A. HIGHLIGHTS OF THE YEAR

Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.

1. **To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:**

OIP continues to provide a strong portfolio of programs that addresses the intellectual, cultural, and economic needs of the region, in particular through the OIP highlighted educational programs. These programs are accessible to regional community members and often offer opportunities for direct engagement with OIP: (a) International Speaker Series, a high profile internationally-focused speaker program; (b) Great Decisions, a six week community-based foreign policy-directed presentation series; (c) International Education Week, a five-day programming period to showcase global awareness/understanding for the UNC Charlotte community; (d) International Festival, a one-day program celebrating the countries and cultures of the world; and (e) International Friendship & Culture Exchange and Host Family programs, ongoing engagement opportunities for cultural exchange.

2. **To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:**

OIP advances programs of research and scholarship through campus internationalization initiatives. As part of this work, OIP provides colleges with internationalization grants that support (a) development of faculty-led study abroad programs; (b) integration of study abroad options within the academic curriculum; and (c) advancement of scholarship via overseas presentations/collaborative research with international colleagues/international conference presentations. Faculty can also apply directly to OIP for individual travel grants related to internationalization efforts.

OIP serves as the primary contact and facilitator for UNC Charlotte faculty exchange, including the Fulbright Exchange Program, reciprocal department exchanges, and exchanges based on agreements between UNC Charlotte and foreign institutions of higher learning. During the 2012-2013 academic year, a record number of five faculty members received Fulbright awards for 2013-2014 to a variety of countries: James Douglas, Department of Political Science and Public Administration, College of Liberal Arts & Sciences (CLAS), Estonia; Christine Haynes, History Department, CLAS, France; Suzanne Lamorey, Department of Special Education and Child Development, College of Education, India; Tanure Ojaide, Department of Africana Studies, College of Liberal Arts & Sciences; and Spencer Salas, Department of Middle, Secondary, and K-12 Education, College of Education, South Africa.
3. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum:

OIP expanded its promotion of civic responsibility and community engagement through two of its instructional offerings. First, following the success of the FY12 pilot program, OIP’s English Language Training Institute (ELTI) established a standard special topics course involving ELTI students in community-service activities, specifically with Habitat for Humanity and Second Harvest Food Bank. Second, OIP collaborated with UCOL, Levine Scholars, Athletics, and Volunteer Outreach to incorporate a service program for first-year seminar students that linked to the Fall 2012 Common Reading, *Outcasts United: An American Town, a Refugee Team, and One Woman’s Quest to Make a Difference*. UNC Charlotte seminar students and Levine Scholars served as volunteers to host refugee youth and their families. While on campus, the refugee community toured campus, participated in experiential activities, engaged in dialogue over lunch, and watched a UNC Charlotte men’s soccer game. In addition to the on-campus offering, several of the OIP International Enrichment Seminar students experienced ongoing connectivity with the refugee community by tutoring refugee youth at In Good Company, a non-profit organization supporting the refugee community in Charlotte.

4. To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:

OIP strives to assist with preparation of future leaders at the graduate-level through various direct-support services for faculty. Three examples follow.

First, OIP facilitated the application process for Associate Professor Jianping Fan with the College of Computing and Informatics to receive the inaugural 2012-2013 UNC-Fudan Senior Fellowship. This prestigious fellowship was designed to strengthen and enhance current initiatives and develop new opportunities for partnership with Fudan University in Shanghai. Through Fan’s work over the past year, UNC Charlotte is embarking upon a dual-degree graduate level option between the College of Computing and Informatics at UNC Charlotte and two universities in China.

Second, OIP’s Office of Education Abroad (OEA) administered the Belk College of Business’s summer graduate-level study abroad program for its MBA students. Dustin Read led the Real Estate Development course in Summer 2012 to South Africa.

Third, within OIP’s English Language Training Institute (ELTI), the International Instructor Learning Support Program (IILSP) provided two mixed-discipline classes and 12 discipline-specific classes focused on communication assistance to 40 international teaching assistants during the FY12 academic year. IILSP instructors provide coaching regarding the US educational system, nuances of instructional pedagogy, and English language support to strengthen the international graduate students’ teaching.

