

2015

2014-2015 Annual Report - Office of International Programs & Study Abroad & Global Learning

Office of International Programs and Study Abroad & Global Learning

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**OFFICES OF
INTERNATIONAL PROGRAMS
AND
STUDY ABROAD &
GLOBAL LEARNING**

2014-15 ANNUAL REPORT





Marie Angeles, Finance, Switzerland, Spring 2015

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OIP/SAGL 2014-15 ANNUAL REPORT PREPARED BY:

The Offices of Study Abroad & Global Learning (SAGL) and International Programs (OIP)

Special thanks to the Offices of Institutional Research, Scholar Development, and Sponsored Programs for providing data.

A MESSAGE FROM THE CIO-GLOBAL LEARNING

Dear WKU Community:

The 2014-15 academic year saw many gains in our quest for comprehensive internationalization at WKU. In nearly every aspect of internationalization the various measures of effectiveness, e.g., study abroad participation, campus and community involvement in key initiatives like the International Year of... (IYO), and Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS), faculty grants, global programming, and international partnerships, look positive.

In Study Abroad & Global Learning (SAGL), WKU's student enrollment metric is still substantially above the institution's 2017-18 target and although the overall number of students studying abroad dipped slightly this year. The new Institute of International Education (IIE) Open Doors Report has WKU ranked 19th in the nation among master's colleges and universities for total number of study abroad students in 2013-14.¹ Additionally, the institution's study abroad participation rate of 16.80% is considerably higher than the national average of 9.4 percent. Finally, the office's targeted recruiting and financial support through the Diversity Abroad Grant continues to send the message that study abroad is accessible to all students. As a result, WKU's African American/Black participation rate of 5.3% is in line with the national average and the participation of non-traditional (10.7%) and first generation (24.5%) students are trending positively.

The inaugural IYO-Ecuador was a big success with approximately 3,000 individuals attending over 40 campus and community events and, more importantly, nearly 40 separate WKU courses were infused with new or updated Ecuadorian content. Last year also saw the beginning of our IYO-South Africa (IYO-SA). Eleven faculty and staff traveled to South Africa in May and nine faculty members currently serve on the IYO-SA planning committee. These colleagues have been hard at work preparing to share their knowledge of, and

passion for, South Africa with both the WKU and the broader communities, which host WKU campuses.

This report also relates how when not supporting our colleagues working on the various iterations of the IYO... initiative, the Office of International Program's (OIP) team works with faculty and staff across the university to help internationalize both the curriculum and their professional experiences. As a result, the number of international partnerships is up substantially and has already surpassed the 2017-18 strategic goal. Additionally, our Diplomat-in-Residence is making a difference on campus for both students and faculty through his substantial international connections. Finally, OIP has partnered with academic departments and university organizations to support a broad array of international events at WKU (see pages 26-30 in the annual report for details).

In sum, the Offices of International Programs and Study Abroad & Global Learning are supporting the international academic and professional goals of hundreds of students, faculty, and staff, and helping educate thousands more, across all WKU campuses. Our passion is investing in and assisting colleagues to achieve their international dreams and aspirations. This annual report provides data and narrative evidence of WKU's progress towards comprehensive internationalization. Please enjoy reading the report.

Sincerely,

Craig T. Cobane

Craig T. Cobane, Ph. D.
Chief International Officer – Global Learning

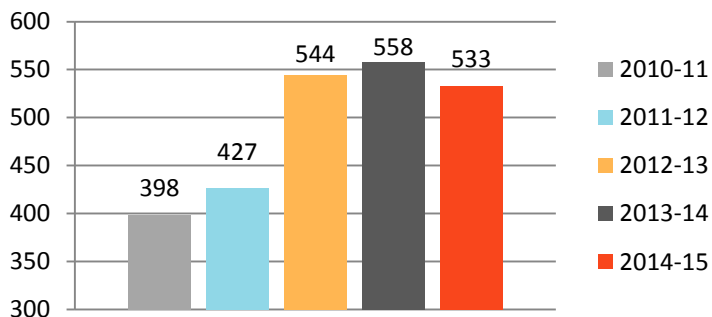
STUDENTS ABROAD: EDUCATION ABROAD PARTICIPATION²

Study abroad participation among WKU students has increased 33.9% since 2010-11, a rate of growth almost three times the national rate of 12.5%³.

Following several years of a steady rate of climb in education abroad participation, the number of WKU students studying abroad decreased by 4.5% in 2014-15. Multiple factors contributed to this decline. For one, some programs that were particularly popular in 2013-14 (including Toppers at Sea, Chinese Language and Culture Odyssey in Taiwan, Partners in Caring-Kenya, and two faculty-led programs to Australia) were not offered in 2014-15. In addition, the number of participants in international student teaching declined by over 34% during this time period. Lastly, it is also worth noting that the total number of degree-seeking undergraduate and graduate students at WKU declined by 2.9% from fall 2013 to fall 2014⁴, resulting in a smaller pool of students eligible to study abroad.

In an effort to maintain consistency in the reporting and analysis of data, the OIP/SAGL Annual Report utilizes *Open Doors* standards for counting education abroad participants; this means that Gatton Academy, international, and non-degree-seeking students who studied abroad are *not* included in participant counts in this report.

NUMBER OF STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS



STUDENT PROFILE

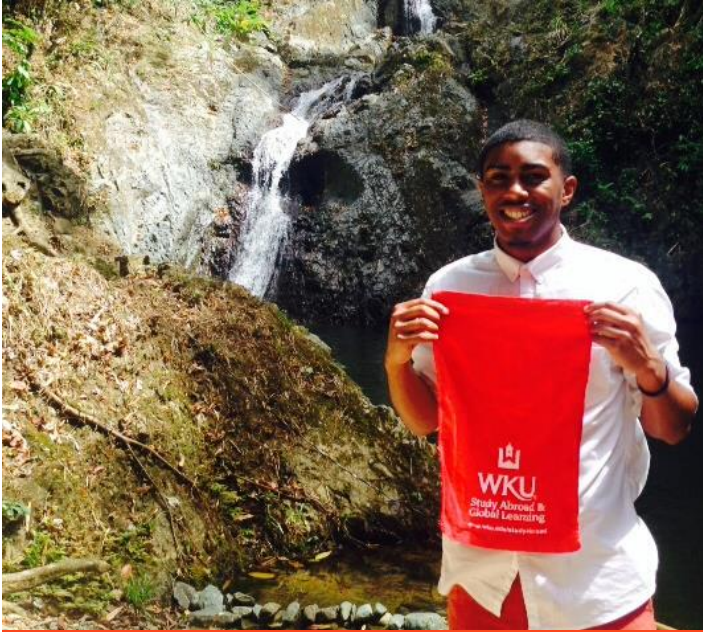
NAME/MAJOR: Hannah Garland/ International Affairs & Asian Cultures and Religions; Chinese Flagship Program

PROGRAM: CIEE Communications, Business, and Political Economy in Taipei, Taiwan (Spring 2015)

"My most memorable experience of studying abroad was simply the small every day opportunities of living life in another culture. Being able to join conversations with Taiwanese students and just live university life with them was an unforgettable experience. Some of my favorite times in Taiwan were the rainy afternoons spent at coffee shops chatting with Taiwanese classmates about our daily lives."



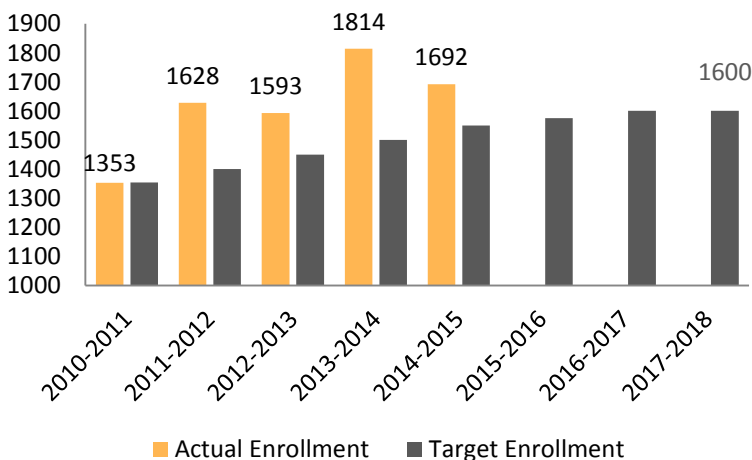
STUDENTS ABROAD: EDUCATION ABROAD PARTICIPATION



Marcus Stubbs, Family Studies, Trinidad and Tobago,
Summer 2015

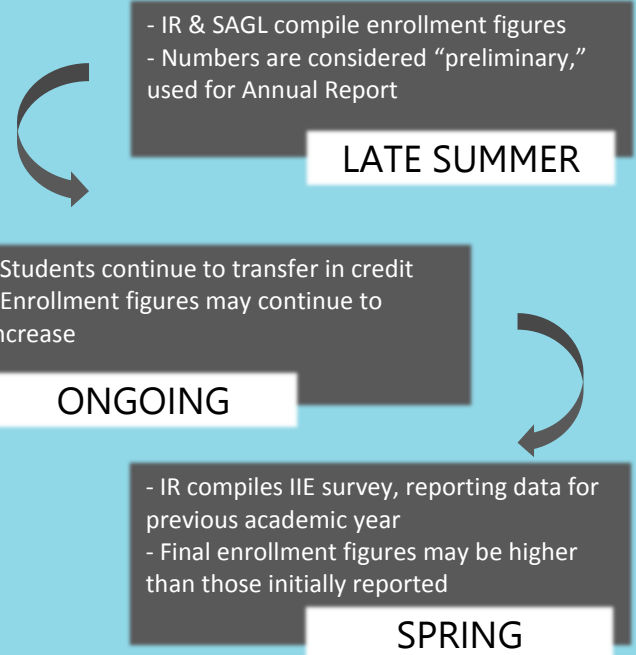
WKU’s “education abroad enrollments,” defined as the number of individual courses taken by WKU degree- and non-degree seeking and non-WKU KIIS and CCSA students while participating in a credit-bearing program abroad, remain ahead of both annual and end targets set forth in the *Challenging the Spirit* Action Plan. Like WKU’s overall credit-bearing participation number, this count saw a similar decline this year (1,814 in 2013-14 to 1,692 in 2014-15⁷, a drop of 6.7%), but it nevertheless exceeded the target enrollment number by 9.2%.

TARGET EDUCATION ABROAD ENROLLMENT



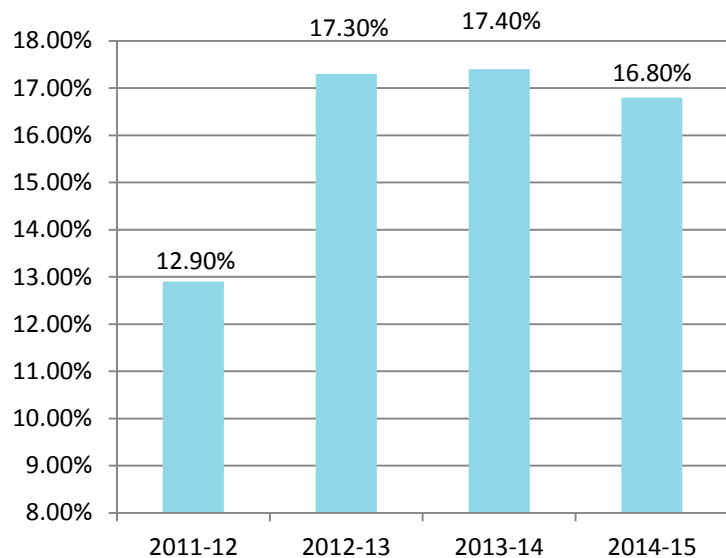
Adjustments to Reported Numbers

This year’s Annual Report includes corrections to the number of education abroad participants that have been reported in the past. Each year in the late summer, the Office of Institutional Research (IR) compiles data based on *current* education abroad enrollments for inclusion in the Annual Report. The following spring, data for the previous year are then reported to the Institute for International Education (IIE) for the annual *Open Doors* report.⁵ By that time, the official number of education abroad participants for the previous academic year has usually increased, due primarily to credits being transferred in the intervening period.⁶ This year’s correction was necessary because last year’s Annual Report included the *preliminary* enrollment figures that had originally been reported for each year, rather than the *final* (and official) enrollment figures that were subsequently reported to IIE. In an effort to standardize our data reporting, this year’s Annual Report provides corrected enrollment figures that correspond to those reported to IIE for each year prior to 2014-15. By contrast, all reported figures for 2014-15 should be considered preliminary and will be updated in next year’s Annual Report.



