Session 1: The Student Experience

Dr. Ana Oskoz
Dr. Nancy Young
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

IZN Steering Committee

- Education Abroad
- Global Operations
- Int’l Partnerships & Global Engagement
- Int’l Res, Scholarship & CA
- Int’l Recruitment & Retention
- Int’l Curriculum, Co-curriculum & LO
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
IZN Steering Committee

Education Abroad

Int’l Partnerships & Global Engagement

Global Operations

IZN Steering Committee

Int’l Res, Scholarship & CA

Int’l Curriculum, Co-curriculum & LO

Int’l Recruitment & Retention

Int’l Partnerships & Global Engagement
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**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>Financial Contribution</td>
<td>$369.4 million</td>
</tr>
<tr>
<td>Jobs Supported</td>
<td>4,936</td>
</tr>
<tr>
<td>International Students Enrolled</td>
<td>9,348</td>
</tr>
</tbody>
</table>

**TOP HIGHER EDUCATION INSTITUTIONS (DOLLARS AND JOBS)**

1. Johns Hopkins University, Baltimore - $220.9 million supporting 3,480 jobs
2. University of Maryland - Baltimore County, Baltimore - $44.1 million supporting 569 jobs
3. Morgan State University, Baltimore - $32.7 million supporting 433 jobs
4. Maryland Institute College of Art, Baltimore - $32.4 million supporting 209 jobs
5. University of Maryland - Baltimore, Baltimore - $13.9 million supporting 87 jobs

**The National Benefits Beyond Your District**

International students studying at U.S. colleges and universities contribute $39.9 billion and support 485,923 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 more detailed analysis, access NAFSA’s International Student Economic Value Tool at nafsa.org/economicvalue.*

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

Universal Needs

Status Needs

Cultural Needs

International Student Office
International student onboarding
Five Core Areas of Focus

- Transitional Support
- Academic Support
- Sociocultural Support
- Career Support
- Immigration Support
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

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
Study abroad programs

- Exchange programs
- Affiliated programs
- Faculty-led programs

- Partnership programs between UMBC and universities abroad.
- Short academic programs abroad with other UMBC students.

Education abroad experiences offered by non-UMBC institutions.
<table>
<thead>
<tr>
<th></th>
<th>Exchange programs</th>
<th>Affiliate programs</th>
<th>Faculty-led programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td>• Students pays UMBC tuition rate, intensive semester(s) options</td>
<td>• Large amount of placements for students</td>
<td>• Low cost to the students</td>
</tr>
<tr>
<td></td>
<td>• Brings international partnerships and diversity to campus</td>
<td>• Moderate cost to institution – help students find the right placement</td>
<td>• Faculty involvement</td>
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<td></td>
<td></td>
<td></td>
<td>• Potentially high number of placements</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td>• Costly investment in partnerships: agreements, visits, marketing, credit transfer</td>
<td>• Additional cost to students (program fee)</td>
<td>• Costly investment to the institution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lost tuition revenue</td>
<td>• Programs limited to Faculty interest</td>
</tr>
</tbody>
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Number of Faculty-led Study Abroad Courses Offered Each Year

- Miami University of Ohio: 155
- UMD-College Park: 60
- NC State: 60
- Georgia Tech: 55
- UCONN: 50
- Stony Brook University: 35
- Towson University: 25
- University at Albany, SUNY: 16
- Salisbury University: 12
- UC, Santa Cruz: 10
- UMass Amherst: 10
- UMBC: 6
Average Annual Scholarship Awards for Study Abroad

- UMD-College Park: $1,000,000
- UCONN: $500,000
- NC State: $500,000
- Georgia Tech: $400,000
- Miami University of Ohio: $220,000
- UMass Amherst: $180,000
- Stony Brook University: $75,000
- Towson University: $75,000
- UC, Santa Cruz: $60,000
- University at Albany: $50,000
- Salisbury University: $8,000
- UMBC: $0
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