


2014

2013-2014 Annual Report - Office of International Programs and Study Abroad and Global Learning

Office of International Programs

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OFFICE OF
INTERNATIONAL
PROGRAMS
and
STUDY ABROAD &
GLOBAL LEARNING

2013-2014
ANNUAL REPORT





Emily Gott, Australia, Management, Spring '14

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OIP/SAGL 2013-2014 ANNUAL REPORT PREPARED BY:

Addie Cheney - Coordinator, OIP

Katherine Paschetto - Graduate Assistant, OIP

A MESSAGE FROM THE CIO

Dear WKU Community:

The 2013-14 year was a successful one for international programming at WKU. This report details the activities and successes of the Office of International Programs (OIP) and the Office of Study Abroad and Global Learning (SAGL). Not only did we make positive steps towards our long-range goal of comprehensive internationalization, but we hit all-time highs on three important metrics of success.

First, SAGL worked with nearly 670 students who participated in some type of credit bearing study abroad experience. Second, using the Institute of International Education (IIE) definition, WKU sent a record number of students (nearly 560) on education abroad programs last year. Finally, the “Challenging the Spirit Action Plan” metric of Education Abroad Enrollment surpassed 1800, which is already beyond the 2017-18 goal. As a result of this positive trajectory, not only is WKU still the only public university in Kentucky to be ranked in the Top 40 nationally by IIE for education abroad numbers, but we also moved up from 39th in the nation to 32nd in the nation in the most recent IIE *Open Doors Report*.

What has been especially gratifying about the growth in education abroad numbers is the increased diversification of participants. Through a multi-unit partnership, we were able to implement the Diversity Abroad Grant (DAG). The grant is intended to support groups that have been underrepresented in education abroad experiences. The first year of the DAG witnessed nearly a 200% growth in African Americans participating in an education abroad experience (15-44). As a result WKU’s percentage of African Americans studying abroad is over two percentage points above the national average (7.9% vs. 5.3%).

It is important to note, African Americans were not the only traditionally underrepresented group whose participation was assisted through the DAG. Students from the Appalachian Region made up 9% and non-traditional students comprised over 10% of all WKU

students participating in educational abroad last year. Finally, although not funded by DAG, the second year of Alternate Gilman Grants and Gilman Supplemental Grants enabled a record number of Pell Grant eligible students to participate in education abroad. In sum, the conscious effort to invest resources in diversifying the WKU education abroad experience is paying dividends.

Last year was a momentous year for supporting our faculty in internationalization. In May, a dozen faculty and staff participated in the inaugural Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) to Ecuador. The goal was to provide faculty and staff the opportunity to learn about and experience Ecuador in order to enhance the international content of their courses, develop research opportunities, and prepare for the International Year of Ecuador in 2014-15. Additionally, the Office of International Programs (OIP) invested a record amount in grants to faculty and staff to support their efforts to internationalize the campus experience and the curriculum. Finally, support across the campus led to another outstanding International Education Week (IEW) with a record number of programs and sponsoring units.

In short, WKU is investing in faculty, staff, and students with the goal of comprehensive internationalization and the results are quantifiable. Although the OIP and SAGL teams play a lead role, it takes the efforts of hundreds of colleagues to create the international success that WKU is experiencing. I speak for the both OIP and SAGL teams, when I say **thank you** to the entire WKU community for their support of the shared vision of WKU as a leading American university with international reach.

Sincerely,

Craig T. Cobane

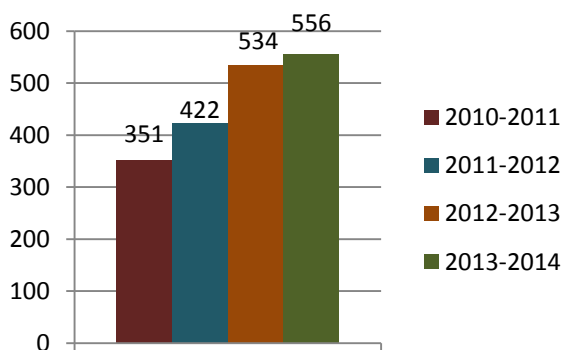
Craig T. Cobane, Ph. D.
Chief International Officer

STUDENTS ABROAD: EDUCATION ABROAD PARTICIPATION¹

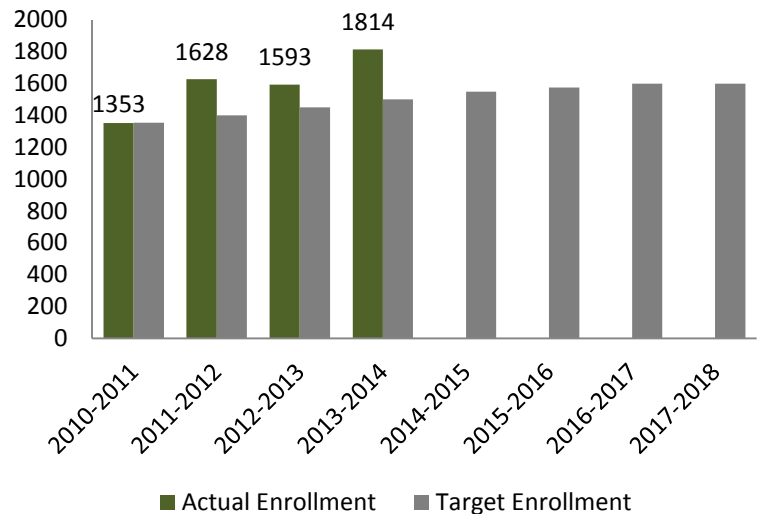
668 TOTAL NUMBER OF WKU ORIGINATING STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS FOR 2013-2014²

Like many U.S. institutions, WKU has seen a growth in education abroad participation. However, where national data suggests a gradual but steady incline over recent years (approximately 8.8% over three years), WKU has significantly outpaced the trend.⁴ Since the 2010-11 academic year, the number of WKU students participating in credit-bearing education abroad experiences has increased by more than 50% (351 to 556).⁵ As a result, WKU has solidified a position within the state of Kentucky as a leader in education abroad. Additionally, this noteworthy growth means WKU is beginning to emerge as a player on the national level.

