

Office of International Education and Development

APPALACHIAN STATE UNIVERSITY

2014–2015 Annual Report



Boone, North Carolina 28608-2083
Fall 2015

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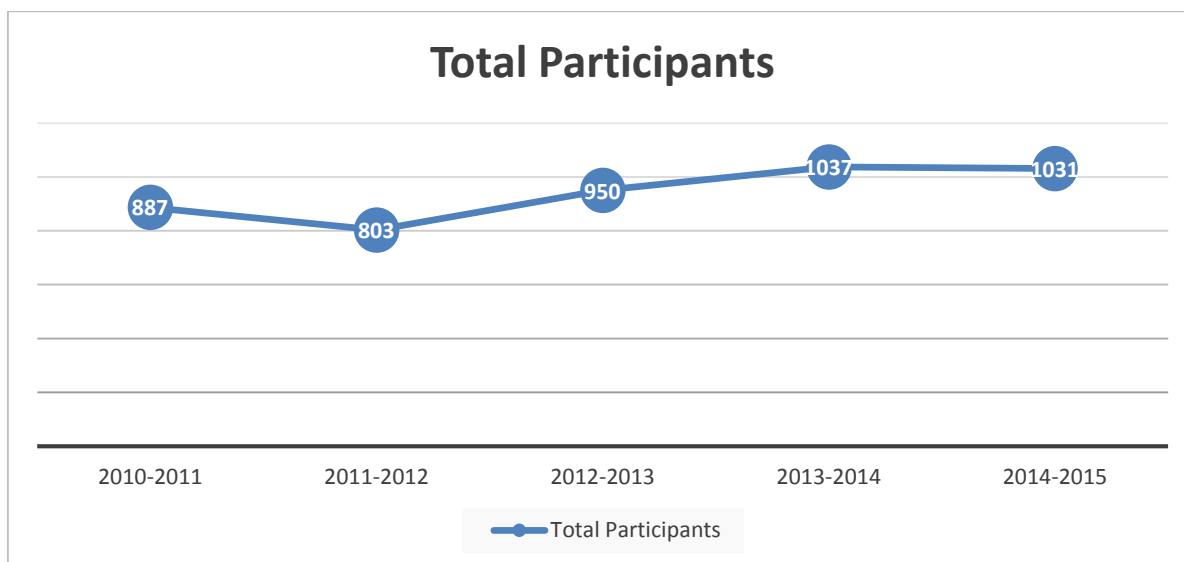
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I. MAJOR ACCOMPLISHMENTS

A. Education Abroad Opportunities for Students

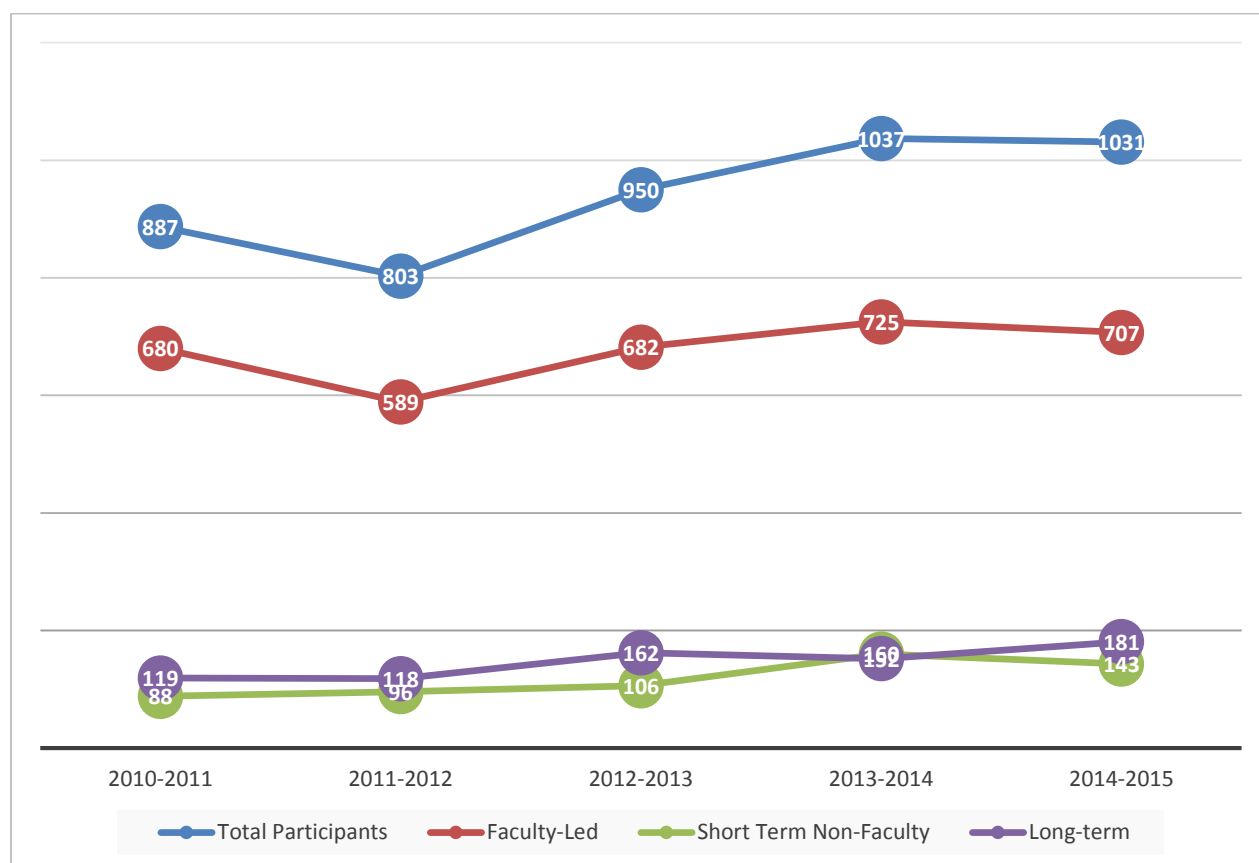
During the 2014–15 academic year, a **total of 1,031 students studied abroad** for academic credit in various programs. This included 850 students who went abroad on short-term programs and 181 students who studied abroad for semester-long or year-long programs. The increase in the number of students who are studying abroad for academic credit demonstrates the University’s consistent and persistent efforts to send students abroad. The number of students who studied abroad during the 2014–15 academic year represents 22.8% participation rate at Appalachian, a much higher rate than national rate of 14%.¹ Over the last five academic years, the number of Appalachian students selecting to study abroad for academic credit has been growing steadily from 887 in 2010–11 to 1,031 in 2014–15 (see Graphs 1 and 2). According to the Institute of International Education’s (IIE) *2015 Open Doors Report*, **Appalachian ranks fourth nationally** among the comprehensive master’s institutions for the number of total undergraduate and graduate students participating in education abroad experiences for academic credit and **fourth nationally** among the same types institutions for the number of students who study abroad on short-term programs.

