

**Appalachian**  
STATE UNIVERSITY  
**Office of International Education and Development**  
**2008/2009 Annual Report**



**Office of International Education and Development**  
Appalachian State University  
Boone, North Carolina 28608-2083

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# EXECUTIVE SUMMARY

## MAJOR ACCOMPLISHMENTS

### Developing Students' Global Competencies

- During the 2008/09 academic year, a total of 669 students studied abroad. This represents 4% of the total student population at Appalachian. Appalachian continues to make steady progress in increasing the education abroad numbers. According to the Institute of International Education's (IIE) *2008 Open Doors Report*, Appalachian ranks 8<sup>th</sup> nationally among the comprehensive master's institutions for the number of total undergraduate and graduate students participating in education abroad experiences; and 3<sup>rd</sup> among the same institution for the number of students who study abroad for short-term.
- In the last three years, Appalachian has experienced a significant increase in the number of pre-service teachers who are selecting to do a portion of their student teaching abroad. In 2005/06, only 4.3% of the students who studied abroad for a semester or a year were student teachers; this number has jumped to 12.3% in 2007/08 and 17% in 2008/09. This increase is an indication of a commitment of the Reich College of Education to provide pre-service teachers with a global education. OIED has developed a very close relationship with the Reich College of Education in an effort to provide pre-service teacher with a global education.
- In 2007/08, OIED, in collaboration with the Office of Student Development, initiated a special effort to increase the number of students of color who are taking advantage of study abroad opportunities. The goal is to diversify the background of students who are participating in education abroad. During the 2008/09 academic year, 82 students of color (12.5%) participated in education abroad experiences compared to 46 students (8%) in 2007/07 and 41 students (7%) in 2006/07. Our numbers are still low compared to the national average of 17%. These numbers indicate that our special efforts are producing the desired results and we are moving in the right direction.
- Since 2006/07, OIED has embarked on an effort to diversify education abroad sites available to Appalachian students by developing new sites. Consequently, during the 2008/09 academic year, Appalachian signed new agreements with nine institutions in Egypt (2); China (2); South Africa (4); and Taiwan (1). OIED continued to explore other countries around the world where Appalachian students could travel and receive good experiences. The goal is to open up other parts of the world and to diversify students' education abroad experiences.
- **Scholarships for Study Abroad Students:** During the 2008/09 academic year, OIED created the "T. Marvin Williamsen Study Abroad Scholarship Program" in order to support students'

interest to study abroad. This program will provide \$25,000 annually to Appalachian students to study abroad for short-term and long-term. More than \$85,000 has already been raised for this scholarship program. Additionally, friends, family, and members of International Appalachian (INTAPP), established the “Go Abroad – International Appalachian Scholarship” endowment to support Appalachian students to study abroad. This endowment was established with a donation of \$25,000. Furthermore, the “Kathryn ‘Kate’ Stout Memorial Study Abroad Scholarship” fund has been established with a goal of raising \$25,000 for the endowment to support Appalachian students studying abroad, especially those going to China. OIED’s goal is to create one university-wide committee that will oversee the disbursements of these funds to students based on a transparent and open process.

### **Welcoming International Students and Hosting International Scholars/Visitors**

- **International Students on Campus:** One hundred and forty (146) international students were enrolled at Appalachian during the reporting period: 56 undergraduate degree-seeking students, 32 graduate degree-seeking students, and 58 exchange students (see Table 6). The international students on campus during the 2008/09 academic year represent a 33% growth over the 2007/08 academic year. This growth is welcome news against one of the main critiques of the just completed American Council on Education (ACE) Internationalization Laboratory report which found Appalachian’s relatively low international student numbers unacceptable. Eight (8) international students participated in the post-graduation optional practical training (OPT). This was the largest number of new international students at Appalachian. International students at Appalachian came from 55 different countries.
- **International Visiting Scholars:** During the 2008/09 academic year, Appalachian hosted 14 international visiting scholars in seven academic departments. These scholars came from seven different countries. OIED provided visa assistance, housing, ground transportation support, stipends, health insurance coverage, and other types of support to these visiting international scholars. These scholars taught classes, held seminars, collaborated with Appalachian faculty on research projects and made presentations to various segments of the campus and local community, thus enriching the experience of our students, the campus community, and the local community at large.
- **International Visitors:** During the reporting period, OIED directly hosted 73 international visitors, many of whom came on short-term training programs or from Appalachian’s partners abroad. OIED spent \$13,165 to host international visitors. The countries from where these visitors came include: Belgium, Brazil, Egypt, France, Germany, Pakistan, Poland, South Africa, Spain, and Taiwan. The duration of stay at Appalachian for these visitors ranged from two days to six weeks.
- **Expanded Social and Cultural Programming for International Students:** During the 2008/09, OIED expanded social and cultural programming activities for international students. These activities are designed to expose international students to a variety of American cultural elements: (1) a series of activities and excursions were conducted under a program entitled,

“**This too is America**”; (2) **International Connections Activities and Excursions Web Board**, a program that matches international students with host families before they arrive in the U.S. to help adjust to life in the U.S. quickly and an INTAPP program called “App Peers” matches international students with American students; (3) **International Intellectual Resource Network**, a new database of all international students and scholars at Appalachian who are willing to participate in classes as guest speakers and/or willing to provide useful information about their countries to assist Appalachian faculty members conducting research projects in those countries; and (4) **International Coffee Hour**, an activity that brings international students, U.S. students, faculty, staff and the community together each Friday afternoon in Whitewater Café of the Student union to enjoy international food, entertainment, conversation and short presentations.

### **Developing Faculty and Staff’s Global Competencies**

- During the 2008/09 academic year, faculty/staff international travel was severely impacted by the economic crisis, budget cuts, and travel freeze. OIED supported 29 faculty members and staff to travel abroad to attend conferences, conduct research, teach for short-term, and visit partner institutions. These faculty members have traveled to diverse countries in Africa (4), Asia (2), Europe (13), Latin America (6), North America (8); and Oceania (3). In 2007/08 OIED supported 55 faculty/staff. The OIED’s financial support totaled \$60,635 for the 2008/09 academic year.
- OIED financially supported two faculty members’ participation in semester or year-long International Scholarly Assignments in France and New Zealand. These faculty members continued to receive full salary and benefits from Appalachian while they were abroad. OIED provided backfill money to the departments of the faculty participating in the exchanges and paid for travel to and from the exchange countries. Appalachian supported the two faculty members with a total of \$207,647 in salaries, backfill money, international travel, and health insurance costs.

### **International Outreach**

- **Chinese Film Festival and Cultural Presentations:** The Chinese Film Series and Cultural Presentations took place October 2008 in collaboration with the Turchin Center for Visual Arts’ (TVCA) exhibit of “Dancing with the Dragons” and their visiting artists-in-residence, Zheng Xuewu and Guo Xinxin. Field trips were sponsored through TVCA and OIED for 7<sup>th</sup> grade Watauga County Public Schools social studies classes to provide tours of the exhibits, followed by cultural presentations made by Xinxin and Zheng Xuewu. OIED sponsored the public performance licenses for four highly reputed and varied Chinese films, along with scheduling post-film discussion moderators.
- **DOORWAYS International Presentation Series:** During the 2008/09 academic year, OIED became a co-sponsor, together with the Belk Library, of the DOORWAYS international lecture presentation series featuring visiting international and U.S. faculty and international students or returning study abroad students at Appalachian who have been involved in international research, study, or service learning projects abroad. The goal is to provide a platform for faculty, staff and

students to share their research and knowledge on international issues, build relationships among people on campus based on their international interest, and at the same time, help to highlight the library's international resources.

- **The World in Words (WIW):** This program piloted as an exploratory language program during the 2008/09 academic year for children in grades K-8 in the Watauga County Public Schools. The purpose of this program was to spark the interest and curiosity among elementary school children for wanting to learn other languages and about other world cultures. The seven languages that were offered include: Arabic, Chinese, French, Germany, Hindustani, Portuguese, and Russian. Participants were exposed to each language through a wide variety of language activities, games, and songs.
- **Global Education Workshop for K-12 Teachers:** OIED offered its first Annual Global Education Professional Development Workshop for K-12 teachers and pre-service teachers in November 2008. Seventy (70) individuals attended the workshop representing eight county public school districts: Alexander, Ashe, Avery, Burke, Caldwell, Catawba, Watauga, and Wilkes.
- **Fulbright Teacher Exchange:** OIED assisted Watauga High School's Principal, Michael Wyant, to sponsor Mr. Malanka Motlhoioa, a one-way Fulbright Teacher. Mr. Motlhoioa, a Math teacher and Assistant Principal from Bloemfontein (South Africa), is the first Fulbright Teacher to Watauga County. Mr. Motlhoioa arrived in January 2009 and will be at Watauga High School until January 2010.