NUMBER OF STUDENTS PARTICIPATING IN CREDIT BEARING EDUCATION ABROAD PROGRAMS⁶



TARGET EDUCATION ABROAD ENROLLMENT³

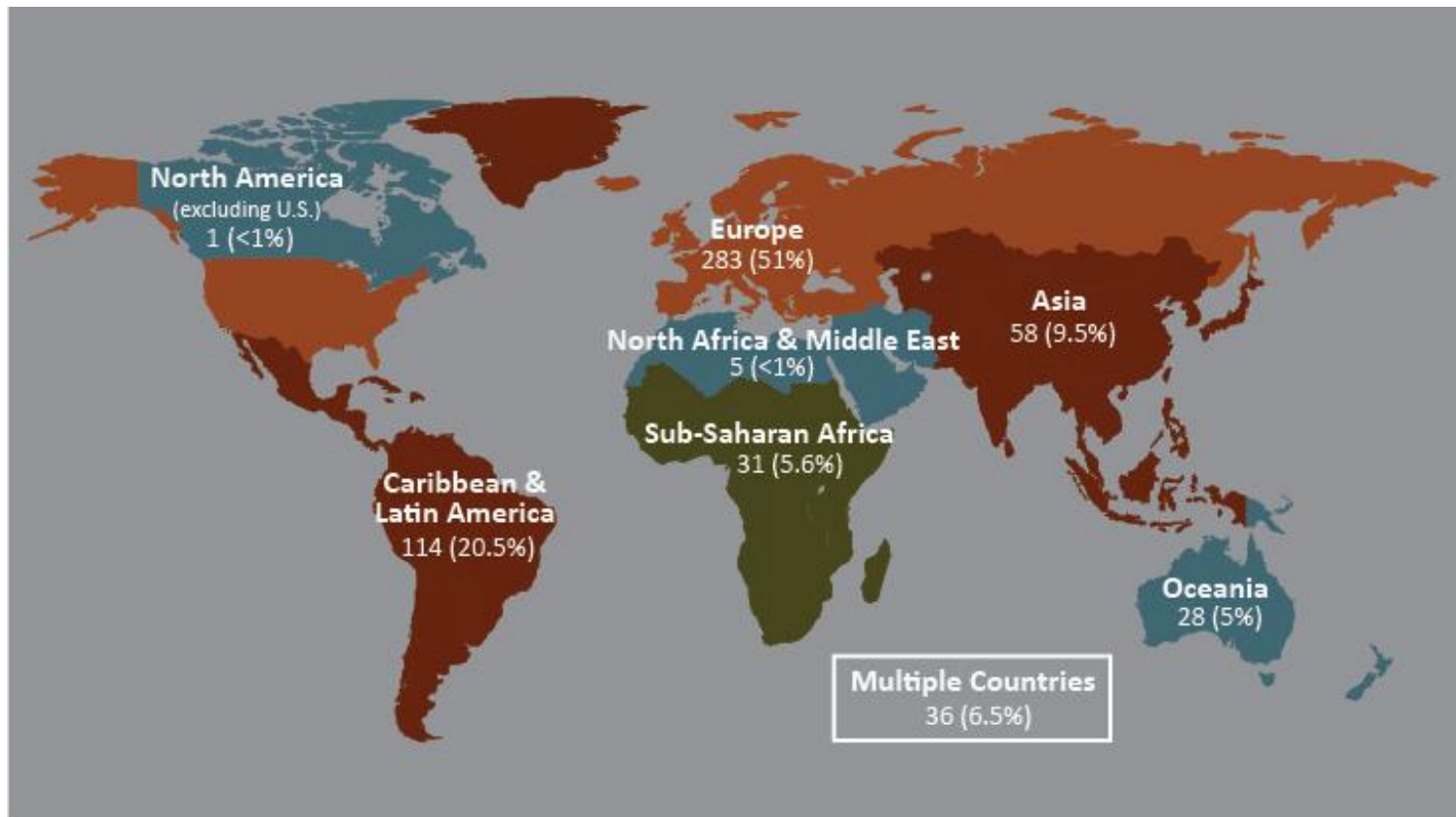


WKU's recent success in growing its education abroad participation is a product of multiple factors including, but not limited to, a burgeoning menu of international education options including faculty-led programs, heightened awareness resulting from on-campus programming and promotion, a streamlined application process (Studio Abroad), and expanded financial support. At the root of these enhanced services and visibility lies an institutional recognition of the value of the international education experience. In 2012, that recognition was translated into a university-wide goal for education abroad enrollments.⁷ Despite having set the bar high, WKU has consistently exceeded the Target Education Abroad Enrollment numbers.

The *Open Doors Report*, produced by the Institute of International Education (IIE), is 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. www.iie.org/Research-and-Publications/Open-Doors

STUDENTS ABROAD: EDUCATION ABROAD ENROLLMENTS

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD BY REGION⁸



WKU's education abroad participation by region is not dissimilar to the national distribution with one notable exception: Latin America & the Caribbean. According to most recent national data, the percentage of students pursuing credit-bearing education abroad experiences in Latin America has traditionally hovered around 15%. However, in 2013-14, more than 20% of our students who studied, pursued research, or conducted service projects abroad did so in Latin America or the Caribbean.

The 2013-14 academic year saw a higher number of WKU students participating in programs that incorporated multiple countries into the experience. This growth was, in large part, a result of the Toppers at Sea program, which took 24 WKU students to Iceland, the United Kingdom, Denmark, and Sweden and focused on climate change.



STUDENT PROFILE

NAME/MAJOR: Jamie Doctrow, Biology, May '16

PROGRAM: CIEE Community Public Health in Gaborone, Botswana, Fall '13

"I learned so much about myself and the world around me. I'll be applying to medical school in the next year and having this experience abroad will definitely make me stand out from other candidates. Studying abroad in Botswana really opened my eyes to the state of public health in developing areas and has made me consider working as a doctor abroad at some point in my life. I'll never look at things the same way again."

STUDENTS ABROAD: EDUCATION ABROAD ENROLLMENTS

While WKU students' preferred destinations do not differ dramatically from trends at the national level, there are several noteworthy differences. For example, Ecuador, which has not traditionally received a top ranking nationally, has consistently made its way onto WKU's top five list of education abroad destinations. This popularity at WKU is a result of several long-standing faculty-led programs to Ecuador as well as an active student exchange partnership with Universidad San Francisco de Quito. Trinidad and Tobago, another location not represented on national lists of preferred study abroad locations for U.S. students, emerged as the ninth most popular destination for the 2013-14 academic year. This debut was a result of a highly successful faculty-led study abroad program to the Caribbean country.⁹

It is no surprise that the United Kingdom is the leading education abroad destination for WKU students. In addition to being the top destination for U.S. students, WKU's partnership with the University of Evansville, which administers Harlaxton College in Grantham, England, contributes to the UK's popularity with WKU students. Additionally, with WKU serving as the new home to the Cooperative Center for Study Abroad (CCSA),¹⁰ it seems highly probable that WKU study abroad participation in this region will maintain its stronghold on the number one destination.

Coming in just behind the UK, Spain continues to be a preferred international education destination for WKU students, thanks in large part to the program offerings through the Kentucky Institute for International Studies (KIIS). A major player in the region for education abroad since 1975 and a key contributor to WKU's education abroad growth since 2009¹¹, KIIS offers approximately 30 programs to locations in Europe, Africa, Asia, and Latin America. Included among the robust menu of program offerings are five to Spain, two of which are directed by WKU Modern Languages faculty members, Melissa Stewart, Ph.D. and Inmaculada Pertusa, Ph.D.

China's top four ranking will come as no surprise. With programs like The Chinese Flagship¹² and the new Chinese major, it seems likely that WKU student interest in China will continue to thrive.

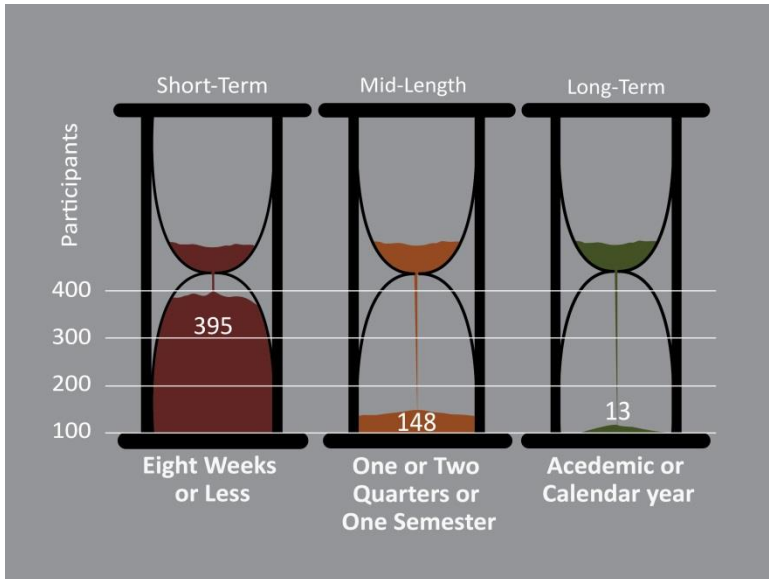
Finally, student exchange partnerships in Germany and France¹³ are the primary contributors to our higher levels of participation in those two countries. Though open to all students, the majority of courses offered through both programs have a business focus.

TOP 10 COUNTRY DESTINATIONS OF CREDIT-BEARING EDUCATION ABROAD PROGRAMS FOR 2013-2014

- 1 UNITED KINGDOM** – 70 (12.6%)
- 2 SPAIN** – 61 (10.9%)
- 3 FRANCE** – 53 (9.5%)
- 4 CHINA** – 41 (7.3%)
- 5 ECUADOR** – 39 (7%)
- 6 AUSTRALIA** – 28 (5%)
- 7 GERMANY** – 24 (4.3%)
- 8 BELIZE** – 23 (4.1%)
- 9 TRINIDAD** – 20 (3.5%)
- 10 ITALY** – 17 (3%)

STUDENTS ABROAD: EDUCATION ABROAD PROGRAMS

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



In terms of program duration, WKU students tend to favor short-term programs over lengthier ones—even more so than other U.S. students pursuing credit-bearing education abroad. Where 59% of U.S. students studying abroad pursued programs that were eight weeks or less in duration according to the 2013 Open Doors Report, 71% of WKU students selected short-term programs last year.

WKU faculty-led study abroad (FLSA) programs, which typically fall into the short-term category, have a history of being the leading choice for WKU students seeking to study abroad. This year was no exception with 56% of short-term participation coming from FLSA programs. KIIS programs are also major contributors to the short-term category.

With such high participation numbers in the short-term category, WKU does fall behind national averages for participation in mid-length and long-term programs. While approximately 38% and 3% of U.S. students study abroad for mid- and long-term programs, the breakdown for WKU is 27% and 2%, respectively.

EDUCATION ABROAD QUICK FACTS

3.7% OF EDUCATION ABROAD PARTICIPANTS IN 2013-14 HAD STUDIED ABROAD PREVIOUSLY

9% OF EDUCATION ABROAD PARTICIPANTS IN 2013-14 WERE FROM THE APPALACHIAN REGION

10.6% OF EDUCATION ABROAD PARTICIPANTS IN 2013-14 WERE NON-TRADITIONAL STUDENTS

21.7% OF EDUCATION ABROAD PARTICIPANTS IN 2013-14 WERE FIRST-GENERATION STUDENTS

37.2% OF EDUCATION ABROAD PARTICIPANTS IN 2013-14 WERE HONORS COLLEGE STUDENTS

*FOR MORE INFORMATION ON THE STUDENTS PARTICIPATING IN EDUCATION ABROAD PROGRAMS, SEE PP. 11-12.