STUDENTS ABROAD: EDUCATION ABROAD PARTICIPATION

UNDERGRADUATE PARTICIPATION RATE



According to the 2014 *Open Doors* report, 9.4% of all U.S. undergraduates studied abroad during their degree program.⁸ WKU's current participation rate – at 16.8% – is significantly higher. The *Open Doors* participation rate is determined by dividing the number of undergraduate study abroad participants (e.g., 485 in 2014-15)⁹ by the total number of undergraduate degrees¹⁰ conferred in a given year (e.g. 2,884 in 2014-15).



STUDENT PROFILE

NAME/MAJOR:

Matt Lawson/ International Affairs & Spanish

PROGRAM:

Sol Education Abroad Costa Rica, (Summer 2014);
Argentina, (Summer 2013)

"I am definitely much stronger and more independent. It is scary to take that leap of faith and go on a program abroad in which you do not know anyone else going with you. This can be the most rewarding part, though; you make new friendships and grow as a person."

What's
NEW

Identifying Barriers to Education Abroad

SAGL will collect information about students' education abroad plans at their time of enrollment, and conduct a survey to determine what kept them from pursuing those plans if they did not go abroad.

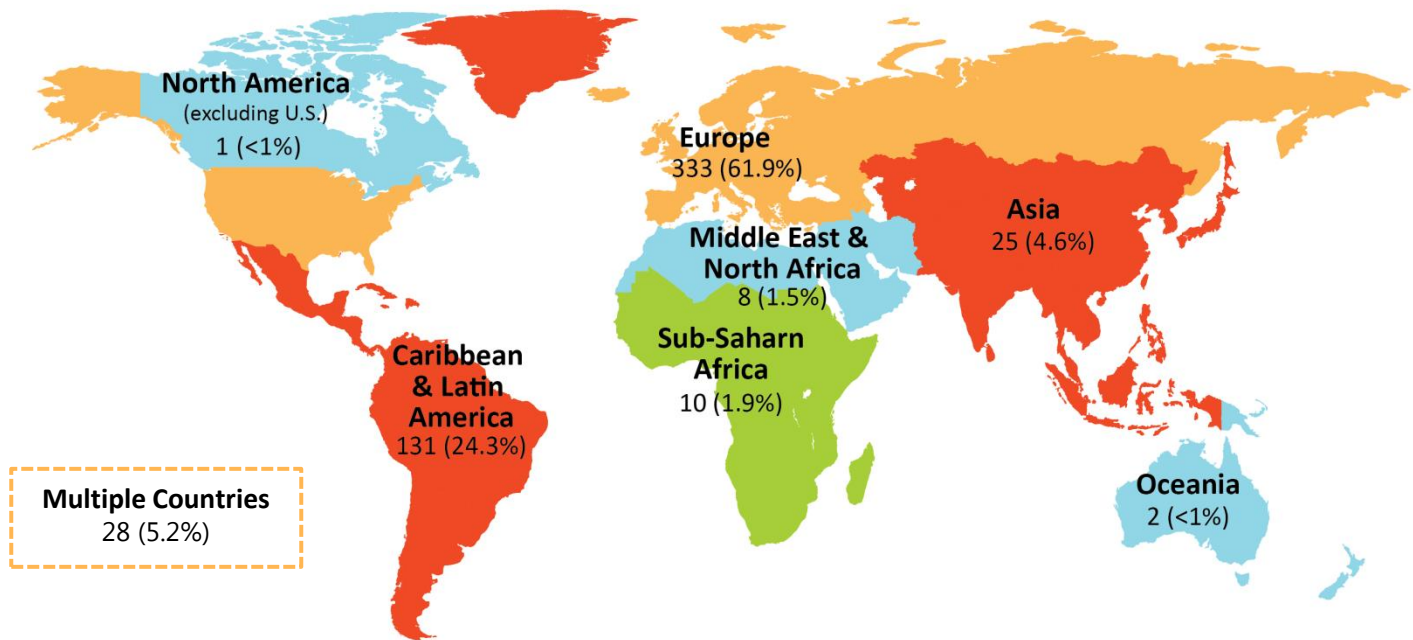
What's
NEXT

Integrating Education Abroad into the Curriculum

SAGL will begin working with the colleges and individual academic departments on the process of curriculum integration, which may lead to the development of alternative approaches to education abroad advising.

STUDENTS ABROAD: DESTINATIONS

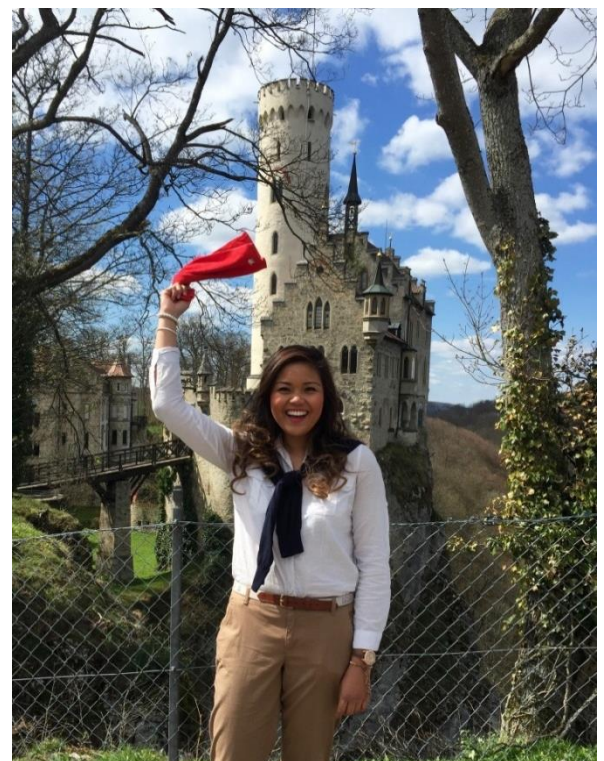
EDUCATION ABROAD PARTICIPATION BY PROGRAM DESTINATION



NOTE: Unlike all other sections of this report, "Destinations" counts students multiple times if they studied abroad more than once during the academic year. For 2014-15 five students did so, which results in a total here (538) that is higher than the total listed in all other sections of this report (533).

Although WKU's education abroad participation by region largely mirrors national trends, the Caribbean & Latin America continues to hold particular appeal for WKU students. In fact, in 2014-15 study abroad participation in programs in this region increased 14.9%. Nationally, approximately 16% of students who study abroad do so in Latin America¹¹, whereas at WKU that rate is just over 24%. This is due to the University's long-standing relationship with its partner institution in Ecuador, the Universidad San Francisco de Quito, as well as significant faculty engagement with programs in Costa Rica, Ecuador, Belize, and Trinidad & Tobago, in particular. Thanks to these close connections, as well as the success of the inaugural International Year Of... program and its focus on Ecuador, the university can anticipate continued interest in this region in the coming years.

Another noteworthy area of growth is in the Middle East and North Africa. Although numbers are still small overall, participation increased 60% in 2014-15. Driven by interest in the university's new Arabic major, SAGL is advising increasing numbers of students about programs in Jordan and Morocco.



Marie Angeles, Finance, Germany, Spring 2015

STUDENTS ABROAD: DESTINATIONS

In many ways, the list of destinations most popular among WKU students is reflective of national trends—with some notable exceptions. One example is Ecuador: 8.4% of WKU students who studied abroad in 2014-15 did so in Ecuador, whereas only 1.2% of study abroad students nationwide chose Ecuador as their destination.¹³ This difference is attributable to WKU’s long-standing ties to Ecuador, including faculty-led study abroad programs (FLSAs) and an institutional partnership. WKU students’ interest in the Netherlands is likewise due to the popularity of recurring FLSAs.

TOP 10 COUNTRY DESTINATIONS IN 2014-15 BY NUMBER OF STUDENTS

	Country	Students (% of total)	National Rank ¹²
1	United Kingdom	71 (13.2%)	1
2	Spain	66 (12.3%)	3
3	Italy	56 (10.4%)	2
4	Ecuador	45 (8.4%)	17
5	Ireland	28 (5.2%)	9
6	Costa Rica	27 (5.0%)	7
7	Germany	24 (4.5%)	6
	Netherlands	24 (4.5%)	25
9	Belize	21 (3.9%)	n/a
10	Greece	16 (3.0%)	n/a

“I grew up in a conservative and sheltered school system. When I look back, I appreciate the secondary education I received, but I realize how much it didn’t teach me about people; it **was studying abroad that opened my eyes to the world around me.**”

IAN DOWTY, BROADCASTING
STUDY ABROAD ALUMNUS



Andrea Ewen (left), Nursing, Tanzania, Summer 2015

What's
NEW

Semester-long Education Abroad Opportunities

A new exchange agreement with the University of East Anglia in Norwich, England, which SAGL expects to finalize in the next few months, will contribute to an ongoing student interest in the United Kingdom and provide students with an additional cost-effective option at a world class university.

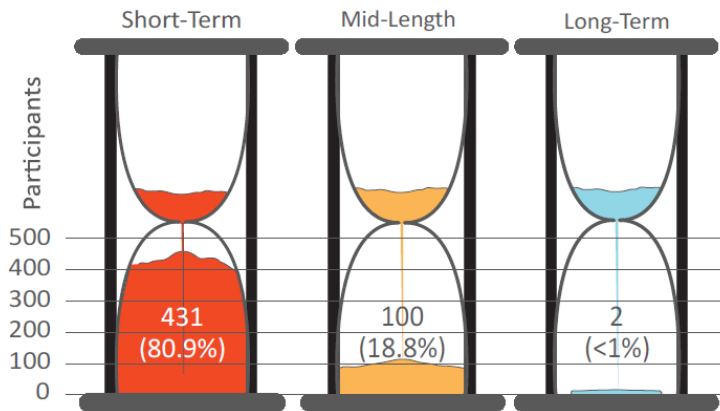
What's
NEXT

New Option at Harlaxton College

The large number of students who choose to study in the United Kingdom is due primarily to WKU’s longstanding affiliation with the University of Evansville’s program at Harlaxton College. Thanks in part to a new WKU-initiated program for biology majors, WKU can expect interest in Harlaxton to remain strong.

STUDENTS ABROAD: DURATION AND PROGRAM TYPE

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD BY DURATION OF PROGRAM



PROGRAM LENGTH DEFINITIONS

Short-term: Includes most summer and winter-term programs, as well as international student teaching assignments.

Mid-length: Includes full semester programs and summer programs longer than 8 weeks.

Long-term: Includes only academic year programs.



Kaylin Walker, Social Work, Belize, Winter 2015

While nationwide trends also point to increasing interest in short-term programs (and decreasing interest in semester- or year-long programs), WKU's participation rate in summer and winter-term programs outpaces the national rate by more than 20 percentage points.¹⁴ WKU faculty engagement has a significant impact on the large number of students who choose to participate in short-term education abroad programs each year, and the number of students pursuing faculty-led study abroad programs (FLSAs) underscores that notion. For three consecutive years, FLSAs have been the most popular study abroad option for WKU students, accounting for close to half of the total number of WKU students who studied abroad in 2014-15. When KIIS and CCSA participation numbers are factored in – programs in which WKU faculty are frequently involved – this preference is even more clearly demonstrated (with combined participation accounting for 64% of the overall total). It is also worth noting that – contrary to common assumption – not all summer programs are short-term programs: in the summer of 2015, seven WKU students studied abroad for longer than eight weeks.

EDUCATION ABROAD QUICK FACTS FOR 2014-15

24.5% OF EDUCATION ABROAD PARTICIPANTS WERE FIRST-GENERATION STUDENTS

10.7% OF EDUCATION ABROAD PARTICIPANTS WERE NON-TRADITIONAL STUDENTS

6.9% OF EDUCATION ABROAD PARTICIPANTS WERE FROM THE APPALACHIAN REGION

87 DIFFERENT MAJORS WERE REPRESENTED BY EDUCATION ABROAD PARTICIPANTS (A 7.4% INCREASE OVER LAST YEAR)

16.1% OF EDUCATION ABROAD PARTICIPANTS HAD STUDIED ABROAD PREVIOUSLY

36.8% OF EDUCATION ABROAD PARTICIPANTS WERE STUDENTS IN THE HONORS COLLEGE

STUDENTS ABROAD: DURATION AND PROGRAM TYPE

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD BY PROGRAM TYPE

Program	2011-12	2012-13	2013-14	2014-15
Faculty-Led	135 (31.6%)	268 (49.3%)	227 (40.7%)	257 (48.2%) ↑
CCSA	7 (1.6%)	19 (3.5%)	9 (1.6%)	25 (4.7%) ↑
KIIS	66 (15.5%)	56 (10.3%)	55 (9.9%)	59 (11.1%) ↑
Exchange	26 (6.1%)	19 (3.5%)	24 (4.3%)	11 (2.1%) ↓
Harlaxton	47 (11%)	52 (9.6%)	55 (9.9%)	47 (8.8%) ↓
Semester at Sea	8 (1.9%)	4 (<1%)	5 (<1%)	6 (1.1%) ↑
Student Teaching	**	**	88 (15.8%)	58 (10.9%) ↓
Other	138 (32.3%)	126 (23.2%)	95 (17%)	70 (13.1%) ↓
Total	427 (100%)	544 (100%)	558 (100%)	533 (100%)



Alexandria Knipp, International Affairs & Arabic,
Turkey, Summer 2015

A hallmark of WKU’s internationalization efforts, international student teaching is offered through the College of Education and Behavioral Sciences (CEBS) and provides future teachers with the critical exposure to other cultures that will serve them well in classrooms in Kentucky and beyond. Note that prior to 2013-14, students participating in international student teaching were included in the “other” program type. In an effort to more accurately identify (and learn from) trends, “student teaching” is now listed as a separate category. While participation in international student teaching declined this year, CEBS continues to develop relationships with schools around the world, thereby ensuring that WKU students will have a range of placements to choose from that meet their individual academic and career goals.

