UCCS Office of International Affairs
Building bridges of global opportunity!

Year One, 4/2012 – 4/2013
The following comprehensive report covers the activities of the UCCS Office of International Affairs (UCCS-OIA) between April 2, 2012 and April 2, 2013, which represents the UCCS-OIA’s first year in operation. Each section contains current data with additional goals and/or challenges. Some sections also include comparables.

Table of Contents

Section 1: OIA Mission/Vision Statement

Section 2: OIA Staff and Contact Information

Section 3: International Student Recruitment

Part I: Current Recruitment Strategies
Part II: Projected Enrollment Data
Part III: Future Development of Recruitment

Section 4: International Student & Scholar Services (ISSS)

Part I: International Student Enrollment Data
Part II: International Student Profile Data
Part III: International Scholar Data
Part IV: Future Development of ISSS

Section 5: Intensive English Program (IEP)

Part I: Introduction to the IEP
Part II: IEP Enrollment Data
Section 6:  Education Abroad (EA)

Part I: Introduction to EA
Part II: EA Vision Statement
Part III: EA Office Functions, Activities, and Accomplishments
Part IV: EA Data
Part V: Future Development of EA

Section 7:  International Partnerships & Programs: General Information

Part I: Summary of Activities and Accomplishments
Part II: Development of Partnership Guidelines

Section 8:  International Programs & Partnerships: Daegu Gyeongbuk English Village

Section 9:  Subcommittees of the International Initiative Task Force

Section 10:  Professional Development

Concluding Remarks

Appendix:  Current OIA Organigram
Mission:

The OIA aims to bring our campus to the world and the world to our campus by:

- Providing integrated services and activities to support the recruitment, enrollment, retention, and integration of inbound international students and scholars;
- Promoting education abroad, international exchange, and other global engagement programs for UCCS students and faculty to inspire a sense of curiosity about the world;
- Developing programs, curricula, and strategies in collaboration with UCCS colleges and schools to increase the multicultural experiences and global competencies of the entire UCCS community; and
- Advocating for, developing, and implementing strategic international partnerships.

Vision:

The OIA at UCCS aspires to become a highly regarded hub and resource in Southern Colorado for international activity and exchange through integrated programs and services, global advocacy and liaison, and local and international partnerships that bridge UCCS and community to the world.
# Section 2: OIA Staff and Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Anthony Shull</td>
<td>Executive Director</td>
<td>719/255-7528</td>
<td><a href="mailto:ashull@uccs.edu">ashull@uccs.edu</a></td>
</tr>
<tr>
<td>Ms. Mary Hanson</td>
<td>Assistant Director</td>
<td>719/255-3218</td>
<td><a href="mailto:mhanson3@uccs.edu">mhanson3@uccs.edu</a></td>
</tr>
<tr>
<td>Ms. Sandra Reno</td>
<td>Associate Director</td>
<td>719/255-3718</td>
<td><a href="mailto:sreno@uccs.edu">sreno@uccs.edu</a></td>
</tr>
<tr>
<td>Ms. Wangyun Chao</td>
<td>International Student and Scholar Services Specialist</td>
<td>719/255-7218</td>
<td><a href="mailto:wchao@uccs.edu">wchao@uccs.edu</a></td>
</tr>
<tr>
<td>Ms. Sarah Vinz</td>
<td>Global Programs and Grants Liaison</td>
<td>719/255-4218</td>
<td><a href="mailto:svinz@uccs.edu">svinz@uccs.edu</a></td>
</tr>
<tr>
<td>Mr. Michael Saenz</td>
<td>International Student Advisor</td>
<td>719/255-3618</td>
<td><a href="mailto:msaenz@uccs.edu">msaenz@uccs.edu</a></td>
</tr>
</tbody>
</table>

**General queries:**

Tel. 719/255-5018  
international@uccs.edu

**Mailing address:**

University of Colorado Colorado Springs – Office of International Affairs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

**Visiting address (as of 1 August):**

UCCS main campus  
Copper Dormitory
Part I: Current Recruitment Strategies

UCCS Strategic Plan 2020: Goal 4

“Substantially increase international and domestic multicultural program opportunities and the number of international students and scholars on campus to build cultural understanding and to develop the global competencies of the UCCS community.”