5. To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:
In collaboration with various academic departments, OEA developed and implemented a total of 20 faculty-led programs. Of special note, a record number of six innovative, spring break programs—embedded within the regular spring term—were offered. Programs included various country destinations and academic foci: “The Cuban Healthcare Paradox” in Havana, Cuba; “Bearing Witness to the Past: A Journey to Auschwitz” in Oswiecim (Auschwitz), Poland; “La Serenissima: Journey Through the Region Veneto” in Vicenza, Italy; “Exploring Education in Germany” in Eichstaett, Germany; “Berlin in the Mirror of Time” in Berlin, Germany; and, “NGOs in Malawi: Strategies for Social Development in Sub-Saharan Africa” in Lilongwe, Malawi.

6. To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:

The promotion of student achievement and personal development through quality advising, curricular enrichment, and international experiences is foundational to all of OIP’s work. We are particularly focused on offering international experiences, both on and off campus, to our community. Highlights include:

- OEA staff had direct contact with approximately 1,721 students: 644 students attended general information sessions; 746 students had one-on-one appointments with OEA advisors; and 331 students had drop-in meetings.
- OEA supported 540 UNC Charlotte students to study abroad during 2012-2013; this is the largest number on record for overseas studies thus far at the University and a 6.6% increase over FY12.
- OIP expanded its International Enrichment Seminar course offering for first-year students, shifting the class from a one to three credit unit offering and increasing the number of course sections from four to six. One-hundred-and-fifty students participated in the Fall 2012 IE seminar.

7. To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:

With support from the Provost, OIP partnered with Academic Services and Student Affairs to sponsor the UNC Charlotte Delegation visit to Kingston University in England (Spring Break 2013). The visit followed two site visits by Kingston administrators to UNC Charlotte to explore support services for historically underrepresented communities. The UNC Charlotte delegation met with faculty and staff at Kingston University to discuss student retention strategies and general student engagement initiatives. UNC Charlotte selected six undergraduate future leaders to serve as student representatives on this inaugural student and staff exchange.

OIP worked closely with the Dean of Students, legal counsel, and the crisis management team to identify modifications needed for crisis response, on campus and abroad. The Office of Education Abroad (OEA) oversaw the development of edits to the Death of a Student protocol to address procedures when a student dies when out-of-country. Protocol for external connections with government officials (e.g., Department of State, US Embassy Officials), in-destination-country academic partners (e.g., faculty, international programs staff), in-destination-country UNC Charlotte students, and families were reviewed.
8. **To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:**

OIP offers a variety of opportunities for faculty and staff development in the international arena. OIP continues to strengthen faculty access to resources through the redesign and ongoing improvement of the OIP website. Two additions of note for 2012-2013 included the creation of the Faculty & Staff International Travel Resources page and Going Global career and employment resource. Resources on the travel resource page include information about export control, insurance, technology usage, country/culture guides, general travel protocol, and more ([https://oip.uncc.edu/resources/resources-faculty-and-staff/faculty-staff-international-travel](https://oip.uncc.edu/resources/resources-faculty-and-staff/faculty-staff-international-travel)). The career development resources include H-1B guidance, country-guides, and cultural tips ([http://oip.uncc.edu/resources/opportunities-and-services-students#GoingGlobalCareerandEmploymentResources](http://oip.uncc.edu/resources/opportunities-and-services-students#GoingGlobalCareerandEmploymentResources)).

9. **To actively promote diversity among faculty, students, and staff and in the curriculum:**

Please see the highlight from Q1 for a broad overview of educational programs offered by OIP that address diversity. Two programs of note include Cultural Ambassadors and the International Festival. First, the Cultural Ambassador Program, an ISSO-facilitated international student panel discussion, offered a record 24 sessions (19 Fall & 5 Spring). Academic programs participating for FY13 included: Aerospace Engineering (6), Freshman Seminars (9), Childhood Development (3), Communication Studies (1), Latin American Global Connections (2), Social Work (2), and Global Connections (1). Second, following the implementation of an attendance tracking system, the 37th Annual International Festival welcomed over 20,000 students, faculty/staff, student family members, and Charlotte community members to celebrate the cultures of the world. More than 600 US domestic and international students volunteered to implement the program. Tentative numbers collected via the Student Activities Center counter system, indicated that student attendance numbers approximately reached 175, resulting in nearly 800 UNC Charlotte students engaged in the program. Various faculty members include the International Festival as part of class assignments. OIP revised the International Festival Passport activity to offer faculty more intentional cultural engagement assignment options associated with the program.

