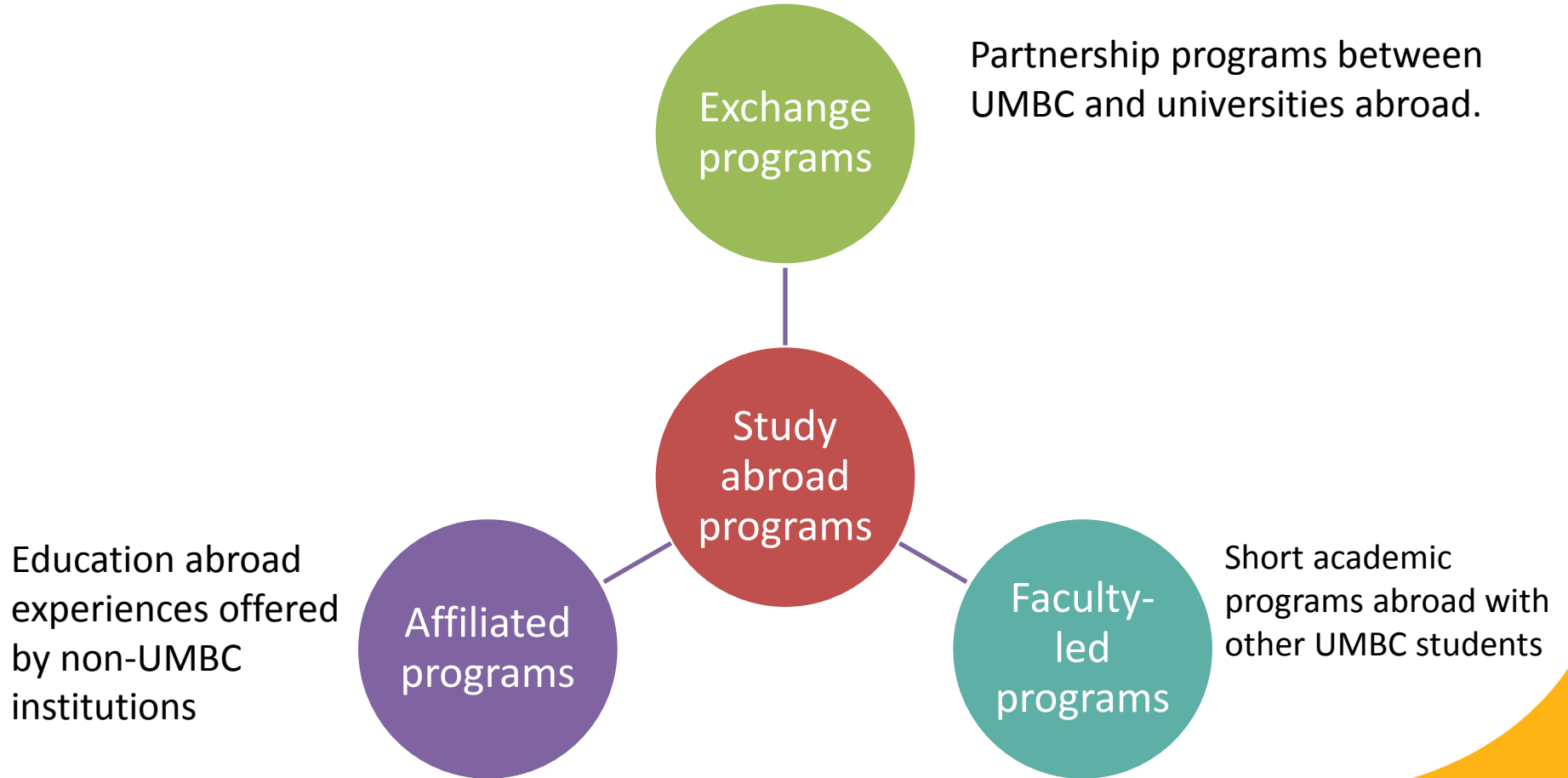
UNDERGRADUATE PARTICIPATION IN U.S. STUDY ABROAD



1 in 10 U.S. undergraduates studies abroad before graduating.

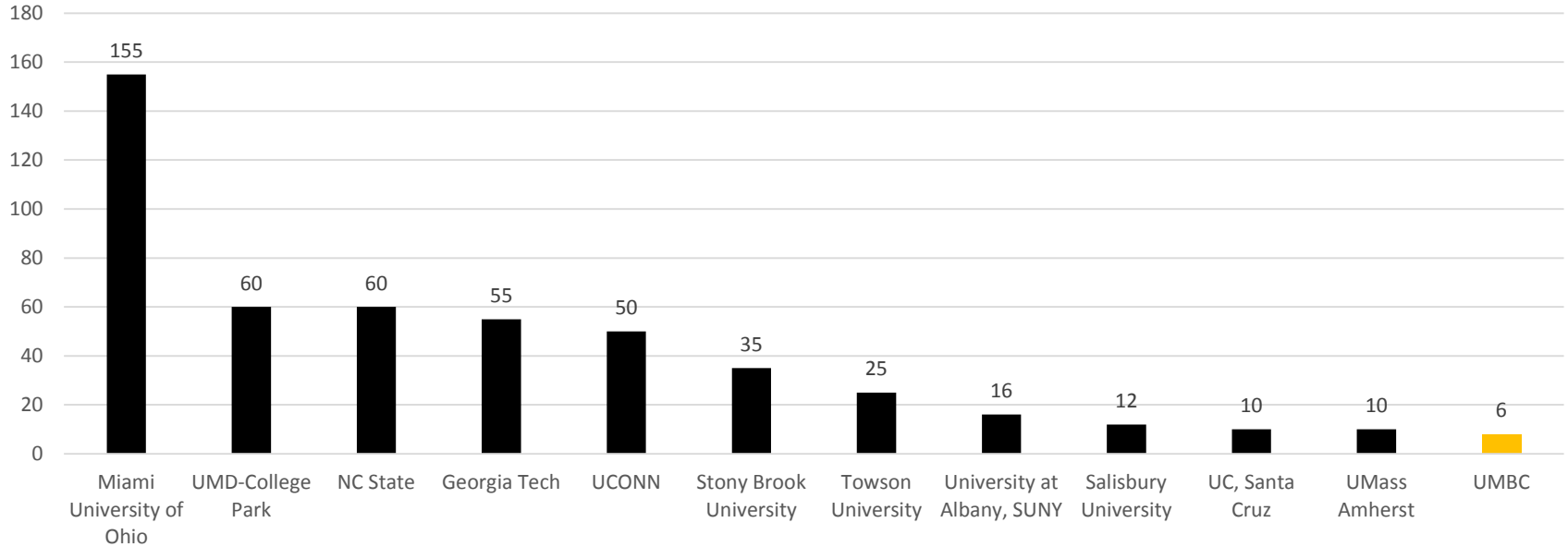
Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. **Online at:** www.iie.org/opendoors