“Success” in relation to the recruitment of international students is defined as having a steady stream of academically-qualified international students coming to an institution’s campus. Institutions that are successful at the recruitment of international students tend to have the following in common:

- Offer various forms of scholarships
- Have English language programs
- Have application and admission procedures that are easily understood and quick, and have steps/tools that are managed with relative ease
- Utilize in-country alumni
- Invest in a combination of recruiter agents and/or education consultants, on-site fairs, and school visits, partnership development, and exchange program agreements
- Have developed Pathway Programs that combine English language and academic course preparation
- Are aggressively in-market on a personal level, as many cultures prefer to only collaborate with those they have met

Drawing on these observations as well as the UCCS Strategic Plan 2020, the OIA is currently using the following strategies for international student recruitment:

- Recruitment through international partnerships
- Recruiter agent in Brazil (with options for China and Turkey under review)
- Print materials
- Travel to student recruitment fairs
- Online promotion
- Virtual recruitment fairs
- EducationUSA offices

The OIA is currently working on development of the following strategies, in some cases in collaboration with Student Success, Advancement, Office of Alumni Outreach, UCCS Media Services, and assorted professional organizations:

- Development of short videos for the OIA website
- Development of an outreach network via international alumni
- Establishment of an alumni chapter in South Korea
- Participation in the Study Colorado initiative (www.studycolorado.org)
- Development of social networks
• Contact through EducationUSA offices in target countries
• Development of faculty/student exchange to promote outreach
• Contact with government agencies/organizations
• Participation in the U.S. Department of Commerce’s Gold Key Initiative for matching up universities
• Participation in American International Recruitment Council (AIRC) webinars and conferences
• Development of relationships with local companies that have an international reach
• Development of a network of recruiter agents in markets such as Brazil, China, Turkey, Vietnam, and other countries where language barriers make follow-up challenging
• Targeting select regions/countries deemed as potential sources of students, based on IIE Open Doors statistics that indicate which countries are emphasizing international education and are sending students to the United States. These include China, India, South Korea, Canada, Taiwan, Japan, Saudi Arabia, and Mexico.

Part II: Projected Enrollment Data

Figure 3.A: Projected student enrollment data through Fiscal Year 2019-2020

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>% Increase</th>
<th>New Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013 census</td>
<td></td>
<td>243</td>
<td></td>
</tr>
<tr>
<td>FY13-14</td>
<td>15%</td>
<td>36</td>
<td>279</td>
</tr>
<tr>
<td>FY14-15</td>
<td>15%</td>
<td>42</td>
<td>321</td>
</tr>
<tr>
<td>FY15-16</td>
<td>18%</td>
<td>58</td>
<td>379</td>
</tr>
<tr>
<td>FY16-17</td>
<td>18%</td>
<td>68</td>
<td>447</td>
</tr>
<tr>
<td>FY17-18</td>
<td>20%</td>
<td>89</td>
<td>537</td>
</tr>
<tr>
<td>FY18-19</td>
<td>20%</td>
<td>107</td>
<td>644</td>
</tr>
<tr>
<td>FY19-20</td>
<td>22%</td>
<td>142</td>
<td>786</td>
</tr>
</tbody>
</table>

Includes all temporary visas.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>% Increase</th>
<th>New Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013 census</td>
<td></td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>FY13-14</td>
<td>15%</td>
<td>28</td>
<td>215</td>
</tr>
<tr>
<td>FY14-15</td>
<td>15%</td>
<td>32</td>
<td>247</td>
</tr>
<tr>
<td>FY15-16</td>
<td>20%</td>
<td>49</td>
<td>297</td>
</tr>
<tr>
<td>FY16-17</td>
<td>22%</td>
<td>65</td>
<td>362</td>
</tr>
<tr>
<td>FY17-18</td>
<td>25%</td>
<td>91</td>
<td>453</td>
</tr>
<tr>
<td>FY18-19</td>
<td>28%</td>
<td>127</td>
<td>579</td>
</tr>
<tr>
<td>FY19-20</td>
<td>30%</td>
<td>174</td>
<td>753</td>
</tr>
</tbody>
</table>

Includes all temporary visas minus IEP students.

Part III: Future Development of Recruitment

• The OIA will begin a series of three review/brainstorming sessions in order to adjust and improve the overall recruitment strategy and its various components.
• The OIA has submitted a seven-year investment plan designed to assist the office in recruiting, processing, and providing on-campus support to international students. An emphasis will be placed on recruiting qualified undergraduate students.
• The OIA will also be working on developing methods for measuring outcomes, including (but not limited to) investment in recruitment and yield rate. An attempt will be made to also include the variables of processing and on-campus support costs.

Note: It is important to mention that increases in international student numbers will be gradual with on-campus support services increasing to meet students’ needs.
Part I: International Student Enrollment Data

As of Spring 2013 census day, UCCS is hosting 243 international students from forty-two countries (including students enrolled in the Intensive English Program). This represents an increase of 31.3% over the total number of international students enrolled at UCCS in Spring 2012 (which was 167 students).

