INTERNATIONAL EDUCATION

ROAD MAP 2010 - 2013

OCTOBER 2010

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OFFICE OF INTERNATIONAL EDUCATION

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Executive Summary

The document Road Map 2010-2013 establishes the path that will help the Office of International Education (OIE) advance the international agenda at Emporia State University. Based on OIE functions and various conversations held on campus, the document focuses on five action areas: 1) International Students and Scholars, 2) Study Abroad, 3) Special Programs, 4) Intensive English Education (IEP), and 5) International Partnerships. The following set of goals and strategies mark the agenda for each area in the next three years.

Area 1: International Students and Scholars

Goal 1.1: Increase international enrollment at ESU.
   1.1.1. Diversify the international student population.
   1.1.2. Expand the number of students paying out-of-state or international tuition.
   1.1.3. Secure an effective admission process for undergraduate international students.
   1.1.4. Consolidate 1-2-1 dual degree programs with Chinese universities.
   1.1.5. Collaborate with Graduate Studies to increase international enrollment in graduate programs.

Goal 1.2. Offer a friendly and supportive campus for international students.
   1.2.1. Facilitate the integration of international students to campus.
   1.2.2. Facilitate the integration of international students to Emporia.
   1.2.3. Help international students adjust to the U.S. academic culture.

Goal 1.3. Revise information and publicity for ESU international education.
   1.3.1. Launch the “Study in the Heart of America” publicity campaign.
   1.3.2. Assess regularly the feedback received from publicity venues.
   1.3.3. Revise and revamp the OIE website.

Area 2. Study Abroad

Goal 2.1. Institutionalize faculty-led study abroad programs.
   2.1.1. Streamline processes to plan and approve study abroad programs.
   2.1.2. Introduce risk management and emergency response to all study abroad programs.

Goal 2.2. Expand student involvement in study abroad programs.
   2.2.1. Understand students’ needs and preferences for studying abroad.
   2.2.2. Improve publicity and marketing for studying abroad.
   2.2.3. Generate synergies between study abroad destinations and countries represented at ESU.
   2.2.4. Design an international student-teaching program in collaboration with the Teacher’s college.

Area 3. Special Programs.

Goal 3.1. Create innovative ways to attract international students.
   3.1.1. Expand the ESU summer international program.
   3.1.2. Launch the ESU Disney International College Program.

Goal 3.2. Develop international networks of ESU alumni.
   3.2.1. Collect and analyze data and determine priority countries in which ESU needs to develop alumni networks.
   3.2.2. Pilot the first ESU alumni group in Paraguay.
Area 4. Intensive English Program.
   Goal 4.1. Secure a quality English as a Second Language program for all international students.
      4.1.1. Raise the TOEFL/IELTS bar for assessing the English competency of incoming international students.
      4.1.2. Expand the IEP program to all English levels: beginner, intermediate and advanced.
      4.1.3. Secure IEP accreditation through Commission on English Language Accreditation (CEA).
      4.1.4. Attract international students to learn English.

Area 5. International Partnerships.
   Goal 5.1. Strengthen ESU international partnerships
      5.1.1. Revise existing ESU international partnerships.
      5.1.2. Renew ESU international partnerships to differentiate short-term from degree-seeking students.
      5.1.3. Strengthen collaboration with ESU affiliate universities.
      5.1.4. Expand partnerships in strategic countries.
      5.1.5. Expand partnerships for study abroad.
Background Information

Emporia State University (ESU) has a long trajectory of international involvement. Since its inception, the OIE has provided leadership in recruiting and providing on-campus support for international students. Since 1999, the functions of the Office of International Education (OIE) have concentrated in five areas: 1) students and scholars, 2) study abroad, 3) English as a second language, 4) on campus programming, and 5) community outreach.

The OIE promotes the University mission: “Emporia State University is a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment.”

ESU Strategic Plan 2009-2014 centered on five themes. All of these themes touch on the work of OIE, directly or indirectly. However, theme three specifically addresses the ESU international dimension with three goals:

- Expand and diversify international opportunities.
- Promote increased global awareness on campus.
- Increase recruitment of international students by expanding relationships with current and new partners.

In light of the ESU mission, the objectives set forth by the Strategic Plan 2009-2014, and the areas where the OIE has taken leadership on campus, this document will be organized in five areas deemed critical for advancing international education at ESU. These areas are:

1. International Students and Scholars
2. Study Abroad
3. Special Programs
4. Intensive English Education
5. International Partnerships

Each area will be described with its strengths, weaknesses, threats, and opportunities. The document will also point to specific goals and strategies associated with the above areas.

Rationale of the Document

This document, entitled Road Map 2010-2013, is the result of different conversations held on campus with ESU leaders, deans, department chairs, former AVP of International Education, and the OIE staff. The document establishes goals for 2010 through 2013. All of the goals identified in the document share equal relevance. The
Road Map 2010-2013 intends to be a live document and serve as a guide for ESU leadership and the OIE staff regarding strategies, structures, and systems that need to be implemented to advance the ESU international agenda. At the end of 2013, it is expected that OIE will accomplish the following:

1. Develop a staff with the degree of specialization required for advancing the ESU international agenda. Similarly, it will help to identify weaknesses in staffing areas that require attention.
2. Hone existing skills and generate new skills required for advancing the international agenda at ESU.
3. Improve existing systems and generate new systems to manage more efficiently international education on campus.
4. Develop shared values regarding the importance of international education both within the OIE and across the campus.