Graph 1: Five-Year Growth of the Number of Students Studying Abroad



¹ This figure is calculated by comparing the number of study abroad participants (1,031) in study abroad in 2014–2015 with the number of Appalachian degree recipients (4,513) in 2014–2015. Although this method produces only an approximate measure of study abroad participation, it is the method currently used in the Institute for international Education Open Doors annual survey. The Open Doors survey is the only national data collection reporting system for study abroad participation of U.S. students and is endorsed by the Section on U.S. Students Abroad of NAFSA: Association of International Educators.

Graph 2: Five-Year Growth of the Number of Students Studying Abroad by Program Type



1. Short-term Programs

Appalachian continues to be ranked among the top five universities among the master’s level institutions for the total number of students who study abroad on short-term programs. According to IIE’s *2014 Open Doors Report*, Appalachian is ranked fourth nationally. **During the 2014–15 academic year, 707 students studied abroad on short-term programs.** This number represents a 7.5% decrease compared to the previous academic year’s enrollment numbers. During the 2013–14 academic year, there were many students who participated in the Solar Decathlon Europe competition that took place in Paris, France. Within the past five years, however, student participation numbers in short-term programs have grown by from 680 participants during the 2011–12 academic year to 707 students during the 2014–2015 academic year (see Graph 2 and Table 1). This growth has occurred in spite of major financial uncertainties in the American economy in the last few years and staff changes in OIED.

During the 2014–15 academic year, the Faculty-Led Education Abroad Programs Committee approved 68 program proposals. Twelve (12) programs were cancelled mainly due to low or no enrollment. The large number of new proposals and new program leaders shows that there is still room for growth in the faculty-led programs. During the 2015–16, OIED will introduce new procedures of working with faculty-leaders to streamline the program application and approval process. New changes will include, but not limited, to the following: early proposal submission date of March 15 each year, increased number of workshops for faculty/staff leaders on various topics, a new shorter application form for repeat programs, and a more effective way of working with the University Travel Nurse to meet with students in groups.

While Europe remains the most attractive destination for faculty-led programs, the number of students studying in this region has progressively been declining for the last three years from 46.92% during the 2013–14 academic year to 41.30% in 2014–15 (see Table 2). Forty-one point three percent (41.3%) of the students studied in Europe while a significant number of students (58.7%) studied in other regions of the world, especially in Central America and the Caribbean (30.8%). The increase in Central America and the Caribbean can be attributed to an increase in the number of programs offered in Costa Rica, Cuba, and West Indies Cruise.

Table 2: Five-Year Short-Term Faculty-Led Study Abroad Participation by Regions

Region	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Africa	30	38	43	34	34
Asia	86	85	64	64	91
Australia	20	0	0	0	17
Canada	15	0	11	9	0
Central America/Caribbean	218	206	177	183	201
Europe	292	315	320	233	257
South America	46	81	67	75	80
Total	707	725	682	598	680

Student enrollment numbers shows a 13% increases in the College of Arts and Sciences and a significant decrease of 120% in the College of Fine and Applied Arts (see Table 3). This decrease can be attributed to the number of students who participate in the Solar Decathlon Europe during the previous academic year.

Table 3: Five-Year Short-Term Faculty-Led Study Abroad Participation by College/School

College	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
College of Arts & Sciences	278	243	210	167	227
College of Business	167	171	160	102	131
College of Fine & Applied Arts	59	130	121	129	70
College of Education	69	68	61	72	83
College of Health Sciences	75	56	65	56	80
University College*	15	0	0	28	76
School of Music	18	29	25	27	13
Honors College	26	28	40	17	0
Total	707	725	682	598	680

*Due to changes that occurred in the University College by moving academic programs to other colleges, the University College no longer offers faculty-led programs.