Note: The Institute for International Education (IIE) defines an international student as "anyone studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework. These include primarily holders of F (student) visas and J (exchange visitor) visas." (See http://www.iie.org/en/Research-and-Publications/Open-Doors/FAQ#faq4)

Figure 4.A: Number of international students by semester

![Bar chart showing international student enrollment by semester from 2010 to 2013.](chart.png)

Figure 4.B: Top home countries for international students

<table>
<thead>
<tr>
<th>Country</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>105</td>
</tr>
<tr>
<td>India</td>
<td>23</td>
</tr>
<tr>
<td>Libya</td>
<td>20</td>
</tr>
<tr>
<td>France</td>
<td>15</td>
</tr>
<tr>
<td>Mexico</td>
<td>9</td>
</tr>
</tbody>
</table>

UCCS’s undergraduate international student growth is slow and steady, while our growth in international graduate and Intensive English Program students is more rapid.
Figure 4.C: Number of international students by degree level

<table>
<thead>
<tr>
<th>Year</th>
<th>GRAD</th>
<th>UGRD</th>
<th>NDGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>34</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>33</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>48</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>31</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>40</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>61</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>65</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>65</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>78</td>
<td>53</td>
<td>19</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>96</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>65</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>118</td>
<td>56</td>
<td>69</td>
</tr>
</tbody>
</table>

Part II: International Student Profile Data

Figure 4.D: International student GPA
Figure 4.E: International student semester credit hours by term

Figure 4.F: International students by gender

Part III: International Scholar Data

As of the writing of this report, twenty visiting international scholars are on the UCCS campus. An additional ten international scholars have been processed and are being awaited by their host colleges/departments. In addition, sixty visiting scholars from China are being processed for arrival on May 30, 2013.
Part IV: Future Development of ISSS

i. ISSS Webpage

- Further populate the ISSS website with information aimed at all potential and current international students (undergraduate, graduate, Intensive English Program, non-degree, and exchange). This will include:
  - Information on admission procedures and processing times
  - Pre-arrival information for admitted international students (covering visa, travel, housing, and transfer)
  - An international student survival guide for current students (with information on maintaining visa status, resources available for international students on campus, and international students clubs)
  - A list of scholarships available for international students
  - Informational workshops for international students (covering orientation, employment, departure/travel, and international tax)
  - International student demographic information

- Create a webpage for UCCS faculty/staff members to use in better assisting international students. The page will include a definition of who the international students are, as well as explanations of UCCS English proficiency requirements, application processing procedures/timeframes, and transcripts evaluation requirements/timeframes.

- Create a webpage with resource and visa application information for incoming and current international scholars (including visiting scholar applications, H1b and J1 visa processing guidelines, and Permanent Residency application processing information and guidelines).

ii. Create international application process procedures and guidelines for the OIA staff.

iii. Identify on- and off-campus resources and support services for admitted international students.

iv. Create diversity in the international student body through recruitment (which will include such “armchair recruitment” activities as forwarding materials to EducationUSA in addition to participating in recruitment fairs locally and internationally).

v. Reduce the international application processing time (number of applicants vs. number of admitted students vs. number of attending students).
Section 5: Intensive English Program (IEP)

Part I: Introduction to the IEP

The OIA’s English Language Center (ELC) aims to provide students with a culturally sensitive and supportive environment in which to build their English language proficiency. Opportunities for creative language practice and expression of ideas are provided in content-rich classes and through learning experiences organized outside of the classroom. Instructors regard students as motivated, self-directed individuals and respond to students' varied learning styles and educational backgrounds by selecting instructional techniques and materials to facilitate progress toward fluent, accurate English.

Within the ELC, the IEP (established in the spring of 2011) aims specifically to prepare students whose first language is not English for success in undergraduate and graduate studies at UCCS. Four full-time levels of study plus satellite courses, tutoring, and a part-time bridge level program help students acquire the academic English skills and content knowledge they will need to independently participate in the university’s programs in an immersion setting. The IEP also adds diversity to the broader student population and assists in the recruitment and retention of international students for university academic programs (research shows that university-housed IEPs are proven international student recruitment tools for both Bachelor’s and Master’s degree programs). Language learning services also are available to the greater Colorado Springs community, attracting a myriad of adult learners in need of language skills that will help them integrate into the English-speaking community. As the figure below shows, the IEP has grown tremendously during its two years of operation.