Hayley Wilkins, Morocco, International Business, Fall '15

STUDENTS ABROAD: EDUCATION ABROAD PROGRAMS

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD BY PROGRAM

Program	2011-12	2012-13	2013-14
CCSA	7 (1.5%)	19 (3.5%)	9 (1.5%)↓
Exchange	25 (6%)	17 (3%)	24 (4%)↑
Faculty-led	135 (32%)	264 (49.5%)	225 (40.5%)↓
Harlaxton	47 (11%)	50 (9.5%)	55 (10%)↑
KIIS	66 (15.5%)	56 (10.5%)	55 (10%)↓
Semester at Sea	10 (2.5%)	4 (<1%)	5 (<1%) =
Other ¹⁴	132 (31.5%)	124 (23%)	183 (33%)↑
Total	422 (100%)	534 (100%)	556 (100%)



Naomi Driessnack, England, Photojournalism, Spring '16

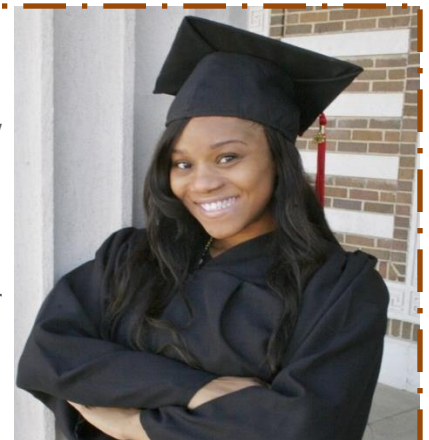
WKU partners with a number of organizations and institutions to provide a greater range of international education opportunities to our students. Established partnerships like those with CCSA, KIIS, Harlaxton, Semester at Sea, and a number of our exchange partners tend to consistently draw student participation.

In 2012-13, SAGL expanded its menu of opportunities by partnering with new study abroad providers in an effort to meet the needs of a broader range of WKU students. These new relationships are emerging as increasingly popular options for students (see **Other** category).

STUDENT PROFILE

NAME/MAJOR: Rauneisha Mayes-Reid, Interdisciplinary Studies, August '14
PROGRAM: Explore Trinidad: African American Experience Abroad (Spring '14), Diversity Abroad Grant Recipient (Spring '14)

"The most important thing that I gained from my experience was through mentoring students at the Tunapuna Secondary Middle School. I was able to develop my interpersonal relationship skills, which will be a key component for my career as a marriage and family therapist. This opportunity allowed me to learn about diverse people and cultures as well as my individual professional and personal strengths."



STUDENTS ABROAD: FIELDS OF STUDY

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY COLLEGE¹⁵

College	2011-12	2012-13	2013-14
Potter College of Arts & Letters	140 (33%)	219 (41%)	198 (35.5%)↓
Gordon Ford College of Business	40 (9.5%)	52 (10%)	66 (12%)↑
College of Education & Behavioral Sciences	63 (15%)	88 (16.5%)	96 (17%)↑
Exploratory Studies	8 (2%)	5 (<1%)	4 (<1%) =
College of Health & Human Services	43 (10%)	64 (12%)	73 (13%)↑
University College	6 (1.5%)	5 (<1%)	17 (3%)↑
Ogden College of Science & Engineering	122 (29%)	101 (19%)	102 (18.5%)↓
Total	422 (100%)	534 (100%)	556 (100%)

A data point used by IIE to rank institutions of higher education in terms of outbound student mobility, the undergraduate study abroad participation rate is based on the total number of study abroad participants divided by the total number of degrees conferred within an academic year. Though not in the top 40 for Master's institutions in this category, WKU's undergraduate study abroad participation rate is ahead of the national average by nearly eight (8) percentage points.

WKU UG STUDY ABROAD
PARTICIPATION RATE:

TOTAL # OF UG STUDY ABROAD
PARTICIPANTS

TOTAL # OF UG DEGREES
CONFERRED

17.16%



STUDENT PROFILE

NAME/MAJOR: Caroline Culbreth, International Affairs & Spanish, Spring '15

PROGRAM(S): CIEE Madrid Liberal Arts, WKU Exchange to Université Laval, Québec City, Québec, Canada

"My primary motivations for each of the programs were language and cultural immersion. As I study French, Spanish, and Mandarin Chinese to complement my international affairs degree program which is heavily focused on culture studies, I wanted a program in which I would be fully immersed into the language and culture of the area. Meeting new people of different cultural backgrounds and worldviews really encouraged me to break out of my 'shell'."

STUDENTS ABROAD: FIELDS OF STUDY

Thanks to a unique and highly active international student teacher program, the field of study leading the way in credit-bearing education abroad participation at WKU is Education-with Social Sciences and Health Sciences coming in the second and third spots. Nationally, Social Sciences, Business, and Humanities rank in the top three, making up more than 50% of the fields of study pursued by U.S. students studying abroad.



STUDENT PROFILE

NAME/MAJOR: Abbi Schopper,
Mechanical Engineering, Spring '17

PROGRAM: Sol Education Abroad,
Buenos Aires, January '14

"I recently had an interview for a mechanical engineering internship for the summer and they asked me five or six questions about my experience abroad. The position I was applying for was not related to Spanish, but they were interested and impressed that I had studied abroad."

81 TOTAL NUMBER OF
UNDERGRADUATE MAJORS
REPRESENTED BY EDUCATION
ABROAD PARTICIPANTS FOR 2013-
2014 (3.8% INCREASE FROM 2012-13)

TOP 10 FIELDS OF STUDY¹⁶ PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS FOR 2013-2014

- 1 EDUCATION** – 86 STUDENTS (15.5%)
- 2 SOCIAL SCIENCES** – 82 STUDENTS (14.7%)
- 3 HEALTH SCIENCES** – 79 STUDENTS (14.2%)
- 4 HUMANITIES** – 73 STUDENTS (13.1%)
- 5 BUSINESS** – 65 STUDENTS (11.7%)
- 6 PHYSICAL/LIFE SCIENCES** – 61 STUDENTS (11%)
- 7 FINE/APPLIED ARTS** – 45 STUDENTS (8.1%)
- 8 AGRICULTURE** – 22 STUDENTS (3.9%)
- 9 FOREIGN LANGUAGES** – 12 STUDENTS (2.2%)
- 10 OTHER** – 10 STUDENTS (1.8%)

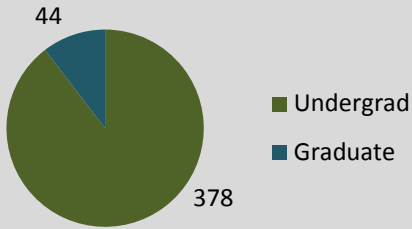


Jordan Keeney, Civil Engineering, Netherlands, Spring '14

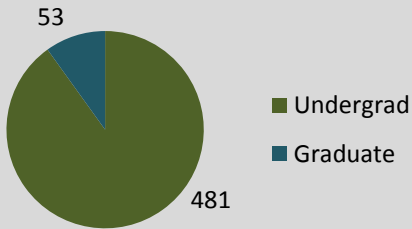
STUDENTS ABROAD: STUDENT PROFILE

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

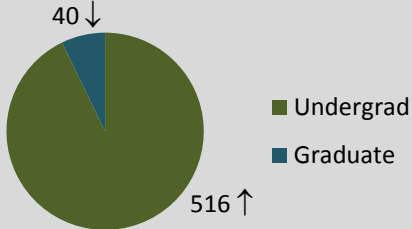
AY 2011-12



AY 2012-13



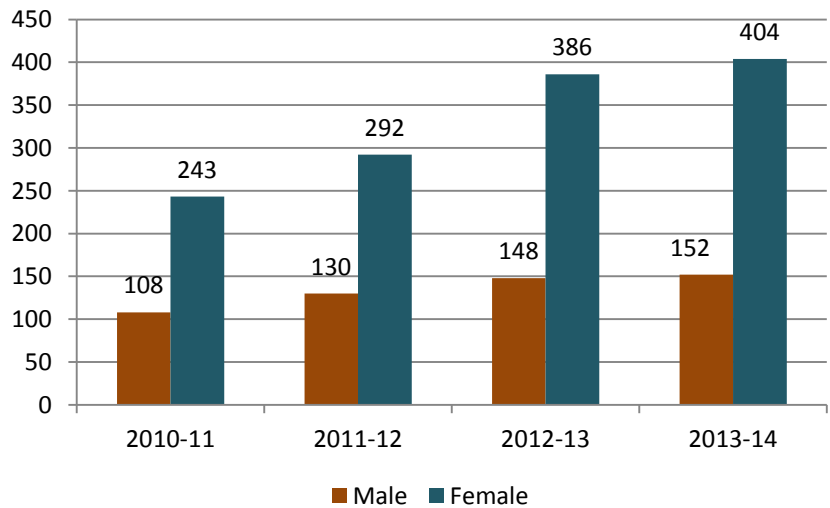
AY 2013-14



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

	2011-12	2012-13	2013-14
Freshman¹⁷	1 (<1%)	4 (<1%)	8 (1.5%)↑
Sophomore	28 (6.5%)	36 (7%)	47 (8.5%)↑
Junior	113 (26.5%)	113 (21%)	145 (26%)↑
Senior	217 (51.5%)	309 (58%)	309 (55.5%)↓
Masters	27 (6.5%)	33 (6%)	34 (6.1%)↑
Doctoral	17 (4%)	20 (4%)	6 (1.1%)↓
Post Baccalaureate	19 (4.5%)	19 (3.5%)	7 (1.3%)↓
TOTAL	422 (100%)	534 (100%)	556 (100%)