Overall, we experienced an increase in the diversity of Appalachian students who studied abroad on faculty-led programs during the 2014–15 academic year. There was a significant increase (from seven students (1%) in 2013–14 to 21 students (3%) in 2014–15) in the numbers of African–American students. These numbers mirror the national trend. Given that African–American students at Appalachian comprise only 3.6% of the student body, this data show that proportionally African–American are participating in about the same number as they are represented in the student body. OIED will continue to work with various partners on campus to continue increasing the participation of African–American students and other students of color in education abroad programs. This is an area that we will continue to monitor and work harder to improve.

**Table 4: Five-Year Short-Term Faculty-Led Study Abroad
Participation by Ethnicity**

Ethnicity	Academic Year				
	2013-14	2013-14	2012-13	2011-12	2010-11
African-American	21	7	9	13	13
Asian	11	11	15	8	15
Hispanic	7	9	5	13	15
Native American	0	2	6	2	4
White (non-Hispanic)	616	642	617	544	626
Multiracial	38	36	1	12	4
Don't Know	14	18	29	6	3
Total students	707	725	682	598	680

During the 2014–15 academic year, the male student ratio in faculty-led programs continued a downward spiral and decrease by 3.1% compared to the previous academic year (see Table 5). Historically, larger numbers of female students have participated in study abroad than male students. This shift can be attributed to the increase in service learning programs offered. Male students do not seem to have a great deal of interest in service learning-oriented programs. Additionally, there are several programs offered where the vast majority of students in the majors were female.

**Table 5: Five-Year Short-Term Faculty-Led Study Abroad
Participation by Gender**

Gender	Academic Year									
	2014-15		2013-14		2012-13		2011-12		2010-11	
Females	467	66%	456	62.9%	442	64.8%	433	433	381	58.1%
Males	240	34%	269	37.1%	240	35.2%	247	247	263	41.9%
Transgender	0	0%	-	-	-	-	-	-	-	-
Total	707	100%	725	100%	682	100%	680	680	656	100%

There is a noticeable shift in students' participation by classification compared to previous years (see Table 6). Since 2010–11, the number of freshmen participating in the faculty-led programs has been declining from 63 students in 2010–11 to 23 students in 2013–14. However, the number of freshmen increased by 54% in 2014–15. There was also a significant increase in the number of doctoral students which increased by 80%. The numbers for juniors, seniors, non-degree undergraduates, and graduate students fell by 13% to 26%. Sophomore numbers remained the same.

**Table 6: Five-Year Short-Term Faculty-Led Study Abroad
Participation by Classification**

Classification	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Freshman	50	23	40	50	63
Sophomore	102	102	76	101	99
Junior	156	176	174	181	202
Senior	296	330	289	183	184
Non-Degree UG	9	11	11	1	0
Graduate	86	108	92	81	121
Professionals	3	0	0	1	11
Doctoral	5	1	-	-	-
Non-Degree GR	0	3	-	-	-
Total students	707	754	682	598	680

2. Short-term Direct/Independent Education Abroad Programs

Over the last five years, we have experienced significant growth in the number of students who are studying abroad on short-term direct or independent programs. This number has increased by 38.5% from 88 students in 2010–2011 to 143 students in 2014–2015 (see Table 7). Thirty-one (31) students of 143 went abroad on non-academic credit programs (e.g., attending conferences abroad) while 112 students were on credit-bearing programs.

Table 7: Short-Term Direct/Independent Education Abroad Programs

Term	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Fall	13	10	15	10	1
Spring	42	23	8	-	20
Summer	57	98	71	81	67
Total for Credit	112	131	94	91	88
Non-Credit Total	31	29	12	5	0
Total	143	160	106	96	88

As indicated in Table 8, the students who study abroad on short-term direct or independent programs for academic credit mainly did so in Europe (41.1%), Central/South America and the Caribbean (24.1%), Asia (18%), and Africa (18.1%).

Table 8: Five-Year Short-Term Direct/Independent Education Abroad Participation by Regions

Region	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Africa	18	17	17	15	1
Asia	20	30	12	20	24
Central/South America & Caribbean	27	25	35	19	9
Europe	46	55	28	27	30
Middle East				-	2
Multiple		2	1	-	1
North America	1	1		-	-
Oceanic/Pacific		1	1	-	-
Total	112	131	94	91	88

The International Student Teaching Program has had a significant impact for the students in the Reich College of Education as the majority of students (34.8%) who have studied abroad on short-term direct or independent programs are education majors (see Table 9). The number of students participating in the International Student Teaching Program has been growing for the last five years from 20 students during the 2010–2011 academic year to 39 students during the 2014–2015 academic year. The College of Arts and Science students also participate in large numbers (28.6%) on short-term direct or independent programs.

Table 9: Five-Year Short-Term Direct/Independent Education Abroad Participation by College/School

College	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
College of Arts & Sciences	32	40	37	35	21
College of Business	16	12	16	11	16
College of Education	39	36	27	1	20
College of Fine & Applied Arts	13	18	7	10	15
College of Health Sciences	7	11	5	8	4
University College*	1	6	1	14	7
School of Music	2	0		0	
Graduate School	1	8	1	2	5
No College Designated	1				
Total	112	131	94	91	88

Almost all of the students who participated on short-term direct or independent programs were white Caucasian females (see Table 10 and Table 11). Only 3% African-American and 20% male students studied abroad on short-term direct or independent programs during the 2014–2015 academic year.