STUDENT PROFILE

NAME/MAJOR: Callie Mobley/ History & Spanish
PROGRAM: ISA Cusco, Peru (Spring 2015); ISEP Johannesburg, South Africa (Fall 2013)

“The most important thing I have learned from studying abroad is to be open-minded. You open yourself up to a lot of incredible experiences when you reserve judgement. When you are living in a place you have the opportunity to learn their culture, language, history, or whichever aspects you choose to study, in a way which you never could from a classroom at home.”



STUDENTS ABROAD: BY COLLEGE

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY COLLEGE¹⁵

College	2011-12	2012-13	2013-14	2014-15
Potter College of Arts & Letters	139 (32.6%)	224 (41.2%)	198 (35.5%)	200 (37.5%) ↑
Gordon Ford College of Business	44 (10.3%)	52 (9.6%)	67 (12%)	57 (10.7%) ↓
College of Education & Behavioral Sciences	64 (15%)	90 (16.5%)	96 (17.2%)	75 (14.1%) ↓
Exploratory Studies	7 (1.6%)	5 (1%)	4 (<1%)	14 (2.6%) ↑
College of Health & Human Services	44 (10.3%)	64 (11.8%)	73 (13.1%)	77 (14.4%) ↑
University College	5 (1.2%)	6 (1.1%)	17 (3%)	14 (2.6%) ↓
Ogden College of Science & Engineering	124 (29%)	103 (18.9%)	103 (18.5%)	96 (18%) ↓
Total	427 (100%)	544 (100%)	558 (100%)	533 (100%)

Changes to study abroad enrollments at the college-level were modest. While Potter College of Arts & Letters and Ogden College of Science and Engineering continue to lead the field, the College of Health and Human Services is showing consistent upward movement, growing by more than four (4) percentage points since 2011-12.

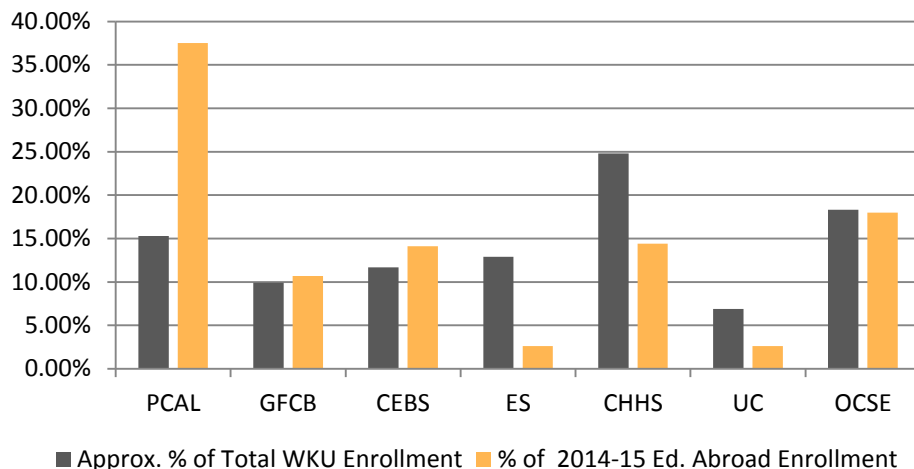
For a comparison of each college's enrollments¹⁶ as a proportion of university-wide enrollment, and by-college education abroad enrollments, please see the following chart.

COLLEGE ENROLLMENTS & EDUCATION ABROAD ENROLLMENTS

Total number of majors represented by education abroad participants in 2014-15:

87

(a 7.4% increase over 2013-14)



STUDENTS ABROAD: FIELDS OF STUDY

STUDENTS PARTICIPATING IN CREDIT- BEARING EDUCATION ABROAD BY FIELD OF STUDY

Field of Study	# of WKU Students ¹⁷	% of WKU Ed. Abroad	2014 <i>Open Doors</i> % ¹⁸
Fine/Applied Arts	85	15.9%	7.8%
Health Sciences	83	15.6%	STEM
Education	67	12.6%	4.0%
Business	66	12.4%	20.4%
Physical/Life Sciences	59	11.1%	STEM
Social Sciences	55	10.3%	22.1%
Humanities	47	8.8%	10.4%
Agricultures	24	4.5%	STEM
Foreign Languages	16	3.0%	4.9%
Exploratory/Undeclared	14	2.6%	2.7%
Engineering	6	1.1%	STEM
Other	6	1.1%	5.2%
Math & Computer Sciences	5	0.9%	STEM



STUDENT PROFILE

NAME/MAJOR: Matt Frazier/ Biophysics & Psychology

PROGRAM: WKU Faculty-Led Ecuador (Winter 2015 & Spring 2013); WKU Faculty-Led Kenya (Winter 2014); Harlaxton College (Fall 2012)

“My experiences abroad have given me a new sense of independence and a greater confidence in myself. My problem-solving skills have drastically improved; I feel as if I could take on any challenge.”

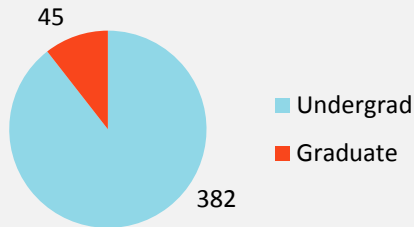
Traditionally considered to be of interest primarily to students of foreign languages and other disciplines within the humanities, education abroad now attracts students from across the academic spectrum. At WKU, distribution of study abroad participants among the various fields of study differs substantially from national trends as reported in *Open Doors*.

Collectively, WKU students majoring in STEM fields (health sciences, physical/life sciences, agriculture, engineering, and math and computer sciences) studied abroad in higher numbers than students in any other field. Note that the *Open Doors* report does not include data about individual STEM fields, but rather reports STEM data in the aggregate. It is notable that 33.2% of WKU students who studied abroad in 2014-15 were majoring in a STEM field, whereas on a national level, STEM students comprised only 22.5% of students who studied abroad. Another area of significant deviation from national trends is in the education field. Education majors at WKU, thanks in large part to the opportunities available through international student teaching, constituted 12.6% of all study abroad enrollments in 2014-15, but only 4% of enrollments nationwide.

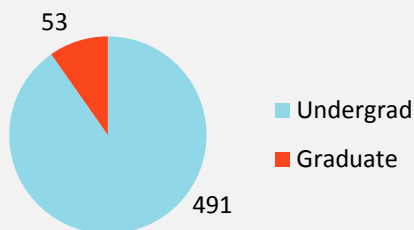
STUDENTS ABROAD: BY DEGREE LEVEL AND YEAR CLASSIFICATION

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY DEGREE LEVEL

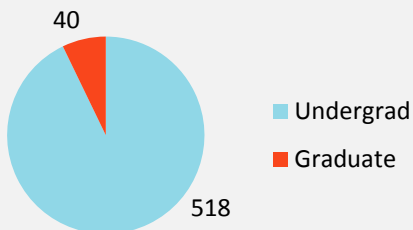
AY 2011-12



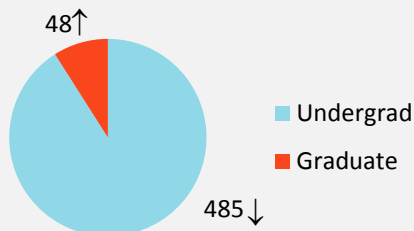
AY 2012-13



AY 2013-14



AY 2014-15



STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY YEAR CLASSIFICATION

Classification	2011-12	2012-13	2013-14	2014-15
Freshman ¹⁹	2 (<1%)	4 (<1%)	8 (1.4%)	2 (<1%) ↓
Sophomore	49 (11.5%)	36 (6.6%)	47 (8.4%)	58 (10.9%) ↑
Junior	105 (24.6%)	117 (21.5%)	145 (26%)	130 (24.4%) ↓
Senior	209 (48.9%)	315 (57.9%)	311 (55.7%)	282 (53%) ↓
Masters	28 (6.6%)	33 (6.1%)	34 (6.1%)	43 (8.1%) ↑
Doctoral	17 (4%)	20 (3.7%)	6 (1.1%)	4 (<1%) ↓
Post Baccalaureate	17 (4%)	19 (3.5%)	7 (1.3%)	13 (2.4%) ↑
Graduate (Certificate)	-	-	-	1 (<1%)
Total	427 (100%)	544 (100%)	558 (100%)	533 (100%)

The proportion of undergraduate education abroad participants to graduate participants has remained relatively stable for the last few years. While *Open Doors* also reports that the overwhelming majority of students who study abroad are undergraduates, the numbers for the U.S. as a whole are slightly different than at WKU (nationwide, undergraduates comprise approximately 86% of education abroad participants, whereas they make up 91% of participants at WKU).²⁰

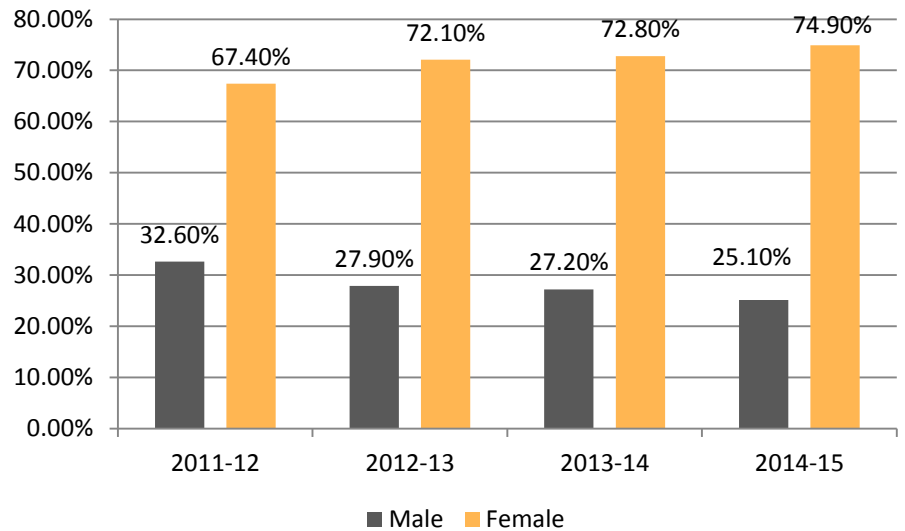


Emily Gerard, Communication Studies, Austria, Summer 2015

STUDENTS ABROAD: BY GENDER

Both at a national level and at WKU, women tend to participate in education abroad programs in larger numbers than men. According to the 2014 *Open Doors* report, 65.3% of study abroad students were women, compared to 34.7% men.²¹ At WKU, while the ratio has changed only slightly each year, it is clear based on the last four years of data that the gap between female and male participation in education abroad continues to widen.

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY GENDER



STUDENT PROFILE

NAME/MAJOR: Jasmon Harris/ Public Health
PROGRAM: KIIS Tanzania Service Learning Program (Summer 2014)

“As an intern, you get real service learning experience unlike anything in the United States. I think my study abroad experience will really make me stand out from others because I have experience in health care in another country.”



What's
NEW

What's
NEXT

Addressing the Gender Imbalance

Given that men constitute 41.9% of the student body at WKU²² but only 25.1% of study abroad participants, it is obvious that we must redouble our efforts to encourage men to consider study abroad as a valuable part of their WKU education. As referenced on page 6 of this report, in the coming year SAGL intends to roll out a survey that will help to identify barriers to education abroad, including reasons why men choose not to study abroad in large numbers. We anticipate that the participation rate of male students in education abroad will also be positively impacted by curriculum integration. SAGL will work with representatives from areas of study that traditionally enroll greater numbers of men to identify academically appropriate education abroad options.