10. **To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:**

OIP continually reviews the offices, operations, services, and programs included within its portfolio. The completion of the self study for the International Student/Scholar Office was one highlight for 2012-2013. Based on the internal and external review findings, OIP leadership reframed the ISSO with emphasis on aligning the operations with current technology and best practices for administrative management systems. As a result, the following modifications were implemented:

- OIP established a new position to align Ms. Marian Bean's expertise with student development and intercultural awareness with broader campus internationalization goals, by establishing the Senior Coordinator for International Engagement.
- OIP installed Ms. Denise Medeiros, assistant director for ISSO, as interim director of ISSO while completing a national search.
• ISSO staff engaged in Banner training, Admissions Pro training, and International Student and Scholar Management System (formerly fsaATLAS) training, while beginning the review process of technology needs.

• ISSO engaged in outreach to (re)establish protocols and operational efficiencies with Legal Counsel, Dean of Students, Public Safety, and Housing and Residence Life.

11. Other:

• Through the efforts of the Office of International Programs (OIP), UNC Charlotte was selected to participate in the Institute of International Education’s (IIE) International Academic Partnership Program (IAPP) 2012-2013 Focus Country: India. The IAPP is an initiative developed through support by the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education. The purpose of the IAPP initiative is to develop a strategy for creating, implementing, and sustaining partnerships with institutions in India for UNC Charlotte. OIP identified broad campus representation including both faculty members and staff to serve on a steering committee for the India Initiative. Three steering committee meetings in addition to various meetings with individual faculty as well as an India Summit hosted by General Administration were held during Spring 2013. Further development of the India Initiative is planned for FY14.

• The Director of the Office of Education Abroad received the Martha Fitch Trigonis Individual Award “For Excellence in Service and Leadership in International Education” at the 2013 North Carolina Association of International Educators annual conference.

• OIP leadership remains highly engaged on the national level, serving in various leadership positions within the leading international higher education association, NAFSA: Association of International Educators. A few most recent examples include:
  - Joël Gallegos, Assistant Provost for International Programs, served on the Annual NAFSA Conference Committee since 2011 and fulfilled responsibilities as the 2013 national content team chair. He will be the conference chair for the 2014 national conference in San Diego, CA.
  - Kelly Franklin, Director of the English Language Training Institute, continued to serve on the National SEVIS II Task Force and previously edited and contributed to the NAFSA Toolkit for Education Abroad.
  - Christina Sanchez, Associate Director for International Programs, served as the Teaching, Learning, and Scholarship Knowledge Community’s Intercultural Communication and Training Network Leader.
  - Brad Sekulich, Director for the Office of Education Abroad, served as the Chair for the Education Abroad Knowledge Community.

B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.)

No new action steps projected at this time.

C. ANNUAL EVALUATIONS BY UNIT

Briefly describe any annual evaluations conducted by units/departments/colleges to assess outcomes that are not included
in the unit/department/college's 2010-2015 Strategic Plan (e.g., scholarly productivity)

OIP is committed to providing outstanding service to its various constituent groups. To this aim, each operational area within OIP conducts regular evaluations:

- OEA administers evaluations for its key services such as: study abroad programs, orientation programs, and faculty information sessions.
- ELTI provides course mid-term and end-of-term evaluation of programs for students.
- ELTI conducts end-of-term faculty evaluations provided by students.
- IOP implements two review segments for short-term customized programs at mid-point and end-of-program.
- OIP distributes class evaluations for the International Enrichment Seminar.
- OIP oversees administration of area self-study processes.
- OIP reviews exchange agreements and memoranda of understanding.
- ISSO engages in a student satisfaction evaluation process on a three-year cycle.
- ISSO monitors the SEVIS database system and oversees the University's compliance requirements related to F-1, J-1, and H-1B immigration matters.
- ISSO is in-process of implementation of a new J-1 visiting scholar and H-1B faculty evaluation (slated for distribution in 2013-2014).

D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR

Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.

