CENTER FOR INTERNATIONAL EDUCATION AND GLOBAL STRATEGY

Self-Study

Spring 2019

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EXECUTIVE SUMMARY

The Center for International Education and Global Strategy was established in 2015 to lead the internationalization agenda for the University at Albany. Although important elements of internationalization, such as education abroad services, intensive English instruction, and services for international students and scholars existed at the university for many years prior, 2015 marked the first time that the university embraced on an intentional path to pursue comprehensive internationalization. A new administrator was hired who articulated a new mission and vision, and created a structure that would facilitate the leveraging of synergies within CIEGS to best and most efficiently advance internationalization. New offices were established, including the Office of International Admissions and Recruitment and the Office of Global Academic Programs, and new initiatives were launched, including International Fellowships and Scholarships, Collaborative Online International Learning, and the Global Distinction Milestone. Most significantly, a strategic plan was launched that, for the first time in the university’s history, articulates internationalization as a strategic priority.

In effect, internationalization has never been as visible and as thoroughly articulated at it is currently at the University at Albany. All units within the CIEGS have developed mission and vision statements and are focused on realizing the goals that they have set for themselves. Metrics have been formulated to determine the extent to which these goals are being realized. The strategic planning process has also provided the perfect context in which to further articulate what internationalization means for the University at Albany and for the first time, there are robust assessment process and improvement loop that will help to keep all parties accountable. These are all dealt with in greater detail in this self-study.

This self-study has provided an opportunity for CIEGS to discuss in depth, the nature of its work to internationalize the university. In the elaboration of programs, initiatives, and the work of all offices within CIEGS, the opportunities, challenges, shortcomings and aspirations are clearly laid out. The most conspicuous opportunity is that we have the infrastructure in place to lead the transformation of the university into a global campus and to aid in the preparation of students to be globally competent upon graduation. The challenges can be distilled in terms of inadequate financial resources. This has implications for staffing levels, which is also a challenge. Notwithstanding, the clarify that this self-study has brought and the institutional commitment around internationalization may very well precipitate the political will to create the circumstances necessary for this strategic priority to thrive at UAlbany and aid in its transformation.

This report begins with an overview of CIEGS including current activities and the new organizational framework in place. It then discusses goals and objectives, resources, assessment, and the improvement loop for all areas within CIEGS. It ends with a look forward and provides additional information in the appendices. This self-study provides the most comprehensive guide to date of the work of the CIEGS and the trajectory it will follow as it aims to institutionalize internationalization at the University at Albany, SUNY.

CIEGS OVERVIEW

Mission and Vision

Mission: To support the preparation of all graduates to become globally competent, support the pursuit and advancement of global knowledge and to engender a campus culture that values global learning and engagement.

Vision: University at Albany, SUNY will be a pre-eminent model of broad and deep engagement with comprehensive internationalization both within the SUNY system and among public research universities, nationally and internationally.

Values that Undergird our Global Commitments:

- That all students should have multiple, intentional and substantive encounters with global perspectives.
- That all U Albany graduates should have the skills, knowledge and disposition to contribute to a sustainable, peaceful, restorative and prosperous world.
- That all faculty should be equipped with global skills and insights to prepare all students to achieve global objectives.
That faculty should be rewarded for meaningful engagement with global teaching and research.

That in addition to our identities of “public” and “research” that the university embrace an identity of being a “global” institution.

That the University at Albany should serve as a catalyst for global discovery and change.

That the University at Albany should cultivate and nurture partnerships with appropriate institutions and organizations globally.

**UNIT MISSIONS**

*Center for International Education and Global Strategy*

To support the preparation of all graduates to become globally competent, support the pursuit and advancement of global knowledge and to engender a campus culture that values global learning and engagement.

*International Admissions and Recruitment*

International Admissions and Recruitment (IAR) is charged with the recruitment and admission of all international undergraduate students. IAR recruits international freshmen, transfers and conditionally admitted students for the Intensive English Language Program (IELP). Additionally, recruitment for graduate programs is included as an extension of our mission.

*International Academic Partnerships and International Academic Advising*

To support the establishment of innovative, short-term programs and degree-bearing programs that promote global academic collaboration and increase understanding of cross-cultural practices within respective disciplines; and to support the participants of these programs.

*International Student and Scholar Services*

The Office of International Student and Scholar Services (ISSS) provides services to international students and scholars, including advising on immigration, personal, cultural, social matters, and offers cultural and social opportunities to help international students and scholars integrate into the UAlbany community. ISSS is committed to enhancing the academic, social, and personal interactions of international students and scholars at UAlbany.

*Global Academic Programs*

The mission of Global Academic Programs is to provide global learning programs, experiences, and curricula intended to equip students with the life-long knowledge, attitudes, and skills necessary to be responsive global citizens in an ever-changing world.

*Intensive English Language Program*

The mission of the Intensive English Language Program (IELP) is to provide quality academic English as a Second Language training to increase English language proficiency for international students seeking admission to colleges and universities in the United States and specifically, the University at Albany.

**Current Activities**

Up until 2015, the university practiced a very traditional form of internationalization where the principal focus was student mobility (international student services and study abroad). The three offices functioned as separate entities with little communication or collaboration among each other. In the fall of 2015, we introduced comprehensive internationalization to the university in order to pursue a more progressive and enlighten approach to internationalization. All existing offices were pulled under one umbrella, new offices were created, new staff were hired, and a new mission and vision were articulated to guide the renamed Center for International Education and Global Strategy (CIEGS). The following represents the range of activities now included under the CIEGS umbrella and practically all of these activities have been launched since 2015:
GLOBAL ACADEMIC PROGRAMS

The Office of Global Academic Programs was established in spring 2017, to coordinate academic initiatives that are focused on global engagement and ultimately global competence. It incorporates the Office of Education Abroad and the Madrid program which have both existed for a number of years, along with a number of other initiatives that are new to the university and provide new learning and development opportunities for students.

Education Abroad – Education abroad at UAlbany has been historically challenged by low numbers of participating students, notwithstanding the large undergraduate population. We set about to correct a number of practices that we felt could ameliorate this situation and lead to an enhancement in the number of students seeking education abroad experiences. We made a radically switch from the practice of sending the majority of UAlbany students on private provider programs where the program costs often far exceed UAlbany tuition to bilateral exchanges with partner institutions where students pay home campus tuition. This strategy allows us to keep these tuition dollars on the campus as well as host the international students who would come to UAlbany in return, enhancing the richness of our institutional diversity in the process. We launched a new marketing strategy with a completely redesigned website for Education Abroad and new fliers and brochures for marketing the wide range of programs we have. We took advantage of the resignation of a number of staff Education Abroad to hire new staff who are passionate and excited about reaching larger numbers of students and supporting them in their education abroad experiences. We anticipate that these efforts will lead to larger numbers of students from UAlbany and other SUNY campuses choosing to participate in education abroad in the coming years.

Madrid Program – For more than 50 years, UAlbany has managed its own study abroad program in Madrid with a director and assistant paid by UAlbany and facilities leased by the university. In the recent past, this program has suffered from very low enrollments and survived on a financial model that was not sustainable. This program has since been reimaged and substantially reinvigorated. A new summer program has been launched that attracted almost 40 students in 2018, there has been a change in location of the program to take advantage of lower lease rates, and a new arrangement to offer UAlbany courses using UAlbany syllabi has been launched that has proven to be quite attractive to UAlbany students. Enrollment has risen by more than 500%.

Collaborative Online International Learning (COIL) – UAlbany has become the leader within the SUNY system in terms of the number of COIL courses being offered on the campus. This achievement is important because it reaffirms our commitment to internationalize the curriculum and provide global learning opportunities for students, particularly those who are unable to engage in education abroad experiences. COIL is closely aligned with our overall efforts to prepare students to be globally competent.

Global Distinction Milestone – This new opportunity packages global learning experiences strategically into the progression plan of any major, allowing students to spend 26 weeks abroad engaged in study and research/internship, take four semesters of a language taught at the university, and take a sequence of three globally focused courses. Students are still able to complete the requirements for their respective majors, as well as these three activities, within the four years that they are expected to graduate.

International Scholarships and Fellowships – For the first time, the university has invested in a focused effort to recruit students to compete for a variety of elite international scholarships and fellowships including Fulbright, Schwarzman, Gates, etc. Interest in these opportunities have grown over the past three years and it is only a matter of time before UAlbany students are regularly named as recipients of these awards.

FACULTY TRAINING AND DEVELOPMENT

Faculty are the principal agents in driving internationalization. It is therefore critical that they be provided with support to first understand what internationalization is all about, and then to develop approaches to their teaching and research informed by a commitment to internationalization. The CIEGS has facilitated the following experiences for this purpose:

Internationalizing the Curriculum – This dimension of internationalization is one of three goals listed under the internationalization priority of the strategic plan. For faculty to succeed in internationalizing both individual courses and academic majors, they need to understand how this is done. A national expert based at the American Association of Colleges and Universities was invited to present a series of workshops to assist faculty in developing skills around internationalizing the
courses they teach. In addition, we present workshops on how faculty can develop and teach Collaborative Online International Learning (COIL) courses, another strategy tied to internationalizing the curriculum.

**Fulbright Opportunities** – Each spring, the Dean and Vice Provost conducts workshops for faculty on range of funding opportunities through Fulbright and how to prepare competitive applications for these Fulbright scholarship opportunities.

**International Teaching Opportunities** – Information on funded international teaching opportunities has been made available on the CIEGS website and faculty are supported in exploring and taking advantage of these opportunities. Faculty are advised and sometimes provided modest financial support in accessing these opportunities.

**Faculty Delegations** – For time to time, delegations of faculty are organized to visit partner universities abroad with the intention of leveraging this exposure in developing new learning opportunities for students or forming partnerships for research projects. In addition, CIEGS regularly hosts faculty delegations on the campus who seek to partner with UAlbany in terms of its research and/or teaching agenda.

**Short-Term Faculty Led Programs** – Participation in short-term faculty led study abroad programs in growing much faster than traditional semester or year-long programs. CIEGS supports faculty in developing, recruiting for, and then leading such programs.

**INTERNATIONAL ADMISSIONS & RECRUITMENT**

Consistent with the university’s objective to grow enrollment, particularly that of international students, a new Office of International Admissions & Recruitment was established in January 2016 to develop and implement a strategic approach to international undergraduate student recruitment. Since then, a variety of strategies have been deployed to attract international undergraduate students, including establishing dozens of dual degree and transfer agreements with partner universities around the world, awarding scholarships to new undergraduate international students, working with agents, and producing a raft of fliers, brochures, audio-visual and online material that more effectively promote the university.

**INTENSIVE ENGLISH LANGUAGE PROGRAMS**

For more than 40 years, the IELP has served students coming to UAlbany. Its fortunes have changed as a result of the steep decline in students seeking intensive English programs prior to academic. It continues to be relevant, however, for an increasing number of students who seek short-term intensive English programs as well as those wishing to pursue English for Special Purposes. Over the course of the past two years, we have provided Business English, Aviation Services English, and online intensive English. The IELP also regularly promotes its interest in and ability to do other forms of English training.

**COMMUNICATIONS STRATEGY**

Internationalization is generally not well understood in the academy, yet its influence is seen in many institutional processes and will shape the evolution of the academy for years to come. It is for this reason that it is critical that the work of internationalization be broadly communicated to the campus community. To this end, the following projects have been launched:

**Global Synergies** – This is a magazine produced each semester that showcases the work of the faculty to internationalize teaching, research and the campus in general: https://www.albany.edu/international/Global_Synergies.php

**Web Site** – Significantly improved website that provides substantially more information, is more user-friendly, and is regularly updated: https://www.albany.edu/international/

**Social Media** – Most of the activities at CIEGS have a presence on social media, including IAR, ISSS, Global Academic Programs and the IELP

**Annual Reports** – Since 2016, a comprehensive annual report is published online that reflects on the accomplishments of CIEGS during the previous year:

**Brochures** – There is now a wide assortment of brochures, beautifully designed, that provide information on the various programs and activities sponsored by the CIEGS
NATIONAL THEMATIC FORUM

In April, 2018, CIEGS convened a national symposium titled “Internationalization and the American Research University: Implications for Faculty Research and Graduate Education.” This event provided an opportunity for faculty to be exposed to presentations on how internationalization can advance their work as scholars and gave national visibility to UAlbany as a leader in this area.

INTERNATIONAL PROGRAMMING

International Graduation Celebration – This event celebrates the achievements of four groups of students/scholars on the campus. They include international students completing an academic degree, international students completing a semester or year of study at UAlbany, students who have successfully completed an education abroad program and visiting scholars who have completed their respective assignments. This event is held at the end of each semester and has become quite meaningful to students.

International Week – Every year, the Institute for International Education designates a week to celebrate the international dimension of the university. CIEGS has sponsored International Week celebrations and is poised to launch an even more impressive series of events and programs for this week in 2019.

Field Trips – The ISSS routinely sponsors trips for international students to experience various aspects of life and culture in the United States. Trips for apple-picking, skiing, and sight-seeing trips to Boston, NYC and Niagara Falls are arranged. Additionally, students are hosted for meals at the homes of faculty and community members during occasions like Thanksgiving.

SHORT TERM SUMMER ACADEMIC PROGRAMS

The demand for short-term academic programs offered during the summer is growing. In response to numerous requests for such programs, we have developed the ISX Summer Programs which will be launched in 2019. There are five tracks in this program and students may elect to pursue any one or two of them. In addition, upon request, programs can be designed according to specifications.

INTERNATIONAL HOUSE

The CIEGS and the Division of Student Affairs have been working collaboratively to establish an International House. This facility will evenly split between international students and domestic students. Intercultural programming will be at the core of this new experience for UAlbany students. This facility will be launched in fall, 2019 by the Office of Residence Life, and as soon as a Director is hired, the facility will be managed by the CIEGS.

INTERNATIONAL TRAVEL AND TRACKING SYSTEM

The pervasiveness of international travel and the range of risks associated with the same have led many institutions to establish an international travel and tracking system. Although not currently operational, this system will be managed by the CIEGS and ensure that the university assumes the duty of care it should to its faculty, staff and students who travel abroad.
Organizational Framework
GOALS AND OBJECTIVES

Center for International Education and Global Strategy

GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN

1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.
   a. Strategic Plan Alignments: Internationalization #1; Student Success #3; Inclusive Excellence #3; Engagement & Service #1

2. To support faculty in securing international teaching and research experiences
   a. Strategic Plan Alignments: Internationalization #2; Research Excellence #2, #3; Engagement & Service #2

3. To support the flow of international students to the University and UAlbany students to education abroad experiences.
   a. Strategic Plan Alignments: Internationalization #3; Student Success #3; Inclusive Excellence #1, #2

OBJECTIVES

The CIEGS 5-year strategic plan is as follows:

Goal 1: To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.
   - 20% of courses in each department are taught with a global perspective
   - 40% of gateway and capstone courses across all departments intentionally engage students with global issues

Goal 2: To support faculty in securing international teaching and research experiences
   - 15% of total faculty are engaged in international teaching and research activities
   - 50% of academic units are modified to give explicit credit to faculty engaged in international teaching and research activities

Goal 3: To support the flow of international students to the University and UAlbany students to education abroad experiences.
   - 5% increase in the rate of students participating in education abroad opportunities
   - 5% increase in international student degree and non-degree enrollments
   - Establish an international house to support intercultural programming and reinforce global learning commitments

Office of the Dean and Vice Provost

GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN

Goal 1: Advance the internationalization of the Curriculum
   Strategic Plan Alignments: Internationalization #1; Student Success #1

Goal 2: Assist Colleges and Schools in developing a strategic approach to internationalization
   Strategic Plan Alignments: Internationalization #1, #2

Goal 3: Support faculty in accessing international teaching and research opportunities
   Strategic Plan Alignments: Internationalization #2; Student Success #3; Research Excellence #2

Goal 4: Lead the implementation of the University’s strategic priority on internationalization
   Strategic Plan Alignments: Internationalization #1

Goal 5: Facilitate international partnerships and collaborations for research, teaching, and study
   Strategic Plan Alignments: Internationalization #1, #2, #3; Research Excellence #3; Engagement and Service #2
OBJECTIVES
The Dean’s 5-year strategic plan is as follows:

Goal 1: Advance the internationalization of the Curriculum
- All Colleges and Schools have an articulated strategy to internationalize each academic department
- 50% of academic departments are engaged in internationalizing their programs of study
- 20% of courses in each department are taught with a global perspective
- 40% of gateway and capstone courses across all departments intentionally engage students with global perspectives

Goal 2: Assist Colleges and Schools in developing a strategic approach to internationalization
- Each College and School has articulated 3 to 5 strategies that they will pursue for internationalization
- Each College and School will be able to demonstrate measurable progress on at least 2 strategies

Goal 3: Support faculty in accessing international teaching and research opportunities
- At least 3 workshops per year, each focused on different opportunities hosted by CIEGS
- 5% growth in faculty engagement in international teaching (e.g.: COIL or teaching abroad)
- 10% growth in faculty engaged in international research, with or without collaborators

Goal 4: Lead the implementation of the University’s strategic priority on internationalization
- Regularly assess activity relative to engagement with three dimensions of this priority
- Participate in meetings that update progress on implementation
- Provide reports as needed on implementation

Goal 5: Facilitate international partnerships and collaborations for research, teaching, and study
- Meet on request with academic administrators and faculty on international collaborations
- Provide appropriate documents and/or agreements to parties that will formalize relationships
- Advise deans and faculty on opportunities for partnerships and collaborations
- Advertise opportunities to faculty and students for partnerships

Goal 6: Collaborate with the Office of Developing in Generating Gifts in Support of Internationalization
- Meet at least twice per year with development officer to explore opportunities that can be pursued
- Provide updates on new CIEGS programs and initiatives that Development can use in seeking gifts
- Engage in annual outreach to all international alumni and all alumni who have studied abroad (for whom we have contact information) regarding internationalization at UAlbany

International Admissions and Recruitment
GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN
Goal 1: To promote UAlbany in the global marketplace as a preeminent destination for international students

Strategic Plan Alignments: Internationalization #3, Diversity and Inclusion #1

Goal 2: To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible

Strategic Plan Alignments: Internationalization #3, Diversity and Inclusion #1
OBJECTIVES

The IAR 5-year strategic plan (Fall 2019-Spring 2023) is as follows:

Goal 1: To promote UAlbany in the global marketplace as a preeminent destination for international students

- Meet or exceed the institutionally set enrollment goals for international undergraduate students from Fall 2019 to Spring 2023:
  - Fall 2019 – FR 124, TR 131  
  - Spring 2020 – FR 45, TR 44  
  - Fall 2020 – FR 130, TR 143  
  - Spring 2021 – FR 47, TR 46  
  - Fall 2021 – FR 131, TR 151  
  - Spring 2022 – FR 47, TR 46  
  - Fall 2022 – FR 133, TR 161  
  - Spring 2023 – FR 47, TR 46

- Expand outreach for promotion and recruitment to five new countries by Spring 2023, from 27 to 32
- Continue to strengthen relationships with international partner agencies by communicating with a newsletter every three weeks
- Expand UAlbany’s global footprint through our social media presence by posting to WeChat and Facebook five times each week
- Participate in key international student recruitment fairs and conduct information sessions at high schools and colleges, increasing these events by 3% each year

Goal 2: To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible

- Maintain focus on recruitment from transfer and dual-degree partners globally for enhanced enrollment from these potential cohorts, and to build personal relationships that will enhance the pathways for the flow of students
- Continue to improve efficiency related to review of applications

International Academic Partnerships and International Academic Advising

GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN

Goal 1: To develop and manage international academic partnerships involving dual degrees

Strategic Plan Alignments: Internationalization #1, Student Success #1, Diversity and Inclusion #1,#2 #3

Goal 2: To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals

Strategic Plan Alignments: Internationalization #1; Student Success #3; Diversity and Inclusion #1,#2 #3; Engagement and Service #2, #3

Goal 3: To support the academic advising of international transfer students, especially those enrolled in dual degree programs

Strategic Plan Alignments: Student Success #2

OBJECTIVES

The IAPC 5-year strategic plan is as follows:

Goal 1: To develop and manage international academic partnerships involving dual degrees

- Reach 50 students participating in international dual degree programs, with 50% growth every year
- Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs
- Create designated CIEGS and departmental webpages for dual-degree programs

Goal 2: To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals
- 20% increase of non-exchange, non-ESL, short-term programs
- Creation of a cross-cultural, pre-college, summer program for international and domestic students
- Establish campus-wide policies for short-term programs for international participants
- Establish a mechanism to track the effect of participation in our short-term programs on future cross-border collaborations

**Goal 3:** To support the academic advising of international transfer students, especially those enrolled in dual degree programs
- Conduct at least 1 academic transition workshop for international transfer students every semester
- Create a dual degree student listserv
- Track the academic progress of students enrolled in international dual-degree programs
- Create and deliver an assessment tool to evaluate the overall experience of dual degree and international transfer students (Every 2 years in Spring, beginning in 2020)
- Create and deliver an assessment tool to measure new dual degree students’ understanding of their program requirements, transferability of their credits, and the support services available to them (Every Fall and Spring, beginning in Fall 2019)

**International Student and Scholar Services**

**GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN**

**Goal 1:** To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany

*Strategic Plan Alignments: Student Success #2; Internationalization #3*

**Goal 2:** To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2, #3; Internationalization #3; Engagement & Service #3*

**OBJECTIVES**

The ISSS 5-year strategic plan is as follows:

**Goal 1:** To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany

- 100% reportable compliance to SEVIS, which includes per semester registration for full-time enrollment and per new event basis
- 50% increase in development of the Sunapsis ISSS student portal and E-forms capability
- Maintain number of advising contacts with international students
- 5% increase in participation of ISSS immigration and other educational forums for international students

**Goal 2:** To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university

- 100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities
- 5% increase in engagement in ISSS social and cultural activities
Global Academic Programs

GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN

Goal 1: Ensure our curriculum prepares students to be globally engaged citizens.

Strategic Plan Alignments: Student Success #1, #2, #3; Research Excellence #3; Diversity & Inclusion #2, #3; Internationalization #1, #2; Engagement & Service #2

Goal 2: Increase access to education abroad opportunities.

Strategic Plan Alignments: Student Success #1, #2, #3; Research Excellence #3; Diversity & Inclusion #3; Internationalization #1, #2; Engagement & Service #2

OBJECTIVES

The GAP 5-year strategic plan is as follows:

Goal 1: Ensure our curriculum prepares students to be globally engaged citizens.

- 100% of undergraduate academic programs have MAP internationalized progression plans
- 50% of undergraduate academic programs have signed on to a curriculum integration strategy for education abroad
- Increase the number of Global Distinction candidates to 150
- Increase the number of International Studies Minor advises to 50
- Increase the number of distinguished international scholarship and fellowship applicants to 85
- Increase the number of COILing faculty to 15

Goal 2: Increase access to education abroad opportunities.

- 5% increase in the rate of students participating in education abroad opportunities

Intensive English Language Program

GOALS AND ALIGNMENT WITH THE STRATEGIC PLAN

Goal 1: To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.

Strategic Plan Alignments: Student Success #2, Diversity and Inclusion #2, #3, Internationalization #1; Engagement and Service #2, #3

Goal 2: To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.

Strategic Plan Alignments: Student Success #2, #3; Internationalization #1, #3, Engagement and Service #2, #3

Goal 3: To provide “Showcase” group programs in the IELP with a focus on highlighting or showcasing different departments and majors at University at Albany for deeper and wider international relationships.

Strategic Plan Alignments: Student Success #1, #2, Internationalization #1, #3, Engagement #2, #3

Goal 4: To provide an English-ecosystem of English use and practice for IELP students outside of the classroom.

Strategic Plan Alignments: Student Success #2, Internationalization #3, Engagement and Service #3

OBJECTIVES

The IELP 5-year strategic plan is as follows:

Goal 1: To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.

- IELP Advanced 2 (A2) graduates succeed during first year of Academic study at a rate of 90%
• Require grades of “A” or “B” for all A2 students to satisfy A2 academic and linguistic competencies and curriculum objectives
• Increase number of successfully matriculated Conditional Admit (C.A.) students to 100 students
• Increase number of Conditionally Admitted students in the IELP to 150 students

Goal 2: To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study abroad experiences, etc.) to international students and partners.

• Increase IELP Student enrollments in all programs according to unique Student ID enrollments by 50%
• Increase Diversification of country enrollments in IELP by 20%
• Increase the number of global university partners by 20%
• Increase the number of ESP participants by 25%
• Increase the number of IELP agents by 50%

Goal 3: To provide an English-ecosystem of English use and practice for IELP students outside of the classroom.

• Increase the number of IELP students in language clubs and language services by 25%
• Increase the number of UA and Community Service RSSW Volunteers working with the IELP by 15%
• Increase attendance of IELP students in Cultural and Social Activities by 25%
• Increase ESP visits and company visits by 25%

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**RESOURCES**

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**Center for International Education and Global Strategy**

**BUDGET**

<table>
<thead>
<tr>
<th>Revenues</th>
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<tbody>
<tr>
<td>University State Funding*</td>
<td>$1,442,000</td>
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<tr>
<td>Net Student Fees</td>
<td>$7,117,000</td>
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<tr>
<td><strong>Total Budgeted Revenues</strong></td>
<td><strong>$8,559,000</strong></td>
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<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$3,559,000</td>
</tr>
<tr>
<td>Student Program Charges</td>
<td>$4,118,000</td>
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<tr>
<td>Travel</td>
<td>$355,000</td>
</tr>
<tr>
<td>OTPS</td>
<td>$608,000</td>
</tr>
<tr>
<td><strong>Total Budgeted Revenues</strong></td>
<td><strong>$8,641,000</strong></td>
</tr>
</tbody>
</table>

**Balance**

$(82,000)

*The Center receives State funding of $1,442,000 with the following allocations below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$1,017,000</td>
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<tr>
<td>IAR Scholarships</td>
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<td>Dean Travel</td>
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<td>International Agents</td>
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<td>Supplies</td>
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<td><strong>Total State Funding</strong></td>
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## CIEGS Budget Summary

<table>
<thead>
<tr>
<th></th>
<th>OFFICE OF THE DEAN &amp; VP</th>
<th>ISSS</th>
<th>GAP</th>
<th>IAR</th>
<th>CQUPT</th>
<th>IELP</th>
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<tr>
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<td>($8,500)</td>
<td>($0)</td>
<td>$63,975</td>
<td>($82,389)</td>
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</table>
RESOURCE ALLOCATION

Staff Resources

The Center employs over 50 professional full-time, part-time, and student support staff at an annual budgeted cost of $3,559,000. Funding for $1,017,000 (29%) of these expenses is provided by funds appropriated from central administration. The remaining $2,542,000 (71%) is provided by excess revenues generated by student fees.

Resource Challenges

Budget

Possibly the most significant challenge facing the CIEGS has to do with shortfall in resources. While the mission, vision and expectation of CIEGS has changed dramatically over the past four years, the budget has not been adjusted to account for these changes. Historically, surplus revenues from IELP operations would be used to fund internationalization activity. These surplus revenues were possible because of generally healthy enrollments at the IELP. Since the precipitous decline in IELP enrollments across the US, beginning three years ago, the IELP’s enrollments have been negatively impacted. The IELP has pursued a variety of other strategies to serve other populations of students in short-term programs, mostly in terms of English for Special Purposes and summer programs. These efforts have been mostly successful in terms of the flow of students to the IELP, however, they are not as lucrative as students enrolled in the tradition IELP programs over one or more semesters. IELP revenues are not at a breakeven point and no longer provide surpluses that can be harvested for supporting internationalization initiatives.

The decision to make internationalization one of five priorities of the new strategic plan means that the CIEGS has to take ownership of this priority and has to implement various aspects of this work. There is therefore an extra need for resources to ensure that the goals for internationalization can be implemented and that CIEGS can operate close to, if not fully, at its potential. These new strategic demands are being placed on CIEGS at the very time that the traditional funding source for international education has dried up and requires urgent attention if internationalization is to thrive at UAlbany. This matter has been brought to the attention of the President as well as the Vice President for Finance and Administration, including a proposal to provide a percentage of the tuition paid by new international students to help fund the work of the CIEGS. No action has been taken on this proposal thus far.

University Processes and Procedures

The bureaucracy of the University at Albany as well as that of the SUNY system is a real challenge. Much of this is reflected in the excessive amounts of time it takes to approve requests and complete paperwork. Seeking approval for a raise in the commission paid to agents is one example of this, and although the fault is not always confined to the campus itself, the delay, whether caused by the SUNY system office or the State Board of Education still constitutes a setback in the ability of CIEGS to achieve its mission. There is a general skepticism to new ideas if not outright indifference. Entrepreneurially driven proposals are discussed at length and even if those empowered to make decisions are willing to move forward, there are policies in place that make it either difficult or impossible to do so. Recent experience with the Faculty Senate involving the Global Distinction Milestone revealed that there is confusion as to what decisions require Faculty Senate approval or oversight, and what protocol needs to be followed to the extent that the Faculty Senate is involved in the vetting of a given proposal. There is an overall lack of a sense of urgency regarding new initiatives. This touches the entire campus, but it is felt particularly intensely by the CIEGS, which is a new endeavor as currently configured, and therefore wishes to pursue a raft of initiatives as part of its effort to internationalize the campus.