Part II: IEP Enrollment Data

Figure 5.A: A summary of IEP enrollment by session, since the program’s inception in Spring 2011

IEP enrollment by session

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>3</td>
<td>20</td>
<td>30</td>
<td>32</td>
<td>26</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Summer</td>
<td>14</td>
<td>21</td>
<td>10</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Eight-week sessions are offered twice per semester and once in the summer.
Part I: Introduction to EA

Sandra Reno and Michael Saenz initiated the process of setting up the UCCS Education Abroad Office within the OIA in September 2012. The work began with creating an education abroad website through Terra Dotta/Studio Abroad while simultaneously researching and developing procedures and processes. A mission statement was drafted through the International Subcommittee for Education Abroad, Faculty-Led, and Exchange Programs (see Part II below), and forms and procedures continued to be promulgated and revised.

Previously, our UCCS students were fortunate to have education abroad services provided by the University of Colorado Boulder (CU-Boulder). It was agreed in January 2013 that Boulder would transfer these services over to the UCCS-OIA. From 2007 until Spring 2013, CU-Boulder worked with a total of 39 students and we will continue to make CU-Boulder and CU-Denver options available to our students and depending on their needs. From the fall 2012 semester to the present, the UCCS Education Abroad Office has advised sixty-six students with forty-seven students preparing for Summer/Fall 2013 programs. The projection is for thirty to thirty-five students each semester in the next year.

Part II: EA Vision Statement

Through education abroad students are able to enrich their personal lives, broaden their world view, and build multicultural understanding through learning to appreciate and understand other cultures and people. They become culturally perceptive citizens who are better prepared for careers in the global marketplace.

Education abroad programs promote transformative learning experiences along with global competencies, academic scholarship, and foreign language acquisition.

The Education Abroad Office fosters these outcomes through:

- Identifying and developing safe, affordable, academically sound, and geographically and culturally diverse education abroad experiences.
- Guiding students in the selection of programs that meet their academic, professional and personal goals.
- Advising students throughout the education abroad process from beginning to end (which includes but is not limited to providing assistance in program selection, visa requirements, and international travel orientation).
- Equipping students with the knowledge and competencies necessary to enhance their education abroad experience.
- Promoting high-quality education abroad programs in partnership with UCCS faculty/staff, public/private sector institutions, and other universities and organizations.
- Increasing participation in education abroad programs and providing accessible opportunities for all students, including those traditionally underrepresented in education abroad.
- Advocating the use of international education as a tool for strengthening and expanding UCCS institutional identity in the United States and abroad.
Education abroad opportunities include study, service-learning, and internship options that can be undertaken through University exchanges, direct enrollment programs, and affiliate programs. Courses taken abroad can be aligned with students' major and minor program requirements and may be used to satisfy general education and elective requirements.

**Part III: EA Office Functions, Activities, and Accomplishments/Ongoing Initiatives**

i. **EA Office Functions**

- Program advising
- Passport and visa guidance
- Scholarship assistance
- UCCS registration while studying abroad
- Financial aid eligibility facilitation
- Course and credit approval assistance
- EA orientations
- Pre-departure orientations
- World events/U.S. State Department reports on program locations monitoring
- Emergency assistance while abroad
- Faculty assistance in setting up faculty-led programs
- Collaboration with university offices and departments
- Website maintainance
- Establishment of procedures
- Record keeping, data input, reporting
- Marketing and promotion of EA

ii. **EA Office Activities**

Signed Affiliate Agreements with program providers:
- American Institute for Foreign Study (AIFS)
- Center for Education Abroad (CEA)
- Council on International Educational Exchange (CIEE)
- GlobalWorks
- International Studies Abroad (ISA)
- Sol Education Abroad

Affiliate Agreements in consideration:
- GlobaLinks
- Semester at Sea

Established Exchange Agreements at UCCS (known):
- **College of Business**
- Cologne Business School (Germany)
- Frankfurt School of Finance and Management (Germany)
- International School of Management (Germany)
- MCI Management Center Innsbruck (Austria)
• National Taiwan University of Science and Technology (Taiwan Tech) - School of Management
• Stockholm University (Sweden)
• Universite Paris Est Creteil (formerly Paris XII) (France)
• University of Duisburg-Essen Mercator School (Germany)

College of Letters, Arts and Sciences
• Universidad de Guadalajara (Mexico)

Faculty-Led Programs (known)
• Student Affairs for Higher Education, College of Education - May 2013 (Ireland) (Sylvia Martinez)

iii. EA Accomplishments/Ongoing Initiatives

• Website set up, launch, and continued maintenance
• Meetings: CIEE, third-party providers, website provider Terra Dotta, webinars, counterparts in Denver and Boulder, subcommittee, disability services, financial aid, registrar, risk management and exchange program representatives
• Ownership of fully advising UCCS students as of Spring 2013
• Marketing through social and print media, fairs and orientations
• Establishment of first Education Abroad Scholarship from the OIA: $500 for 2013-14
• Collaboration with disabilities services to refine processes for students with disabilities