Office of International Programs: Development of an Exchange Agreement and Review MOU Process

As a result of the University’s recent SACS reaccreditation process, OIP was asked to develop a comprehensive review of all of our international exchange agreements and international memoranda of understanding. In addition, OIP was asked to produce two reports capturing the exchange activity of all of our partners and to determine their level of success. As a result of the review OIP eliminated ten inactive institutional relationships and determined the need for the renewal of six agreements.

Office of International Programs: International Enrichment Seminar

Based upon pre-/post-test findings and student evaluative feedback, the International Enrichment seminar course was redesigned for Fall 2012 to increase the credit hours (from one to three units) and provide more community-based instructor-supported engagement options to include additional connections with the common reading: Outcasts United. OIP partnered with University College and the Levine Scholars to expand the co-curricular common reading offerings for seminar instructors, including a Niners United!: Global Community Engagement Day with local refugees (Oct. 2012) and film screening of the refugee documentary: Home Across Lands (Nov. 14). OIP plans to work with the same partners for programming relevant to the Fall 2013 common reading text, Wine to Water.

International Student and Scholar Office: Authorization to Host (F-1) International

In compliance with government regulations for hosting students studying on an F-1 visa, ISSO identified the need to establish the Center City Building as an independent site of activity for our renewal of authorization to host internationals at UNC Charlotte. ISSO worked with the College of Business to accommodate international students who were ineligible to continue studies in the CCB while awaiting the SACS acknowledgement of accreditation for the building site. ISSO petitioned for expedited review and approval of the I-17 petition, ultimately receiving an extension of the University's authorization to host F-1 students.
E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/department/college’s assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year.

All areas within OIP continue to provide foundational evaluation measures. Various satisfaction questionnaires are used in the OIP operational areas to evaluate services. OIP is in-process of developing an assessment plan and review cycle.

OIP’s initial focus area is the office operations review. By the close of FY14, OIP expects to complete a full review cycle. Assistant Provost Gallegos is identifying an ongoing review protocol to stagger upcoming reviews.

<table>
<thead>
<tr>
<th>Office</th>
<th>Current Review Cycle</th>
<th>Status</th>
<th>Proposed Review Cycle</th>
</tr>
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<tbody>
<tr>
<td>Office of International Programs</td>
<td>Summer 2013</td>
<td>Summer/Fall 2013</td>
<td>In Progress 6 years (moving to a subsequent 5 year period): Fall 2019/Spring 2020</td>
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<tr>
<td>International Student/Scholar Office</td>
<td>Spring 2012</td>
<td>Summer 2012</td>
<td>Complete 6 years (moving to a subsequent 5 year period): Fall 2017/Spring 2018</td>
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<tr>
<td>Office of Education Abroad</td>
<td>Fall 2013</td>
<td>Spring 2014</td>
<td>Planned 5 years: Fall 2018/Spring 2019</td>
</tr>
<tr>
<td>English Language Training Institute*</td>
<td>Fall 2011</td>
<td>Spring 2012</td>
<td>Complete 5 years (per national association review process with UCIEP): Fall 2016/Spring 2017</td>
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Once the review process is established, OIP will address the need for increased use of assessment measures and identification of learning outcomes for appropriate program elements.

REQUIRED ATTACHMENTS TO 2012-13 ANNUAL REPORT

1. ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2010-2015 STRATEGIC PLAN GOALS: After completing sections III I. and III J. of your 2010-2015 Strategic Plan (i.e., the annual report section of the strategic plan template), attach the entire 2010-2015 Strategic Plan to the annual report.
   See attached.

2. STUDENT LEARNING OUTCOMES ASSESSMENT DATA: Attach a 2012-13 Student Learning Outcomes Assessment Plan and Report for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. Colleges that do not submit the required Student Learning Outcomes Assessment Plans and Reports will be contacted by the Office of Academic
Affairs.

As an academic support area, OIP does not have established learning outcomes. OIP is investigating establishment of LOs and appropriate assessment for the future.

3. **(FOR DEANS AND ASSOCIATE PROVOSTS ONLY) MEMORANDUMS TO DEPARTMENT AND UNIT HEADS:**

Deans and associate provosts are to attach copies of their written feedback to department and unit heads on the status of outcomes assessment in the department or unit, and identifying any areas meriting priority attention in the coming year.

Not applicable.