Staff Vacancies

The inability to fill current vacancies results in a reduction in the quality of services and efficiency, which thus negatively affects the overall Internationalization strategic priority. These include:

- **Office Assistant:** We lack a professional employee to greet and assist over 5,000 annual visits from students, faculty and staff, and visitors.

- **Assistant to the Dean:** Provides direct support to the Dean and Vice Provost in order to most effectively advance the Internationalization strategic priority, including coordinating the visits of partner university delegations, promoting events sponsored by CIEGS, scheduling meetings with
various committees convened by CIEGS and providing coordination for HR matters within CIEGS.

Program Coordinator: Position necessary to be staffed fully to meet the goals of increased education abroad participants.

**INCREASED MANDATORY EXPENSES**

As a majority of CIEGS employees are not funded by the university, our Center pays for increased personnel costs. These include salary increases as per union contracts of 2-3% per year. In addition, fringe benefits continue to increase. Since 2014/15, the State Non-Federal rate has increased from 56.86% to 63.89% with projected increases expected of 67.21% for 2020/21.

Beyond expenses like salaries or scholarship funding, there are expenses that are necessary for CIEGS to lead campus internationalization, including the following:

- Funding staff attending professional meetings for training
- Funding staff to conduct site visits to education abroad partner institutions abroad
- Funding faculty to do scouting trips for new short-term faculty led study abroad programs
- Funding campus-wide events that promote global learning, including the Global Forum Series
- Funding training for faculty on internationalizing the curriculum, etc.
- Costs associated with hosting visiting delegations including gifts, meals and sometimes housing
- Funding for marketing material in all CIEGS units

**OPERATIONAL SYSTEMS**

Operational Systems include:

- Access (database management system)
- Atlassian Confluence (IITS Wiki for documentation and troubleshooting)
- Basecamp (Project tracking CRM)
- Blackboard (Learning Management System)
- Business Intelligence (student and academic information system)
- Cisco AnyConnect (Secure VPN communications)
- CitiBank (credit card system)
- DARS (degree audit reporting system)
- Dell Premier (Online quotes and order system)
- EAB (online advising and customer relationship management system for student support)
- Global Protect (Secure VPN communications)
- Google Docs (Photos, email and forms)
- Group Access Manager (Manage access to shared mailboxes and network drives)
- Marketplace/TouchNet (credit card processing system)
- MYUALBANY (students and employee portal)
- NOLIJ (former student information system for admissions, used for archived records)
- OneDrive (Cloud Storage and document sharing)
- PeopleSoft (student and staff information system)
- Red Dot (website development platform)
- SEVIS (Federal Government Student and Exchange Visitor Information System)
- Skype (Web conferencing)
- SLATE (student information system and CRM for admissions)
- SmugMug (Access to www.ualbanyphotos.com)
- Student Employment (student worker employment and time/attendance system)
**Office of the Dean and Vice Provost**

**Budget**

<table>
<thead>
<tr>
<th>Revenues</th>
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</tr>
</thead>
<tbody>
<tr>
<td>University State Funding*</td>
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<td><strong>Total Expenses</strong></td>
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</thead>
<tbody>
<tr>
<td><strong>$88,825</strong></td>
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</tr>
</tbody>
</table>

**Resource Allocation**

**Staff Resources**

**Dean and Vice Provost**

Provides university-wide leadership for the internationalization agenda of the university, develops and implements a coordinated strategy for internationalization, and works directly with schools, colleges and academic departments to pursue a global agenda in terms of teaching, research and service, engaging with the campus community as well as international partners and collaborators.

**Responsibilities**- Responsibilities include supervising a staff that coordinates all aspects of internationalization for the campus; working closely with deans, department chairs and other administrators to institutionalize internationalization; developing university strategy for internationalization and work with appropriate administrators and faculty to implement same; brokering relationships with international universities, agencies and organizations to advance research, study and teaching objectives; working with faculty to provide international teaching and research opportunities; providing training to faculty on curriculum internationalization; managing the budget for CIEGS; working with development and alumni affairs to solicit gifts in support of internationalization; and communicating regularly with the campus community on internationalization initiatives via website, annual report and Global Synergies Magazine

**Strategic Plan Alignments:** Student Success #1, #2; Research Excellence #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3; Engagement & Service #2, #3

**Assistant to the Dean**

Provides support all units of the Center, in various areas of HR, employee relations, office management and other operational related matters while providing direct support to the Dean to advance his internationalization priority strategies.

**Responsibilities**- Responsibilities include providing support and execution of tasks assigned by the Dean; providing training and guidance on HR policies and procedures and employee relations; supervising front desk operations.

**Strategic Plan Alignments:** Internationalization #2, #3; Engagement & Service #2, #3
DIRECTOR BUSINESS OPERATIONS

Manages the flow of resources in and out of the Center, liaison to all administrative university departments, ensures financial accountability, provide financial recommendations

**Responsibilities** – Responsibilities include monitoring budgets for CIEGS, including collection and payments of all education abroad program fees, procurement of agent related commissions, and procurement of Center expenses.

*Strategic Plan Alignments: Internationalization #2, #3; Engagement & Service # 2, #3*

INSURANCE COORDINATOR

Responsible for the overall coordination of department health and evacuation insurance program required for all University at Albany international students, visiting scholars, and outbound study abroad students (areas include enrollment, advisement on insurance matters, billing, waiver review and processing, records management, advisement, reconciliation and payments)

**Responsibilities**- Responsibilities include enrollment processing for all international and education abroad students, visiting scholars and staff; responding to inquiries requiring health insurance benefits; reconciliation of billings.

*Strategic Plan Alignments: Diversity & Inclusion #3; Internationalization #3; Engagement & Service #3*

DIRECTOR OF INTERNATIONAL ADMISSIONS AND RECRUITMENT

Provides unit management and leadership for International Admissions & Recruitment (IAR). Develops all strategy and leads staff members in working with Enrollment Management to set enrollment target goals. Guides the strategic planning process for IAR.

**Responsibilities** – Responsibilities include overall management and strategy development; primary co-reviewer of all freshmen, transfer, and conditionally admitted students; transfer evaluations of foreign university transcripts. Development of transfer agreements and dual degree programs. The director of IAR is highly active in management of the office’s social media presence as well as management of our agents. Overseas recruitment responsibility in China, Korea, Southeast Asia (5 to 7 countries), Middle East and Northern Africa, with additional travel as required.

*Strategic Plan Alignments: Diversity & Inclusion #2; Internationalization #3; Engagement & Service #2*

DIRECTOR OF INTERNATIONAL ACADEMIC PARTNERSHIPS AND INTERNATIONAL ACADEMIC ADVISING

Coordinates three areas of growth in CIEGS operations: (1) Developing and managing international dual degree programs, (2) Creating, managing, and supporting short-term programs for international participants, including the development of ongoing summer programs; and (3) Providing academic advising support to selected populations of international undergraduate students.

**Responsibilities:** Responsibilities include liaising with academic departments to support the creation and management of dual degree programs; providing pre-enrollment advisement to dual degree students; evaluating the productivity of our dual degree partnerships (student, enrollment, persistence, and retention; faculty-to-faculty engagement; and new partnerships that emerge); coordinating with international partners, local organizations and businesses, and departments within academic and student affairs to develop short-term programs; providing logistical support for short-term programs (housing, meal, and transportation accommodations; registration, mandatory health insurance); evaluating short-term programs created by IAPIAA; providing academic advising support to international dual degree students and transfer students; assessing the experience of dual-degree students for program improvement; working closely with academic departments, student affairs, and other units across campus to build and sustain new academic collaborations; hosting visiting international partners and prospective partners; and producing annual reports.

*Strategic Plan Alignments: Student Success #2, #3; Diversity and Inclusion, #1, #2, #3; Internationalization, #1, Engagement and Service, #2, #3*

DIRECTOR

Provides leadership for International Student and Scholar Services, including the management of the International Student and Scholar Services (ISSSS) portfolio of services and programs.
**Responsibilities**- Responsibilities include supervising and training staff, ensuring efficient and effective operations and compliance with University and CIEGS standard operating procedures, establishing and promoting ISSS priorities, supporting immigration compliance of international students and scholars (e.g.: one-to-one international student advising, immigration regulation interpretation, promotion and enforcement, SEVIS reporting, education of university faculty and staff, and employment, travel and related workshops) and increasing awareness of immigration related policies and processes among university faculty and staff, managing F certification/re-certification, and J designation/re-designation programs as Primary Designated School Official (PDSO) and Responsible Officer (RO) respectively, providing oversight in developing and enhancing international student and scholar services and programs (e.g. advising system, orientation – online pre-orientation, on-campus orientation and integration into university undergraduate orientation programs, student success programs – freshman, transfer and probation, international celebration and flag-bearers programs, and Cultural Connections International Student Organization/International Friendship Program)

**Strategic Plan Alignments:** Student Success #2; Diversity & Inclusion #2, #3; Internationalization #3, Engagement & Service #3

**Associate Vice Provost for Global Academic Programs**

Provides leadership for globally focused academics, education abroad, and distinguished international scholarships. Organizes the department's management team by facilitating strategic planning and visioning for Global Academic Programs. Sets strategy for operations and liaises with academic stakeholders.

**Responsibilities**- Responsibilities include ensuring efficient and effective operations of Global Academic Programs unit, promoting and institutionalize priorities (e.g.: education abroad, Global Distinction transcript milestone, COIL, distinguished international fellowships, etc.); assisting in achieving the broader goals of CIEGS (e.g.: risk management, technological needs, etc.).

**Strategic Plan Alignments:** Student Success #1, #2, #3; Research Excellence #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2

**Associate Vice Provost For International Education and Director of Intensive ESL (IELP)**

Provides leadership for intensive English program, welcoming study abroad programs in the IELP, and providing a vision for growth, excellence, access and impact. Organizes the department's administrative leadership team by facilitating strategic planning and visioning for Intensive English Language Program. Sets strategy for operations and develops plans and programs for promotion and implementation.

**Responsibilities**- Responsibilities include ensuring efficient and effective operations of Intensive English Language Program unit, promoting and institutionalize priorities (e.g.: increasing international partnerships and students, building and strengthening programs, and flowing international students into the university for successful study, etc.); assisting in achieving the broader goals of CIEGS (e.g.: new partnerships, more international services, more international students, and linguistically well-prepared students, etc.). Other responsibilities include diversifying and increasing enrollments through new university partnerships, creating pathway programs and bridges into the university, developing a mentoring the IELP administrative leadership team, increasing marketing collateral and promotional materials, establishing a financially responsive budget management plan, creating new ways for the IELP to hire Lecturers and to work with HR and Budget office to be in compliance with all hiring practices and policies, creating a more efficient and attractive work space, may teach classes in teacher training programs.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3; Engagement & Service #2, #3

**Assistant Director, Informatics & Publicity**

Provides the CIEGS with on-demand information technology user support and project stewardship. Oversees the hardware and software needs for all Center staff. Per the needs of individual units, creates and disseminates print and digital publicity items.

**Responsibilities**- Responsibilities include providing user support and training to CIEGS staff (e.g. frontline point of contact for all technology related issues; unit liaison to ITS, Telecom, & Identity Management; etc.); hardware and
software management (machines and operating systems; print and social media, website management; etc.); and technology tools implementation and management (e.g.: manage and maintain unit business systems and databases, liaise with external vendors, etc.)

Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2, Internationalization #3; Engagement & Service #2

Resource Challenges

**STAFFING** Approval was recently denied for the replacement of the Assistant to the Dean and Vice Provost position. This has imposed enormous pressures on the managing of the CIEGS, as the Dean no longer has the support of an assistant to do a range of necessary but time-consuming tasks.

**BUDGET** The budgetary structure that supports CIEGS (surplus revenues from IELP operations) is no longer viable to support the internationalization agenda. Over the past four years, major strides have been made in articulating the most progressive and outcomes-oriented approach to internationalization in the history of UAlbany. However, the achievements made in this regard are at risk of being compromised without the requisite budget to sustain them. For example, there are no funds to support faculty in taking scouting trips as part of their efforts to develop a faculty-led short-term education abroad program. There are no funds to bring distinguished speakers or professionals to present to/train faculty and staff on issues around internationalization. There are no funds to underwrite staff travel for site visits of education abroad programs or to attend professional meetings for training on the latest practices within the field. While CIEGS has received recent infusions of funding for scholarships for new international students as well as for study abroad participation, these funds cannot be used for underwriting the daily costs associated with driving internationalization. CIEGS faces the real possibility that the impressive infrastructure that has been put in place to support internationalization at UAlbany will wither and die due to financial neglect.

**ACCESS TO FACULTY/STAFF LISTSERV** The CIEGS sponsors a variety of workshops, programs and events every year. While Vice Presidents, Vice Provosts and Deans regularly promote their activities via the faculty/staff listserv, this outlet is routinely denied to CIEGS by the Provost’s Office. This state of affairs is quite confusing given the strategic significance of internationalization to the campus. The work of internationalization must be visible to the entire campus, and opportunities for engagement with internationalization initiatives must be widely known by the campus community in order to enhance participation.

**HOUSING FOR VISITING SCHOLARS** A persistent complaint of faculty is that they struggle to assist visiting scholars in finding housing upon their arrival to Albany. Three years ago, the CIEGS, in collaboration with the University Foundation leased four apartments from a nearby apartment complex. These apartments were furnished by CIEGS and a monthly rate was offered that merely covered the costs for this arrangement. This experiment turned out to be unsustainable as the Foundation notified up that they could not continue to be the signatory to these leases beyond two years, visiting scholars accompanied by their children could not be accommodated in these apartments, and some visiting scholars complained that it was too costly. The need for housing visiting scholars continues to be as strong as ever. The CIEGS has advocated with the president and provost for a solution to this, both of whom wish to find an on-campus solution to this challenge.

**OPERATIONAL SYSTEMS**

Operational Systems include:

- Atlassian Confluence *(ITS Wiki for documentation and troubleshooting)*
- Basecamp *(Project tracking CRM)*
- Business Intelligence *(student and academic information system)*
- Cisco AnyConnect *(Secure VPN communications)*
- CitiBank *(credit card system)*
- Dell Premier *(Online quotes and order system)*
- EAB *(online advising and customer relationship management system for student support)*
- Global Protect *(Secure VPN communications)*
- Google Docs *(Photos, email and forms)*
- Group Access Manager *(Manage access to shared mailboxes and network drives)*
- Marketplace/TouchNet *(credit card processing system)*
MYUALBANY (students and employee portal)
OneDrive (Cloud Storage and document sharing)
PeopleSoft (student and staff information system)
Skype (Web conferencing)
SmugMug (Access to www.ualbanyphotos.com)
Student Employment (student worker employment and time/attendance system)
SUNY HR Portal (attendance system and credit card)
Terra Dotta (database for global academic program application management)
United Healthcare (insurance management system)
Visix (TV management system)
WordPress (education abroad webpage)
Zoom (web meeting software)

International Admissions and Recruitment

BUDGET

Revenues
University State Funding* $607,000
Net Student Fees $202,000
Total Revenues $809,000

Expenses
Personnel $262,000
Student Program Charges $330,000
Travel $210,000
OTPS $15,000
Total Expenses $817,000

Balance $(9,000)

RESOURCE ALLOCATION

Staff Resources

DIRECTOR OF INTERNATIONAL ADMISSIONS AND RECRUITMENT

Provides unit management and leadership for International Admissions & Recruitment (IAR). Develops all strategy and leads staff members in working with Enrollment Management to set enrollment target goals. Guides the strategic planning process for IAR.

Responsibilities – Responsibilities include overall management and strategy development; primary co-reviewer of all freshmen, transfer, and conditionally admitted students; transfer evaluations of foreign university transcripts. Development of transfer agreements and dual degree programs. The director of IAR is highly active in management of the office’s social media presence as well as management of our agents. Overseas recruitment responsibility in China, Korea, Southeast Asia (5 to 7 countries), Middle East and Northern Africa, with additional travel as required.

Strategic Plan Alignments: Diversity & Inclusion #2; Internationalization #3; Engagement & Service #2

ASSISTANT DIRECTOR OF INTERNATIONAL ADMISSIONS AND RECRUITMENT

Assists the director in daily management of the office, plays an integral role in development of goals, and is responsible for providing data and analysis for planning and enrollment models.

Responsibilities – Responsibilities include acting as primary co-reviewer of all freshmen, transfer, and conditionally admitted students; second processor of applications (backup for Assistant Director for Operations and Communications); office lead for SEVIS and I-20 creation and manager of conditional admit program. Responsibility for processing of
transfer credit; with overseas recruitment responsibility in China, Southeast Asia (5-7 countries), and domestic activities for recruitment of international students; co-management of agent network. China territory manager.

*Strategic Plan Alignments: Internationalization #3*

**Assistant Director for Operations and Communications**

Primary and lead staff member on all issues related to operations and communications for International Admissions and Recruitment.

**Responsibilities** – Responsibilities include all management of People Soft, Business Intelligence, and Slate; processor of all freshmen and transfer applications as well as conditionally admitted students; takes lead role on transfer credit processing for IAR. Responsible for implementation of Slate on University-wide committee and continued maintenance of Slate. Responsible for final product of all marketing materials (view book, fact sheets, videos, etc.) and recruitment related tools. Overseas recruitment territories of Korea, Japan and South America in addition to domestic activities for recruitment of international students.

*Strategic Plan Alignments: Internationalization #3*

**International Admissions Specialist (part-time 50%)**

Primary staff member to manage agent network. Remote worker from home.

**Responsibilities** – Responsibilities include all initial contacts with agents, and eventual approval/selection (or denial) for agent representation, and execution of contract process. There is a heavy focus on serving the needs of agents from inquiries on applications to general information about the university, or commission related questions and assistance with that process. Additionally, there is a particular emphasis on outreach via email to applicants. Overseas recruitment territories include India, Nepal, Bangladesh and China.

*Strategic Plan Alignments: Internationalization #3*

**International Admissions Specialist (part-time 40%)**

Primary staff member to handle drafting of transfer and dual degree agreements, IAR’s social media presence, newsletter, and assists with management of large communications portfolio. Remote worker from home.

**Responsibilities** – Responsibilities include serving as designated IAR staff member to draft transfer and dual degree agreements, as well as evaluating and mapping transfer courses from transfer and dual degree agreements. Primary manager of social media accounts; provides extensive backup to Assistant Director for Operations and Communications for editing of documents, emails, publications, and other related activities. Backup reader of applications during peak file review season. Overseas recruitment territories include a focus on Vietnam, Malaysia, and Turkey.

*Strategic Plan Alignments: Internationalization #3*

**Graduate Assistant (20 hours per week during academic year)**

Functions as paraprofessional for the office of IAR.

**Responsibilities** – Responsibilities include assisting in the processing of applications, responding to email and phone inquiries, and assisting with social media outreach to our agent network. Current graduate assistant is lead on proofing and editing all marketing materials that are produced in Mandarin.

*Strategic Plan Alignments: Internationalization #3*

**Resource Challenges**

**Staffing**

Lack of larger budget for admissions scholarships to offer to international students. IAR is currently limited to a budget of $300,000 annually to award to new incoming freshmen and transfers – with typical awards of $5,000 or $7,000 (maximum) awarded annually. Within SUNY, and among higher ranked peers, it is difficult to compete for many students due to our lower scholarship amounts. With the lower national ranking of UAlbany, greater scholarships are needed in order to compete for many, and especially, high achieving students. In addition, the annually increasing tuition, fees, room and board expenses at UAlbany put pressure on our competitiveness.

**Marketing**
Additional funding for more marketing activities – including online advertising, attendance at additional recruitment fairs, expansion of digital marketing materials and other such efforts.

**OPERATIONAL SYSTEMS**

Operational Systems include:

- Business Intelligence (student and academic information system)
- Cisco AnyConnect (Secure VPN communications)
- CitiBank (credit card system)
- Global Protect (Secure VPN communications)
- Google Docs (Photos, email and forms)
- OneDrive (Cloud Storage and document sharing)
- PeopleSoft (student and staff information system)
- Red Dot (website development platform)
- Skype (Web conferencing)
- SLATE (student information system and CRM for admissions)
- Student Employment (student worker employment and time/attendance system)
- Zoom (web meeting software)

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**International Academic Partnerships and International Academic Advising**

**BUDGET**

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<tr>
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<tbody>
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<td>Total Expenses</td>
<td>$189,000</td>
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**Balance** $0

*Personnel funded by CQUPT student fees

**RESOURCE ALLOCATION**

**Staff Resources**

**DIRECTOR OF INTERNATIONAL ACADEMIC PARTNERSHIPS AND INTERNATIONAL ACADEMIC ADVISING**

Coordinates three areas of growth in CIEGS operations: (1) Developing and managing international dual degree programs, (2) Creating, managing, and supporting short-term programs for international participants, including the development of ongoing summer programs; and (3) Providing academic advising support to selected populations of international undergraduate students.

**Responsibilities:** Responsibilities include liaising with academic departments to support the creation and management of dual degree programs; providing pre-enrollment advisement to dual degree students; evaluating the productivity of our dual degree partnerships (student, enrollment, persistence, and retention; faculty-to-faculty engagement; and new partnerships that emerge); coordinating with international partners, local organizations and businesses, and departments within academic and student affairs to develop short-term programs; providing logistical support for short-term programs (housing, meal, and transportation accommodations; registration, mandatory health insurance); evaluating short-term
programs created by IAPIAA; providing academic advising support to international dual degree students and transfer students; assessing the experience of dual-degree students for program improvement; working closely with academic departments, student affairs, and other units across campus to build and sustain new academic collaborations; hosting visiting international partners and prospective partners; and producing annual reports.

Strategic Plan Alignments: Student Success #2, #3; Diversity and Inclusion, #1, #2, #3; Internationalization, #1, Engagement and Service, #2, #3

Resource Challenges

Staffing

At present, one person coordinates the administrative and management duties of this inaugural unit. The university currently has 27, new dual degree partnerships that are scheduled to bring in their first cohort of students in academic year 2019/2020. When this unit was created, attention needed to be given to the development, partner relationship, and student advisement of our most recently created partnerships. Over time, this unit will liaise with the every academic department and respective partner with whom we have a dual degree programs to support the success of our partner relationships and their participating students.

Operational Systems

Operational Systems include:

Basecamp (Project tracking CRM)
Cisco AnyConnect (Secure VPN communications)
CitiBank (credit card system)
DARS (degree audit reporting system)
EAB (online advising and customer relationship management system for student support)
Global Protect (Secure VPN communications)
Google Docs (Photos, email and forms)
Marketplace/TouchNet (credit card processing system)
MYUALBANY (students and employee portal)
NOLIJ (former student information system for admissions, used for archived records)
OneDrive (Cloud Storage and document sharing)
PeopleSoft (student and staff information system)
Skype (Web conferencing)
SLATE (student information system and CRM for admissions)
Terra Dotta (database for global academic program application management)
United Healthcare (insurance management system)
WordPress (education abroad webpage)
Zoom (web meeting software)
International Student and Scholar Services

BUDGET

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RESOURCE ALLOCATION

Staff Resources

DIRECTOR

Provides leadership for International Student and Scholar Services, including the management of the International Student and Scholar Services (ISSS) portfolio of services and programs.

Responsibilities- Responsibilities include supervising and training staff, ensuring efficient and effective operations and compliance with University and CIEGS standard operating procedures, establishing and promoting ISSS priorities, supporting immigration compliance of international students and scholars (e.g.: one-to-one international student advising, immigration regulation interpretation, promotion and enforcement, SEVIS reporting, education of university faculty and staff, and employment, travel and related workshops) and increasing awareness of immigration related policies and processes among university faculty and staff, managing F certification/re-certification, and J designation/re-designation programs as Primary Designated School Official (PDSO) and Responsible Officer (RO) respectively, providing oversight in developing and enhancing international student and scholar services and programs (e.g. advising system, orientation – online pre-orientation, on-campus orientation and integration into university undergraduate orientation programs, student success programs – freshman, transfer and probation, international celebration and flag-bearers programs, and Cultural Connections International Student Organization/International Friendship Program).

Strategic Plan Alignments: Student Success #2, Diversity & Inclusion #2, #3; Internationalization #3, Engagement & Service #3

ASSOCIATE DIRECTOR

Supports the director and oversees major programs and services as described below.

Responsibilities- Responsibilities include overseeing the J program, including developing resources and systems to better assist international scholars, in coordination with the Director of International Student and Scholar Services. Overseeing on-campus orientation, collaborating closely with University Orientation and Transitions Programs, Advisement Services and other key units. Liaising with Community Standards, Title IX, and/or other offices associated with academic integrity and conduct, and supports international students and scholars having related cases. Coordinating the evaluation of ISSS advising, services and programs as well as the annual tax program for international students and scholars. Assisting program coordinators with international student advising and document processing.

Strategic Plan Alignments: Student Success #2, Diversity & Inclusion #2, #3; Internationalization #3, Engagement & Service #3
**SENIOR INTERNATIONAL STUDENT COORDINATOR**

Advises international students, processes benefit and other student document requests, manages major systems, and coordinates programming activities.

**Responsibilities** - Responsibilities include advising students on a daily basis and processes ongoing document requests, such as travel, OPT/CPT employment, change of level, reduced course load, social security letters, and change of status. Facilitating educational workshops and presentations. Manages SEVIS and Sunapsis as well as related elements of PeopleSoft. Coordinating implementation, operation, troubleshooting and training for the ISSS case management system Sunapsis. Managing paper student filing systems. Assisting with orientation, manages freshman success program, and assists in in compiling and preparing data from SEVIS and Sunapsis.

**INTERNATIONAL STUDENT COORDINATOR (2)**

Advises international students, process benefit and other student document requests, and coordinate programming activities.

**Responsibilities** - Responsibilities include advising students on a daily basis and process ongoing document requests, such as travel, OPT/CPT employment, change of level, reduced course load, social security letters, and change of status. Facilitating educational workshops and presentations. Assisting with orientation and graduate assistant supervision. Coordinating programming activities, including orientation assistant program, cultural trips, transfer and probation student success programs, international student association, and international friendship program.

**Resource Challenges**

**STAFFING**

The ISSS desperately needs at least one additional fulltime staff member to support its operations. ISSS staff support over 1,900 international students (i.e. non-immigrant students) from almost 90 different countries, including non-degree students and graduated students for up to three years. The ratio these students to international student coordinators is 633 to 1. International Student Coordinator jobs entail immigration and related advising, along with document processing half the time and programming and outreach the other half the time. During 2017/18, ISSS staff had 6,728 in person advising encounters and received almost 14,000 emails for advising, and processed over 2,117 documents/applications for international student benefits, such as off-campus employment, overseas travel, change of immigration status, social security verification, and I-20 visa documents.

In assisting the international student population, there are a number of resource challenges. First, government regulations have recently increased and at the same time become more complex. Under the current federal administration, several executive orders (e.g. travel ban) as well as other new measures (e.g. Notice to Appear, Unlawful Presence, USCIS RFE policies) have been introduced. These changes amplify the need for staff training, including often complex interpretation issues, and can complicate advising practices. Perhaps more importantly, certain regulatory changes limit different benefits and other options for international student success before, during and after their academic programs at UAlbany. Hence, international student coordinators oftentimes experience challenges meeting expectations - either time allocated to advising international students, processing certain documents they submit, or a combination of both depending on the stage(s) of the university, ISSS and international student life cycles. Secondly, International Student Coordinators had to assume administrative and programming responsibilities after the 2017 loss of a graduate assistant position, which provided ISSS with paraprofessional support. These resource challenges, along with the technology challenges described below, adversely affect international students.

**TECHNOLOGY**

Sunapsis, an international student and scholar case management system that was acquired in 2014, has improved case management communication and reporting capabilities since its implementation. However, because of technology and system interface issues, the student portal and electronic forms development has been much slower than expected. Additionally, because of certain technical issues such as Sunapsis system bugs or underdevelopment of certain subareas of
the software, accurate and timely reporting of data to SEVIS (through PeopleSoft, Sunapsis and SEVIS interface) is at times compromised. ISSS continues to work with UAlbany ITS and Sunapsis Customer Service to resolve these issues.