### **International Research and Development**

- **New Funded Projects:** During the reporting period, OIED submitted eight (8) project proposals with a cumulative value of \$1,293,644. Only one project was awarded, the Curriculum Development program for five public universities in Kurdistan and technical assistance to the Ministry of Higher Education and Scientific Research (January - December 2009) with a value of \$231,427.
- **Short-Term Training Projects:** During the reporting period, OIED implemented two short-term projects that were awarded during the 2007/08 academic year: (1) *Egypt – Preparing Faculties of Specific Education and Faculties of Kindergarten for Accreditation* for 33 Egyptian educators, July/August 2008 (\$125,231) and (2) *Pakistan Fulbright Teacher Exchange Program* for 13 biology teachers, July/August 2008 (\$143,727).
- **BOOM-Carolinas Project (BIE Grant):** OIED, in collaboration with the Walker College of Business continued the implementation of the BOOM-Carolina project. During the reporting period, one faculty member from Bishop Heber College in India spent a semester teaching in the Department of Management in the Walker College of Business.

- **Kurdistan Curriculum Development Program:** During the reporting period, Appalachian received a grant to implement a curriculum development program with five public universities in Kurdistan and provide technical assistance to the Ministry of Higher Education and Scientific Research. The Reich College of Education, five Appalachian departments (Biology, Chemistry, Computer Sciences, English, and Sociology), and 16 faculty members are participating in this project. Ten (10) of these 16 have or will travel to Kurdistan as part of the project activities.

### Organizational Development

- **Visit to Partner Institutions Abroad:** During the reporting period, OIED staff and University officials visited 000 partner institutions in Costa Rica, Poland, Italy, South Africa, Egypt, Kurdistan, and Taiwan. Most of these visits resulted in the signing of institutional agreements to expand Appalachian's footprints around the world.
- **American Council on Education (ACE) Internationalization Lab:** During the 2008/09 academic year, Appalachian completed its participation in the ACE's Internationalization Laboratory. Participation in the ACE Internationalization Laboratory has assisted Appalachian in (1) development of its internationalization mission, vision, and values statements; (2) review of current internationalization efforts; (3) articulation of students' global learning outcomes and assessment plan; and (4) development of recommendations to deepen and improve Appalachian's internationalization efforts. The overall impression was of a university engaged in a great deal of activities; however, these activities are fragmented, disjointed, and not widely reported to others within the University and sometimes within the same department. The Internationalization Laboratory Leadership Team also developed a set of global learning outcomes for all students who graduate from Appalachian (regardless of degree program).

### NEW INITIATIVES

- **Appalachian's Internationalization Strategic Plan:** During the 2008/09 academic year, the International Education Council started work on developing a university-wide internationalization strategic plan. The strategic plan will have four priority areas: (1) internationalization of the curriculum, (2) international student recruitment, retention, and alumni services, (3) international research and faculty development, and (4) international community outreach. It is expected that the final strategic plan will be presented to the Provost for his approval in spring 2010.
- **"Global-to-Local Freshman Experience" in Costa Rica:** In support of Appalachian's General Education Goal III, "Making Local to Global Connections" and Goal IV, "Understanding the Responsibilities of Community Membership," OIED and the Office of General Education are presently developing a "Global to Local Freshman Experience" in Costa Rica. Appalachian is planning to enroll 40-60 freshmen in a 10-day program to Costa Rica in early August 2010. We hope that early exposure to studying abroad will also increase the number of students who will pursue a semester or year abroad program in the future and will convey the relevance of studying

a foreign language early in their academic career.

- **New Model of Study Abroad:** During the 2008/09, OIED in collaboration with the Department of Foreign Languages and Department of Religion and Philosophy, designed and experimented with new study abroad model that combines both direct enrollment at a partner university in China (Soochow University) for four weeks of intensive Chinese language learning leading to nine (9) credit hours and a traditional four-week faculty-led program yielding six (6) credit hours in Philosophy/History. In order to meet new requirements of four programs at Appalachian (International Business, Global Studies, Honors Study Abroad, and Watauga Global Community) which require a minimum of 12 weeks of study abroad, an option was offered for students who wished to return to Soochow University for additional four weeks of a follow up period of focused language study for three (3) hours of credit. After implementing it for a second year in China, OIED may try to scale up this model and implement it in other countries, especially where language learning is involved.
- **The Taiwan Initiative:** In March 2009, Appalachian signed an agreement with Ching Yun University (CYU) in Jongli, Taiwan. This Agreement, the first of three that will be signed with Taiwanese universities, has opened up new opportunities for Appalachian. Several activities have already been initiated under the new Agreement. Two Appalachian faculty members from the Department of Technology traveled to CYU and spent two weeks conducting seminars on renewable and green energy. CYU is has a strong emphasis on green energy. While at CYU, Appalachian faculty and their counterparts developed three joint project proposals that were submitted to the Taiwanese funding agency. If funded, these projects will increase collaboration between the two institutions. Also, eight (8) CYU students enrolled in the first summer session at Appalachian (May 25 – June 26, 2009). In June 2009, Dr. Ta-Wei Lee, President of CYU visited Appalachian to nurture and continue fostering the relationships. In June/July 2009, Appalachian hosted two faculty members from CYU who came to study and understand Appalachian's renewable energy and sustainability programs.
- **International Business Traveler Health Insurance for Appalachian Personnel:** During the 2008/09 academic year, OIED was tasked with the responsibility of implementing a university-wide international business traveler health insurance policy. This means that any Appalachian employee who travels abroad on university business must be covered by this insurance to reduce risk to the University. The first year of implementing this policy has been successful.

## MAJOR CHALLENGES/OPPORTUNITIES

- **Financial Aid for Study Abroad:** Appalachian's Financial Aid Office continues to interpret financial aid regulations conservatively, resulting providing less money for students to study abroad. The ACE Internationalization Laboratory Peer Review Team made the following recommendation regarding financial aid for study abroad:

To increase the number of students who study abroad, the OIED can develop some white papers for both academic advisers and the parents of Appalachian State students about how study abroad is an investment in a student's future, not just a frill. Similarly, if a student receives financial aid, a loan for a study abroad program should not be considered a burden but a means of giving a student a competitive edge in a globally competitive world. Changing perceptions about the value of study abroad is a challenge worth addressing.

Additionally, OIED spends an inordinate amount of time providing supporting documentation to the Financial Aid Office for study abroad students. OIED will continue to work with the Financial Aid Office and others on campus to address this serious issue. On the other hand, we appreciate the fact the Financial Aid Office has added information on study abroad on its website. This is a good progress in the right direction.

- **Admission of non-Appalachian Students in Faculty-Led Programs:** During the reporting period, OIED encountered major obstacles in admitting non-Appalachian students into the faculty-led programs. Based on this year's experience it appears to be that it will become more difficult and unlikely to recruit non-Appalachian students in our programs unless the process is revisited.
- **Registration of Incoming International Exchange Students:** Appalachian does not currently have a system that enables incoming exchange students to register on their own in courses they select once admitted to the university. The Assistant Director for International Exchanges and Study Abroad spends an inordinate amount of time figuring out for each individual exchange student: If preferred courses are offered for the term, if each course is open, and what the pre-requisites are for each course. If a student meets the pre-requisites for each course listed, then the Assistant Director for International Exchanges and Study Abroad must contact the appropriate professors individually to request permission to enroll that exchange student. This is a process that is repeated for all exchange students. Perhaps this task would be better assigned to a member of the professional advising staff as is already the case with degree-seeking internationals. None of the study abroad staff in our sister schools have this responsibility.
- **U.S. Department of Labor PERM Audits:** In spring of 2008, OIED received and responded to requests for nine U.S. Department of Labor audits of PERM petitions. These (Permanent Residency) petitions for a Labor Certification of an international faculty supported by Appalachian are a crucial first step toward the Green Card (Permanent Residency). OIED responded in timely manner to these first-ever audits, however, one year later they are still "under review." According to Ms. Margaret Wheeler, Immigration Attorney for the UNC system, there are more than 60 of these cases pending among the 16 UNC system institutions: all unresolved.
- **Scholarships for International Students:** One of the limiting factors for Appalachian's ability to attract an increasing number of talented degree-seeking international students is lack of scholarships and other forms of financial assistance. Appalachian also has limited out-of-state waivers that can be made available to international students. Given Appalachian's goal of increasing the number of international students on campus through purposeful recruitment, there

is a great need for creating a new scholarship fund and other financial assistance for international students. In the long-term, there is a need to create an International Endowment Fund to provide financial support to international students. At the graduate level, increasing an externally funded research project might also be another avenue that could generate financial resources to support international students.

# I. INTRODUCTION

The Office of International Education and Development (OIED) is pleased to present its annual report for the 2008/09 academic year. This was a productive but challenging academic year. The economic crisis in the country in the State of North Carolina had very serious impact on various programmatic activities. Nevertheless, the dedicated OIED staff continued to work hard to meet high expectations of the campus community.

During the 2008/09 academic year, the campus community through the American Council on Education's Internationalization Laboratory Leadership Team and the International Education Council developed the internationalization mission, vision, and values for the university:

**Mission:** The mission of Appalachian State University is to develop awareness, knowledge, appreciation, and respect of cultural differences in both domestic and international contexts in its students, faculty, staff and the surrounding communities. The University is also dedicated to creating a campus environment that builds the theoretical and practical skills needed to interact effectively in a global society.