At the end of life of this document, the OIE will be prepared to lead a comprehensive discussion leading to a campus-wide internationalization plan for the subsequent years.

**Office Structure and Personnel**

During 2010-2011, the OIE will be staffed by four permanent members, three Graduate Assistants (GAs) and one work-study student. In addition, former Assistant Vice President (AVP) of International Education will serve in the capacity of Director of Special Programs, on a part-time basis.

In addition, the OIE oversees the Intensive English Program, comprised by an Associate Director, three permanent ESL instructors, and some part-time instructors, depending on the demand.

To address the goals and strategies defined in the Road Map 2010-2013, the OIE will be structured according to the five areas of specialization listed above and illustrated in Figure 1. The OIE structure will enable the AVP of International Education to continuously assess staff needs and secure operations based on current knowledge and high standards.
Figure 1. OIE Structure and Personnel

Oversight to all OIE functions

- AVP International Education

- Director of International Education
- Administrative Specialist
- Administrative Assistant
- Graduate Assistants

- Study Abroad
- AVP of International Education
- Graduate Assistant
- Administrative Assistant

- Special Programs
- Director of Special Programs
- Administrative Specialist
- Graduate Assistant

- Intensive English Program
- IEP Associate Director
- IEP faculty

- International Partnerships
- AVP of International Education
- University leadership

International Students and Scholars
Area 1: International Students and Scholars

International students have been the most important dimension of ESU internationalization. International students have a long presence on campus and have facilitated continued exchange of ideas in various academic disciplines. The benefits of international students on campus are multiple. International students increase diversity on campus and help ESU to keep internationally-focused and attuned to world trends in higher education. More recently, international students have helped ESU to offset an enrollment decline of domestic students. In addition, the financial impact of international students is considerable. In 2008, the Association of International Educators (NAFSA) estimated international students contributed in about 8 million dollars expressed in tuition, fees, and living expenses in the City of Emporia.

Strengths

- ESU offers strong and attractive academic programs for international students.
- International enrollment has grown steady in the past five years.
- The staff at the OIE is prepared and experienced in processing admission of international students.
- The OIE staff is prepared and experienced in providing campus programming for international students.
- ESU international students come from about 35 countries and enrich the ESU campus with diversity.
- ESU has developed innovative ways to attract international students, including existing 1-2-1 dual degree programs with partner Xi’an Polytechnic University (China).
- ESU recently joined American Association of State Colleges and Universities (AASCU) with the purpose to expand 1-2-1 dual degree programs with other Chinese universities.

Weaknesses

- International students are largely concentrated on campus. The College of Business alone accounts for about 38 percent of international enrollment.
- International enrollment is highly concentrated in countries. About 43 percent of international students are Chinese, 22 percent are Korean, and 13.8 percent are Saudi Arabian.
- Students from countries that are highly represented in U.S. colleges and universities are underrepresented at ESU. Such is the case of Brazil, Colombia, France, India, Mexico, Turkey, Russia, Venezuela and Vietnam.
As international enrollment grows, cross-cultural interactions on campus both with American students and across cultural groups appear to be more difficult.

The growth of international enrollment has come associated with greater uncertainty about how other units on campus can/should provide support to international students.

The growth in international enrollment limits the OIE’s ability to be an all-inclusive service unit as it was in the past for international students.

Opportunities

- Dual-degree programs will expand further international enrollment.
- There are identifiable new markets for ESU international enrollment.
- ESU international enrollment may grow by exploring alternative methods for attracting students: 1) online education programs, 2) hybrid online and face-to-face programs, 3) international student recruiting agencies.
- The growth of international enrollment offers opportunities for closer collaboration with other units on campus, including Residential Life, Student Advising Center, Center of Student Involvement, Career Services, etc.

Threats

- The concentration of international students in a few majors and academic departments may limit ESU’s capability to increase international enrollment.
- High dependence on China may threaten the sustainability of international enrollment in the long term.
- ESU loses revenues by not having presence in countries with large market opportunities.
- Without adequate structures that facilitate cultural integration, international students form “silos,” which hinder integration to the main campus culture.
- Some universities in Kansas have taken a more aggressive approach toward recruiting international students. For example, Pittsburg State University has established an undergraduate pathway in Paraguay and is currently working with an international student recruiting agency in Germany. Similarly, Kansas State University works with an international student recruiting agency in India.

Goals and Strategies

Goal 1.1: Increase international enrollment at ESU

During 2010-2013, the OIE will focus on expanding and diversifying its student population through innovative academic programs and active recruiting in strategic countries. In addition, close attention will be put on the tuition structure in which international students come to ESU. Currently, the tuition of international students is processed based on whether they come from
partner universities or not, regardless of whether students will receive or not receive an ESU degree.

In the last three years, the number of international students paying in-state tuition increased by 46 percent and the number of students paying out of state tuition increased by 33 percent, as depicted in Figure 2. As the ESU leadership works on determining whether to follow out-of-state tuition or create a special tuition structure for international students, this goal associates with the need to secure value-creation for ESU education in the international market.