STUDENTS ABROAD: BY RACE/ETHNICITY

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY RACE/ETHNICITY

Race/Ethnicity	2011-12	2012-13	2013-14	2014-15
African-American	13 (3%)	15 (2.8%)	44 (7.9%)	28 (5.3%) ↓
American Indian/Alaska Native	2 (<1%)	1 (<1%)	2 (<1%)	1 (<1%) =
Asian Pacific Islander	4 (<1%)	8 (1.5%)	6 (1.1%)	5 (<1%) ↓
Hispanic/Latino	14 (4%)	14 (2.6%)	10 (1.8%)	19 (3.6%) ↑
Non-reported	6 (1.4%)	8 (1.5%)	6 (1.1%)	4 (<1%) ↓
Two or more Races	12 (2.8%)	12 (2.2%)	9 (1.6%)	16 (3%) ↑
White, Non-Hispanic	373 (87.4%)	486 (89.3%)	481 (86.2%)	460 (86.3%) ↑
Total	427 (100%)	544 (100%)	558 (100%)	533 (100%)

Through initiatives like the Diversity Abroad Grant (see pages 16-17), WKU continues to try to find ways to encourage more racially and ethnically diverse students to study abroad. In 2014-15, the University saw noteworthy increases in education abroad participation among Hispanic/Latino students and students from two or more races. Despite a dip in 2014-15, African-American students at WKU comprise 5.3% of all education abroad participants, a rate which is equal to the national average²³ and is still notably higher than just a few years ago.

What's
NEW

Changes to the Diversity Abroad Grant

For the first time, returning Diversity Abroad Grant (DAG) recipients were paired with members of the SAGL Student Representative program to work collaboratively on the development and implementation of service projects; during the upcoming year, SAGL intends to further develop this new aspect of the DAG program in the hope that more underrepresented students will be encouraged to study abroad. See pages 16-17 for more information on the DAG.

What's
NEXT

WKU faculty or staff interested in playing a role in growing the number of diverse students studying abroad should contact study.abroad@wku.edu.

ACCESS TO EDUCATION ABROAD

In an effort to help students overcome one of the primary barriers to study abroad – namely, a lack of financial resources – the Office of Study Abroad and Global Learning provides information on a variety of scholarship opportunities and administers both the World Topper Scholarship (WTS) and the Diversity Abroad Grant (DAG). In the 2014-2015 academic year, \$202,945 in WTS and DAG funding was awarded. The DAG received significant and much-needed support from the WKU Sisterhood in the form of a generous \$20,000 grant, and the offices of Study Abroad and Global Learning, International Programs, and Institutional Diversity & Inclusion also continued their financial support of the award.

WKU students also have access to a wide range of additional sources of funding to help make study abroad a reality. In addition to internal opportunities such as departmental, college-specific, and SGA scholarships, students may also be eligible for external sources of funding including program-provider scholarships and additional government-sponsored grant programs such as Boren Awards and Gilman Scholarships.

WORLD TOPPER SCHOLARSHIP

All students planning to participate in a credit-bearing program abroad are eligible to apply for a World Topper Scholarship, and every student who completes an application receives at least some funding. Data regarding WTS award amounts for the 2014-15 academic year can be found on the following chart.

2014-15 WORLD TOPPER SCHOLARSHIP AWARDS

Term	Number of Awards	Total Awarded	Award Range	Average Award
Fall	39	\$24,000	\$400-\$1,500	\$615
Winter	65	\$27,900	\$250-\$600	\$419
Spring	49	\$25,950	\$300-\$850	\$530
Summer	148	\$76,545	\$200-\$750	\$517
Total	301	\$154,395	n/a	\$513

DIVERSITY ABROAD GRANT

2014-2015 marked the second year of the Diversity Abroad Grant (DAG), an award that was established to improve study abroad accessibility for students from traditionally underrepresented groups. Data regarding DAG award amounts for the 2014-15 academic year can be found in the following chart.

2014-15 DIVERSITY ABROAD GRANT AWARDS

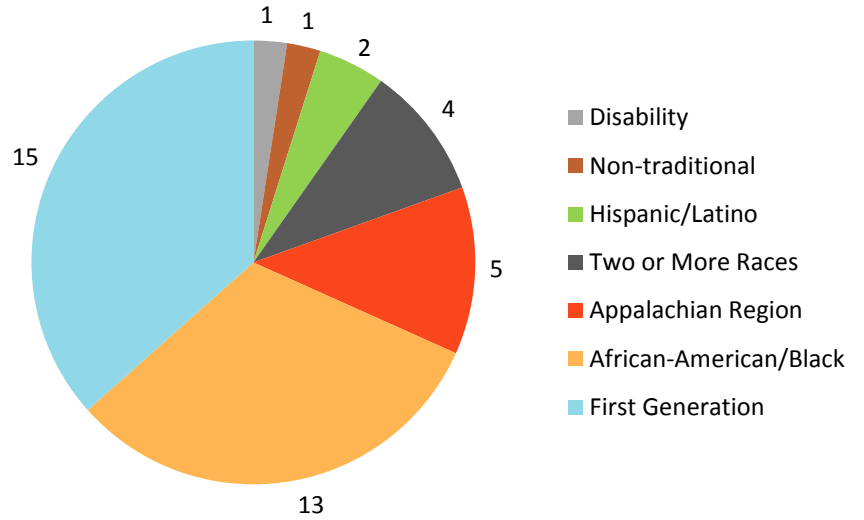
Term	Number of Awards	Total Awarded	Award Range	Average Award
Fall	1	\$3,000	n/a	n/a
Winter	5	\$4,400	\$400-\$1,800	\$880
Spring	4	\$5,300	\$500-\$2,200	\$1,325
Summer	21	\$35,850	\$500-\$2,500	\$1,707
Total	31	\$48,550	n/a	\$1,566

ACCESS TO EDUCATION ABROAD

The following chart provides an overview of the underrepresented groups to which the 2014-15 DAG recipients reported belonging. Note that ten of the 31 DAG recipients (32.3%) self-reported as being part of two underrepresented groups; these students have been double-counted in the pie chart in order to reflect their self-identification and to accurately indicate the populations served by the DAG.

For more information about the World Topper Scholarship and the Diversity Abroad Grant, please visit www.wku.edu/studyabroad

DAG RECIPIENTS 2014-15



GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM

In 2014-2015, more students at WKU received Gilman awards than at any other college or university in Kentucky, public or private. The Gilman is a nationally competitive scholarship sponsored by the Department of State, the goal of which is to enable students with limited financial means to study abroad in primarily non-traditional destinations. Thanks to comprehensive advising and guidance provided by the Office of Scholar Development, WKU students enjoy tremendous success in being selected for this prestigious – and substantial – award.

2013-15 GILMAN AWARDS TO WKU STUDENTS

Year	Applicants	Recipients	Success Rate	Gilman Funding	% Who Studied Abroad*
2013-14	45	17	38%	\$58,500	87%
2014-15	35	16	46%	\$56,500	89%

*% Who Studied Abroad" is the percentage of Gilman applicants (not recipients) who participated in credit-bearing education abroad programs.

2014-2015 also marked the third year of the Alternate Gilman Grant (AGG) and Gilman Supplemental Grant (GSG), programs developed by the offices of Scholar Development and International Programs to support Gilman applicants who either were not awarded a Gilman or whose full need was not met by the Gilman.²⁴

2013-15 AGG & GSG AWARDS

Year	AGG Recipients	AGG Funding	GSG Recipients	GSG Funding
2013-14	4	\$7,5000	2	\$3,000
2014-15	3	\$4,500	1	\$1,500



SAGL professional staff, student staff, and student representatives prepare to distribute free t-shirts for the halftime study abroad alumni recognition at a home basketball game, Spring 2015.

Study Abroad and Global Learning organizes, sponsors, and participates in numerous outreach events each year with the goal of promoting study abroad as an attainable opportunity that can be personally and academically central to a student's education at WKU. Examples of the types of events and activities that SAGL staff and students are involved in include:

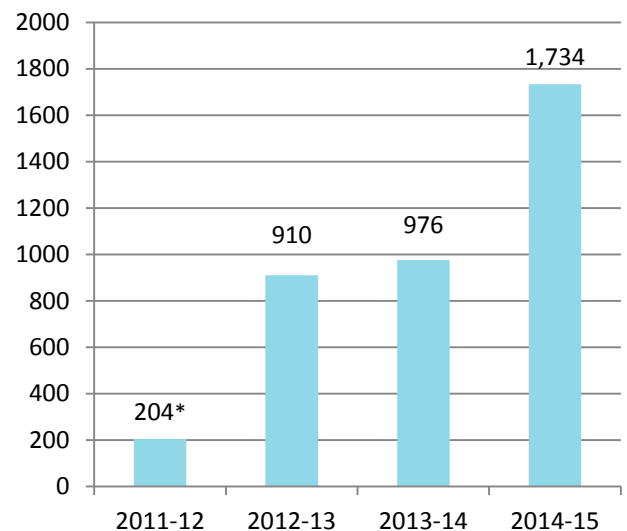
- Classroom presentations
- Bi-annual study abroad fairs
- Visits from representatives of affiliated study abroad program providers
- International Education Week and International Year Of... events
- ATPs, Focus on WKU, and Parent Weekends
- Halftime recognition events at basketball and football games
- Receptions for graduating students who studied abroad
- Information sessions for faculty interested in leading programs or teaching overseas

STUDY ABROAD FAIR

Each year, SAGL sponsors two fairs to highlight the myriad education abroad opportunities that are available to WKU students. Highlights from the 2014-2015 fairs included:

- Attendance reached a record high, thanks largely to the strategic decision to host the fall Study Abroad Fair in conjunction with the AARC-sponsored Majors and Minors Fair, a move that illustrated the critical connection between students' academic goals and education abroad participation.
- Changes to the spring 2015 fair were also made: rather than including representatives from outside program providers as has been done in the past (and as is always done in the fall), the spring fair focused exclusively on WKU faculty-led programs, WKU consortia programs (KIIS and CCSA), and WKU flagship programs (Harlaxton and Semester at Sea).

STUDY ABROAD FAIR ATTENDANCE



*In 2011-12, only one fair was held, whereas two fairs have been held in each subsequent year. In 2014-15, attendance at the fall fair (1,484) was confirmed using student ID card swipers; attendance at the spring fair was estimated at 250.

RECRUITMENT & OUTREACH

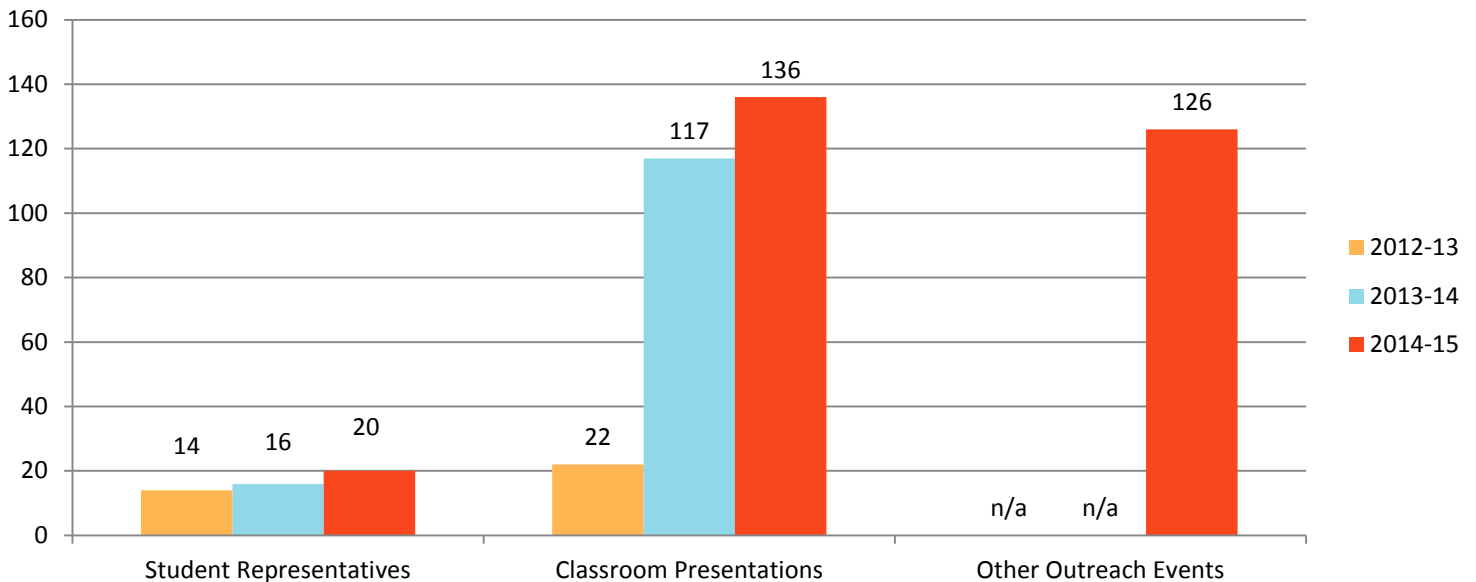
SAGL STUDENT REPRESENTATIVE PROGRAM

SAGL's Student Representatives play a vital role in promoting education abroad opportunities and preparing students for the overseas experience. Comprised entirely of WKU study abroad alumni, this dedicated group of students volunteer their time to serve as peer advisors, present about the benefits of study abroad in WKU classes, staff dozens of events, brainstorm and organize new international education-related activities, and mentor incoming exchange students from partner universities around the globe.