**Vision:** Appalachian will be an institution of national and international repute that incorporates global content into its curriculum, co-curriculum, research and service to enhance the relevance of its educational programs in an interdependent world, resulting in graduates who are knowledgeable and responsible global citizens and leaders.

**Core Values:** Appalachian faculty members, staff, and students are committed to:

- Active international scholarship.
- Globally infused curriculum and co-curriculum.
- Cross-cultural tolerance, respect and sensitivity.
- International diversity of students, faculty, and staff.
- Traditional and non-traditional international education.
- Engagement in the global community.

This report outlines major accomplishments, points out major challenges/opportunities, and discusses some new and unique initiatives.

## II. MAJOR ACCOMPLISHMENTS

### A. Developing Students' Global Competencies

- **Study Abroad Numbers at Appalachian:** During the 2008/09 academic year, a total of 669 students studied abroad (see Table 1 below for comparative data from two previous academic years). This represents 4% of the total student population at Appalachian. Appalachian continues to make steady progress in increasing the education abroad numbers. According to the Institute of International Education's (IIE) *2008 Open Doors Report*, Appalachian ranks 8<sup>th</sup> nationally among the comprehensive master's institutions for the number of total undergraduate and graduate students participating in education abroad experiences; and 3<sup>rd</sup> among the same institution for the number of students who study abroad for short-term.

**TABLE 1: STUDY ABROAD DATA FOR 2006/07 – 2008/09**

<b>PROGRAM TYPE</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
Long-Term Study Abroad	140	121	131
Faculty-Led Programs	464	478	538
<b>TOTAL</b>	<b>604</b>	<b>599</b>	<b>669</b>

- **Short-Term Faculty-Led Study Abroad at Appalachian:** During the reporting period, 538 students studied abroad for short-term through the Appalachian Overseas Education Programs. This represents an 11.7% increase compared to the previous year. Based on this figure 15.8% of Appalachian students participated in faculty-led study abroad programs during the 2008-09 academic year (17.43% at the undergraduate level and 9.54% at the graduate level). The *2008 Open Doors* data regarding the duration of study abroad indicate that participants in short-term programs account for an average of 60.8% of all students studying abroad. Appalachian ranks well above the national average with student participants in short-term programs generally accounting for 76-80% of the all study abroad students at the university.
  - The ratio of female to male students studying abroad on short-term programs changed dramatically. While in 2007/08 we had a ratio of 58% female participants to 42% male participants, current data show a shift of 2:1 (66% female vs. 34% male students). The female/male ratio of the 2008/09 academic year is comparable national data of 65:35. While the number of minority participants increased from 7.4 % (2007-08) to 12% (2008-09), this is still below the national average.
  - Nineteen (19) new faculty members expressed interest and offered a first time faculty-led study abroad program. All 19 faculty members submitted program proposals that

were approved by the Appalachian Overseas Education Programs Committee. Of the 19 new faculty members, 11 were able to successfully recruiting sufficient students for their programs. Eight faculty members were not able to recruit sufficient number of students or faced political instability in their target country and their programs were canceled.

- During the 2008/09 academic year, Appalachian expanded its program sites/countries to include new programs in Ecuador, Russia, Brazil, China, South Africa, Czech Republic, Jamaica, India, Madagascar, Ireland, United Kingdom, and Germany. The Trier (Germany) program expanded its focus and was organized in a collaborative, interdisciplinary effort between four departments (Foreign Languages, History, Sociology, Business) and introduces students to the historical, economic, cultural, linguistic and sociological issues facing Germany today.
- Based on the 2008 *Open Doors* data, Appalachian's freshman and sophomore students are participating in short-term study abroad program at 65% higher than the national average participant numbers are 65% higher than the average national numbers published in the Open Doors. Also, Appalachia's graduate student participation in short-term programs is above the national average as well: 12.73% of all students who studied abroad on faculty-led programs were graduate students, compared to 4.6% nationally. The College of Business is contributing significantly with a graduate participation rate of over 80%.
- During the reporting period, the majority of short-term study abroad students (38.2%) participated in programs in Europe (vs. 36% in 2007/08) followed by Latin America at 36.5% (vs. 42% in 2007/08). The enrollment numbers in Asia increased to 15.4% (vs. 13% in 2007/08), followed by Africa (5.6% compared to 4.4% in 2007/08) and Oceania (4.3% compared to 4.6% in 2007/08). In these numbers, we note a sustained level of interest in Latin America and an increased interest in Africa. In the last two years, Appalachian has placed an emphasis on establishing new sites in non-tradition locations and students seem to be responding positively to these efforts.
- The short-term study abroad programs generated revenue of \$1.34 million during the 2008/09 academic year compared to \$1.19 million in 2007/08. This number does not reflect any tuition revenue generated by program participants. The recruitment efforts were seriously impaired by a number of factors including; major financial obstacles due to the declining American economy, medical concerns about a possible swine flu pandemic, admission problems with non-Appalachian students participating in the programs, students' medical withdrawals and mental health issues.
- **Long-Term Study Abroad at Appalachian:** During the 2007/08 academic year, a total of 131 students studied abroad for a semester or a year compared to 121 students in 2006/07 (see Table 1 above). This is 20% of all students who studied abroad for the 2008/09 academic year. According to the 2008 *Open Doors Report*, the "semester-abroad" model now attracts 36% of all students studying abroad, while only 4% spent a full academic or calendar year abroad in

2006/07. Our semester and year-long numbers have increased compared to the 2007/08 academic year but have not yet reached the 2006/07 levels of 140 students. This number decreased to 47.2% in 2005/06. This increase can be attributed to the staff's commitment to provide more student access to one-on-one advising.

- During the 2008/09 academic year there was a 22% increase in attendance at the study abroad information sessions (425 students attended the study abroad information sessions in 2007/08). Another significant increase is in the number of individual advising appointments made after students attended the information sessions: only 169 students received individualized advising in 2007/08 compared to 349 students in 2008/09. These individual advising sessions are critical to the successful application process. We hope that this increase in information session attendance will result in a significant increase in students who study abroad for the 2009/10 academic year.
- The majority of Appalachian students (56%) who went abroad for a semester or a year in 2008/09 studied in Europe. This is a slight decrease from 58.2% in 2007/08. The Latin America and the Caribbean region has attracted 26% of the students while 8.2% of the students studied in the Oceania. After increasing from 18% in 2006/07, the number of students who are choosing to study in Latin America and the Caribbean has remained constant at 26% in both 2007/08 and 2008/09. In the last two years, we have also noticed a decrease in the number of students selecting to study in the Oceania: 7.6% in 2008/09; 8.2% in 2007/08; and 14.5% in 2006/07. Having peaked at 3% in 2007/08, students showed less interest in studying in Africa with their numbers decreasing to 0.8% during the reporting period. We have also noticed a continuous decline in the number of students who are choosing to study in Asia from 9.3% in 2006/07 to 5% in 2007/08 to 3% in 2008/09.

**TABLE 2: STUDY ABROAD DESTINATIONS BY REGION FOR NON-FACULTY-LED PROGRAMS**

<b>REGION</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
Africa	1	4	1
Asia	13	7	4
Europe	80	66	73
Latin America	26	21	41
Middle East	1	2	1
Multi-regions	0	2	1
Oceania	19	10	10
North America	0	0	1

Note that totals may not match because not all entries in the database included the countries.

- Over the last three years, there has been an appreciable increase in the number of students who study abroad for a semester or a year through Appalachian's bilateral study abroad programs at partner institutions: from 34.3% in 2006/07 to 49.6% in 2008/09 (see Table 3). There is also a noticeable increase in the number of students who are selecting to study abroad through the International Student Exchange Program (ISEP): from 7.1% in 2006/07 to 13.7% in 2008/09. At the same time, the number of students who are selecting to go abroad through private providers or to directly enroll at foreign institutions has been declining from 52.9% in 2006/07 to 29.8% in 2008/09. This data demonstrates that Appalachian's effort to work closely and more effectively with its partner institutions abroad is bearing results. Traditionally, independent providers' programs are more expensive than those that are offered through Appalachian's partner institutions abroad. The increase in ISEP's choice for students may be an indication of their desire to study in locations where Appalachian may not have partner institutions.

**TABLE 3: HOW APPALACHIAN STUDENTS CHOOSE TO TRAVEL ABROAD**

<b>STUDY ABROAD PROGRAM PROVIDER</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
Appalachian Bilateral Study Abroad Program	34.3%	48.0%	49.6%
University of North Carolina Exchange Program (UNCEP)	5.7%	8.2%	6.9%
International Student Exchange Program (ISEP)	7.1%	5.0%	13.7%
Independent Study Abroad Program Providers	52.9%	38.8%	29.8%

- In the last three years, Appalachian has experienced a significant increase in the number of pre-service teachers who are selecting to do a portion of their student teaching abroad (see Table 4).