STUDENTS PARTICIPATING IN CREDIT-BEARING EDUCATION ABROAD PROGRAMS BY GENDER¹⁸



STUDENTS ABROAD: STUDENT DEMOGRAPHICS

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

Race/Ethnicity	2011-12	2012-13	2013-14
African-American	13 (3%)	15 (3%)	44 (8%)↑
American Indian/Alaska Native	2 (<1%)	1 (<1%)	2 (<1%) =
Asian Pacific Islander	5 (1%)	8 (1.5%)	5 (<1%)↓
Hispanic/Latino	16 (4%)	14 (2.5%)	10 (2%)↓
Non-reported	6 (1.5%)	8 (1.5%)	6 (1%)↓
Two or more Races	11 (2.5%)	12 (2%)	9 (1.5%)↓
White, Non-Hispanic	369 (87.5%)	476 (89%)	480 (86%)↓
Total	422 (100%)	534 (100%)	556 (100%)

The percentage of WKU students participating in credit-bearing education abroad programs in 2013-2014 who identified as African-American was 7.9%, which is **more than two (2) percentage points higher** than the national average (5.3%).

STUDENT PROFILE

NAME/MAJOR: Tevin M. Jones, Child Studies '14

PROGRAM: Explore Trinidad: African American Experience Abroad (Spring '14), Diversity Abroad Grant Recipient (Spring '14)

"This experience has made me a more well-rounded individual in an educational aspect. I learned how to be more open to new experiences and people from different backgrounds. Learning about new cultures has directly affected my goals for the future. I plan to look into teaching/counseling abroad to share my knowledge and traditions with those who have the same aspirations as me."



ACCESS TO EDUCATION ABROAD¹⁹

The 2013-14 academic year saw a redoubling of WKU’s efforts to increase access to education abroad. In total, students participating in credit-bearing education abroad experiences received more than \$223,792.²⁰ By raising levels of existing financial support like the World Topper Scholarship and developing new grant programs targeting underrepresented groups of students, WKU successfully expanded its overall participation numbers (534 to 556) while dramatically increasing participation of several students groups. WKU, through the World Topper Scholarship, invested \$161,875 in 350 students pursuing credit-bearing education abroad experiences. Awards ranged from \$250-\$1,200, crossing all Colleges.

Introduced in the 2012-13 academic year by the Offices of Scholar Development and International Programs, the Alternate Gilman (AGG) and Gilman Supplemental Grants (GSG) continued in 2013-14 to provide support to Gilman applicant in making their international education goals a reality.

GILMAN SCHOLARSHIPS AND RELATED AWARDS²¹

Year	Gilman Applicants	Gilman Recipients	AGG Recipients	GSG Recipients	% of Gilman Applicants Participating in Credit-Bearing Education Abroad Programs
2011-2012	23	6	-	-	26%
2012-2013	34	14	4	1	56%
2013-2014	38↑	15↑	4	1	92% ↑

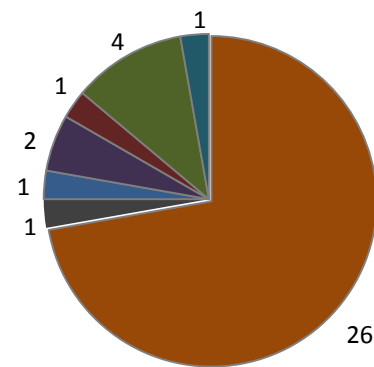
DIVERSITY ABROAD GRANT

In addition to increasing established means of support, WKU initiated a new program that would contribute to education abroad access for an underserved population. In the fall of 2013, the offices of Study Abroad and Global Learning, Enrollment Management, Institutional Diversity & Inclusion and International Programs unveiled the Diversity Abroad Grant (DAG). Designed to support diverse and traditionally underrepresented student groups pursuing credit-bearing education abroad experiences, the DAG is open to all majors and available on all campuses. Thanks to the \$50,000 awarded through the DAG, 36 students from diverse and/or traditionally underrepresented groups were able to participate in international study, research, or service programs.

Administered by SAGL, the impact of the DAG extends beyond the individual education abroad experience. Following their program abroad, recipients of the DAG are responsible for completing service projects. These projects are designed to complement their education abroad experiences and increase the diversity of students studying abroad while enhancing the recipient’s leadership and communication skills.

For more information on the Diversity Abroad Grant, visit www.wku.edu/studyabroad.

DAG RECIPIENTS: 2013-2014



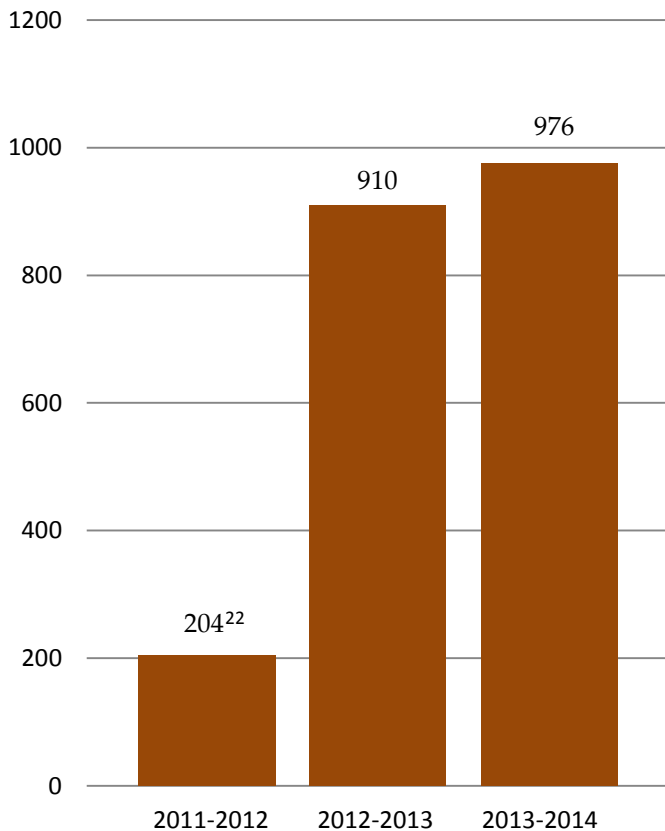
- African American (72.2%)
- Alaskan Native (2.8%)
- Non-Traditional Student (2.8%)
- Appalachian Region (5.5%)
- Hispanic/Latino (2.8%)
- Two or More Races (11.1%)
- Other (2.8%)

STUDENT RECRUITMENT & PROGRAMMING: STUDY ABROAD FAIR



Each fall and spring semester, SAGL sponsors a Study Abroad Fair. At its core, the Study Abroad Fair is a chance for WKU students to explore the many international education opportunities available to them at WKU. WKU faculty members leading programs abroad and external study abroad providers are available on-site to answer student questions. Additionally, students can learn about a range of other topics that relate to a study abroad experience including, but not limited to, funding opportunities, health insurance coverage, course transfer, and financial aid. More than a dozen vendors and study abroad partners were on hand during each of the 2013-14 Study Abroad Fairs, providing WKU students information about programs and services.

STUDY ABROAD FAIR ATTENDANCE

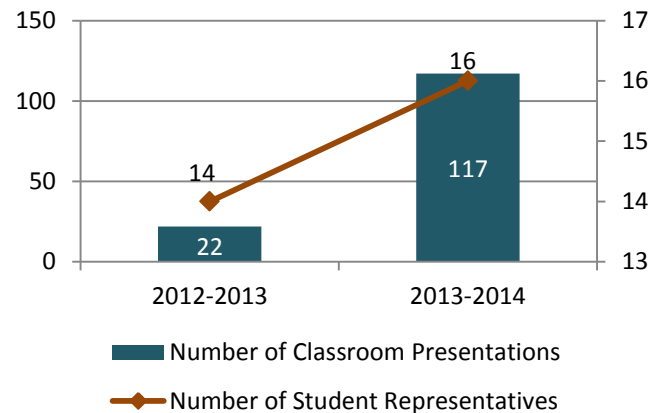


STUDENT RECRUITMENT & PROGRAMMING: SAGL STUDENT REPRESENTATIVES

SAGL STUDENT REPRESENTATIVES

SAGL owes much of its continued success and growth to the hard work and dedication of its Student Representatives. SAGL "Student Reps" serve as the primary student outreach to the faculty, staff, and fellow students of WKU. The program consists of three tracks: Peer Advisors, Ambassadors, and Exchange Student Mentors. Peer Advisors assist students in finding a study abroad program that best fits their academic and personal needs along with giving them useful information about scholarships and other funding possibilities. The Ambassadors help host international visitors and education abroad professionals. Exchange Student Mentors are in charge of support for our inbound and outbound exchange students.