SAGL Student Representative Jessica Canada, Economics, explains study abroad program options to a student at the Spring 2015 Study Abroad Fair.

SAGL STUDENT REP PROGRAM BY THE NUMBERS



In addition to conducting classroom presentations, SAGL Student Representatives have been involved with numerous outreach events since the inception of the program, including Walk-In Wednesdays, Harlaxton advising sessions, and events for exchange students. However, SAGL did not begin tracking their participation in these types of events until 2014-15.

INTERNATIONAL COLLABORATIONS

International partnerships extend WKU's scope far beyond the boundaries our campus. As unique as the entities they unite, these collaborative relationships support a range of academically enriching activities, from joint research initiatives to student, faculty, and staff exchanges and beyond.

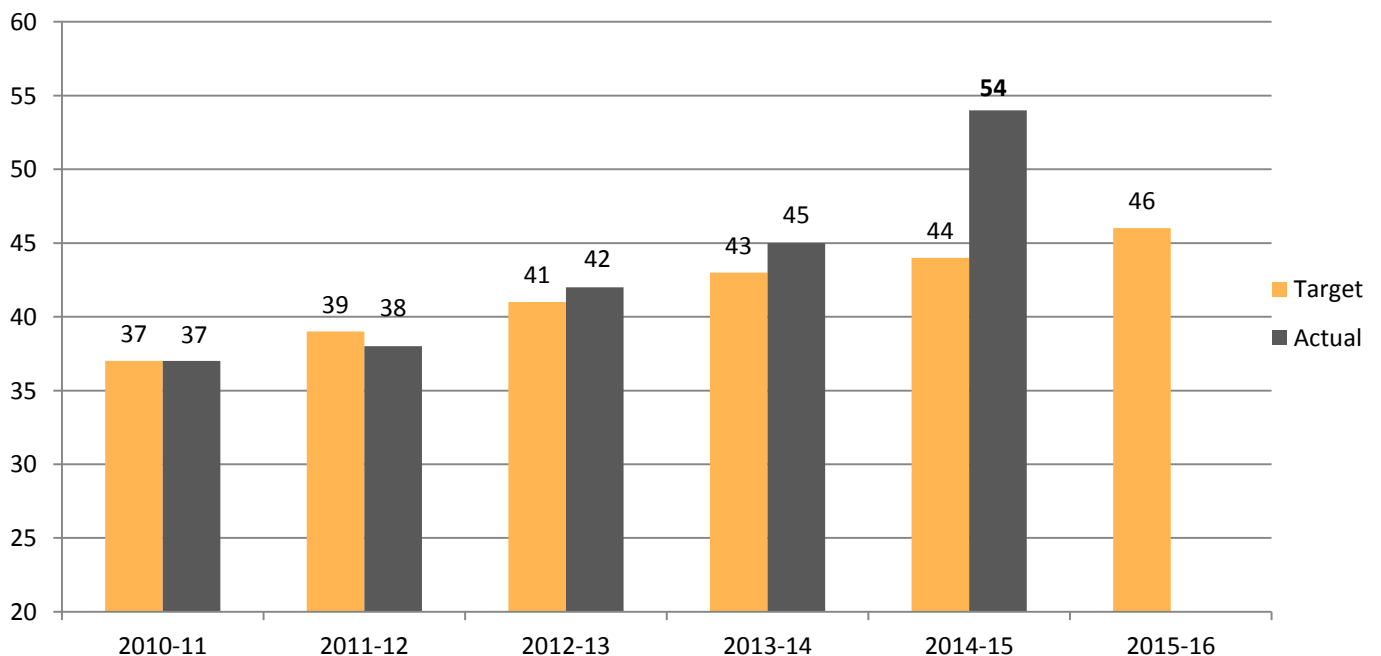
The Offices of International Programs (OIP) and SAGL offer guidance and support to academic colleges and departments in the development and management of WKU's growing roster of international partnerships. Reflective of its student focus, SAGL works with academic colleges and departments to craft partnerships that facilitate international engagement on a student level. OIP offers support on broad-based memoranda of understanding and agreements that center on faculty enterprises such as research or teaching exchanges.

The 2014-15 academic year saw the addition of eight (8) new collaborative agreements, including a student exchange agreement in Lyon, France, pursued by the Gordon Ford College of Business, a multi-lateral partnership linking WKU with the University of Akureyri and the Icelandic Arctic Cooperation Network led by faculty in the Department of Geography, and a university-wide memorandum of understanding with the American University in Bosnia and Herzegovina.²⁵



Eric Bain-Selbo, Ph.D., (Philosophy and Religion), participating in a faculty exchange at Wuhan University's School of Philosophy during the spring of 2015.

TARGET PARTNERSHIPS²⁶



INTERNATIONAL COLLABORATIONS

In addition to creating new partnerships, multiple academic departments and colleges took steps to renew established international affiliations. Of the six (6) agreements renewed during the 2014-15 academic year, five (5) stemmed from the College of Education and Behavioral Sciences to facilitate international student teacher opportunities. The renewal process entails evaluating individual partnerships and associated outcomes in light of each agreement's stated objectives and WKU's own mission.

EXCHANGING STUDENTS

Student exchange opportunities provide not only an immersive educational experience but also offer one of the most cost-effective study abroad options. These affiliations allow our students to enroll in summer, semester, or yearlong study at a price that is comparable to the same length of study at WKU. In return, students from our partner universities may study at WKU, enriching the culture and learning space of our students.

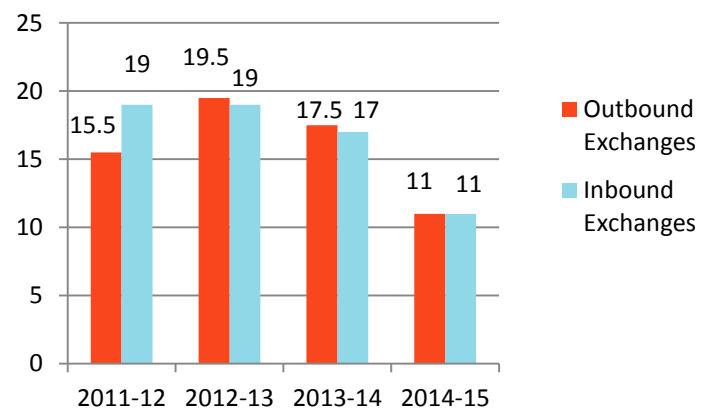
In 2014-15, the number of WKU students studying abroad through exchanges decreased. This decline can be attributed to multiple factors, the most significant among them being substantive changes at a long-standing partner university, ESC Saint Etienne School of Management in Saint Etienne, France. In 2014, ESC merged with EMLyon Business School. This merger resulted in a new partnership between Gordon Ford College of Business and EMLyon and a temporary disruption to a historically active exchange program. SAGL is optimistic that the new affiliation with EMLyon will quickly gain traction with GFCB students.

In addition, we have had to intentionally reduce recruitment of WKU students for certain exceptionally popular programs, such as Reutlingen University (Germany) and Universidad San Francisco de Quito (Ecuador), due to exchange imbalances. Achieving an equal balance of student participation from both partners is critical for the sustainability of exchange programs. To accomplish this, SAGL is working closely with relevant partners to identify strategies that will contribute to parity in exchange of students.



Jessica Henao (far right), International Business, participated in the WKU exchange to Jean Moulin Lyon 3 during 2014-15.

STUDENT EXCHANGES²⁷



SUPPORTING VISITING SCHOLARS

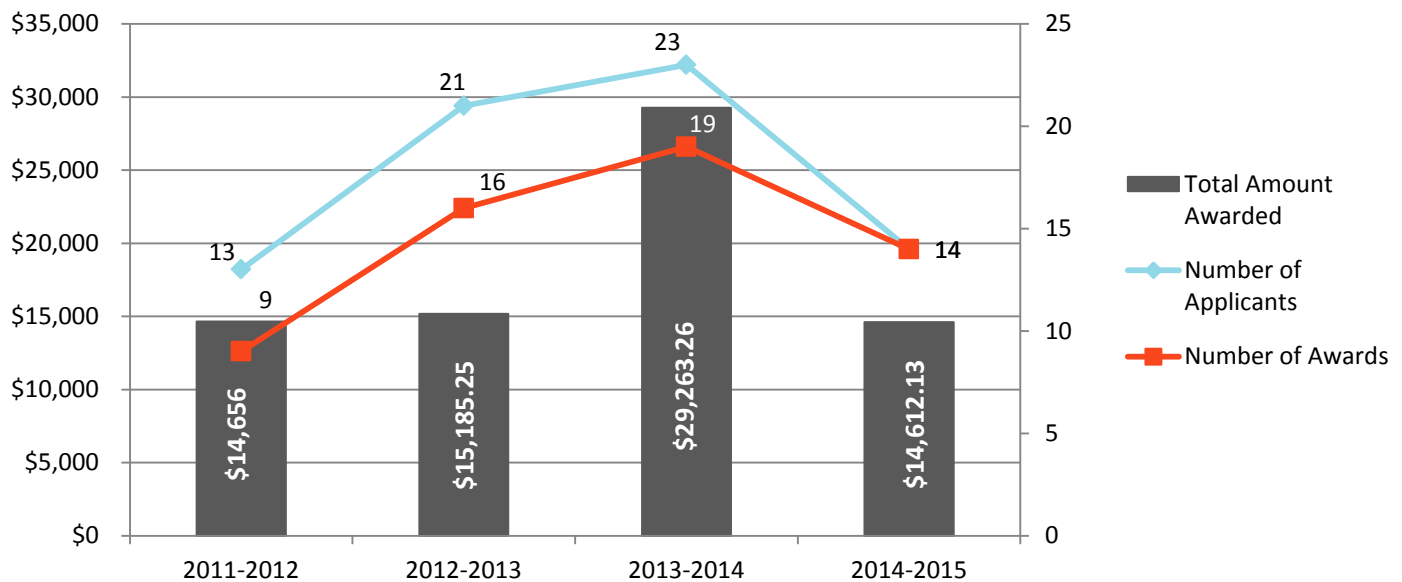
The Visiting Scholar Residences (VSRs) are conveniently located, low-cost, and fully-furnished accommodations available only to WKU guests. In 2014-15, VSR occupancy increased by 33 % from the previous year (33 to 44 occupants). The 2015-16 academic year will see the introduction of additional accommodations in the Mimosa Alley house, resident parking passes, and an electronic lease form designed to better accommodate tenants. In an effort to better serve guests and address their questions, the VSRs will now provide an orientation to all guests at the outset of their stay. Departments interested in reserving a VSR for an incoming guest are encouraged to apply early, as space is available on a first-come, first-served basis and guests often stay for an entire academic year. For more information or to make a reservation, visit wku.edu/oip/vsrhousing.php.

INVESTING IN FACULTY & STAFF INTERNATIONALIZATION GRANTS

Faculty and staff play essential roles in shaping WKU's international profile. Whether creating new overseas education opportunities for students, developing and implementing globally-oriented programming, or pursuing other international education initiatives, both groups are the key contributors to WKU's global learning environment. OIP offers a range of funding opportunities to ensure that WKU faculty and staff have the necessary resources and experiences to translate their passions and creativity into meaningful and enriching global learning opportunities for students.

During the 2014-15 academic year, OIP awarded close to \$15,000 in funding to support faculty- and staff-led activities, seeding the development of a diverse set of enterprises, including a campus-wide lecture by a Fulbright Scholar from Bangladesh, the Festival Cultural Hispano event at WKU's regional campus in Glasgow, and an integrated, annual education abroad option for biology majors at Harlaxton College. Together with the matching investment from the awardees' academic departments, colleges, offices, or external sources, financial support for OIP's 2014-15 grant recipients approached \$60,000.

OIP GRANT AWARDS BY YEAR²⁸



WKU student organizations joined the more than 15 faculty and staff members who partnered with OIP to share global perspectives with their peers and the wider WKU community. In the fall of 2014, OIP awarded its first grant to a university registered student organization, the African Student Association, for *African Week*. This event exposed WKU audiences to select dimensions of the continent's diverse and rich culture on a variety of programmatic stages, among them a trivia night, traditional African dance workshop, and a discussion panel led by four African faculty members on issues relevant for the region.