**TABLE 4: STUDENT TEACHING ABROAD**

<b>COUNTRY</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
Costa Rica	4	6	11
Ireland	2	7	5
Mexico	0	2	5
Kenya	0	0	1
<b>TOTAL</b>	<b>6</b>	<b>15</b>	<b>22</b>
<b>Percentage of Long-term Study Abroad Students</b>	<b>4.3%</b>	<b>12.3%</b>	<b>17%</b>

In 2005/06, only 4.3% of the students who studied abroad for a semester or a year were student teachers; this number has jumped to 12.3% in 2007/08 and 17% in 2008/09. This increase is an indication of a commitment of the Reich College of Education to provide

pre-service teachers with a global education. OIED has developed a very close relationship with the Reich College of Education in an effort to provide pre-service teacher with a global education.

- **New Study Abroad Sites:** Since 2006/07, OIED has embarked on an effort to diversify education abroad sites available to Appalachian students by developing new sites. Consequently, during the 2008/09 academic year, Appalachian signed new agreements with nine institutions in Egypt (2); China (2); South Africa (4); and Taiwan (1). OIED continued to explore other countries around the world where Appalachian students could travel and receive good experiences. The goal is to open up other parts of the world and to diversify students’ education abroad experiences.
- **Ethnicity and Study Abroad at Appalachian:** In 2007/08, OIED, in collaboration with the Office of Student Development, initiated a special effort to increase the number of students of color who are taking advantage of study abroad opportunities. The goal is to diversify the background of students who are participating in education abroad. During the 2008/09 academic year, 82 students of color (12.5%) participated in education abroad experiences compared to 46 students (8%) in 2007/07 and 41 students (7%) in 2006/07 (see Table 5). Our numbers are still low compared to the national average of 17%. These numbers indicate that our special efforts are producing the desired results and we are moving in the right direction.

**TABLE 5: STUDY ABROAD DATA BY ETHNICITY**

Ethnicity	2006/07		2007/08		2008/09	
	Faculty-led	Non Faculty-led	Faculty-led	Non Faculty-Led	Faculty-Led	Non Faculty-Led
Caucasian	426	125	431	111	463	112
Asian/Pacific Islander	0	3	6	0	16	1
Hispanic	6	4	12	3	15	6
African American	10	1	3	1	9	1
Native American/ Alaskan Native	1	0	1	1	0	0
Multiracial and Other	9	7	13	6	23	11
<b>TOTAL</b>	<b>452</b>	<b>140</b>	<b>466</b>	<b>122</b>	<b>526</b>	<b>131</b>

- **Scholarships for Study Abroad Students:** During the 2008/09 academic year, OIED created the “T. Marvin Williamsen Study Abroad Scholarship Program” in order to support students’ interest to study abroad. This program will provide \$25,000 annually to Appalachian students to study abroad for short-term and long-term. More than \$85,000 has already been raised for this scholarship program. Additionally, friends, family, and members of International Appalachian

(INTAPP), established the “Go Abroad – International Appalachian Scholarship” endowment to support Appalachian students to study abroad. This endowment was established with a donation of \$25,000. Furthermore, the “Kathryn ‘Kate’ Stout Memorial Study Abroad Scholarship” fund has been established with a goal of raising \$25,000 for the endowment to support Appalachian students studying abroad, especially those going to China. OIED’s goal is to create one university-wide committee that will oversee the disbursements of these funds to students based on a transparent and open process.

This is a great success in a short period of time given that historically, OIED has had only \$10,000 per year devoted to providing scholarships to support students who wish to participate in long-term study abroad experiences. In the long-term, there is a need to create a much larger Education Abroad Endowment Fund to ensure that Appalachian students who want to study abroad are supported financially to do so.

**B. Welcoming International Students and Hosting International Scholars/Visitors**

- International Students on Campus:** One hundred and forty (146) international students were enrolled at Appalachian during the reporting period: 56 undergraduate degree-seeking students, 32 graduate degree-seeking students, and 58 exchange students (see Table 6). The international students on campus during the 2008/09 academic year represent a 33% growth over the 2007/08 academic year. This growth is welcome news against one of the main critiques of the just completed American Council on Education (ACE) Internationalization Laboratory report which found Appalachian’s relatively low international student numbers unacceptable. Eight (8) international students participated in the post-graduation optional practical training (OPT). This was the largest number of new international students at Appalachian. International students at Appalachian represented 55 different countries. These students enhanced the cross-cultural experiences of American students on campus and enriched discussions in the classrooms. The students also participated in the AS•U•GO International Outreach Program where they made dozens of presentations at local K-12 schools. They fully participated in our fall International Café and made it more than usually successful. They joined in the Chinese New Year Celebration and made it among the most well attended events of the year. They came out in large numbers for a range of INTAPP events, notably the spring International Ball.

**TABLE 6: INTERNATIONAL STUDENTS AT APPALACHIAN**

CATEGORY	2006/07		2007/08		2008/09	
	UGrad	Grad	UGrad	Grad	UGrad	Grad
F-1 Student Visa Holders	22	14	28	21	35	22
J-1 Visitors Visa Holders	27	0	28	0	58	0
Permanent Residents	-	-	31	2	21	10
<b>TOTAL</b>	<b>49</b>	<b>14</b>	<b>87</b>	<b>23</b>	<b>114</b>	<b>32</b>

- ***fsaATLAS Software:*** The installation of the *fsaATLAS* software to meet the needs of ever-changing immigration rules and regulations under the Student and Exchange Visitor Information System (SEVIS) reporting requirements mandated by the Department of Homeland Security was completed during the reporting period. This summer OIED will introduce the software to a variety of view-only users around the campus. The *fsaATLAS* software will help Appalachian to comply with the newest SEVIS changes and better support international students and scholars. This software provides key functions, including: comprehensive case management tracking, dynamic reporting capabilities on all fields in the system, elimination of non-SEVIS form manual entry, and management, and organization of student and scholar changes. The *fsaATLAS* will be a very significant database management step for OIED and Appalachian.
- **Application Process for International Students:** OIED worked with the office of undergraduate and graduate admissions to amend the application process to ensure the receipt of all necessary information to accurately create the I-20 forms (F-1 visa application documents) upon a student's admission. One example is the addition of a "country of birth" question to the application: a question whose answer is required to complete an I-20. Past practice required that OIED to assume that citizenship was the same as the birth country. The I-20 documents are submitted to Homeland Security, using the batch process in the new *fsaATLAS* software within 24 hours of a student's snapshot admission approval being received in OIED. Upon approval and issuance of the I-20 document, the Undergraduate Admissions Office is then responsible for mailing one package containing that I-20 visa document, other welcome information from OIED, and notice of admission and associated materials. This new standard operating procedure is more efficient than past practice and avoids double mailing costs. Both the Admissions Office and OIED believe that this practice of quickly sending both visa and acceptance letters at once is a proactive recruitment tool.
- **Orientation for New International Students:** OIED hosted 38 new international students at orientation in fall 2008 and 19 new international students in spring 2009. In response to two international student need surveys conducted during the 2008/09 academic year, the international student orientation has been reorganized. Future sessions will be spread further apart and held at various locations. This will alleviate the student-fatigue experienced from being in the same one room all day long. On the same needs-survey, international students expressed other needs which OIED now addresses. These include assistance with: opening bank and cell phone accounts; renting cars and navigating the public transportation system (AppleCart); and expanded introduction/support for Culture Shock.

OIED created "**Boone in a Room**" during Spring orientation to respond to the above needs. This is a three-hour block in which representatives from local cell phone companies, car rental companies, and banks come to campus to explain the services they offer. Students may sign up for bank accounts during orientation without social security cards: a major improvement in which banks agreed to a new policy of accepting passports alone (without requiring the social security card) to establish accounts. AppleCart bus tours have also been added to the orientation. An expanded culture shock section of orientation now includes scenarios of potentially shocking

situations found in the American South. Qualitative data collected during exit interviews in December 2008 and April 2009 demonstrate students' satisfaction with the orientation program and significant connection to the Boone (American) community.

- **“This too is America”:** During the 2008/09, OIED expanded social and cultural programming activities for international students in response to the student needs surveys. A series of activities and excursions were conducted under a program entitled, **“This too is America.”** The activities are designed to expose students to a variety of American cultural elements. Activities included six out-of-town trips compared to two in 2007/08: fifty-two (52) students and scholars participated in these trips. Seven trips to local attractions, including two mini-classes on local culture, and a trip to Grandfather Mountain were organized. Ninety (90) international students and scholars participated in these trips. The number and scope of these new social and cultural activities reflect a dramatic and very successful expansion of OIED programming over the traditional trip to Washington, D.C. in the fall term, one trip to Savannah or Charlestown South Carolina during the spring term, and limited group visits to local attractions.
- **International Connections Activities and Excursions Web Board:** In 2008/09 OIED expanded its programming for international students to adjust to life in the U.S. The program matching international students with host families before they arrive in the U.S. Additionally, an INTAPP program called “App Peers” matches international students with American students. 2008/09 marks a renewed dedication to providing international students the opportunity to correspond with local students and families before their arrival. During the reporting period, OIED successfully paired 28 international students with host families. OIED also expanded International Connections to include an **“Excursions Web Board”** which allows host families to invite individuals or a group of international students and scholars to community events at their home or even on a vacation. These **International Connections activities** are advertised by OIED on the Web Board and logistical arrangements made for international students and scholars interested in participating in the events.
- **International Intellectual Resource Network:** OIED has invited all Appalachian academic departments to utilize the International Intellectual Resource Network, a new resource for the campus community. The concept of this new network is to create a database of all international students and scholars at Appalachian who are willing to participate in classes as guest speakers and/or willing to provide useful information about their countries to assist Appalachian faculty members conducting research projects in those countries. In fall 2008, OIED contacted every academic department on campus to publicize the resource network and provided each department with a list of countries represented by international students and scholars on campus so all could know which countries and cultures were available. So far, three departments have taken advantage of the intellectual resource network: music, education and sociology.
- **International Student Leadership Development:** OIED continues to foster student leadership collaborating with INTAPP and several student clubs including the International Friendship Association, and the Appalachian African Student Club. OIED also assisted with the formation

and founding of Salaam, a new Islamic student club on campus devoted to Arabic and Middle Eastern Culture.