STUDENT REP PROGRAM GROWTH



MEET THE 2013-2014 SAGL STUDENT REPRESENTATIVES



Sydney Becket '14
Film Studies
Caen, France



Fia Brusendorff '14
International Business
Denmark



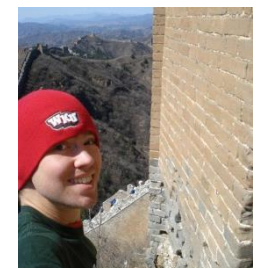
Natalie Buller '15
Communication Disorders/Spanish
Argentina



Brian Crabtree '14
Business Management
Argentina



Jamie Doctrow '16
Psychology/Biology
Botswana



Stephen Farley '14
Business Management
Semester at Sea



Matt Frazier '15
Biology/Pre-Physical Therapy
Harlaxton & Ecuador



Jenny Gaiko '15
Architecture
Harlaxton



Sabrina Heinrich '14
Political Science/International Affairs
Ghana & Czech Republic



Sharon Leone '14
Spanish/Communication Disorders
Harlaxton



Sarah Nikolai '14
Graphic Design/Print Advertising
Florence, Italy



Gracie Peter '14
International Business/Spanish
Ecuador



Kiersten Richards '15
English/Spanish
Segovia, Spain



Lendee Sanchez '14
Broadcasting/ Film Studies
Harlaxton & Czech Republic



Rachael Walters '15
Spanish/French
Caen, France



Hannah Wilson '15
Philosophy
Harlaxton



INTERNATIONAL COLLABORATIONS

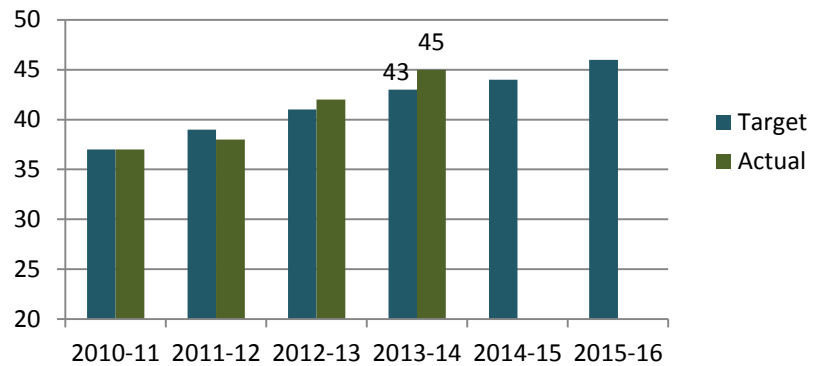
The development of active and sustainable international partnerships that serve multiple campus audiences is one hallmark of an institution committed to internationalization. Not only did WKU's network of partner institutions expand during the 2013-14 academic year, exceeding the target by two (2), we also saw heightened levels of activity result from several existing partnerships.

Agreements added during the 2013-14 academic year created opportunities for students in the fields of Teacher Education (Argentina, China, Spain) and Journalism and Broadcasting (Denmark). Existing

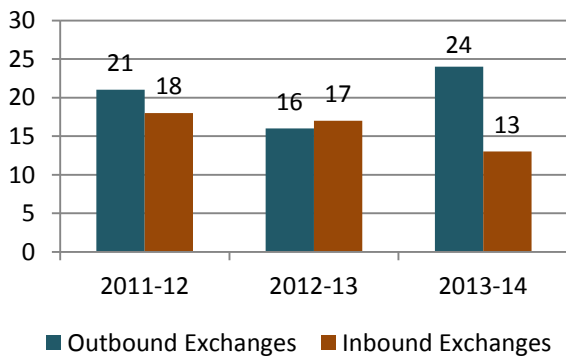
partnerships facilitating the university-wide exchange of students in both Turkey and Ecuador were renewed, as was a faculty exchange partnership in China through the Department of Philosophy and Religion. Additionally, WKU's emerging International Year Of... program and associated Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS, see pp. 20-24) inspired a revitalization of an existing, though by no means stagnant, partnership with the Universidad San Francisco de Quito (USFQ). USFQ has been a partner since 2009 and has enabled the exchange of more than ten (10) students. In May of 2014, twelve (12) WKU faculty and staff members traveled to Ecuador as part of the ZSEIFS, spending several days visiting the USFQ campus and connecting with its scholars.

In the coming year, in order to help ensure that existing international partnerships continue to further our institutional mission and college and/or departmental objectives, OIP will be taking a closer look at its roster of international partners, engaging relevant academic and non-academic units in the evaluation process.

TARGET PARTNERSHIPS²³



STUDENT EXCHANGES²⁴



Spring 2014 incoming exchange students are welcomed to WKU at an orientation banquet hosted by SAGL Student Representatives and SAGL & OIP staff.²⁵

SUPPORTING VISITING SCHOLARS

The Visiting Scholar Residences (VSRs) provide international and American visiting scholars a safe, clean, convenient, and affordable place to stay during their time at WKU. The VSRs are conveniently located, low-cost, fully-furnished residences available only to WKU guests. In 2013-14, the VSRs housed 33 WKU guests and operated at full capacity. Current projections indicate a similar occupancy rate for the 2014-15 academic year. Transitions are also in place for a move to the University Key system, which will bring added safety and efficiency to the VSRs. VSR management is accepting applications for 2015-16 and 2016-17. Be sure to submit applications early, as assignments are made on a first-come first-served basis and many guests stay for an entire academic year. For more information on the VSRs or to make a reservation, visit:

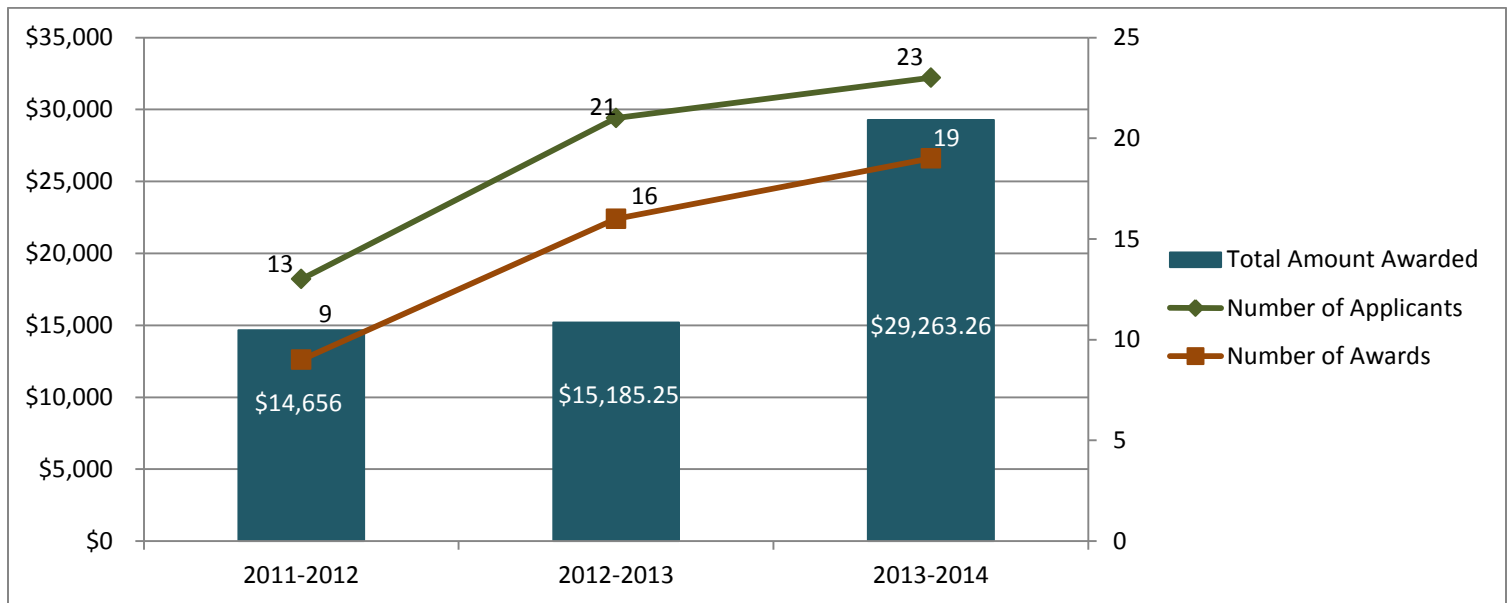
www.wku.edu/oip/vsrhousing.php

INVESTING IN FACULTY & STAFF

The role that faculty and staff play in the pursuit of sustainable comprehensive internationalization is critical. For an institution to be successful in its internationalization efforts, it must foster and support the motivations, passions, and individual goals of these two groups. OIP recognizes the central role faculty and staff play in shaping our institutional ethos and, as such, offers multiple grants to facilitate their goals as they relate to internationalization whether in curriculum development, campus programming, or other international education endeavors.

