



Seeking Best Practices for Integrating International and Domestic Students

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What is Integration?

Integration is an intentional process to create community, by encouraging domestic and international students to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment.

Successful integration in the higher education context is characterized by the following:

- active facilitation, support, and modeling by faculty, staff, and administration in the curricular and co-curricular contexts;
- an academic climate that recognizes and reflects the goals and values of inclusion;
- assessment, evaluation, and mindful reflection of intercultural and global competence at all levels of the institution (individual, classroom, school, institution-wide);
- movement from “contact with” and “celebration of” cultures to deeper layers of engagement and enrichment, leading to the creation of common ground;
- commitment to and recognition of the mutual benefits of such engagement; and
- a sense of belonging, contributing, and being valued.

Definition developed by Nancy Young and the University of Minnesota’s Project Advisory Group made up of Barbara Kappler, Gayle Woodruff, Alisa Eland, Beth Isensee, Diana Yefanova, and Xi Yu.

Definitions

In the framing of this project, three words are especially important: *integration*, *best*, and *practices*.

Let's start with *integration*. Integration is fundamentally connected to the civil rights struggle in the U.S. during the 20th century. It is important to respectfully acknowledge what this word means in the U.S. historic and cultural context and currently—a vast amount of domestic integration work remains to be done. The project advisory group¹ and I engaged in thoughtful discussion regarding the word integration.

Yet, in the 21st century, *integration* is used in more expansive ways in higher education. For example, it is often connected to curriculum design. And increasingly, it is being referenced in the international education environment. It was a session topic at the 2014 AIEA (Association of International Education Administrators) and NAFSA: Association of International Educators conferences. It has been the subject of articles in *The Chronicle of Higher Education* and *Inside Higher Ed*. There was an April CIC (Committee on Institutional Cooperation) meeting at Purdue University focused on integration and international education.

Despite its increasingly common usage, there is no standard definition of *integration* in the international education context. For this project, we conducted a group process to establish a definition. Using a group process to define a term is not without precedent in the international education field. In 2008, a NAFSA task force was charged with creating a working definition of *internationalization* during a time when its usage increased but there was no established common meaning.² Following is the project advisory group's working definition of *integration*:

Integration is an intentional process to create community, by encouraging domestic and international students³ to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment.

1 The project advisory group is made up of Barbara Kappler, Gayle Woodruff, Alisa Eland, Beth Isensee, Diana Yefanova, and Xi Yu.

2 NAFSA: Association of International Educators (2011). NAFSA's contribution to internationalization of higher education. Retrieved from http://www.nafsa.org/File/2011_izn_contributions.pdf

3 The term "international student" may be defined narrowly or broadly. For this report, the definition of "international student" is defined as any nonimmigrant who is allowed by federal law to enroll at an institution of higher education in the United States, commonly including those with F-1, J-1, or M-1 status. In this definition, international student does not include someone who is a U.S. citizen, an immigrant (permanent resident) or a refugee. Sometimes the phrase "international students" is used broadly to include individuals such as "third-culture kids" or refugees, who may not readily identify as domestic students, despite having U.S. citizenship or permanent residency. Perhaps one outcome of integration will be the campus-wide cultivation of "globalized students," which would encompass all students, both domestic and international.

Successful integration in the higher education context is characterized by the following:

- active facilitation, support, and modeling by faculty, staff, and administration in the curricular and co-curricular contexts;
- an academic climate that recognizes and reflects the goals and values of inclusion;
- assessment, evaluation, and mindful reflection of intercultural and global competence at all levels of the institution (individual, classroom, school, institution-wide);
- movement from “contact with” and “celebration of” cultures to deeper layers of engagement and enrichment, leading to the creation of common ground;
- commitment to and recognition of the mutual benefits of such engagement; and
- a sense of belonging, contributing, and being valued.

Clearly, this is an aspirational and multidimensional definition.

One important aspect of integration is that it is done *with* and *among* groups, but not *for* a single group. In other words, integration is to everyone’s benefit and is ongoing. There is a great deal of intentionality around integration.

Comprehensive integration is the articulated recognition; intentional strategy and practice; and requisite leadership, resources, and infrastructure to realize the goals of integration, inclusive of domestic diversity and intercultural diversity, within a higher education institution.

For the purpose of this report, *practice* was defined broadly. It encompasses the common definition of the actual application or use of an idea, belief, or method. *Practice* certainly includes the facilitated interaction of domestic and international students, which is reflected in most of the examples. However, *practice* also includes programs or tools that prepare or help assess such interaction. That preparation may be online or in person. *Practice* also includes infrastructure that helps the international office develop stronger ties to stakeholders and enhances its ability to directly support both international students and the institution in their realization of integration. Given the recent increase of international student growth at the undergraduate level and the focus on integration, some of these practices are still in the pilot stage but are attractive based on aspects such as their innovative use of technology or involvement of domestic students. In terms of the search, no criteria were placed in terms of a minimum number of participants involved in a given practice. The only criterion was to ensure that a practice could be adapted at UMTC.

That then brings us to the word *best*. The University of Minnesota is a long-established leader in the international education field. Part of this *best* has to do with the very

design of the ISSS, which has been able to uphold a fundamental commitment to serving students holistically even during the ICE⁴ age of SEVIS.⁵ The ISSS leadership has drawn on the University of Minnesota's rich roots in international education to nurture ongoing innovation. Many best practices are already established at UMTC, which influenced the shape of this search.

4 ICE is the Immigration and Customs Enforcement unit of the Department of Homeland Security. The Student and Exchange Visitor Program (SEVP) is housed within ICE. SEVP is the agency that manages the oversight of nonimmigrant students in F and M status and their dependents. It also houses the data of the J-1 exchange visitor program, which includes students, scholars, and researchers.

5 SEVIS is the Student Exchange Visitor Information System, which specifically refers to the Department of Homeland Security database to track those in F, M, and J nonimmigrant status. In the international student advising field, SEVIS is used as a broad term to include the database, the related regulations, and overall post-9/11 policy regarding international education.

Executive Summary

Given the robust growth of international students at the undergraduate level, as reported in *Open Doors 2012*,⁶ there is an increased emphasis on serving these students. The needs and development of international undergraduates differ from those of their compatriots at the graduate level. The record number of international students in the U.S. is complemented by the record number of U.S. students studying abroad.⁷ This activity is a product of institutions' internationalization efforts, which continue to develop in scope and span. To fully benefit from internationalization, the student body—and indeed, the institution—must be integrated. To that end, UMTC was interested in finding out about best practices throughout the U.S., as it takes an array of practices throughout the institution and intentionality to achieve comprehensive integration.

The search for best practices included the following:

- review of the NAFSA Simon Award winners,⁸
- review of the ACE At Home in the World participants,⁹
- review of practices among CIC institutions,¹⁰ and
- direct email to select group of international education leaders for their recommendations.

Potential practices for further review were submitted to the assistant dean of International Student and Scholar Services and the project advisory group, for feedback about which possibilities were of most interest to UMTC.

This report contains a working definition of *integration* in the international education context. It also highlights 16 practices from 10 institutions, one professional association, and one statewide coalition. Common themes found in these practices include: partnerships, community building, active student learner/leader, and committed intentionality.

6 The Open Doors: Report on International Educational Exchange is published annually by the Institute of International Education. It is a report of all international students in U.S. higher education. The 2012 report marked the first time in 12 years that there were more undergraduate international students than graduate international students. That trend has continued.

7 Institute of International Education (2013). Open Doors 2013. Retrieved from <http://www.iie.org/research-and-publications/open-doors>

8 NAFSA: Association of International Educators created the Senator Paul Simon Award for Campus Internationalization to recognize the work of colleagues and universities, detailed at http://www.nafsa.org/Explore_International_Education/Impact/Awards/Senator_Paul_Simon_Award/Senator_Paul_Simon_Award_for_Campus_Internationalization

9 The American Council on Education received funding to sponsor the initiative “At Home in the World: Educating for Global Connections and Local Commitments.” More information can be found at <http://www.acenet.edu/about-ace/special-initiatives/Pages/At-Home-in-the-World.aspx>

10 Committee on Institutional Cooperation, <http://www.cic.net/home>

1. **Institutional Infrastructure**
Campus Dialogue Groups, Washington State University
Understanding International Cultures Workshops, University of Buffalo
International Partners Outreach Group (IPOG), University of Pennsylvania
2. **Preparatory**
iCoug, Washington State University
Boiler Out, Purdue University
International Football Clinic, Rice University
3. **Faculty Facilitated**
Passport PUPIL, Purdue University
Right, Wrong, or Different? Ethics Dinner, George Mason University
International Lens, Vanderbilt University
4. **Facilitated Friendship**
International Mentoring Program, Iowa State University
E-Mentor, Iowa State University
OU Cousins, University of Oklahoma
International@Iowa, University of Iowa
5. **Leadership Development**
International–Domestic Student Summit, American Chemical Society
Georgia International Leadership Conference, Georgia Association of International Educators
International Leadership Education Academy for Development (I-LEAD), Iowa State University

Why Integrate?

Whether one seeks to make the case for idealistic reasons or pragmatic reasons, integration is the most appropriate affirmative response to life in an increasingly diverse world.

In the international education field, there are long-established arguments for the benefits of hosting international students in the United States. “Soft” reasons include the value of citizen diplomacy and the benefits of the expanded diversity international students bring to U.S. campuses. “Hard” reasons include the shortage of domestic students in the STEM (science, technology, engineering, and math) fields as well as the out-of-state tuition international students pay. Whatever type of arguments one makes, there are many benefits associated with having international students as part of the U.S. higher education system.

Likewise, there are many reasons to promote integration as beneficial to the individual student. Some reasons commonly cited are:

- preparation to work in an increasingly diverse workplace globally,
- preparation to work in an increasingly diverse workplace domestically,
- preparation to live in an increasingly diverse country and world,
- personal growth and development from interacting with an array of people,
- knowledge about the world from interacting with students from diverse backgrounds,
- skills to better work with clients or colleagues from diverse backgrounds, and
- personal growth and development from introspection about one's own perspective and framework.

On the path to integration is the recognition that “there is a strong sense in the international education field that whatever interactions may be occurring naturally are not enough, and that universities need to do a much better job of bringing domestic and international students together in an intentional way.”¹¹

There are two important observations to add from Elisabeth Gareis, whose research on friendship between international and domestic students remains highly discussed. “International students who make friends with host nationals have stronger language skills, better academic performance, lower levels of stress and greater life satisfaction. Friendships also aid overall adjustment and improve attitudes towards the host country.”¹²

Gareis further added, “Well-integrated international students, in turn, are more likely to participate in the classroom, thus enriching domestic students’ educational experience and advancing international perspectives.”¹³

Some researchers offered a sobering prediction: “If it remains the sole responsibility of international students to create and sustain environments that deliver on the promises made in terms of the benefits of campus diversity and internationalization, the U.S. is likely to [see] its overall share of globally mobile students diminish further.”¹⁴

11 Redden, E. (2014, Feb. 20). At a gathering of senior international educators, the integration of international students was a theme. Inside Higher Ed. Retrieved from <http://www.insidehighered.com>

12 Gareis, E. (2012, July). International relations: How to foster host-national friendships. University World News, 228. Retrieved from <http://www.universityworldnews.com>

13 Gareis, E. (2012, July). International relations: How to foster host-national friendships. University World News, 228. Retrieved from <http://www.universityworldnews.com>

14 Glass, C., Buus, S., & Braskamp, L. (2013, October). *Uneven experiences: What's missing and what matters for today's international students*. Retrieved from <http://international.illinois.edu/faculty/docs/Report-on-International-Students.pdf>

Although not a new challenge, integration is increasingly important given the growth of international and domestic diversity found in higher education. Darla Deardorff, executive director of AIEA, made this observation: “The question of integrating international students and domestic students is an ongoing question that’s been with us for many years and unfortunately I haven’t found any institution yet that has found the answer.”¹⁵

In the context of comprehensive integration at the institutional level, I did not find an institution that has claimed this as “mission accomplished.” Yet there are institutions intentionally moving toward that goal, and one way is by building practices at different levels within the institution to start creating a cumulative and cascading effect, such as the practices in this report.

¹⁵ Redden, E. (2014, Feb. 20). At a gathering of senior international educators, the integration of international students was a theme . Inside Higher Ed. Retrieved from <http://www.insidehighered.com>

Introduction

The purpose of this report is to collect ideas and impressions about current practices to integrate international and domestic students, with the goal of selecting the best practices to bring to the University of Minnesota, Twin Cities (UMTC).

Given the timeframe and the number of practices to research, this project's scope was limited to the United States, though there are notable practices and relevant research taking place in other countries, such as Canada, Australia, and Korea that would be instructive under a different scope.

I conducted extensive online research and reviewed dozens of articles to examine how the concept of integration is discussed regarding international education and to find examples of practices. I contacted several international education leaders seeking their recommendations. In addition, I reviewed the:

- NAFSA Simon Award winners,¹⁶
- ACE At Home in the World participants,¹⁷ and
- practices among CIC institutions.

There are two important caveats to note at this juncture.

First, the University of Minnesota is a long-established yet continually evolving international education leader and, as such, is resplendent with its own best practices. In seeking best practices for this report, UMTC's strengths were considered. Thus, there was a feedback loop in which the assistant dean or project advisory group would review preliminary lists of practices to provide recommendations as to which merited further exploration in light of UMTC's needs.

Second, the focus on integration is receiving rapidly increased attention, in light of the changes in the international student population since 2012 to one that is predominantly undergraduate on the national level. This is requiring institutions to recalibrate their internationalization agenda priorities to enhance and support comprehensive integration. This report describes many new or pilot practices, as this robust growth has required a quick pivot.

Teboho Moja, a leading professor of higher education, observed, "Too often integration is seen as an event, rather than a process for the whole time students are

16 NAFSA created the Senator Paul Simon Award for Campus Internationalization to recognize the work of colleagues and universities in this area, detailed at http://www.nafsa.org/Explore_International_Education/Impact/Awards/Senator_Paul_Simon_Award/Senator_Paul_Simon_Award_for_Campus_Internationalization

17 The American Council on Education received funding to sponsor the initiative "At Home in the World: Educating for Global Connections and Local Commitments." More information can be found at <http://www.acenet.edu/about-ace/special-initiatives/Pages/At-Home-in-the-World.aspx>

there.”¹⁸ I would add that too often integration is seen as the disproportionate responsibility of the international student, instead of one mutually shared with the domestic student. In contemplating the large and complex work of comprehensive integration, institutions would do well to follow the advice of Michigan State University President Lou Anna K. Simon, who, when discussing the internationalization process, speaks of taking “persistent manageable steps.”¹⁹ Such steps likewise would be well advised on the challenging path to integration.