The apparent decline in funding through OIP's internationalization grants can be attributed to the launch of the International Year Of... (IYO) initiative. When combined, OIP's grant funded initiatives and IYO related sponsorship rose from over \$29,000 (2013-14) to more than \$30,000 in 2014-15.²⁹ For more information on the IYO, see p.29.

INVESTING IN FACULTY & STAFF INTERNATIONALIZATION GRANTS

APPLICANT / CO-APPLICANT	DEPARTMENT/UNIT	PROGRAM TITLE/ACTIVITY
CURRICULUM DEVELOPMENT/INTERNATIONAL PROGRAMS (CDIP) GRANT		
Nancy Rice	Biology/OCSE	Biology in Harlaxton: Planning and Assessment
Soleiman Kiasatpour	Political Science/PCAL	Study Abroad in Morocco
Eve Main	Nursing/CHHS	Icelandic Medical Group
GLOBAL ENCOUNTERS SUPPORT (GES) GRANT		
Judy Rohrer	Diversity & Community Studies/UC	Fulbright Scholar Lecture- Whitewashing the Color Politics: The "Unfair" Construction of Beauty for the (Market) Beast
African Student Association	WKU Registered Student Organization	African Week
Kay Gandy	Teacher Education/CEBS	Hands Across the Sea: Exchange program between elementary teachers in Kentucky and England
Andrew Rosa	Diversity & Community Studies/UC	Black Abolitionists of the Caribbean: by Dr. Gelien Matthews, Professor of History, University of West Indies
Jerod Hollyfield	Film Studies/PCAL	The Tournées Festival at WKU: French film series on immigration and migrant issues
Yertty Vandermolen	Modern Languages/PCAL and WKU Glasgow campus	Festival Cultural Hispano: WKU Glasgow and high school Spanish students celebrate Spanish-speaking countries
Fabian Alvarez / Hilltopper Organization of Latin American Students and Hispanic Organization for the Promotion of Education	WKU student organization and Bowling Green community organization	A Taste of Latin America: Celebration of Latin American cultures
Alison Youngblood	English/PCAL	Proyecta Workshop Series: language proficiency workshops
INTERNATIONAL EDUCATION WEEK (IEW) GRANT		
Kay Gandy	Teacher Education/CEBS	Geosphere: an interactive 20' inflatable globe
Cheryl Kirby-Stokes	Office of Scholar Development	Study Abroad Information Session: "I Wish Someone Had Told Me"
Ekaterina Myakshina / Nikita Prokhorov	Modern Languages/PCAL	Painting Russian Matryoshka (Nesting) Dolls

"Dr. Gelien Matthews's talk on the Caribbean underscored the value of global education by raising greater cross-cultural awareness and understanding of overlapping histories between nations and nationalities in the Americas."

ANDREW ROSA, PH.D.,
DIVERSITY & COMMUNITY STUDIES
GLOBAL ENCOUNTERS SUPPORT GRANT RECIPIENT



Dr. Gelien Matthews from the University of the West Indies gives a talk on black abolitionists in the Caribbean.

INVESTING IN FACULTY & STAFF

INTERNATIONALIZATION GRANTS: SEEDING SUSTAINABLE INTERNATIONALIZATION

Where global programming often carries with it immediate results—in the form of a guest lecturer, an art exhibit, or cultural demonstration—other internationalization projects can require months or even years to bear fruit. OIP is pleased to report some expected and unexpected results from prior investments.

Kristina Arnold, MFA (Art), Ivan Wilson Fine Arts Center Gallery Director

Arnold received a Curriculum Development International Programs (CDIP) grant in Spring 2014 to attend a week-long Place as Text Faculty Institute “The New Old England: Manor, Market and Mosque” at Harlaxton College in Grantham, England. Kristina will return to Harlaxton in the spring of 2016 to teach Art, Drawing, and Gallery Studies.

For more information about the CDIP, visit: wku.edu/oip/facultydev/grants



The 2014 Harlaxton College Place as Text Faculty Institute. Kristina Arnold (not pictured), MFA (Art), attended in 2014.



Chef Gil Holts, at *Cooking with Chef Holts*, Spring 2015.

Gil Holts, Aramark District Executive Chef

Holts received a Staff Internationalization Grant (SIG) to explore Ecuadorian cuisine as a participant on the ZSEIFS program to Ecuador in 2014. Upon his return to WKU, Chef Gil incorporated Ecuadorian dishes into both the catering and Fresh Food Company menus and the WKU Conference and Catering special event menu. His flair for international cuisine continues to influence campus as he prepares the catering and Fresh Food Company menus for each International Year Of... (IYO).

For more information about the SIG, visit: wku.edu/oip/facultydev/grants

What's
NEW

What's
NEXT

International Activities Grant (IAG)

Successful internationalization is inclusive and flexible, capable of adapting to and supporting the many unique academic and programmatic contours of an institution. In an effort to exemplify that principle, OIP will launch a new and more flexible funding opportunity for our faculty in the 2015-16 academic year.

The International Activities Grant (IAG) is designed to support faculty engaging in international activities such as, but not limited to, research projects abroad, conference participation overseas, and more.

<https://www.wku.edu/oip/facultydev/grants.php>

CAMPUS INTERNATIONALIZATION: DIPLOMAT-IN-RESIDENCE

DIPLOMAT-IN-RESIDENCE

In 2014, WKU welcomed a new member to its internationalization team. Michael McClellan, a seasoned international professional with more than 30 years of experience in the Foreign Service, extended WKU's international reach when he stepped into the role of Diplomat-in-Residence (DIR). The first of its kind at WKU and in the Commonwealth, the DIR is the result of a joint initiative from Potter College and OIP.

As DIR, McClellan mentors students who are interested in international careers relating to diplomacy, development, military, or intelligence and supports them in applying for government internships, international careers in general, and government and NGO careers, specifically. McClellan also applies his unique background and specialized knowledge to the classroom, teaching an annual course called Practice of Diplomacy (PS 460). In his first year, McClellan met with over 15 students and facilitated the successful panel event "Is Vladimir Putin a Threat to World Peace?" through the newly minted Diplomacy on the Hill series.

McClellan also plays an important contributing role to OIP initiatives. Thanks to his connections at the U.S. State Department, WKU had the opportunity to host Ms. Belén Sánchez, the Ecuadorian Embassy's Head of International Cooperation and Investment Unit in D.C. Ms. Sánchez' visit coincided with the opening of an International Year of Ecuador exhibit which referenced the work of famed Ecuadorian artist, Oswaldo Guayasamín. Additionally, Ms. Sánchez' itinerary connected her with WKU faculty and administrators, facilitating conversations on topics of mutual interest, among them, international student enrollment.

"By helping students identify and apply for opportunities that increase their international exposure and experience, I hope to open them up to the myriad opportunities they may not know exist and especially encourage them to work toward public service careers."

MICHAEL MCCLELLAN
WKU DIPLOMAT-IN-RESIDENCE



Michael McClellan, WKU Diplomat-in Residence

McClellan partners regularly with the offices of Scholar Development and Study Abroad & Global Learning, as well as the Center for Career and Professional Development. Early collaborative efforts have already yielded positive tangible results:

- **Jay Todd Richey** (Class of 2017), a Political Science and Asian Religions & Cultures major, earned a U.S. State Department internship with the United States Embassy in Beijing.
- **Dajana Crockett** (Class of 2016), a graduate student in Public Administration, earned a U.S. State Department internship at the Bureau of European and Eurasian Affairs in Munich.

For those interested in connecting students to WKU's Diplomat-in-Residence either individually or through classroom presentations, contact:

Michael.McClellan@wku.edu

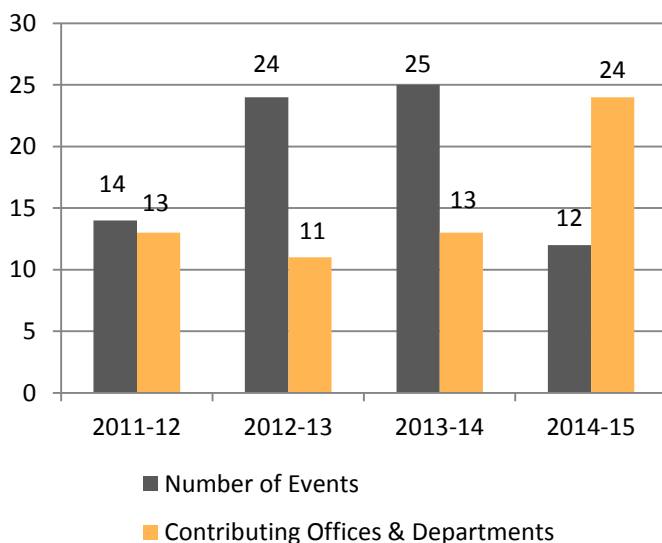
CAMPUS INTERNATIONALIZATION: INTERNATIONAL EDUCATION WEEK

Each November, WKU takes part in a world-wide celebration of international education and cultural exchange. Initiated by the U.S. Departments of Education and State in 2000, International Education Week (IEW) is designed to inspire cultural appreciation and expand global knowledge. Administered by OIP in partnership with various academic colleges and departments, offices, and even community units, WKU's IEW celebration offers audiences a diverse range of events and experiences—both on and off-campus.



Local elementary students explore the world through Geosphere, a 20' inflatable "globe" during IEW 2014.

IEW EVENT SPONSORSHIP BY YEAR



Last academic year, IEW saw a 250% growth in participation from the previous year (400 to 1400). This upsurge in attendees is a result of the work a committed group of faculty, staff, and students who began charting the 2014 calendar of events in the early months of that year. Last year's IEW also brought audiences from across the community a singular experience in the form of the *Geosphere*. Procured and organized by Kay Gandy, Ed.D. (Teacher Education) and made possible by support from the College of Education and Behavioral Sciences, Campus Activities Board, and the National Geographic Society, the twenty-foot inflatable globe drew in more than 450 participants, immersing them in lessons about geography from a wholly unique perspective.

2014 IEW PLANNING COMMITTEE

- Jill Brown, M.S.**, *Geography and Geology*
- Natalie Buller**, *Student Representative*
- Ginny Durakovich**, *Housing and Residence Life*
- Kay Gandy, Ed.D.**, *Teacher Education*
- Rebekah Golla**, *KY Institute for International Studies*
- Katherine Hale**, *Study Abroad and Global Learning*
- Kumi Ishii, Ph.D.**, *Communication*
- Mindy Johnson**, *Student Activities*
- Ethan Sykes**, *Housing and Residence Life*
- Judith Szerdahelyi, Ph.D.**, *English*



Participants practice their salsa technique at *Spanish Dance Fusion* during IEW 2014.

CAMPUS INTERNATIONALIZATION: INTERNATIONAL EDUCATION WEEK



Student participating in Globetrot pours traditional tea at the Saudi Arabian hall in Minton.

"[The IEW grant] provided us with a unique opportunity to bring together students of different cultural backgrounds and majors in one classroom to learn something new about Russian culture and to make friends with other students. We hope the event will serve as a springboard for expanding the Russian language program at WKU."

EKATERINA MYAKSHINA, M.A.,
MODERN LANGUAGES
INTERNATIONAL EDUCATION WEEK GRANT RECIPIENT



Participant painting a Russian matryoshka doll during IEW 2014.

GLOBETROT

Students living in on-campus residence halls did not have to venture far to experience an assortment of cultural practices and traditions. Countries of strategic importance to WKU took center stage in select residence halls during the newly minted GlobeTrot.

Administered by OIP, the GlobeTrot allows internationally-oriented units like English as a Second Language International, the Kentucky Institute for International Studies, the Cooperative Center for Study Abroad, SAGL, and DELO's Study Away office to showcase countries of particular significance to their individual enterprises in campus residence halls. In 2014, Ecuador, Vietnam, Saudi Arabia, Japan, and Tanzania were represented. WKU students played active roles in planning and implementing activities in all of the halls.

International students and study abroad alumni shared their knowledge and experiences with peers, whether discussing the significance of tea and its associated traditions in Saudi Arabia or teaching the art of bamboo dancing in Vietnam.

Featured Events

11/17 - Crude: Exploring the Complexities of Oil Extraction
A Film and Dialogue Event
7:00pm (ET), Elizabethtown Historic Theater

11/18 - GlobeTrot
Discover the world one residence hall at a time
5:00-7:00pm, Select WKU Residence Halls

11/19 - From the Hilltop to the Global Job Market
WKU Alumni Success Stories
4:30pm, DSU 3020

11/19 - Painting Matryoshka: A Russian Nesting Doll
6:00-9:00pm, FAC 259

11/20 - Geography Awareness Day
8:00am-2:30pm, South Campus 303

11/21 - Spanish Dance Fusion
Flamenco and salsa lessons
10:30-11:30am, Gordon Wilson Hall 200A





In the fall of 2014, alongside representatives from the WKU-based **Kentucky Fulbright Association** and the **Center for Faculty Development**, OIP embarked on a campaign to raise faculty awareness of and interest in the numerous opportunities available through the Fulbright Scholar Program. The Fulbright U.S. Scholar Program, administered by the Council for the International Exchange of Scholars (CIES), awards more than 600 competitive, merit-based grants in nearly 125 countries.