**Operational Systems**

Operational Systems include:

- Business Intelligence *(student and academic information system)*
- Cisco AnyConnect *(Secure VPN communications)*
- EAB *(online advising and customer relationship management system for student support)*
- Global Protect *(Secure VPN communications)*
- Google Docs *(Photos, email and forms)*
- Marketplace / TouchNet *(credit card processing system)*
- MYUALBANY *(students and employee portal)*
- NOLIJ *(former student information system for admissions, used for archived records)*
- OneDrive *(Cloud Storage and document sharing)*
- PeopleSoft *(student and staff information system)*
- Red Dot *(website development platform)*
- SEVIS *(Federal Government Student and Exchange Visitor Information System)*
- Skype *(Web conferencing)*
- Sunapsis *(International Student and Scholar Case Management System)*
- Zoom *(web meeting software)*

**Global Academic Programs**

**Budget**

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<td><strong>Total Expenses</strong></td>
<td>$3,343,000</td>
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</table>

**Balance**

$(137,000)

**Resource Allocation**

**Staff Resources**

**Associate Vice Provost for Global Academic Programs**

Provides leadership for globally focused academics, education abroad, and distinguished international scholarships. Organizes the department's management team by facilitating strategic planning and visioning for Global Academic Programs. Sets strategy for operations and liaises with academic stakeholders.

**Responsibilities**- Responsibilities include ensuring efficient and effective operations of Global Academic Programs unit, promoting and institutionalize priorities *(e.g.: education abroad, Global Distinction transcript milestone, COIL, distinguished international fellowships, etc.)*; assisting in achieving the broader goals of CIEGS *(e.g.: risk management, technological needs, etc.)*.
DIRECTOR OF GLOBAL ACADEMIC PROGRAMS

Provides leadership and management of international applied learning initiatives, as well as promotes curriculum internationalization across all disciplines at UAlbany. Collaborates with faculty and students on overcoming and dismantling barriers to global academic participation.

Responsibilities- Responsibilities include directing the International Studies Minor, the Global Distinction Transcript Milestone, International Internships, Research, and Service Learning, and Collaborative Online International Learning (COIL). Advising undergraduate and graduate students, faculty, and research-education program managers (PIRE). Engaging Undergraduate Directors and Chairs in dovetailing international experiences into students’ timely completion to degree, academic excellence, career realization, and access to funding, including through the creation of discipline-specific guides.

ASSISTANT DIRECTOR OF GLOBAL ACADEMIC PROGRAMS

Oversees the outreach, advising, application, and administration support for internationally competitive awards; provides oversight and management of incoming education abroad student programs; and manages the records and registration processes for education abroad students.

Responsibilities- Responsibilities include providing support and director for undergraduate, graduate, and alumni students in their application for distinguished international scholarships and fellowships, such as the U.S. Student Fulbright Program and the Critical Language Scholarship; engaging the campus community in identifying potential candidates and facilitates all relevant outreach to the external grantors; managing the records and registration processes for education abroad participants (e.g.: registration, course equivalencies, transcript evaluation and production); facilitating the process of welcoming visiting and exchange international students to campus; collaborating with international partner universities on the promotion of exchange programs and the application process.

ASSISTANT DIRECTOR, INFORMATICS & PUBLICITY

Provides the CIEGS with on-demand information technology user support and project stewardship. Oversees the hardware and software needs for all Center staff. Per the needs of individual units, creates and disseminates print and digital publicity items.

Responsibilities- Responsibilities include providing user support and training to CIEGS staff (e.g. frontline point of contact for all technology related issues; unit liaison to ITS, Telecom, & Identity Management; etc.); hardware and software management (machines and operating systems; print and social media, website management; etc.); and technology tools implementation and management (e.g.: manage and maintain unit business systems and databases, liaise with external vendors, etc.)

PROGRAM ASSISTANT FOR GLOBAL ACADEMIC PROGRAMS

Assists with administrative tasks pertaining to all aspects of the work of conducted within the Center for International Education and Global Strategy’s Global Academic Programs unit.

Responsibilities- Responsibilities include office management (e.g.: supply and promotional items management, travel and procurement card reconciliation, etc.); program support (e.g.: assistance with programs expense reconciliation, social
media support, SUNY system database updates, etc.); Event support (e.g.: arranging facilitates and event logistics, coordinating marketing materials, etc.); Reporting (e.g.: MoU records maintenance; EAB usage; etc.).

**Strategic Plan Alignments:** Student Success #2; Research Excellence #3; Diversity & Inclusion #3; Internationalization #2, #3, Engagement & Service #2

**DIRECTOR OF EDUCATION ABROAD**

Provides leadership for the Office of Education Abroad, including the management of the Education Abroad (EA) portfolio of programs and oversight of the overall student experience in education abroad.

**Responsibilities** - Responsibilities include supervising and training staff to ensure compliance with University and CIEGS standard operating procedures, ensuring content and data integrity across EA systems, managing EA partner relationships and the portfolio of programs (e.g.: understanding the inventory of UAlbany EA programs, overseeing the release of new programs, putting forth proposals to expand or adjust opportunities as appropriate), providing program and academic management for the UAlbany in Madrid program, managing the financial portfolios of EA programs, providing oversight of student recruitment, advisement, and overall student experience, liaising with internal and external stakeholders, and ensuring that proper EA risk management practices are developed, adhered to, and continually reviewed as per best practices.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3, Engagement & Service #2

**ASSISTANT DIRECTOR OF EDUCATION ABROAD**

Oversees and manages faculty led programs, short-term UAlbany in Madrid campus courses, and semester-length and short-term education abroad programs, in performing the Program Coordinator role as described below.

**Responsibilities** - In coordination with the Director of Education Abroad, responsibilities include overseeing the creation and release of new programs, especially with respect to faculty led programming, and developing and maintains faculty led program budgets; collaborating with UAlbany academic departments to support faculty members interested in promoting existing programs and developing new programs abroad; coordinating and executes student outreach and marketing efforts including a Study Abroad Fair each semester, class visits, information sessions, and print media; administering and promoting the UAlbany scholarship fund for Education Abroad.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #3, Engagement & Service #2

**PROGRAM COORDINATORS (2)**

Advises students on education abroad opportunities in assigned regions of the world; assist in the development and administration of education abroad programs.

**Responsibilities** - Responsibilities include communication with overseas partners; preparation of publications and publicity materials; speaking at student meetings and classes; participating in University at Albany functions, including occasionally assisting with international visitors to the University; attending off-campus education abroad fairs; assists in the planning and organizing of education abroad orientation and re-entry programs; reviewing education abroad applications; visa application advisement; communicating with partner universities; and managing correspondence with students and parents relative to the assigned portfolio of programs.

**Strategic Plan Alignments:** Student Success #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

**PROGRAM DIRECTOR, UALBANY IN MADRID**

Oversees all on-site aspects of the UAlbany in Madrid program. Organizes subjects taught by University at Albany in Madrid, coordinates the classes that students attend in Universidad Autónoma, and provides academic supervision for internships. Organizes and supervises all matters related to the welfare of students in the city, including medical care, families, accommodation in residences, cultural activities and integration into Spanish culture. Supervises and organizes
everything related to the administration of the campus, including hiring of instructors, accounting and finance and rent of spaces, besides everything related to field trips and the cultural activities of the campus.

**Responsibilities** - Responsibilities include reporting all aspects related to the Madrid Campus to the Center for International Education and Global Strategy, under whose supervision the position reports. Execute the educational projects planned by CIEGS. Follow the protocols of the University at Albany on all issues related to students and campus workers. Maintain academic standards of the program. Ensure that the campus follows the legality of the Spanish administration.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #3, Engagement & Service #2

**PROGRAM ASSISTANT, UALBANY IN MADRID**

Assists with administrative tasks pertaining to all aspects of the work of the UAlbany in Madrid Program. Supports the Director in administering the UAlbany in Madrid homestay program including the selection of homestay families, placement of students, and problems/issues that may arise. Assist UAlbany Madrid Campus Director in the financial operation of the UAlbany office in Madrid.

**Responsibilities** - Responsibilities include timely communication with UAlbany staff and Madrid Program Director regarding any problems/issues involving student participants, host families, etc.; serving as a liaison between the students and the families by aiding in communication and conflict resolution; other duties as assigned by UAlbany in Madrid Program Director.

**Strategic Plan Alignments:** Student Success #2, Diversity & Inclusion #2, #3; Internationalization #3, Engagement & Service #2

**ADMINISTRATIVE ASSISTANT FOR EDUCATION ABROAD**

Provides support in managing the incoming and outgoing EA student processes, including support of the application process; student billing and deposits; monitoring office email, phone accounts and inventory of print materials; providing support to all members of the GAP team and CIEGS; and supervising student workers.

**Responsibilities** - Responsibilities include providing support in managing the incoming exchange student processes; managing education abroad student billing and charge adjustments; processing education abroad deposits (e.g.: MarketPlace reporting); supporting the education abroad application process (e.g. logging items in, maintenance of both online and paper application files); monitoring the education abroad general email account, telephone, and walk-in traffic; printing education abroad flyers and monitoring inventory in display areas; managing the preparation for study abroad fairs (UAlbany and other SUNY); providing support to all members of the GAP team and CIEGS in general; and supervising GAP work-study students and student assistants.

**Strategic Plan Alignments:** Internationalization #3; Engagement & Service #2, #3

**Resource Challenges**

**Staffing**

The 2018 loss of a Program Coordinator lines is beginning to negatively impact students, and this impact will only grow more severe with time. The Strategic Plan mandates 5% growth in the rate of education abroad participants in the next five years. Filling this position brings the staffing levels back to where it was in prior years, thus allowing for continued recruitment and advisement support for education abroad students. Program Coordinators serve 500 active education abroad students, and advise many more prospective students. Students have difficulty booking appointments during peak recruitment and advising periods, and do not always receive the full breadth and depth of support that was possible when fully staffed. Also, Program Coordinators have limited capacity to engage with stakeholders across campus and to meet advisement and recruitment requests made by faculty. Finally, Program Coordinators work with partner universities abroad. At present, they manage 130 partner institutions. New partner universities cannot be added or managed at current capacity, thus limiting students’ education abroad options. Over the last year, GAPs attempted to operate with reduced advisor capacity (down to 2 from 4 in AY16/17). This has impacted our ability to recruit and advise students. The
alternative is to attempt to maintain participation at current levels and not grow enrollments to meet the strategic planning goal.

In addition, several responsibilities currently absorbed by individual staff need to be separated into new, distinct professional positions as standard in other Research I universities nationwide. Among them, “records and registration” and “education abroad finance and administration”.

**HISTORIC EXCHANGE MANAGEMENT PRACTICES**

Prior to 2015, study abroad exchange program balances were not managed in a way that took into account inflation of tuition and fees. Thus, significant financial imbalances have ensued, negatively affecting the overall financial health of exchange programs. For example, CIEGS has had to source in excess of $170,000 per year to address the imbalances with one long-time partner university in Japan. Since this expenditure had not been budgeted for, it has severely compromised the unit’s ability to fund CIEGS operations over the past two years. Operational changes have been made, to ensure tightly managed future exchange balances, but financial and programmatic ramifications will be felt for at least a decade.

**SCHOLARSHIPS AND TRAVEL AWARDS**

Historically, education abroad scholarships were generated using surplus revenue from Intensive English Language Program revenues. With such revenues flat nationwide, funding for scholarships has nearly run out. Strategic initiative funding has allocated one-time funding for this purpose. Only $50,000 is available to students annually\(^1\). Predictable, future funding levels remain precarious. To address this shortfall, the unit began to work with Advancement to secure gifts and support, beginning in 2018. This is not a short-term solution, as it will take years to come to fruition.

**CURRICULUM EQUIVALENCIES**

In order for students to feel that it “worth it” to pursue education abroad opportunities courses need to “count.” While all courses taken at UAlbany partner institutions abroad count for general elective credit, they must receive department equivalencies in order to apply to a student’s major, minor, or general education curriculum. This requires department chairs to review individual course descriptions and, at times, syllabi to make determinations. Volume review can be high at peak application times, and some chairs take a more liberal approach than others when awarding equivalencies. Additionally, equivalencies are not permanent. There is no policy to “set” an equivalency or cross-equivalency after it has been allocated (e.g.: Student One may be awarded equivalency XX100 for taking Maori History, but Student Two taking the same course the next semester is not automatically granted, or assured the same equivalency. The equivalency determination begins from scratch each time. Thus, it can be difficult for students to plan their academic schedules when abroad, causing fear of not graduating on time, and it is an administrative burden for academic chairs.

**OPERATIONAL SYSTEMS**

Operational Systems include:

- Basecamp *(Project tracking CRM)*
- Blackboard *(Learning Management System)*
- Business Intelligence *(student and academic information system)*
- Cisco AnyConnect *(Secure VPN communications)*
- CitiBank *(credit card system)*
- DARS *(degree audit reporting system)*
- EAB *(online advising and customer relationship management system for student support)*
- Global Protect *(Secure VPN communications)*
- Google Docs *(Photos, email and forms)*
- Marketplace/TouchNet *(credit card processing system)*
- MYUALBANY *(students and employee portal)*
- OneDrive *(Cloud Storage and document sharing)*

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\(^1\) Peer institutions award the following award amounts annually: SUNY Binghamton $100,000; SUNY Buffalo $81,500; Georgia Tech $250,000; University of Georgia $380,000
PeopleSoft (student and staff information system)
Red Dot (website development platform)
Skype (Web conferencing)
Student Employment (student worker employment and time/attendance system)
Sunapsis (International Student and Scholar Case Management System)
Terra Dotta (database for global academic program application management)
United Healthcare (insurance management system)
Virtual EMS (web-based service for scheduling classes and events on campus)
Visix (TV management system)
WordPress (education abroad webpage)
Zoom (web meeting software)

**Intensive English Language Program**

**Budget**

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**Balance**

$64,000

**Resource Allocation**

**Staff Resources**

**ASSOCIATE VICE PROVOST FOR INTERNATIONAL EDUCATION AND DIRECTOR OF INTENSIVE ESL (IELP)**

Provides leadership for intensive English program, welcoming study abroad programs in the IELP, and providing a vision for growth, excellence, access and impact. Organizes the department's administrative leadership team by facilitating strategic planning and visioning for Intensive English Language Program. Sets strategy for operations and develops plans and programs for promotion and implementation.

**Responsibilities**- Responsibilities include ensuring efficient and effective operations of Intensive English Language Program unit, promoting and institutionalize priorities (e.g.: increasing international partnerships and students, building and strengthening programs, and flowing international students into the university for successful study, etc.); assisting in achieving the broader goals of CIEGS (e.g.: new partnerships, more international services, more international students, and linguistically well-prepared students, etc.). Other responsibilities include diversifying and increasing enrollments through new university partnerships, creating pathway programs and bridges into the university, developing a mentoring the IELP administrative leadership team, increasing marketing collateral and promotional materials, establishing a financially responsive budget management plan, creating new ways for the IELP to hire Lecturers and to work with HR and Budget office to be in compliance with all hiring practices and policies, creating a more efficient and attractive work space, may teach classes in teacher training programs.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3
ASSISTANT DIRECTOR FOR IELP (AND EDUCATOR)

Supervises and oversees daily operations for intensive English program.

Responsibilities- Responsibilities include ensuring efficient and effective operations of Intensive English Language Program unit (regular sessions and custom programs) including supervision of administrative and teaching personnel, graduate assistant, student workers and interns, to hire and supervise IELP faculty and staff, to assist with budget, to perform Designated School Official (DSO) SEVIS duties, to advise and assist IELP students, to oversee development and implementation of curriculum, to oversee program record-keeping, to promote the program, and may also teach elective classes if needed or in custom programs or provide academic workshops.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

ACADEMIC PROGRAM COORDINATOR FOR IELP (AND EDUCATOR)

Provides support and assists the Assistant Director with daily operations for the intensive English program.

Responsibilities- Responsibilities include academic program planning including oversight of program-wide curriculum design and review process, advises current and prospective students on course content and program expectations, serves as faculty liaison and support for academic issues and technology such as Blackboard Grade Center, works with faculty to select textbooks that align with the curriculum, the needs of the program, and the academic skills required for university study, plans and coordinates student orientation sessions for each 8-week session, as well as mid-term week and final week details, advises students pre-arrival and post-arrival on a variety of issues and concerns, manages the processing of applications for students who are conditionally admitted and not conditionally admitted and collects necessary documents and payment, performs Designated School Official (DSO) SEVIS duties, and provides support to the Assistant Director to oversee daily operations of the program, and may also teach elective classes if needed of in custom programs and also provide academic or test-preparation workshops.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

COMMUNICATIONS & MARKETING FOR IELP (AND EDUCATOR)

Provides communications and marketing support for the intensive English program.

Responsibilities- Responsibilities include creating marketing materials, such as advertisements, banners, brochures, flyers, posters, PowerPoint Presentations, and other branded materials to promote the IELP and the University at Albany, creates internal communications materials, such as annual reports, application and registration forms, orientation materials, student and policy/procedure handbooks, and other materials to assist IELP leadership and staff in promotion or the program, create, maintain and update materials for the IELP website, oversee language translation materials, work with new partners, including international agents, government agencies, university partners with promotional or informational material, create custom program flyers, calendars, and promotional materials, and teach one elective as needed during each 8-week session.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

GROUP & CUSTOM PROGRAMS & SCHOLARSHIP STUDENTS COORDINATOR FOR IELP (AND EDUCATOR)

Oversees and coordinates special programs, group programs, custom programs, and scholarship students for the IELP.

Responsibilities- Responsibilities include coordinating and overseeing special group programs from international universities, custom programs for international partners, coordinating and assisting with programs that focus on English for Specific Purposes such as Medical English, English for Science and Technology, Business English, and many more, coordinating field trips for special groups and also field-based learning trips and activities, providing regular touch-point
meetings with groups for support and assistance, helping to create new ESP courses, and teaching one ESL elective class with an increase of up to 50% teaching during sessions with few special programs or projects.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

ACTIVITIES AND LANGUAGE CLUBS COORDINATOR FOR IELP (AND LECTURER)

Oversees all social and cultural activities and language clubs and language activities for the IELP.

Responsibilities - Responsibilities include making reservations, planning activity calendars, arranging for transportation, food and other logistics and creating study guides for curriculum-based activities. The Activities coordinator also oversees language clubs like Reading Theater, Conversation Club, Lunch Chat, and Conversation Partners. This position also teaches one elective class (or more) each 8-week session and oversees student workers, community volunteers and students receiving credit for service. The Activities and Language Clubs Coordinators position is a strategic role to create an English Eco-System outside of the Intensive ESL classroom and to help the program create an environment that focuses on four language learning goals: Build a language learner community, explore (Albany, NY, and American) culture, Use language, and make friendships.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

GRADUATE ASSISTANT (20 hours per week)

Responsibilities - Responsibilities include processing of applications and admissions packets; sending acceptance packages by DHL and UPS Express; maintaining records in a Microsoft Office database; replying to email inquiries, answering the telephone, and assisting students with basic questions; managing check-in and document collection for Orientation and may input information regarding placement; enrolling students in People Soft and maintaining the student transcripts in order for teachers to input their grades. The graduate assistant may also conduct research, gathering information at the administrators’ request and synthesizing information into various reports.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

IELP LANGUAGE HELPERS (1 to 3 student workers)

Responsibilities - Responsibilities include assisting with language program activities of various kinds, including working with special group programs from different countries, cultural excursions, social and cultural activities, language services, language clubs, and Intensive ESL student services.

IELP EDUCATORS (9)

Educators in the IELP primarily teach ESL classes in the intensive English program full-time for ongoing sessions dependent upon enrollments, funding, and performance.

Responsibilities - Responsibilities of IELP teachers include the following: Full-time instruction: Teach the equivalent of 16 hours per week for full-time teachers in core classes and elective classes, special assignments and projects or special programs; carry out planning, teaching, and evaluating of all students in each class for which the teacher is responsible; fill out and turn in reports each semester, including mid-term and final grade reports, long-range plans and course outlines, end-of-semester or end-of-session reports regarding teaching, activities, and professional development, and other forms as applicable; assume an equitable share of assistance duties related to IELP activities, language clubs, and trips; assist with placement testing of IELP students; serve on IELP committees, as needed; attend all faculty meetings, including pre-opening meeting prior to the registration day of each IELP session; attend curriculum meetings and meetings of other committees as needed; attend IELP Graduations every session and for special groups and programs, attend CIEGS International Student Graduation, and IELP and CIEGS retreats and faculty meetings as scheduled; attend professional development or training workshops arranged by IELP, CIEGS, or required by the university.
Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3; Internationalization #1, #2, #3, Engagement & Service #2, #3

IELP Lecturers (1 to 8 lecturers)

Lecturers in the IELP primarily teach ESL classes in the intensive English program, full-time or part-time, one session or one semester, or one academic or calendar year dependent upon enrollments, funding and performance.

Responsibilities- Responsibilities of IELP Lecturers include the following: Teach between 4 and 16 hours per week in core classes, elective classes, special assignments and projects or special programs; carry out planning, teaching, and evaluating of all students in each class for which the teacher is responsible; fill out and turn in reports each semester including mid-term and final grade reports, long-range plans and course outlines, end-of-session reports regarding teaching, activities, and professional development, and other forms as applicable; assume an equitable share of assistance duties related to IELP activities, language clubs, and trips; assist with placement testing of IELP students; attend all faculty meetings, including pre-opening meeting prior to the registration day of each IELP session; attend curriculum meetings and meetings of other committees as needed; attend IELP Graduations, CIEGS International Student Graduation, IELP and CIEGS retreats and faculty meetings as scheduled; attend professional development or training workshops arranged by IELP, CIEGS, or required by the university.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #1, #2, #3, Engagement & Service #2, #3

Resource Challenges

Structure

The IELP is a self-supporting unit. When the IELP was created in 1978, it was placed in the Research Foundation (RF) and this has caused untold challenges and problems for the language program ever since. In summer 2016, the IELP stopped hiring any more teachers as Educators in the RF and is only hiring Lecturers now on the State side. As enrollments grow, the IELP will hire more Academic-Year and Calendar-Year Lecturers on the State side.

Budget

The IELP has suffered financially from the recent decline of intensive English language enrollments across the United States. This has had a direct and deleterious effect on its revenues, and allows it to simply breakeven. This is a problem as the flow of international students for intensive English language training can be uneven. Without being able to have a financial cushion, the tenure of IELP educators and lecturers becomes quite insecure. A number of agreements for short-term training, including English for Special Purposes have recently been signed. This is a necessary and important development, and although it does not generate as much revenue as traditionally enrolled semester and academic year students, it generates revenue that helps with financial stability.

Pricing

The IELP should be charging more for its program (“Tuition”) fee, like other similar Intensive ESL programs at universities around the country, but with the University Comprehensive Services Fee (CSF) costing $339.50 per eight-weeks the total outlay of CSF money for one year is prohibitively high. Since the IELP is a not-for-credit unit and a program that FLOWS international students into the university and also SHOWS off or SHOWCASES university programs, departments, and colleges, a high CSF cost is counterproductive and a negative selling point for the program and an impediment for enrollment growth.

Enrollment

International student enrollments in intensive ESL program across the United States have decreased three years in a row. There are many reasons for this national trend. The IELP has not been untouched by this development. Since 2016 the IELP has created a large menu of Special programs, Group Programs, Custom Programs and Teacher Training programs as a way to address enrollment shortfalls in the traditional programs, to meet budget needs and to diversify enrollments. These strategies have not returned the IELP to previous levels of profitability, but allows the IELP to break even.
OPERATIONAL SYSTEMS

Operational Systems include:

- Access (database management system)
- Blackboard (Learning Management System)
- Cisco AnyConnect (Secure VPN communications)
- CitiBank (credit card system)
- Global Protect (Secure VPN communications)
- Google Docs (Photos, email and forms)
- Marketplace/TouchNet (credit card processing system)
- OneDrive (Cloud Storage and document sharing)
- PeopleSoft (student and staff information system)
- Red Dot (website development platform)
- Skype (Web conferencing)
- SLATE (student information system and CRM for admissions)
- Student Employment (student worker employment and time/attendance system)
- Sunapsis (International Student and Scholar Case Management System)
- SUNY HR Portal (attendance system and credit card)
- Virtual EMS (web-based service for scheduling classes and events on campus)
- Visix (TV management system)
- Zoom (web meeting software)
Center for International Education and Global Strategy

METRICS

Goal 1: To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.

a. **Outcome**: 20% of courses in each department are taught from a global perspective
   - Qualitative review of courses in the Undergraduate Academic Bulletin, with Quantitative analysis

b. **Outcome**: 40% of gateway and capstone courses across all departments intentionally engage students with global issues
   - Qualitative review of courses in the Undergraduate Academic Bulletin, with Quantitative analysis

Goal 2: To support faculty in securing international teaching and research experiences

a. **Outcome**: 15% of total faculty are engaged in international teaching and research activities
   - Number of visiting international scholars being hosted in the department/school/colleges
   - Quantitative review of the Faculty Activities Report (FAR)

b. **Outcome**: 50% of academic unites are modified to give explicit credit to faculty engaged in international teaching and research activities
   - Qualitative Tenure and Promotional document review across academic departments

Goal 3: To support the flow of international students to the University and UAlbany students to education abroad experiences.

a. **Outcome**: 5% increase in the rate of students participating in education abroad opportunities
   - Quantitative analysis of CIEGS systems in comparison to number of undergraduate degrees awarded

b. **Outcome**: 5% increase in international student degree and non-degree enrollments
   - Quantitative analysis of CIEGS systems data
### Baseline Data

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline Data, AY 2017/18</th>
</tr>
</thead>
</table>
| 1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students. | 20% of courses in each department are taught with a global perspective | - 19% of total courses in the Undergraduate Bulletin are explicitly internationalized \((n=503; \text{n.b. courses may or may not be active})\)  
  - Of those courses, departments with the most courses include ASPN 10%; AHIS 9%; AARH 6%; AFRE 6%; RPOS 5% |
| 1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students. | 40% of gateway and capstone courses across all departments intentionally engage students with global issues | - Capstones/Senior Seminars: 18% are explicitly internationalized  
- Gateway Courses (L100s): 22% are explicitly internationalized |
| 2. To support faculty in securing international teaching and research experiences | 15% of total faculty are engaged in international teaching and research activities | - 133 visiting international scholars  
- Faculty activities TBD from FAR |
| 2. To support faculty in securing international teaching and research experiences | 50% of academic unites are modified to give explicit credit to faculty engaged in international teaching and research activities | - General Criteria and Standards: Not explicit, except for promotion to Full Professor  
- Department-specific expectations and standards: Review TBD |
| 3. To support the flow of international students to the University and UAlbany students to education abroad experiences. | 5% increase in the rate of students participating in education abroad opportunities | - 10% rate of participation for the undergraduate student population |
| 3. To support the flow of international students to the University and UAlbany students to education abroad experiences. | 5% increase in international student degree and non-degree enrollments | - 1664 degree enrollments  
- 691 unique non-degree enrollments |
| 3. To support the flow of international students to the University and UAlbany students to education abroad experiences. | Establish an international house to support intercultural programming and reinforce global learning commitments | - Forthcoming activity. No data available. |
The charge of the review panel is examine unit metrics to ensure no additional data is required for submission to the external reviews. Members of the Self-Study review panel include:

- CIEGS Representative: Harvey Charles
- At-Large Representative: John Justino
- Faculty Member: Robert Miller
- Student Representative: Jazlin Perez

Office of the Dean and Vice Provost

**METRICS**

**Goal 1:** Advance the internationalization of the Curriculum

a. **Outcome:** All Colleges and Schools have an articulated strategy to internationalize each academic department
   - Report out from Colleges and Schools

b. **Outcome:** 50% of academic departments are engaged in internationalizing their programs of study
   - Articulated Departmental learning outcomes

c. **Outcome:** 20% of courses in each department are taught from a global perspective
   - Count of courses listed in the Undergraduate Bulletin taught with a global perspective, as determined by titles and/or course descriptions

d. **Outcome:** 40% of gateway and capstone courses across all departments intentionally engage students with global perspectives
   - Count of courses listed in the Undergraduate Bulletin taught with a global perspective, as determined by titles and/or course descriptions

**Goal 2:** Assist Colleges and Schools in developing a strategic approach to internationalization

a. **Outcome:** Each College and School has articulated 3 to 5 strategies that they will pursue for internationalization
   - Documented College and School internationalization plans

b. **Outcome:** Each College and School will be able to demonstrate measurable progress on at least 2 strategies
   - Report out from Colleges and Schools

**Goal 3:** Support faculty in accessing international teaching and research opportunities

a. **Outcome:** At least 2 workshops per year hosted by CIEGS for such opportunities
   - CIEGS annual report

b. **Outcome:** 5% growth in faculty engagement in international teaching (e.g.: COIL or teaching abroad)
   - CIEGS annual report
   - Reports of sabbatical activities from the Deans’ offices

c. **Outcome:** 10% growth in faculty engaged in international research, with or without collaborators
   - Office of Research statistics