For the fourth year, OIED sent two INTAPP members to the International Student Leadership Conference at UNC-Greensboro. INTAPP submitted a successful proposal to host the International Student Leadership Conference at Appalachian in 2010. Additionally, INTAPP held its first ever leadership training for new officers in the spring of 2009. OIED has assisted INTAPP in developing a more accountable budgeting process.

With OIED's guidance, the International Friendship Association (IFA) developed a leadership structure and organized eight programs in the spring, up from zero programs the 2007/08 academic year. All programs were open to the entire campus and community. The events included three current event discussion groups that were attended by an estimated total of 80 people. IFA also organized International Ball, which was attended by an estimated 250 people.

- **International Coffee Hour:** During the 2008/09, the International Coffee Hour was completely reorganized. This activity brings international students, U.S. students, faculty, staff and the community together each Friday afternoon in Whitewater Café of the Student union to enjoy international food, entertainment, conversation and short presentations. Each week a different club/organization at Appalachian or in Boone joined OIED to co-sponsor the International Coffee Hour. The sponsoring group is responsible for providing food, music (sometimes live), visuals, information pamphlets and icebreakers that reflected the groups' international focus. Presentations are generally oriented to a social audience. During the 2008/09, 23 International Coffee Hours were held involving 20 different groups, averaging 150 participants per event. In total, the International Coffee Hour hosted more than 3,450 participants during the 2008/09 academic year. By comparison, only nine International Coffee Hours were sponsored in the 2007/08 academic year 2008/2009 with a total attendance of about 180 participants.

In 2008/09, OIED worked collaboratively with one undergraduate student who conducted a research project on the International Coffee Hour for an anthropology class. Her qualitative data demonstrated that 74% of those attending regularly were American students, 18% were international students, 6% were faculty and 2% were community members. Most people surveyed indicated that they had met a new international student or scholar at international coffee hour and had learned something new through the sponsoring club's presentations. The number and diversity of the participants to the International Coffee Hour indicate that OIED is succeeding in reaching a broader community on campus and beyond in its internationalization efforts.

- **Health Insurance for International Students and Scholars:** During the 2008/09, OIED improved organization administration of health insurance for international students and scholars. The responsible staff took Banner Finance Training and reorganized ordering, payments and reconciliation of the HTH insurance account. Students are now billed directly via direct student account entries as opposed to past practice of sending a green sheet to Student Accounts. Banner finance reports are generated regularly to check for ordered accounting. A total of 162 international students and scholars were enrolled in HTH health insurance policy during 2008/09

academic year. At end of the 2008/09 fiscal year, there are neither outstanding procurements nor corrections due to HTH student/scholar accounts.

- **International Visiting Scholars:** During the 2008/09 academic year, Appalachian hosted 14 international visiting scholars in seven academic departments. These scholars came from seven different countries. OIED provided visa assistance, housing, ground transportation support, stipends, health insurance coverage, and other types of support to these visiting international scholars. These scholars taught classes, held seminars, collaborated with Appalachian faculty on research projects and made presentations to various segments of the campus and local community, thus enriching the experience of our students, the campus community, and the local community at large.
- **International Visitors:** During the reporting period, OIED directly hosted 73 international visitors, many of whom came on short-term training programs or from Appalachian's partners abroad. OIED spent \$13,165 to host international visitors. The countries from where these visitors came include: Belgium, Brazil, Egypt, France, Germany, Pakistan, Poland, South Africa, Spain, and Taiwan. The duration of stay at Appalachian for these visitors ranged from two days to six weeks.
- **Immigration Petitions for Appalachian Faculty:** OIED processed only 5 extensions, transfers, and new H-1B visa petitions for new, tenure track, international faculty hired during the 2008/07 academic year. This was a slow year compared with 2007/08 where 15 H-1B visa petitions were processed. Currently there 17 H visa holders in tenure track positions at Appalachian. OIED filed four PERM Labor Certification petitions during the fall term: two were certified and two are yet under review. These PERM petitions are the first step toward permanent residency in the U.S. OIED also filed four, I-140 documents of support for H visa holders toward the goal of permanent residency.
- Eight (8) Appalachian faculty members gained full permanent residency status (Green Card) during the reporting period: Four in Biology; two in History; one in Philosophy and Religion; and one in Government and Justice Studies. This is a record for one year and is reflective of the very active 2006/2007 hiring year. There are now 20 Appalachian faculty who have recently gained Permanent Residency and another 17 in the H category working toward Residency approval. These 37 faculty represent a positive outcome of Appalachian's internationalization efforts. The international faculty at Appalachian represent 22 countries: Australia, Brazil, Canada, China, Finland, Germany, Hong Kong, India, Israel, Japan, Kenya, Korea, Pakistan, Philippines, Russia, Senegal, Sweden, Tanzania, Turkey, UK, and Zambia.

### C. **Developing Faculty and Staff's Global Competencies**

- During the 2008/09 academic year, faculty/staff international travel was severely impacted by the economic crisis, budget cuts, and travel freeze. OIED supported 29 faculty members and staff to travel abroad to attend conferences, conduct research, teach for short-term, and visit partner institutions. These faculty members have traveled to diverse countries in Africa (4), Asia (2),

Europe (13), Latin America (6), North America (8); and Oceania (3). In 2007/08 OIED supported 55 faculty/staff. The OIED's financial support totaled \$60,635 for the 2008/09 academic year (vs. \$97,248.32 in 2007/08). The deans' offices and department chairs also contributed financially to this effort in amount of \$21,208.

- OIED financially supported two faculty members' participation in semester or year-long International Scholarly Assignments in France and New Zealand. These faculty members continued to receive full salary and benefits from Appalachian while they were abroad. OIED provided backfill money to the departments of the faculty participating in the exchanges and paid for travel to and from the exchange countries. Appalachian supported the two faculty members with a total of \$207,647 in salaries, backfill money, international travel, and health insurance costs. The departments represented by the two faculty members include: Computer Information Systems (College of Business) and Psychology (Arts and Sciences).
- The Fulbright Committee and the Hubbard Center organized a Fulbright workshop in which about 20 faculty members attended. The workshop was facilitated by Ms. Debra Egan and Mr. Matthew Fortier from the Council for International Exchange of Scholars (CIES) in Washington, DC and supported financially by OIED (\$2,073). The Committee is co-chaired by Dr. Jeanne Dubino, Chair of English Department and Dr. Nina-Jo Moore, Associate Dean in the College of Fine and Applied Art. OIED's efforts to encourage Appalachian faculty to apply for Fulbright opportunities are bearing results. The number of Fulbright applications from Appalachian and awards to faculty continue to increase.

#### **D. International Outreach to Campus and Community**

- **Pakistani Fulbright Teacher Exchange Program, (July/August 2008):** During the six weeks of this program, the 13 Pakistani biology teachers were involved in teaching biology classes at Watauga High School, Caldwell Early College High School, Mabel Elementary School, Parkway Elementary School, and Cove Creek Elementary School. They also spoke with students about the Pakistani culture with students at those schools. The Pakistani teachers also interacted with and had an evening forum with Teaching Fellows at Appalachian. The Pakistani teachers interacted with a total of 619 students, teachers, administrators and community members during their stay in our area. This program was funded by the U.S. Department of State and administered by the USDA Graduate School.
- **The World in Words (WIW):** This program piloted as an exploratory language program during the 2008/09 academic year for children in grades K-8 in the Watauga County Public Schools. Collaboration and support for this program came from Appalachia's Department of Foreign Languages and Literature (Alexandra Sterling-Hellenbrand), Watauga County Public Schools and After School Program (Billie Hicklin and Pam Shirley), and Hardin Park Elementary (Mary Smalling, Philip Norman, and Jack Hellenbrand). The purpose of this program was to spark the interest and curiosity among elementary school children for wanting to learn other languages and about other world cultures. The seven languages that were offered include: Arabic, Chinese, French, German, Hindustani, Portuguese, and Russian. The WIW program met two afternoons

per month from August - March, facilitated by a variety of volunteer Appalachian faculty, community, and students with fluency in the featured languages. Participants were exposed to each language through a wide variety of language activities, games, and songs. The program was publicized and open to all K-8<sup>th</sup> graders in Watauga County, not only those at Hardin Park in the afterschool program, though this was the primary population that attended. Those not already enrolled in the after school program were charged \$10 for both or \$5 per semester. Instructors were offered stipends of \$50, but only three of them took this option, opting to volunteer their time and services. In total, the WIW program impacted 304 participants including: K-8 students, teachers and administrators; Appalachian faculty and students; and community members (occasional parent visitors).