Part IV: EA Data

i. Advising: Sixty-six students (August 2012 to present)

ii. Current UCCS Students Abroad:

• Seven students (two through Boulder, five through UCCS): Ireland (two), Italy (two), Panama (one), Chile (one), and Australia (one)

iii. Enrollments for Future Terms:

Figure 6.A: UCCS students departing for education abroad programs later in 2013

<table>
<thead>
<tr>
<th>Program Duration</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer term 2013</td>
<td>27</td>
</tr>
<tr>
<td>Fall semester 2013</td>
<td>12</td>
</tr>
<tr>
<td>Full AY 2013-14</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
Figure 6.B: UCCS students studying abroad (2007-end of 2013):

Note: For the period 2007-2012, numbers are as reported to the OIA. Numbers for 2013 include all students who studied abroad during Spring 2013 or are scheduled to depart later this year (see Figure 6.A above).

Figure 6.C: UCCS EA students by destination (current and projected based on recent enrollments, January-December 2013)

Where they are going: Education abroad by destination
**Part V:** Future Development of EA

- Increase the total number of students enrolled in EA programs for all or a portion of the academic year to sixty students.
- Establish clear and streamlined processes and procedures for: advising and applications, registration, financial aid, scholarships, international insurance, transcript credit process, returning students, faculty-led programs, Education Abroad 101 sessions, pre-departure orientation, and disability services.
- Increase faculty-led programs: one to five per college.
- Increase EA outreach and promotion on UCCS campus through department and class meetings, orientations, fairs, and social media.
- Establish protocol for student emergencies while abroad with Risk Management Office.
- Clarify the role of the colleges, the OIA, and various departments as related to EA.
- Set up basic services for outgoing and incoming exchange students.
- Submit a proposal for approval for fair and equitable education abroad service fees.
Section 7: International Partnerships & Programs: General Information

Part I: Summary of Activities and Accomplishments

- Signed a three-year MOU with Yeungjin College (Daegu South Korea) to continue the Daegu Gyeongbuk English Village Project through 2015 (see Section 8 below).
- Signed an agreement with Yeungjin College to receive twenty-one students at UCCS for a Global Leadership Program during July 2013.
- Signed a three-year agreement with the Institut Catholique d’Études Supérieures (ICES) of France to receive French students. An additional agreement that would establish a UCCS-ICES collaborative IEP at ICES is under review.
- Signed an agreement with YOOKJU Academy (Daegu, South Korea).
- Signed an agreement with Milo International Kindergartens (Guangzhou, China).
- Signed a three-year, multi-program agreement with St. Lawrence College of Kathmandu, Nepal and Lawrence Education Group of Nepal to bring student cohorts of ten to participate in the IEP.
- Signed an agreement with US Education Services (Brazil). Ms. Roseli Azevedo, owner, has been representing OIA at student recruitment fairs in Brazil.
- Signed an agreement with the Colorado Department of Higher Education (CDHE) to become a member to the governor’s Study Colorado initiative. The UCCS-OIA and UCCS colleges will work with the CDHE to better promote UCCS and Colorado as a destination for higher education. Anthony was elected to the Study Colorado board.
- Signed a five-year exchange agreement with the University of Guadalajara (Mexico).
- Signed a Letter of Intention for Cooperation with Korea National University of Education to offer collaborative courses in 2013 with the UCCS COE and LAS in areas ranging from Counseling to Math and Science.
- Partnering with the United Education Alliance (California) to bring university vice presidents from China for a seventeen-week training program (January – May 2013) and sixty university faculty from China for an eleven-week training program (starting June 1, 2013). There is potential for additional groups in 2014 contributing to an annual international faculty training program series.
- Partnering with U.S. State Department’s consortium of thirty-three organizations worldwide to assist Syrian students. UCCS-OIA is providing two IEP courses tuition free.
- Partnering with the Institute for International Education (IIE) on the International Academic Partnership Program (IAPP) – Cohort India 2012-2013 to establish relationships in India and learn about the Indian education system. We have developed a web page for updating the UCCS community on this initiative. [http://www.uccs.edu/international/iapp-india.html](http://www.uccs.edu/international/iapp-india.html)
- Ongoing discussion for establishing a dual MA/TESOL degree between the UCCS-COE and Pusan University of Foreign Studies (Pusan, South Korea).
- Drafted a Letter of Intention for Cooperation with Renmin University (China). Exchange of faculty/students was recently discussed.
- Drafted a Letter of Intention for Cooperation with Tezpur University (India) to receive undergraduate students in fall 2013 or 2014.
- Drafted a proposal for agreement with Hasan Kalyoncu University (Turkey) to send students to the UCCS IEP in fall 2013 or 2014.
- In on-going conversations with the University of Istanbul (Turkey) for 3+1 or 2+2 in the areas of Engineering and Business, faculty training at UCCS and other for fall 2013 or 2014.
- In on-going conversations with St. Tomas University (Chile) for collaboration on exchange of students and faculty in 2014.
• Initiated conversations with the Korean National University of Education and Hanyang University to bring students to UCCS for English language studies as well as to provide their Education students with a Counseling Bridge Program in 2014.
• Initiated conversations with Kyungpook National University (Seoul, Korea) to establish a Global Pathways Program in 2014.
• Initiated conversations with Yeungjin College to establish a Pathways Program for Japanese students in 2014.
• Initiated conversations with Centro de Ensenanza Tecnica y Superior (Sistema CETYS; Mexico) for Student and faculty exchange in 2014.
• Initiated conversations with Tecnologico de Monterrey, Campus Estado de Mexico, to provide the MA/TESOL program to cohorts of their English teachers in 2014.
• Initiated conversations with the University of Tanzania for faculty exchange/training in 2014 or 15.
• Initiated conversations with the University of Tokyo (Japan) for the exchange of students for summer school in 2014.
• Initiated conversations with the Seogu District Mayor’s Office (Daegu, South Korea) to provide students for the IEP, send students to the Colorado Springs School and to send faculty for training at UCCS in 2014.