Table 10: Five-Year Short-Term Direct/Independent Education Abroad Participation by Ethnicity

Ethnicity	Academic Year				
	2013-14	2013-14	2012-13	2011-12	2010-11
African-American	3	3	0	2	1
Asian	0	2	3	4	2
Hispanic	0	5	2	3	6
Native American	0	0	0	1	0
White (non-Hispanic)	108	119	88	79	74
Multiracial	0	0	0	0	0
Don't Know	1	2	1	2	5
Total students	112	131	94	91	88

Table 11: Five-Year Short-Term Direct/Independent Education Abroad Participation by Gender

Gender	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Females	90	99	66	68	66
Males	22	32	28	23	22
Transgender		0	0	0	0
Total	112	131	94	91	88

There was a very precipitous increase (79.5%) in the number of senior students participating in short-term direct or independent programs in 2014–2015 compared to other student classifications (see Table 12). The number increased from 60 students during the 2013–2014 academic year to 80 during the 2014–2015 academic year. This could partly be attributed in large measure by the number of students in the International Student Teaching Program who are all seniors.

Table 12: Five-Year Short-Term Direct/Independent Education Abroad Participation by Classification

Classification	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Freshman	0	5	1	3	0
Sophomore	2	21	10	13	6
Junior	19	37	23	26	19
Senior	89	60	57	47	56
Non-Degree UG	1	0	1	0	2
Graduate	1	7	2	2	5
Professionals	0	0	0	0	0
Doctoral	0	0	0	0	0
Non-Degree GR	0	1	0	0	0
Total students	112	131	94	91	88

3. Long-Term Education Abroad Programs

According to the 2014–15 academic year’s data, the number of students studying abroad for a semester or a year grew from 152 students in 2013–14 to 181 students in 2014–15 (see Table 13). This increase is demonstrated most clearly in the rise of the number of student studying abroad during the fall semester (from 50 students to 80 students). During the reporting period, there was a significant drop in the number of students who studied abroad for the entire academic year from 14 students in 2013–14 to only eight students in 2014–15.

Table 13: Five-Year Long-term Study Abroad Participants by Term

Term	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Fall	80	50	67	27	40
Spring	93	88	86	86	71
Academic Year	8	14	9	5	8
Total for Credit	181	152	162	118	119
Total	181	152	162	118	119

*These figures reflect the number of students who have applied to study abroad during the 2016 spring semester

Although IIE’s *2015 Open Doors Report* indicates that students who study abroad are increasingly diverse and that non-European destinations continue to grow in popularity, this is not completely reflected in the Appalachian data for semester and year-long programs. Europe continues to be the most popular destination for Appalachian students studying abroad for a semester or a year (see Table 14). During the 2014–15, 108 students studied in Europe compared to 81 students during the 2013–14 academic year. The rest of the regions remained stable or experienced a slight increase or a slight decrease.

Table 14: Long-term Education Abroad Destinations by Region

Region	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Africa	4	9	7	5	8
Asia	25	25	15	9	10
Europe	108	81	50	81	75
Central/South America & the Caribbean	25	18	34	16	17
Middle East	1	2	0	1	0
Multi-country	0	2		1	1
Oceania	17	15	12	5	6
North America	0	1	0	0	2
Total	181	152	162	118	119

Appalachian data shows that students in the College of Arts and Sciences, Walker College of Business, College of Fine and Applied Arts, and Beaver College of Health Sciences have consistently studied abroad for a semester or a year in larger numbers (see Table 15). Both the College of Fine and Applied Arts and Beaver College of Health Sciences experienced a significant increase in the number of their students studying abroad on semester or year-long programs. In 2013–14, only 18 students from the College of Fine and Applied Arts and six students from the Beaver College of Health Science studied abroad on long-term programs. In 2014–15, the numbers increased to 31 students from the College of Fine and Applied Arts and 21 students from the Beaver College of Health Science studied abroad on long-term programs. Students in the Rosen School of Music and Reich College of Education have not participated in long-term education abroad experiences as their peers in other colleges/schools. The issue for the education students is that their curriculum is not very flexible to allow students to take advantage of long-term education abroad opportunities.

Table 15: Long-term Study Abroad Participants by Colleges/Schools

College	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
College of Arts & Sciences	77	76	54	37	49
College of Business	42	39	25	34	27
College of Education	5	5	1	1	4
College of Fine & Applied Arts	31	18	22	12	8
College of Health Sciences	21	6	11	7	1
University College*	1	4	45	26	25
School of Music	1	1			
Graduate School	3	3	4	1	5
Total	181	152	162	118	119

The IIE's *2015 Open Doors Report* shows that 23.7% of study abroad students are students of color. While students of color comprise 14% of Appalachian's student body, the University weakly sustains a 9% participation rate by these same ethnic groups (see Table 16). This is an area where OIED must continue to improve and work hard in the future.