**Goal 4:** Lead the implementation of the University’s strategic priority on internationalization

a. **Outcome:** Regularly assess activity relative to engagement with three dimensions of this priority
   - Reports submitted to Strategic Planning Action Committee

**Goal 5:** Facilitate international partnerships and collaborations for research, teaching, and study
a. **Outcome**: Meet on request with academic administrators and faculty on international collaborations
   - CIEGS annual report
b. **Outcome**: Provide appropriate documents and/or agreements to parties that will formalize relationships
   - Count of articulation agreements
## Goal

### 1. Advance the internationalization of the Curriculum

All Colleges and Schools have an articulated strategy to internationalize each academic department
- In process. Too new to measure, since priority initiated only after launch of new strategic plan

### 1. Advance the internationalization of the Curriculum

50% of academic departments are engaged in internationalizing their programs of study
- In process. Too new to measure, since priority initiated only after launch of new strategic plan

### 1. Advance the internationalization of the Curriculum

20% of courses in each department are taught with from global perspective
- 503 courses on the books that explicitly internationalized
- 89% of courses are taught in CAS; 7% in ROCK; 1% SOB; 1% CEHC (n=503) (n.b. total course offerings CAS 74%; ROCK 7%; 5% CEAS; 4% SOB)
- Departments with the most courses: ASPN 10%; AHIS 9%; AARH 6%; AFRE 6%; RPOS 5% (n=503) (n.b. total course offerings LLC 7%; AHIS 7%; AARH 5%; RPOS 5%)

### 1. Advance the internationalization of the Curriculum

40% of gateway and capstone courses across all departments intentionally engage students with global perspectives
- 22% of gateway courses
- 18% of capstone courses

### 2. Assist Colleges and Schools in developing a strategic approach to internationalization

Each College and School has articulated 3 to 5 strategies that they will pursue for internationalization
- In process. Too new to measure, since priority initiated only after launch of new strategic plan

### 2. Assist Colleges and Schools in developing a strategic approach to internationalization

Each College and School will be able to demonstrate measurable progress on at least 2 strategies
- In process. Too new to measure, since priority initiated only after launch of new strategic plan

### 3. Support faculty in accessing international teaching and research opportunities

At least 2 workshops per year hosted by CIEGS for such opportunities
- 100%

### 3. Support faculty in accessing international teaching and research opportunities

5% growth in faculty engagement in international teaching (e.g.: COIL or teaching abroad)
- COIL: 0 courses taught (8 forthcoming in AY 18/19)
- Faculty-led program: 8
- Other forms of teaching: Unknown
<table>
<thead>
<tr>
<th>3. Support faculty in accessing international teaching and research opportunities</th>
<th>10% growth in faculty engaged in international research, with or without collaborators</th>
<th>• Number of published papers &amp; books that involve international research collaborators (1451 in 2017; 1409 in 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Lead the implementation of the University’s strategic priority on internationalization</td>
<td>Regularly assess activity relative to engagement with three dimensions of this priority</td>
<td>• 100%</td>
</tr>
<tr>
<td>5. Facilitate international partnerships and collaborations for research, teaching, and study</td>
<td>Meet on request with academic administrators and faculty on international collaborations</td>
<td>• 100%</td>
</tr>
<tr>
<td>5. Facilitate international partnerships and collaborations for research, teaching, and study</td>
<td>Provide appropriate documents and/or agreements to parties that will formalize relationships</td>
<td>• 100%</td>
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</table>
International Admissions and Recruitment

**METRICS**

**Goal 1:** To promote UAlbany in the global marketplace as a preeminent destination for international students

a. **Outcome:** Meet or exceed the institutionally set enrollment goals for international undergraduate students from Fall 2019 to Spring 2023.
   - Count of degree seeking undergraduates enrolled

b. **Outcome:** Expand outreach for promotion and recruitment to five new countries by Spring 2023, from 27 to 32
   - Count of countries where recruitment activities occur

c. **Outcome:** Continue to strengthen relationships with international partner agencies by communicating with a newsletter every three weeks
   - Qualitative survey tracking effectiveness of the newsletter on relationships with partner agencies

d. **Outcome:** Expand UAlbany’s global footprint through our social media presence by posting to WeChat and Facebook five times each week
   - Count of posts made on WeChat and Facebook

e. **Outcome:** Participate in key international student recruitment fairs and conduct information sessions at high schools and colleges, increasing these events by 3% each year
   - Count of recruitment fairs attended and information sessions conducted

**Goal 2:** To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible

a. **Outcome:** Increase or maintain a focus on recruitment from transfer and dual-degree partners globally for enhanced enrollment from these potential cohorts, and to build personal relationships that will enhance the pathways for the flow of students. To accomplish this, IAR will increase the number of visits to partners by 5% each year.
   - Count of visits to international partners

b. **Outcome:** Increased efficiency in decisions – currently on a 24 to 48 hour release of decision from time of receipt of a complete file.
   - SLATE timestamp data on time from application completion to admissions decision
### Baseline Data

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline Data, AY 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Meet or exceed the institutionally set enrollment goals for international undergraduate students from Fall 2019 to Spring 2023.</td>
<td>Fall 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International freshmen – 106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International transfers – 77</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand outreach for promotion and recruitment to five new countries by Spring 2023.</td>
<td>• Recruitment occurred in 27 countries</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Continue to strengthen relationships with international partner agencies by communicating with a newsletter every three weeks.</td>
<td>• Newsletter was sent 17 times</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand UAlbany’s global footprint through our social media presence by posting to WeChat and Facebook five times each week.</td>
<td>• Posted to WeChat and Facebook an average of twice per week for a total of 95 posts to WeChat and 95 posts to Facebook</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Participate in key international student recruitment fairs and conduct information sessions at high school and colleges, increasing these events by 3% each year.</td>
<td>• Participated in 402 recruitment events</td>
</tr>
<tr>
<td>2. To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible</td>
<td>Participate in key international student recruitment fairs and conduct information sessions at high school and colleges, increasing these events by 3% each year.</td>
<td>• Conducted 45 visits to partner institutions</td>
</tr>
<tr>
<td>2. To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible</td>
<td>Maintain focus on recruitment from transfer and dual-degree partners globally for enhanced enrollment from these potential cohorts, and to build personal relationships that will enhance the pathways for the flow of students. To accomplish this, IAR will increase the number of visits to partners by 5% each year.</td>
<td>• Applications were processed within 72 hours of receipt</td>
</tr>
</tbody>
</table>
International Academic Partnerships and International Academic Advising

**Metrics**

**Goal 1:** To develop and manage international academic partnerships involving dual degrees

a. **Outcome:** 50 students participating in international dual degree programs with 50% growth every year.
   - Number of students enrolled in international dual degree programs

b. **Outcome:** Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs
   - Number of programs receiving pre-enrollment student advisement and mentorship services
   - Number and description of presentations and workshops given to potential dual degree students.
   - Number of virtual and in-person individual meetings with potential and enrolled dual degree students, delineating common student inquiry themes

c. **Outcome:** Create designated CIEGS and departmental webpages for dual-degree programs
   - Creation of a website on the CIEGS website that delineates all of our dual degree programs and the inclusion of dual-degree information on the respective departmental websites

**Goal 2:** To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals

a. **Outcome:** 20% increase of non-exchange, non-ESL, short-term programs
   - Number of non-exchange, non-ESL, short-term programs

b. **Outcome:** Creation of a cross-cultural, pre-college, summer program for international and domestic students
   - Establishment of a cross-cultural, pre-college, summer program for international and domestic students in 2023

c. **Outcome:** Establish campus-wide policies for short-term programs for international participants
   - Establishment of policies and procedures for short-term programs for international participants

d. **Outcome:** Develop a mechanism to track the effect of participation in our short-term programs on future cross-border collaborations
   - Creation of a quantitative and qualitative review process to track the effect of participation in our short-term programs on future collaborations

**Goal 3:** To support the academic advising of international transfer students, especially those enrolled in dual degree programs

a. **Outcome:** Delivery of at least 1 academic transition workshop for international transfer students every semester
   - Number of workshops presented every semester

b. **Outcome:** Creation of a dual degree student listserv
   - Creation of the listserv

c. **Outcome:** 80% year-to-year retention of students enrolled in international dual degree programs
   - Quantitative review of student academic performance using EAB, DARS, and PeopleSoft

d. **Outcome:** Creation and delivery of an assessment tool to evaluate the overall experience of dual degree and international transfer students (Every 2 years in Spring, beginning in 2020)
   - Creation and delivery of an assessment tool to assess the overall experience of dual degree and international transfer students
e. **Outcome:** Creation and delivery of assessment tool to measure new dual degree student understanding of their program requirements, transferability of their credits, and the support services available to them (Every Fall and Spring, beginning in Fall 2019)

- Creation and delivery of an assessment tool to assess the overall experience of new dual degree students’ understanding of their program requirements, transferability of their credits, and the support services available to them
<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline Data, AY 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>50 students participating in international dual degree programs with 50% growth every year</td>
<td>• The first cohort of students for all of these programs are expected to enter in Fall 2019</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>• One program is receiving pre-enrollment student advisement and mentorship</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Create designated CIEGS and departmental webpages for dual-degree programs</td>
<td>• No webpage exists</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>20% increase of non-exchange, non-ESL, short-term programs</td>
<td>• 5 Departmental Programs</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Creation of a cross-cultural pre-college summer program for international and domestic students by 2023</td>
<td>• No such program exists.</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Establish campus-wide policies for short-term programs for international participants</td>
<td>• No campus-wide policies existed explicitly for these programs. We began the process of developing standard in Spring 2018 • In Spring 2018, IAPIAA established a single point of entry for international participant and began to develop standards</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Develop a mechanism to track the effect of participation in our short-term programs on future cross-border collaborations</td>
<td>• There is no centralized tracking mechanism</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Delivery of at least 1 academic transition workshop for international transfer students every semester</td>
<td>• The first workshop was given in Fall 2018</td>
</tr>
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</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation of a dual degree student listserv</td>
<td>• No listerv existed. It was created in Spring 2019</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>80% year-to-year retention of students enrolled in international dual degree programs</td>
<td>• None. The first cohort of students for all of these programs are expected to enter in Fall 2019</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation and delivery of an assessment tool to evaluate the overall experience of dual degree and international transfer students (Every 2 years in Spring, beginning in 2020)</td>
<td>• None. The first cohort of students for all of these programs are expected to enter in Fall 2019</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation and delivery of assessment tool to measure new dual degree student understanding of their program requirements, transferability of their credits, and the support services available to them (Every Fall and Spring, beginning in Fall 2019)</td>
<td>• The first cohort of students for all of these programs are expected to enter in Fall 2019</td>
</tr>
</tbody>
</table>
International Student and Scholar Services

MERTICS

Goal 1: To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany

a. **Outcome**: 100% reportable compliance to SEVIS, which includes per semester registration for full-time enrollment and per new event basis
   - Quantitative review of student records in SEVIS
b. **Outcome**: 50% increase in development of the Sunapsis ISSS student portal and E-forms capability
   - Number of functioning E-forms in Sunapsis student portal
c. **Outcome**: Maintain number of advising contacts with international students
   - Number of advising contacts with international students
d. **Outcome**: 5% increase in participation of ISSS immigration and other educational forums for international students
   - Quantitative review of attendance records

Goal 2: To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university

a. **Outcome**: 100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities
   - Quantitative review of orientation attendance records compared to academic registration
b. **Outcome**: 5% increase in engagement in ISSS social and cultural activities
   - Quantitative review of event attendance record
## Baseline Data

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline Data, AY 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To support all international students and scholars in complying</td>
<td>100% reportable compliance to SEVIS, which includes per semester registration for full-time enrollment and per new event basis</td>
<td>100% reportable compliance to SEVIS, which includes per semester registration for full-time enrollment and per new event basis</td>
</tr>
<tr>
<td>with and negotiating US immigration regulations during their tenure</td>
<td>50% increase in development of the Sunapsis ISSS student portal and E-forms capability</td>
<td>Currently no E-forms in operation</td>
</tr>
<tr>
<td>at UAlbany</td>
<td>Maintain number of advising contacts with international students</td>
<td>6,728 advising contacts</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying</td>
<td>5% increase in participation of ISSS immigration and other educational forums for international students</td>
<td>753 international student participants</td>
</tr>
<tr>
<td>with and negotiating US immigration regulations during their tenure</td>
<td>100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities</td>
<td>100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities</td>
</tr>
<tr>
<td>at UAlbany</td>
<td>5% increase in engagement in ISSS social and cultural activities</td>
<td>935 participants</td>
</tr>
</tbody>
</table>
Global Academic Programs

**METRICS**

**Goal 1:** Ensure our curriculum prepares students to be globally engaged citizens.

a. **Outcome:** 100% of undergraduate academic programs have MAP internationalized progression plans

   - Number of published internationalization MAPs, with Quantitative analysis

b. **Outcome:** 50% of undergraduate academic programs have signed on to a curriculum integration strategy for education abroad

   - Number of internationalization MAPs approved by academic programs, with Quantitative analysis

c. **Outcome:** Increase the number of Global Distinction candidates to 150

   - Quantitative review of students in Terra Dotta system

d. **Outcome:** Increase the number of International Studies Minor advises to 50

   - Quantitative review of students in PeopleSoft

e. **Outcome:** Increase the number of distinguished international scholarship and fellowship applicants to 85

   - Quantitative review of students in Terra Dotta system and external fellowship systems

f. **Outcome:** Increase the number of COILing faculty to 15

   - Quantitative review registration tags; Count of faculty in SUNY COIL programs

**Goal 2:** Increase access to education abroad opportunities.

a. **Outcome:** 5% increase in the rate of students participating in education abroad opportunities

   - Quantitative analysis of Terra Dotta system in comparison to number of undergraduate degrees awarded
### Baseline Data

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<thead>
<tr>
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<th>Baseline Data, AY 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>100% of undergraduate academic programs have MAP internationalized progression plans</td>
<td>• 57% of MAP internationalized progression plans created</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>50% of undergraduate academic programs have signed on to a curriculum integration strategy for education abroad</td>
<td>• 25% of departments approved a sample MAP internationalized progression plan</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>Increase the number of Global Distinction candidates to 150</td>
<td>• 1 candidate in the Terra Dotta system</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>Increase the number of International Studies Minor advises to 50</td>
<td>• 44 students registered for the International Studies Minor</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>Increase the number of distinguished international scholarship and fellowship applicants to 85</td>
<td>• 68 students applied to distinguished international scholarship and fellowships</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>Increase the number of COILing faculty to 15</td>
<td>• 11 faculty had courses marked as COIL in the Registrar’s system or participated in a SUNY COIL training program</td>
</tr>
<tr>
<td>2. Increase access to education abroad opportunities</td>
<td>5% increase in the rate of students participating in education abroad opportunities</td>
<td>• 10% rate of participation for the undergraduate student population</td>
</tr>
</tbody>
</table>
Intensive English Language Program

Metrics

Goal 1: To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.

a. **Outcome:** IELP Advanced 2 (A2) graduates succeed during first year of Academic study at a rate of 90%
   - Review first-year grade reports of international students who have matriculated into the university from the IELP

b. **Outcome:** Require grades of “A” or “B” for all A2 students to satisfy academic and linguistic competencies and curriculum objectives
   - Annually review curriculum objectives and check first-year grade reports of international students who have matriculated into the university from the IELP

c. **Outcome:** Increase number of successfully matriculated Conditional Admit (C.A.) students to 100 students
   - Review C.A. student numbers each session and annually

d. **Outcome:** Increase number of Conditionally Admitted Students in the IELP to 150 students
   - Review Conditionally Admitted Student numbers at the end of each academic year

Goal 2: To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.

a. **Outcome:** Increase IELP student enrollments in all programs according to unique Student IDs by 20%
   - Review IELP student enrollments in all programs annually

b. **Outcome:** Increase diversification of country enrollments in the IELP by 20%
   - Review origin of country reports each year and also new agent partners from sending countries

c. **Outcome:** Increase the number of global university partners by 20%
   - Review the number of new and continuing global university partners annually

d. **Outcome:** Increase the number of ESP participants by 25%
   - Review the number of ESP participants in all regular and special programs annually

e. **Outcome:** Increase the number of agents by 50%
   - Review current, new, and active agents annually

Goal 3: To provide an English ECO-System of English use and practice for IELP students outside of the classroom.

a. **Outcome:** Increase the number of IELP students in language clubs and language services by 50%
   - Review participation numbers in all language activities annually

b. **Outcome:** Increase the number of UA and Community Service RSSW Volunteers working with the IELP by 15%
   - Review participation numbers of volunteers in the IELP each semester and academic year

c. **Outcome:** Increase attendance of IELP students in Social and Cultural activities by 25%
   - Review participation numbers annually

d. **Outcome:** Increase ESP visits and company visits by 25%
   - Review ESP and company visits annually
### Baseline Data

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>IELP Advanced 2 (A2) graduates succeed during first year of Academic study at a rate of 90%.</td>
<td>Forthcoming study. The IELP will track students successfully completing the A2 level in AY 2017-2018 during their first academic year of study at U-Albany.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Require grades of “A” or “B” for all A2 students to satisfy all academic and linguistic competencies and curriculum objectives.</td>
<td>Review of A2 curriculum is ongoing and aligns with skills and abilities required for university study (academic reading, notetaking skills, Poster Presentations, writing research papers, abstracts, etc.). Forthcoming study will track first-year success rates of students taking university courses and correlate with IELP passing grades of “A” or “B” in A2.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Increase number of successfully matriculated Conditional Admit (C.A.) students to 100.</td>
<td>In 2017-2018, 75 IELP students matriculated to Undergraduate degree programs; 3 IELP students to Graduate degree programs. (The total number of all former IELP students currently studying at UAlbany in Fall 2017 was 289 students.)</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Increase number of Conditionally Admitted students in the IELP to 150 students.</td>
<td>105 unique Student IDs – Conditional Admits enrolled in the IELP from Fall 2017 through Summer 2018.</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.</td>
<td>Increase IELP student enrollments in all programs according to unique Student ID enrollments by 50%.</td>
<td>174% increase in Custom Program students in 2017-2018 (77 students in 2016-2017 and 214 in 2017-2018).</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.</td>
<td>Increase diversification of country enrollments in IELP by 20%.</td>
<td>IELP served students from 28 countries.</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.</td>
<td>Increase the number of global university partners by 20%.</td>
<td>The IELP had 13 university partners and university programs in IELP in 2017-2018.</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.</td>
<td>Increase the number of ESP participants by 25%</td>
<td>Six ESP (English for Specific Purposes) programs in 2017-2018.</td>
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</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL student abroad experiences, etc.) to international students and partners.</td>
<td>Increase the number of IELP agents by 50%.</td>
<td>Total Global Agents: 153 International Agents. IELP added 46 agents in 2017-2018.</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase the number of IELP students in language clubs and language services by 25%</td>
<td>514 points of student participation in IELP Conversation Club, 228 points of student participation in Reading Theater, 101 IELP and UAlbany Conversation Partners.</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase the number of UA and Community Service RSSW Volunteers working with the IELP by 15%</td>
<td>22 Community Service (RSSW) Volunteers in the IELP receiving UAlbany Credit.</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase attendance of IELP students in Social and Cultural activities by 25%.</td>
<td>2,282 points of participation (total attendance) at Social and Cultural Activities outside of the classroom.</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase ESP visits and company visits by 25%.</td>
<td>American History, Art &amp; Film ESP Programs: 7 sites Business English ESP Programs: 9 sites Leadership English ESP Programs: 6 sites Medical English ESP Programs: 3 sites</td>
</tr>
</tbody>
</table>
**IMPROVEMENT LOOP**

**Center for International Education and Global Strategy**

**ASSESSMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Timeline</th>
<th>Responsible Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.</td>
<td>20% of courses in each department are taught from a global perspective</td>
<td>Qualitative review of courses in the Undergraduate Academic Bulletin, with Quantitative analysis</td>
<td>Years 1, 3, 5</td>
<td>AVP and Director of GAP; with feedback from academic units</td>
</tr>
<tr>
<td>1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.</td>
<td>40% of gateway and capstone courses across all departments intentionally engage students with global issues</td>
<td>Qualitative review of courses in the Undergraduate Academic Bulletin, with Quantitative analysis</td>
<td>Years 1, 3, 5</td>
<td>AVP and Director of GAP; with feedback from academic units</td>
</tr>
<tr>
<td>2. To support faculty in securing international teaching and research experiences</td>
<td>15% of total faculty are engaged in international teaching and research activities</td>
<td>Number of visiting international scholars being hosted in the department/school/colleges</td>
<td>Years 1, 3, 5</td>
<td>Asst. Dir. ISSS</td>
</tr>
<tr>
<td>2. To support faculty in securing international teaching and research experiences</td>
<td>15% of total faculty are engaged in international teaching and research activities</td>
<td>Quantitative review of the Faculty Activities Report (FAR)</td>
<td>Years 1, 3, 5</td>
<td>AVP GAP; with feedback from academic units</td>
</tr>
<tr>
<td>2. To support faculty in securing international teaching and research experiences</td>
<td>50% of academic unites are modified to give explicit credit to faculty engaged in international teaching and research activities</td>
<td>Qualitative Tenure and Promotional document review across academic departments</td>
<td>Years 1, 3, 5</td>
<td>VP/Dean CIEGS</td>
</tr>
</tbody>
</table>
3. To support the flow of international students to the University and UAlbany students to education abroad experiences.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Audience</th>
<th>Feedback</th>
<th>Improvement Steps</th>
</tr>
</thead>
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<td>1. To support academic departments in various strategies to internationalize the curriculum and provide a range of global learning opportunities for UAlbany students.</td>
<td>20% of courses in each department are taught with a global perspective</td>
<td>Qualitative review of courses in the Undergraduate Academic Bulletin, with Quantitative analysis</td>
<td>Executive committee; Strategic Planning committee; Faculty Senate; Deans’ Council</td>
<td>Annual report; Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
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<td>2. To support faculty in securing international teaching and research experiences</td>
<td>50% of academic units are modified to give explicit credit to faculty engaged in international teaching and research activities</td>
<td>Qualitative review of the Faculty Activities Report (FAR)</td>
<td>Executive committee; Strategic Planning committee; Faculty Senate; Deans’ Council</td>
<td>Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>3. To support the flow of international students to the University and UAlbany students to education abroad experiences.</td>
<td>5% increase in the rate of students participating in education abroad opportunities</td>
<td>Quantitative analysis of CIEGS systems in comparison to number of undergraduate degrees awarded</td>
<td>Strategic Planning committee; Provost’s Staff; Deans’ Council</td>
<td>Annual report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>3. To support the flow of international students to the University and UAlbany students to education abroad experiences.</td>
<td>5% increase in international student degree and non-degree enrollments</td>
<td>Quantitative analysis of CIEGS systems data</td>
<td>Strategic Planning committee; Provost’s Staff; Deans’ Council</td>
<td>Annual report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>3. To support the flow of international students to the University and UAlbany students to education abroad experiences.</td>
<td>Establish an international house to support intercultural programming and reinforce global learning commitments</td>
<td>Quantitative analysis of enrollment data</td>
<td>President’s office; Student Affairs</td>
<td>Annual report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
</tbody>
</table>
PAST EXAMPLES OF IMPROVEMENTS

In the past four years, CIEGS made the following improvement loop changes:

Office of the Dean and Vice Provost

Faculty Training and Development - Faculty are the principal agents in driving internationalization. It is therefore critical that they be provided with support to first understand what internationalization is all about, and then to develop approaches to their teaching and research informed by a commitment to internationalization. The CIEGS has facilitated the following experiences for this purpose:

Internationalizing the Curriculum – This dimension of internationalization is one of three goals listed under the internationalization priority of the strategic plan. For faculty to succeed in internationalizing both individual courses and academic majors, they need to understand how this is done. A national expert based at the American Association of Colleges and Universities was invited to present a series of workshops to assist faculty in developing skills around internationalizing the courses they teach. In addition, we present workshops on how faculty can develop and teach Collaborative Online International Learning (COIL) courses, another strategy tied to internationalizing the curriculum.

Fulbright Opportunities – Each spring, the Dean and Vice Provost conducts workshops for faculty on range of funding opportunities through Fulbright and how to prepare competitive applications for these Fulbright scholarship opportunities.

International Teaching Opportunities – Information on funded international teaching opportunities has been made available on the CIEGS website and faculty are supported in exploring and taking advantage of these opportunities. Faculty are advised and sometimes provided modest financial support in accessing these opportunities.

Faculty Delegations – From time to time, delegations of faculty are organized to visit partner universities abroad with the intention of leveraging this exposure in developing new learning opportunities for students or forming partnerships for research projects. In addition, CIEGS regularly hosts faculty delegations on the campus who seek to partner with UAlbany in terms of its research and/or teaching agenda.

Communications Strategy – Internationalization is generally not well understood in the academy, yet its influence is seen in many institutional processes and will shape the evolution of the academy for years to come. It is for this reason that it is critical that the work of internationalization be broadly communicated to the campus community. To this end, the following projects have been launched:

Global Synergies – This is a magazine produced each semester that showcases the work of the faculty to internationalize teaching, research and the campus in general: https://www.albany.edu/international/Global_Synergies.php

Web Site – Significantly improved website that provides substantially more information, is more user-friendly, and is regularly updated: https://www.albany.edu/international/

Social Media – Most of the activities at CIEGS have a presence on social media, including IAR, ISSS, Global Academic Programs and the IELP

Annual Reports – Since 2016, a comprehensive annual report is published online that reflects on the accomplishments of CIEGS during the previous year.

Brochures – There is now a wide assortment of brochures, beautifully designed, that provide information on the various programs and activities sponsored by the CIEGS

National Thematic Forum – In April, 2018, CIEGS convened a national symposium titled “Internationalization and the American Research University: Implications for Faculty Research and Graduate Education.” This event provided an opportunity for faculty to be exposed to presentations on how internationalization can advance their work as scholars and gave national visibility to UAlbany as a leader in this area.
International Graduation Celebration – This event celebrates the achievements of four groups of students/scholars on the campus. They include international students completing an academic degree, international students completing a semester or year of study at UAlbany, students who have successfully completed an education abroad program and visiting scholars who have completed their respective assignments. This event is held at the end of each semester and has become quite meaningful to students.

International Week – Every year, the Institute for International Education designates a week to celebrate the international dimension of the university. CIEGS has sponsored International Week celebrations and is poised to launch an even more impressive series of events and programs for this week in 2019.

International House – The CIEGS and the Division of Student Affairs have been working collaboratively to establish an International House. This facility will evenly split between international students and domestic students. Intercultural programming will be at the core of this new experience for UAlbany students. This facility will be launched in fall, 2019 by the Office of Residence Life, and as soon as a Director is hired, the facility will be managed by the CIEGS.

International Travel and Tracking System – The pervasiveness of international travel and the range of risks associated with the same have led many institutions to establish an international travel and tracking system. Although not currently operational, this system will be managed by the CIEGS.

International Admissions and Recruitment
Consistent with the university’s objective to grow enrollment, particularly that of international students, a new Office of International Admissions & Recruitment was established in January 2016 to develop and implement a strategic approach to international undergraduate student recruitment. Since then, a variety of strategies have been deployed to attract international undergraduate students, including establishing dozens of dual degree and transfer agreements with partner universities around the world, awarding scholarships to new undergraduate international students, working with agents, and producing a raft of fliers, brochures, audio-visual and online material that more effectively promote the university.

Recruitment – In less than 3 years, 46 new agreements have been implemented and signed. In less than 3 years, there has been a 25% increase in the number of recruitment events IAR staff has participated in annually. IAR expanded the recruitment footprint in the Middle East and successfully initiated cooperation with Omani national scholarship program.

Communications – IAR sends a newsletter every three weeks to more than 1,000 recruitment partners (agents, high school counselors, community college partners and university partners). IAR developed an active social media presence through WeChat and Facebook, as well as redesigned the view book and other print materials (done twice in last three years to remain consistent with UAlbany branding). IAR also developed recruitment video in English, Chinese, and Spanish.

Operations – Implementation and utilization of Slate, as well as significant improvement in turnaround time from application submission to admissions decision.

International Academic Partnerships and International Academic Advising
IAPIAA, an inaugural unit, was created in February 2018.

Short Term Summer Academic Programs – The demand for short-term academic programs offered during the summer is growing. In response to numerous requests for such programs, we have developed the ISX Summer Programs which will be launched in 2019. There are five tracks in this program and students may elect to pursue any one or two of them. In addition, upon request, programs can be designed according to specifications.

International Partner Relations – Improved the management and promotion of our programs by increasing communication with our partners and potential partners; Participated in strategic meetings with administrators from our international partners from Turkey (SUNY-YOK arrangement) and Chongqing University of Posts and
Telecommunications; Presented information about custom programs to eight delegations/representatives from international colleges and universities; Coordinated services and for visiting faculty affiliated with our dual degree partnerships.