opendoors[®]



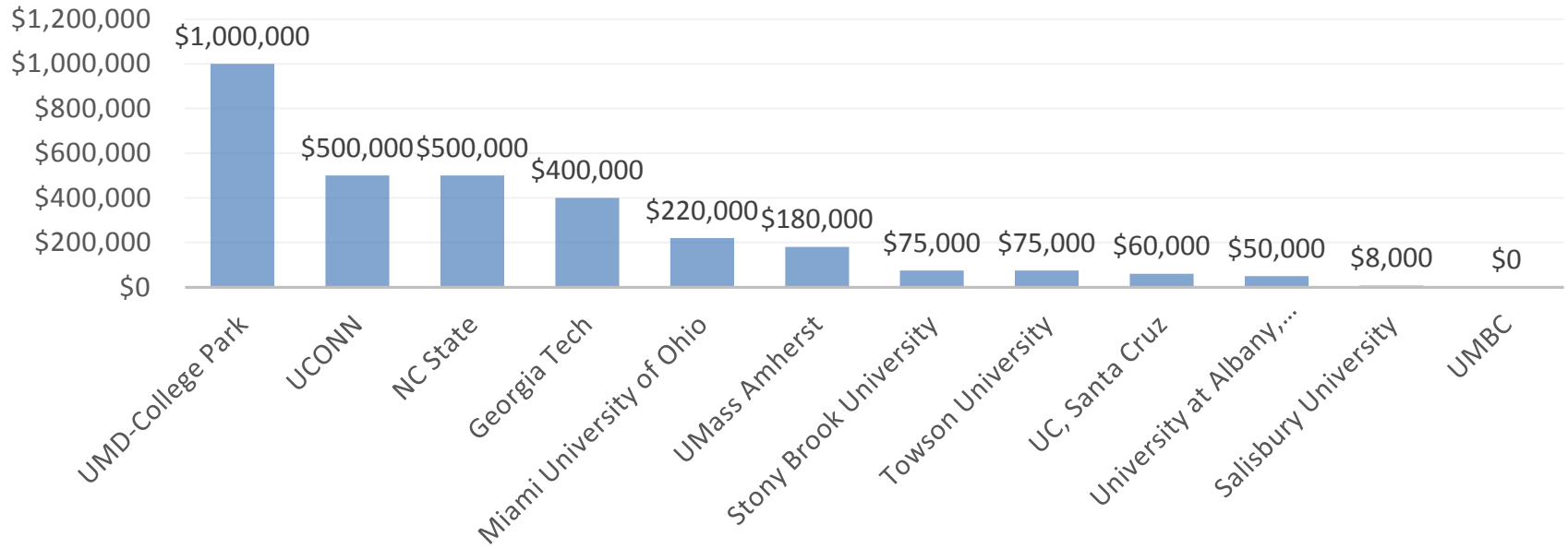
	Exchange programs	Affiliate programs	Faculty-led programs
Pros	<ul style="list-style-type: none"> • Students pays UMBC tuition rate, intensive semester(s) options • Brings international partnerships and diversity to campus 	<ul style="list-style-type: none"> • Large amount of placements for students • Moderate cost to institution – help students find the right placement 	<ul style="list-style-type: none"> • Low cost to the students • Faculty involvement • Potentially high number of placements
Cons	<ul style="list-style-type: none"> • Costly investment in partnerships: agreements, visits, marketing, credit transfer 	<ul style="list-style-type: none"> • Additional cost to students (program fee) • Lost tuition revenue 	<ul style="list-style-type: none"> • Costly investment to the institution • Programs limited to Faculty interest

Number of Faculty-led Study Abroad Courses Offered Each Year





Average Annual Scholarship Awards for Study Abroad



Internationalization at Home

- Linking intercultural and multicultural education
- Connecting co-curricular and curricular activities
- Other...

Discussion Questions

- What could be done to better support international students at UMBC?
- Where are the opportunities and challenges for student participation in education abroad programs?
- Where are the opportunities and challenges for faculty participation in education abroad programs?
- What can we do to facilitate more intercultural/international experiences, on campus for students who will not be going abroad?
- Do these recommendations and the SWOT analysis resonate? What's missing? What would you change? What surprises you?

Internationalization Survey

- Please complete the short survey
 - retreat.umbc.edu/sessions