Note: The OIA would like to acknowledge that many of the initiatives above have been pursued and implemented in close collaboration with UCCS colleges/departments. The OIA will serve as a campus-wide repository of agreement documents and provide copies to appropriate offices and departments.

Figure 7.A: Further details concerning signed and potential partnerships

Part II: Development of Partnership Guidelines

The OIA, in collaboration with the International Initiative Task Force Subcommittee on International Partnerships: Policy & Procedure, has established a process and set of guidelines by which Partnership Advocates (PAs) and UCCS colleges and schools may more effectively – and with less risk – pursue agreements with potential international partners. The process and set of guidelines can be viewed at: http://www.uccs.edu/international/international-programs-and-partnerships.html. MOU, MOA, and Exchange Agreement templates will be made available as samples once the current legal counsel review has been completed. Workshops will be provided for faculty members and administrators who would like to pursue opportunities or serve as PAs.
As per the memorandum of understanding currently in effect with Yeungjin College (Daegu, South Korea), from November 1, 2012 – October 31, 2015 UCCS is obligated to help ensure that the Daegu Gyeongbuk English Village (DGEV) has a qualified on-site teaching staff of forty-five to fifty international English instructors at any given time. In addition to advising and assisting teachers through the entire recruitment and placement procedure, UCCS also regularly contributes to the general management and development of the teaching staff. Some highlights of UCCS’s contributions to the DGEV project in the past twelve months include:

- Spearheading the recruitment and placement of thirty-one teachers representing a broad spectrum of profiles, degrees, and teaching experience;
- Providing in-depth and personalized support to assist new teachers in securing the appropriate visas and preparing to traveling to Daegu;
- Providing information to and/or vetting upwards of three hundred potential teachers;
- Spearheading the recruitment and appointment of three key leadership positions (Lead Coordinator, Assistant Lead Coordinator, and Training Coordinator);
- Conducting three on-site professional development sessions for teachers (including one session that was led by Dr. Leslie Grant of the UCCS College of Education);
- Revamping and re-launching the UCCS-DGEV website;
- Updating all existing recruitment, placement, and teacher support documentation and creating new documentation (such as a list of Korean cultural resources);
- Reinstating an exit survey procedure for outgoing teachers;
- Making presentations on DGEV at venues such as meetings of CoTESOL, the Colorado affiliate of Teachers of English to Speakers of Other Languages (TESOL);
- Leading a comprehensive reworking of DGEV teacher contracts and contract-related procedures;
- Assisting in the review of existing teacher policies and formulation of new policies;
- Convening intensive weekly Skype meetings with the on-site DGEV management team;
- Actively promoting the UCCS on-line Master’s and certificate programs for TESOL (which are available to current DGEV teachers at a twenty-five percent discount rate);
- Conceptualizing and rolling out a ‘Comprehensive Project Assessment Tool’ for use in a 360-degree review of the entire project.
The International Initiative Task Force (IITF) is comprised of faculty, staff, and administrative representatives from across campus. Membership currently includes Brad Bayer, Anthony Cordova, Jeff Davis, John Harner, Jevita Rogers, Pamela Sawyer, Carole Schoffstall, Terry Schwartz, Anthony Shull, Mary Snyder, Teri Switzer, Charlie Wang, Kee Warner, and Tom Zwirlein, with Charlie Sweet (Compliance and Strategic Initiatives – CSI) serving as Chair.