Dual Degree Program Development – Strengthened the relationships with partners with whom we have dual degree agreements and provided a new centralized support in CIEGS for departments establishing dual degree curricula; Served as the liaison between our academic departments and our international partner institutions; Reviewed and updated student progressions plans; Consulted with departments and International Admissions and Recruitment to review and update transfer course articulations; Managed partner concerns and clarified UAlbany policies and procedures; Consulted with three academic departments attempting to establish new dual degree programs.

Short-term Program Development (Non-ESL) and Participant Support – Established new short-term programs and supported the management of new and continuing programs facilitated by other departments; Consulted with five academic departments attempting to establish new inbound, short-term programs in 2020; Created an International Summer Experience Program (ISX), a non-credit, experiential, short-term program for international students; Established a new recruiting agent protocol for non-credit, non-ESL, short-term programs; Liaised with the Music and Theatre Department and the Performing Arts Center to make plans to host the Akablas Orchestra from the Technical University of Braunschweig (Braunschweig, Germany) in September 2019; Co-administered the 2019 SUNY Model EU Conference with the Department of Political Science and Public Policy, Rockefeller College; Coordinated transportation, technology and other services for participants in five short-term programs.

Academic Advisement and Student Support – Established new pre-enrollment advisement services for potential dual-degree students and new supplemental academic advisement services for international transfer students; Provided pre-enrollment advisement and mentoring to over three hundred students in one of our dual degree programs; Facilitated four student workshops at the partner institution; Held individual advisement meetings with students at the partner institution; Maintained communication with the student and the partner program coordinator via e-mail and WeChat seven to ten students make inquiries every week; Created a Dual Degree Student Handbook for their program; Created an application guide in response to the students’ frequently asked questions; Provided general advisement support for international transfer students; held individual advisement meetings and Fall and Spring workshop with ISSS.

Records, Registration and Risk Management – Created protocols to manage the admission and accommodation for participants in short-term programs that aligned with industry and university risk management best practices; Established a centralized entry point for international participants in short-term programs to ensure streamlined communication with program personnel, participants and their families, CIEGS, and public safety officials in case of an emergency, enable IAPIAA to determine the general, continual needs of this population to systematize service delivery (local transportation, technology, athletics), and ensure that participants were properly insured and help the appropriate immigration documentation; Liaised with Global Academic Programs to simplify the international incoming participant application; Met with the Office of Enterprise Risk Management and Compliance and the Office of Financial Management and Budget to establish protocols for developing and short-term programs that receiving international participants.

Financial Management – Offered new support services for non-exchange, non-ESL, short-term programs by assisting with their financial management; Applied for and received two accounts to manage the funds in selected short-term programs; Managed the accounting for the SUNY Model EU program serving over seventy-five international and domestic participants from over fifteen institutions; Liaised with the Office of Enterprise Risk Management and Compliance and the Office of Financial Management and Budget to establish new fees for certain support services for non-exchange, non-ESL, short-term programs.

International Student and Scholar Services

Advising – Began and almost completed ISSS advisors policy guide in a written format; Enhanced Walk-in advisement; Created front desk check in system; Staff completed international student advising, student development, and communication related trainings.
Document Processing – Standardized the system for processing document requests, including adhering to 5-7 day processing timeline; Redesigned numerous document request and benefit related forms/application.

Educational Outreach and Programming – Further integrated international student orientation into the university undergraduate student orientation programs; Launched mandatory pre-arrival online orientation and streamlined on campus orientation with better orientation assistant integration and campus; Further developed the International Student Graduation Celebration; Expanded International Education Week for international students; Created a Friday Workshop Series, adding CPT, writing, speaking, career and managing homesickness workshops; Enhanced success programs, including Probation, freshman and transfer students; Provided staff training on working successfully with international students – Counseling and Psychological Services, Police Department, University Libraries, Community Standards, Career and Professional Development, and Residential Life; In collaboration with Residential Life, instituted an international student living preference program; Trips for apple-picking, skiing, and sight-seeing trips to Boston, NYC and Niagara Falls are arranged. Additionally, students were hosted for meals at the homes of faculty and community members during occasions like Thanksgiving.

Technology and Database Management – Improved interface systems between Sunapsis, PeopleSoft and SEVIS; Expanded frequency and type of Sunapsis communication to students regarding maintaining F/J status; Started development of Sunapsis student portal system, including new E-forms; Made major additions and revisions to ISSS website.

Operations – Instituted university scholar fees and successfully increased student SEVIS fee; Implemented on-demand scholar fee payment system; Redesigned No-Objection-to-Enrollment Process with General Studies and Summer Sessions.

Global Academic Programs

The Office of Global Academic Programs was established in spring 2017, to coordinate academic initiatives that are focused on global engagement and ultimately global competence. It incorporates the Office of Education Abroad and the Madrid program, which have both existed for a number of years, along with a number of other initiatives that are new to the university and provide new learning and development opportunities for students.

Education Abroad – Low numbers of participating students, notwithstanding the large undergraduate population, has historically challenged Education Abroad at UAlbany. We set about to correct a number of practices that we felt could ameliorate this situation and lead to an enhancement in the number of students seeking education abroad experiences. We made a radically switch from the practice of sending the majority of UAlbany students on private provider programs where the program costs often far exceed UAlbany tuition to bilateral exchanges with partner institutions where students pay home campus tuition. This strategy allows us to keep these tuition dollars on the campus as well as host the international students who would come to UAlbany in return, enhancing the richness of our institutional diversity in the process. We launched a new marketing strategy with a completely redesigned website for Education Abroad and new fliers and brochures for marketing the wide range of programs we have. We took advantage of the resignation of a number of staff Education Abroad to hire new staff who are passionate and excited about reaching larger numbers of students and supporting them in their education abroad experiences. We anticipate that these efforts will lead to larger numbers of students from UAlbany and other SUNY campuses choosing to participate in education abroad in the coming years.

Other improvements: Designed improvements in education abroad policies and procedures with the effect of improving the students’ experience; Created electronic records and registration processes in Terra Dotta; Created 'responsibility themes' for Program Coordinators (e.g. AIRS, Scholarships, etc.); Implemented bi-monthly recruitment reports; Overhauled international student application processes and Terra Dotta process elements; Standardized and set fixed application open and close dates; Redesigned the incoming exchange and visiting students application process; Enfolded PIRE Taiwan and CREATE programs into Education Abroad operations and best practices.
Madrid Program – For more than 50 years, UAlbany has managed its own study abroad program in Madrid with a director and assistant paid by UAlbany and facilities leased by the university. In the recent past, this program has suffered from very low enrollments and survived on a financial model that was not sustainable. This program has since been reimagined and substantially reinvigorated. A new summer program has been launched that attracted almost 40 students in 2018, there has been a change in location of the program to take advantage of lower lease rates, and a new arrangement to offer UAlbany courses using UAlbany syllabi has been launched that has proven to be quite attractive to UAlbany students. Enrollment has risen by more than 500%.

Short-Term Faculty Led Programs – Participation in short-term faculty led study abroad programs in growing much faster than traditional semester or year-long programs. CIEGS supports faculty in developing, recruiting for, and then leading such programs.

Collaborative Online International Learning (COIL) – UAlbany has become the leader within the SUNY system in terms of the number of COIL courses being offered on the campus. This achievement is important because it reaffirms our commitment to internationalize the curriculum and provide global learning opportunities for students, particularly those who are unable to engage in education abroad experiences. COIL is closely aligned with our overall efforts to prepare students to be globally competent.

Global Distinction Milestone – This new opportunity packages global learning experiences strategically into the progression plan of any major, allowing students to spend 26 weeks abroad engaged in study and research/internship, take four semesters of a language taught at the university, and take a sequence of three globally focused courses. Students are still able to complete the requirements for their respective majors, as well as these three activities, within the four years that they are expected to graduate.

International Scholarships and Fellowships – For the first time, the university has invested in a focused effort to recruit students to compete for a variety of elite international scholarships and fellowships including Fulbright, Schwarzman, Gates, etc. Interest in these opportunities have grown over the past three years and it is only a matter of time before UAlbany students are regularly named as recipients of these awards.

Academics – Improved academic offerings by creating new, high impact programs, and clearer processes to support students’ academic goals; Launched the Global Distinction transcript milestone; Reformulated semester and summer UAlbany in Madrid program models; Created and standardized credit equivalency records; Revised Transcript Supplement and Equivalency Forms in collaboration with the Registrar and Undergraduate Affairs; Reconfigured generic credit equivalency assignments in collaboration with the Registrar and Undergraduate Affairs; Coded Collaborative Online International Learning (COIL) courses on the Schedule of Classes; Conducted curriculum and experiential learning integration for UAlbany application for designation as a Peace Corps Prep university.

Advising – Created structures to support students in their pursuit of education abroad and distinguished international fellowship and scholarship applications; Created Faculty Fulbright Review Committee; Implemented standardized advisement hours; Implemented EAB online advising appointment and check-in system; Created online application system and student management databases for Global Distinction and distinguished international fellowship and scholarship applications; Launched online pre-departure orientation for billing; Launched online pre-departure orientation for registration; Developed additional social and cultural orientation sessions for international visiting exchange students; Offered biweekly advising sessions in the Honors College and EOP information sessions; Provided new advising sessions on the International Studies Minor and Global Distinction at Student Engagement’s Munch with the Majors, CURCE Fair, Undergraduate Admissions and Advisement Services Center’ Freshman and Transfer Orientations, Scholar Days, etc.

Recruitment and Outreach – Reevaluated, redesigned, and implemented new methods of student outreach and recruitment, as well as to support faculty and international partner universities; Launched new Education Abroad website; Launched International Studies minor web page; Launched Global Distinction web page; Launched Collaborative Online International Learning web page; Pre-designed a CRM for Peace Corps Prep students; Engaged in multiple new classroom and UAlbany event activities, to provide customized information sessions; Rebranded all education abroad print and digital materials, as well as engaged in University-wide poster campaigns in collaboration with the Marketing and Communications department; Implemented a prospective applicant CRM tracking tool; Added incoming exchange and visiting student study abroad recruitment information to IELP and Admissions brochures; Created application advising guide for exchange partner staff abroad; Revised short-term
faculty-led program abroad proposal process and handbook; Implemented into the CRM Single Sign-on/SIS integration and a payment gateway solution; Designed and implemented an electronic MoU database.

**Fundraising** – For the first time, engaged with the University Development office to engage alumni and prospective donors; Created a targeted Education Abroad gift web page; Created an internationalization giving brochure for prospective donors.

**Risk Management** – Improved risk management tools and protocols for programs abroad; Implemented a Travel Review Committee for programs in destinations with a Department of State Level 3-4 indicator; Implemented AlertTraveler check-in app; Transferred the after-hours emergency phone line to the University Police Department; Codified Clery Act reporting procedures.

**Intensive English Language Programs**

For more than 40 years, the IELP has served students coming to UAlbany. Its fortunes have changed as a result of the steep decline in students seeking intensive English programs prior to academic. It continues to be relevant, however, for an increasing number of students who seek short-term intensive English programs as well as those wishing to pursue English for Special Purposes. Over the course of the past two years, we have provided Business English, Aviation Services English, and online intensive English. The IELP also regularly promotes its interest in and ability to do other forms of English training.

**Programs** – Designed and Academic and Language Skills Boot Camp for Advanced IELP students and also incoming Graduate and Undergraduate International Students comprised of 12 Workshops for Success; Created ESP programs: Business English, English for Engineering, Science and Technology, Leadership Studies, Learning English through American History, Art and Film, English for Health Care and Medical English, Advanced Business English and Business Executive Program in Management, Finance, Marketing, and Strategic Thinking, and Business and Leadership English; Created Winter ESL Programs (January Intersession) and Summer Programs (July-August Intersession); Created “Showcase” Programs intentionally designed to welcome short-term groups with long-term interests in things like 2+2 programs; Established new group and custom programs for Chinese University partners: Shandong Normal University, Weifang Medical University, North China University of Technology, Beijing Polytechnic College, Qufu University, LiaoCheng University, Chongqing University of Posts and Telecommunications, Henan University of Technology and Law; Created Teacher Training programs for Chinese English Teachers from many Chinese universities.

**Curriculum and Academics** – Reviewed, revised and re-wrote all curriculum objectives for Reading and Writing classes at 7 levels, Listening and Speaking classes at 7 levels, all elective classes at all levels ensuring greater excellence and success for graduating IELP students; Completely revised Academic Program Policies; Created the IELP Capstone Project – Poster Presentations of Academic Readings and Research Project; Sessions offered 8-week sessions five times a year (instead of only fall and spring semester programs); Created 4-week sessions throughout the year for short-term study students and programs.

**Co-Curriculum** – Helped to establish a Homestay Company in the Albany region for International Students; Created weekly calendar of social, cultural, and language activities for IELP students; Created a new End-of-Session Graduation Celebration (every 8 weeks); Created Academic, Immigration, Language and Testing Workshops for students; Created a Conversation Partner program matching IELP students with UAlbany students for friendly weekly conversation and friendship; Created a new weekly Conversation Club for IELP students with American Students; Created a new weekly Reading Theater for students to watch what they read and read what they watch to improve listening and reading skills and vocabulary acquisition; Created a new MA-TESOL Internship for graduate students to receive practical experience and learn more about the field of ESL; Created new volunteer opportunities in the IELP for RSSW students; Created a new IELP Scholarship Award for Academic Excellence.

**Recruitment and Retention** – Created new Graduate and Undergraduate Admissions Workshops, in cooperation with UG and Grad Admissions, for IELP students; Initiated a new and clearer TOEFL Waiver program for all IELP students going into Undergraduate programs and some Graduate Programs; Created (at long last) an Online IELP Application; Created a fast-track bridge pathway into the university for IELP students; Created 10 new Elective Classes: English for Engineering, Business English,
Academic Vocabulary, Grammar, American Pronunciation and Accent Reduction and more; Created a new Concurrent Enrollment program for IELP students to take a UAlbany class; Revised the IELP + Visiting Student option for exchange students to complete the IELP program and then take UAlbany classes as visiting students; Created a Pre-Placement option for students to begin IELP studies at the Advanced Level with high TOEFL or IELTS scores; Revised and Strengthened IELP Placement Test; Established Agent relationships with over 150 agents and rewrote agent recruitment materials and agent training materials; Streamlined and improved New Student and Continuing Student registration forms and processes.

Communications – Created a new IELP Brochure and a wide array of print materials including flyers for ESP programs, Group and Custom Programs, Agent Materials, a Housing Guide for IELP students, Transportation Guide, Pre-Arrival Checklist for Students, Conditional Admissions, Concurrent Enrollment, Conditional Admissions, Bridge Admissions, Registration Forms and Materials, World-Class Fieldtrips, PPTs, and Comprehensive IELP Programs Flash drive; Offered Program Materials translated into 11 Languages; Redesigned and revised all Orientation Materials, Orientation Handbook and all New Student Materials; Created and designed new Pop-Up Displays and Table Cloths; Redesigned the IELP Website.

Partnerships – Hosted dozens of site visits from International Partners; Established new Japanese University partnerships for ongoing group programs with Kansai Gaidai, Asia University, Kwansei Gakuin University, Kanazawa Seiry University, Soka University, Tohoku University, and J.F. Oberlin University.

Finance and HR – Created a responsive financial management budget and operations process; Created a way forward to hire Lecturers for sessions, semesters or academic-year appointments through the State Side. The IELP stopped hiring RF employees to teach classes in 2016; Instituted performance processes for RF teachers and Lecturers in 2018; Created Performance Review Committee to evaluate teacher performance; Created End-of-Year Portfolio process for RF Educators and Lecturers; Formed an IELP Leadership Team from existing faculty and staff members to provide administrative leadership and support in the following areas while also taking on part-time teaching assignments: Assistant Director over daily operations; Academic Coordinator over assessment, curriculum and advising; Coordinator for Communications and Marketing and Agent Partnerships; Group and Custom Program Coordinator and Scholarship Student Coordinator; Social, Cultural, and Language Activities Coordinator; Created an IELP Annual Report for 2016-2017 and 2017-2018 to monitor and track trends, growth, partnerships, impact, access to the university, and more; Created teacher-training programs: ESL Teacher Training and Development, and Teacher Training for Business English.

Office of the Dean and Vice Provost

ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Timeline</th>
<th>Responsible Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advance the internationalization of the Curriculum</td>
<td>All Colleges and Schools have an articulated strategy to internationalize each academic department</td>
<td>Report from the Deans</td>
<td>Annual</td>
<td>Deans</td>
</tr>
<tr>
<td>1. Advance the internationalization of the Curriculum</td>
<td>50% of academic departments are engaged in internationalizing their programs of study</td>
<td>Report from the Academic Chairs</td>
<td>Years 1, 3, 5</td>
<td>Academic Chairs</td>
</tr>
<tr>
<td>1. Advance the internationalization of the Curriculum</td>
<td>20% of courses in each department are taught from a global perspective</td>
<td>Review of all courses by CIEGS and corroborated by faculty</td>
<td>Years 1, 3, 5</td>
<td>CIEGS; Faculty</td>
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<tr>
<td>1. Advance the internationalization of the Curriculum</td>
<td>40% of gateway and capstone courses across all departments intentionally engage students with global perspectives</td>
<td>Review of courses by CIEGS and corroborated by faculty</td>
<td>Years 1, 3, 5</td>
<td>CIEGS; Faculty</td>
</tr>
<tr>
<td>2. Assist Colleges and Schools in developing a strategic approach to internationalization</td>
<td>Each College and School has articulated 3 to 5 strategies that they will pursue for internationalization</td>
<td>Report from the Deans</td>
<td>Annual</td>
<td>Deans</td>
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<tr>
<td>2. Assist Colleges and Schools in developing a strategic approach to internationalization</td>
<td>Each College and School will be able to demonstrate measureable progress on at least 2 strategies</td>
<td>Report from the Deans and Academic Chairs</td>
<td>Years 1, 3, 5</td>
<td>Deans; Academic Chairs</td>
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<tr>
<td>3. Support faculty in accessing international teaching and research opportunities</td>
<td>At least 3 workshops per year addressing different opportunities hosted by CIEGS</td>
<td>Count of CIEGS workshops</td>
<td>Annual</td>
<td>CIEGS</td>
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<td>3. Support faculty in accessing international teaching and research opportunities</td>
<td>5% growth in faculty engagement in international teaching (<em>e.g.</em>: COIL or teaching abroad)</td>
<td>Survey conducted by CIEGS</td>
<td>Years 1, 3, 5</td>
<td>CIEGS</td>
</tr>
<tr>
<td>3. Support faculty in accessing international teaching and research opportunities</td>
<td>10% growth in faculty engaged in international research, with or without collaborators</td>
<td>Faculty Activity Report</td>
<td>Years 1, 3, 5</td>
<td>CIEGS; Faculty</td>
</tr>
<tr>
<td>4. Lead the implementation of the University’s strategic priority on internationalization</td>
<td>Regularly assess activity relative to engagement with three dimensions of this priority</td>
<td>Reports submitted to Strategic Planning Action Committee</td>
<td>Annual</td>
<td>CIEGS</td>
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<tr>
<td>Goal</td>
<td>Objective</td>
<td>Assessment</td>
<td>Audience</td>
<td>Feedback</td>
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<tr>
<td>5. Facilitate international partnerships and collaborations for research, teaching, and study</td>
<td>Meet on request with academic administrators and faculty on international collaborations</td>
<td>CIEGS annual report</td>
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<td>5. Facilitate international partnerships and collaborations for research, teaching, and study</td>
<td>Provide appropriate documents and/or agreements to parties that will formalize relationships</td>
<td>Count of articulation agreements</td>
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<td>Annual</td>
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</table>

**LOOP PROCESS**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Audience</th>
<th>Feedback</th>
<th>Improvement Steps</th>
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<td>1. Advance the internationalization of the Curriculum</td>
<td>All Colleges and Schools have an articulated strategy to internationalize each academic department</td>
<td>Report from the Deans</td>
<td>Deans, Chairs</td>
<td>Report from the Deans</td>
<td>Meet with deans and chairs to recommend modified language</td>
</tr>
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<td>1. Advance the internationalization of the Curriculum</td>
<td>50% of academic departments are engaged in internationalizing their programs of study</td>
<td>Articulated Departmental learning outcomes. Report from the Academic Chairs</td>
<td>Deans, Chairs, Faculty, Academic Advisors</td>
<td>College/ School/ Department Websites</td>
<td>Meetings with program faculty</td>
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<td>1. Advance the internationalization of the Curriculum</td>
<td>20% of courses in each department are taught from a global perspective</td>
<td>Review of all courses by CIEGS and corroborated by faculty. Count of courses listed in the Undergraduate Bulletin taught with a global perspective, as determined by titles and/or course descriptions</td>
<td>Deans, Chairs, Faculty, Academic Advisors</td>
<td>College/ School/ Department Websites</td>
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<td>2. Assist Colleges and Schools in developing a strategic approach to internationalization</td>
<td>Each College and School has articulated 3 to 5 strategies that they will pursue for internationalization</td>
<td>Report from the Deans. Documented College and School internationalization plans</td>
<td>Deans, Chairs</td>
<td>Report from the Deans</td>
<td>Meet with deans and chairs to recommend modified language</td>
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<td>2. Assist Colleges and Schools in developing a strategic approach to internationalization</td>
<td>Each College and School will be able to demonstrate measurable progress on at least 2 strategies</td>
<td>Report from the Deans and Academic Chairs</td>
<td>Deans, Chairs</td>
<td>Report from the Deans</td>
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<td>3. Support faculty in accessing international teaching and research opportunities</td>
<td>At least 2 workshops per year hosted by CIEGS for such opportunities</td>
<td>Count of CIEGS workshops</td>
<td>Deans, Chairs, Faculty, Academic Advisors</td>
<td>Surveys</td>
<td>Data driven modifications based on survey feedback</td>
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<td>3. Support faculty in accessing international teaching and research opportunities</td>
<td>10% growth in faculty engaged in international research, with or without collaborators</td>
<td>Faculty Activity Report. Reports of sabbatical activities from the Deans’ offices</td>
<td>Deans, Chairs, Faculty</td>
<td>CIEGS website</td>
<td>Support and informational structures modified based on survey feedback</td>
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<td>Regularly assess activity relative to engagement with three dimensions of this priority</td>
<td>Analysis by Dean and Vice Provost for International Education. Reports submitted to Strategic Planning Action Committee</td>
<td>Deans, Chairs, Faculty</td>
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<td>Meet on request with academic administrators and faculty on</td>
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Facilitate international partnerships and collaborations for research, teaching, and study.

| 5. Facilitate international partnerships and collaborations for research, teaching, and study | Provide appropriate documents and/or agreements to parties that will formalize relationships | Count of articulation agreements | Deans, Chairs, Faculty | CIEGS Annual Report | Annual review of agreements |

**Past Examples of Improvements**

In the past two years, the Dean and VP’s office made the following improvement loop changes:

- Enhanced communications about internationalization through a thoroughly reorganized website and the publication of annual reports and the Global Synergies magazine
- Established a Faculty Advisory Council to advise the Dean and Vice Provost on international education initiatives and advocate for internationalization in their respective colleges and schools
- Promoted selected staff to assume greater responsibility for international education initiatives
- Invested heavily in new marketing material across multiple offices within the CIEGS
- Improved services to students including reorganizing front desk coverage, tweaking protocol for health insurance coverage for students, and began providing Notary authorization services
- Created an all-funds budget to assert closer oversight over budgetary expenditures
- Expanded the physical footprint of the CIEGS to provide more adequate office space for professional staff

**International Admissions and Recruitment**

**Assessment Schedule**

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<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Meet or exceed the institutionally set enrollment goals for international undergraduate students from Fall 2019 to Spring 2023</td>
<td>PeopleSoft enrollment report</td>
<td>Biannually at the beginning of the fall and spring semesters</td>
<td>IAR</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand outreach for promotion and recruitment to five new countries by Spring 2023.</td>
<td>SLATE travel report</td>
<td>Annually</td>
<td>IAR</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Continue to strengthen relationships with international partner agencies by communicating with a newsletter every three weeks.</td>
<td>Survey responses from partner agencies</td>
<td>Annually</td>
<td>IAR</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand UAlbany’s global footprint through our social media presence by posting to WeChat and Facebook five times each week.</td>
<td>Count number of posts made from IAR social media accounts</td>
<td>Annually</td>
<td>IAR</td>
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<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Participate in key international student recruitment fairs and conduct information sessions at high school and colleges, increasing these events by 3% each year.</td>
<td>SLATE travel report</td>
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<td>IAR</td>
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<tr>
<td>2. To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible</td>
<td>Maintain focus on recruitment from transfer and dual-degree partners globally for enhanced enrollment from these potential cohorts, and to build personal relationships that will enhance the pathways for the flow of students. To accomplish this, IAR will increase the number of visits to partners by 5% each year.</td>
<td>Time stamp functionality in SLATE tracking time between application completion and admissions decision</td>
<td>Annually</td>
<td>IAR</td>
</tr>
</tbody>
</table>
## Loop Process

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Audience</th>
<th>Feedback</th>
<th>Improvement Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Meet or exceed the institutionally set enrollment goals for international undergraduate students from Fall 2019 to Spring 2023.</td>
<td>PeopleSoft enrollment report</td>
<td>CIEGS Dean, IAR Staff</td>
<td>Annual</td>
<td>IAR staff to analyze enrollment numbers and trends to adjust accordingly to meet goals.</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand outreach for promotion and recruitment to five new countries by Spring 2023.</td>
<td>SLATE travel report</td>
<td>CIEGS Dean, IAR Staff</td>
<td>Annual</td>
<td>IAR staff to analyze enrollment numbers and trends based on outreach and visits to partners to adjust accordingly to meet goals.</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Continue to strengthen relationships with international partner agencies by communicating with a newsletter every three weeks.</td>
<td>Survey responses from partner agencies</td>
<td>International Partners</td>
<td>Annual</td>
<td>IAR staff to discuss whether frequency of newsletter should change. Feedback will allow IAR to gauge effectiveness of newsletter and seek ways to improve our marketing efforts.</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Expand UAlbany’s global footprint through our social media presence by posting to WeChat and Facebook five times each week.</td>
<td>Count number of posts made from IAR social media accounts</td>
<td>International Partners</td>
<td>Annual</td>
<td>IAR staff to discuss effectiveness of different social media messages in order to continue to make improvements.</td>
</tr>
<tr>
<td>1. To promote UAlbany in the global marketplace as a preeminent destination for international students</td>
<td>Participate in key international student recruitment fairs and conduct information</td>
<td>SLATE travel report</td>
<td>International Partners, school counseling community.</td>
<td>Annual</td>
<td>IAR staff to analyze inquiry and application data to determine which...</td>
</tr>
<tr>
<td>Preeminent destination for international students</td>
<td>Sessions at high school and colleges, increasing these events by 3% each year.</td>
<td>Prospective students and their families</td>
<td>Events are most effective.</td>
<td></td>
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<td></td>
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<td>2. To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible</td>
<td>Participate in key international student recruitment fairs and conduct information sessions at high school and colleges, increasing these events by 3% each year.</td>
<td>SLATE travel report</td>
<td>Annual</td>
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<td>IAR staff to analyze inquiry and application data to determine which events are most effective.</td>
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<td>2. To admit and enroll as large a population of qualified international degree-seeking undergraduate students to the university as possible</td>
<td>Maintain focus on recruitment from transfer and dual-degree partners globally for enhanced enrollment from these potential cohorts, and to build personal relationships that will enhance the pathways for the flow of students. To accomplish this, IAR will increase the number of visits to partners by 5% each year.</td>
<td>Time stamp functionality in SLATE tracking time between application completion and admissions decision</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IAR staff to analyze SLATE date to ensure timely decisions are made.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Past Examples of Improvements**

In the past two years, IAR made the following improvement loop changes:

**Recruitment**

- In less than 3 years, 46 new agreements have been implemented and signed.
- In less than 3 years, there has been a 25% increase in the number of recruitment events IAR staff has participated in annually.
- Expanded recruitment footprint in the Middle East.
- Successfully initiated cooperation with Omani national scholarship program.

**Communications**
- Newsletter sent every three weeks to more than 1,000 recruitment partners (agents, high school counselors, community college partners and university partners).
- Developed an active social media presence through WeChat and Facebook.
- Redesign of view book and other print materials (done twice in last three years to remain consistent with UAlbany branding).
- IAR recruitment video created in English, Chinese and Spanish.

**Operations**
- Implementation and utilization of Slate.
- Significant improvement in turnaround time from application submission to admissions decision.