**Figure 2. International Enrollment Trend per Fee Structure**

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<td>150</td>
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**Strategies**

1.1.1. **Diversify the international student population**

The strategy aims to expand international enrollment focusing on three markets: 1) India, 2) Turkey, and 3) Brazil. In addition, the OIE will concentrate efforts in Paraguay to renew its presence in that country.

**Actions**

1. Visit each country, connect with EducationUSA advisers, and make initial contact with postsecondary education institutions.
2. Establish contact with The Paraguay-Kansas Partners and the Comite Paraguay-Kansas.
3. Participate in student recruiting fairs in priority countries.
4. Secure ESU publicity and advertising in strategic countries.
5. Establish new and revitalize existing collaboration with postsecondary education institutions in strategic countries.
Responsible
During the 2010-2011 year this strategy will be championed by AVP of International Education with the assistance of Director of International Education and Director of Special Programs. During the 2011-2013 year, the strategy will be championed by AVP of International Education with the assistance of Director of International Education.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Understand better the postsecondary education market in strategic countries.
2. Identify ESU academic areas with capacity to absorb greater international enrollment.
3. Identify realistic areas in which ESU can collaborate with postsecondary education institutions in strategic countries.
4. Design an effective entry strategy for each country to attract students.
5. Establish rapport with EducationUSA advisers for further assistance and consultancy.
6. Receive the first cohorts of students from strategic countries.

1.1.2. Expand the number of students paying out-of-state or international tuition.

Actions
1. Collect data on international enrollment for the past three years.
2. Assess international partners based on student mobility, as reported in the past three years.
3. End institutional affiliations that have been inactive in the past years.
4. Review the tuition and fee processing for international students and identify “loopholes” relative to the conditions of existing agreements and partnerships.
5. Differentiate in institutional agreements the activities that lead to an ESU degree from those that do not.
6. Where possible and advisable, re-negotiate existing agreements with international partners.
7. Assess the feasibility of working with a student recruitment agency accredited by AIRC (American International Recruiting Council).

Responsible
This strategy will be coordinated between AVP of International Education and the Vice Provost for Enrollment Management.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. A fee structure for international students that differentiates visiting students from degree-seeking students.
3. Greater consistency between institutional agreements and tuition and fees charged to international students.
4. Establish collaboration with student recruitment agencies.
5. Growth in the number of students paying out-of-state or international tuition.

1.1.3. Secure an effective admission process for undergraduate international students

Actions
1. Revise the admission process of international undergraduate students.
2. Revise criteria for international undergraduate students regarding English proficiency.
3. Streamline OIE processes for admission in alignment with ESU general admissions.
4. Analyze data and patterns of “no-show” admitted students.

Responsible
This strategy will be coordinated between AVP of International Education and Administrative Specialist.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. An admission process that responds to campus-wide admissions guidelines.
2. Reformulate the English proficiency requirements to meet the campus needs.
3. Communicate clearly the admissions criteria and language expectations.

1.1.4. Consolidate 1-2-1 dual degree programs with Chinese universities

Actions:
1. Harmonize the curricula of majors involved in existing 1-2-1 programs with Xi’an Polytechnic University.
2. Consolidate ESU membership to and participation in AASCU U.S.-Sino dual degree program.
3. Expand the number of institutional partners in the dual degree program under the auspices of AASCU.
4. Harmonize curricula with new partners in the dual degree program.

Responsible
This strategy will be championed by Associate Provost for Enrollment Management and Vice President for Strategic Partnerships with Director of International Education and the support of AVP of International Education.
Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Improved systems to conduct dual degree programs.
2. Pilot dual-degree collaboration that can be replicated to other partner universities.
3. A first cohort of students from which the system can be assessed and improved.

1.1.5. Collaborate with the Graduate School to increase international enrollment in graduate programs.

Actions:
1. Collaborate to develop marketing materials for ESU graduate programs.
2. Collaborate in recruiting efforts for international students.
3. Identify ESU graduate programs that can be offered in dual-degree modality.
4. Harmonize curricula with new partners in graduate dual-degree programs.
5. Continue conversations with Xi’an Polytechnic University to collaborate in dual-degree graduate programs.

Responsible
This curriculum harmonization of graduate programs will be championed by the Associate Provost for Enrollment Management and Vice President for Strategic Partnerships in collaboration with the Dean of the College of Graduate Education and the corresponding department chairpersons. Opening new opportunities for international collaboration will be a joint effort of AVP of International Education, Director of International Education, and Dean of the Graduate School.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. ESU will have pilot programs upon which new dual-degree programs, with new international partners, will be developed in the future.
2. Assessment of the program via feedback from the Graduate School and the corresponding academic departments.
3. Increase of international enrollment in graduate programs.
4. Greater involvement of international students in graduate programs delivered online.
5. More international students will be enrolled in graduate programs.

Goal 1.2. Offer a friendly and supportive campus for international students
International enrollment growth is conditioned to ESU ability to develop a campus community that is sensitive to international students’ needs. In the pursuit of this goal, OIE will seek collaboration with various units on campus both in Student Life and Academic Affairs to ensure adequate services for international students.
Strategies

1.2.1. Facilitate the integration of international students to the main campus.

Actions:
1. Revise the structure of existing international student organizations and its ability to promote cross cultural integration on campus.
2. Revise SWARM International to ensure participation of pertinent units on campus.
3. Develop learning community programs to facilitate cross-cultural exchanges between international and domestic students.
4. Define OIE guidelines to support student organizations programming.
5. Identify opportunities among existing programs on campus that may benefit internationals students.