Table 16: Long-Term Study Abroad Participants by Ethnicity

Ethnicity	Academic Year				
	2015-14	2013-14	2012-13	2011-12	2010-11
African-American	7	3	3	3	1
Asian	5	4	3	0	3
Hispanic	4	5	6	7	4
Native American	0	0	1	0	2
White (non-Hispanic)	163	136	139	43	98
Native Hawaiian or Other Pacific Islander	0	0	1	0	0
Multiracial	0	0	0	0	2
Unknown	2	4	9	4	9
Total students	181	152	162	118	119

Appalachian data demonstrates an increase in the long-term education abroad participation at all class levels, except the senior level which decreased by 44.3% during the 2014–15 academic year (Table 17). Appalachian continues to struggle with graduate students who are interested in studying abroad for a semester or longer. OIED has been working with several graduate programs and the School of Graduate Studies to design programs that are attractive to graduate students. One of those programs is the Spanish language program in Salamanca, Spain.

Table 17: Long-term Study Abroad Participants by Classification

Classification	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Freshman	2	0	1	0	1
Sophomore	20	18	27	14	9
Junior	89	60	67	45	55
Senior	40	71	59	58	49
Graduate	3	3	4	1	5
TOTAL	181	152	162	118	119

During the 2014–15, there was a small increase of 2.4% of the male students who studied abroad on semester or year-long programs and an equal decrease of 2.4% for the female students. The Appalachian data corresponds closely with the national average of 65.3% female and 34.7% male as reported in IIE’s *2015 Open Doors* (see Table 18). OIED continues to work hard to publicize programs in the STEM fields where most males are present in large numbers.

Table 18: Long-term Study Abroad Participants by Gender

Gender	Academic Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Females	121	105	112	75	88
Males	60	47	50	43	31
TOTAL	181	152	162	118	119

4. Education Abroad Scholarships for Students

During the 2014–15 academic year, OIED provided \$66,297 in scholarships to support 65 students to study abroad. This includes four students who were supported to travel to South Africa for the Global Leadership Summit at the University of the Free State in July 2015. OIED continues to receive an

increasing number of applications for the small scholarship dollars available through OIED. During the 2014–15 academic year, OIED’s Scholarship Committee received 255 applications but could only provide funding for 25.5% of the applicants. At the same time, OIED is working with Ms. Leah Beth Hubbard, Director of Scholarships, to make sure that all education abroad scholarships throughout the campus are consolidated in one portal to enable students to easily access those scholarships. This effort will be completed during the 2015–16 academic year.

B. International Students at Appalachian

1. International Students on Campus

One hundred and eighty-five (185) international students were enrolled at Appalachian during the 2014–15 academic year: Sixty-one (61) undergraduate degree-seeking students, 27 graduate degree-seeking students, 83 exchange students, and 14 post-completion Optional Practical Training (OPT) (see Table 19).

Table 19: International Students at Appalachian

CATEGORY	Academic Year									
	2014-15		2013-14		2012-13		2011-12		2010-11	
	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad	UGrad	Grad
Degree-Seeking Students	61	27	64	27	61	25	56	17	53	12
Exchange Students	82	1	83	7	78	13	78	20	84	5
Post-Completion OPT	14	-	-	-	-	-	-	-	-	-
TOTAL	157	28	147	34	139	38	134	37	137	17
	185		181		177		171		154	

Tax Services: To assist international students with their U.S. tax filing, IRS approved representatives were available free of charge again this year. Thirty-three (33) students benefitted from this service that was offered Wednesdays from March 5–April 10, 2014. Additional slots were added to accommodate all students with a need.

2. International Appalachian (INTAPP)

OIED has continued to supplement INTAPP’s budget of \$4,000 that the organization receives from Academic Affairs. OIED’s financial support to INTAPP was \$1,145 for professional development. This student organization continues to make strong contributions to support OIED’s mission. This academic year, INTAPP recruited approximately 15 new members into the organization. The organization initiated a new training program and effectively trained the new members on their responsibilities. INTAPP volunteers were present from early morning until late in the evening for the entire week during fall and spring international student orientations. The INTAPP volunteers helped to greet international students at the airport and orient them to the campus and the community. The organization continued its annual tradition of sponsoring internationally themed dances, International Café, and the Global Perspectives Panel. INTAPP also hosted a tailgate for the international students to experience American football.

INTAPP remained active engaging in the following activities: Fall 2014 and Spring 2015 International Orientation; Fall 2014 and Spring 2015 Open House; Tailgating; Homecoming; Global Panel; International Café; International Thanksgiving; International Ball (Spring); Fall Ball; Fall Camping with Internationals; Speed Friending with Internationals; End of Year Cookout with International Students; Spring Recruitment and Retreat; High Country World Cup; Fall Recruitment and Retreat; and Coffee Buzz 5K.

The Third Annual Coffee Buzz 5K to raise money for the Landon Hill Study Abroad Memorial Scholarship Fund was successful again this year, with 226 total runners and \$5,000 raised (\$3,614.50 from registrations and the rest in donations) for the scholarship. Unfortunately, there was a loss of two borrowed tents (from housing) lost due to wind and a payment challenge with the T-shirts they gave away (not allowed to do this).

C. International Visiting Scholars and Visitors to Appalachian

International Short-term Visitors: During the reporting period, OIED directly hosted 35 international visitors from over 9 countries, including Japan, Russia, South Africa, Cuba, India, Slovakia, Germany, Belgium, and Australia. The duration of stay at Appalachian for these visitors ranged from one day to two weeks. OIED spent a total of \$9,290.88 in hosting these international visitors.