**International Academic Partnerships and International Academic Advising**

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Timeline</th>
<th>Responsible Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>50 students participating in international dual degree programs with 50% growth every year</td>
<td>Number of students enrolled in international dual degree programs</td>
<td>Annually</td>
<td>VP/Dean CIEGS, IAR, IAPIAA</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>Number of programs receiving pre-enrollment student advisement and mentorship services</td>
<td>Years 3, 5</td>
<td>IAPIAA</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>Number and description of presentations and workshops given to potential dual degree students.</td>
<td>Annually</td>
<td>IAPIAA</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>Number of virtual and in-person individual meetings with potential and enrolled dual degree students, delineating common student inquiry themes</td>
<td>Annually</td>
<td>IAPIAA</td>
</tr>
<tr>
<td></td>
<td>To develop and manage international academic partnerships involving dual degrees</td>
<td>Create designated CIEGS and departmental webpages for dual-degree programs</td>
<td>Creation of a website on the CIEGS website that delineates all of our dual degree programs and the inclusion of dual-degree information on the respective departmental websites</td>
<td>Year 3, 5</td>
</tr>
<tr>
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</tr>
<tr>
<td>2.</td>
<td>To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>20% increase of non-exchange, non-ESL, short-term programs</td>
<td>Number of non-exchange, non-ESL, short-term programs</td>
<td>Annually</td>
</tr>
<tr>
<td>2.</td>
<td>To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Creation of a cross-cultural pre-college summer program for international and domestic students by 2023</td>
<td>Establishment of the program</td>
<td>Year 5</td>
</tr>
<tr>
<td>2.</td>
<td>To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Establish campus-wide policies for short-term programs for international participants</td>
<td>Establishment of policies and procedures for short-term programs for international participants</td>
<td>Year 2</td>
</tr>
<tr>
<td>2.</td>
<td>To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Develop a mechanism to track the effect of participation in our short-term programs on future cross-border collaborations</td>
<td>Creation of a quantitative and qualitative review process.</td>
<td>Year 3</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Delivery of at least 1 academic transition workshop for international transfer students every semester</td>
<td>Number of workshops presented every semester.</td>
<td>Bi-Annually</td>
<td>IAPIAA, ISSS,</td>
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<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation of a dual degree student listserv</td>
<td>Creation of the listserv</td>
<td>Year 1</td>
<td>IAPIAA</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>80% year-to-year retention of students enrolled in international dual degree programs</td>
<td>Quantitative review of student academic performance using EAB, DARS, and PeopleSoft</td>
<td>Annually</td>
<td>IAPIAA</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation and delivery of an assessment tool to evaluate the overall experience of dual degree and international transfer students (Every 2 years in Spring, beginning in 2020)</td>
<td>Creation and delivery of an assessment tool to assess the overall experience of dual degree and international transfer students.</td>
<td>Year 1,3,5</td>
<td>IAPIAA; Office of Regulatory and Research Compliance</td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation and delivery of assessment tool to measure new dual degree student understanding of their program requirements, transferability of their credits, and the support services available to them (Every Fall and Spring, beginning in Fall 2019)</td>
<td>Creation and delivery of an assessment tool to assess the overall experience of new dual degree students’ understanding of their program requirements, transferability of their credits, and the support services available to them.</td>
<td>Bi-Annually</td>
<td>IAPIAA; Office of Regulatory and Research Compliance</td>
</tr>
<tr>
<td>Goal</td>
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<td>Feedback</td>
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<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>50 students participating in international dual degree programs with 50% growth every year</td>
<td>Number of students enrolled in international dual degree programs</td>
<td>VP/CIEGS Dean; Executive committee; Strategic Planning committee; Faculty Senate; Deans’ Council</td>
<td>Annual report; Email and academic meetings</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>Number of programs receiving pre-enrollment student advisement and mentorship services</td>
<td>VP/CIEGS Dean; Graduate and Undergraduate Vice-Provosts; Respective Deans; Department Chairs; Program Directors; Academic Advisors</td>
<td>Annual report; Email and academic meetings</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for at least 10 of our dual-degree programs</td>
<td>Number and description of presentations and workshops given to potential dual degree students.</td>
<td>VP/CIEGS Dean; Respective Deans; Department Chairs; Program Directors; Academic Advisors; International Partners</td>
<td>Annual report; Email and academic meetings</td>
</tr>
<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Pre-enrollment advisement and mentorship services for</td>
<td>Number of virtual and in-person individual meetings with potential and enrolled dual degree students,</td>
<td>VP/CIEGS Dean; Respective Deans; Department Chairs;</td>
<td>Annual report; Email</td>
</tr>
<tr>
<td>Partnerships involving dual degrees</td>
<td>at least 10 of our dual-degree programs</td>
<td>delineating common student inquiry themes</td>
<td>Program Directors; Academic Advisors and academic meetings</td>
<td>be adjusted based on formal and informal feedback from the students and from their departmental advisors to reduce any redundancies. The content of the meetings will continue to be guided by individual student needs</td>
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<tr>
<td>1. To develop and manage international academic partnerships involving dual degrees</td>
<td>Create designated CIEGS and departmental webpages for dual-degree programs</td>
<td>Creation of a website on the CIEGS website that delineates all of our dual degree programs and the inclusion of dual-degree information on the respective departmental websites</td>
<td>VP/CIEGS Dean; CIEGS, Deans; Department Chairs; Program Directors; Academic Advisors; Faculty; Students; International Partners</td>
<td>Online information will be revised based on formal and informal feedback from the students, academic departments and our international partners</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>20% increase of non-exchange, non-ESL, short-term programs</td>
<td>Number of non-exchange, non-ESL, short-term programs</td>
<td>VP/CIEGS Dean; VP/CIEGS Dean; Executive committee; Strategic Planning committee</td>
<td>Data will enable us to evaluate the short-term programmatic interests of international partners and international students which will enable us to build custom programs to meet their needs</td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning</td>
<td>Creation of a cross-cultural pre-college summer program for international and domestic students by 2023</td>
<td>Establishment of the program</td>
<td>VP/CIEGS Dean; Executive committee; Strategic Planning committee; General Studies and Summer Sessions;</td>
<td>Program evaluation and satisfaction assessments from the participants will determine the</td>
</tr>
<tr>
<td>Opportunities for international and domestic students and professionals</td>
<td>Establish campus-wide policies for short-term programs for international participants</td>
<td>Office of Enterprise Risk Management and Compliance</td>
<td>Continuation of this program</td>
<td></td>
</tr>
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<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Establishment of policies and procedures for short-term programs for international participants</td>
<td>Office of Enterprise Risk Management and Compliance; Deans; Department Chairs; Program Directors; Faculty</td>
<td>Departmental Meetings, Email, Website</td>
<td></td>
</tr>
<tr>
<td>2. To develop, manage, and support non-exchange, non-ESL short-term programs that offer unique, publicly engaging, academic and cultural learning opportunities for international and domestic students and professionals</td>
<td>Develop a mechanism to track the effect of participation in our short-term programs on future cross-border collaborations</td>
<td>Creation of a quantitative and qualitative review process.</td>
<td>Continual analysis and incorporation of feedback and recommendations from stakeholders</td>
<td></td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Delivery of at least 1 academic transition workshop for international transfer students every semester</td>
<td>Number of workshops presented every semester.</td>
<td>Understanding participant continual or future engagement with UAlbany, will enable us to tailor programming to support their academic and career goals</td>
<td></td>
</tr>
<tr>
<td>3. To support the academic advising of international transfer students, especially those enrolled in dual degree programs</td>
<td>Creation of a dual degree student listserv</td>
<td>Creation of the listserv</td>
<td>CIEGS Units; Department Chairs; Program Directors; Academic Advisors; Faculty; Students</td>
<td>Annual report</td>
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<tr>
<td>80% year-to-year retention of students enrolled in international dual degree programs</td>
<td>Quantitative review of student academic performance using EAB, DARS, and PeopleSoft</td>
<td>VP/CIEGS Dean; Department Chairs; Program Directors; Academic Advisors</td>
<td>Annual report to specific units; Email and academic meetings</td>
<td>Data will enable IAPIAA to liaise with the respective departments to provide support services that meets the needs of students in international dual degree programs</td>
</tr>
<tr>
<td>Creation and delivery of an assessment tool to evaluate the overall experience of dual degree and international transfer students (Every 2 years in Spring, beginning in 2020)</td>
<td>Creation and delivery of an assessment tool to assess the overall experience of dual degree and international transfer students.</td>
<td>VP/CIEGS Dean; CIEGS; Vice Provosts for Graduate and Undergraduate Education; Graduate Student Association; Office of Regulatory and Research Compliance; Deans; Department Chairs; Program Directors; Academic Advisors</td>
<td>Report, every other year</td>
<td>Data will enable IAPIAA to liaise with the respective departments to provide support services that meets the needs of international transfer students and students enrolled in international dual degree students</td>
</tr>
<tr>
<td>Creation and delivery of an assessment tool to measure new dual</td>
<td>Creation and delivery of an assessment tool to assess the overall experience of new dual degree</td>
<td>VP/CIEGS Dean; Deans; Department</td>
<td>Annual report to specific units; Email</td>
<td>Data will enable IAPIAA to liaise with the respective</td>
</tr>
</tbody>
</table>

**Table Notes:**
- CIEGS Units include International Affairs, Global Education, and Global Health.
- Department Chairs, Program Directors, Academic Advisors, and Faculty are involved in the academic advising process.
- Annual reports are used to share updates and feedback from students and departmental advisors.
- Email communications are an important channel for regular updates and discussions.
- Data from assessments will help IAPIAA to understand student needs and improve support services.
those enrolled in dual degree programs
degree student understanding of their program requirements, transferability of their credits, and the support services available to them (Every Fall and Spring, beginning in Fall 2019)
students’ understanding of their program requirements, transferability of their credits, and the support services available to them.
Chairs; Program Directors; Academic Advisors; Office of Regulatory and Research Compliance
and academic meetings
departments to provide support services that meets the needs of students in international dual degree programs

PAST EXAMPLES OF IMPROVEMENTS
IAPIAA, an inaugural unit, was created in February 2018. Since that time, we have achieved the following:

*International Partner Relations*
Improved the management and promotion of our programs by increasing communication with our partners and potential partners

a. Participated in strategic meetings with administrators from our international partners from Turkey (SUNY-YOK arrangement) and Chongqing University of Posts and Telecommunications
b. Presented information about custom programs to eight delegations/representatives from international colleges and universities
c. Coordinated services and for visiting faculty affiliated with our dual degree partnerships

*Dual Degree Program Development*
Strengthened the relationships with partners with whom we have dual degree agreements and provided a new centralized support in CIEGS for departments establishing dual degree curricula

a. Served as the liaison between our academic departments and our international partner institutions
   1. Reviewed and updated student progressions plans
   2. Consulted with departments and International Admissions and Recruitment to review and update transfer course articulations
   3. Managed partner concerns and clarified UAlbany policies and procedures
b. Consulted with three academic departments attempting to establish new dual degree programs

*Short-term Program Development (Non-ESL) and Participant Support*
Established new short-term programs and supported the management of new and continuing programs facilitated by other departments

a. Consulted with five academic departments attempting to establish new inbound, short-term programs in 2020
b. Created an International Summer Experience Program (ISX), a non-credit, experiential, short-term program for international students
c. Established a new recruiting agent protocol for non-credit, non-ESL, short-term programs
d. Liaised with the Music and Theatre Department and the Performing Arts Center to make plans to host the Akablas Orchestra from the Technical University of Braunschweig (Braunschweig, Germany) in September 2019

e. Co-administered the 2019 SUNY Model EU Conference with the Department of Political Science and Public Policy, Rockefeller College

f. Coordinated transportation, technology and other services for participants in five short-term programs

**Academic Advisement and Student Support**

Established new pre-enrollment advisement services for potential dual-degree students and new supplemental academic advisement services for international transfer students

a. Provided pre-enrollment advisement and mentoring to over three hundred students in one of our dual degree programs
   1. Facilitated four student workshops at the partner institution
   2. Held individual advisement meetings with students at the partner institution
   3. Maintained communication with the student and the partner program coordinator via e-mail and WeChat
      Seven to ten students make inquiries every week.
   4. Created a Dual Degree Student Handbook for their program
   5. Created an application guide in response to the students’ frequently asked questions

b. Provided general advisement support for international transfer students
   1. Individual advisement meetings
   2. Fall and Spring workshop with ISSS

**Records, Registration and Risk Management**

Created protocols to manage the admission and accommodation for participants in short-term programs that aligned with industry and university risk management best practices

a. Established a centralized entry point for international participants in short-term programs to
   1. Ensure streamlined communication with program personnel, participants and their families, CIEGS, and public safety officials in case of an emergency
   2. Enable IAPIAA to determine the general, continual needs of this population to systematize service delivery (local transportation, technology, athletics)
   3. Ensure that participants were properly insured and help the appropriate immigration documentation

b. Liaised with Global Academic Programs to simplify the international incoming participant application

c. Met with the Office of Enterprise Risk Management and Compliance and the Office of Financial Management and Budget to establish protocols for developing and short-term programs that receiving international participants

**Financial Management**

Offered new support services for non-exchange, non-ESL, short-term programs by assisting with their financial management

- Applied for and received two accounts to manage the funds in selected short-term programs.
- Managed the accounting for the SUNY Model EU program serving over seventy-five international and domestic participants from over fifteen institutions.
- Liaised with the Office of Enterprise Risk Management and Compliance and the Office of Financial Management and Budget to establish new fees for certain support services for non-exchange, non-ESL, short-term programs.
## Assessment Schedule

<table>
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<tr>
<th>Goal</th>
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<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>100% reportable compliance to SEVIS, which includes per semester registration for full-time enrollment and per new event basis</td>
<td>Quantitative review of student records in SEVIS</td>
<td>Annually</td>
<td>ISSS</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>50% increase in development of the Sunapsis ISSS student portal and E-forms capability</td>
<td>Number of functioning E-forms in Sunapsis student portal</td>
<td>Years 1, 3, 5</td>
<td>ISSS</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>Maintain number of advising contacts with international students</td>
<td>Number of advising contacts with international students</td>
<td>Years 1, 3, 5</td>
<td>ISSS</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>5% increase in participation of ISSS immigration and other educational forums for international students</td>
<td>Quantitative review of attendance records</td>
<td>Years 1, 3, 5</td>
<td>ISSS</td>
</tr>
<tr>
<td>2. To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university</td>
<td>100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities</td>
<td>Quantitative review of orientation attendance records compared to academic registration</td>
<td>Annually</td>
<td>ISSS</td>
</tr>
<tr>
<td>2. To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university</td>
<td>5% increase in engagement in ISSS social and cultural activities</td>
<td>Quantitative review of event attendance records</td>
<td>Years 1, 3, 5</td>
<td>ISSS</td>
</tr>
</tbody>
</table>
local community and helping them access the resources necessary to realize their personal and academic objectives at the university

**LOOP PROCESS**

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<td>Quantitative review of student records in SEVIS</td>
<td>Government</td>
<td>Government SEVIS database and reports; CIEGS Annual Report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>50% increase in development of the Sunapsis ISSS student portal and E-forms capability</td>
<td>Number of functioning E-forms in Sunapsis student portal</td>
<td>Students</td>
<td>CIEGS Annual Report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>Maintain number of advising contacts with international students</td>
<td>Number of advising contacts with international students</td>
<td>Students</td>
<td>CIEGS Annual Report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>1. To support all international students and scholars in complying with and negotiating US immigration regulations during their tenure at UAlbany</td>
<td>5% increase in participation of ISSS immigration and other educational forums for international students</td>
<td>Quantitative review of attendance records</td>
<td>Students</td>
<td>CIEGS Annual Report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
</tbody>
</table>
### Past Examples of Improvements

In the past two years, ISSS made the following improvement loop changes:

**Advising**
- Began and almost completed ISSS advisors policy guide in a written format
- Enhanced Walk-in advisement
- Created front desk check in system
- Staff completed international student advising, student development, and communication related trainings

**Document Processing**
- Standardized the system for processing document requests, including adhering to 5-7 day processing timeline
- Redesigned numerous document request and benefit related forms/applications

**Educational Outreach and Programming**
- Further integrated international student orientation into the university undergraduate student orientation programs
- Launched mandatory pre-arrival online orientation and streamlined on campus orientation with better orientation assistant integration and campus
- Further developed the International Student Graduation Celebration

<table>
<thead>
<tr>
<th>2. To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university</th>
<th>100% participation in online pre-orientation and on-campus orientation activities, including make-up orientation activities</th>
<th>Quantitative review of orientation attendance records compared to academic registration</th>
<th>Students</th>
<th>CIEGS Annual Report</th>
<th>Operational staff analyze and incorporate feedback and recommendations from stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To support all international students and scholars in adjusting to the campus and local community and helping them access the resources necessary to realize their personal and academic objectives at the university</td>
<td>5% increase in engagement in ISSS social and cultural activities</td>
<td>Quantitative review of event attendance records</td>
<td>Students</td>
<td>CIEGS Annual Report</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
</tbody>
</table>
- Expanded International Education Week for international students
- Created a Friday Workshop Series, adding CPT, writing, speaking, career and managing homesickness workshops
- Enhanced success programs, including Probation, freshman and transfer students
- Provided staff training on working successfully with international students – Counseling and Psychological Services, Police Department, University Libraries, Community Standards, Career and Professional Development, and Residential Life
- In collaboration with Residential Life, instituted an international student living preference program

Technology and Database Management
- Improved interface systems between Sunapsis, PeopleSoft and SEVIS
- Expanded frequency and type of Sunapsis communication to students regarding maintaining F/J status
- Started development of Sunapsis student portal system, including new E-forms
- Made major additions and revisions to ISSS website

Operations
- Instituted university scholar fees and successfully increased student SEVIS fee
- Implemented on-demand scholar fee payment system
- Redesigned No-Objection-to-Enrollment Process with General Studies and Summer Sessions

Global Academic Programs

<table>
<thead>
<tr>
<th>Assessment Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
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</tr>
<tr>
<td>2. Increase access to education abroad opportunities</td>
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</tbody>
</table>

**Goal Process**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Audience</th>
<th>Feedback</th>
<th>Improvement Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>100% of undergraduate academic programs have MAP internationalized progression plans</td>
<td>Number of published internationalization MAPs, with Quantitative analysis</td>
<td>Deans; Department Chairs; Program Directors; Academic Advisors; Faculty; Students</td>
<td>Annual report; Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>50% of undergraduate academic programs have signed on to a curriculum integration strategy for education abroad</td>
<td>Number of internationalization MAPs approved by academic programs, with Quantitative analysis</td>
<td>Deans; Department Chairs; Program Directors; Academic Advisors; Faculty; Students</td>
<td>Annual report; Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>1. Ensure our curriculum prepares students to be globally engaged citizens.</td>
<td>Increase the number of Global Distinction candidates to 150</td>
<td>Quantitative review of students in Terra Dotta system</td>
<td>Deans; Department Chairs; Academic Advisors; Students</td>
<td>Annual report; Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
</tbody>
</table>
### 1. Ensure our curriculum prepares students to be globally engaged citizens.

<table>
<thead>
<tr>
<th>Action</th>
<th>Metric</th>
<th>Stakeholders</th>
<th>Reports</th>
<th>Operational staff analyze and incorporate feedback and recommendations from stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of International Studies Minor advises to 50</td>
<td>Quantitative review of students in PeopleSoft</td>
<td>Department Chairs; Academic Advisors; Students</td>
<td>Annual report; Email and academic meetings</td>
<td></td>
</tr>
<tr>
<td>Increase the number of distinguished international scholarship and fellowship applicants to 85</td>
<td>Quantitative review of students in Terra Dotta system and external fellowship systems</td>
<td>Advisors; Students</td>
<td>Annual report; Email and academic meetings</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
<tr>
<td>Increase the number of COILing faculty to 15</td>
<td>Quantitative review registration tags: Count of faculty in SUNY COIL programs</td>
<td>Department Chairs; Students</td>
<td>Annual report; Email; Registration System</td>
<td>Operational staff analyze and incorporate feedback and recommendations from stakeholders</td>
</tr>
</tbody>
</table>

#### 2. Increase access to education abroad opportunities

<table>
<thead>
<tr>
<th>Action</th>
<th>Metric</th>
<th>Stakeholders</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% increase in the rate of students participating in education abroad opportunities</td>
<td>Quantitative analysis of CIEGS systems in comparison to number of undergraduate degrees awarded</td>
<td>Faculty; Students</td>
<td>Annual report</td>
</tr>
</tbody>
</table>

### Past Examples of Improvements

In the past two years, Global Academic Programs made an aggressively concerted effort to identify and address needed improvements. Improvements include:

**Academics**

- Improved academic offerings by creating new, high impact programs, and clearer processes to support students’ academic goals
  - Launched the Global Distinction transcript milestone
  - Reformulated semester and summer UAlbany in Madrid program models
  - Created and standardized credit equivalency records
  - Revised Transcript Supplement and Equivalency Forms in collaboration with the Registrar and Undergraduate Affairs
  - Reconfigured generic credit equivalency assignments in collaboration with the Registrar and Undergraduate Affairs
• Coded Collaborative Online International Learning (COIL) courses on the Schedule of Classes
• Conducted curriculum and experiential learning integration for UAlbany application for designation as a Peace Corps Prep university

**Advising**

Created structures to support students in their pursuit of education abroad and distinguished international fellowship and scholarship applications

• Created Faculty Fulbright Review Committee
• Implemented standardized advisement hours
• Implemented EAB online advising appointment and check-in system
• Created online application system and student management databases for Global Distinction and distinguished international fellowship and scholarship applications
• Launched online pre-departure orientation for billing
• Launched online pre-departure orientation for registration
• Developed additional social and cultural orientation sessions for international visiting exchange students
• Offered biweekly advising sessions in the Honors College and EOP information sessions
• Provided new advising sessions on the International Studies Minor and Global Distinction at Student Engagement’s Munch with the Majors, CURCE Fair, Undergraduate Admissions and Advisement Services Center’ Freshman and Transfer Orientations, Scholar Days, etc.

**Education Abroad**

Designed improvements in education abroad policies and procedures with the effect of improving the students’ experience

• Created electronic records and registration processes in Terra Dotta
• Created 'responsibility themes' for Program Coordinators (e.g. AIRS, Scholarships, etc.)
• Implemented bi-monthly recruitment reports
• Overhauled international student application processes and Terra Dotta process elements
• Standardized and set fixed application open and close dates
• Redesigned the incoming exchange and visiting students application process
• Enfolded PIRE Taiwan and CREATE programs into Education Abroad operations and best practices

**Recruitment and Outreach**

Reevaluated, redesigned, and implemented new methods of student outreach and recruitment, as well as to support faculty and international partner universities
• Launched new Education Abroad website
• Launched International Studies minor web page
• Launched Global Distinction web page
• Launched Collaborative Online International Learning web page
• Pre-designed a CRM for Peace Corps Prep students
• Engaged in multiple new classroom and UAlbany event activities, to provide customized information sessions
• Rebranded all education abroad print and digital materials, as well as engaged in University-wide poster campaigns in collaboration with the Marketing and Communications department
• Implemented a prospective applicant CRM tracking tool
• Added incoming exchange and visiting student study abroad recruitment information to IELP and Admissions brochures
• Created application advising guide for exchange partner staff abroad
• Revised short-term faculty-led program abroad proposal process and handbook
• Implemented into the CRM Single Sign-on/SIS integration and a payment gateway solution
• Designed and implemented an electronic MoU database

**Fundraising**

For the first time, engaged with the University Development office to engage alumni and prospective donors
• Created a targeted Education Abroad gift web page
• Created an internationalization giving brochure for prospective donors

**Risk Management**

Improved risk management tools and protocols for programs abroad
• Implemented a Travel Review Committee for programs in destinations with a Department of State Level 3-4 indicator
• Implemented AlertTraveler check-in app
• Transferred the after-hours emergency phone line to the University Police Department
• Codified Clery Act reporting procedures
## Intensive English Language Program

### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment</th>
<th>Timeline</th>
<th>Responsible Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>IELP Advanced 2 (A2) graduates succeed during first year of Academic study at a rate of 90%.</td>
<td>Review first-year grade reports of international students who have matriculated into the university from the IELP.</td>
<td>Fall and Spring Semesters</td>
<td>AVP and IELP Academic Coordinator, Assistant Director, Advisor in ISSS.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Require grades of “A” or “B” for all A2 students to satisfy all academic and linguistic competencies and curriculum objectives.</td>
<td>Annually review curriculum objectives and check first-year grade reports of international students who have matriculated into the university from the IELP.</td>
<td>At the end of Fall and Spring Semesters.</td>
<td>AVP, IELP A2 faculty and Academic Coordinator, Assistant Director.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Increase number of successfully matriculated Conditional Admit (C.A.) students to 100.</td>
<td>Review C.A. student numbers each session and annually.</td>
<td>At the end of the Fall, Spring Semesters and Summer Session.</td>
<td>AVP, Academic Coordinator, and Assistant Director and IAR staff.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and</td>
<td>Increase number of Conditionally Admitted students in the IELP to 150 students.</td>
<td>Review visiting IELP student numbers each semester and check grade reports and performance.</td>
<td>Fall, Spring</td>
<td>IELP Assistant Director.</td>
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</tbody>
</table>
language success in programs of university study.