18 Forestier, K. (2013, June). Strategy, media, and international student integration. *University World News*, 277. Retrieved from <http://www.universityworldnews.com>

19 Simon, L. (2012). A presidential perspective on global engagement, *International Briefs for Higher Education Leaders*, no. 2. Retrieved from <http://www.acenet.edu/news-room/Documents/International-Briefs-2012-November-Global-Engagement.pdf>

Background

The United States hosts 819,644 international students today, more than ever before.²⁰ Also, the United States hosts more international students than any other country. This should not be painted as a simple and stable state of affairs, as there is a good deal of competition and potential for volatility, as outlined by two leading international educators from Michigan State University.²¹

“It’s a culture shock not just for the students but for the campus,” observed Ivor Emmanuel, when reflecting on the changing face of international education.²² Many international educators are well versed in culture shock²³ at the individual level: It is one stage within the cultural adjustment process. Culture shock has its own set of well-described symptoms and coping strategies. What would culture shock look like at the institutional level? Drawing on the established definition, it would be a stressful period when the institutional environment has changed, the institution’s identity is re-forming, and the traditional ways of doing things are undergoing transformational change. For integration to be the end result on the other side of culture shock, a great deal of intentionality and commitment is required on behalf of the institutional leadership and members.

One international education (IE) leader observed, “For obvious reasons much attention vis-à-vis international students has focused on barriers to recruitment. Often receiving scant attention are the barriers to retention.”²⁴ Another IE leader stated, “If colleges aren’t responding to international-student needs, then we’re wasting our time and money recruiting them.”²⁵ Certainly there are many barriers to retention or satisfaction among international students. “Current literature on the retention issues for international students focus on the challenges that international students face on U.S. campuses. Most international students face social problems related to social integration, daily life tasks, homesickness, and role conflicts.”²⁶

20 Institute of International Education. (2013). Open doors 2013 fast facts. Retrieved from <http://www.iie.org/research-and-publications/open-doors>

21 Hudzik, J., & Briggs, P. (2012, February). Trends and institutional implications for international student enrollments in U.S. institutions. NAFSA Trends and Insights for International Leaders. Retrieved from http://www.nafsa.org/File/Upload/2012/02/trends_and_insights_for_international_students_february_2012.pdf

22 Fischer, K. (2011, May). Colleges adapt to new kinds of students from abroad. *The Chronicle of Higher Education*.

23 “Culture shock basically refers to a stressful transitional period when an individual moves from a familiar environment into an unfamiliar one. In this unfamiliar environment, the individual’s identity appears to be stripped of all protection. Previously familiar cues and scripts are suddenly inoperable in the new cultural setting.” Ting-Toomey, S., & Chung, L. (2005). *Understanding intercultural communication*. Los Angeles, CA: Roxbury Publishing.

24 Brustein, W. (2009). It takes an entire institution: A blueprint for the global university. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 249–265). New York, NY: Routledge.

25 Fischer, K. (2011, May). Colleges adapt to new kinds of students from abroad. *The Chronicle of Higher Education*.

26 Özturgut, O. (2013). Best practices in recruiting and retaining international students in the U.S. *Current Issues in Education*, Vol. 16, 2, 1-21.

There have been some observations and questions raised as to whether international students are receiving American degrees or American educations. When we look out our windows and onto the campus, do we see students moving in parallel tracks, sharing a common physical space, but with limited overlap in their academic, social, and personal lives?

UMTC recently participated in the International Student Barometer (ISB).²⁷ When UMTC international students were asked on the survey about their one greatest challenge, they indicated forming friendships outside their culture (this was selected over language, housing, culture shock, and other challenges).²⁸ When it comes to the issue of friendship, the concerns of international students at UMTC are not unique. The research most referenced during my discussions on integration was Elisabeth Gareis' study finding "more than one in three foreign students in a new survey say they have no close U.S. friends, and many wish they had more."²⁹ Another CIC institution, the University of Wisconsin's International Student Services, also conducted a survey that found "the biggest concern for international students is 'making friends with Americans.'"³⁰

This begs the question, how would domestic students articulate their desire to form friendships outside their cultures? Would it be equally salient to domestic students as it is to international students? A *Chronicle* article states, "Some educators worry that they have not done enough to prepare American students for their new classmates. If universities don't act more aggressively, they worry, cultural clashes could flare up on their campuses."³¹

Neil Harrison, a senior research fellow at the University of the West of England found in a study "most domestic students described interaction with international students as anxiety-causing" with "particular barriers around language ... importance of insular cultural artifacts ... and strong fear of causing offence. ... As a result, domestic students tend to unthinkingly avoid intercultural interaction."³²

Yet another source, research done by the Global Perspective Institute, found that "U.S. students are far less likely to intentionally involve people from other cultural

27 The International Student Barometer is an online survey that tracks "decision making, expectations, perceptions, and intentions of [your]international students," as described on <http://www.i-graduate.org/services/international-student-barometer-and-student-barometer>

28 International Student Barometer (slide 53 from UMTC March 2014 presentation)

29 Fischer, K. (2012, June). Many foreign students are friendless in the U.S., study finds. *The Chronicle of Higher Education*.

30 Niu, M. (2012, December 4). Chinese international students struggle with integration. *The Badger Herald*. Retrieved from <http://badgerherald.com>

31 Fischer, K. (2012, March). Newspaper column about foreign students sparks controversy at Kansas State U. *The Chronicle of Higher Education*.

32 Harrison, N. (2012, February). Understanding the domestic student role in integration: Mindfulness, cultural exposure, and early life experiences. Presentation at *Integrating International Students: A Symposium*, Singapore City, Singapore.

backgrounds in their lives. This confirms perceptions among many international educators, as well as empirical research that highlight a lack of interest in cross-cultural engagement among U.S. students. This reinforces our belief that it must be the responsibility, not only of individual students, but also of the institutions serving them, to create environments that deliver on the promises made in terms of the benefits of campus diversity and internationalization.”³³

Fanta Aw, president of NAFSA, observed “administrators can’t assume that ‘real engagement will happen by osmosis’ when American and foreign students are brought together on the same campus.”³⁴ This engagement is important not only in terms of social relations, but also the educational aspirations that institutions hold for their students, as observed by ACE, “It is by maintaining this focus and ensuring that all students, regardless of the type of institution they attend, have opportunities to develop international competence, that U.S. higher education will best be able to fulfill its obligation to prepare students to live, work, and succeed in the globalized world of the 21st century.”³⁵

33 Glass, C., Buus, S., & Braskamp, L. (2013, October). Uneven experiences: What’s missing and what matters for today’s international students. Retrieved from <http://international.illinois.edu/faculty/docs/Report-on-International-Students.pdf>

34 Fischer, K. (2012, March). Newspaper column about foreign students sparks controversy at Kansas State U. *The Chronicle of Higher Education*.

35 American Council on Education. (2012). Mapping internationalization on U.S. campuses: 2012 edition. Retrieved from <http://www.acenet.edu/news-room/Pages/Mapping-Full-Report.aspx>

Observations

What are the best practices for integrating international and domestic students? As with many aspects of international education, one question can lead to a multiplicity of answers. UMTC is asking this question at an especially pertinent time, as international student services are experiencing a rising demand on their services, with one recent announcement bringing a modicum of relief.

In April 2014, SEVP (the Student Exchange Visitor Program) formally announced that SEVIS II³⁶ development has been terminated. SEVIS II had been looming on the horizon for several years, as a transformational change both in terms of the actual database and related compliance as well as the daily ways of conducting business. As the years passed, the likelihood of SEVIS II materializing diminished in the eyes of many international educators, yet it was still referenced by SEVP. In its stead is a new vision of SEVIS being enhanced incrementally. Based on the information currently available, this promises not to be a transformational change and thus may be a period when international offices can focus less on the mechanics of the database and more on the actual student services.³⁷

When SEVIS was first implemented in 2003, institutions experienced heightened awareness of the international student services office and the international student population in general. I would propose that in 2014, we are once again seeing a resurgence of awareness of international students, not as a result of government mandates but based on the robust growth and, specifically, the transformative impact at the undergraduate level. At UMTC, international undergraduate student enrollment has increased 188% over four years (851 to 2,449 in 2008–2012). That type of growth underscores the needs of international students.

Following are some generalizations about the impact of undergraduate international student population growth:

1. More faculty, administrators, and staff are having extended contact with international students than when those students were concentrated at the graduate level.
2. This newly increased contact is also true for domestic undergraduate students. It is safe to say that whoever the domestic stakeholders are, not all

³⁶ SEVIS stands for the Student and Exchange Visitor Information System. Narrowly, it refers to the Department of Homeland Security database for tracking those in F, M, and J status. SEVIS II was the name of the new system to address technological limitations of the current database.

³⁷ A recent development I have noticed, which may or may not become a trend, is the creation of new types of positions in international student services. Instead of adding another SEVIS advisor, these positions are designed to have expertise in a given culture; others are focusing on programming and engagement in new ways. Some of this specialization is taking place outside the international office. For example, Boston University now has a chaplain exclusively for international students, as reported by Barlow, R. (2013, September 20). *BU Today*. Retrieved from <http://www.bu.edu/today>.

these contacts are smooth and successful, nor would that be expected in an intercultural context.

3. As we know, the developmental needs of undergraduate students differ from those of their graduate counterparts. Thus, this influx of international undergraduates is impacting established programs and services throughout universities, from the department level and school to centralized areas such as student affairs and health services. Institutions must redefine who their student clientele is.
4. There is also the impact of meeting the needs of the international undergraduate student's family. Unlike the families of their graduate compatriots, these families may expect and want the kind of interaction more typically associated with domestic undergraduates. In providing services to these families, institutions must account for differences ranging from time zone, language, and geography to cultural values.
5. International graduate students, specifically at the Ph.D. level, are often funded by institutional support. Although some countries (such as Saudi Arabia and Brazil) have a large increase in government-sponsored students, most international undergraduate students are likely to have private sources of funding. This contributes to the development of a "consumer" mentality among international students, which in part reflects the middle-class status and expectations of many of these undergraduates and their families. The consumer mentality is likely fortified by the way social media influences the marketing of higher education, as well as the increasingly popular views of education as an investment or a commodity, especially in these economic times.

The Process

The goal of this project was to gain impressions and collect ideas about current practices, not to conduct assessments of them per se. Throughout this process, I prepared preliminary lists of practices to consider for further review, which were vetted by the assistant dean with feedback from the project advisory group. That was an important measure to ensure these practices would be relevant and of interest to UMTC.

The resulting list includes 16 practices, found at 10 institutions plus one professional association and one statewide coalition. Three institutions are private, and seven are public.

George Mason University [Simon]
Iowa State University
Purdue [CIC and Simon 2006]
Rice University
University of Buffalo
University of Iowa [CIC]
University of Oklahoma [Simon 2007]
University of Pennsylvania
Vanderbilt University
Washington State University [ACE AHITW]
ACS – the American Chemical Society
GAIE – the Georgia Association of International Educators

There are four characteristics found in most of these practices:

Partnerships – About three fourths of these practices are implemented in partnership—typically an office with another office, but also an office with faculty, and even a student government with an office. While not requisite, it seems fitting that in encouraging integration, higher education professionals are able to model outreach, leveraging and blending the resources, skills, and assets of different offices. Also, this is good institutional stewardship, especially important during these economic times.

Active Leader/Learner Student Role – About three-fourths of these programs rely on students having an active role. In terms of leadership, one domestic student initiated a practice that has become institutionalized, other students serve in voluntary or paid leadership positions, and two programs have their own advisory boards. Likewise, many of these practices are designed for students to be active learners, calling on them to bring their experiences, perspectives, and openness to share with their peers.

Community – The practices vary in size, from 20 students to 1,000. They also vary in specific goals, from fostering friendships to enhancing intercultural understanding to encouraging dialogue. But they all share the greater goal of building community. Community is fundamentally about building the whole, which requires integration.

Committed Intentionality – There’s a fourth characteristic that is difficult to describe with one word, so I am using the term “committed intentionality.” Most of these practices were designed to address a specific problem, such as a lack of international students in the most influential student leadership organizations or bridging relationships between international and domestic students. There were very specific outcomes woven into the design. Likewise, there is tremendous commitment from those building these practices. These were not just requisite events to meet programming goals; they were born out of a great deal of passion, belief, and commitment to a broader goal, which is one of integration.

I have categorized the 16 practices into five groups:

1. **Institutional Infrastructure**

Campus Dialogue Groups, Washington State University

Understanding International Cultures Workshops, University of Buffalo

International Partners Outreach Group (IPOG) University of Pennsylvania

2. **Preparatory**

iCoug, Washington State University

Boiler Out!, Purdue University

International Football Clinic, Rice University

3. **Faculty Facilitated**

Passport PUPIL, Purdue University

Right, Wrong, or Different? Ethics Dinner, George Mason University

International Lens, Vanderbilt University

4. **Facilitated Friendship**

International Mentoring Program, Iowa State University

E-Mentor, Iowa State University

OU Cousins, University of Oklahoma

International@Iowa, University of Iowa

5. **Leadership Development**

International–Domestic Student Summit, American Chemical Society

Georgia International Leadership Conference, Georgia Association of International Educators

International Leadership Education Academy for Development (I-LEAD), Iowa State University

Half of the practices are two years old or newer, including some still in the pilot stage (Campus Dialogues; iCoug; Passport PUPIL; Right, Wrong, or Different; Int. Student Mentoring, E-Mentor, International@Iowa, ACS Summit).

The Findings

1. Campus Dialogue Groups, Washington State University

Interviewed

Christine Oakley, International Programs, Director Global Learning and Associate Clinical Professor and Katherine Hellman, Associate Director, Office of International Programs on March 25, 2014

Statistical Snapshot

Overall enrollment (fall 2013): 27,642

Pullman campus: 19,466

International students: 1,896

More information

<http://www.acenet.edu/news-room/Pages/AHITW-Fact-Sheet-Washington-State-University.aspx>

Background and Overview

Washington State University (WSU) is one of eight institutions that was part of the American Council of Education's At Home in the World³⁸ project. As described on the ACE website,³⁹ "Through this 3-year effort, funded by [The Henry Luce Foundation](#), the [Inclusive Excellence Group](#) and the [Center for Internationalization and Global Engagement](#) worked collaboratively with a select group of 8 institutions to advance new analytical frameworks, enhance pedagogy, and develop innovative ways of fostering collaboration between internationalization and diversity/multicultural education on campus."

The WSU effort was led by Vice Provost of International Programs Prema Arasu⁴⁰ with the vision that international work did not belong to International Programs only. There was an intentional decentralization of internationalization efforts. The ACE-sponsored undertaking provided a framework for collaborative change, including mapping campus resources and an infusion of programming designed to encourage integration of students. Of specific interest are the campus dialogue groups. Each dialogue had a unique format and different sponsors, with Arasu leading the collaborative efforts.