At the request of the IITF, six subcommittees were formed in the fall of 2012 to focus on particular areas of interest to the Task Force, the UCCS Strategic Plan 2020, and UCCS internationalization initiatives. These subcommittees have each met a number of times since their creation; meeting reports can be requested through subcommittee co-chairs. It is important to note that while much is still a work in progress, all phases should be in full-swing (if not complete) by Spring 2015. The OIA would like extend its sincerest thanks and appreciation to all members of the IITF and its subcommittees for their hard work and their dedication to promoting the internationalization of UCCS.

**Subcommittee 1: Campus Internationalization Strategic Plan**

*Chair:* Charlie Sweet, Compliance and Strategic Initiatives (CSI)  
*Members:* Same as the IITF

In the coming months the IITF will work on this together with the OIA. An International Advisory Council is currently being formed to assist with policy and other critical matters related to the OIA.

**Subcommittee 2: OIA Funding (office development and staffing)**

*Co-Chairs:* Anthony Shull, OIA/ David Moon, Vice Provost and Associate Vice Chancellor

The Executive Director for International Affairs and the Vice Provost continue to work closely together regarding matters of investment and funding.

**Subcommittee 3: International Student Retention**

*Co-Chairs:* Mary Hanson, OIA/Anthony Cordova, MOSAIC  
*Members:* Taryn Bailey, Brad Bayer, Stephanie Hanenberg, Molly Kinne, Steve Linhart, Robyn Marschke, Jason Maxwell, Teri Switzer, Russell Wilcox, International Student Organization (ISO) President (ex officio)

This subcommittee began by reviewing services provided to international students while at UCCS and in Colorado Springs. Entities such as the OIA, MOSAIC, the ISO, the Dean of Students, and Residence Life all play vital roles in this area. A comprehensive list of recommendations was created and an action plan is being developed for promoting and implementing services and assistance to students before, during, and after their stay. The subcommittee’s next phase will include development of tools for measuring student satisfaction (including a method of tool delivery). Development of tools or a dashboard for tracking overall student numbers and retention will be undertaken in collaboration with the OIA’s ISSS Specialist and International Admissions section, as well as with the Student Success Center.
Subcommittee 4: Education Abroad: Faculty-Led and Exchange Programs

Chair: Sandra Reno, OIA
Members: Greg Augspurger, Tracy Barber, Chris Duval, Jamie Duvall, John Harner, Rashell McCann, Jevita Rogers, Mike Saenz

A main focus of the subcommittee has been the development of course “shells” that can be used by any student for any course in any academic program to facilitate the transfer of credit and use of student financial aid. Much has been accomplished with these shells, which are now being piloted within the College of Business. Other activities being undertaken by the subcommittee in its current phase include review of methods/process of payment for education abroad; development and review of education abroad processes, procedures, and forms; the development of faculty-led and exchange programs; and identification of ways in which programs may be made more accessible to students via awards and/or scholarships. The subcommittee’s final phase will include the development of a dashboard to track program development and participation.

Subcommittee 5: International Partnerships, Process, and Policy

Co-Chairs: Charlie Sweet, CSI/Anthony Shull, OIA
Members: Gwen Gennaro, Terry Schwartz, Dan Wilkerson, Tom Zwirlein

Subcommittee 5 has been focused on the creation of a set of guidelines and procedures that faculty, departments and colleges can follow in the development of international partnerships and to ensure that faculty members have the necessary support. A list of guidelines/steps and a questionnaire form have been developed and are now available on the OIA’s International Programs & Partnerships webpage. Next steps will include further development of the webpage, with plans to add an international partnering compliance section and uploaded sample agreement templates. The final phase will include facilitating workshops for interested Partnership Advocates and the development of a dashboard to track partnership development and activity (with an emphasis on the latter).

Subcommittee 6: Global Competencies/Student International Experience at UCCS

Co-Chairs: Sarah Vinz, OIA/Mary Snyder, College of Education
Members: Jeff Davis, Andrea Herrera, Kelli Klebe, Kee Warner, Student Government Association President (ex officio; Steve Collier for AY 2012-13)

This subcommittee has focused on the development of strategies aimed at increasing global competencies on campus through both curricular and co-curricular means (e.g., course development, curricula adjustments, workshops, second language requirements, and activities related to the “At Home in the World” initiative). Initial activities have included the development of a matrix outlining strategies, student appreciation events, occasional opportunities for multicultural activities, and other on-campus events to support global competency development. A Global Citizen Award has also been proposed. The next phase will include the development of a proposal outlining the initiatives/strategies to promote global competencies to present to the colleges, as well as implementation of medium- and long-term activities. The subcommittee will collaborate with other subcommittees, the OIA, and the Academic Center regarding the identification of internationalization of curriculum opportunities.
Section 10: Professional Development

- Sandra Reno was accepted to the NAFSA (Association for International Education) Academy 2012-2013 and is currently participating in training activities related to education abroad.