<table>
<thead>
<tr>
<th>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study abroad experiences, etc.) to international students and partners.</th>
<th>Increase IELP student enrollments in all programs according to unique Student ID enrollments by 50%.</th>
<th>Review Conditionally Admitted Student numbers at the end of each academic year.</th>
<th>Each session, semester, and at the end of the Academic Year.</th>
<th>AVP, IELP Assistant Director and IAR Director and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study abroad experiences, etc.) to international students and partners.</td>
<td>Increase diversification of country enrollments in IELP by 20%.</td>
<td>Review IELP student enrollments in all programs annually.</td>
<td>Every session, intersessions, and at the end of every academic year.</td>
<td>AVP, IELP Assistant Director, Group and Custom Program Coordinator</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study abroad experiences, etc.) to international students and partners.</td>
<td>Increase the number of global university partners by 20%.</td>
<td>Review origin of country reports each year and also new agent partners from sending countries.</td>
<td>Every session, intersessions, and at the end of every academic year.</td>
<td>AVP, IELP Assistant Director, Group and Custom Program Coordinator</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study abroad experiences, etc.) to international students and partners.</td>
<td>Increase the number of ESP participants by 25%</td>
<td>Review the number of new and continuing global university partners annually.</td>
<td>At the end of every session and the end of academic year.</td>
<td>AVP, IELP Assistant Director, Group and Custom Program Coordinator</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL student abroad experiences, etc.) to</td>
<td>Increase the number of IELP agents by 50%.</td>
<td>Review the number of ESP participants in all regular and special programs annually.</td>
<td>At the end of every session and the end of the academic year.</td>
<td>AVP, IELP Assistant Director, Group and Custom</td>
</tr>
<tr>
<td>Goal</td>
<td>Objective</td>
<td>Assessment</td>
<td>Audience</td>
<td>Feedback</td>
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</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to succeed during first year of international students and partners.</td>
<td>IELP Advanced 2 (A2) graduates succeed during first year of international students who have</td>
<td>Review first-year grade reports of international students who have</td>
<td>AVP</td>
<td>Meet with AVP and</td>
</tr>
</tbody>
</table>

| 3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom. | Increase the number of IELP students in language clubs and language services by 25%           | Review current, new, and active agents annually.                                                    | Program Coordinator | AVP, IELP Assistant Director, Communications and Agent Coordinator.               |

| 3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom. | Increase the number of UA and Community Service RSSW Volunteers working with the IELP by 15%  | Review participation numbers in all language activities annually.                                  | AVP, IELP Assistant Director, Communications and Agent Coordinator. | AVP Coordinator for Social, Cultural and Language Activities.                     |

| 3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom. | Increase attendance of IELP students in Social and Cultural activities by 25%.                 | Review participation numbers of volunteers in the IELP each semester and academic year.            | Coordinator for Social, Cultural and Language Activities.        | AVP Coordinator for Social, Cultural and Language Activities.                     |

| 3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom. | Increase ESP visits and company visits by 25%.                                               | Review participation numbers annually.                                                              | Coordinator for Social, Cultural and Language Activities.        | AVP Coordinator for Social, Cultural and Language Activities.                     |

<p>| 3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom. |                                                                                               | Review ESP and company visits annually.                                                              | Coordinator for Social, Cultural and Language Activities.        | AVP Coordinator for Social, Cultural and Language Activities.                     |</p>
<table>
<thead>
<tr>
<th>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</th>
<th>Increase number of Conditionally Admitted students in the IELP to 150 students.</th>
<th>Review visiting IELP student numbers each semester and check grade reports and performance.</th>
<th>Dean and VP, AVP, Assistant Director</th>
<th>IELP and UAlbany Agents, UAlbany University Partners for 2+2 Programs</th>
<th>Increase graduate programs that accept Conditional Admissions, add new University partners and increase number of agents, promote fast track Pathway/Bridge Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Increase number of successfully matriculated Conditional Admit (C.A.) students to 100.</td>
<td>Review C.A. student numbers each session and annually.</td>
<td>AVP, Assistant Director, Curriculum Coordinator/Academic Coordinator and Faculty Wide Curriculum Committee.</td>
<td>AVP, Assistant Director, Curriculum Coordinator/Academic Coordinator and Faculty Wide Curriculum Committee.</td>
<td>Review each summer and revise/update the expectations for the upcoming academic year for curriculum objectives.</td>
</tr>
<tr>
<td>1. To provide Intensive English language instruction to International Students to satisfy UAlbany language requirements and to prepare students for academic and language success in programs of university study.</td>
<td>Require grades of “A” or “B” for all A2 students to satisfy all academic and linguistic competencies and curriculum objectives.</td>
<td>Annually review curriculum objectives and check first-year grade reports of international students who have matriculated into the university from the IELP.</td>
<td>Assistant Director</td>
<td>Assistant Director</td>
<td>Probations, Review Curriculum Objectives and Grading Scales</td>
</tr>
<tr>
<td>2. To provide Group and Custom English Programs (e.g.: English for Specific Purposes, ESL study aboard experiences, etc.) to international students and partners.</td>
<td>Increase IELP student enrollments in all programs according to unique Student ID enrollments by 50%.</td>
<td>Review Conditionally Admitted Student numbers at the end of each academic year.</td>
<td>Dean and VP, AVP, Partner Universities</td>
<td>UAlbany Partner Universities</td>
<td>Inform UAlbany partner universities about Group and Custom Programs including ESP and Study Abroad programs, add new partners.</td>
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</tr>
<tr>
<td>Increase diversification of country enrollments in IELP by 20%.</td>
<td>Review IELP student enrollments in all programs annually.</td>
<td>Dean and VP, AVP, Director of IAR</td>
<td>New Agent and University partners in new countries and current countries.</td>
<td>Inform New Agent and University Partners about menu of programming.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of global university partners by 20%.</td>
<td>Review origin of country reports each year and also new agent partners from sending countries.</td>
<td>Dean and VP, AVP, and Director of IAR</td>
<td>Agents, Visiting Scholars, Study Abroad Partners.</td>
<td>Inform Agents, Visiting Scholars and Study Abroad Partners about Group and Custom Programs, ESP and Study Abroad programming in IELP.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of ESP participants by 25%</td>
<td>Review the number of new and continuing global university partners annually.</td>
<td>Dean and VP, AVP</td>
<td>Agents and university partners and UA departments</td>
<td>Add more university partners in Korea, China, and Japan, increase the number of ESP programs</td>
<td></td>
</tr>
<tr>
<td>Increase the number of IELP agents by 50%.</td>
<td>Review the number of ESP participants in all regular and special programs annually.</td>
<td>AVP and Director of IAR</td>
<td>Agents</td>
<td>Attend agents fairs, visit agents, train agents, create agent</td>
<td></td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase the number of IELP students in language clubs and language services by 25%</td>
<td>Review current, new, and active agents annually.</td>
<td>AVP, Assistant Director and Coordinator for Language Clubs and Activities</td>
<td>Students, agents, University partners</td>
<td>Attract more UAlbany student volunteers, M-TESOL students</td>
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<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase the number of UA and Community Service RSSW Volunteers working with the IELP by 15%</td>
<td>Review participation numbers in all language activities annually.</td>
<td>AVP, Assistant Director, IELP Supervisor for RSSW volunteers</td>
<td>RSSW Volunteers</td>
<td>Survey RSSW Volunteers, provide volunteer workshop</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase attendance of IELP students in Social and Cultural activities by 25%.</td>
<td>Review participation numbers of volunteers in the IELP each semester and academic year.</td>
<td>AVP, Assistant Director, Coordinator of Social and Cultural Activities</td>
<td>Students, Staff and Faculty</td>
<td>Survey students, promote activities on CIEGS TV, increase interest in UAlbany campus sports and activities</td>
</tr>
<tr>
<td>3. To provide an English ECO-System of English use and practice for IELP students outside of the classroom.</td>
<td>Increase ESP visits and company visits by 25%.</td>
<td>Review participation numbers annually.</td>
<td>AVP, Assistant Director, Group and Custom Programs Coordinator</td>
<td>Students, university partners, agents</td>
<td>Survey Grade Reports, Survey Academic Probations, Review Curriculum Objectives and Grading Scales</td>
</tr>
</tbody>
</table>

**Past Examples of Improvements**

In the past two years, IELP made the following improvement loop changes:

**Programs**

- Designed and Academic and Language Skills Boot Camp for Advanced IELP students and also incoming Graduate and Undergraduate International Students comprised of 12 Workshops for Success;
• Created ESP programs: Business English, English for Engineering, Science and Technology, Leadership Studies, Learning English through American History, Art and Film, English for Health Care and Medical English, Advanced Business English and Business Executive Program in Management, Finance, Marketing, and Strategic Thinking, and Business and Leadership English.
• Created Winter ESL Programs (January Intersession) and Summer Programs (July-August Intersession).
• Created “Showcase” Programs intentionally designed to welcome short-term groups with long-term interests in things like 2+2 programs.
• Established new group and custom programs for Chinese University partners: Shandong Normal University, Weifang Medical University, North China University of Technology, Beijing Polytechnic College, Qufu University, Liaocheng University, Chongqing University of Posts and Telecommunications, Henan University of Technology and Law
• Created Teacher Training programs for Chinese English Teachers from many Chinese universities

Curriculum and Academics
• Reviewed, revised and re-wrote all curriculum objectives for Reading and Writing classes at 7 levels, Listening and Speaking classes at 7 levels, all elective classes at all levels ensuring greater excellence and success for graduating IELP students
• Completely revised Academic Program Policies.
• Created the IELP Capstone Project – Poster Presentations of Academic Readings and Research Project.
• Sessions offered 8-week sessions five times a year (instead of only fall and spring semester programs).
• Created 4-week sessions throughout the year for short-term study students and programs.

Co-Curriculum
• Helped to establish a Homestay Company in the Albany region for International Students
• Created weekly calendar of social, cultural, and language activities for IELP students.
• Created a new End-of-Session Graduation Celebration (every 8 weeks)
• Created Academic, Immigration, Language and Testing Workshops for students
• Created a Conversation Partner program matching IELP students with UAlbany students for friendly weekly conversation and friendship
• Created a new weekly Conversation Club for IELP students with American Students.
• Created a new weekly Reading Theater for students to watch what they read and read what they watch to improve listening and reading skills and vocabulary acquisition.
• Created a new MA-TESOL Internship for graduate students to receive practical experience and learn more about the field of ESL
• Created new volunteer opportunities in the IELP for RSSW students.
• Created a new IELP Scholarship Award for Academic Excellence.

Recruitment and Retention
• Created new Graduate and Undergraduate Admissions Workshops, in cooperation with UG and Grad Admissions, for IELP students.
• Initiated a new and clearer TOEFL Waiver program for all IELP students going into Undergraduate programs and some Graduate Programs.
• Created (at long last) an Online IELP Application
• Created a fast-track bridge pathway into the university for IELP students.
- Created 10 new Elective Classes: English for Engineering, Business English, Academic Vocabulary, Grammar, American Pronunciation and Accent Reduction and more.
- Created a new Concurrent Enrollment program for IELP students to take a UAlbany class
- Revised the IELP + Visiting Student option for exchange students to complete the IELP program and then take UAlbany classes as visiting students.
- Created a Pre-Placement option for students to begin IELP studies at the Advanced Level with high TOEFL or IELTS scores.
- Revised and Strengthened IELP Placement Test.
- Established Agent relationships with over 150 agents and rewrote agent recruitment materials and agent training materials.
- Streamlined and improved New Student and Continuing Student registration forms and processes.

**Communications**

- Created a new IELP Brochure and a wide array of print materials including flyers for ESP programs, Group and Custom Programs, Agent Materials, a Housing Guide for IELP students, Transportation Guide, Pre-Arrival Checklist for Students, Conditional Admissions, Concurrent Enrollment, Conditional Admissions, Bridge Admissions, Registration Forms and Materials, World-Class Fieldtrips, PPTs, Comprehensive IELP Programs Flashdrive, and much more!
- Offered Program Materials translated into 11 Languages
- Redesigned and revised all Orientation Materials, Orientation Handbook and all New Student Materials.
- Created and designed new Pop-Up Displays and Table Cloths.
- Redesigned the IELP Website.

**Partnerships**

- Hosted dozens of site visits from International Partners.
- Established new Japanese University partnerships for ongoing group programs with Kansai Gaidai, Asia University, Kwansei Gakuin University, Kanazawa Seiryo University, Soka University, Tohoku University, and J.F. Oberlin University.

**Finance and HR**

- Created a responsive financial management budget and operations process.
- Created a way forward to hire Lecturers for sessions, semesters or academic-year appointments through the State Side. The IELP stopped hiring RF employees to teach classes in 2016.
- Created Performance Review Committee to evaluate teacher performance.
- Created End-of-Year Portfolio process for RF Educators and Lecturers.
- Formed an IELP Leadership Team from existing faculty and staff members to provide administrative leadership and support in the following areas while also taking on part-time teaching assignments: Assistant Director over daily operations; Academic Coordinator over assessment, curriculum and advising; Coordinator for Communications and Marketing and Agent Partnerships; Group and Custom Program Coordinator and Scholarship Student Coordinator; Social, Cultural, and Language Activities Coordinator.
- Created an IELP Annual Report for 2016-2017 and 2017-2018 to monitor and track trends, growth, partnerships, impact, access to the university, and more.
- Created teacher-training programs: ESL Teacher Training and Development, and Teacher Training for Business English.
LOOKING FORWARD

Key Issues

- Enhancing and stabilizing budget for CIEGS
- Launching Provost Awards for Faculty/Departmental Excellence in Global Learning
- Providing Ongoing Support for Internationalizing the Schools and Colleges
- Full onboarding of International House and International Travel and Tracking system
- Resolving the Issue of Housing (possibly on campus) for Visiting Scholars

Recommended External Reviewers

<table>
<thead>
<tr>
<th>Pia Wood, Ph.D.</th>
<th>Penelope Pynes</th>
<th>Jun Liu, Ph.D.</th>
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<tbody>
<tr>
<td>UNIVERSITY OF NORTH TEXAS</td>
<td>UNC GREENSBORO</td>
<td>STONY BROOK UNIVERSITY</td>
</tr>
<tr>
<td>Vice Provost and Dean of International Affairs</td>
<td>Associate Provost for International Programs</td>
<td>Vice President/Vice Provost for Global Affairs, Dean for International Academic Programs and Services</td>
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APPENDICES

Appendix A: Summary of Activities

OFFICE OF THE DEAN AND VICE PROVOST

Oversight of Campus Internationalization

This is core to the role of the Dean and Vice Provost for International Education. It requires close collaboration with all segments of the campus community, including faculty, staff, administrators and students. Because campus internationalization is new to UAlbany, it also requires making the case repeatedly. The inclusion of Internationalization as a strategic priority of the university has made this work somewhat easier and much more salient. This responsibility also involves supervising all of the offices involved in leading internationalization on the campus, including International Student and Scholar Services, Global Academic Programs, International Admissions and Recruitment, Intensive English Language Program, International Academic Partnerships and all of the activities that these offices direct.

Curriculum Internationalization

The curriculum is the central vehicle to prepare students with the skills, knowledge and dispositions to negotiate a globalized world and to function as global citizens. As such, the Dean and Vice Provost works with faculty, departments, and deans to articulate global learning goals so that courses, majors and disciplines can be aligned with global perspectives. Workshops on this topic are offered annually to train faculty in this regard.

Support for Faculty Engagement in International Teaching and Research Activities

CIEGS provides a raft of opportunities for faculty to pursue international teaching and research opportunities that involve partial or full funding. Fulbright faculty workshops are provided every year, and other opportunities are listed on the CIEGS website.

Advocate for a Robust Reward System for Faculty Engagement in Internationalization

Faculty are the principal agents in driving curriculum internationalization. To the extent that this responsibility falls on them, it follows that the work they do in this regard should be acknowledged and reward in the most
important and coveted reward system for faculty – Tenure and Promotion. The Dean and Vice Provost works with deans and department chairs to help UAlbany become a national leader in modifying its T & P criteria, both from the provost office and within academic departments, to include criteria that acknowledges faculty engagement in curriculum internationalization.

**Facilitation of International Partnerships and Collaborations**

Be it research collaborations, education abroad, dual degree or transfer agreements, or grant funding, all of these activities often involve having partnerships with institutions and organizations around the world. The dean works with administrators and faculty across the campus to develop agreements, to cultivate partnerships and to foster international collaboration that can bring mutually advantageous rewards to both parties.

**Support Schools and Colleges to Define and Implement Strategic Approach to Internationalization**

Given the newness of internationalization to the University at Albany, the Dean and Vice Provost has been working with each school/college to define what internationalization means for their own school/college and then develop a strategy to implement internationalization in ways that are appropriate for each of them. The Dean/V Provost has been meeting with the deans, with committees formed for this purpose and other individuals identified to lead in this way.

**Supervise a Growing Staff**

The Dean and Vice Provost oversees a staff of more than 50 professional and student employees. The demands on the services of CIEGS keep growing and are not keeping pace with the need to replace staff or fill new positions.

**Consult with Faculty Advisory Committee**

The Dean and Vice Provost consults with the Faculty Advisory Committee (FAC) approximately twice each semester on initiatives pursued by CIEGS and the University. The FAC has been playing a helpful role as the Dean and Vice Provost fleshes out a strategy for the implementation of Internationalization as one of the 5 strategic priorities. Just as importantly, members of the FAC advocate for internationalization in their respective schools/colleges and help their colleagues better understand and support the internationalization agenda.

**Pursue Entrepreneurial Opportunities**

Establishing new relationships that will result in new international undergraduate students enrolling at UAlbany and short-term summer training programs are the principal entrepreneurial activities pursued by the Dean and Vice Provost. However, CIEGS provides information about programs and priorities to the Development office that works directly with prospects and advocates on our behalf for gifts in support of internationalization.

**Communications about Internationalization**

Apart from the robust CIEGS website, the Dean/V Provost publishes an annual report that provides an in depth review of accomplishments associated with internationalization for the year. In addition, the Global Synergies magazine is published that features the work of faculty to internationalize their teaching and research. This publication is the only one we know of published by a Chief International Office at any college or university in the US, and it provides important visibility around efforts to transform the university into a global campus. In sum, communicating about the university’s engagement with internationalization is an important aspect of the work of the Dean and Vice Provost.

**International Brand Ambassador**
The Dean and Vice Provost works tirelessly to promote the university as a destination for the best and brightest students and scholars, and as a global institution open to partnerships that advance teaching, scholarship and service. We pursue relationships across the world that we believe are in our interest but we also entertain proposals for collaboration in areas that align with our strengths and interests.

Fostering an International Campus Culture

The Dean and Vice Provost sponsors the Global Forum Series, hosting distinguished speakers to address issues of global importance. We support colloquia, symposia, workshops and other events, even if sponsored by other departments, which speaks to values of internationalization. Finally, CIEGS sponsors the International Education Week as well as the International Graduation Celebration. The former celebrates the work of internationalization on the campus along with hundreds of other organizations, colleges and universities around the US. The latter is organized to celebrate the achievements of international graduating students, education abroad graduates and visiting scholars.

INTERNATIONAL ADMISSIONS AND RECRUITMENT

Recruitment and Admission

IAR pursues growth in the UAlbany international population in as many ways as possible. Overseas recruitment is carried out principally by five IAR staff members in 27 countries and occurs for much of the year. Focusing on visiting high schools, attending recruitment fairs, visiting overseas colleges and universities, IAR has transfer agreements, works with international placement agents, and conducts other admissions and recruitments activities overseas. Regional visits in the U.S. to high schools, community colleges and other local partners placing international students occur along with many other approaches to recruitment. Visits and outreach to embassies and diplomatic missions in Washington are also performed by IAR staff.

80 to 90 days a year are spent on the road by two full-time IAR staff (Director and Assistant Director). They also review all applications for decisions. A part-time employee spends 50 to 60 days on the road recruiting annually, while another part-time employee approximately 30 days. The Communications Manager travels approximately 30 days a year.

The Dean and VP for International Education conducts extensive outreach and travel to assist the IAR team in visiting potential partner schools and ensuring that agreements are implemented for future enrollment to UAlbany of degree-seeking programs.

Approximately 2,000 or more international undergraduate applications are processed and reviewed for admission by the IAR staff annually for fall, spring, and summer intakes.

Strategic Plan Alignments: #4 Internationalization, #5 Diversity and Inclusion, and Engagement & Service

INTERNATIONAL ACADEMIC PARTNERSHIPS AND INTERNATIONAL ACADEMIC ADVISING

International Academic Partnerships and International Academic Advising (IAPIAA) is an inaugural unit established to support the development, management, and evaluation of international dual degree programs; to create, manage, and support non-ESL, short-term programs that receive international participants; and to provide supplemental academic advising support to selected populations of international undergraduate students. The activities of this unit can be divided into the following categories:

International Partner Relations

IAPIAA maintains communication with current international partners and builds new relationships with institutions interested dual degree and customized programming for their students. This involves meeting with representatives at conference events such as NAFSA, the SUNY-YOK Bilateral Meetings, and other similar proceedings; maintaining communication about our programs and like interests, and hosting delegations of faculty and administrators. These custom programs range in duration from a few days to over a month.

Strategic Plan Alignments: Internationalization #1, #2; Student Success #1, Diversity and Inclusion #1, #2 #3

Dual Degree Program Development
IAPIAA liaises with UAlbany departments and UAlbany partner institutions to support the establishment and the oversight of our international dual degree programs. This entails reviewing progression plans, ensuring that international dual degree programs align with UAlbany policies and procedures, reviewing the activities of our dual degree partnerships, helping to address partner concerns, and corresponding with prospective dual degree students.

**Strategic Plan Alignments:** Internationalization #1, Student Success #1, #2; Diversity and Inclusion #1, #2, #3

**Short-term Program Development (Non-ESL) and Participant Support**

IAPIAA develops custom programs for international partners and supports UAlbany departments in their formation of similar custom programs. IAPIAA manages the delivery of support services for the participants of designated short-term programs, including access to technology, housing accommodation, transportation, and other needs as presented. IAPIAA coordinates orientations for the participants of the programs it creates.

**Strategic Plan Alignments:** Internationalization #1, #2; Student Success #3; Diversity and Inclusion #1, #2, #3; Engageent and Service #2, #3

**Academic Advisement and Student Support**

In partnership with their departmental academic advisors, IAPIAA provides general advising support to international transfer students and students enrolled in international dual-degree programs. In addition, IAPIAA meets with students during their orientation and facilitates academic support workshops throughout the Fall and Spring semesters.

**Strategic Plan Alignments:** Student Success #2

**Records, Registration and Risk Management**

IAPIAA is responsible for centralizing the registration of international participants in UAlbany’s non-exchange, non-ESL, short-term programs. There was no centralized mechanism to oversee the risk management of these programs prior to the creation of this unit. IAPIAA creates an online webpage and application for each of these programs according to the specifications of the coordinating department. IAPIAA maintains the registration records and itineraries of these programs, and liaises with UAlbany’s Registrar, Office of Enterprise Risk Management and Compliance, Office of Parking and Transportation, and the University Police Department to establish management protocols that mirror the standards, guidance, and best practices set forth by Forum on Education Abroad, NAFSA, The University at Albany, and the State University of New York.

**Strategic Plan Alignments:** Internationalization #2; Engagement and Service #2

**Evaluation and Assessment**

IAPIAA is responsible for tracking the success of our dual degree partnerships, as measured by enrollment, retention, faculty collaborations, and the development of new initiatives. IAPIAA assesses participant satisfaction and, where appropriate, learning goal mastery and intercultural development for the short-term programs it creates. IAPIAA evaluates the efficiency and management of its programs and service to departments in order to make improvements.

**Strategic Plan Alignments:** Internationalization #1, #2; Research #1, Student Success #1, #2, #3; Diversity and Inclusion #1, #2, #3; Engagement and Service #2, #3

**Financial Management**

IAPIAA, in partnership with the CIEGS Director of Business Operations develops the budgets, collects payments, hires faculty and student interns, and contracts with vendors for short-term programs. This unit requests accounts from the Office of Financial Management and Budget on behalf for IAPIAA supported programs.

**Strategic Plan Alignments:** Internationalization #1, #2; Student Success #2, #3; Diversity and Inclusion #3; Engagement and Service #2

**International Student and Scholar Services**

**Regulatory and Related Policy Compliance**
F Certification and J Designation Management – The director of ISSS, as the Primary Designated School Official (PDSO) for the F program, and Responsible Officer (RO) for the J program, is responsible for managing F certification and J designation. F certification and J designation permit the hosting of F and J international students and scholars at the University at Albany. Management of these programs involves updating academic and other institutional changes in the federal database SEVIS on an event basis, and recertifying (F program) and redesignating (J program) every two years.

Strategic Plan Alignments: Student Success #2; Internationalization #3

Federal Government Compliance Reporting and I-20 Issuance – ISSS is responsible for reporting international student and scholar related data to the SEVIS federal tracking database. PeopleSoft and Sunapsis interface with SEVIS, and facilitate the ISSS reporting of daily event based as well as per semester registration information. The PDSO and all Designated School Officials (DSOs), including those in International Admissions and Recruitment, IELP, Graduate Admissions and ISSS issue SEVIS I-20s, for new, continuing and transfer international students.

Strategic Plan Alignments: Student Success #2; Internationalization #3

ISSS Advising Policies and Procedures – The director of ISSS works with staff to review and interpret federal immigration regulations and policies related to F and J international students. Subsequently, with every new or amended federal regulation or policy, ISSS develops and applies internal ISSS advising policies and procedures. This process is ongoing and takes into account the NAFSA Advisors Manual, policies and procedures of other ISSS offices, particularly within the SUNY system, policy and procedure presidency in the UAlbany ISSS office, and the culture of the UAlbany campus. ISSS created an ISSS Advising Policy Guide to better support its advisors and advising practice.

Strategic Plan Alignments: Student Success #2; Internationalization #3

Statistical Reporting – The federal government and the Institute of International Education (IIE) require the submission of annual reports which provide details about our international student and scholar populations. The comprehensive IIE Open Doors Report survey for international students is submitted in mid spring semester and is based on data from the previous fall. The IIE Open Doors report survey for scholars is also conducted in the Spring. ISSS also prepares a major Department of State report annually, which concerns J-1 exchange students and scholars.

Strategic Plan Alignments: Student Success #2; Internationalization #3

Crisis Management

ISSS staff members, in collaboration with other university offices such as the Student Health Center, Counseling and Psychological Services, Student Care Services, Community Standards, and Residential Life, support students in a variety of crisis situations. As international students are away from their families, ISSS staff help their students by managing or partially managing their crisis, including accidents resulting in injury, medical and psychiatric hospitalization, burglaries and robberies, and other victim related experiences.

Strategic Plan Alignments: Student Success #2; Internationalization #3

Advisement and Document Processing

International Student and Scholar Advising – Of the services that ISSS provides to students and scholars, advising on immigration issues is arguably one of the most important in helping students and scholars comply with federal immigration regulations and thereby maintain their immigration status. Students and scholars meet with advisors for a number of reasons, including immigration, academic and financial issues. International students and scholars also reach out for support on personal, social, and cultural challenges as well as grievance policies and procedures involving academic standing and integrity, student conduct, and scholar (employee)/department (employer) relationship issues. Advising international students and scholars about situations related to immigration regulations can be both complex and time-intensive, and requires careful communication, with students and among staff, and understanding and application of immigration regulations pertaining to F and J international students and scholars.

Strategic Plan Alignments: Student Success #1, #2; Internationalization #3; Diversity & Inclusion #2

Document Processing – ISSS International Student Coordinators process document requests, applications and petitions for both university and government benefits. With a 5-7 day processing timeline, ISSS staff and graduate assistants devote
time and energy on a daily basis to process requests for I-20 issuance, travel requests, OPT and CPT employment authorization, social security support letters, concurrent enrollment letters, change of immigration status and reinstatement to regain status requests, and more.

Strategic Plan Alignments: Student Success #2; Internationalization #3

PROGRAMMING AND EDUCATIONAL OUTREACH

International Student Online Pre-Arrival and On-Campus Orientation Programs - ISSS support programs include comprehensive new international student orientation, which ISSS collaborates with the Advisement Services Center, the Department of Residential Life, and numerous other campus departments to present information, advice and referrals to services on and off campus. There are two major components of orientation, a six-week pre arrival orientation conducted through Blackboard, and an on campus orientation starting several days prior to the first day of classes. Both orientation components are mandatory, involve ISSS staff and student orientation assistant facilitators, include learning assessments, and provide make-up orientation options. In 2016, new international students were fully integrated into the university undergraduate orientation program, which occurs after the new international student on campus orientation. At the same time, ISSS works with several graduate departments to more effectively coordinate respective orientation sessions, and even new international student orientation into departmental orientations on the Downtown and Health Sciences Campuses.

Strategic Plan Alignments: Student Success #1, #2; Internationalization #3; Diversity & Inclusion #2, #3

International Scholar Orientation - Scholar orientation is provided throughout the year, in both an individual and group session format based on differing needs. ISSS staff review immigration regulations and policies, provide housing information, discuss academic department expectations, and offer resources and support to dependents (including employment authorization to spouses and local school information for children).

Strategic Plan Alignments: Internationalization #3; Diversity & Inclusion #2

Success Programs – During new international student orientation and into the first semester, ISSS staff implement two success programs, one for new freshman and the other for transfer students. International Student Coordinators meet with these students either individually or in small groups to help guide them with specific information and resources. These two cohorts are invited to special topic presentations and activities as well as supported in challenging situations. As third success program, which occurs each semester, supports international students with academic warming, probation or terminal probation academic status. International student coordinators provide special support and resources, including meeting individually with students to review and discuss a success ‘checklist’ and advise on options related to their immigration status.

Strategic Plan Alignments: Student Success #1, #2; Internationalization #3; Diversity & Inclusion #2, #3

Educational/Outreach Workshops - To support students in their educational success, ISSS offers workshops on a series of important subjects related to international students. Workshop topics offered regularly throughout every academic semester include Optional Practical Training (OPT) and Curricular Practical Training work authorization, and travel/travel signature sessions. In its Friday Workshops Series, ISSS also facilitates workshops on the following topics: Career Fair Preparation, Basics of Writing in the American Classroom, Managing Homesickness in the U.S., Study Tips for Finals, and Oral Presentations in the American Classroom. Additionally, ISSS has collaborated with University Libraries to present workshops on academic integrity, citation, and plagiarism. Biannually, ISSS sponsors a “beyond OPT” employment workshop presented by a guest immigration attorney combined with an additional day of one-to-one complimentary immigration consulting related to building a future in the U.S. 

Strategic Plan Alignments: Student Success #1, #2; Internationalization #3; Diversity & Inclusion #2, #3

Cultural Connections and International Friendship Program (IFP) - One of the largest ISSS programs for integrating international students onto campus is the International Friendship Partners Program. It is part of Cultural Connections, an international student lead association that is supported and advised by the ISSS office. IFP has three components: the International Buddies Program, RSSW international service course, and the Language Chatting Room. The buddy program matches continuing students with new international students to help them adjust to academic and community life. The
RSSW course on the other hand provides on and off campus international service activities as well as intercultural training opportunities to a combination of domestic and international students. Between these two programs, several hundred students participate annually. The final component, the Language Chatting Room, has brings together up to 250 students, faculty and staff throughout the year for conversation in a dozen languages.

*Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2,: Internationalization #3; Engagement & Service # 3*

**Non-Resident Tax Filing Support** – ISSS partners with Sprintax annually to offer non-immigrant income and other tax return support at both the federal and state level. ISSS purchases a group membership in order to offer complimentary federal tax return assistance to UAlbany international students, scholars, and alumni on OPT (state tax returns are at cost to the student). Sprintax provides comprehensive tax filing including international tax treaty calculations. Sprintax also offers live support via chat and phone.

*Strategic Plan Alignments: Student Success #2; Internationalization #3*

**Flag Bearer Program** – ISSS staff, in collaboration with the University Events Office, coordinate the selection, orientation, rehearsal and line-up of country flag bearers for the University’s annual commencement ceremony for both undergraduate and Masters students. This honor is reserved for students in high academic standing and is appreciated by international students’ family and friends, some in the commencement audience and others watching through live feed.

*Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2,: Internationalization #3; Engagement & Service # 3*

**Cultural Excursions** – ISSS organizes numerous cultural excursions for international students and scholars, including annual trips to New York City and Boston, ski and ice-skating trips, a hiking and apple picking excursion and bowling. ISSS also partners with other organizations to promote social and cultural excursions that help international students experience different places and aspects of the U.S. and its regions.

*Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2,: Internationalization #3*

**Social/Cultural Events** – ISSS and Cultural Connections host a variety of social/cultural events throughout the year for international students and scholars, and other members of the campus community. The Annual Thanksgiving Dinner hosts 100 people who share in this autumn festival of gratitude; the biannual Scholar Reception brings together scholars, deans, and faculty to network and learn about each other’s research; the IFP reception is planned each semester for both members and international students and scholars in general; the Orientation Welcome Dinner offered for new students, orientation assistants and invited university staff; and Country Presentations given by RSSW students to help educate two separate audiences: the UAlbany campus community and community organizations like public school classes, Girls and Boys Club, Girls Inc, and Rotary Clubs.

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2, #3: Internationalization #3; Engagement & Service # 3*

**Campus Support**

Campus Academic Department and Office Support/Training – ISSS staff provide support and training to numerous academic departments and offices. Support is varied and can be on an ad hoc or longer term project basis. Examples of support to schools and departments include inviting international scholars; working with The College of Public Affairs and Policy Dean to add an instructional site in NYC that meets the specifications of Department of Homeland Security and F-1 regulations; collaborating with the Chair of Computer Science and the Dean of the College of Engineering and Applied Science on policies governing international students in the CS program and on expanding engineering majors through the use graduate international students; working with the Chair and Graduate Director of Economics to improve policies and procedures as well as expand benefits related to internships for international students. In regard to training, most of the topics ISSS staff present are intercultural (i.e. how to better support international student success) or employment related. For instance, intercultural trainings have been provided to staff in Residence Life, The Career and Professional Development Center, Counseling and Psychological Center, Community Standards, the University Police Department while international student employment related training has been offered to Computer Science students, faculty and staff.
through the Vice Provosts office of Public Engagement, the School of Public Health, and The Career and Professional Development Center.

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2, #3: Internationalization #3*

**COMMUNICATIONS AND MARKETING**

**Website** – ISSS staff design, produce and edit the ISSS website, including content related to immigration regulations, policies and procedures. The main areas of the website communicate policies and procedures to international students and scholars. Other highlighted sections include a Faculty and Staff section with policies and procedures regarding student full-time status and employment, and resources on better supporting international students. Other areas are Orientation, ISSS Annual Statistics, The International Student Handbook, Federal Policy Updates, Programming, Insurance and Forms. The forms pages are being converted for Student Portal use where students can submit electronic requests for forms processing and benefits approval.

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2; Internationalization #3*

**Newsletter** – ISSS designs and produces a weekly e-based newsletter that’s disseminated to all international students and scholars as well as other UAlbany community members by request. The newsletter includes important immigration policy and procedure updates, cultural and other interesting events (free or low cost) on campus or in the Albany area, and request for involvement like service activities or call for UAlbany IRB-approved research participants.

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2; Internationalization #3*

**Maintenance of Status Reminders and Alerts** – While the newsletter is the main venue of communication for reaching a wide audience, ISSS also communicates important information to individual students through the Sunapsis automated system. This system interfaces with PeopleSoft and SEVIS to send real time action and alert messages addressed to individual students to help them maintain their immigration status. Messages are also sent via isss@albany.edu, the office’s digital advising email address, to students and scholars for which a Sunapsis auto message is not appropriate.

*Strategic Plan Alignments: Student Success #1; Diversity & Inclusion #2, #3: Internationalization #3*

**Database Management**

**PeopleSoft University-Wide Citizenship and Visa Status Management** – ISSS is charged by the University to manage the PeopleSoft area associated with citizenship and visa status. ISSS staff work closely with the Registrar and ITS as it works with students non-immigrant or permanent resident changing their classifications. Students who request this assistance from the Registrar for example would be asked to contact our office and provide appropriate documentation for a change to be made.

*Strategic Plan Alignments: Student Success #1; Internationalization #3*

**Sunapsis Management** – Sunapsis, ISSS’ main CRM, serves as both the international student and scholar advising case management system and the batch reporting mechanism required by SEVIS. While the PDSO and all DSOs issue I-20s through Sunapsis, ISSS staff members – mainly the Senior International Student Coordinator - manages the reporting of information to SEVIS visa the Sunapsis batching program. ISSS works with ITS to ensure Sunapsis interfaces effectively with Peoplesoft and SEVIS. ISSS is also developing the Student Portal and E-form capabilities of Sunapsis, both of which will help streamline international student requests and document processing.

*Strategic Plan Alignments: Student Success #2; Internationalization #3*

**GLOBAL ACADEMIC PROGRAMS**

**Programs**

**Exchange Programs** – Exchange programs allow students study at a university abroad and directly enroll in coursework as a visiting international student. Exchange programs tend to be the most affordable type of study abroad program because students pay regular SUNY tuition and mandatory fees plus your living, travel, and personal expenses. Depending on the local cost of living, student costs to study abroad on an exchange program can be relatively similar to what they pay to study and live on campus at UAlbany for the equivalent amount of time. Due to varying levels of on-site support and
possible language barriers, exchange programs may require a higher level of independence. Exchange programs tend to have a higher level of cultural immersion because students typically enroll in coursework along with local students and taught by local professors. Most exchange programs are semester-length or year-long opportunities.

As a complimentary portion of the exchange program, GAP welcomes over 100 international visiting exchange students from partner universities abroad. The students are included in ISSS orientation and general orientation, where applicable. The presence of these students highlights the diverse nature and openness of the UAlbany campus community. These students bring with them a wealth of experiences and perspectives that expand the discourse into the classrooms.

*Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #3; Engagement & Service #2*

**UAlbany in Madrid** - UAlbany has maintained a presence in Madrid for over 50 years. An integral part of the UAlbany experience is spending a semester or summer on the UAlbany in Madrid program. No prior study of the Spanish language is required and there is a variety of courses and academic tracks to choose from, including coursework taught by UAlbany faculty in the summer and optional internships in semester-length program. Students may choose to psychology, communication, statistics, art history, politics and more while at UAlbany in Madrid.

*Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2*

**Study Abroad Programs** - Study abroad programs are arrangements with overseas universities, institutes, and other educational entities in which students complete part of their degree requirements through educational activities outside the United States. Study abroad programs tend to exist in locations where an exchange program is not feasible, because coursework in English is not readily available or because a higher level of student support is required or desired. Study abroad programs can vary widely in cost, length, and type of coursework available. UAlbany offers a variety of study abroad programs during the semester (fall/spring/academic year), winter session, spring break, and summer terms. Some study abroad programs offer language training and/or excursions and activities.

*Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2*

**International Faculty-led Programs** - Faculty-led programs abroad are targeted opportunities for students to learn from UAlbany faculty experts in a particular field while traveling abroad to locations that are particularly relevant to that field. The wide breadth of faculty led program options available is continually updated and refreshed.

*Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2*

**International Applied Learning Programs** - International Applied Learning programs include opportunities to intern or conduct service or research abroad. Internships are work-related learning experiences intended to develop hands-on skills within a certain occupational field. International internships provides students with real-world, hands-on training, mentorship, and professional experience in their field of study. They also afford exposure to international business and culture, through which students gain valuable knowledge of other customs while increasing their self-confidence, characteristics often desired by prospective employers. Examples of placements include partner university labs, businesses, NGOs and not-for-profits, as well as IT, media, and design firms. Students with the greatest fluency in the local language have access to the greatest variety of internship placement options. Internships may range from part-time to full-time and from a few weeks to an academic year. International projects at universities and research institutes prepare students for a future of research, which includes increasingly multi-sited and interdisciplinary projects and teams. STEM laboratories, environmental science field sites, archives, museums, and city streets are a few examples of where students can make discoveries and solve problems under the supervision of faculty experts from UAlbany and partner universities. Project duration and location vary widely, although summer is the most common time to research abroad. Service learning is a process by which students learn by doing and experience personal development through organized volunteer activities. When actively participating in projects driven by local community priorities, students apply their skills and knowledge in real-life situations, while gaining valuable hands-on work experience. GAP also plays a pivotal role in the program.
management and student application processes of UAlbany’s two NSF PIRE (National Science Foundation Partnership in International Research and Education) projects.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Research Excellence #2; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2

**Distinguished International Scholarships and Fellowships**

CIEGS supports UAlbany undergraduate and graduate students in their application processes for distinguished international scholarship and fellowship awards and grants. Staff in Global Academic programs provide students and recent alumni with advising and assistance throughout the application process. Managed awards include the Fulbright US Student Program, Critical Language Scholarship program, Schwarzman Scholars program, and NSEP Boren Fellowships, among others. Fulbright applicants are also supported by the Fulbright Faculty Liaison Working Group, chaired by GAP staff.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Research Excellence #2; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2

**Global Distinction Milestone**

Global Distinction is a milestone entry to appear on the bottom of University at Albany undergraduate students’ transcripts, in recognition of an integrated set of intentional academic experiences, including (A) globally-focused and (B) language coursework, and (C) international immersion, including a study abroad semester and an 8-10 week internship or research abroad. Students who receive the Global Distinction milestone are distinguished for the global orientation of their academic pursuits, regardless of their Major, Minor, or GPA (if in good academic standing). Global Distinction Candidates are guided through exploring, experiencing, and excelling along their unique paths towards their future professions, all while completing their degree on-time and within their means.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Research Excellence #2; Diversity & Inclusion #2, #3; Internationalization #1, #2, #3; Engagement & Service #2

**International Studies Minor**

With two tracks from which to choose, the International Studies Minor requires students to complete 18 credits within select disciplines (i.e.: AFS, ANT, EAS, GLO, GOG, HIS, LCS, LIN, LLC, PAD, POS, SOC, SPH, USP, WSS), 9 of which must be upper-level (300-400). Students who pursue the International Development Studies track explore the causes and consequences of development, underdevelopment and overdevelopment in communities, and in engaging in real-world problem-solving. Students who pursue the Cultural and Social Area Studies track combine 6 to 12 credits from any UAlbany study abroad program with an additional 6 to 12 credits completed on the UAlbany campus, to create a customized, unique blend of interdisciplinary, cross-cultural studies, including foreign language study.

**Strategic Plan Alignments:** Student Success #1, #2, #3; Research Excellence #3; Diversity & Inclusion #2, #3; Internationalization #1, #3; Engagement and Service #2

**Records and Registration**

Working closely with the Registrar, GAP manages the records and registrations processes for its education abroad students attending UAlbany or other SUNY programs. This includes registering students for their placeholder courses while abroad, analyzing grades received abroad to establish and assign grade equivalencies and creating transcript supplements for all students.

**Strategic Plan Alignments:** Student Success #3, Internationalization #1, #3; Engagement & Service #2

**Student Support**

**Advisement**- Global Academic Programs provides student advisement for both incoming visiting international exchange students and outgoing U.S. education abroad participants – from the initial point of interest, throughout the application process, during the pre-departure phase and orientation, throughout the duration of the program, as well as reentry programming for returning students. GAP staff provides holistic advisement for students by taking into account academic, financial, wellness, and immigration related concerns and questions. GAP staff also provides advisement for UAlbany
students applying for and participating in education abroad programs administered by other SUNY campuses and non-SUNY campuses. In addition, all outgoing students are advised about opportunities to obtain financial aid and/or scholarship funding for education abroad.

**Strategic Plan Alignments: Student Success #2, #3; Research Excellence #2; Internationalization #1, #3**

**Admissions**- GAP staff reviews student applications for education abroad programs, prepares appropriate data for selection committees and/or faculty leaders, and provides applicants with timely notification of admission/recommendation for specific programs. GAP staff facilitate the registration of outgoing students for education abroad (GINS) credit and assists incoming visiting international exchange students in registering for on-campus classes at UAlbany.

**Strategic Plan Alignments: Student Success #2; Internationalization #3; Engagement & Service #2**

**Immigration**- GAP staff disseminate accurate information on visa requirements and provide guidance in the visa or residency permit application processes. Where applicable, GAP provides batch processing of visas for outgoing students. GAP also understands the J-1 visa obligations for incoming exchange students and provides advisement to students accordingly.

**Strategic Plan Alignments: Internationalization #3; Engagement & Service #2**

**Pre-Departure Orientations**- All outgoing students are required by GAP to complete a mandatory online pre-departure orientation consisting of required readings and assessments to ensure comprehension around three primary themes: “Health & Safety”, “Registration & Grades”, and “Money Management at Home and Abroad”. In addition, students must participate in a mandatory program-specific pre-departure orientation. Similarly, incoming exchange students are provided with online pre-departure orientation resources on a range of topics including academics, finances, wellness, immigration regulations, registration, housing, and student activities to help orient them to UAlbany prior to arrival.

**Strategic Plan Alignments: Student Success #2; Internationalization #3**

**Curriculum Internationalization**

**Course Equivalencies**- Working closely with the Registrar and Department Chairs, GAP manages the course equivalency processes for its education abroad students attending UAlbany or other SUNY programs. This includes coordinating with departments and the Registrar to assign course equivalencies before, during, and after a student’s time abroad. In support of curricular internationalization, the entire Undergraduate Bulletin is reviewed for globally-oriented undergraduate courses (in the categories of Transnational, Development, and Culture), language courses, and research seminars, throughout all College and Schools. The result is a 30-page guide that is shared with students and faculty for advisement purposes.

**Strategic Plan Alignments: Student Success #1, #2, #3; Research Excellence #3; Diversity and Inclusion #2, #3; Internationalization #1, #3; Engagement and Service #2**

**Progression Plan Maps**- Using the Advisement Service Center Major Academic Pathways (MAPs), Global Distinction (GD) Progression Plans are developed and periodically reviewed for UAlbany’s Majors. These Progression Plans outline pathways to timely and affordable degree completion, and global career preparation, while accommodating the global academic activities required of Global Distinction Candidates. Students are shown best semesters and institutions to study and intern or research abroad, and to begin, continue, and capitalize on language training. GD MAPs are presented to Undergraduate Directors for approval and amendments, posted publically, and used in academic advising.

**Strategic Plan Alignments: Student Success #1, #2, #3; Research Excellence #2; Internationalization #1, #3; Engagement & Service #2**

**Collaborative Online International Learning** - Collaborative Online International Learning (COIL), a form of virtual exchange, is a method to internationalize teaching and learning. COIL is a cost-effective and accessible use of technology that advance global learning, intercultural skills acquisition, and cross-border collaboration for UAlbany students. As part of the SUNY COIL Center network, the Director of Global Academic Programs serves as UAlbany’s COIL Coordinator. This role includes recruiting faculty, supporting UAlbany and partner university faculty through the matching and course
development processes, trouble-shooting institutional barriers, and highlighting the student benefits to faculty, students, and senior academic stakeholders. UAlbany is a respected leader within the SUNY COIL system, as evidenced by regular SUNY COIL Center consultation of GAP for research on pedagogy, hosting SUNY-wide meetings, and serving on job searches. The AVP of GAP engages in COIL research and the Director of GAP encourages COIL research among COIL-ing faculty.

Strategic Plan Alignments: Student Success #1, #2, #3; Research #2, #3; Internationalization #1, #2, #3; Diversity & Inclusion #2, #3; Engagement & Service #2

**Finance**

**Scholarship Management** - CIEGS is committed to assisting students with the opportunity to pursue education abroad opportunities, regardless of financial circumstances. GAP administers the Bridge the GAP scholarship to recognize UAlbany students with a strong academic record and financial challenges who are participating in a qualifying SUNY education abroad program. GAP promotes this internal scholarship opportunity to students, manages the application process, and assembles a committee to select the awardees. GAP also collaborates with the UAlbany Foundation to secure financial gifts to support education abroad.

Strategic Plan Alignments: Student Success #2, #3; Internationalization #3

**Billing** - GAP provides an Estimate of Costs for each education abroad program, which are available on the individual program webpages. The Estimate of Costs includes amounts payable to UAlbany such as tuition, fees plus anticipated out-of-pocket expenses such as housing, meals, airfare, books, and personal expenses. Using the IAS/PeopleSoft system, GAP adds billable charges to individual student accounts, such as Education Abroad Program Charges, Education Abroad Differential, and SUNY mandatory health and medivac insurance. Students are notified of these charges and make payment using the UAlbany e-pay system. Additionally, when required, GAP manages payments to universities abroad.

Strategic Plan Alignments: Internationalization #3, Engagement & Service #2

**Outreach**

**Campus Outreach** - Global Academic Programs works with academic colleges and departments, as well as administrative and student service and support units across campus, to increase the number of students studying abroad and to support incoming international students. A combination of methods are deployed, including email, list servs, print brochures/flyers, in-person meetings, presentations, and committee work.

Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2, #3; Internationalization #1, #3; Engagement & Service #2

**Albany International Representatives** - Albany International Representatives (AIRS) are returned education abroad students, who have volunteered their time to advise students and promote education abroad. The AIRs program provides recent UAlbany Study Abroad alumni a platform to spread their contagious enthusiasm for study abroad. These students are wonderful sources of information what it is like to live and study in the host country as a student. AIRs work to inform and inspire prospective study abroad students and help make their study abroad plans a reality. AIRs can be found at education abroad events around campus, in dormitories, and at student orientation events.

Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2, #3; Internationalization #3

**Re-Entry Programming** - The annual Capital Region EVOLVE Conference brings together study abroad returnees from the Greater Capital District to help them unpack and reap the full benefits of their varied international experiences. Each year, the conference features a keynote speaker, a variety of consecutive sessions, lunchtime discussion groups, and ample opportunities for networking with peers, speakers, and sponsors.

Strategic Plan Alignments: Student Success #2; Diversity & Inclusion #2, #3; Internationalization #3; Engagement & Service #2

**Social Media** - A continually developing social media presence is an integral method of attracting and recruiting students to study abroad programming and the broader cultural world. GAP maintains active Facebook, Instagram, and Twitter feeds, including an integration feature with the Education Abroad website.
Strategic Plan Alignments: Diversity & Inclusion #2, #3; Internationalization #3; Engagement & Service #2

International Partner Site Visits- UAlbany values its many partnerships with higher education institutions around the world. Building and sustaining these international linkages is critical to the achievement of our vision of becoming a leading global university. Therefore, international visitors to our campus are well received and afforded culturally relevant courtesies and considerations. GAP provides a letter of invitation outlining financial responsibilities of both the University and the guest, liaises with departments and units across campus to develop an itinerary for the visitor, provides logistical support to the guest such as accommodation and transportation, and helps ensure a successful and productive experience for all parties. In AY17/18, GAP welcomed more than 15 international visitors.

Strategic Plan Alignments: Student Success #2, #3; Research Excellence #2, #3; Internationalization #3, #2; Engagement & Service #2

Education Abroad Risk Management

On-call Support- Although most students experience no emergencies or crises while abroad, it is still important to be prepared. What could be considered a minor emergency at home can easily become more difficult to handle while abroad. Major emergencies tend to be events outside of student and university control. Some unpredictable, major emergencies that could occur abroad include natural disasters, such as earthquakes and hurricanes, acts of terrorism, and serious medical problems.

Strategic Plan Alignments: Student Success #2; Internationalization #3; Engagement & Service #2

Health and Safety Pre-Departure Orientation- GAP ensures 100% compliance and satisfactory assessment results for the online health and safety pre-departure orientation across all students, which results in a more informed and aware student population. The health and safety orientation is divided into ten parts, including sections on “Taking Care of Your Health”, “Personal Safety”, “Travel Safety”, “Drugs and Alcohol”, “Gender and Sexuality”, “Health Insurance”, and “Responding to Emergencies”.

Strategic Plan Alignments: Student Success #2; Internationalization #3

International Health Insurance- The State University of New York contracts with United HealthCare to provide outgoing and incoming students with service and protection in the event of illness or injury while participating on a SUNY education abroad program. All students are automatically enrolled in and billed for this mandatory SUNY health insurance by GAP and CIEGS staff. The plan provides unlimited coverage for medically necessary expenses, including preventative care, prescription drugs, mental health, emergency medical evacuation, and repatriation services.

Strategic Plan Alignments: Student Success #2; Internationalization #3

Program Review and Evaluation- Education Abroad programs are evaluated on a regular basis and feedback is collected from a variety of sources including academic faculty and student participants. Based on the data collected, recommendations and changes are implemented.

Strategic Plan Alignments: Student Success #1, #2, #3; Diversity & Inclusion #3; Internationalization #1, #2, #3; Engagement & Service #2

Study Abroad DOS Travel Review Committee- GAP convenes a Travel Advisory Committee made up of faculty and staff from across campus with expertise in international risk management. The committee meets periodically to review proposed education abroad programs operating in countries and regions with a U.S. Department of State advisory level of 3 or higher.

Strategic Plan Alignments: Student Success #2; Internationalization #3; Engagement & Service #2

INTENSIVE ENGLISH LANGUAGE PROGRAM

ESL Programs:

Core ESL Program- The Intensive English Language Program (IELP) offers ESL Classes every 4-week and 8-weeks with ten entry points throughout the year. The program is engaged year round in recruiting, marketing, advising, instruction, rolling orientations, graduations, and group and custom programs at any time of the year.
Although all IELP Classes can lead to the university and are a pathway to academic study, students whose goal is to study at UAlbany can choose from several specific Pathway Programs:

- **FAST-TRACK PATHWAY WITH CONDITIONAL ADMISSIONS** – Students who complete the IELP successfully at the Advanced 2 level can enter the university directly. Students may also receive pre-placement in an Advanced IELP Level with sufficient TOEFL/IELTS scores. This pathway is affordable and fast. It takes only one semester to enter the university. This is also one of the most popular pathways with students.

- **GUIDED PATHWAY** – Students take an academic class as Advanced Level IELP Students for one semester for credit with assistance, support and guidance from IELP faculty.

- **CONCURRENT ENROLLMENT** – Concurrent Enrollment allows non-degree students to take IELP classes and UAlbany courses at the same time to experience the American education system and to improve English skills.

- **ACADEMIC AND LANGUAGE SKILLS BOOT CAMP** – This four-day intensive course is designed for International Students who will begin their Academic Studies at UAlbany in the fall or spring. Students learn key skills that promote success in university study for a broad range of majors.

**Group and Custom Programs** - The IELP welcomed over 15 different group and custom programs in 2017-2018. This is up from only 5 Group and Custom programs in 2016-2017. These programs provide unique training, programming, activities, dates, durations and other customization. Group and Custom Programs constitute the fastest growing segment of the IELP and are a helpful source of revenue. They provide a strategic partnership for UAlbany with many leading universities and institutions around the world.

**ESP Programs** - ESP stands for English for Specific Purposes. Some of our Group and Custom Programs are ESP programs. Some students want to engage in the English language of a profession or area of leadership. Business English is a common ESP program for the IELP but now the field of ESP is expanding and the IELP has offered a number of ESP programs including, English for Engineering, Science and Technology, Medical English and English for Health Care, Business and Leadership, English through American History, Art, and Film, and a Business Executive Program. The IELP has been putting together ESP programs for groups coming in 2019 for Airline Hospitality, English for Tourism, English for Homeland Security, Emergency Preparedness and Police English, and Innovation and Leadership. ESP programs are enriched by presentations from experts and site visits and field trips to places of interest. There are hundreds of ESP areas and the field of ESP is growing rapidly as a Mega Trend in the field of ESL.

**“Showcase” Programs** - The IELP provides group and custom programs and ESP programs that dovetail nicely with discipline areas and majors within the university. Whenever the IELP hosts a program like this we seek to “showcase” the department or college that offers the graduate or undergraduate degree in this area. For example, the IELP has hosted business and health care programs and created a seamless bridge to those departments for academic presentations as well as recruitment presentations. The IELP is always looking to strategically create and link ESP programs to academic units and disciplines at U-Albany.

**“Study Abroad at the IELP” Programs Where Students Earn Credit at Home Institutions** - Most people think of Study Abroad as American going abroad to study. But many university students come to the United States and into the IELP for their study abroad program and experience. Starting in 2016 the IELP has welcomed groups of students from twelve overseas universities and these students have received credit back at their home institutions for their IELP programs of study. These “Study Abroad at the IELP” programs are vital links to great universities around the world. Some of these overseas universities are only linked to the IELP while others have a wide menu of linkages and areas of collaboration. Many university partners overseas may be interested in sending students to the IELP and all are welcome. “Study Abroad at the IELP” programs typically vary from 3 or 4 weeks to a semester or two semesters in duration.

**Teacher Training Programs** - The IELP welcomes groups of teachers from around the world for Teacher Training programs. Teaching English as a second, new or foreign language is a trend taking the world by storm. English is the largest second language in the world. Some English teachers from different countries travel to UAlbany for short training courses from ESL practitioners in the IELP. They come to learn new teaching methods and techniques, to learn about American culture, and to improve personal English language skills. The IELP provides teacher training programs every summer.
Creating an English Eco-System for students

The IELP provides 20 hours of intensive English every week in the classroom and a large menu of language use and practice outside of the classroom through social, cultural and language activities, language services, language clubs, world-class field trips, and American homestays. The English Eco-System designed by the IELP enables students to be part of a language learning community, to explore culture, to use language, and to make friendships. This rich and vibrant English Eco-System designed by the IELP helps students learn language faster, increases retention, fosters a sense of belonging, and makes students feel welcome and appreciated. The English Eco-System for IELP students is attractive to many university and institutional partners and is often mentioned as one of the reasons they choose our program.

IELP Communications and Marketing

The IELP engages in broad marketing approaches for the regular program and in targeted marketing approaches for ESP, Group and Custom programs, and Study Abroad at the IELP programs, through the creation of unique marketing pieces designed specifically for a particular partner. The Associate Vice Provost works closely with the IELP Leadership Team to develop unique ESP, Group and Custom Programs and other programs and then designs marketing pieces with the Communications and Marketing coordinator for maximum impact. This is a highly affordable approach to marketing and it is working with our many new partners. Agents are pleased with the materials that are produced with them in mind as the agents reach out to potential audiences and individual students. The IELP works closely with Undergraduate International Admissions and Graduate Admissions and with all students who receive conditional admissions.

IELP Advising and Orientation

The IELP provides academic advising, immigration advising, and communicates with students prior to arrival and up to after graduation. Orientation sessions and workshops are planned for students upon arrival and throughout their study in the IELP.

Strategic Plan Alignments: Student Success #2, Diversity and Inclusion #2, #3, Internationalization #1, Engagement and Service #2, #3
Appendix B: UAlbany Strategic Plan

**Student Success**

By promoting academic achievement and personal growth, we will prepare UAlbany students to succeed in their careers and in all aspects of their lives as engaged citizens.

1. **Invest in academic programs**—both in-person and online—that balance emerging demands of students, employers, and society while cultivating intellectual development, ethical reasoning, and practical skills.

2. **Enhance the student experience in and out of the classroom** through innovative teaching, collaborative support services, and programs that promote student engagement, learning, and well-being.

3. **Integrate teaching and experiential education** through student research, service-learning, education abroad, internship opportunities, and course-based experiences.

**Research Excellence**

Strengthen UAlbany’s research, scholarship, and creative pursuits that address societal challenges, advance human knowledge, and drive innovation and discovery.

1. **Recruit and retain faculty, staff and graduate students** who strongly contribute to distinctive disciplinary and interdisciplinary research programs that drive entrepreneurship, public-private partnerships, and translational application.

2. **Empower faculty, staff and students to engage in innovative research** through an enhanced research infrastructure, including streamlined pre- and post-award support practices.

3. **Identify and support innovative research** opportunities that maintain a balanced research portfolio throughout the disciplines while encouraging collaboration across our programs.

**Diversity & Inclusion**

UAlbany’s diversity—in our people and our ideas—drives excellence in everything that we do.

1. **Recruit and retain faculty, staff, administrators and graduate students** who better reflect the strong multidimensional diversity of our undergraduate students.

2. **Foster an inclusive campus climate** through ongoing learning opportunities that celebrate individual differences, encourage the open and free exchange of diverse ideas, and provide opportunities to engage in constructive dialogue.

3. **Cultivate an inclusive learning environment** by incorporating diversity into curricular and co-curricular activities that use innovative pedagogy and discipline-specific applications—delivered in accessible, inclusive facilities.

**Internationalization**

Prepare our students to be globally engaged citizens while expanding UAlbany’s international visibility and impact.

1. **Ensure our curriculum prepares students to be globally engaged citizens** by identifying intercultural learning opportunities for all disciplines.

2. **Facilitate internationalization across teaching and research** and support those activities through institutional processes.

3. **Increase access to education abroad** opportunities for all students while creating a **supportive campus environment** for international students and scholars.

**Engagement & Service**

UAlbany will continue to serve as an integral regional, national and international partner and anchor institution.

1. **Create publicly engaged scholarship and research** opportunities that address societal challenges through collaborative work in relevant thematic areas.

2. **Serve our communities**—local to global—by facilitating productive and mutually beneficial synergies between UAlbany and regional, state, national, and international partners.

3. **Include and engage neighbors, community members, friends, and alumni** in the life of the University by promoting participation in on-campus events, programs, and activities while encouraging life-long educational pursuits.