38 For this report, it may be referenced as the ACE or ACE AHITW project.

39 See <http://www.acenet.edu/about-ace/special-initiatives/Pages/At-Home-in-the-World.aspx>

40 Dr. Arasu is now the CEO and vice provost at Kansas State University Olathe.

The groups were conducted over 10 months in three different outreach efforts:⁴¹

January 23, 2012: “The dialogue was modeled on the World Café format and involved 28 participants from WSU staff, faculty, student and Pullman/Spo-kane regional community. Responses from the round table discussions were collated to the two questions: (1) What does diversity at WSU, and in the community, mean to you? (2) What could we do to form a stronger bridge between domestic diversity and internationalization within our constituencies and our communities? [This was facilitated by members of the ACE team.]

March 27, 2012: “Under the Big Tent” Debate – A regular feature at WSU organized by the Center for Civic Engagement and the Student Union) part-nered on the ACE AHITW topic of “Different cultures in the world ... and at home: How do we interact with each other?” Four panelists (one staff, one faculty/dean, two students) provided their perspectives with an audience of about 30 WSU community members, including students. The formal “debate” was followed by a discussion among ACE team members and others including a visitor from UNAM University (Mexico City).

October 23–25, 2012: During the week celebrating the 25th anniversary of WSU’s Multicultural Student Services, team members on the ACE project coordinated planning and execution of a three-day series of dialogues focused on “Creating our vision for diversity in the next 25 years” with first students, then staff, and finally, on the third day, with the entire campus community. At-tendance averaged 30–80 individuals at each dialogue. One item that surfaced during the dialogues was the need for cultural competency (CC) training and more of these types of dialogues across campus.”

Program

As indicated above, each dialogue had a different format and prompts. Each table had a facilitator and recorder. Every table reported to the whole group. Notes were summarized for the AHITW project and used to initiate additional dialogue and discussion about the nature of the project.

Participants

The participants were mixed, in terms of students, faculty, and staff, with domestic and international students drawn from all parts of the university.

Resources

The program had typical overhead costs for advertising and refreshments. The per-sonnel time was absorbed by the various sponsoring offices.

⁴¹ The three descriptions are from American Council on Education, (March 2013), *At home in the world: Educating for global connections and local commitments*, Washington State University.

Outcomes

Dialogue was the primary goal, rather than a set of specific learning or training outcomes.

The outcomes emerged as the dialogues and ACE group work. The creation of global/cultural/diversity (GCD) learning goals and outcomes and assessment of students before they leave WSU was a huge outcome that is now built into WSU's new strategic plan.

The ACE group continues to meet and discuss next steps. They envision the diffusion of these ideas in various ways and plan to capture these in student assessment data.

Lessons Learned

Sponsor dialogues if the environment is right. WSU works very well together and did this without a mandate from the top. WSU sees internationalization and diversity as part of its new strategic plan, and the dialogues helped identify advocates across campus to continue to move this agenda forward. The key is having folks dedicated to doing this.

Additional lessons learned are:⁴²

1. "WSU has a lot of resources (courses, expertise, programs, engaged offices and people) and a generally collaborative campus culture.
2. The ACE AHITW project was an important 'glue' for bringing offices/departments together.
3. Campus dialogues are an effective and well-received mechanism for engaging different groups.
4. People are stretched thin, and fiscal resources remain limited.
5. There is sensitivity around topics of domestic diversity versus international diversity; part of this stems from federal mandates, funding, and focus on science and technology and increasing reliance on international students/faculty in these areas, and a sense of cultural awareness/training as a non-tangible goal.
6. The importance of institutional commitment, top-down/bottom-up approaches to keep the conversation, programming, and cross-campus activities going including recognition of individual as well as team effort.

⁴² The American Council on Education. (2013). *At home in the world: Educating for global connections and local commitments*. Pullman, WA: Washington State University.

7. View this as a long term, dynamic process. Take baby steps, partner with other groups (on and off campus). Rather than creating new programs, weave ACE concepts into programs and activities already in existence.”

Future

WSU is currently establishing the next five-year plan. It remains to be seen how the At Home in the World work will be specifically incorporated into that plan.

2. Understanding International Cultures Workshop Series, University of Buffalo

Interviewed

Ellen Dussourd, Assistant Vice Provost and Director, International Student and Scholar Services on February 19, 2014

Statistical Snapshot

Total enrollment: 29,940

International student enrollment: 4,463 + 1,324 (OPT)

Undergraduate enrollment: 15,855

International undergraduate enrollment: 1,757

More information

<https://mediacenter.buffalo.edu/ess/portal/section/04b5ebc8-43b4-4348-8848-a7fd788efe0d>

Background and Overview

The goal of these workshops is to offer in-depth training on a particular culture for faculty and staff. A workshop has been conducted annually during International Education Week since 2006. The focus of each has been on a single country, except for two workshops (one on the Middle East, one on three countries). The presenters are UB international students.

Dussourd, assistant vice provost and ISSS director, perceived a need for more cultural information for UB faculty and staff. In designing the series, she determined it would be useful to make explicit the cultural differences between the cultures most represented among UB international students and U.S. culture. She noticed how fascinated UB colleagues were when they found out about specific cultural differences at the workshops.

Participants

The international student presenters volunteered for the project after receiving a listserv message from the ISSS. They underwent intensive preparation and discussion with Dussourd. They are primarily graduate students. Attendees are faculty, professional, and support staff. Anecdotally, it seems some participants are motivated to attend due to an intercultural situation or dilemma they have experienced and are seeking resources to address it. In terms of who is invited, extensive email advertising includes targeting faculty sponsors of H-1Bs⁴³ as well as staff who work with payroll and human resource matters, academic advisors, and residential life staff. The workshop series is also advertised through the Teaching and Learning Center.

Resources

The workshop has minimal financial costs (e.g. in-house filming of the presentation) but does require extensive human resources. Dussourd estimated spending 40–50 hours annually to prepare, not including the students' time. In addition to discussions with the students, much of this time is the support Dussourd provides by preparing the notes and a PowerPoint presentation based on the students' original content. This ensures the workshops meet a high quality standard and also reduces the demands on the presenters. Dussourd has approximately six meetings with the students and two rehearsals for a given workshop. The students are not compensated for this effort, though there is a group dinner following the workshop presentation.

Feedback

Participants complete evaluations at the end of the workshop. Those who completed evaluations were quite satisfied with the workshop's content. One faculty member in Learning and Instruction uses the webcasts in her teaching. An unanticipated outcome is that the student presenters keep in touch with Dussourd as their go-to person for immigration and other concerns.

Benefits

Most of the students who volunteer are Ph.D. students. Some want experience and training in giving presentations. A few have been enrolled in the Graduate School of Education. In all cases, the students have been eager to bridge the gap with faculty and staff, and it seemed like an important personal development experience for them to share their expertise with the university community. The students enjoy being with one another and appreciate the recognition and respect that come from working closely with Dussourd and contributing something beneficial to the UB

⁴³ "The H-1B visa/status is used for a nonimmigrant temporary worker in a specialty occupation. It allows U.S. employers to hire qualifying foreign nationals temporarily in certain types of employment positions." This definition and further information may be found at <http://www.iss.umn.edu/H1BEmployment/default.html>.

community. The students appreciate the role reversal of being the trainers—and also the direct support Dussourd provides them, such as taking notes of their presentation ideas. The workshops' goals include providing specific information about a given culture and making the differences from dominant U.S. culture as explicit as possible.

Lessons Learned

- Be able to spend a lot of time preparing the students.
- Recruit from large student populations, because the percentage of students who volunteer may be small (e.g., 1,000+ students, 6 volunteers). Try to recruit graduate (especially Ph.D.) students.
- Avoid creating a hardship for the students or adding to their workloads. Work around their schedules. Make the meetings enjoyable and therapeutic for them.
- Develop a consistent framework and format for the workshops. Summer is the ideal time to prepare, but with international students' needs to travel home, this is not always possible. It is important to schedule any planning during the fall around students' peak academic activity.

Looking Forward

In the earlier years, a workshop attracted an audience of 90. The most recent presentation drew 19. The eight-year series has covered the top-sending countries for UB. At this juncture, a review is being done regarding the future of these workshops. That review includes how to maximize the knowledge already shared, e.g., developing a series of country-specific brochures for the faculty and staff as well as the students. The review will also examine the content and format, to determine whether the workshops need to be tweaked, revamped, or otherwise changed.

3. International Partners Outreach Group (IPOG), University of Pennsylvania

Interviewed

Rodolfo (Rudie) Altamirano, Director, International Student and Scholar Services
on April 17, 2014

Statistical Snapshot

Fall 2013 enrollment: 24,630
Full-time undergraduates: 10,319
International students: 4,497

More information

<https://global.upenn.edu/iss/ipog>

Background and Overview

Penn is an institution that values partnerships. When Altamirano joined Penn in 2006, he had a vision of forming a structure to facilitate direct and ongoing dialogue between students and administrators. Thus, Altamirano created the International Student Advisory Board and the International Partners Outreach Group (IPOG). This report focuses on the latter.

Program

The purpose of IPOG is to advise the ISSS on policies and procedures; help make the university a more warm, welcoming, and respectful environment for international students and scholars; and explore opportunities for partnerships among the members to enrich the internationalization of Penn.

By engaging in this facilitated dialogue, administrators are able to hear directly from the students what they need and are then better able to provide advocacy and support so international students are well integrated into the campus community.

The IPOG meeting agenda reflects the dynamic nature of the group. A meeting may be a feedback session on a given topic, a student-run presentation, or a discussion led by an office currently engaged in high-profile efforts. The meetings are two hours long.

Members' roles and duties are described by the ISSS as follows:

- Attending one meeting per semester to review initiatives and explore partnership opportunities for the enhancement of the academic and personal lives of the international community
- Sharing critical information from each unit that will impact the lives of international students, scholars and faculty
- Supporting units' programs, processes, policies, and procedures in partnership with the ISSS as they are implemented across Penn
- Advising ISSS on disseminating information and obtaining university-wide compliance on immigration policies and processes
- Helping, promoting, and providing feedback on several ISSS initiatives (e.g., satisfaction surveys, focus groups, open forums, programs) per year, as well as on a periodic basis
- Participating in working groups, task forces, and subcommittees to share their strategies and ideas with administrators, and then communicate with

their fellow administrators. Working groups are used as needed, typically have five members, and can last from one semester to one year.

- Engaging in dialogue with students ([International Student Advisory Board](#)) about their experiences on campus and about their ideas for improving the campus atmosphere for international students
- Members of the International Partners Outreach Group are encouraged to submit suggested agenda items or topics for discussion in advance of meetings to Altamirano

Members

There are currently 57 IPOG members. New members have been added annually since its inception. Membership to IPOG is gained through an invitation from the ISSS director. Among the members are high-level administrators of university-wide offices, faculty members, and representatives of key offices. Once appointed to IPOG, there is no term limit.

In addition to attending IPOG meetings, members may serve on IPOG working groups and may also be invited to present at an ISAB meeting.

Resources

There is minimal financial cost but extensive investment in terms of human resources. Altamirano ensures all IPOG needs are addressed.

Feedback

In IPOG's eight years of existence, the number of members has grown. Changes in membership have been almost exclusively due to new appointments. Through his ongoing contact with IPOG members, Altamirano receives feedback about the commitment and enthusiasm members feel about IPOG and the work they are doing. Here are some examples:

“IPOG is a terrific forum for meeting student leaders and understanding the unique perspectives that they bring to Penn. Our meetings enable staff and administrators to appreciate the rich cultural diversity that exists on campus. Ultimately, we want our students to graduate and to be enthusiastic alumni who remain engaged with Penn throughout their lives and around the world.”
– Eric Kaplan, senior director, International Institutional Initiatives, Development and Alumni Relations

“IPOG facilitates collaboration and partnership across the University. This is important to help us ensure that we support our international students while they are here and that we make their experience at the University as rewarding as possible.”

– Elisabeth O’Connell, *associate dean for international admissions*, Undergraduate Admission

“The International Partners and Outreach Group does exactly that: partner and outreach. Before IPOG, we knew that an office existed to support the Penn international community, but who do they support exactly and how were questions we couldn’t answer in any great detail. IPOG provides a forum to bring awareness to and discuss the issues facing international students and scholars. Even more than that, IPOG provides a forum for partners to meet and refresh their relationships across the university. It is this granularity that makes IPOG special—the ability to remind us that we’re not just discussing a ‘population’ and that we ourselves are not just a ‘service sector,’ but rather, at the heart of it all, we are individuals meeting, understanding, and supporting each other.”

– Deanna Cheung, *Technology & Operations Officer*, Graduate Student Center

Outcomes

An international student integration working group was formed to design concrete steps to meet a five-year strategic pillar for Penn’s global engagement efforts. They reached an important juncture in their strategic planning as of April 2014 and presented the set of initiatives in the joint IPOG and ISAB meeting.

Lessons Learned

Creating and coordinating such a board takes a great deal of strategic and holistic leadership. First there must be buy-in from high-level institutional leadership.

This is a unique model. Allow ample time (e.g., six months) to identify key individuals and hold strategic meetings with all the stakeholders before holding the first meeting.

When designing the board member role, take into account how busy they are and recognize and respect the other leadership commitments they have.

Think through the term of service carefully and what works for your institutional culture. At Penn, service on IPOG works best as an ongoing appointment with no end date.

This is a very large time commitment to create and coordinate that can have amazing benefits.

Future

There are no changes that Altamirano would make to the structure of IPOG. It has an integral role in the ISSS’s effectiveness on campus and is salient toward meeting Penn’s goals to further the integration of international and domestic students.

4. iCoug, Washington State University (WSU)

Interviewed

Cheryl Hansen, Director of Global Services, on February 7, 2014

Statistical Snapshot

Overall enrollment (fall 2013): 27,642

Pullman campus: 19,466

International students: 1,896

More information:

<http://www.youtube.com/watch?v=5g6OYiaq7mw>

Background and Overview

WSU had a one-week international student orientation, which required a lot of student and staff time but didn't necessarily result in strong retention of information. Hansen, Director of Global Services, raised another concern about the orientation model: new international students were not able to register until after they completed the weeklong program, which resulted in their being closed out of many classes. Hansen spoke with Rebecca Vandevord at a meeting. Vandevord is the director for Global Campus, the university's eLearning service center. Out of Hansen and Vandevord's partnership, the idea for iCoug, an online multimedia orientation for international students, was developed. The two offices started planning in October 2012, and iCoug debuted June 3, 2013. The goals of iCoug are the following:

- create a tool that students can use while still at home, thus involving their friends and family, so their WSU connection strengthens before arriving to campus;
- eliminate on-campus international student orientation;
- integrate the international students into the domestic student programming for new students and have them better prepared to receive the information given;
- create a mechanism whereby international students can register earlier for their classes;
- help with retention.