- **International Connections: Friendship Family Program:** In October, a welcome-matching-dinner and orientation was held involving 60 persons (20 international students and 20 local families). On April 13, 2008, “An International Afternoon of Desserts and Music” was held. This event was organized by a recreation management student team, community, and the International Outreach staff primarily to recruit more community members to be involved as “Friendship Families” in the International Connections programs. Also, this event provided a social interaction venue for Appalachian international students, International Appalachian (INTAPP) students, community members, and our visiting group of Egyptian educators to have cultural exchange in an informal, social setting. A local old-time musicians’ band entertained the 70 people who attended.
- **CGELS: “Connecting Globally: Explore, Learn, & Share”:** This program continued for the third year, as an outgrowth from the original Longview Foundation grant to increase the intercultural learning of Appalachian Teaching Fellows. This was achieved through structured cultural sharing activities between the Teaching Fellows and international students. OIED recruited international students to participate in the sessions held during the fall semester. The fall series impacted 70 participants, including international students, Teaching Fellows, and faculty/staff. The number of participating international students went down from 20 in 2007 to 10 in 2008. This might have been due to making their participation a volunteer activity for international students versus paying them to attend. OIED will continue to make it volunteer activity but try to seek incentives that will attract larger numbers of international students, as their presence is crucial.
- **Chinese Film Festival and Cultural Presentations:** The Chinese Film Series and Cultural Presentations took place October 2008 in collaboration with the Turchin Center for Visual Arts’ (TVCA) exhibit of “Dancing with the Dragons” and their visiting artists-in-residence, Zheng Xuewu and Guo Xinxin. Field trips were sponsored through TVCA and OIED for 7<sup>th</sup> grade Watauga County Public Schools social studies classes to provide tours of the exhibits, followed by cultural presentations made by Xinxin and Zheng Xuewu. OIED sponsored the public performance licenses for four highly reputed and varied Chinese films, along with scheduling post-film discussion moderators. The TVCA covered the costs of school buses for the field trips and also provided publicity through their publications and newsletters. The Film Series was open to both the campus and local community, free of cost, and held in the Green Briar Theatre of the

Plemmons Student Union. The Film series attracted students and community members studying Chinese and a good number of individuals who had traveled to China. The discussions following the film were very interesting and engaging. Through this program, we reached 600 individuals: 450 K-8 students; 100 Appalachian students and faculty/staff; and 50 community members.

- **DOORWAYS International Presentation Series:** During the 2008/09 academic year, OIED became a co-sponsor, together with the Belk Library, of the DOORWAYS international lecture presentation series featuring visiting international and U.S. faculty and international students or returning study abroad students at Appalachian who have been involved in international research, study, or service learning projects abroad. The goal is to provide a platform for faculty, staff and students to share their research and knowledge on international issues, build relationships among people on campus based on their international interest, and at the same time, help to highlight the library's international resources. The following topics and speakers were featured in the 2008-09 academic year and attended by 305 faculty, staff, students, and community members:
  - September 2008: Dr. Cynthia Wood on “the Impact of Study Abroad Programs on Local Communities in Latin America” (15 attendees).
  - October 2008: Dr. Vachel Miller, Department of Educational Leadership, on “Child Labor in Uganda, Rwanda, Kenya, and Ethiopia” (35 attendees).
  - November 2008: Visiting Chinese artists in residence Zheng Xuewu and Guo Xinxin, on “Contemporary Art and Artists in China” (85 attendees).
  - March 2009: Dr. Birsen Bulmus, Department of History, on “The Headscarf Debate in Modern Turkey” (95 attendees).
  - April 2009: Dr. Premila Perianayaki Paul, visiting faculty member from the American University in Madurai, India on “Caught in Contradictions: India/Indian Women Today” (75 attendees).
- **International Education Week (IEW):** OIED together with INTAPP co-sponsored the 2008 International Education Week (IEW). Featured activities during the week included: the international film festival, the International Café, and cultural presentation series. Throughout the week, cultural presentations were made by Appalachian faculty and students on a variety of global topics that featured visiting international faculty, study abroad returnees, and faculty speaking on their Fulbright abroad experiences. The week culminated with an International Café, highlighting performances by international students and cultural performance groups on campus, organized by INTAPP students and open to the entire campus. A total of 638 individuals on campus and from outside the campus participated in various IEW activities.
- **Leaf in Schools and Streets –Teaching Artist-In-Residence:** Mr. Masankho Banda, a multi-disciplinary performing artist and educator originally from Malawi (Africa), spent a week (October 13 – 17, 2008) in Boone for a residency as part of “LEAF in Schools and Streets” (LSS). LSS is an educational outreach program empowering youth in underserved communities in Western North Carolina through music and art. During his week in Boone, Mr. Banda visited K-8 music students in Valle Cruces, Cove Creek, and Hardin Park Elementary schools. He was

also a guest teacher for the Appalachian Gospel Choir, and an Appalachian Music Education class of Dr. Liz Rose. Every afternoon during his residency, Mr. Banda worked with students from Cove Creek's Western Youth Network afterschool program, teaching them African dance, traditional songs, and drumming. This group of students then travelled to the LEAF Festival in Black Mountain, North Carolina to perform as a group. Financial sponsorship was provided by OIED in programmatic collaboration with the Watauga County Public Schools, Watauga County Community Arts Partnership, Western Youth Network, and Appalachian School of Music. This program had an impact on 804 people: K-8 students and educators (256); Appalachian students, faculty and staff (328); and community members (220).

- **Appalachian Global Council.** During the reporting period, OIED through its International Outreach Unit established the beginning of a campus/community volunteer council to assist with programming and adjustment issues for international students, scholars, and their families. Two meetings were held during the spring of 2008 which culminated in an initial event in April 2008, "An International Afternoon of Desserts and Music." This event was very successful (See "International Connections Program" paragraph above), in generating interaction between international students and community members. The Appalachian Global Council hopes to expand its membership through building the International Connections: Friendship Family Program, as well identifying the needs and developing programs for international students, scholars and the local community to cultivate more support systems for our international community at Appalachian, to result in substantive and frequent cultural exchange experiences between the local and international communities in Boone and on our campus.
- **AS•U•GO: Appalachian State University's Global Outreach Program:** AS•U•GO is Appalachian's Global Outreach and Cultural Service Program coordinated by OIED. It provides skilled presenters (students, faculty and community members) to make cultural presentations in the K-12 schools, community organizations, and colleges in northwestern North Carolina as a free public service. The mission of the AS•U•GO program is to engage K-12 students, teachers and AS•U•GO presenters in cultural learning exchanges resulting in increased levels of intercultural competency and cultural understanding. AS•U•GO serves as a vehicle to ignite participants' curiosity to explore other world cultures through language study, interactions and friendships with those of other cultures, and to pursue education, travel, or working abroad opportunities. During the 2008/09 academic year, four training workshops for 61 student presenters were conducted by OIED. During the reporting period, AS•U•GO Program impacted 5,984 students in 185 classrooms and 242 educators in the following county public school districts: Alexander (79), Avery (268), Caldwell (3,232), Watauga (2,177), and Wilkes (470).
- **Global Education Workshop for K-12 Teachers:** OIED offered its first Annual Global Education Professional Development Workshop for K-12 teachers and pre-service teachers on November 7, 2008 at the Broyhill Inn & Conference Center. Seventy (70) individuals attended the workshop. The eight county public school districts represented at the workshop included: Alexander, Ashe, Avery, Burke, Caldwell, Catawba, Watauga, and Wilkes. Dr. Curt Ryan gave an engaging, substantive opening talk on "Islam and the Arab World." Three sessions were offered consecutively, allowing for teachers grouped by area (Elementary, Middle, and Secondary

school teachers) to attend each session. These sessions featured the Cultural Correspondents Program (technology connecting university students overseas to K-12 classrooms in North Carolina) conducted by the North Carolina Center for International Understanding; a session on utilizing multiple based intelligences to teach world cultures; and on how to incorporate excellent print resources for internationalizing K-12 curriculum. There was also a lunch panel of K-12 teachers from the region who had participated as Fulbright Teacher and Administrator Exchanges who provided informative synopsis of their experiences. This session was especially inspiring to many teachers attending. OIED provided displays of cultural resources, artifacts, and snacks by region in the exhibit area. Based on the evaluations, the workshop was highly successful in terms of attendance, and quality sessions, and session presenters. OIED in collaboration with Appalachian's Public School Partnership in the Reich College of Education, plans to continue offering one workshop every year with its focus on Global Education, featuring new sessions each year. Additional, we would like to increase the involvement and participation of the Reich College of Education faculty to involve pre-service teachers in its planning and implementation, as a good professional development opportunity for teacher education majors as well.