Responsible
This strategy will be championed by the Director of International Education in collaboration with appropriate support units on campus.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Strong campus events.
2. Greater collaboration across international student organizations.
3. Programmatic opportunities for international students to integrate with domestic students.
4. Greater campus involvement in providing services to international students.
5. Clear guidelines for supporting student organizations and campus programming.

1.2.2. Facilitate the integration of international students to Emporia.

Actions:
1. Improve systems to identify international students’ needs.
2. Identify existing community outreach programs/initiatives on campus.
3. Nurture existing relationships with community members/organizations interested in working with and supporting international students.
4. Expand the network of community members interested in working with ESU international students.
5. Collaborate with Student Life in community outreach efforts.
6. Keep international students informed about the events taking place on and off campus via regular communication.
**Responsible**
This strategy will be championed by AVP of International Education in collaboration with Director of International Education and graduate assistants.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. Better data on students’ needs.
2. Stronger network for meeting students’ needs.
3. Alleviate the transportation need for international students.
4. An organic community outreach in coordination with existing similar programs.

1.2.3. Help international students adjust to the U.S. academic culture.

**Actions:**
1. Conduct workshops to introduce international students to the U.S. classroom culture.
2. Collaborate with Academic Affairs with professional development opportunities to integrate international students targeting staff and faculty members.
3. Revise advising mechanisms and improve communication between OIE and academic departments.
4. Secure greater participation of academic units in SWARM International.
5. Conduct regular workshops to advise students on the opportunities offered through their visa status: curricular practical training (CPT) and optional practical training (OPT).

**Responsible**
This strategy will be championed by AVP of International Education and Director of International Education, in collaboration with Administrative Specialist, Administrative Assistant, and Graduate Assistants.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. Streamlined advising processes for international students.
2. Better match between students’ language skills and their coursework.
3. Informed students about the options to work and obtain practical experience in the U.S.

*Goal 1.3. Revise information and publicity for ESU international education*
The OIE will serve as a marketing and publicity gateway to promote ESU in the international community.
Strategies

1.3.1. Launch the “Study in the Heart of America” publicity campaign

Actions:
1. Align publicity efforts with strategic countries identified for the period 2010-2013.
2. Collaborate with University Marketing to update ESU publicity and ensure adequate and pertinent information for prospective international students.
3. Conduct regular outreach efforts with international partners, EducationUSA advisers, and a selected group of international schools abroad.
4. Use the services of LearnHub to advertise ESU in the Indian market.
5. Attend selected student recruitment activities in the countries identified as strategic for the next three years.

Responsible
This strategy will be championed by Director of International Education in collaboration with Administrative Assistant and Administrative Specialist.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. An effective communicational strategy that promotes ESU to international students and partners.
2. Larger number of inquiries from international students thinking of ESU as an academic destination.
3. Inform future publicity efforts, based on the feedback from prospective students.
4. Growth in international enrollment.

1.3.2. Assess regularly the feedback received from publicity venues

Actions:
1. Analyze data drawn from US Journal and StudyUSA.
2. Analyze data drawn from Google analytics.
3. Share regularly the findings of the data with ESU leadership.
4. Define a protocol for processing the inquiries of prospective students.

Responsible
This strategy will be championed by the AVP of International Education in collaboration with Administrative Assistant.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Understand pervasive trends based on prospective students’ inquiries and consultations.
2. Inform decision-making based on the data received from prospective international students.
3. Identify new opportunities and markets for increasing international enrollment at ESU.

1.3.3. Revise and revamp the OIE website.

**Actions:**
1. Redesign the OIE website to address the needs of prospective and current students.
2. Refine the content published on the OIE website.
3. Make the OIE website more visually attractive.
4. Work with Marketing to ensure consistency in design with the University general website.
5. Update regularly the OIE website.

**Responsible**
This strategy will be championed by the AVP of International Education, Director of International Education in collaboration with Administrative Assistant and Administrative Specialist.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. The OIE website will serve as a portal for all inquiries related to international admission.
2. Updated and accurate information on the website for current students.
3. The OIE website will serve as a promotional tool for ESU.
Area 2. Study Abroad

Study abroad at ESU has been in flux for the past two years due to staff changes and absent leadership. The effects are visible. In the past two years, only a small number of students pursued semester or year-long studies abroad. In short-term programs, there is a lack of coordinated processes and procedures to plan and implement faculty-led programs.

Study abroad is a critical component of American college education. An academic overseas experience links with lofty goals such as securing U.S. economic competitiveness, protecting national security, and maintaining leadership in the world (commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). At the individual level, study abroad associates with valuable goals. Students become more passionate about their academic work; they acquire important career “skill sets,” and influence their perspective on world events (NAFSA, 2008). In addition, students and parents take into consideration study abroad offerings before making an admission decision. The State of Kansas is 25th in the country in student study abroad involvement relative to total enrollment (2 percent) and Emporia State University is slightly under that mark (Open doors, 2009; NCES, 2010).