International Visiting Scholars Under Exchange Visitor Programs: During the 2014–15 academic year, Appalachian sponsored 17 international visiting professors and 10 international researchers or short-term scholars across campus under the U.S. Department of State’s J-1 exchange visitor program (see Table 20). Moreover, we hosted 50 scholars under the U.S. Department of State’s Teaching Excellence and Achievement (TEA) program and a group of students and educators from Pakistan under the North Carolina – Pakistan School Exchange Program funded by a U.S. Department of State grant.

Table 20: International Visiting Professors and Research Scholars under Appalachian’s Exchange Visitors (J-1 Visa) Program and Other Exchange Visitors Programs

CATEGORY	Academic Year			
	2014-2015	2013-2014	2012-2013	2012-2012
Appalachian J-1 Visiting Professor	17	8	6	9
Fulbright J-1 Scholar	1	1	0	0
Other Programs J-1 Scholar (e.g. U.S. Dept. of State)	50	46	42	28
TOTAL	68	57	58	44

Teaching Excellence and Achievement Program: This past academic year, Appalachian was selected once again as one of institutions in the U.S. to participate in the U.S. Department of State’s Teaching Excellence and Achievement (TEA) Program. For six weeks, 21 secondary school teachers from more than 15 countries (Argentina, Bangladesh, Chile, Colombia, India, Lithuania, Nepal, Nicaragua, Panama, Peru, Poland, Romania, South Africa, Ukraine, and Uzbekistan) came to Appalachian for an academic program. The program was conducted by 25 faculty members from the Department of Curriculum and Instruction; Department of Leadership and Educational Studies; Department of English; and Department of Languages, Literatures and Cultures. The focus of the training included teaching methodologies, lesson planning, teaching strategies for their home environment, teacher leadership, and the use of instructional technologies. The program also included field experiences in local public schools where international teachers were engaged with American teachers and students. The following schools hosted the TEA Fellows: Alleghany High School, Caldwell Career Center, Caldwell Early College, Hibriten High School, East Burke High School, Patton High School, West Wilkes High School, North Wilkes High School, and Watauga High School. This program benefitted both students and faculty at Appalachian and supports the goals of the Quality Enhancement Plan (QEP). One faculty member commented on the fact that while she is not able to travel abroad due to her family situation, the TEA Program has brought the world to her and she is able to develop professionally while contributing to the learning of the teachers from abroad.

North Carolina – Pakistan School Exchange Program: During the 2014–2015 academic year, Appalachian received third year funding from the U.S. Embassy in Islamabad (Pakistan) to continue implementation of the North Carolina – Pakistan School Exchange Program. Thirty (30) students and educators from three schools at the Heavy Industries Taxila Education City’s (HITEC) in Pakistan participated in a three-week exchange visit to North Carolina. The Pakistan students and educators visited Green Valley Elementary School, Hardin Park Elementary School, and Watauga High School in Watauga County. The purpose of the exchange program was to foster increased understanding and mutual respect between Americans and Pakistanis on a personal level and to help build a foundation for improved relations between the two countries. Unfortunately, a group of 23 North Carolina educators that was scheduled to travel to Pakistan in February 2015 could not go due to security concerns raised by the school shooting in Pakistan that occurred in December 2014. Nevertheless, this Program has achieved and exceeded the expectation for which it was designed.

Immigration Matters for International Visiting Scholars and Faculty Members: Following the departure of the ISSSO Director, it was necessary to secure assistance with handling of the immigration petitions for the Appalachian scholars and faculty members. With the capable assistance of Ms. Bridget Bishop, Immigration Staff Attorney, Office of Legal Affairs at the UNC General Administration, the OIED staff dealt with facilitating the completion of documents for H-1B petitions for Appalachian international scholars and faculty members and responding to the many questions surrounding the process. OIED staff also addressed issues related to maintaining status, proper hiring process and paperwork, program extensions, housing arrangements, and securing health insurance, in addition to the many general questions that arose. During the reporting period, Appalachian paid \$13,550 immigration filing fees. This figure was \$12,385, during the previous academic year.

D. International Outreach to Campus and the Community

During the 2014–15 academic year, OIED’s international outreach activities focused on increasing the involvement of international students and scholars in the Appalachian classrooms as guest speakers and presenters and less on outreach in the local K–12 schools. Intercultural programming was increased for a broader campus audience of students, staff, and faculty, as well as increased collaborations with campus departments in new and continued programs.

International Education Week/Appalachian Global Symposium: International Education Week included the Annual Appalachian Global Symposium. The Symposium (November 18, 2015) and included 20 conference sessions on topics related to the theme “Appalachian’s Global Engagement: Internationalized Teaching, Research, Learning, and Service at Appalachian.” Each of the Symposium sessions was attended by an average of 30 people.

In addition to the Appalachian Global Symposium, OIED sponsored the following range of intercultural activities: People of the Planet Soccer Tournament, where more than 52 countries were represented by players; International Education Abroad Fair, featuring representatives of semester and yearlong study abroad opportunities for students; the Latin American film festival; Cuba Answers, a conference sponsored by the Walker College of Business; Festa do Brasil, a one day celebration of Brazilian culture; and International Coffee Hour, sponsored by INTAPP which featured international performances by students and community and international foods.

Annual Diversity Celebration: OIED participated in the planning committee for the Annual Diversity Celebration. The music and dance, multicultural food and cultural exhibits allowed Appalachian students, employees, community members and local children to experience world cultures they may not encounter

otherwise. This event was attended by approximately 2,100 students, volunteers, Appalachian faculty and staff and community members.