Under the leadership of the Office of Scholar Development, the number of WKU students pursuing and earning Fulbright awards has grown tremendously—a trend we hope to extend to WKU faculty and staff. Since 2011, the number of applications and awards for opportunities through the Fulbright Scholar Program has totaled six and two, respectively. The WKU Fulbright Working Group hopes to ignite faculty and staff interest in this cultural diplomacy program cum international professional development opportunity known the world over, thereby growing both numbers.

To accomplish this, the Fulbright Working Group has developed resources and initiated programs designed to

introduce faculty to the diversity of Fulbright opportunities available and provide counsel as they progress toward or work through the application process. Thanks to last year's efforts faculty now have access to a cadre of peer mentors, made up of WKU's own Fulbright alumni. Additionally, OIP introduced an expanded website, replete with both CIES and WKU-specific information on Fulbright. Faculty and staff were also afforded the opportunity to meet one-on-one with a CIES representative during the spring semester.

"Becoming a Fulbright Scholar is a prestigious achievement that benefits not just the individual faculty member, but all of campus."

—Laura McGee, Ph.D.
Kentucky Fulbright Association President

2014-15 WKU FULBRIGHT WORKING GROUP

Addie Cheney (OIP)

Jerry Daday, Ph.D. (Sociology)

Cecile Garmon, Ph.D. (Communication), Fulbright Scholar, Mexico, 2000

Laura McGee, Ph.D. (Modern Languages), Kentucky Fulbright Association President, Fulbright Scholar, Germany, 2002-03

Anna Yacovone (OIP), Fulbright ETA, Laos, 2012-13

The summer of 2015 saw the first blossoms from these initial efforts with two reported Fulbright Core Scholar applications from WKU faculty. The Fulbright Working Group will continue working to raise awareness of the opportunities available through and the tremendous value of the Fulbright Scholar Program in the 2015-16 academic year.

What's
NEW

What's
NEXT

Regional Fulbright Alumni Fund (RFAF)

The Regional Fulbright Alumni Fund provides funding support to academic units to host a Fulbright U.S. Scholar alumnus from the surrounding region. Guests would discuss the impact of Fulbright on their own scholarship and offer insight and advice to WKU faculty.

www.wku.edu/oip/wkufulbright/wkuresources

Fulbright Week, April 4-8, 2016

In the spring of 2016, WKU will host **Fulbright Week**. The week will feature a variety of events designed to raise interest in and awareness of the multitude of opportunities available through the Fulbright program. For more information, visit:

www.wku.edu/oip/wkufulbright/index

CAMPUS INTERNATIONALIZATION: INTERNATIONAL YEAR OF...

INTERNATIONAL YEAR OF ECUADOR

The 2014-15 academic year brought the sights, sounds, and flavors of Ecuador into WKU classrooms, student projects, programs, and events. Over the course of the International Year of (IYO) Ecuador, thousands of WKU constituents discovered and explored the cultural, economic, and political landscapes of Ecuador.



From Seed to Cup: The Economics of Coffee in Ecuador and around the World, hosted by community partner Spencer's Coffee, Spring 2015.

COURSE ENHANCEMENT

The International Year Of... is designed to enrich the academic experience of all WKU students. As such, course enhancements are a vital component of the IYO program. During the IYO Ecuador, faculty from all six academic colleges brought Ecuadorian perspectives and examples into nearly forty classrooms. Culinary Arts faculty from Universidad San Francisco de Quito, a WKU partner university, presented to a Catering and Beverage Management course; those students, in turn, designed a four course menu featuring baked empanadas, shrimp ceviche, and carne colorada. Visiting lecturers like Ecuadorian political cartoonist and activist Xavier "Bonil" Bonilla presented prime opportunities for Spanish students to exercise their translation skills in a real-life setting. Though not all of the thirty-eight academic courses will retain their Ecuadorian features, many have been permanently transformed, ensuring that the impact of this year extends far beyond its conclusion.

WHAT IT IS:

The International Year Of... program is an annual, yearlong exploration of a single country or world region.

ITS IMPACT:

Provides constituents with a deeper and more nuanced understanding of the world around them and their place in it.

HOW IT WORKS:

The IYO enables campus units, departments, and community entities to highlight the target country in ways most relevant to their audiences, resulting in a diverse and varied suite of curricular, co-curricular, and community events and learning opportunities.

OUR TARGET AUDIENCE:

WKU campuses & surrounding community



Xavier "Bonil" Bonilla speaks about censorship in Ecuador as part of the *Tracing the Unexplored* series, Spring 2015.



Participants discuss the Ecuadorian film *Que Tan Lejos* at an installment of the *Faraway Flix* film series, Fall 2014.

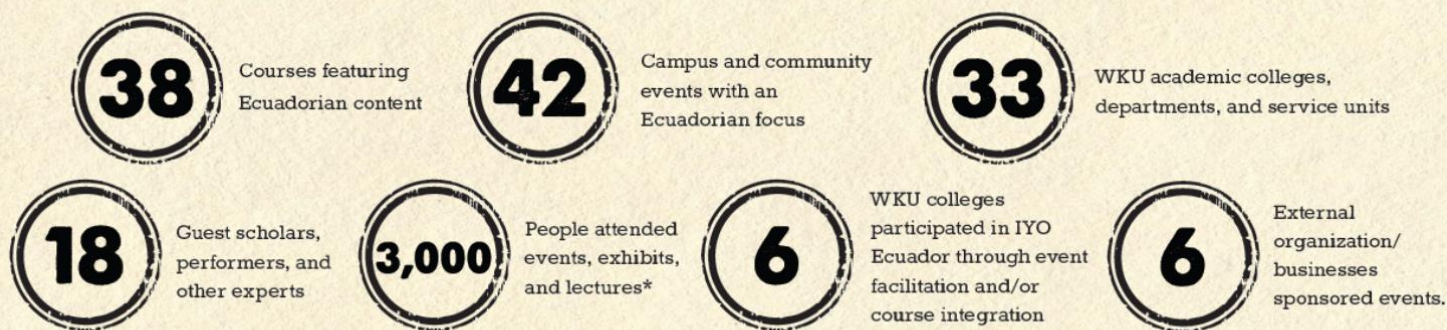
BEYOND THE CLASSROOM

With the capacity to foster both intellectual and social development in our students, co-curricular programs are a valuable educational tool. The IYO Ecuador, in partnership with internal and external units, dedicated substantial time and resources to create high-quality, high-impact programs that extended student learning spaces beyond the traditional classroom. Thanks to the contributions of more than thirty-nine campus units and community organizations, the IYO Ecuador brought over forty Ecuador-themed co-curricular events to WKU audiences. From art exhibits to musical performances to guest lecturers from diverse backgrounds and disciplines, the year's varied calendar of events engaged well over 3,000 students, faculty, staff, and community members in meaningful ways, building upon knowledge gained in academic courses or sparking new interests through the introduction of unexplored topics.

FUNDING THE IYO

To facilitate a diverse calendar of academically enriching events and activities, OIP offers support funding in the form of the IYO Grant. The IYO Grant enables WKU units, including registered student organizations, and community businesses to partner with OIP to share the costs associated with offering an IYO-related event. In its first year, OIP awarded more than ten IYO Grants, teaming up with academic departments, colleges, and campus offices to invest more than \$30,000 in Ecuador-themed programming and events. OIP's portion of that investment exceeded \$15,000.³⁰

INTERNATIONAL YEAR OF ECUADOR BY THE NUMBERS:



* Many events during the International Year of Ecuador were exhibits, making it difficult to track attendance. We confidently estimate that the total number of attendees for the IYO Ecuador was well over 3,000. All data above gathered from a survey of WKU faculty, conducted summer 2015.



INTERNATIONAL YEAR OF
SOUTH AFRICA
2015-2016

INTERNATIONAL YEAR OF SOUTH AFRICA

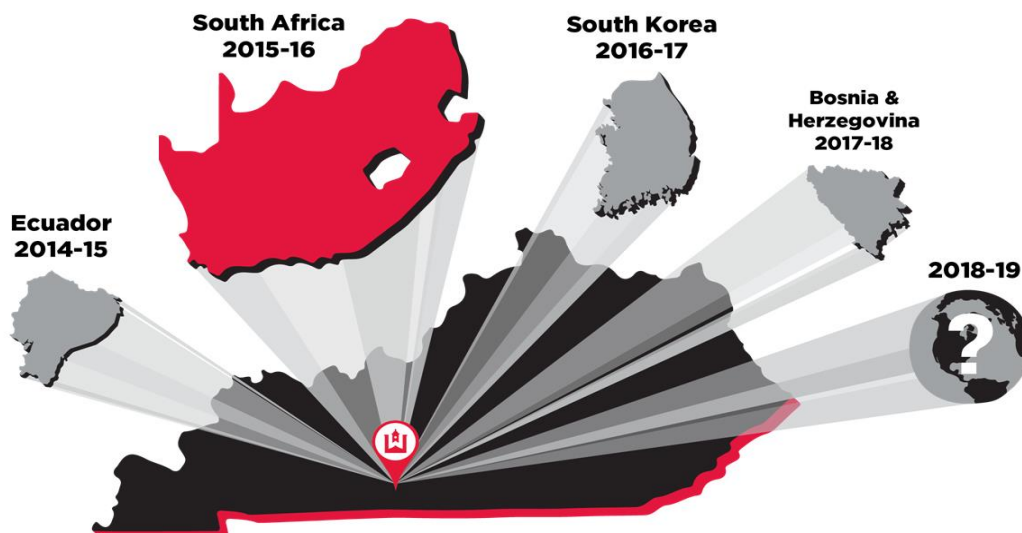
Comprised of WKU faculty members with substantial professional experience in and connections to Africa's southernmost country, the International Year of South Africa Planning Committee has been meeting regularly since the spring of 2013 to lay the groundwork for the coming yearlong celebration. Thanks to the dedication of these individuals and many other invested faculty, staff, and student groups, over 35 events focused on South Africa and over 40 courses enhanced with South African content are on the horizon for 2015-16.

IYO SOUTH AFRICA PLANNING COMMITTEE

- Mark Cambron, Ph.D.**, *Engineering*
- Kay Gandy, Ed.D.**, *School of Teacher Education*
- Margaret Gichuru, Ed.D.**, *School of Teacher Education*
- Michael McClellan**, *OIP Diplomat in Residence*
- William Mkanta, Ph.D.**, *Public Health*
- Bella Mukonyora, Ph.D.**, *Religious Studies*
- Keith Philips, Ph.D.**, *Biology*
- Mike Stokes, Ph.D.**, *Biology*
- Brian Strow, Ph.D.**, *Economics*

PROPOSING IYO COUNTRIES OF FOCUS

OIP relies on groups of WKU faculty to propose countries for IYOs following 2017-18. Faculty with professional experience, investments, or connections in a specific country/world region who would like to see that country in the spotlight for a future IYO are encouraged to gather like-minded colleagues and submit a proposal. Not only does the IYO serve as a platform to highlight the many existing programs or projects centering on that target country, it also provides the opportunity to strengthen and expand upon those established connections. More information about the criteria for selection and process for proposing a country can be found at: wku.edu/iyo/country_proposal.php



CAMPUS INTERNATIONALIZATION: ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR

ZSEIFS SOUTH AFRICA

In the spring of 2015, eleven WKU faculty members from eight departments embarked on an eighteen day and nearly 33,000 kilometer (20,000 mile) journey to and through South Africa. Punctuated by stays in key cities like Johannesburg, Cape Town, and Port Elizabeth, and extending into less-traveled-to locations like Polokwane, the trip exposed participants to the country's complex history, rich culture, and multifaceted political structure; linked them with scholars and other experts within their academic fields; and provided a platform for participants to build connections with their peers from across campus.



Michael Smith, Ph.D., (Biology), (center) tours Nelson Mandela Metropolitan University's George campus in George, South Africa during the ZSEIFS 2015.

“One of the benefits of traveling in a group of faculty with different backgrounds and interests, is that I was able to see things from different perspectives and it was nice to develop relationships with faculty from across WKU. I plan on continuing my collaborative relationships with biologists I met in South Africa and develop a biology study abroad course on the form and function of African wildlife.”

MICHAEL SMITH, PH.D.
BIOLOGY
ZSEIFS SOUTH AFRICA 2015 PARTICIPANT

Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS)

An intensive, interdisciplinary seminar focused on a single country, intended to internationalize the teaching, research, & service of its faculty participants.