Strengths

- ESU faculty is interested in expanding faculty-led programs and study abroad offering.
- ESU is part of the International Student Exchange Program (ISEP) network, which offers affordable opportunities to study abroad for one or two semesters in more than 150 universities and 42 countries.
- ESU has a large network of international partners, which could serve as a destination for study abroad.
- ESU has developed systems that allow students to embark on international studies.
- ESU offers financial incentives for faculty who lead study abroad programs.
- ESU offers financial incentives for students who decide to study abroad.

Weaknesses

- A small percentage of ESU students participate in study abroad programs.
- A very small percentage of ESU students participate in semester-long study abroad programs.
- There are perceived disincentives for studying abroad (e.g. delayed graduation, lower GPA, uncertainty about transferring credits from abroad, etc.)
- There are uncoordinated procedures for approving and planning faculty-led study abroad programs.
- There are inconsistencies in ESU faculty-led programs in terms of academic rigor.
- Study abroad destinations are misaligned relative to the countries represented on campus via international students.
- Few faculty-led programs utilize the resources available through partner institutions.
- A great concentration of ESU study abroad programs take place in English speaking countries (England, Australia, Scotland, and Bahamas).
- Academic departments associated with teaching licensures and certifications find real limitations to encourage students to study abroad.
- Study abroad programs are seldom assessed from the perspective of risk management, which represents a liability for ESU.
- University Admissions does not publicize to prospective students all the international opportunities offered at ESU.

**Opportunities**
- There are opportunities to increase the number of students participating in study abroad programs, particularly in semester-long programs.
- International students are a resource to promote student involvement in study abroad.
- Deans and department chairs would benefit from clear guidelines for approving study abroad programs.
- The OIE can provide leadership in all the stages involved in planning ESU study abroad programs.
- An advisory council for study abroad may help in some issues revolving study abroad. For example, 1) granting scholarship funds, 2) awarding faculty awards, 3) resolving issues of risk and management, 4) faculty recognition for internationalization initiatives.
- A robust study abroad program may be used as a highlight point to attract more students to ESU.

**Threats**
- Some students may be drawn to other universities in Kansas for their robust study abroad program.
- Contingencies associated with study abroad programs due to poor planning may try ESU administrators’ patience and attitude toward studying abroad.
- Study abroad programs are vulnerable to many external factors and require solid response protocol and mechanisms.
Goals and Strategies

Goal 2.1. Institutionalize faculty-led study abroad programs

Faculty-led programs are institutional programs because students enroll in ESU courses and obtain ESU credits. Also, students travel under the responsibility of an ESU faculty member who is being paid by ESU. Consequently, all faculty-led programs are defined by the law as “extension of the campus” and thus are subject to the same scrutiny relative to all campus programs. ESU liability is at stake in faculty-led programs and ESU has the responsibility to ensure study abroad programs are both safe and academically sound.

Strategies

2.1.1. Streamline processes to plan and approve ESU study abroad programs

Actions
1. Meet regularly with academic department chairs to streamline the planning and approval of faculty-led study abroad programs.
2. Meet regularly with faculty members interested in taking students abroad.
3. Set minimum requirements (credits, hours) for faculty-led programs.
4. Update the handbook for faculty members interested in leading study abroad programs.
5. Create a study abroad advisory council to review study abroad proposals.
6. Streamline processes with all the academic and administrative units involved in study abroad programs.

Responsible

This strategy will be championed by the Assistant Vice President of International Education in collaboration with Graduate Assistant and Associate Provost for Enrollment Management and Vice President for Strategic Partnerships.

Expected Outcomes

At the end of the period, the following outcomes are expected:
1. Clear guidelines for faculty members, academic chairpersons and deans in regards to the planning and execution of study abroad programs.
2. An advisory council that will offer guidance for study abroad proposals, particularly in safety and health issues.
3. Coordinated processes between OIE, Controller’s Office, and Registration.
4. Close collaboration between OIE and the faculty.
2.1.2. Introduce risk management and emergency response to all study abroad programs

**Actions**
1. Hold brown bag sessions with the faculty to introduce key concepts for studying abroad: 1) risk management and risk prevention, 2) due-diligence in study abroad, 3) student conduct.
2. Revise and update the faculty handbook for study abroad.
3. An advisory council that will review study abroad programs from the standpoint of safety and health.
4. Collaborate with other campus units to design and approve emergency protocols for ESU programs.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with a Graduate Assistant and Associate Provost for Enrollment Management and Vice President for Strategic Partnerships.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. Faculty will be more familiar with safety considerations that pertain to their program.
2. ESU will have university-wide approved protocols for safety, health and security issues related to study abroad.

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**Goal 2.2. Expand student involvement in study abroad programs**
During 2010-2013, the OIE will focus on creating the structure and systems to expand enrollment in study abroad programs. The priority will be student involvement in semester-long programs. To this end, the OIE will gather data to inform further development of programs and to ensure students are using the resources available for studying abroad.

**Strategies**

2.2.1. Understand students’ needs and preferences for studying abroad

**Actions**
1. Conduct a student needs assessment to inform the creation and expansion of ESU study abroad offering.
2. Design a database in Microsoft Access that will allow the OIE to collect and analyze data on students’ inquiries.
Responsible
This strategy will be championed by AVP of International Education in collaboration with a Graduate Assistant.