Teaching Excellence and Achievement Fellows in the Community: OIED took advantage of the presence of TEA Fellows on our campus to program various activities in the community. These activities helped the TEA Fellows to interact with community members and vice versa. Community service projects were implemented with the Farm Café. Successful homestay visits were also arranged for all participants for two weekends during the time when the TEA Fellows were involved in Field Experiences. We received positive feedback from host families and the Fellows themselves of how valuable the homestay experience was. The Watauga High School’s parent teacher organization (“Friends of Watauga High School”) hosted an excellent reception at the school for the TEA Fellows where parents, teachers, administrators, and the Superintendent were invited to share information at the role of the parent-teacher associations and how they support schools and teachers.

E. Faculty and Staff Support for International Travel

During the 2014–15 academic year, **OIED supported 33 faculty/staff members to travel abroad** to attend conferences, conduct research, teach for short-term, and/or visit partner institutions (see Table 21). This number is lower than the 44 faculty/staff members support in 2013–14 because OIED did not receive additional funds from Academic Affairs to support faculty to travel. The **OIED’s financial support totaled \$43,455 for the 2013–14 academic year.** The OIED’s financial support totaled \$41,970 for the 2014–15 academic year. The deans’ offices and department chairs also provided substantial financial support for these international travels totaling \$39,828. These faculty/staff members traveled to 24 countries in Africa (2), Asia (7), Europe (15), Latin America (5), North America (2), and Oceania (2). The faculty members represented 22 departments across the campus.

Table 21: 2014–15 Financial Support for Faculty/Staff International Travel by College

University Unit	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
College of Arts & Sciences	12	17	27	7	28
College of Fine & Applied Arts	8	11	13	14	12
Reich College of Education	4	7	4	2	1
Walker College of Business	2	4	2	2	3
School of Music	0	1	2	0	4
School of Graduate Studies	0	0	0	0	2
University College	1	1	7	2	4
College of Health Sciences	1	0	0	1	4
Honors College	0	0	1	2	0
Other Units in Academic Affairs	2	3	5	1	0
Non-Academic Affairs Units	4	0	3	0	3
TOTAL	33	44	64	31	61

F. OIED Grants and Contracts

During the 2012–13 academic year, **OIED submitted two project proposals for funding worth \$580,713:** (1) 2013 Teaching Excellence and Achievement Program (TEA) for 22 teachers from 18 different countries (\$183,000) submitted to the U.S. Department of State through IREX and (2) North Carolina – Pakistan School Exchange Program (\$397,713) submitted to U.S. Embassy-Islamabad. **Both projects were funded.**

During the reporting period, OIED continued the implementation of two funded projects: TEA Program TEA, North Carolina – Pakistan School Exchange Program. These projects helped to supplement OIED operating funds in advancing the internationalization mission of the University.

G. Customers Served in OIED

Table 22 shows that between July 2014 and June 2015, we received 3,670 students, faculty, staff, and other visitors. Based on this data, we now know that September, October, November, and January are the peak periods when the office is visited by students, faculty, and staff.

Table 22: Persons Served by OIED Staff: 2014–15

OIED Department	2014						2015						Total
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Associate Vice Chancellor & Front Office	19	40	69	91	47	5	29	18	13	22	10	11	374
International Student and Scholar Services and Outreach	22	93	95	101	81	65	83	47	58	56	52	11	764
Faculty-Led Educational Abroad Program	40	58	108	97	180	122	170	107	63	60	19	18	1,042
Education Abroad	38	167	168	149	143	83	189	167	96	99	16	14	1,329
Unspecified Visitors	2	17	10	7	23	10	20	12	30	24	3	3	161
Total	121	375	450	445	474	285	491	351	260	261	100	57	3,670

H. International Travel Insurance for University Personnel

As per Appalachian policy, all University employees traveling abroad for business are required to be covered by the international insurance policy administered by OIED. Cost for the insurance is covered directly by Appalachian. During the 2014–15 academic year, 190 University employees were covered by the international insurance at the cost of \$16,101.15 (see Table 23). This is a decrease from the 2013–14 academic year where 214 employees were covered at the cost of \$12,391.50. However, the rate went up accounting for the increase in the total costs. The majority of the individuals covered (97.37%) were from the Division of Academic Affairs, representing mostly faculty’s international travel. Only 5 employees were covered from other non-Academic Affairs units. This indicates that the policy is still not well known in other non-academic affairs divisions even though OIED has worked with the Controller’s Office to revise the University Travel Authorization Form so that it incorporates a prompt that ask the person completing the form to also complete the International Travel Insurance in the case where the traveler is

traveling abroad.

Table 24 shows that by far the top five units from which travelers came during the 2014–15 academic year are the College of Arts & Sciences (49.47%), Other Units in Academic Affairs (13.2%), Walker College of Business (11.1%), College of Fine & Applied Arts (9.5%), and Reich College of Education (9.5%).