In 2013-14, OIP awarded nearly \$30,000 in support funding for activities ranging from international research in Taiwan, to education abroad program development in Trinidad and Tobago, to a host of globally focused on-campus events and programs. Grant recipients included WKU faculty and staff from five colleges as well as campus partners like the Kentucky Institute for International Studies and Aramark.

OIP GRANT AWARDS BY YEAR²⁶



“Nothing can replace a ‘boots on the ground’ experience when developing study abroad connections. My CDIP grant enabled me to travel to three campuses in the UK to investigate the potential for semester-long exchange programs. The face-to-face meetings I had with fellow English and Scottish faculty were crucial in beginning the dialogue necessary for building something as complex as a sustainable international exchange.”

KRISTINA ARNOLD (ART),
CURRICULUM DEVELOPMENT/INTERNATIONAL PROGRAMS (CDIP)
GRANT RECIPIENT,
WKU AND AN EXPANDING INTERNATIONAL REACH: ART AND THE UK



Visiting Cuba scholars give a lecture as part of a Global Encounters Support Grant received by Rebekah Golla (KIIS).

INVESTING IN FACULTY & STAFF

APPLICANT	CO-APPLICANT	DEPARTMENT/UNIT	PROGRAM TITLE/ACTIVITY
CURRICULUM DEVELOPMENT/INTERNATIONAL PROGRAMS (CDIP) GRANT			
Rob Hale		English/PCAL	Honors Faculty Institute at Harlaxton College: <i>Place as Text</i>
Cecile Garmon	Jace Lux	Communication/PCAL	FLSA Development, British Leadership Rhetoric and Communication
Jace Lux		Forensics/Academic Affairs	Seoul Recruitment and FLSA Development
Claudia Strow	Suzanne Lequizamon	Economics/GFCB	FLSA Development, Costa Rica: The Economics of Sustainability, Agribusiness, and Ecotourism
Elizabeth Gish		Honors/UC	Honors Faculty Institute at Harlaxton College: <i>Place as Text</i>
Kristina Arnold		Art/PCAL	WKU and an Expanding International Reach: Art and the UK
Andrew Rosa		Diversity & Community Studies/UC	University of West Indies: Explore Trinidad Program Development & Cultivation of Exchange Program
STAFF INTERNATIONALIZATION GRANT (SIG)			
Clinton Lewis		Public Affairs	Capturing Education Abroad: Costa Rica Biodiversity Program
Gil Holts		Aramark	Bringing Ecuador to Campus Dining: A study in Ecuadorian Cuisine
GLOBAL ENCOUNTERS SUPPORT (GES) GRANT			
Rebekah Golla		KIIS	Revolution & Progress in 21st Century Cuba
Tom Richmond		Mathematics/OCSE	Establishing Cultural and Mathematical Exchange through Topology
Cecile Garmon		Communications/PCAL	Intercultural Communication Dinner
Eric Bain-Selbo	Nahed Artoul Zehr	Philosophy & Religion/PCAL	Counternarratives: A National Conference on United States Foreign Policy
Kelly Conroy	Sonia Lenk	Modern Languages/PCAL	Tracing the Unexplored Series: <i>Brazil's Multicultural Society</i>
Jerry Daday		Sociology/PCAL	Guest Speaker: Nerma Jelacic, from ICTY
Erin Greunke		Study Away/DELO	2014 Study Abroad Symposium
OTHER GRANT PROGRAMS			
Kay Gandy	IEW	Teacher Education/CEBS	International Education Week Quiz Bowl
Tim Rich	IPVG	Political Science/PCAL	National Chung Hsing University: Exchange Partner Visit
Cecile Garmon	IPVG	Communication/PCAL	University of Lincoln: Potential Exchange Partner Visit



Keith Phillips, Ph.D., (Biology), Faculty Leader, Costa Rican Biodiversity Studies and Research

“It was fascinating to watch the students connect with the larger world and expand beyond their comfort zones (sometimes, way beyond), and to share an experience that is truly unique.”

CLINTON LEWIS (Public Affairs),
STAFF INTERNATIONALIZATION GRANT (SIG) RECIPIENT,
COSTA RICAN BIODIVERSITY STUDIES AND RESEARCH

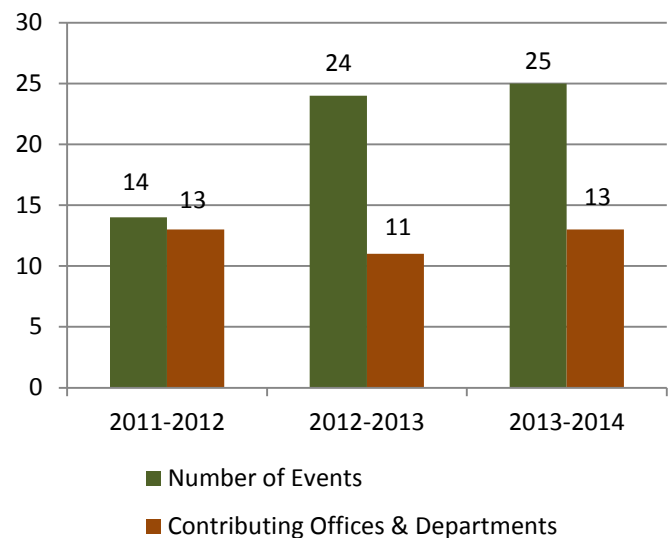
CAMPUS INTERNATIONALIZATION: INTERNATIONAL EDUCATION WEEK

In 2013, OIP once again facilitated WKU's participation in International Education week (IEW), an annual weeklong celebration of the benefits of international education and exchange. A joint initiative from the U.S. Departments of State and Education, IEW is celebrated worldwide and provides WKU an opportunity to bring campus and community attention to the international resources within their reach as well as expose audiences to new ideas, perspectives, and experiences. Thanks to an active planning committee made up of faculty, staff, and students from across campus, the 2013 IEW calendar featured over 20 globally-focused events.



WKU Students and Faculty compete in the International Quiz Bowl during IEW 2014. The event was sponsored by the College of Education and Behavioral Sciences.

IEW EVENT SPONSORSHIP BY YEAR



2013 IEW PLANNING COMMITTEE

Steven Amusan, *Housing and Residence Life*

Leah Ashwill, *ALIVE Center*

Lauren Cunningham, *ALIVE Center*

Sakiba Dzelil, *Study Abroad and Global Learning*

Kay Gandy, Ph.D., *Teacher Education*

Crystal Hardeman, *Student Activities*

Samantha Hartman, *Housing and Residence Life*

Hajara Mahmood, Ed.D., *Biology*

Beth Murphy, *International Student Office*

Julie Rivas, *ALIVE Center*

Mike Stokes, Ph.D., *Biology*

Tim Straubel, M.A., *Modern Languages*

CAMPUS INTERNATIONALIZATION: INTERNATIONAL YEAR OF ECUADOR

Although not slated to officially begin until the fall of 2014, OIP dedicated substantial time and resources during the 2013-14 academic year in preparing for the inaugural International Year of Ecuador. The **International Year Of...** program is an ongoing initiative intended to provide the campus and community multiple and varied opportunities to engage with a single country or region for a full academic year. OIP, along with the IYO Ecuador steering committee, spent much of the year developing a robust calendar of events that would be sure to provide the WKU community ample opportunities to expand and deepen their knowledge of Ecuador. By the close of 2013-14, more than 25 events had been scheduled, involving nearly 20 academic and non-academic departments as well as several community organizations.