Expected Outcomes

1. Useful data to inform the OIE actions regarding study abroad.
2. Identify trends that may affect ESU study abroad offering.
3. Collaborate with the faculty to ensure alignment of students' needs and ESU study abroad offering.

2.2.2. Improve publicity and marketing for study abroad

Actions:

1. Attend classes to promote study abroad opportunities via ESU.
2. Hold study abroad fairs once a semester.
3. Create a database for all student inquiries and applications.
4. Communicate regularly with students who have expressed interest in studying abroad.
5. Review and update the OIE website pertaining to study abroad.
6. Promote on campus federal programs aimed to promote international studies such as the Gilman scholarship, the Boren scholarship, and the Fulbright program for U.S. students.
7. Utilize students who return from study abroad experiences as resources to motivate other students to study abroad.

Responsible
This strategy will be championed by AVP of International Education in collaboration with a Graduate Assistant.

Expected Outcomes
At the end of the period, the following outcomes are expected:

1. Greater number of students inquiring about study abroad.
2. Clear information about the programs available to students for study abroad.
3. More study abroad options.
4. An informative and visually attractive study abroad section in the OIE website.
5. More students participating in study abroad programs.
6. Campus-wide events to promote study abroad programs and international education in general.
2.2.3. Generate synergies between study abroad destinations and countries represented at ESU.

Actions:
1. Gauge students’ interest in study abroad relative to resources available through international partners.
2. Work with the faculty to launch short-term study abroad programs in collaboration with partner institutions.
3. Utilize ISEP students on campus to promote ISEP program and increase student participation.
4. Expand ESU partnerships according to students’ needs and preferences.

Responsible
This strategy will be championed by AVP of International Education in collaboration with a Graduate Assistant.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Larger number of students’ inquiring about study abroad opportunities.
2. Closer cooperation with some of ESU partners.
3. Facilitate student connection on campus: incoming and outgoing students from partner institutions.
4. Greater student participation in ISEP.

2.2.4. Design a student-teaching international program in collaboration with the Teachers College.

Actions
1. Collaborate with the dean of the Teachers College to determine Kansas guidelines for conducting student-teaching activities abroad.
2. Assess with current partners the possibility to develop student-teaching programs.
3. Develop new partnership to support ESU students for short-term student-teaching experiences.

Responsible
This strategy will be championed by AVP of International Education in coordination with the Dean of the Teachers College and corresponding department chairs.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. ESU will offer an outlet for students enrolled in teaching certificates and licensure the opportunity to have an international academic experience abroad.

2. Increase student participation in study abroad.
Area 3. Special Programs

U.S. colleges and universities find innovative ways for attracting international students, expanding international enrollment, and maintaining international presence. ESU has several international opportunities via special programs. Special programs enable us to attract a new type of student, with more defined needs, and driven by some discipline-specific requirements. Second, special programs offer opportunities to combine resources such as language courses, regular academic courses, and online instruction. During 2010-2013, the OIE will seek to expand special programs with the goal to meet the needs of a larger group of international students and expand international enrollment.

Strengths
- The OIE has vast experience working with international students who come on a short-term basis.
- The OIE has organized for the past eight years the Sakae summer program.
- ESU offers several courses online.
- ESU has a large network of international partner institutions.
- ESU has a strong Intensive English Program.
- ESU has a large alumni network living overseas.

Weaknesses
- ESU currently does not offer admissions to students interested in learning English only.
- The existence of ESU summer international program depends on a third party (Sakae program).
- ESU does not use its international alumni network.

Opportunities
- There is a market of students who wish to improve their English skills.
- Some inactive international partners may be revived via new programs.
- ESU could partner with Disney International College Program to offer an academic experience at ESU in combination with an academic practical training at Disney.
- ESU can obtain permission by the Kansas Board of Regents to recruit students for IEP.
- Robust alumni networks can help ESU to secure presence overseas and recruit students.

Threats
- Other universities in the Kansas attract international students for the instruction of English as a second language.
- Other universities in Kansas may create the Disney International Program.
Other U.S. universities may join Disney using an ESU international partner.

In the absence of an international alumni network, countries may stop sending students to ESU (case of Paraguay).

Goals and Strategies

**Goal 3.1. Create innovative ways to attract international students**
ESU has conducted in the past eight years a summer program offered exclusively to Japanese students, in collaboration with Sakae Institute of Study Abroad. In the past two years, enrollment of Japanese students has declined due to a shrinking college-age student population. The experience acquired by organizing, planning, and executing the Sakae summer program, has equipped the OIE with the capabilities to expand its summer programs to a wider audience. During the next years, the OIE will explore expanding the summer programs using different approaches.

**Strategies**

**3.1.1. Expand the ESU summer international program**

**Actions**

1. Request approval to offer a full IEP program, including a beginning, intermediate and advanced level.
2. Advertise ESU English programs with partner institutions and other advertising venues.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with Director of Intensive English Program, Director of Special Programs, and ESU leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:

1. ESU will offer a complete IEP program (i.e. beginners, intermediate and advanced levels).
2. More flexible enrollment for students interested in improving their English during the summer.
3. Larger IEP enrollment.