- **Fulbright Teacher Exchange:** OIED assisted Watauga High School's Principal, Michael Wyant, to sponsor Mr. Malanka Motlhoioa, a one-way Fulbright Teacher. Mr. Motlhoioa, a Math teacher and Assistant Principal from Bloemfontein (South Africa), is the first Fulbright Teacher to Watauga County. Mr. Motlhoioa arrived in January 2009 and will be at Watauga High School until January 2010. OIED assisted him to find economic accommodations near the campus and the high school. He served as the featured speaker at a local Rotary Club, and is assisting with coaching the high school girls' soccer team.
- **2009 Diversity Celebration:** OIED collaborated with other units on campus to plan and implement the 2009 Diversity Celebration which was held on April 8, 2009. There was an estimated 2,500 individuals who attended the various activities planned for the Diversity Celebration, in spite of an all-day snowstorm. Some of the activities coordinated by the OIED staff included Unity Festival/World Bazaar's World Dance and Music Workshops. A larger number of the cultural learning activities at the Unity Festival/World Bazaar were led by members of the international student and faculty members than has occurred in previous years. This was accomplished by OIED's staff working to solicit their participation, resulting in highly authentic cultural activities.

## **E. International Research and Development**

- **New Funded Projects:** During the reporting period, OIED submitted eight (8) project proposals with a cumulative value of \$1,293,644. Only one project was awarded, the Curriculum Development program for five public universities in Kurdistan and technical assistance to the Ministry of Higher Education and Scientific Research (January - December 2009) with a value of \$231,427. One project is in the negotiation stages and will most likely be awarded to Appalachian in August/September 2009 with a value of \$375,000. Three projects are still pending.

- **Short-Term Training Projects:** During the reporting period, OIED implemented two short-term projects that were awarded during the 2007/08 academic year:
  - *Egypt – Preparing Faculties of Specific Education and Faculties of Kindergarten for Accreditation* for 33 Egyptian educators, July/August 2008 (\$125,231), funded by the U.S. Agency for International Development (USAID) and administered by the Academy for Educational Development (AED)
  - *Pakistan Fulbright Teacher Exchange Program* for 13 biology teachers, July/August 2008 (\$143,727), funded by the U.S. Department of State and administered by USDA Graduate School
- **BOOM-Carolinas Project (BIE Grant):** OIED, in collaboration with the Walker College of Business continued the implementation of the BOOM-Carolina project. During the reporting period, one faculty member from Bishop Heber College in India spent a semester teaching in the Department of Management in the Walker College of Business. Due to the bombing that took place in Mumbai in 2008, we had to cancel the planned short-term abroad program to India. In the 2009/10 academic year, we hope to provide scholarships to 3-5 students to study in India. We also expect to host one faculty member for a semester from Kristu Jayanti College in Bangalore, India. Appalachian requested and received a one-year extension of this project until June 2010. This project is funded by the U.S. Department of Education.
- **Kurdistan Curriculum Development Program:** During the reporting period, Appalachian received a grant to implement a curriculum development program with five public universities in Kurdistan and provide technical assistance to the Ministry of Higher Education and Scientific Research. The Reich College of Education, five Appalachian departments (Biology, Chemistry, Computer Sciences, English, and Sociology), and 16 faculty members are participating in this project. Ten (10) of these 16 have or will travel to Kurdistan as part of the project activities. The project is also involving other universities that are members of the Tennessee Independent Colleges and Universities Association (TICUA). This project is funded jointly by the Kurdistan Ministry of Higher Education and Scientific Research and the U.S. Department of State.

## F. OIED Organizational Development

- **Personnel:** In order to provide additional support to the departments, each department was permitted to hire one part-time employee: Chanel Frisco (Study Abroad and Exchanges), Dawn Arnold (Appalachian Overseas Educational Programs), and Sam Kingsbury (International Student and Scholar Services). Additionally, Aimee Jones was provided an opportunity to intern within the Study Abroad and Exchanges Department.
- **Visit to Partner Institutions Abroad:** During the reporting period, OIED staff and University officials visited various partner institutions abroad.
  - In September 2008, the Provost and Executive Vice Chancellor led a delegation of five faculty and administrators to visit two partner institutions in Costa Rica: National University of Costa Rica and Veritas University. The delegation also visited the schools

that have partnered with Appalachian to provide opportunities for student teachers to do their teaching practices at their schools.

- In October 2008, the Associate Vice Chancellor for International Education led a delegation of four faculty members and administrators to visit partner institutions in Poland and one possible partner.
- In October 2008, the Associate Vice Chancellor visited a prospective partner in Trieste, Italy (University of Trieste). Based on this visit Appalachian has signed an Agreement with the Faculty of Economics to exchange students and faculty. Plans are underway to sign an institutional Agreement involving the entire university. Additionally, the deans of Arts and Science and Graduate School visited the University of Trieste to explore research collaboration in various areas. It is likely that in 2009/10, Appalachian will develop a joint project with Trieste in the Political Science area. Several students from Trieste are ready to come to Appalachian in the Spring of 2010 as exchange students.
- In November/December 2008, the Provost and Executive Vice Chancellor led a delegation of five faculty and administrators to visit two partner institutions in South Africa and signed of partnership agreements with four universities: University of Stellenbosch, University of the Free State, University of Johannesburg, and University of Zululand.
- In January 2009, the Associate Vice Chancellor visited a prospective partner in Egypt. This visit has resulted in the signing of agreements with two Egyptian universities: Alexandria and Fayoum.
- In January 2009, the Associate Vice Chancellor visited the Kurdistan Ministry of Higher Education and Scientific Research to finalize negotiations and signing of grant contract for the Curriculum Development Project. Appalachian is now implementing this project.
- In March 2009, the Associate Vice Chancellor visited a prospective partner in Taiwan. This visit has resulted in a new initiative in Taiwan and the signing of an agreement with Ching Yun University in Jongli. Two additional agreements with the National Taipei University of Education and National Cheng Kung University in Tainan.
- **American Council on Education (ACE) Internationalization Lab:** During the 2008/09 academic year, Appalachian completed its participation in the ACE's Internationalization Laboratory. Participation in the ACE Internationalization Laboratory has assisted Appalachian in (1) development of its internationalization mission, vision, and values statements; (2) review of current internationalization efforts; (3) articulation of students' global learning outcomes and assessment plan; and (4) development of recommendations to deepen and improve Appalachian's internationalization efforts. The overall impression was of a university engaged in a great deal of activities; however, these activities are fragmented, disjointed, and not widely reported to others within the University and sometimes within the same department. The campus community through the Internationalization Laboratory Leadership Team and the International Education Council developed the internationalization mission, vision, and values for the university (see page 00 of this report).

The Internationalization Laboratory Leadership Team developed the following set of global learning outcomes for all students who graduate from Appalachian (regardless of degree program):

**Goal 1:** Globally competent students graduating from Appalachian will demonstrate an understanding of world community, world diversity, and global interdependence from a comparative perspective.

*Learning Outcomes:*

- Students will be able to compare and contrast aspects of culture from a global perspective;
- Students will be able to integrate international knowledge into their field of study; and
- Students will be able to evaluate a system of international interdependence.

**Goal 2:** Globally competent students graduating from Appalachian will be able to communicate with people of other cultures and put into practice solutions to crucial issues affecting the global community.

*Learning Outcomes:*

- Students will recognize and employ flexible communication strategies in multicultural settings; and
- Students will interpret international contexts to engage their community in the creation or application of knowledge.

**Goal 3:** Globally competent students graduating from Appalachian will understand responsibilities of global citizenship.

*Learning Outcomes:*

- Students will discuss the implications of universal human values to their area of study;
- Students will identify potential consequences that individual choices and acts have on the global community and natural environment; and
- Students will be able to defend the need to protect human rights in areas such as access to education, health care, and employment.

As part of the internationalization effort, the University-wide global learning outcomes have been placed within the database utilized for assessment (TracDat). Programs are able to link to those global learning outcomes they believe they are pursuing in their respective programs. The evidence offered by programs to support their claim should also be available to OIED, as well as the International Education Council.

The ACE Internationalization Laboratory Leadership Team and the ACE Peer Review Team made several useful recommendations that will be implemented by the University. A copy of the recommendations is attached to this report. The Provost has tasked the International Education Council with oversight responsibility for implementing and reviewing these recommendations.

Appalachian was part of a cohort of eight universities from across the United States. Other universities include: City University (Washington), Seton Hall University (New Jersey), SUNY College at Cortland, SUNY University at Albany, University of Kentucky, University of Wisconsin—Stout, and Western Kentucky University.

- **OIED Website (Marty):**

### III. MAJOR CHALLENGES/OPPORTUNITIES

- **Financial Aid for Study Abroad:** Appalachian's Financial Aid Office continues to interpret financial aid regulations conservatively, resulting providing less money for students to study abroad. The ACE Internationalization Laboratory Peer Review Team made the following recommendation regarding financial aid for study abroad:

To increase the number of students who study abroad, the OIED can develop some white papers for both academic advisers and the parents of Appalachian State students about how study abroad is an investment in a student's future, not just a frill. Similarly, if a student receives financial aid, a loan for a study abroad program should not be considered a burden but a means of giving a student a competitive edge in a globally competitive world. Changing perceptions about the value of study abroad is a challenge worth addressing.