Western Kentucky University presents

INTERNATIONAL YEAR OF ECUADOR

FALL 2014 FEATURED EVENTS

<p>06/18 - 09/21 David Coffey's Masks, an International Collection. FAC Corridor Gallery. ●</p> <p>08/25 - 09/26 On Migrations, Dreams and Dreamers works by artist Sandra C. Fernández. FAC Main Gallery. ●</p> <p>09/10 11:00am - 2:00pm Centennial Market: The Colors of Ecuador featuring Latin Ensemble, Serenatta Centennial Mall. ●</p> <p>09/11 5:30pm From the Highlands of Ecuador to the Many Roads in the US: An Artist's Journey presented by artist Sandra C. Fernández. Cherry Hall 125. ●</p> <p>09/12 2:00pm From Copernicus to Darwin presented by Dr. Carlos Montúfar. Snell Hall 2113. ●</p> <p>09/26 6:30pm - 9:30pm Faraway Flix presents: Ecuador - Que Tan Lejos. Faculty House. ●</p>	<p>10/06 - 11/07 The International Year of Ecuador celebrates Dr. David M. Coffey. FAC Main Gallery. ●</p> <p>10/14 4:00pm Equatorial Encounters: A Thirty-Year Love Affair presented by Dr. Frank Hutchins. WKU Glasgow, Room 131. ●</p> <p>10/21 6:00pm - 7:00pm Choose Your Own Adventure Series: "A Night in Ecuador". The Fresh Food Company, DSU. ●</p> <p>10/22 4:30pm Ecuador: Place of History, Mystery and Opportunity presented by Dr. Jeff Hoyer. DSU 340. ●</p> <p>11/11 6:00pm Education: Ecuadorian Style. Visiting expert panel featuring Ecuadorian Educators. GRH Auditorium. ●</p>
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- Exhibition
- Campus Event
- Lecture
- Film

INTERNATIONAL YEAR OF ECUADOR
WKU OFFICE OF INTERNATIONAL PROGRAMS

To learn more about the International Year of Ecuador and view a full calendar of events visit wku.edu/iyo

The College of Education & Behavioral Sciences and the Departments of Art, Biology, Communication, Folk Studies and Anthropology, Physics and Astronomy, Public Health, Sociology and Housing & Residence Life, International Student Office, Kentucky Institute for International Studies, Student Affairs, Study Abroad & Global Learning, WKU Conferencing & Catering, WKU Cultural Enhancement Series, WKU Libraries, WKU Restaurant Group.

IYO ECUADOR STEERING COMMITTEE

Fred Carter, Ed.D., *Teacher Education*
 David Coffey, Ph.D., *Agriculture*
 John Dizgun, Ph.D., *KIIS*
 Holli Drummond, Ph.D., *Sociology*
 Marc Eagle, Ph.D., *History*
 Cecile Garmon, Ph.D., *Communication*
 Loup Langton, Ph.D., *Journalism & Broadcasting*
 Sonia Lenk, Ph.D., *Modern Languages*

Beyond the 2014-15 celebration of Ecuador, WKU will continue its annual country exploration with South Africa in 2015-16, South Korea in 2016-17, and Bosnia and Herzegovina in 2017-18. The Office of International Programs is already laying the groundwork for the coming IYO programs. Faculty and staff who have experience in or knowledge surrounding any of the countries coming up in the IYO program and wish to contribute should contact OIP.

UPCOMING IYO YEARS OF:

2015-2016: *South Africa*
2016-2017: *South Korea*
2017-2018: *Bosnia and Herzegovina*

To learn more about the IYO program, visit:
www.wku.edu/iyo.

CAMPUS INTERNATIONALIZATION: ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR

A unique interdisciplinary faculty study program designed to complement the International Year Of... program, the Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) made its debut in the spring of 2014. Under the leadership of David Coffey, Ed.D. (Agriculture) and Melissa Stewart, Ph.D. (Modern Languages), eight faculty members from four colleges were selected to participate in the inaugural ZSEIFS to Ecuador. Participants spent the spring semester broadening their knowledge of Ecuador while the ZSEIFS leadership finalized the program itinerary. Based around the knowledge and connections of the faculty leaders and the goals of the participants, an intensive two-week program emerged that would provide participants a multitude of unique opportunities to learn firsthand about Ecuador's diverse historical, political, cultural, and geographical landscapes.



Donielle Lovell, WKU Elizabethtown/Fort Knox, Sociology, during the ZSEIFS Ecuador.

ZSEIFS 2014 FACULTY PARTICIPANTS

Jill Brown, M.S., OCSE, Geography & Geology

Kelly Conroy, Ph.D., PCAL, Modern Languages

Beverley Holland, Ph.D., CHHS, Nursing

Aaron Hughey, Ed.D., CEBS, Student Affairs

Donielle Lovell, Ph.D., WKU Elizabethtown/Ft. Knox, Sociology

Albert Meier, Ph.D., OCSE, Biology

Virginia Pfohl, M.A., CEBS, Psychology

William Pfohl, Psy.D., CEBS, Psychology

Melissa Stewart, Ph.D., *Faculty Leader*, PCAL, Modern Languages

THANK YOU TO THE ACADEMIC DEPARTMENTS WHO SUPPORTED THEIR FACULTY MEMBERS' PARTICIPATION IN THE ZSEIFS THROUGH MATCHING FUNDING.

“Traveling to Ecuador has meant creating fantastic networks to facilitate the exchange of knowledge between activists, faculty, and citizens of Ecuador and WKU faculty. These connections mean I have firsthand accounts to teach from in my classes. Longer term, I intend to maintain these contacts so I can continue to gain understanding, foster opportunities for faculty and student exchange, and hopefully one day lead a study abroad to this wonderful country.”

DONIELLE LOVELL, PH.D.
WKU ELIZABETHTOWN/ FORT KNOX, SOCIOLOGY
ZSEIFS PARTICIPANT

CAMPUS INTERNATIONALIZATION: ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR



In March of 2014, the ZSEIFS Ecuador program encountered an unforeseen obstacle with the sudden passing of Dr. Coffey. However, thanks to Dr. Coffey's planning and strong connections in Ecuador along with Dr. Stewart's tremendous leadership, the inaugural ZSEIFS was able to regain any momentum lost.

Shortly after spring commencement, the group departed for the near twelve-day trip that would take them from the Andean highlands into the Amazon and back again. The itinerary included connecting with scholars and other experts in individual participant's respective disciplines, meeting with consular officers at the U.S. Embassy, as well as an Ecuadorian artist. Participants also had the opportunity to interact with the Kotococha indigenous community.

"Enhancing the curriculum with international content, fostering the development of new courses, research projects, co-curricular programming by creating a unique opportunity for faculty to build contacts and deepen their understanding of a country or world region—these are the goals of the ZSEIFS. For the coming year and beyond, we are likely to see Ecuador in the classrooms, publications, and service projects of the returning faculty."

ADDIE CHENEY
COORDINATOR, OFFICE OF INTERNATIONAL PROGRAMS



ZSEIFS participant Jill Brown (Geography & Geology) gives her colleagues a brief lecture on volcanoes at Ecuador's Tungurahua volcano.

CAMPUS INTERNATIONALIZATION: ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR

Additional representatives from WKU joined the ZSEIFS faculty participants for the two-week program. Aramark co-sponsored the participation of Head Chef Gil Holts. Holts applied for and received a Staff Internationalization Grant (SIG) from the Office of International Programs. The SIG provides funding support for professional staff members to gain international experience. Holts plans to use this experience to enhance Aramark's menu with Ecuadorian cuisine throughout the upcoming International Year of Ecuador.



ZSEIFS student videographer Neil Purcell photographs the courtyard of the Museo de Ciudad in Quito.



Aramark Head Chef Gil Holts (right) discusses Ecuadorian cuisine with USFQ Chef Mario Jiménez

Neil Purcell, a WKU senior Broadcasting major, accompanied the group as well. OIP selected Purcell from a competitive pool of applicants to document the inaugural ZSEIFS to Ecuador. Purcell's work covering the ZSEIFS is available on the OIP website.

Under the guidance of faculty leader Mike Stokes, Ph.D. (Biology), OIP is making preparations for the ZSEIFS to South Africa in summer 2015.

*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.*

LOOKING AHEAD: 2014-15 AND BEYOND FOR OIP AND SAGL

Together, SAGL and OIP are helping to shape WKU's international profile through the development of new initiatives and the refinement of existing programs. The past academic year saw promising new programs like the International Year Of ... (IYO) in the development stage and just beginning to take shape while others, like the Diversity Abroad Grant (DAG), emerged on the scene to become successful and vital components of WKU's internationalization efforts. The 2014-15 academic year promises to be another exciting one for the sister offices.

The addition of full-time staff members will doubtless contribute to greater activity and heightened visibility of both SAGL and OIP. In the summer of 2014, SAGL welcomed Laurie Monarch as its new Director. Monarch, who has more than 15 years of experience in international education, served most recently as the Director of Overseas Studies at Georgetown University. OIP also expanded its team with the addition a second Coordinator, Anna Yacovone. Yacovone, a former Fulbright English Teaching Assistant in Laos, came to WKU from the University of Louisville where she was a Study Abroad Advisor. The experience and enthusiasm of these two international education professionals will no doubt enrich the work carried out by both offices.

In viewing past trends and current projections, it seems only likely that education abroad participation numbers will continue to rise. However, for WKU to carve out a name for itself as a destination for international education, it will be essential that we adjust our focus to place greater emphasis on not simply *more*, but *better* numbers. SAGL, in collaboration with OIP and relevant campus stakeholders, will dedicate time and resources to establishing a sustainable funding model to support greater participation of diverse and underrepresented students in education abroad.

The 2015-16 academic year will bring together geographically two offices that already share so many of the same goals. Throughout the coming year, OIP and SAGL will be making preparations for the move to the new Honors College/International Center (HCIC), which is scheduled for completion in late summer of 2015. Having existed in separate campus buildings for years, the new joint space should facilitate creative and operational collaborations between the sister offices.