**3.1.2. Launch the ESU Disney International College Program**

**Actions**

1. Establish formal collaboration with Disney International College Program.
2. Create an ESU Disney program that includes academic work and programming.
3. Identify an academic unit to provide the academic component of the Disney International Program.
4. Advertise the ESU Disney International Program among international partner institutions.

**Responsible**
This strategy will be championed by the Director of Special Programs in collaboration with AVP of International Education and Administrative Specialist.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:

1. New and innovative ways to attract international students.
2. Larger international enrollment on short-term programs.
3. Stronger summer programs.
4. More active partnerships.
5. Greater involvement of international students in online courses.

**Goal 3.2. Develop alumni networks internationally**
With a growing population of international students, ESU is in a position to develop alumni networks abroad. During 2010-2013, the OIE will pave the path and acquire experience in developing alumni networks abroad and secure ESU international presence.

**Strategies**

**3.2.1. Collect and analyze data and determine priority countries in which ESU needs to develop alumni networks.**

**Actions**

1. Collect information about past and current efforts to contact international alumni.
2. Collect and analyze data on international alumni.
3. Engage the university leadership in a discussion about developing alumni networks overseas.
4. Determine which countries offer greater opportunities for ESU alumni networks.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with Director of Special Programs, the Alumni Center, and ESU leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:

1. Useful data on international students who graduated from ESU and returned to their home countries.
2. Create a plan of action based on the data available.
3.2.2. Pilot the first ESU alumni group in Paraguay

Actions
1. Collect data of Paraguayan students who graduated from ESU.
2. Develop a plan to collaborate with ESU alumni in Paraguay.

Responsible
This strategy will be championed by AVP of International Education in collaboration with Director of Special Programs, and ESU leadership.

Expected Outcomes
At the end of the period, the following outcomes are expected:
1. Renew the ESU presence in Paraguay.
Area 4. Intensive English Program

The ESU Intensive English Program (IEP) is critical for supporting the expansion of international enrollment. From the student perspective, the IEP offers linguistic preparation that allows students to succeed in a U.S. academic environment. The IEP introduces students to the American academic style and help them transition into the U.S. culture. From the organizational perspective, the IEP is critical to secure positive attitudes toward campus internationalization amid growing international enrollment.

Strengths

- IEP program has an accumulated experience of more than 40 years.
- Enrollment at IEP has grown steady in the past five years.
- ESU permanent staff is qualified and dedicated.
- IEP has shown flexibility in creating sections for beginner’s level when needed and appropriate.
- IEP has access to hire new talent from the M.A. in TESOL.
- IEP has started conversations with the Commission on English Language Accreditation (CEA) toward accreditation.

Weaknesses

- IEP does not offer English as a Second Language (ESL) courses for beginners.
- IEP cannot admit students interested exclusively in learning English.
- There is no data about IEP course evaluations from the past.
- The IEP program cannot transcribe its courses with credits.
- There is a campus misconception about poor IEP quality.
- There is poor documentation of IEP, its learning outcomes and class evaluations.
- A considerable number of students with weak English are being exempted from IEP English placement test.

Opportunities

- IEP has the capacity and flexibility to grow.
- IEP accreditation is an opportunity to expand the program for beginners in English.
- IEP accreditation is an opportunity to revise old practices that no longer meet the needs of students.
- IEP accreditation will add on campus recognition to the IEP.
- IEP is ready to take a “next step” and better serve the growing international student community.
Threats

- ESU loses revenues from its inability to admit non-degree seeking international students wishing to improve their English.
- The perception of low IEP quality may continue on campus if not corrected proactively.
- Failing to embrace accreditation may prevent IEP from taking the next step in the life of the program.

Goals and Strategies

Goal 4.1. Secure a quality English as a Second Language program for all international students.

During the 2010-2013 period, the OIE will focus on strengthening the IEP with the purpose to prepare students to succeed in the U.S. classroom. In addition, a quality program will help ESU with other goals such as expanding international enrollment and expanding the ESU international summer program.

Strategies

4.1.1. Raise the TOEFL/IELTS bar for assessing the English competency of incoming international students

Actions

1. Establish a higher TOEFL or IELTS score for assessing students' English competency.
2. Communicate the language requirement with prospective students in the literature sent for attracting international students.
3. Communicate with partner institutions about language requirements and threshold for assessing English competency.
4. Update the OIE website with language requirements and thresholds for assessing English competency.

Responsible

This strategy will be championed by AVP of International Education, Director of the IEP program, Director of International Education, and Administrative Specialist.

Expected Outcomes

At the end of the period, the following outcomes are expected:

1. Better prepared students for academic work at ESU.
2. Due diligence in assessing international students correctly about their ability to engage in academic work.
3. Greater faculty satisfaction regarding international students' language competency.
4.1.2. **Expand the IEP program to all English levels: beginner, intermediate and advanced.**

**Actions**
1. Work with the IEP teams to develop a complete IEP program.
2. Collaborate with ESU leadership to request to the Kansas Board of Regents permission to expand IEP.
3. Promote internationally ESU for English instruction.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with Director of the IEP.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. Complete English as second language program for international students.
2. Larger IEP enrollment.