Program

iCoug consists of videos, maps, avatars (voiced by WSU international students), narrated PowerPoint presentations, to-do lists, and discussion forums. iCoug is divided into five modules:

1. Introduction (WSU campus, U.S. map)
2. Pre-Arrival (what to do before leaving visa, vaccines, what to pack)
3. Cultural Adjustment
4. Academic Expectations (classroom culture as well as plagiarism guidance)
5. Getting Connected (campus, clubs, resources, what to do for fun, links)

At the end of each module is an assessment. There are three to five questions for each section. The student has three attempts to get to 100%. If done in one sitting, it takes a new student approximately two hours to complete. If students don't pass after three tries, their test is reset to give them ample opportunities to pass.

Participants

iCoug participation is required of all new international students. Students are told from the time they are admitted about this requirement and are sent reminders about iCoug. A hold is placed on an international student's account until he or she successfully passes the assessments. When the program was piloted in fall 2013, about 24 out of 320 students had not completed iCoug by the time they arrived to campus. For spring 2014, 17 out of 180 didn't complete the assessments prior to arrival.

For those who are unable to complete it before arrival, time is set aside during the on-campus orientation for them to complete the iCoug Tutorial in a computer lab. WSU has added additional questions to each module to ensure a revolving bank of questions are available for the assessments.

The students are able to create their own activity out of iCoug, for example, participating in discussion forums and developing their own Facebook pages.

Here are some comments from the discussion forum:

Aysajan, China – “Hi, everyone, I am so excited to be a student of WSU. I just watched some videos about WSU, and I think it is so amazing. The main reason I choose WSU is that they can provide me with the best environment. I don't like big cities, and I want to do my academic research with full concentration in a quite small city. So, as you know, WSU is a perfect place for this purpose. Anyway, I am so excited now. I can't wait to arrive at WSU. I believe I will have the most amazing moments of my life there.”

Sylvia, Kenya – “Going through the orientation pack has got me excited ... and now more than ever, I look forward to coming to WSU. Why WSU ... well, some of the research work I do in Kenya is in collaboration with WADDL, and when I proposed to do a Ph.D., they were more than excited to have me on board :-). Perhaps what I find relieving is the fact that I will not be wandering around alone. It is nice to

know that there are a couple of ‘new-comers’ like me. I know I will love it in this new environment. My countdown begins.”

Ismail, Turkey – “This orientation has been super helpful. I learned a lot about the university and the State of Washington especially Pullman. I chose WSU because it is one of the outstanding universities in my field. Also, I only heard great things about the life and environment in Washington State. I am looking forward to moving to Washington in August!”

Resources

Before any working meetings were held, Hansen ensured there was buy-in from all needed stakeholders.

Global Services partnered with Global Campus. There was no charge for the work done by Global Campus. A team of five from the two offices met about once a week until the rollout.

International student advisors worked on the script and PowerPoint presentation, which is work they would have done for orientation anyway.

The Global Campus office was able to use and tweak existing materials, in part, to develop iCoug.

Feedback

On the follow-up survey conducted after fall 2014 orientation, 86% of the respondents indicated the iCoug Tutorial was “very beneficial” on a scale of very beneficial, beneficial, somewhat beneficial, of little benefit, and not at all beneficial. (Twelve of 197 students responded.)

After spring 2014 orientation, 95% of survey respondents ranked iCoug as very beneficial to understanding the campus. (Ten of 110 students responded.) Comments included:

“It allowed me an insight into what I would need to do once here, although nothing can prepare you for actually being here.”

“Very beneficial, especially as regards issues of weather and psychological challenges a new [student] might face coming to a place for the first time. It also gave an advance know of flight destination to book, where to report, buildings on Campus etc. One is more or less just coming into the reality of the iCoug tutorial. iCoug is innovative and should be sustained. Kudos!”

“It helped me to understand what was at stake such as academic integrity, cultural shock & adjustment, relationship with people, available help resources materials and what is expected of me to mention a few.”

Global Services would like to gather data to find out iCoug's impact regarding the integration of international and domestic students. Using iCoug has moved international students from a separate in-person orientation model to attending the same in-person orientation as the domestic students (with two supplemental sessions, one on cultural adjustment and the other on immigration). The orientation model for all students is three days (the third day being registration).

Benefits

The following benefits were noted:

- One third of the new international students were enrolled in nine credits before arriving to campus. This was a vast improvement, as international students previously were unable to register early. (To register early, they must complete iCoug, sign a housing contract, sign up for domestic orientation (\$230 fee) and take online English and math placement tests. The nine credits are freshman focus class, math, and English.)
- The early enrollment reduces the strain on the academic advisors and spreads out work over the summer.
- The international student orientation budget has been cut in half.
- Access to iCoug is available to new students for up to six months, so in advising sessions, students can be encouraged to use iCoug as a tool to review certain information.
- iCoug is an innovative program to engage, inspire, and connect international students to WSU and one another as soon as they are admitted/committed.
- iCoug is tailored and personalized to the needs of international students, e.g., pre-arrival information, cultural adjustment, academic expectations, getting connected, next steps, discussion forum.
- iCoug helps students hit the ground running when they arrive.
- It cuts down on days at ALIVE, WSU's general orientation for undergraduate students.
- It cuts down on staff time and stress, and students' and parents' time and money.
- It integrates international students into the domestic orientation.
- It resulted in more integration and buy-in from other departments as to the needs of international students: Registrar's Office, New Student Programs, Housing, Admission, Center for Advising and Career Development, academic departments, and advisors.

- Students were more prepared for ALIVE; they signed up for the program in advance instead of showing up at the last session and walking on as the program began.
- iCoug has helped market WSU and Pullman around the world.
- Better prepared students make successful students who increase retention rates and reduce time to graduate.

Lessons Learned

- Be sure to plan any video or audio requiring students around the academic calendar.
- Use existing materials and adapt them, e.g., taking a one-minute clip from a six-minute video is less work than making a new video.
- It is important to have a small core team to keep the group focused on the end result.
- Be ready to do things differently and shake things up.

Future

Possible enhancements to iCoug include:

- keeping it updated and fresh;
- creating separate modules for each branch campus;
- creating tracks for graduate students and transfer students;
- adding a promotional music video;
- developing a bank of revolving questions after each module, so students are getting different questions from each other to reduce the group work potential (completed).

WSU is considering developing an iCoug-type model for all new students.

5. Boiler Out! – Purdue University

Interviewed

Kathryn Burden, Immigration Counselor, Office of International Students and Scholars; Nancy Montague, Coordinator of Programming and Engagement in the International Programs, on February 11, 2014

Statistical Snapshot

Fall 2013 overall enrollment: 38,788

International students: 8,702

Undergraduate students: 29,440

Undergraduate international students: 4,981

More information

<http://www.iss.purdue.edu/Events/BoilerOut.cfm>

Background and Overview

The Boiler Out! volunteer program facilitates international student volunteers in local community service projects. Maureen Doyle and Sara Randrianasolo of the OISS started Boiler Out! in 2009. The name is derived from Boilermakers, the official nickname of the Purdue athletic teams and student body, and the three core values of the volunteer program: outreach, understanding, and teamwork. Boiler Out! was developed recognizing how important volunteering was among domestic students and to facilitate that experience for international students. Specifically, Boiler Out! is designed to get students out to experience diverse aspects of the United States. Boiler Out! began with one volunteer event per month and has rapidly expanded to 20 events per month.

Program

Interested international students apply to be accepted into the program, as part of a cohort serving for one semester. Several activities are offered during the academic year (as many as 20 the first month of the semester to as few as four during the final month of the semester). Students are expected to do at least one activity per month. No events are held during the summer. Descriptions of activities and sign-up are online. The program provides transportation to off-campus events, which is very important, as most volunteers are undergraduate students who live on campus and do not have cars.

Examples of spring 2014 events:

- serving a meal at a homeless shelter,
- participating in a fashion show at an assisted living center,
- doing yard spring cleaning for elderly residents in the local community,
- serving as a “socializer” with cats and dogs at an animal shelter, and
- pruning trees and landscaping on public land.

Participants

The spring 2014 cohort is 240 students, which allowed the program to accept all applicants. Officially, the cap is 230 per cohort. In fall 2013, they accepted 230 students and had to turn away 400 students! The number of students who want to be part of this program has been strong since its inception. Both graduate and undergraduate international students are in the Boiler Out! program. Undergraduate students make up about two-thirds of the participants.

A student attends a Boiler Out! information session, signs a contract, and agrees to participate in one event per month. A student receives a warning if he or she is a no-show for two events and is removed from the program after three no-shows. Termination is done in a way that encourages them to apply again when they have more time, as the program requires a commitment from the volunteers. In the fall 2013 group, about 30 students did not participate, while the other 200 were active volunteers.

Resources

The program costs about \$12,000–\$15,000 per year to run. The biggest cost is transportation. Other costs are the graduate assistant (GA) stipend and thank-you parties for the students. The program is funded through the Office of International Students and Scholars.

For transportation, a van is rented monthly, and a school bus is used for larger events.

In terms of staffing, Burden, an immigration counselor in the International Students and Scholars Office, is the main Boiler Out! coordinator. Montague, a co-coordinator of programming and engagement in the International Programs Office, is a co-coordinator for Boiler Out! in addition to having other programming responsibilities. In addition to the GAs 20 hours per week, there are four volunteer student leaders who help to coordinate events.

The student leaders are selected from 10–15 past participants who are invited to apply. The student leaders are certified to drive the van. They lead most of the events along with the GA. Montague and Burden meet monthly with the GA and student leaders to ensure all events are covered and that they have a backup for each event in case someone is sick.

Collaboration with key offices on campus is important. The transportation department helps with securing vans and buses. The IT department developed the Boiler Out! database. And the Boiler Volunteer Network provides information about volunteer opportunities that would especially appeal to the international students.

Feedback

End-of-the-semester reflection surveys are sent to students. There has been a relatively low survey return rate, but the students who complete them routinely report that they feel lucky to have been part of the program. About half of the students in each semester are returning, and half are students who are new to the program. Purdue does not have data about students who move on to other leadership positions or the impact on campus climate.

Outreach

This is an optional program. It is promoted to students during orientation via email, Facebook postings, and, most effectively, word of mouth from their peers. Students submit an online application that includes their previous volunteer experience and a short essay. The program administrators use a formula to rank applications and are sensitive to not have the program be dominated by any one nationality group.

Some events are part of a larger university volunteer effort, and international students work alongside domestic students. There was also a winter break event in December 2013, volunteering in Florida, which brought together international students and domestic students (primarily from another university). During the recent spring break, 11 international students volunteered in Missouri.

Benefits

- International students derive the benefits of volunteer work as it is embodied in the United States.
- International students experience some of the diversity of the local community and U.S. culture.
- International students meet community volunteers at different projects.
- The program offers a wide range of activities for students.
- Some events provide additional learning opportunities, such as doing light construction work or painting. These are done with a supervisor teaching about the tools and methods.
- The benefits advertised to the international students are:
 - Give back to the community.
 - Help those in need.
 - Learn more about U.S. culture and people.
 - Meet new friends from all over the world.
 - Learn new skills.
 - Enhance your resume.

Lessons Learned

- There is an overwhelming interest in volunteer opportunities among international students.
- Events need to be either fun or meaningful (e.g., a group of international students cleaning a building alone is not an appealing event, but that same task being done with community volunteers takes on more meaning).
- Students need a lot of encouragement along the way; they are eager to sign up but then need instruction throughout the event.
- Given that it is a diverse group of international students and involves working with community volunteers, it is helpful to encourage the students to speak English.

Future

The program is very successful. There is a larger restructuring taking place in terms of aligning programs and services for the expanding international undergraduate student population and integration with domestic students. It is unknown how this will impact the future of the Boiler Out! program. There is also a university-wide look at intercultural competence for the student body and the development of co-curricular transcripts.

6. International Student Football Clinic, Rice University

Interviewed

Adria L. Baker, Associate Vice Provost for International Education and Executive Director, Office for International Students and Scholars (OISS), on February 3, 2014

Statistical Snapshot

Total enrollment: 6,487

International enrollment: 1,427

Undergraduate enrollment: 3,920

Undergraduate international enrollment: 452

More information

http://www.youtube.com/watch?v=iSWj2rI_tbk

Background and Overview

This program was proposed to the OISS five years ago by David Bailiff, head football coach at Rice. Rice University is a Division 1 school and has recently played in two bowl games. There has been a successful football clinic for international stu-

dents the past four years. The clinic takes place the first week of classes, so students have already attended orientation. College sports is an important part of higher education culture, and football specifically plays a big role in Texas small-town—and not-so-small-town—culture.

Schedule

The schedule is as follows:

- Arrive at the stadium; OISS members are there to greet and direct
- Brief tour of the facilities/locker room
- Welcome and overview by the head coach; see clips of football team, learn fight song
- Go onto field; divide into two groups, offense and defense
- Practice drills with guidance of players, e.g., how to catch the ball and how to celebrate a touchdown
- Go into tunnel and run out onto the field, cheered on by the players
- Have pizza and hot dogs (typical tailgating food)

Then, the students go to the first home game together with the international office staff. Many of them wear the Rice football t-shirts they were given. This is also a good time to gather again as a group following orientation.

Participants

There are 200–250 new international students and scholars who participate in this annually. Participants must sign up in advance, and there is a limit on participation. They overbook a little to allow for no-shows and have not had to turn anyone away the day of the program. Any international students on the football team make a point to welcome the students in their native languages.

Resources

The athletic department pays for the food as well as t-shirts that each participant receives.

The international education office does the advertising and the sign-up. A lot of advertising is word of mouth from past student participants.

Baker meets with the athletic department in the spring to set up the program for the upcoming fall.

Feedback

A survey was done after the third year. The response and feedback were good.

The football players and staff are very enthusiastic about the program and especially enjoy meeting students from around the world. The group sits together at the first home game, wearing their Rice football t-shirts, and the international office staff attends and talks to them about football. Coach Bailiff teaches integrity, character, and teamwork.

Benefits

Baker enthusiastically describes the magic of bringing two groups together that wouldn't normally interact. The football players feel a lot of ownership for the program and cheer on the international students. A culture of excitement and sharing is created during the clinic. Rice is a relatively small institution, and the football players are indeed their fellow students.

The international students have the opportunity to join conversations that are happening all over campus during the fall semester. A lot of social events revolve around football culture, and the football clinic helps the international students better access that culture. Rice had an international student football player from Canada who helped with the clinic for a couple of years and this year played as a rookie with the Seattle Seahawks during the Super Bowl. He now has a Super Bowl ring a year after graduation.

Lessons Learned

This type of program must have the full backing of the athletic department. There are no changes Baker would make to the current model.