Digital concept image of the forthcoming Honors College/International Center, which is currently under construction.

Not only will the new building establish a joint home for OIP and SAGL, it will also bring under the same roof other WKU units with international emphasis. The hope is that a closer proximity will seed new and fruitful collaborations among the different units.

While Ecuador will be the dominant theme during the 2014-15 year for OIP, South Africa, as the next country in line for the International Year Of... series, will begin to garner attention and resources. The steering

committee dedicated to the IYO South Africa will be meeting regularly throughout the year to develop a calendar of events that will give WKU and the surrounding community diverse opportunities to explore and learn about South Africa during 2015-16. May of 2015 will see a group of WKU faculty venturing to South Africa to participate in the second annual Zuheir Sofia Endowed International Faculty Seminar.

OIP and SAGL will continue in their efforts to contribute to the internationalization of WKU. Both offices remain committed to serving the WKU campuses and surrounding communities, enhancing services and pursuing new initiatives that strengthen the international dimensions of our institution.

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 2013)

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 2013)

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 2013)

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 2013)

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 2013)

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 2013)

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 2013)

Global Studies Designation: A coursework option designed to add international content to any existing degree program. To earn this designation, students must complete 30 hours of internationally focused coursework—including six (6) hours of a foreign language—and participate in an international education opportunity.

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 2013)

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 2013)

Long-Term Program: Education abroad experience lasting an entire academic or calendar year. (Institute of International Education)

Mid-length Program: Education abroad experience lasting one or two quarters or a semester (15 weeks). (Institute of International Education)

GLOSSARY

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 2013)

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 2013)

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 2013)

Senior: A student who has earned at least 90 credit hours. (WKU Fact Book 2013)

Short-Term Program: Education abroad experience lasting eight (8) weeks or less. (Institute of International Education)

Sophomore: A student who has earned at least 30 but fewer than 60 credit hours. (WKU Fact Book 2013)

Underrepresented minorities: Student with any of the following race classifications: American Indian/Alaskan, Black, or Hispanic. (WKU Fact Book 2013)

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 2013)

1. All data on education abroad enrollment provided courtesy of Institutional Research.
2. The *SAGL Student Number* counts credit-bearing education abroad experiences pursued by WKU-originating students. This includes Carol Martin Gatton Academy of Math and Science students, international students, and non-degree seeking students. Students are counted only once for the academic year (defined as Fall, Winter, Spring, Summer), regardless of whether students pursued multiple programs abroad.
3. *Target Education Abroad Enrollment* numbers, from *Challenging the Spirit: WKU Action Plan for 2012-2018*, according to Institutional Research, are the number of individual courses taken by WKU degree- and non-degree-seeking and non-WKU KIIS students while participating in a credit-bearing program abroad. The apparent discrepancy between the *Target Education Abroad Enrollment* number and the *SAGL Student Number* in credit-bearing education abroad programs is a result of several factors. Students participating in semester-length partner programs are enrolled in a single 12 credit-hour course rather than four three-credit hour courses. *Target Education Abroad Enrollment* numbers are determined based on the WKU academic year (Summer-Spring) where all other data on credit-bearing experiences abroad is based on the Institute for International Education's (IIE) academic year (Fall-Summer).
4. References to national data or national trends in education abroad participation throughout the OIP/SAGL 2013-14 Annual Report are based on data from the *IIE Open Doors* reports. At the time of publication, the most current Open Doors Report was from 2013—which provided data for the 2011-12 academic year.
5. The *WKU Open Doors Number* adheres to the Institute of International Education Enrollment Standards (see glossary). All subsequent data included in this report adheres to IIE standards. This differs from the OIP/SAGL 2012-2013 Annual Report, the data for which was gathered using the *SAGL Student Number* standards in endnote 2. The discrepancies between the OIP/SAGL 2012-2013 Annual Report and the OIP/SAGL 2013-2014 report can be accounted for by this change.
6. See endnote 5.
7. Education Abroad enrollments based on the *Challenging the Spirit: WKU Action Plan for 2012-2018*. (See endnote 3).
8. For definitions of the geographical regions, please see: <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-Region/2012>
9. Faculty-Led Study Abroad Program: *Exploring Trinidad: African American Experience Abroad* Spring 2014. Led by Andrew Rosa, Ph.D. (Diversity and Community Studies), Saundra Ardrey, Ph.D. (Political Science), & Lloren Foster, Ph.D. (African American Studies).
10. In the spring of 2014, the Cooperative Center for Study Abroad (CCSA), a consortium of American colleges and universities that offers study abroad programs and internships in English-speaking regions, selected WKU to serve as the new host institution.
11. A member since 1980, WKU became the host institution for KIIS in 2009. KIIS is a non-profit consortium of colleges and universities that has provided international educational experiences in Europe, Asia, Africa, Canada, and Latin America for over 10,000 participants.
12. Sponsored by The Language Flagship, an initiative of the National Security Education Program within the Defense Language and National Security Education Office, the WKU Chinese Language Flagship program seeks to bring students from the beginning level of Chinese proficiency to the Superior level during their undergraduate career.
13. WKU's exchange partnership with Reutlingen University was established in 1999 and since that time, we have sent and received more than 25 students. The partnership with St. Etienne, established in 2004, has also been highly successful in facilitating semester long study abroad for our students. The numbers exchanged through the St. Etienne partnership are in excess of 50 students. Both partnerships have their roots in the Gordon Ford College of Business.
14. Study abroad providers like CISabroad, Council on International Educational Exchange (CIEE), International Studies Abroad (ISA), Sol Education Abroad, and International Student Exchange Programs (ISEP) are captured in the Other category and are gaining in popularity with WKU students.
15. Education abroad participants are counted according to their first major, not by the discipline of their education abroad course(s).

16. The majors/programs of study of WKU students participating in education abroad were classified into the IIE determined fields of study as follows. Students were counted according to their first major, not by the discipline of their education abroad course(s):
- Education:** Educational Leadership, Elementary Education, Exceptional Education, Family and Consumer Science Education, Interdisciplinary Early Childhood Education, Middle Grades Education, Student Affairs in Higher Education
 - Social Sciences:** Anthropology, Economics, Hospitality Management and Dietetics, International Affairs, Organizational Leadership, Political Science, Public Relations, Social Responsibility and Sustainable Communities, Social Studies, Sociology
 - Health Sciences:** Communication Disorders, Dental Hygiene, Environmental Health Science, Exercise Science, Health Care Administration, Health Sciences, Nursing, Psychology, Social Work
 - Humanities:** Asian Religions and Cultures, Corporate and Organizational Communication, Communication Studies, English for Secondary Teachers, English, Film, History, News/Editorial Journalism, Religious Studies
 - Business:** Accounting, Advanced Manufacturing, Advertising, Business Administrations, Business Economics, Construction Management, Entrepreneurship, Finance, International Business, Management, Marketing
 - Physical/Life Sciences:** Biochemistry, Biology, Chemistry, Geography, Geoscience, Meteorology, Physics
 - Fine/Applied Arts:** Broadcasting, Dance, Interior Designs and Fashion Merchandising, Music, Performing Arts, Photojournalism, Visual Arts, Visual Studies
 - Agriculture:** Agriculture
 - Foreign Languages:** Chinese, French, German, Spanish
 - Math & Computer Sciences:** Computer Science, Mathematical Economics, Mathematics,
 - Engineering:** Architectural Science, Civil Engineering, Electrical Engineering, Mechanical Engineering
 - Other:** Honors Self-Designed Studies, Interdisciplinary Studies
17. 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.
18. The percentage breakdown of the gender of education abroad participants from 2010-11 to 2013-14 is as follows:
- 2010-2011 - Male: 30.8% Female: 69.2%
 - 2011-2012 - Male: 30.8% Female: 69.2%
 - 2012-2013 - Male: 27.7% Female: 72.3%
 - 2013-2014 - Male: 27.3% Female: 72.7%
19. Data regarding access to education abroad was provided courtesy of the Office of Scholar Development and Study Abroad and Global Learning.
20. This total amount invested includes funding provided to WKU students through the Diversity Abroad Grant, the International Multimedia Grant, the Alternate Gilman Grant, the Gilman Supplemental Grant, and the World Topper Scholarship.
21. The Gilman applicant data includes only students who worked on applications with the Office of Scholar Development.
22. Only one Study Abroad fair was held during the 2011-2012 academic year, whereas two were held each of the subsequent years.
23. Target Partnerships from *Challenging the Spirit: WKU Action Plan for 2012-2018*.
24. The numbers reported in the Student Exchange data represent individual students who participated in an exchange, whether summer, semester, or a full year.
25. Photo by Ryan Dillon, SAGL Graduate Assistant of Outreach and SAGL Student Representative Coordinator
26. 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. The current OIP Grants are: Global Encounters Support, Curriculum Development/International Programs, Staff Internationalization Grant, International Education Week Support Grant, and International Partner Visit Grant.

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