Additionally, OIED spends an inordinate amount of time providing supporting documentation to the Financial Aid Office for study abroad students. An informal survey of sister institutions reveals that no other education abroad office must meet such demands, rather all, or at least most, financial aid procedures are taken care of in the financial aid office. OIED will continue to work with the Financial Aid Office and others on campus to address this serious issue. On the other hand, we appreciate the fact the Financial Aid Office has added information on study abroad on its website. This is a good progress in the right direction.

- **Admission of non-Appalachian Students in Faculty-Led Programs:** During the reporting period, OIED encountered major obstacles in admitting non-Appalachian students into the faculty-led programs. Based on this year's experience it appears to be that it will become more difficult and unlikely to recruit non-Appalachian students in our programs unless the process is revisited. **??? What are the issues and what possible solutions do we suggest????**
- **Registration of Incoming International Exchange Students:** Appalachian does not currently have a system that enables incoming exchange students to register on their own in courses they select once admitted to the university. The Assistant Director for International Exchanges and Study Abroad spends an inordinate amount of time figuring out for each individual exchange student: If preferred courses are offered for the term, if each course is open, and what the pre-requisites are for each course. If a student meets the pre-requisites for each course listed, then the Assistant Director for International Exchanges and Study Abroad must contact the appropriate professors individually to request permission to enroll that exchange student. This is a process that is repeated for all exchange students. Perhaps this task would be better assigned to a member of the professional advising staff as is already the case with degree-seeking internationals. None of the study abroad staff in our sister schools have this responsibility.

- **U.S. Department of Labor PERM Audits:** In spring of 2008, OIED received and responded to requests for nine U.S. Department of Labor audits of PERM petitions. These (Permanent Residency) petitions for a Labor Certification of an international faculty supported by Appalachian are a crucial first step toward the Green Card (Permanent Residency). OIED responded in timely manner to these first-ever audits, however, one year later they are still “under review.” According to Ms. Margaret Wheeler, Immigration Attorney for the UNC system, there are more than 60 of these cases pending among the 16 UNC system institutions: all unresolved.

OIED has held discussions with the Appalachian faculty members involved, the chairs of each Department involved, and the Deans of each college whose faculty member is involved to explain and update them on the status of the petitions. There are several issues that arise as a consequence of these unresolved audit cases. Most important among them is the question of what happens to the faculty involved if there is a denial of the PERM Labor Certification petition and the 18 month window within which Appalachian must assist in beginning the Permanent Residency process passes? This is a new territory for OIED and we will continue to work with everyone involved to seek resolution of these cases.

- **Scholarships for International Students:** One of the limiting factors for Appalachian’s ability to attract an increasing number of talented degree-seeking international students is lack of scholarships and other forms of financial assistance. Appalachian also has limited out-of-state waivers that can be made available to international students. Given Appalachian’s goal of increasing the number of international students on campus through purposeful recruitment, there is a great need for creating a new scholarship fund and other financial assistance for international students. In the long-term, there is a need to create an International Endowment Fund to provide financial support to international students. At the graduate level, increasing an externally funded research project might also be another avenue that could generate financial resources to support international students.

## IV. NEW INITIATIVES

- **Appalachian’s Internationalization Strategic Plan:** During the 2008/09 academic year, the International Education Council started work on developing a university-wide internationalization strategic plan. The strategic plan will have four priority areas: (1) internationalization of the curriculum, (2) international student recruitment, retention, and alumni services, (3) international research and faculty development, and (4) international community outreach. International Education Council members were divided into four committees corresponding to each of these priority areas. The committees submitted their reports in April 2009. The International Education Executive Committee is currently working with the committee reports to develop a draft internationalization strategic plan that will be presented and shared with the university community in fall 2009. It is expected that the final strategic plan will be presented to the Provost for his approval in spring 2010.
- **“Global-to-Local Freshman Experience” in Costa Rica:** We view the establishment of the new University College as an opportunity to establish programs that will increase the number of freshman and sophomore participants in faculty-led study abroad programs. We hope that early exposure to studying abroad will also increase the number of students who will pursue a semester or year abroad program in the future and will convey the relevance of studying a foreign language early in their academic career. In support of Appalachian’s General Education Goal III, “Making Local to Global Connections” and Goal IV, “Understanding the Responsibilities of Community Membership,” OIED and the Office of General Education are presently developing a “Global to Local Freshman Experience” in Costa Rica. Ms. Carter Hammett-McGarry, Dr. Garner Dewey and Ms. Meg Marck-Kennedy traveled to Costa Rica in March on a fact-finding mission to consult with institutional partners and other organizations on how to collaborate and integrate their services in this new initiative. Appalachian is planning to enroll 40-60 freshmen in a 10-day program to Costa Rica in early August 2010. We are presently examining the cultural and environmental perspectives of the program while investigating the academic and logistical support offered by partner institutions in Costa Rica. Advertising a study abroad freshman program to high school seniors will help convey the value that Appalachian places on global learning and global competencies and will emphasize the need to own a passport before setting foot on the campus.
- **New Model of Study Abroad:** During the 2008/09, OIED in collaboration with the Department of Foreign Languages and Department of Religion and Philosophy, designed and experimented with new study abroad model that combines both direct enrollment at a partner university in China (Soochow University) for four weeks of intensive Chinese language learning leading to nine (9) credit hours and a traditional four-week faculty-led program yielding six (6) credit hours in Philosophy/History. In order to meet new requirements of four programs at Appalachian (International Business, Global Studies, Honors Study Abroad, and Watauga Global Community) which require a minimum of 12 weeks of study abroad, an option was offered for students who

wished to return to Soochow University for additional four weeks of a follow up period of focused language study for three (3) hours of credit. Students paid approximately \$7,000 to earn 15 credit hours, a very reasonable deal. After implementing it for a second year in China, OIED may try to scale up this model and implement it in other countries, especially where language learning is involved.

- International Business Traveler Health Insurance for Appalachian Personnel:** During the 2008/09 academic year, OIED was tasked with the responsibility of implementing a university-wide international business traveler health insurance policy. This means that any Appalachian employee who travels abroad on university business must be covered by this insurance to reduce risk to the University. The first year of implementing this policy has been successful. OIED processed insurance rosters for 46 Appalachian international business travelers costing \$0000 (see Table 7). As OIED insures all Appalachian employees traveling internationally, we are in close collaboration with the Graduate School in support of Export Controls compliance efforts.

**TABLE 7: NUMBER AND COST OF INTERNATIONAL HEALTH INSURANCE BY UNIT**

UNIT	NUMBER OF TRAVELERS	COST
College of Arts & Sciences		
College of Fine & Applied Art		
Reich College of Education		
Walker College of Business		
School of Music		
School of Graduate Studies		
Other Administrative Units in Academic Affairs		
Non-Academic Affairs Units		
<b>TOTAL</b>		

- The Taiwan Initiative:** In March 2009, Appalachian signed an agreement with Ching Yun University (CYU) in Jongli, Taiwan. This Agreement, the first of three that will be signed with Taiwanese universities, has opened up new opportunities for Appalachian. Several activities have already been initiated under the new Agreement. Two Appalachian faculty members from the Department of Technology traveled to CYU and spent two weeks conducting seminars on renewable and green energy. CYU is has a strong emphasis on green energy. While at CYU, Appalachian faculty and their counterparts developed three joint project proposals that were submitted to the Taiwanese funding agency. If funded, these projects will increase collaboration between the two institutions. Also, eight (8) CYU students enrolled in the first summer session at Appalachian (May 25 – June 26, 2009). This was the first time that Appalachian hosted international students who are fully paying in its summer sessions. At the end of the academic session, OIED organized an eight-day social and cultural program that took them to Charlotte,

Ashville, and Washington, DC. Appalachian received \$22,423 (\$2,802.88 per students) from CYU to cover the cost of tuition, fees, room and board, and cultural program for the eight students. In June 2009, Dr. Ta-Wei Lee, President of CYU visited Appalachian to nurture and continue fostering the relationships. In June/July 2009, Appalachian hosted two faculty members from CYU who came to study and understand Appalachian's renewable energy and sustainability programs.

## V. CONCLUSION

We are grateful for the tremendous support OIED has received from the Chancellor, Provost, Deans, faculty, staff, students and the Boone/Watauga County community. Without this support, OIED could not have accomplished all that was achieved during the 2008/09 academic year. The vision of internationalizing Appalachian cannot be achieved by OIED alone. The contribution and efforts of all members of the Appalachian family are necessary to make it a reality.

The Internationalization Strategic Plan once completed, together with the recommendation from the ACE Internationalization Laboratory, will provide guidance and a road map for most of the future programming activities for the campus community in the coming few years. We are optimistic that by working together, we will accomplish priorities of the Internationalization Strategic Plan.