Variation: Facilitation of Sports Teams, Vanderbilt University

Interviewed

Jeffrey Jorge, Graduate Assistant, International Student and Scholar Services, on March 24, 2013

Statistical Snapshot

Fall 2013 enrollment: 12,795

International student enrollment: 1,349

Undergraduate enrollment: 6,835

International undergraduate students: 339

More information

<http://www.vanderbilt.edu/innervu/news/international-education-week-badminton-doubles-tournament>

Sports provide a good venue for students to connect. At Rice University, we have the model of using a popular spectator sport (football) as a way to introduce international students to U.S. and campus culture. Another variation of this is to involve international students in active sports play with their domestic counterparts. Vanderbilt is piloting this through a badminton tournament during International Education Week (IEW).

As part of IEW, the International Student and Scholar Services office and the badminton club sponsored a badminton tournament. Badminton was selected because the club is established, has both international and domestic students as members, is popular among many international students, and was easy to organize. Ten teams played, each comprised of a domestic and an international student. This will be a recurring part of IEW. Assessment questions will be developed for next year's participants to ensure the program is worthwhile.

7. Passport PUPIL, Purdue University

Interviewed

Charles Calahan, Assistant Director for Global Learning, Faculty Development Center for Instructional Excellence, on January 31, 2014

Statistical Snapshot

Fall 2013 overall enrollment: 38,788

International students: 8,702

Undergraduate students: 29,440

Undergraduate international students: 4,981

More information

<http://www.purdue.edu/cie/learning/global/pupil.html>

Background and Overview

Calahan had been a faculty member at Purdue for 12 years when he was recruited to join the Center for Instructional Excellence to work on diversity issues. The international facet was new for the Center. Purdue is rolling out cultural competency requirements for students in 2016, when every student will be expected to possess some degree of competency. To that end, Calahan wanted to develop a new type of tool for student assessment, using research from the intercultural field. He designed PUPIL as part of the Passport system of digital badges. The Passport system allows for the creation of different types of badges. Passport PUPIL is in the beta-testing phase.

Within Passport PUPIL's e-portfolio are seven badges a student can earn: intercultural openness, intercultural curiosity, cultural self-awareness, cultural worldview,

intercultural empathy, intercultural communication, and a capstone badge (upon completion of the other six badges).

When a student logs in, he or she selects which badge to pursue first. There are challenges and tasks for the student to complete under each badge. Questions are provided to guide the self-evaluation, assessment, and reflection. Upon completion of all assignments, one of the badge administrators reviews the responses and either approves or declines the earning of the badge. At this time, Calahan and a GA are the reviewers.

Resources

Calahan and his graduate students have spent hundreds of hours developing this resource for students, staff, and faculty and anticipate a similar time commitment in the future. As the work continues, they will develop toolkits for study abroad and plan to add additional assignment offerings to students, among other developments.

Participants

Passport PUPIL is open to all students and, because it is an open site, it can be used by students at other institutions as well.

At this stage, Calahan is recruiting early adopters among the faculty. He envisions many ways faculty can incorporate PUPIL into their courses. For example, it could be part of an assignment or an extra credit project. It is also a tool that lends itself well to areas such as education abroad and service learning. At this point, direct marketing to students via the school newspaper and orientation publications has not been effective in terms of recruitment. Students can also use Passport PUPIL for experiences such as a study abroad or service learning experience they had outside of Purdue.

Challenges

One of the challenges is that this style of learning requires a paradigm shift. The concept of digital badges is new and has not yet gained widespread acceptance in higher education.⁴⁴ There is a learning curve for faculty, administrators, and students. Self-learning, as facilitated by digital badges, is not something that faculty or students are accustomed to in higher education. To that end, Calahan will add some learning modules within PUPIL as a “certificate” to make it more understandable and attract more users.

⁴⁴ Young, J. (2012, January 8). ‘Badges’ earned online pose challenge to traditional college diplomas. *The Chronicle of Higher Education*. Retrieved from <https://chronicle.com/article/Badges-Earned-Online-Pose/130241>

Assessment

The Passport PUPIL team is not yet at the point of systematic assessment of student work. In August 2013, they redesigned the tool. The Purdue Global Engineering minor degree program is using the badges as part of an e-portfolio. They are introducing a toolkit to precede the completion of a badge for Purdue Study Abroad.

Development

Calahan relied on the AACU rubric⁴⁵ on intercultural knowledge and competence as a framework. He also drew deeply on the IDI⁴⁶ and work of Mitchell Hammer, among others. Using PUPIL, students can see where they are in terms of a development continuum.

Benefits

Badges such as PUPIL can be used as part of a job application, and participants can include them in cover letters or résumés. Students can choose to allow potential employers, grad schools, or faculty at Purdue the ability to access the content of their assignments. The tool was developed with the goal of enhancing students' awareness of the many opportunities to develop their intercultural competencies in everyday settings such as the dining hall, at sporting events, and teamwork in the classroom.

8. Right, Wrong, or Different? (ethics dinner), George Mason University

Interviewed

Nick Lennon, Director, Leadership Education and Development, on March 12, 2014

Statistical Snapshot

Spring 2014 overall enrollment: 32,077

International students: 1,932

Undergraduate students: 20,968

Undergraduate international students: 899

More information

<http://lead.gmu.edu/leadership-programs/ethics-dinner>

⁴⁵ Intercultural Knowledge and Competence Value Rubric. Retrieved from <http://www.purdue.edu/cie/documents/PUPIL%20rubric%20handout.pdf>

⁴⁶ The IDI is the Intercultural Developmental Inventory, which assesses intercultural competence and was developed by Mitchell R. Hammer and Milton J. Bennett.

Background and Overview

The Leadership Education and Development (LEAD) Office and the Office of International Programs and Services (OIPS) worked together to come up with a way to bring international and domestic students together to talk about ethics and values across cultures, with discussion facilitated by a faculty member. This program was piloted during the 2013–14 academic year. The fall topic was “Ethical Dilemmas and Gender: Inequality or Cultural Practices?” The spring topic was “Ethical Dilemmas about Substance Addiction: Global Cultural Practices.”

The program is as advertised to students as follows:

Right, Wrong or Different? is a co-curricular experience that allows for students to participate in a discussion with Mason faculty members and other students about whether or not there are universal values/ethics. The program is designed to be interactive and engaging for students as they interact with one another and faculty members around extremely important global topics. Students will have an opportunity to participate in dialogue and discussion around diversity, values and ethics. Students will have an opportunity to discover something new about themselves and others by challenging their own thought processes and beliefs.

Program

Lennon (LEAD) and Heather Ward (formerly of the OIPS) developed the *Right, Wrong, or Different?* dinner program. The 1-hour-and-45-minute program is highly structured. Attendance is limited by space and designed for 20 students ideally. Lennon begins the event by sharing an example and posing some questions to prime the students for the discussion (e.g., “Should each culture do as it sees fit?” “Is there some way to determine right from wrong across cultures?” “What happens when cultures interact and overlap?” “Are there or should there be universal values that apply across cultures?”) The group agrees on ground rules for discussion (e.g., “respectful discussion and disagreeing without being disagreeable”). During a “four corners” exercise participants stand in designated areas of the room based on their level of agreement or disagreement to statements connected to the evening’s discussion (e.g., “A man would be viewed negatively if he is a stay-at-home parent,” “Alcohol and other drugs should not be regulated by the government”). This gives them an overall sense of their perspective relative to the perspective of the other students.

The students then select their dinner from the buffet and return to the common table. The invited faculty member shares specifics (e.g., research) about the topic and facilitates the discussion. During his or her lecture and facilitation, the faculty member uses examples from different cultures. Lennon does a wrap-up at the end

of the dinner, returning to the questions posed earlier about whether there are universal values across cultures. The participants each get a card with tips for ethical decision making and complete an evaluation before leaving.

Participants

Based on room size and group participation, the ideal size is 20 students. For the first dinner in fall 2013, 23 students applied and all were accepted; 17 actually attended. For the second dinner in spring 2014, 26 applied and 27 attended. Approximately 75% of the students who attended were domestic and 25% international. There is no cost to the participants.

Resources

The primary cost for each dinner is food, which is \$255 and split between the two offices. All the marketing is electronic. The staff time of LEAD and OIPS is factored in, and the faculty member is not compensated for his or her time.

The staff planning time is about 10 hours per dinner, most of which is used to meet with and prepare the faculty for their role and ensure they are familiar with the overall flow of the dinner and the learning outcomes. There are two meetings with the faculty, first to introduce the idea and second to walk through the PowerPoint presentation together. Lennon and Ward create the opening and closing PowerPoint presentations. The faculty member puts together the PowerPoint presentation for his or her section (e.g., relevant cross-cultural research).

Feedback

The evaluations of the program are quite positive, for example:

- 86% of the students agreed or strongly agreed that they gained understanding of how culture affects decisions,
- 90% of the participants agreed or strongly agreed that they learned a great deal, and
- 90% agreed or strongly agreed that the facilitators were interested in helping them.

Students also commented on the opportunity to talk to their peers about important topics—like the “four corners” activity to see where their peers stand—and said this was an eye-opening experience.

Outreach

Both OIPS and LEAD have reputations on campus for good programming, which helps attract students. They also look for additional cosponsors. The first dinner was done in conjunction with Women and Gender Studies and the second with the Wellness, Alcohol, and Violence Education and Services (WAVES) office.

Benefits/Learning Outcomes

The program provides students the opportunity to:

- engage in meaningful interactions and form new relationships with students, faculty, and staff;
- interact with faculty outside of the classroom;
- assess their own values and cultural perspectives;
- be exposed to the process and principles involved in ethical decision making;
- analyze topics that connect directly to values, ethics, leadership, and global citizenship;
- be able to identify and apply ethical principles to the dilemmas presented;
- begin to adopt this process in personal decision making;
- consider ethical dilemmas from a variety of cultural perspectives;
- reflect on how values influence their leadership style; and
- connect more personally with Mason's mission to create a more just, free, and prosperous world.

Lessons Learned

It is essential to meet with the faculty beforehand to ensure there is a good flow during the program. It is also important to ensure the faculty are subject matter experts and are speaking about something they are passionate about. Thus, the coordinators ask faculty what they would like to speak about instead of assigning them a topic.

The group agreement is important, as the participants can become passionate and sensitive when discussing their views.

Other lessons learned: Be sure that any terms used are accessible to a speaker of English as a second language. Do not underestimate the students' interests; they are hungry for these types of discussions.

Future

Due to resource limitations (time), the plan is to continue with one dinner per semester. If there were more resources, the program would be offered more often.

9. International Lens (ILens) Vanderbilt University

Interviewed

Marci Angevine, International Student and Scholar Advisor, International Student and Scholar Services (ISSS), on April 11, 2014

Statistical Snapshot

Fall 2013 enrollment: 12,795

International student enrollment: 1,349

Undergraduate enrollment: 6,835

International undergraduate students: 339

More information

<http://www.vanderbilt.edu/internationalens>

Background and Overview

The ILens program was created by ISSS Director Sherif Barsoum and JoEl Logiudice, Director of Arts and Creative Engagement (now retired). The purpose is to engage students, faculty, staff, and the community by facilitating discussion and greater cross-cultural understanding using cinema. The series has been running continually since spring 2008 with substantial support from the Office of the Dean of Students. A number of academic departments, centers, and organizations serve as cosponsors throughout a given semester.

Program Format

The faculty facilitator gives a brief introduction to the film, explains why he or she chose it, and explains the background behind the film. Following the screening, the facilitator leads a discussion lasting 15–20 minutes. The facilitator may ask questions of the audience, and audience members may ask the facilitator for his or her insight. Most of the films are foreign language films, but some U.S. films are included in the series. About 20 films are shown each semester. All cosponsors are listed on the ILens homepage.

Participants

For fall 2013, attendance averaged 59 per film. For spring 2014, it is 42 per film. Attendance can vary a good deal based on the film's appeal to a wider audience (community members) and the faculty speaker's efforts in promoting the film both on and off campus (in addition to ISSS efforts). Some faculty, when leading a film discussion, require their students to attend or offer extra credit, which raises attendance quite a bit. Approximately 50% of the attendees are students (statistics about the split between international and domestic student attendance are not available), 20% are faculty and staff, and 30% are community members. The series is free and open to anyone 18 and over.

There are faculty members who routinely offer to facilitate films and are involved almost every semester. Faculty may be affiliated with any school or department. For

example, spring 2014 departmental affiliations include Medicine, Asian Studies, Russian, and Film Studies.

If there are available slots, student cultural organizations may also serve as hosts for films, which includes leading the post-viewing discussion or finding a faculty facilitator to do so.

Resources

The Dean's Office contributes \$11,000 per semester. Any funds in addition to the \$11,000 must come from an academic department, student organization (including student government), or other sponsors. The sponsoring department or organization is expected to pay for half the fee of any film it facilitates. All public performance rights fees are paid from this budget, and any student working at the event is also paid from this budget. (When the series started, the budget was \$12,000 per semester and 25–30 films were shown.)

Regarding staff time, Angevine has served as the series coordinator for the past two years. She has a GA who provides support. An integral person to the series is a colleague in the Office of Reservations & Events, who coordinates payment of public performance rights, orders each film, and is responsible for shipping and receiving for each film. A graphic designer in the Office of the Dean of Students makes the ILens poster for each semester.

A good deal of Angevine's time on the series is spent soliciting and confirming faculty involvement, advertising the series to increase student participation, negotiating department payment, ensuring a good variety of films for each semester, getting the posters displayed on and off campus in a timely manner, and scheduling meetings for the ILens Advisory Board.

When the series started, the Office of Arts and Creative Engagement (ACE) was a cosponsor. ISSS would coordinate the fall semester, and ACE would coordinate the spring semester. The director of ACE retired, and her programs are now under the supervision of another office, which was renamed the Office of Arts and Campus Events. They have very little involvement now, and Angevine coordinates both semesters. The director of that office attends ILens advisory board meetings.

Advisory Board

The ILens Advisory Board meets about once per month. They discuss how each screening went, any issues that need to be addressed, and any knowledge they have of films being suggested by faculty. Each advisory board member is assigned to attend two or three screenings per semester. They have a list of "host duties" to fulfill: ensuring everything runs smoothly at the screening, introducing the faculty member before the screening, making any announcements before the screening, and concluding the discussion afterward if it runs long. There are usually two un-

dergraduates (typically Film Studies majors), two graduate students (often from the Higher Education or English departments), ACE director, ISSS director, another dean of students director who is passionate about film, and anyone else who loves film and wants to be involved.

Feedback

The ISSS has conducted two surveys about the series. The surveys focused on why people attended, how they found out about the screenings, and what types of films they would like to see in the future.