Table 23: 2014–15 International Insurance Coverage by Division

Division	# of Travelers	Cost			
		OIED	Grants	Other	Total Paid
Academic Affairs	185	\$15,910.05	\$0.00	\$0.00	\$15,910.05
Advancement	0	\$0.00	\$0.00	\$0.00	\$0.00
Athletics	0	\$0.00	\$0.00	\$0.00	\$0.00
Business Affairs	0	\$0.00	\$0.00	\$0.00	\$0.00
Human Resources	0	\$0.00	\$0.00	\$0.00	\$0.00
General Counsel	0	\$0.00	\$0.00	\$0.00	\$0.00
Internal Audits	3	\$85.80	\$0.00	\$0.00	\$85.80
Student Development	2	\$105.30	\$0.00	\$0.00	\$105.50
TOTAL	190	\$16,101.15	\$0.00	\$0.00	\$16,101.15

Table 24: 2014–15 International Insurance Coverage by Unit

Units	# of Travelers	Cost			
		OIED	Grants	Other	Total Paid
College of Arts & Sciences	94	\$8,914.05	\$0.00	\$0.00	\$8,914.05
College of Fine & Applied Arts	18	\$1,088.10	\$0.00	\$0.00	\$1,088.10
Reich College of Education	18	\$1,767.90	\$0.00	\$0.00	\$1,767.90
Walker College of Business	21	\$2,326.50	\$0.00	\$0.00	\$2,326.50
School of Music	1	\$39.00	\$0.00	\$0.00	\$39.00
School of Graduate Studies	0	\$0.00	\$0.00	\$0.00	\$0.00
University College	4	\$257.40	\$0.00	\$0.00	\$257.40
College of Health Sciences	4	\$159.90	\$0.00	\$0.00	\$159.90
Other Units in Academic Affairs	25	\$1,357.20	\$0.00	\$0.00	\$1,357.20
Non-Academic Affairs Units	5	\$191.10	\$0.00	\$0.00	\$191.10
TOTAL	190	\$16,101.15	\$0.00	\$0.00	\$16,101.15

II. MAJOR CHALLENGES

A. Staff Changes

During the reporting period, four staff persons within OIED were promoted to new positions:

- Dr. Maria Anastasiou, OIED Executive Director (formerly Director of International Student and Scholar Services and Outreach);
- Mr. Adam Julian, Director of International Student and Scholar Services and Outreach (formerly

- Assistant Director of International Student and Scholar Services and Outreach);
- Ms. Chanel Frisco, Assistant Director of Education Abroad (formerly Program Coordinator of International Student and Scholar Services and Outreach); and
- Ms. Mallory Sadler, Executive Assistant to the Associate Vice Chancellor for International Education and Development (formerly Office Assistant/Receptionist and interim Office Manager).

At the same time two staff moved out of OIED (Ms. Marty McCormick, Business Officer, and Ms. Meg Marck-Kennedy, Director of Education Abroad). While the loss of staff persons created a short-term difficult situation for OIED to continue to provide quality services to students, we have recovered by hiring some temporary help. We have also hired three new staff persons:

- Ms. Kalin Bradley, Office Assistant/Receptionist;
- Ms. Lindsay Pepper, Program Coordinator of International Student and Scholar Services and Outreach; and
- Mr. Mark Hagen, Assistant Director of Education Abroad, Faculty-Led Programs.

Searches are currently underway to fill three open positions and the goal is to have these positions filled by December 2015. The open positions are:

- Director of Education Abroad;
- Assistant Director of International Student and Scholar Services and Outreach; and
- University Program Associate (OIED Financial Manager).

B. Scholarships for Students to Study Abroad

Even though a small scholarship program has been created to support students who are interested in studying abroad, the needs far outweigh current resources available to OIED. For example, during the 2014–15 academic year, OIED received 255 education abroad scholarship applications while we could provide funding to only 25.5% of the applicants. Availability of scholarships to support students to study abroad is critical for the efforts to increasing the number of Appalachian students who are studying abroad. OIED will continue to work with various units at the University, including the Office of Advancement and individual colleges/schools to raise funds to provide scholarships for students interested in studying abroad.

C. Scholarships for International Students to Study at Appalachian

Scholarships for international students to study at Appalachian continues to be a challenge for the University. Appalachian's ability to attract and retain high quality international students is limited by the fact that there are no scholarships available to support their studies at the University. OIED will continue to work with various units at the University, including the Office of Advancement to raise funds to provide scholarships for degree-seeking international students.

D. On-campus Housing for International Graduate Students

Since the demolition of Mountaineer Apartments, housing of graduate students at Appalachian has been a great challenge. This challenge has been even greater for international graduate students. For many

international graduate students, lack of University housing has been a deal breaker and had resulted in these students accepting admission at other universities where on-campus housing is readily available.

Recently, the Office of International Education and Development together with the MBA Program in the Walker College of Business, established a programmatic relationship with University partners abroad whereby graduate students from a select number of partners will send their students to enroll in the Appalachian MBA Program. These programs have been established with Beijing International Studies University in China (1+1+1) and Burapha University in Thailand (1+1). Negotiations are currently underway for similar arrangements with Yaşar University Izmir in Turkey. These arrangements are likely to bring increasing numbers of international graduate students to Appalachian. Five students from China are already at Appalachian beginning with the 2014 fall semester. At the same time, the University Strategic Plan (July 2014–June 2019), *The Appalachian Experience: Envisioning a Just and Sustainable Future*, has graduate education as one of its goals.

OIED will continue to work with the Graduate School, the Division of Student Development, the Provost, and the Chancellor's Office to find a long-term solution to address this issue.