4.1.3. **Secure IEP accreditation through the Commission of English Language Accreditation**

**Actions**
1. Analyze and utilize class evaluations.
2. Make available to the public the learning outcomes associated with each IEP level.
3. Pursue IEP accreditation.
4. Work with IEP staff to conduct a self-study.
5. Formally initiate and complete the accreditation process, according to the CEA accreditation guidelines.
6. Prepare IEP and campus for an accreditation site visit.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with Director of the IEP program and Director of International Education.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. A robust IEP with institutional processes and procedures.
2. Legitimacy and campus recognition for IEP.
3. A more attractive intensive English program for international students.
4.1.4. Attract international students to learn English

**Actions**

1. Collaborate with the ESU leadership to request and receive approval from the Kansas Board of Regents to offer IEP courses to international students interested in learning English.
2. Monitor the data that generates from media and advertising outlets.
3. Advertise ESU English programs with partner institutions and other advertising outlets.

**Responsible**

This strategy will be championed by Assistant Vice President of International Education in collaboration with Director of IEP, ESU leadership, and Administrative Assistant.

**Expected Outcomes**

At the end of the period, the following outcomes are expected:

1. A complete IEP program (i.e. beginners, intermediate and advanced levels).
2. Larger IEP enrollment.
Area 5. International Partnerships

ESU international partnerships are critical in explaining the growth of international enrollment in the past five years. This growth has been associated with three trends: 1) growing number of visiting students from partner institutions, 2) dual-degree students, 3) affiliation with recruiting agencies (e.g. Sakae, DAYCE).

**Strengths**
- ESU has a large number of international partners.
- Most ESU international partners are active.
- International partners are a source of revenue for ESU.
- Some partnerships have led to innovative academic arrangements (e.g. double-degree).
- International students drawn from partner universities help offset a decline in domestic student enrollment.
- ESU offers great value education for international students.

**Weakness**
- Some of the ESU partnerships are inactive.
- ESU has few active partnerships in the Middle East.
- Most partnerships are conceived for one-way student mobility: from a foreign university to ESU and not from ESU to a foreign university.
- ESU does not have partnerships in strategic countries for international enrollment. For example, Brazil, and India.
- Some activities that take place with international partners are not documented in affiliation agreements.
- International agreements do not differentiate students that will receive an ESU diploma from those who come for a short period.
- There is a pervasive, albeit narrow, definition that ESU value is defined by tuition price.

**Opportunities**
- Updating existing agreements and providing a framework for the academic activities that take place with partner institutions will help both ESU and the partner university.
- ESU may increase revenues by differentiating visiting students from degree-seeking students.
- Some of the inactive partnerships may be revived through new and innovative programs.
ESU may expand partnerships in countries currently underrepresented on campus.

**Threats**

- There is a perception that changing the conditions in which international partnerships operate will risk the inflow of international students.
- There is a perception that ESU is not appropriating the revenues that it should be from international enrollment.

**Goals and Strategies**

*Goal 5.1. Strengthen ESU international partnerships*

During 2010-2013, the OIE will compile all the international agreements and analyze the data of the academic mobility that has taken place between ESU and the corresponding institution. Similarly, the OIE will champion new partnerships in countries that represent growing opportunities for international enrollment.

**Strategies**

5.1.1. Revise existing ESU international partnerships

**Actions**

1. Analyze fit between the agreement and the activities that take place between ESU and corresponding international partners.
2. Revitalize agreements that have been inactive in the past.
3. Analyze the mutual benefits derived from the existing agreements.
4. Terminate agreements that are either inactive or unbeneﬁcial for ESU.

**Responsible**

This strategy will be championed by AVP of International Education in collaboration with the university leadership.

**Expected Outcomes**

At the end of the period, the following outcomes are expected:

1. More active international partners.
2. A stronger international network.
5.1.2. Renew ESU international partnerships to differentiate short-term from degree-seeking students.

**Actions**

1. Identify the institutional agreements that require updating.
2. Where appropriate and advisable, renegotiate international agreements.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with ESU leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:

1. A stronger international network.

5.1.3. Strengthen collaboration with ESU affiliate universities

**Actions**

1. Analyze opportunities within partner institutions to facilitate short-term faculty exchanges.
2. Establish guidelines to develop short-term faculty exchanges with partner universities.
3. Analyze opportunities to expand research collaboration between ESU and partner institutions.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with ESU leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:

1. International opportunities for faculty members.
2. Greater involvement of the faculty in international activities.
3. Greater faculty involvement with current partner institutions.
4. A stronger international network.

5.1.4. Expand partnerships in strategic countries

**Actions**

1. Visit critical countries and determine which areas represent potential for enrollment growth.
2. Identify academic areas that represent opportunities to expand international enrollment.
3. Champion new institutional partnerships.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with the university leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. New partnership in strategic countries.
2. Larger enrollment from strategic countries.

**5.1.5. Expand partnerships for study abroad**

**Actions**
1. Identify destinations of interest for ESU students.
2. Create new institutional partnerships for study abroad.

**Responsible**
This strategy will be championed by AVP of International Education in collaboration with the university leadership.

**Expected Outcomes**
At the end of the period, the following outcomes are expected:
1. More destinations available for study abroad.
2. Affordable destinations for study abroad.
3. A stronger international network.
Bibliography