Spring



Preparation/Study

- Deepen understanding of target country through individual study and group meetings
- Learn about international education resources at WKU
- Begin connecting with scholars in target country

Summer
(2-3 weeks
in-country)



Exploration/Connection

- Meet with scholars/professionals
- Visit partner universities
- Pursue individual goals
- Connect and network with co-participants
- Visit key cultural sites

Following
Academic
Year



Integration & Application

- Synthesize new knowledge and apply to courses
- Contribute to related IYO based on articulated goals
- Pursue other individual professional goals

Subsequent
Years



Sustained Engagement

- Continue engaging with target country through activities including, but not limited to: course enhancements, research projects, study abroad courses, grants (e.g., Fulbright, etc.).

CAMPUS INTERNATIONALIZATION: ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR

ZSEIFS 2015 FACULTY PARTICIPANTS

Sandra Ardrey, Ph.D., PCAL, Political Science

Mark Cambron, Ph.D., OCSE, Engineering

Fred DeGraves, Ph.D., DVM, OCSE, Agriculture

Margaret Gichuru, Ed.D., CEBS, Teacher Education

Phil Lienesch, Ph.D., OCSE, Biology

Andrew McMichael, Ph.D., PCAL, History

Christina Noel, Ph.D., CEBS, Teacher Education

Tony Paquin, Ph.D., CEBS, Psychology

Michael Smith, Ph.D., OCSE, Biology

Kristin Wilson, Ph.D., CEBS, Educational
Administration, Leadership, & Research

Michael Stokes, Ph.D., *Faculty Leader*, OCSE, Biology

Over the course of the near three-week program, the country itself functioned as the classroom, with a diverse array of individuals and institutions encountered along the way serving as instructors. The group made formal visits to three South African universities; these provided ideal opportunities to examine the South African higher education system and connect with their academic counterparts. From Stellenbosch to Soweto, a multitude of informal interactions with native South Africans enabled participants to add detail and depth to their understanding of the country. A student-created video chronicling the ZSEIFS to South Africa may be found here:

http://www.wku.edu/zseifs/sa_documentary.php



Margaret Gichuru, Ed.D., (Teacher Education), speaks with preschool children during the 2015 ZSEIFS to learn more about early childhood education in South Africa.



ZSEIFS leader Mike Stokes, Ph.D., (Biology), speaks with a faculty member at Stellenbosch University during the 2015 ZSEIFS.

The ZSEIFS to South Africa began long before the May departure date. Under the leadership of Mike Stokes, Ph.D. (Biology), the participants commenced with their individual and group study of South Africa in the early spring of 2015. The group met regularly throughout the semester to discuss a set of common readings, investigating South Africa from a range of disciplinary angles. The spring program also included presentations from campus leaders in international education, who discussed the range of opportunities to teach abroad, and a ZSEIFS alumna, who offered advice on how to maximize the ZSEIFS experience, providing strategies for integrating new international content into courses and how to maximize the benefits from the time spent in-country.

SEEDING SUSTAINABLE INTERNATIONAL ACTIVITY

Only a few short months since its conclusion, the ZSEIFS to South Africa is already producing results. In addition to a host of newly internationalized courses, participants are accessing their new knowledge and contacts to advance their own professional goals in a variety of areas. Early results of the ZSEIFS to South Africa include, but are not limited to:

- A Fulbright application to conduct research in South Africa
- Multiple grant applications, including an interdisciplinary proposal submitted by two participants
- A community-based sister school initiative led by two participants
- Article publications, both independent and done in concert with South African scholars
- Study abroad course development

The Zuheir Sofia Endowment was created to facilitate the mission of the Office of International Programs, which endeavors to provide leadership in the development of a strong international profile. Zuheir Sofia, a 1969 WKU graduate and 2014 Honorary Doctorate recipient, is chairman, president, and CEO of Business Bank of Florida Corp.



Christina Noel, Ph.D., (Teacher Education), pauses outside of St. George's Preparatory School in Port Elizabeth, South Africa during the 2015 ZSEIFS.

“In addition to bringing South African content into my courses, Andrew McMichael (Assistant Dean, PCAL/History) and I are setting up a ‘sister school’ program between four classrooms in South Africa and four classrooms in Kentucky. The program will create a joint learning project aligned with a Kentucky state standard on which the classroom in South Africa and Kentucky work collaboratively. The ultimate goal is to enhance a teacher’s curriculum and to facilitate a sustainable, ongoing partnership.”

CHRISTINA NOEL, PH.D.
SCHOOL OF TEACHER EDUCATION
ZSEIFS SOUTH AFRICA 2015 PARTICIPANT

What's
NEW

ZSEIFS Project Continuation Grant (PCG)

The ZSEIFS PCG provides funding to support ZSEIFS alumni in expanding projects developed as a result of their ZSEIFS participation. For more information, visit www.wku.edu/oip/facultydev/grants

What's
NEXT

ZSEIFS South Korea 2016

Under the guidance of faculty leader Tim Rich, Ph.D. (Political Science), OIP is already making preparations for the ZSEIFS 2016 to South Korea, where WKU has three partner universities. For more information, visit www.wku.edu/zseifs

GLOSSARY

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

Appalachian Region: Kentucky counties considered to be in the Appalachian Region are: Adair, Bath, Bell, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Cumberland, Edmonson, Elliott, Estill, Fleming, Floyd, Garrard, Green, Greenup, Harlan, Hart, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Menifee, Metcalfe, Monroe, Montgomery, Morgan, Nicholas, Owsley, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Russell, Wayne, Whitley, and Wolfe. (www.arc.gov/counties)

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

Black or African-American: A person having origins in any of the black racial groups of Africa. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. (WKU Fact Book 2015)

First-time first-year student: A student attending the institution for the first time at the undergraduate level. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school). (WKU Fact Book 2015)

Freshman: A student who has completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours. (WKU Fact Book 2015)

Full-time student: Undergraduate—A student enrolled for 12 or more semester credit hours. Graduate—A student enrolled for 9 or more semester credit hours. (WKU Fact Book 2015)

Hispanic: A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

IIE Enrollment Standards: IIE classifies students as enrolled in study abroad programs if they are: degree-seeking students of that university enrolled in credit-bearing education abroad opportunities. Students participating in programs within the U.S. or U.S. territories are not counted, nor are non-degree seeking students or students visiting from another institution, domestic or foreign. Students participating in multiple education abroad opportunities in the same academic year are counted only once. (Institute of International Education)

Junior: A student who has earned at least 60 but fewer than 90 semester credit hours. (WKU Fact Book 2015)

Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

Non-Traditional Student: A distinction made only at the undergraduate level based on the age of the student. Students age 25 or older are categorized as non-traditional. (WKU Fact Book 2015)

Part-time Student: Undergraduate—A student enrolled for fewer than 12 semester credit hours. Graduate—A student enrolled for fewer than 9 semester credit hours. (WKU Fact Book 2015)

Senior: A student who has earned at least 90 credit hours. (WKU Fact Book 2015)

Sophomore: A student who has earned at least 30 but fewer than 60 credit hours. (WKU Fact Book 2015)

Underrepresented minorities: Student with any of the following race classifications: American Indian/Alaskan, Black, or Hispanic. (WKU Fact Book 2014)

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This is a new race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2015)

ENDNOTES

1. *Open Doors*, supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State, is an annual report that serves as a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. WKU's top 20 ranking is based on the 2015 Open Doors report which came out just before the publication of the 2014-15 OIP/SAGL Annual Report and includes education abroad statistics from the 2013-14 academic year. All other comparisons and references to national data within the OIP/SAGL Annual Report, with the exception of the national growth rate in education abroad (see Endnote 3) are based on the 2014 Open Doors report, which includes education abroad statistics from the 2012-13 academic year. <http://www.iie.org/Research-and-Publications/Open-Doors>
2. All data on education abroad enrollment at WKU was provided by the Office of Institutional Research.
3. The national growth rate in education abroad participation is based on 2015 Open Doors data for a five year period, from the 2009-10 to 2013-14.
4. Total degree-seeking WKU enrollments for fall 2013 and fall 2014 were calculated using the Common Data Set (CDS) documents for 2013-2014 (https://www.wku.edu/instres/documents/cds_2013_2014.pdf) and 2014-15 (https://www.wku.edu/instres/documents/cds_2014_2015.pdf), respectively. Total degree-seeking enrollments, including undergraduate and graduate students, decreased from 18,377 in fall 2013 to 17,847 in fall 2014.
5. See Endnote 1.
6. Students must receive credit for their education abroad experience before they can be included in official enrollment counts.
7. The Target Education Abroad Enrollment for 2014-15 listed here (1,692) includes education abroad enrollments that occurred after the census date, so the figure is higher than that reported in the 2015 WKU Fact Book (1,465).
8. Institute of International Education. (2014). "Open Doors 2014 Fast Facts." Retrieved from <http://www.iie.org/opendoors>.
9. Students who studied abroad multiple times in an academic year are counted only once in calculating the undergraduate participation rate.
10. The total number of undergraduate degrees includes both baccalaureate and associates degrees.
11. Institute of International Education. (2014). "Host Regions of U.S. Study Abroad Students, 2000/01-2012/13." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>
12. Institute of International Education. (2014). "Top 25 Destinations of U.S. Study Abroad Students, 2011/12-2012/13." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>
13. Ibid.
14. Institute of International Education. (2014). "Open Doors 2014 Fast Facts." Retrieved from <http://www.iie.org/opendoors>
15. Education abroad participants are counted according to their first major, not by the discipline of their education abroad course(s).
16. "Approximate % of Total WKU Enrollment" by College was calculated by dividing the fall 2014 enrollment for each College by the total fall 2014 University-wide enrollment figure [n=20,178; this figure includes students in Extended Learning and Outreach (15) and the Graduate College (23), for which study abroad participation rates are not calculated]. All figures used in these calculations were provided by the Office of Institutional Research.
17. This chart reflects students' major field of study, *not* necessarily the subjects they chose to study while abroad.
18. Institute of International Education. (2014). "Fields of Study of U.S. Study Abroad Students, 2000/01-2012/13." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>
19. The WKU student classification (Freshman, Sophomore, Junior, Senior) is based on the amount of credit hours earned. For example, a freshman is classified as a student who has completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours. However, because some first-time students earn enough college credit during high school and/or the summer before their first fall semester, they may be placed in a higher classification.
20. Institute of International Education. (2014). "Profile of U.S. Study Abroad Students, 2000/01-2012/13." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>.
21. Ibid.
22. The overall WKU gender breakdown (58.1% female and 41.9% male) was taken from the 2015 WKU Fact Book and reflects fall 2014 enrollments.
23. Institute of International Education. (2014). "Profile of U.S. Study Abroad Students, 2000/01-2012/13." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>.
24. Data on the Gilman International Scholarship Program was taken from password-protected areas of the website for IIE, the organization that administers the scholarship. Data on the Alternative Gilman Grant and the Gilman Supplemental Grant was provided by the Office of Scholar Development.
25. While OIP and SAGL report eight (8) new agreements, the target international partnerships indicate an increase of nine (9). The renewal of an expired agreement accounts for this discrepancy. Agreements that expire prior to and are not renewed by the summer census date may not be included in the total number of target international partnerships for the previous academic year. Should those agreements be renewed after said census date, their renewal will appear as the addition of new agreements.

26. Target Partnerships from Challenging the Spirit: WKU Action Plan for 2012-2018.
27. The numbers reported in the Student Exchange data represent semesters of exchange undertaken by outbound WKU students and inbound students from partner universities. [1=1 semester of exchange (with the exception of Yonsei University, where 1=1 semester *or* summer exchange); ½=1 summer of exchange at select partner universities.] Please note that this year's Student Exchange data has been updated. In the past, *outbound* exchange numbers included students participating in an exchange program that allowed them to earn a degree from the partner institution along with their WKU degree. The updated 2014-15 Student Exchange number include only non-degree seeking inbound and outbound exchange data.
28. OIP Grant Awards by Year - Grants for 2011-2012 include: Collaborative International Activities, Faculty Exchange Support, Global Encounters, International Research & Conference Support, FLSA Course Developments. These grants were then consolidated into the current OIP Grant offerings beginning in 2012-2013. Internationalization grants available to WKU faculty, staff and student organizations for the 2014-15 academic year include: Global Encounters Support, Curriculum Development/International Programs, Staff Internationalization Grant, International Education Week Grant, and International Partner Visit Grant.
29. OIP received one-time funding from Academic Affairs in the amount of \$50,000 during the 2014-15 academic year to support International Year Of... programming.
30. Ibid.

THANK YOU TO ALL THE UNITS AND INDIVIDUALS THAT ASSISTED WITH THE PREPARATION OF THIS REPORT

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We want to thank the 2014-15 **International Education Advisory Council** (IEAC) for their dedicated service:

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