Outreach/Advertising

ILens is primarily promoted through the following electronic media:

- Website (www.vanderbilt.edu/internationallens),
- Facebook/Twitter,
- university listserv,
- university calendar,
- residential education newsletter (called *Inner VU*),
- ISSS weekly newsletters,
- Nashville Scene (www.nashvillescene.com) online calendar,
- Nashville Public Radio events calendar, and
- Now Playing Nashville (www.nowplayingnashville.com).

Paper posters are made for the series and for each film, and are placed strategically around campus and off campus. They are distributed at the public library, art galleries, the Frist Center for Visual Arts, and other universities in Nashville.

A current focus is how to reach students who are already overwhelmed with advertising for other university programs. How can the ISSS get them to choose ILens over something else? The university is currently trying to coordinate efforts between departments to eliminate too much overlap in programming.

Outcomes

The ISSS goal for the series is to increase the dialogue on intercultural issues both on and off campus.

Lessons Learned

- Start planning early.
- Have someone with expertise in film procurement and good relations with film distributors (or the ability to develop them). This is key to the series running smoothly and will keep people coming back.

- Undergraduates are more likely to attend if their professor requires or recommends it or gives extra credit.

Future

This series is an important part of the university's programming. It would be ideal to be able to fully fund the films without requiring departmental support, as some faculty do not make suggestions because they don't have the funding.

10. International Student Mentoring Program, Iowa State University

Interviewed

Presha Kardile, GSB (Government of the Student Body) Director of Diversity; Paul Kyungjoon Chung, International Mentoring Program Coordinator (both undergraduates), on January 29, 2014

James Dorsett, Director, International Students and Scholars Office (ISSO), on February 10, 2014

Statistical Snapshot

Fall 2013 enrollment 33, 241

Undergraduates: 27,659

International students: 3,797

International undergraduates: 2,172

More information

https://www.isso.iastate.edu/joomla/index.php?option=com_content&view=article&id=200&Itemid=260

Background and Overview

In spring 2012, an undergraduate domestic student who was also the GSB Director of Diversity, Lynnae Grandin, approached Dorsett, the Director of the ISSO, with the idea of a mentoring program. Serendipitously, Dorsett had been thinking about a way to better connect new international students with domestic students. Dorsett asked GSB to be a partner. ISSO was in a period of lean staffing, so the partnership added both student involvement and additional resources. They met over the summer to design the program, and in the fall, approached the GSB with the proposed budget. By this time the GSB director of diversity had changed. The new director Dorsett worked with was Nyajuok Deng, also a domestic student. The GSB made this proposal in response to the increasing number of international students. This is the first project for the GSB involving international students and also the first long-term GSB project.

Although mentoring programs are popular on campuses, the partnership between the student government and ISSO makes this program distinct. The goal of this program is to help new international students learn about U.S. culture and higher education and to promote an exchange of ideas with the domestic mentor. The program started in spring 2013.

Program

The program includes a mentor training and a group orientation for mentors/mentees. The mentor training is a mandatory two-hour session to equip mentors with basic cultural and immigration knowledge. Mentors also practice mock mentoring for given situations. The group pairing orientation covers an overview of the program, attendance requirements, means of effective communication, and intercultural communication. Participants also get to know each other through icebreaker activities. The mentor and mentee are required to meet four times during the semester. There are two optional sponsored events they may attend plus a banquet. Examples of programming include a video contest for mentors and mentees to record their activities together as well as group activities such as bowling and skating.

Resources

Both GSB and the ISSO contribute to the program. GSB funds the student worker position to coordinate the program. The position started at four to five hours per week and is now 10 hours per week. Responsibilities of the coordinator include event planning, publicity (mainly email and Facebook), being an ongoing resource to participants, conducting a feedback session, and evaluating the program. ISSO creates the training materials and funds the events, food, and printing. The ISS provides a financial report to GSB each semester.

Mentoring Program Costs for 2013–2014

GSB

GSB student salary allocation: \$2,320.00
GSB allocation training materials: \$170.00
GSB allocation promotional materials: \$50.00

Total: \$2,540.00

ISSO

Summer banquet: \$106.05
End-of-fall-semester banquet: \$433.92
Gift cards for fall semester banquet: \$170.00
Food for pairing meetings and socials: \$228.60
Events such as ice skating, etc.: \$328.50

Total: \$1,267.07

The program coordinator is a student worker supervised by ISSO staff. With the creation of a new staff position to oversee programming, the expectation is that the mentor program will take 5%–10% of that professional's time as it expands.

Participants

The focus is on mentor recruitment, based on growing demand by new international students. Most mentors have studied abroad or previously established friendships with international students. There is an online application, and mentors are asked to indicate preference in terms of major/hobby/country, although matches are not guaranteed. It is a one-semester commitment. Some student government members have been mentors.

For the spring 2013 and 2014 semesters, all new students who applied were accepted. For fall 2013, not all new students could be accepted. Priority was given to undergraduate students and to students from less represented countries. In spring 2013, there were 27 mentors and 49 mentees. In fall 2013, there were 28 mentors and 37 mentees. In spring 2014, there are 36 mentors and 51 mentees.

Feedback

A paper survey is done at the end-of-semester banquet. Questionnaires are given to participants to assess group pairing methods and events. Participants give input about their satisfaction and motivation to participate. Among many approaches, it has been found that instead of distinct mentor-mentee relationships, both parties are seeking friendship. Thus, the importance of trying to group participants by major or hobby has been emphasized. Kyungjoon Chung, the program coordinator, shared that he sees many participants becoming good friends and maintaining their friendship even after the program ends. He finds out by conversations and Facebook posts.

Benefits

One of the goals of the mentoring program is to get international students more involved in student leadership opportunities, including student government. Kandile says GSB needs to attract more diversity among its members so that services can reach and reflect the student body's needs. Part of what mentors do is talk to mentees about clubs, organizations, and leadership opportunities on campus.

GSB is proud of this collaboration and sees the program as changing the landscape on campus for students. The mentees don't only receive support on questions about college but also about life in the United States. GSB also notes the program is good for domestic students; it gives them a way to explore the world and increase their intercultural skills.

Outcomes have included:

- There is a greater awareness of international student issues among the student government. The debates in the GSB meetings about the mentor program funding are very interesting and show that the student government does see the value of this program and the learning that can come from it.
- The program with the GSB is university-wide. Some colleges have or are creating their own mentoring programs (see practice #11 E-Mentors). There are pros and cons to having multiple international mentoring programs. Dorsett is in conversations with ISU college representatives about working together on international–domestic student mentoring programs, via the Council on International Programs (university international oversight body).
- Gains in acculturation by international students and greater international awareness by domestic students are sought-after outcomes. The assessment efforts, via surveys, reviews of reflections online, and conversation with participants, have mostly focused on satisfaction with the program and general understanding of whether the international students feel they have gained a greater understanding of how ISU works and how to cope with their environment. For the domestic students, Dorsett is looking for some evidence of greater global understanding or awareness. As characterized by Dorsett, none of this is rigorous by quantitative or qualitative methods standards, but he believes they can safely say that many of the students are learning about themselves and other cultures through this program.

Lessons Learned

It is helpful for the mentors to give practical guidance on something like how to handle an academic concern, but what matters most is the ability to become friends and spend time together.

Sometimes the new students find they don't have time to participate and leave the program. During the mentor/mentee orientation, the coordinator has the students connect outside their assigned groups, in case reshuffling is required during the semester.

Future

There is unmet demand on the international student side, so the goal is to expand the program. Ideally, it would be available to all new international students (700 in the fall, 300 in the spring). One of the roles of the new ISSO professional will be to enhance recruiting of domestic student mentors. ISSO is considering the possibility of having some kind of assessment pre- and post-mentor program (e.g., the

Intercultural Development Inventory) to measure the impact on the participating students.

11. E-Mentors, Iowa State University

Interviewed

Alyse Ridpath and Ben McCarty, coordinators, on March 6, 2014

Statistical Snapshot

Fall 2013 enrollment: 33, 241

Undergraduates: 27,659

International students: 3,797

More information

<http://www.engineering.iastate.edu/ementors>

Background and Overview

The College of Engineering has one of the largest international student populations on campus. Dr. Mufit Akinc, a faculty member who served as the interim dean of the college, observed that informal mentoring was taking place, but he wanted to create a more facilitated practice. He also wanted to ensure the college was meeting the cultural adaptability learning outcome. Thus, Akinc proposed the E-Mentors program. E-Mentors is funded through a dean's educational initiative grant. E-Mentors is supervised by Akinc, who is the professor in charge of international engagement at the college, and Shannon Miner, program coordinator for the international engagement office. It is carried out by two GAs, currently Ridpath and McCarty.

Program

The purpose of E-Mentors is to encourage intercultural exchange and integration of students. It is a cultural and social program, not an academic program. International grad students act as mentors to domestic undergraduate students, and domestic graduate students act as mentors to international undergraduate students. The mentors work in pairs and have two to four undergraduate mentees. These groups are known as "clusters." Each cluster meets ten times a year. There is a large group social event sponsored by the E-Mentors program monthly.

Participants

This is an optional program. For the fall 2013 semester, there were 60 graduate mentors (48 international, 12 domestic) and 215 undergraduate mentees (176 domestic, 39 international). For 2012–13, there were 65 graduate mentors (15 domestic, 50 international) and 125 undergraduate mentees.

The mentors are trained in August during three sessions lasting 60–90 minutes each. The first session is an introduction to the program. The second session is a social event to get to know one another better, as mentors are paired and are otherwise expected to be collaborative. The third session focuses on cultural identity.

When starting the program, the coordinators researched mentoring models and used the idea of having two possible mentors, the cluster model. That relieves the pressure of the one mentor/one mentee model. The coordinators intentionally pair mentors from different countries.

Students sign up online for the program. The graduate students tend to be easy to recruit, as they appreciate the program's goals. However, there are not as many domestic as international graduate students in the overall population. At the undergraduate level, the domestic students are easier to recruit. Students must be seeking degrees, so exchange students are not eligible for this program.

If a graduate mentor wants to resign from the program, he or she must contact one of the two coordinators. If an undergraduate mentee wants to opt out, he or she must contact one of the mentors. A common reason undergraduates opt out is that they decide to change their major.

Resources

There is a \$60,000 grant for the first two years. The funds are used to pay for 20 hours of GA work each week (two GAs each work 10 hours weekly on E-Mentors). The funds are also used to pay for all programming, including large group events for all the mentors and mentees, as well as training for the mentors.

Feedback

Ridpath and McCarty conducted a midyear evaluation in December, as well as a few focus groups. The focus groups were used to find out what type of events the students would like (soccer tailgate, movie night, and football game were among them) as well as how to improve the conversations. Based on the feedback, the coordinators are trying to hold two large social events monthly instead of one. Last year, the matching was just for one semester, but this year, the matching is for the entire academic year.

After each cluster meeting, the mentors complete an online form to report about the meeting and the type of conversations they had. Their conversations tend to revolve around cultural comparison, using sports, food, or education as an entry point.

An impact study has not yet been done because the program is relatively new, but one is planned.

Outreach

The coordinators have office hours and encourage the mentors to come in once a month to touch base. There is also a lot of online communication. A “mentor-only” event is held once or twice each semester to check in as a group and remind them of the nuts and bolts of the program and the program goals.

The coordinators communicate with the mentees via weekly emails, Facebook, and the website. Mentees are also able to meet a coordinator during office hours.

Benefits

Regarding overall benefits, the program

- enhances cultural adaptability of all participants;
- increases interaction not only between domestic and international students, but also between graduate and undergraduate students; and
- promotes integration.
- Domestic undergraduates
- increase their network of support on campus,
- get to know students from other countries and learn about different cultures, and
- talk with grad students about academic and social life in the College of Engineering.

International undergraduates

- increase their network of support on campus,
- learn more about U.S. culture,
- practice conversational English, and
- talk with grad students about academic and social life in the College of Engineering.
- Domestic graduates
- get to know students from other countries and learn about different cultures,
- gain leadership experience, and
- meet students from other departments.
- International graduates
- learn more about U.S. culture, higher education, and U.S. students;
- practice conversational English;

- gain leadership experience; and
- meet students from other departments.

Lessons Learned

As noted earlier, retention of undergraduates is more of a challenge than retention of graduate students. The first semester of college tends to be an overwhelming time. There has been some discussion to address this at the department level, but keeping it at the college level makes it more diverse.

Future

Administration is considering incorporating sophomores into the program next year, as they are a more stable population (in terms of academic identity) than first-year students. Also, there is a shortage of programming directed toward second-year students in higher education overall.

They have considered mixing the groups, so there is one domestic mentor and one international mentor, but the numbers aren't there to support that distribution evenly.

12. OU Cousins, University of Oklahoma

Interviewed

Quy H. Nguyen, Associate Director of Student Life, Campus Activities Council Advisor; Kristen Partridge, Assistant Dean of Students and Director, Student Life, interviewed March 17, 2014

Statistical Snapshot

Fall 2013 overall enrollment: 21,982

International students: 2,124 (spring 2013)

Undergraduate students: 2,010

Undergraduate international Students: 737

More information

<http://www.ou.edu/oucousins.html>

Background and Overview

President David Boren, who, among his many credentials, served as a U.S. senator, came up with the idea for OU Cousins with his wife in 1996. Boren was inspired by a conversation with an international student, who reflected upon graduation that he had not been to a farm nor met any cowboys while studying in Oklahoma. Boren envisioned a program to foster friendships among domestic and international

students and to expose international students to various aspects of Oklahoma culture. The program philosophy is very clear: this is not about Americans helping out international students, but is a peer exchange of ideas, insights, and relating.

Program

OU Cousins is a Student Life program. The coordinator is Nguyen, associate director, Student Life. There are 1,000 students participating in the program—graduate, undergraduate, domestic (about 60%), and international (about 40%). The students are matched one-to-one. One of the unique aspects of this friendship program is the creation of an advisory board. OU Cousins sponsors one monthly free event during the academic year, so interested students who have not yet been matched can participate. Each pair of students decides how much time they want to spend together.

Participants

Recruitment and matches are done on an ongoing basis. There currently are more female undergraduate U.S. students than international counterparts for them. Most of the international students who participate are exchange students. Reliable sources of participants include the International Student Services Office, OU Education Abroad Office, and student organizations such as Greek Life.

There are more domestic students than international and they participate in the group events, but don't have direct cousin match. The current OU Cousins statistics are as follows:

- 335 males,
- 664 females,
- 199 international females,
- 185 international males,
- 150 American males,
- 465 American females, and
- 58 countries represented.

Resources

The program has an \$18,000 annual budget funded by the president's office. In addition, the president provides the funding for an end-of-the-year barbecue. The annual budget pays for all OU Cousins events (free to participants) as well as t-shirts. The culminating event is at a working ranch. Students ride there on chartered buses to enjoy a live band, dancing, and food, and they each receive a cowboy hat.