- Sandra Reno and Michael Saenz attended the national NAFSA conference (St. Louis, May 2013) for training related to education abroad that will directly contribute to the further development of the UCCS Education Abroad initiative.

- Mary Hanson and Sarah Vinz attended the national conference for Teachers of English to Speakers of Other Languages (TESOL) in Dallas for training related to recent updates in language acquisition and to assist with further development/growth of the IEP and the recruitment and placement of international English instructors. They will also attend the Colorado based CoTESOL conference in Denver in fall 2013.

- Sarah Vinz participated in the UCCS Grant Writing Workshop to support funding and grant options for the UCCS-OIA, Academic Affairs, and UCCS community internationalization initiatives.

- Mary Hanson attended a American International Recruitment Council conference that featured seminars regarding best practices in international student recruitment and support, in addition to the annual EducationUSA Forum in Washington, D.C. (sponsored by the U.S. Department of State).

- Wangyun Chao participated in the NAFSA Advocacy Day in Washington, D.C., during which time she networked with ministries of education from various countries as well as officials from the U.S. Department of State and EducationUSA offices. She also participated in the National Association of College Admission Counseling conference and will attend American Association of Collegiate Registrars and Admissions Officers conference and participate in online webinars related to the Student and Exchange Visitors Program.

- Anthony Shull participated in the annual conference of the Association for International Education Administrators, an organization which provides professional development and networking opportunities for Senior International Officers (SIOs) of university campuses. He was also selected to the Institute for International Education (IIE) 2013 Nelson Presidential Fellows Program in which he will study best practices with long-term peer SIOs.
Much has been accomplished during the OIA’s first year of operation, April 2, 2012 – April 2, 2013. We believe these accomplishments demonstrate that the comprehensive, centralized international office approach that was developed on the basis of models in place at peer institutions is proving successful in the UCCS context.

As for opportunities and growth, we have identified the following areas as having significant potential: increased IEP enrollments (including a new off-site IEP in South Korea) and ESL-related programs; global online development in ESL, pre-orientation and culture courses; growth in education abroad program development and participation (including the establishment of additional faculty-led programs and scholarship/awards); creation of additional international faculty/professional training programs; and the development of bridge and global pathway programs related to current and developing partnerships. We feel that expansion in these areas is very feasible considering the increasing revenues being generated by activities related to the IEP and faculty training and the additional investments planned for international student recruitment. Overall, we believe that the next two years will be even more successful than this past year and that the future is bright for internationalization at UCCS.

The OIA team would like to thank all of the students, faculty, staff, and administrators who have contributed to the first year successes of the Office of International Affairs and to the internationalization process in general. We look forward to expanding our collaboration with you in the years to come.

Sincerely,

Anthony Shull
Executive Director
Office of International Affairs
Appendix: Current OIA Organogram (Spring-Summer 2013)

**Vice Provost, Academic Affairs**
- Direct supervision

**Anthony Shull**
Executive Director, Office of International Affairs (OIA)
- Implementation/advocacy of international academic initiatives and services at UCCS

**Council of Deans**
- Advisory role

**International Advisory Board**
- Advisory role

**Mary Hanson**
Assistant Director, OIA (Services)

**International Student & Scholar Services – International Admissions (ISSS-IA)**
1. International Student/Scholar Orientation
2. International Admissions (i.e., application, enrollment, registration, payments)
3. International Student Recruitment
4. Intensive English Program (IEP): English language studies for international students/scholars.
   - Special ESL Programs
   - Airport Pick-ups and Housing Advice

**Sandra Reno**
Associate Director, OIA (Academics)

**Global Studies & Partnerships (GSP)**
1. Strategic International Partnering
2. International Enterprise
3. Education Abroad (EA) & Exchange Advising
4. International Programs (e.g., DGEV, Mio projects)
5. Internationalization of the Curriculum

**OIA Finance Assistant (2 hours/week)**

**Wangyun Chao,**
International Student & Scholar Services Specialist

**Joey Luna,**
work-study student (15-20 hours/week)

**Mike Pugh,**
OIA student worker (20 hours/week), starting May 2013

**Sarah Vinz,**
Global Programs & Grants Liaison

**Michael Saenz,**
Student Advisor (currently helping with ISSS and EA)