In terms of human resources, Nguyen spends about 25%–40% of his time on OU Cousins. He has a student worker who spends 20 hours per week on OU Cousins, handling matching, day-to-day issues, and any problems between the pairs. The Campus Activities Council helps offset the cost of the student assistant's salary.

Feedback

An assessment is done with participants midyear and at the end of the year. It asks about satisfaction with the program and reflects on students' views, knowledge, and attitudes about the world and relating with people from different cultures.

The Cousins Advisory Board (CAB) was developed in 2003. At first it was faculty and staff, but now it is an all-student board. The board conducts an annual one-day planning retreat. The CAB is made up of 12–15 students; 40–50 applied last year. Members must have a 2.5 GPA or higher. Preference is given to students who have already participated in OU Cousins. However, because most international participants are exchange students, that criteria can be flexible. They meet once every two weeks for an hour. The CAB constantly reviews who is involved in OU Cousins and what types of programs to offer.

There are stories of OU Cousins meeting up in other countries when traveling abroad, and creating photo ops out of these moments in their Cousins t-shirts. This is also making an impact as OU Cousins become alumni and help recruit for OU if they go home or abroad. Domestic students who studied abroad have returned and reported their surprise that there wasn't a Cousins program to welcome them at their study abroad site.

Outreach

The CAB's role in outreach is important. Starting two years ago, the CAB members conduct 30-minute information sessions about OU Cousins each semester. Before that, students were signing up without really understanding the program. The info sessions are the week after class registration and include the history, requirements, timeline, and what to expect in terms of match requests. Information sessions are very helpful to shape expectations of potential participants. The information sessions are hosted at the Jim Thorpe Multicultural Center, a facility operated by the Office of Student Life.

These 30-minute sessions allow the CAB to communicate what students are registering for, what expectations are held of them, and the benefits of being a part of OU Cousins. Attendance is linked to being matched to an OU Cousin and helps focus on participants who are there for the program, and not because of a student organization requirement. Assessment results from this year have shown growth in every area dealing with relationships between OU Cousins, which can largely be attributed to the information sessions.

OU Cousins sponsors a pizza lunch at international student orientation. The new students' interest is increased by seeing the many American students who are CAB members.

Matches are done at a one-to-one ratio. Many factors are collected via the database and considered, such as gender, interests, and the amount of time each student wants to allocate to the program. Most domestic students are undergraduates, and most international students are graduates.

Being administered by Student Life is fundamental to the program's success. The program coordinator, Nguyen, works on all the major social events, such as homecoming, so he is very familiar with student leaders. He uses his Student Life role to get buy-in from the domestic students.

An OU Cousins event is planned the seventh or eighth week of the first semester, which is often a time when students (domestic and international) experience homesickness.

Benefits

The focus of the program is relationship-building and friendship, with the design that learning will follow the relationship-building.

As members of the OU Cousins program, students are immersed in a firsthand cultural exchange with peers from all over the world. The promotion to U.S. students highlights the opportunity to identify different cultures and regions around the world that interest them and be paired with international students from specific countries. For the international student, OU Cousins provides U.S. cultural experiences outside the classroom. These friendships are immensely beneficial for both parties, creating cultural understanding, global community, and friendship.

Outcomes

A number of goals were established, with the following results:

Program Outcome 1: OU Cousins will increase the quality of OU Cousins communication with their OU Cousins by 15% from the 2011–2012 year.

Result: OU Cousins hosted three mandatory informational meetings before the matching process. The level of satisfaction regarding communication among OU Cousins increased by 24.25% from the previous year.

Program Outcome 2: OU Cousins will incorporate a service component into the program for participants.

Result: OU Cousins paired with the Whinery Ranch family to participate in the Big Event and will continue to make it an annual tradition.

Learning Outcome 1: As a result of participating in the OU Cousins program, 70% of participants strongly agree/somewhat agree that they have a greater knowledge/appreciation of other cultures.

Result: After participating in OU Cousins, 70.49% of students report a greater knowledge/appreciation of other cultures, a 20.4% increase from the previous year.

Learning Outcome 2: As a result of participating in OU Cousins, 65% of participants will work to eliminate the stereotypes of other cultures.

Result: After participation, 68.85% of participants stated that they will work to eliminate stereotypes of other cultures, a 12.79% increase from the previous year.

Lessons Learned

The program has become much more successful since Nguyen implemented one-to-one matches. At one point, they had as many as seven domestic students to one international student, and that simply did not work. Nguyen foresees the continuation of more demand from the domestic students than the international students.

Other lessons have included:

- Matching students used to take an inordinate amount of time, often three to four weeks. Through a strategic partnership, OU's IT office, at no charge, designed a model similar to match.com. This has made the matching process much simpler, and student feedback regarding matches since this system was implemented has been positive.
- Some domestic students may view this as an opportunity to proselytize and are reminded it is an opportunity to learn about and respect differences.
- Domestic students should be prepared in advance so they know that, more than likely, their Cousin will be a grad student and potentially quite a bit older.
- Nguyen encourages institutions considering such a program not to be put off by OU's generous budget. An institution could do a version with less funding.

Future

As coordinator, Nguyen views the program as quite successful, and it is strongly featured on the OU site. The only tweaks he would make would be to continue targeted outreach to get more domestic graduate students involved. He would also like to be able to offer more excursions for the students.

13. International@Iowa, University of Iowa

Interviewed

Lee Seedorff, Senior Associate Director, International Student and Scholar Services (ISSS), on April 3, 2014

Statistical Snapshot

Fall 2013 overall enrollment: 31,065

International students: 4,049

Undergraduate students: 21,974

Undergraduate international students: 2,128

More information

<http://international.uiowa.edu/global-at-iowa>

(The International@Iowa course can be accessed online only by enrolled students.)

Background and Overview

The International Student Committee is chaired by the ISSS and comprised of staff from key offices on campus that work with international students. They had a discussion a few years ago about how well students are learning and retaining information during orientation. During that time, the provost announced a “student success grant” competition and was especially interested in ideas to enhance international student success. Seedorff had been thinking for some time about developing an online workshop for immigration matters. When this opportunity arose, the committee decided to apply for a grant to develop a comprehensive online orientation.

Program

International@Iowa is still in the pilot stage and will fully launch in fall 2014. There are three primary components to the program. The first is the online orientation, which was piloted in fall 2013. The second is the training of student leaders (primarily domestic) through an in-person class taught by Ambassador Ron McMullen the first half of the semester. For the final component, the newly trained student leaders run new-student group meetings and outings during the second half of the semester. Phases two and three are being piloted in spring 2014. This is not meant to replace in-person orientation but to complement it. In-person orientation for new international students remains a week-long program on campus and covers

topics such as immigration, health insurance, and finances as well as providing ESL testing and academic advising.

The components of the online workshop include: immigration, cultural adjustment, mental health, and academic success (including campus resources, study habits, expectations, plagiarism, and academic misconduct). There are a few quizzes for each section. New international undergraduates must complete the course within the first eight weeks of the semester.

While new students are completing the online course, student leaders, who are primarily domestic students, are being trained by Ambassador McMullen. He covers topics such as cultural awareness, self-awareness, and how to respond to students who are having problems.

Midway through the semester, the new international students will be assigned to discussion groups of 8-12 international students and two leaders. They meet as a group four times to talk about how to succeed on campus, cultural adjustment, and other matters. Each group will also take one excursion together to an event on or off campus, something that international students would not normally attend. The group leaders are given free rein to select an event, but it must be approved in advance by Ambassador McMullen.

Participants

International@Iowa is required for all new international undergraduate students, who number approximately 550 in the fall and 150 in the spring. The students receive one semester hour for the course and a satisfactory/unsatisfactory grade. The Global@Iowa component for the leaders is a voluntary program, which is also assigned one semester hour. Ideally, the ratio will be two leaders for every 8-12 international students. The majority of the leaders will be domestic students.

Resources

Funding came from the provost's grant, about \$200,000. The bulk of the funds went to online workshop development. The development started in 2012, and the workshop debuted fall 2013.

Developing the online workshop required the active participation of many offices. For example, the university counseling office wrote the section about mental health. It took a team of 12 people campus-wide more than a year to get the content finalized and formatted. The university ITS department did the design, and UI staff involved in the project did the voiceovers.

An ISSS staff member is the instructor of record for the online course. She follows the students' enrollment, progress, and quiz completion. If they haven't started it

yet, she sends reminders. Students are required to score 80% to pass the quizzes. The questions on the quizzes rotate.

The ISSS has a new position, “student support and retention coordinator.” That person is doing all the outreach and interviews for the Global@Iowa program.

The Global@Iowa instructor is visiting Associate Professor Ambassador Ron McMullen. He responded to a call for volunteers from the ISSS to lead this part of the endeavor.

Feedback

A survey of the fall 2013 international students about the online course is currently in process.

To date, all feedback from students (received outside the survey) has been positive. There have been a handful of students who did not complete the online course. ISS outreach found that many in that small group were not doing well academically overall.

Outreach

Certain offices have been very important in terms of recruiting domestic students to be leaders, including the Study Abroad Office, Center for Diversity and Enrichment, and the International Studies program.

Benefits

International@Iowa has:

- allowed students to better prepare for academic and cultural experiences at U Iowa,
- provided opportunities for students to socialize in small group settings, and
- provided opportunities for student/mentor relationships.

Outcomes

The program is still being piloted. Desired outcomes include:

- Increase preparation of new international students for life at U Iowa.
- Reduce the pressure on students to absorb so much information during orientation week.
- Reduce academic misconduct.
- Lessons Learned
- Allow ample time for developing the online workshop.
- Ongoing communication with key stakeholder offices is important.

- Rely on other offices for the ability to support recruitment of domestic students.

Future

If resources were not an issue, it would be nice to pay the group leaders. There are other student leadership positions on campus that are compensated.

14. American Chemical Society (ACS) - International-Domestic Student Summit

Interviewed

Steven Meyers, International Activities Manager, ACS Office of International Activities Staff (since promoted to Assistant Director, Career and Professional Advancement), on February 12, 2014.

More information

<https://communities.acs.org/groups/acs-international-domestic-student-summit-2012>

Background and Overview

ACS has 161,000 members and works with individuals ranging from undergraduates to senior-level scientists. They do not have citizenship information about members, so membership statistics are based on domicile—15% of members have addresses outside the United States, and 85% are in the United States. ACS members who are in the United States as nonimmigrant students and scholars are counted as United States based. An important role of ACS is to facilitate networking opportunities among its members, which includes those seeking opportunities to research and work internationally.

The international activities section of ACS wanted to find out more about their international student members. Their questions included: What does this population want? How can ACS respond to their needs? How can ACS better serve international students? How can international and domestic students better integrate? Thus, the 2012 international–domestic student summit was developed.

The summit goals were:

- Discuss how to promote cross-cultural understanding.
- Increase international skill flow and collaboration.
- Discuss how to better integrate international students into the U.S. chemistry enterprise.

- Discern the needs and interests of international students.
- Engage how to better integrate international and domestic students.

In planning the summit, ACS considered it important to involve domestic counterparts, so that feedback would come not only from international students. This also helped achieve buy-in from the domestic students.

Participants

There are 186 local sections within ACS. An invitation went out to each section to nominate a team of students, one domestic and one international, to attend the summit. The teams had to be nominated by their local sections and underwent a formal peer review process. Nine teams attended. The student pairs traveled and presented a research poster together. They received training on entrepreneurship, communication skills, and leadership. One of the goals was to facilitate creativity from the teams in terms of ideas they could take back to campus to promote more connections between international and domestic students.

The application questions explored how the experience would promote collaboration between each domestic and international student on the team and why it was important to attend this summit as part of a domestic-international student team.

Resources

ACS received no outside funding for this summit. The primary use of resources was staff time to plan and carry out the summit. Cash expenses included travel, food, and lodging for the summit.

The average cost per participant was around \$1,400. Airfare was around 25% of that figure, and lodging accounted for another 50% (they assigned roommates where appropriate). Meals, registrations, baggage fees, and local transport account for the remaining 25%.

Process

As a group, the students came up with seven recommendations for higher education institutions and ACS (including its local sections) to catalyze change:

1. Increase international and intercultural competencies for both the domestic and international populations, including facilitating conversations on issues such as cultural differences.
2. Showcase the value of international students and researchers to the host country. For example, international students spoke about feeling that their work in the STEM fields is overlooked in terms of the benefits it brings to the United States, and that the U.S. government places a lot of limits on these students (in terms of ability to remain in the United States). Even at

the institutional level, international students would like to see more acknowledgement and awareness of their role.

3. Develop a network of expats to mentor students before they go abroad, so they can benefit from someone who had a similar experience. This network would be both for international students coming to the United States and domestic or international students going abroad. Students would like to have a resource person to answer questions before they leave home.
4. Advocate for greater program eligibility without restrictions based on citizenship. International students are excluded from certain programs that are closed to noncitizens, such as the National Science Foundation research experience for undergraduates. Although this objection includes government programs, it is not limited to them. Even at the institutional or organizational level, international students can be shut out.
5. Improve sharing best practices of models to integrate international and domestic students between organizations and institutions.
6. Build partnerships among stakeholders interested in international skill flow.
7. Distribute information on international opportunities in a more organized and targeted way.

Feedback

Summit participants completed an evaluation. It was eye-opening for the domestic students to see the international students' needs and learn about the day-to-day issues they deal with, such as immigration, as well as their experience of campus life outside the lab. Since the summit, some participants have reported back the ways they are working to implement the recommendations at their home campuses, for example, newsletter articles and conversations with their administration. Some have become part of ACS's committee structure as well.

Benefits

There are two primary ways benefits can be realized from the summit. The first is the list of seven recommendations that ACS is using to shape its priorities. The second is the outcomes students take back to their campuses. They were encouraged to organize discussions, brown bag lunches, and international student associations to help fill the gaps in terms of promoting ways for international and domestic students to connect. The students also received copies of the summit report to share at their institutions and with their local ACS chapters.

Lessons Learned

A lot of information was gained from the participants in terms of the seven recommendations. In the future, the focus could be more specific, such as looking at the campus environment.

Going Forward

At this time, ACS has no plans to organize another such summit, but it is possible. This type of summit could be coordinated by any number of professional societies. It could also be done on a smaller scale, for example, at the state level.

15. Georgia International Leadership Conference (GILC)

Interviewed

Adam Johnson, Director of International Initiatives at College of Coastal Georgia and GILC Conference Chair (volunteer position), on January 28, 2014

More information

<https://sites.google.com/a/columbusstate.edu/gilc>

Background and Overview

GILC started in 2000 and is a collaborative effort between higher education institutions and international educators in Georgia. The purpose of GILC is to facilitate leadership development for international students and domestic students who have studied abroad. At GILC, students have the opportunity to share best practices with one another.

GILC is held at a remote location (Rock Eagle 4H Camp) in the middle of the woods with no TV, limited Internet, and very basic housing. The setting is an important component of facilitating group cohesion.

Schedule: The students participate in a Friday afternoon work project such as building park benches or clearing ground. It is physical labor and is designed to be inclusive for students with physical disabilities. This provides an opportunity for group bonding and is a way to contribute to the local community. Then they arrive to the camp, eat dinner, and have a group activity with a keynote speaker. Often the speaker is a successful international or domestic alumnus. Then there's social time—campfires, dancing, relaxing.

On Saturday, following breakfast, there are three morning sessions (four choices in each slot). Most of the sessions are led by students and cover a large variety of topics. After lunch, the international educators facilitate cultural simulation games. An afternoon hike is followed by dinner and an interactive performance, such as

contra or square dancing. There is a student-led fashion and talent show, then time for campfires, socializing, and dancing.

On Sunday, breakfast is followed by a large group session and a wrap-up, which is an inspiration to action. The program ends at noon.

A key component is the peer leaders, who are former GILC participants. There are about 20 such leaders. They have a strong impact, because students want to be led by other students. It also helps participants envision the next step in their own personal and leadership development.

Resources

GILC is chaired by a faculty or staff member. It is a volunteer position. In addition to overseeing and implementing the planning, the chair is the emcee.

Planning and recruiting support for the conference comes from the Georgia Association of International Educators (GAIE), which is comprised of 31 public and 12 private higher education institutions. The planning committee includes about six members working an hour per week for three to four months, and an additional(?) four to five members working an hour per month during that period. The registration and handling of payments is the most time consuming task. For the two months leading up to the conference, it takes the chair and the conference registrar two to three hours a week and then an hour a day for the two to three weeks preceding the conference.

The conference schedule and logistics are set from year to year. This allows conference planners to make one improvement each year. For example, a teambuilding ropes course was recently added for the peer leaders to do together.

There is no funding source for the conference. The chair and planning committee raise the money. Some years the Board of Regents for UGA system has donated \$1,500-\$2,000, but not consistently. The planning committee has approached sponsors for funding or in-kind donations. In the recent past, the fee was \$65 per student. Last year it was \$75, and this year it was \$85. There are 225 students and staff who attend. The biggest cost is the rental fee, which is \$16,000-\$17,000.

Participants

Each school recruits its own students. The number a school can send depends on its total enrollment. Schools use different ways to recruit. Some handpick, while others have students submit written applications. The larger schools have waiting lists. It is rarely a problem to fill all available slots. Some schools send only international students because they don't have any study abroad programs.

Almost all the participants are undergraduate students, although a handful of ESL and international graduate students attend.

This is a leadership conference. It is not designed for the typical student but for leadership training and to network with leaders at other schools.

Feedback

Previously, paper evaluations were provided and completed while at GILC, now evaluations are done online. The response rate is 65%–70%. The responses are very positive. Any negatives are issues beyond control, e.g., the time of breakfast or the comfort of the bed.

Johnson's view is that the domestic students are more apprehensive and get more content out of it, while the international students have more fun (having had more experience being part of a diverse group prior to GILC than their domestic counterparts).

Benefits

GILC's goals are: to enhance the students' leadership skills, encourage friendships between domestic and international students, promote international understanding on campuses, and develop students' identities as global citizens.

Lessons Learned

International educators who plan this conference have to learn to “let go” and give trust and confidence to the student peer leaders and student participants to make things work. It's important that the students are empowered and the staff steps back.

The biggest challenge is funding. If enough support can't be raised, then the student fee has to be increased. Ideally they have a reserve of a few thousand dollars to start up the next year's conference.

Even with unlimited resources, Johnson wants to keep the conference format as it is. Doing it on a bigger scale would make it more about networking and less about actual leadership development.

Johnson noted that attendance is especially valuable for students who are at schools with limited international education programming, because this conference goes to core issues of why international students are here—for a genuine U.S. educational experience.

16. I-Lead, Iowa State University

Interviewed

James Dorsett, Director, International Students and Scholars Office (ISSO), on February 10, 2014

Statistical Snapshot

Fall 2013 enrollment: 33,241

Undergraduates: 27,659

International students: 3,797

International undergraduates: 2,172

More Information:

https://www.issso.iastate.edu/joomla/index.php?option=com_content&view=article&id=68&Itemid=198

Background and Overview

Dorsett had a conversation with Dr. Thomas Hill, the senior Vice President for Student Affairs, who was lamenting the lack of representation of international students in major student organizations. Dorsett thought about this: If international students are not finding their way naturally to such leadership positions, what could he do in his role to even the playing field? The I-Lead program was conceived as an intensive and focused series for international sophomores, with the goal of enhancing their understanding of leadership in the U.S. context, further developing their aptitude as leaders, and actualizing more international student representation in the student government and other organizations. I-Lead started in the academic year 2011–12.

Program

Students complete an online application detailing their leadership experience and goals. They also have an in-person interview. Twelve students are selected per cohort. Dorsett designed and facilitates the program. It requires a student commitment of a two-hour meeting every other week for one academic year. Dorsett has a GA who works on the program with him, as well as one student assistant, who is an alumnus of the program from the previous year. Dorsett has culled resources from many leadership models, and refreshes those materials annually as needed.

Sometimes the student will have reading to do in anticipation of the topics to be covered in that class, but not for the majority of sessions. After the first class, students work in pairs to prepare a short (5-10 minute) exercise for the rest of the group that relates to the topic for that class. They work with the graduate student to develop this material.

There is no homework following the class, apart from reflection questions that each student answers related to the topic(s). This changes slightly for the second half of the second semester, when the students are put into groups to work on their final projects, which are project proposals to improve the lives of international students with programs or projects that ISSO or another campus office should fund. Students are given some time in class during these last few sessions to work on their projects, but time outside class is also needed to create a quality proposal.

In terms of time commitment, the class meets about seven times in the fall semester and six times in the spring semester. At some point, each student works in a pair to create an exercise for the rest of the group; this requires about three hours to research, meeting with the grad student, and create their material. Each group meets twice outside of class for a total of four hours on their project and then another two hours separately. There is a separate session at the very beginning of the year, a scavenger hunt and dinner.

The materials Dorsett uses for the curriculum are a combination of information from the Internet, research books from the library, materials that guest speakers bring with them, and things he thinks are important and practical, e.g., materials about decision making (Chip and Dan Heath), differing communications styles (Situational Leadership II model by Ken Blanchard), information about culturally based communication (Hall and Hofstede), or the Whole Brain Model (Ned Herrmann). Dorsett continues to tweak the syllabus as the class develops.

They do not have a separate time for each student to talk about leadership styles from their home country perspective, but in talking about the different topics—such as time management, decision making, public speaking—they bring up their own cultural examples.

Resources

The budget for the program is \$6,000. The GA and assistant are both paid. The grad student is 0.5 FTE, so she works 20 hours a week during the school year. I-LEAD is just one of the programs she works with, and it accounts for 40%–50% of her time. The student assistant works five hours a week.

Dorsett's strategy is to set up the program early, so he works with his graduate student toward the end of the spring semester or during the summer to prepare for the fall. At that time, they ensure all material is ready for use, so during the academic year it requires only a light review before Dorsett presents it.

Dorsett meets with the grad student and student assistant each week to analyze how the last session went and how to improve it for next time, or talk about the materials for the next session. In addition to class time, he spends about 30 minutes weekly doing this light preparation. If he presents something new, it requires another four hours of preparation.

Costs include:

- I-LEAD supplies (estimate) \$200
- I-LEAD scavenger hunt \$50
- I-LEAD professional meal \$100 (The director of ISU Dining teaches the students about how to eat a meal in a professional context, based on U.S. etiquette.)
- I-LEAD end-of-year meal \$200

Participants

The first year the program was offered, 11 out of 12 students completed it. The second year, 10 out of 12 completed it. All students in the current cohort remain in the program so far. Those who have dropped out have done so due to competing demands in their lives, such as academics.

Feedback

Dorsett interviews each of the participants toward the end of the program to ask them what they have gotten out of it and how it can be improved. He also obtains feedback through the reflection journals the students keep for the year.

Student Activities is aware of the program and quite impressed with what Dorsett and his team are doing. They come to talk about student organizations and how students can get involved. Dorsett consulted with Student Activities when setting up the program, as he wanted to see what leadership programs were already in place on campus. On several occasions, when Dorsett's supervisor has commented on a particular international student working on an issue or in a student organization, Dorsett has been able to claim that student as an I-LEAD graduate.

Dorsett selects a student assistant from the previous class. That way the experience is fresh in his or her mind to help with making any tweaks to the next year's curriculum. For years two and three, the student asked to be the assistant. This year several students want that role. So, for the first time, the graduate student and Dorsett will be interviewing candidates.

Benefits

Out of the 21 alumni, about 70% went on to some kind of leadership role on campus. Although there has not (yet) been an international student president of the GSB, there are international students involved in it and other organizations.

I-LEAD graduates have gone on to be:

- president of Malaysian Student Association (1)
- vice president of Chinese Student & Scholar Association (1)

- president of Indian Student Association (1)
- vice president of Indian Student Association (1)
- members of GSB (3)
- member of GPSS (Graduate and Professional Student Senate) (1)
- member of International Student Council (3)
- member of VEISHEA committee (VEISHEA is the weeklong student-run spring celebration that is a “big, big, big deal” on campus. Along with being president of the student body, serving as one of the two co-chairs of the VEISHEA committee is one of the most prestigious leadership roles on campus) (3)

Although it is not part of the program, several of the I-LEAD alumni have been admitted into very good graduate schools and are obtaining scholarships.

The students within a cohort fairly quickly form a strong bond that lasts beyond their I-LEAD year. Dorsett had two I-LEAD students as student workers in the office. They became good friends, and many of their former I-LEAD colleagues visit with them and Dorsett when they have a chance.

I-LEAD students have remarked repeatedly that they have improved their time management skills significantly. Others have talked about not knowing how to work well in groups until their I-LEAD experience. Still others say I-LEAD has given them the confidence to take on greater leadership positions.

When asked for his observations, Dorsett shared the following: “As far as campus culture, the very fact that these students are taking on leadership roles is helping the campus culture. Now, some of these roles are as leaders of international student clubs. So, maybe these driven and motivated students would have wound up in these positions anyway, but being in GSB and on the VEISHEA committee, these are new and good things.”

Dorsett hopes these students will eventually move into fraternity/sorority leadership positions as well, as these organizations also have significant roles in campus life.

Lessons Learned

When reviewing the resource materials he uses for I-LEAD, Dorsett asks himself whether these topics are helpful and really resonate with the students. (Do they understand the material? Does it make sense to them? Are they able to use it without extensive training or research? Because if not, they probably will not do it).

Dorsett has increased the teaching role of the graduate student and student assistant over the program’s three years. A graduate student and a student assistant helped

him design the program in the spring and summer of 2011, and they were the first graduate student and student assistant for the first year's class.

Future

Ideally, Dorsett would like to run two cohorts of iLead annually.

Incentives to Integrate

Until it is fully embraced and embedded in the campus community, integration must be facilitated. It is helpful to consider what incentives can be built in to programs and services in order to encourage student buy-in. And because we seek comprehensive integration, it is important to articulate benefits for all stakeholders. This list focusing on students is a starting point.

Benefits to students:

Official recognition – Workshops, seminars, and classes can be designed to explore and support the goals of integration. These can range from course credit for in-person classes, online classes, and digital badges included on transcripts, to certificates of participation from facilitated activity to include on résumés. Evidence of such learning can bolster applications for employment, graduate, or professional schools.

Leadership development – Several relevant leadership opportunities are illustrated in this report, such as being a peer leader; serving on an advisory board; or presenting a session to other students, staff, or faculty. An institution can be intentional in shaping opportunities for students to have a voice in comprehensive integration. Such opportunities benefit the institution as well as the individual student.

Quality-of-life perks – When planning programs and services that further the goals of integration, coordinators can include tangible benefits for student participants, such as free social events, dinners, access to special activities, or access to faculty and institutional leadership in less formal settings. These types of perks may help get students in the door, and the benefit of access can have significant future impact.

Facilitated relationships with peers – As noted throughout this report, making connections outside one's identity group/s can be challenging. Through intentional practices such as providing resources, guidance, and scheduled activities, institutions can foster supportive conditions for students to take risks to develop cordial relations, and hopefully friendships, with peers from other cultural groups.

Safe space for discussion – With institutional commitment, students are provided opportunities to engage in dialogue and discussion that can be facilitated online or in person. Providing safe space can allow students to develop skills in listening and, ideally, develop empathy.

Opportunities to increase cultural competency – The actions that build integration provide many opportunities to increase cultural competency. Formal academic assignments and group work can be enhanced by activities of daily living, such as

volunteering with students from different backgrounds or programs designed to explore and experience domestic diversity.

Self-Discovery – The intercultural relations field emphasizes the importance of self-knowledge as a way to enhance understanding other cultures. Students who are engaged in integration will have formal and informal opportunities to gain perspective about themselves.

New intellectual interests – Out of the discoveries and connections they make in an integrated setting, students may discover new interests to pursue in the classroom, such as study of a foreign language or culture.

Next Steps

The next steps of this report involve action within and beyond the UMTC campus. The focus is to examine these practices and discern which should be adapted for UMTC, and how. As this report makes clear, this does not entail unilateral action by the ISSS. Indeed, there might be partnerships with the ISSS or practices that are fully adapted and owned by other areas of the university.

UMTC convened a meeting of the institutions represented in this report at the NAFSA: Association of International Educators annual conference in May. This meeting provided the opportunity for representatives to network and learn from one another. There is vast potential for this group to function as a think-tank of innovative international educators. They can assist with benchmarking, research and assessment, while developing new practices and fine-tuning existing ones. Given that these practices involve retention of students, there is every reason to anticipate a collaborative and mutually beneficial approach. This could be especially helpful for collecting and sharing data to discern whether intended outcomes are being met and whether there are ways to enhance their benefits.

And as with any research project, there remains more to do.

As mentioned earlier, the scope of the report was limited to the United States for practical purposes. There are certainly innovative practices and key research happening in other countries that would be instructive to U.S. higher education professionals.

This report examined practices broadly. Additional research on practices to support integration could focus on a specific context, such as within the classroom or within the residence hall. Given the population trends at UMTC and in the U.S., it might be beneficial to conduct research specifically focused on Chinese students and the dynamics of facilitating the integration of a large single-country population with other international students and domestic students.

Integration is imperative and a timely topic in the international education field. With the leadership of UMTC, the discussion and practices surrounding integration can move to the next level of comprehensive integration. Integration is everyone's business—and to everyone's benefit.

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