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

In 2013-2014, OIP continued to provide a robust portfolio of programs that addresses the intellectual, cultural, and economic needs of the region, in particular through the OIP highlighted on and off campus educational programs. These programs are accessible to regional community members and often offer opportunities for direct engagement with UNC Charlotte through OIP: (a) International Speaker Series, a high profile internationally-focused speaker program which welcomed, among various others speakers, three former ambassadors this last season; (b) Great Decisions, a six week community-based foreign policy-directed presentation series that takes place in UNC Charlotte’s Center City Building and is coordinated in conjunction with Charlotte Country Day School, the World Affairs Council of Charlotte and several local colleges and universities; (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 which draws 20,000 attendees annually; 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:

In spring 2014, UNC Charlotte was recognized in the Chronicle of Higher Education as a top Fulbright Scholar producer at a research institution. During the 2013-2014 academic year, a record number of UNC Charlotte faculty and staff participated in a Fulbright experience: Christine Haynes, Department of History, College of Liberal Arts & Sciences, France; Suzanne Lamorey, Department of Special Education & Child Development, College of Education, India; Tanure Ojaide, Department of Africana Studies, College of Liberal Arts & Sciences, Nigeria; Jordan Poler, Department of Chemistry, College Liberal Arts & Sciences, Russia; and, Christina Sanchez, Office of International Programs, India. Incoming faculty to UNC Charlotte sponsored by the Fulbright program include: Sarbani Roy from India, hosted by Asis Nasipuri, Department of Electrical & Computer Engineering, William States Lee College of Engineering; Yogendra Rathore from India, hosted by Joanne Kreuger, Department of Chemistry, College of Liberal Arts & Sciences; and, Michael Loordhu Valan, hosted by Vivian Lord, Department of Criminal Justice and Criminology, College of Liberal Arts & Sciences.

During spring 2014, OIP facilitated the development of a research partnership with the Brazilian Sao Paulo State Foundation-FAPESP in cooperation with the Graduate School and the Department of Bioinformatics. The goal of this partnership will be to promote cooperation in scientific and technological research between the USA and the State of Sao Paulo in Brazil.

Lastly, OIP also supported Energy Production Infrastructure Center (EPIC) in the development of research partnerships in South Africa and Germany. These relationships will offer students and faculty research opportunities with counterparts at universities in those countries.
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 proactively integrates the values of liberal arts education through our comprehensive programming both on campus and abroad. OIP also continues to expand its promotion of civic responsibility and community engagement through its instructional offerings.

First, during the 2013-2014 year, OIP offered 3 short term education abroad programs with a service learning component. These programs took place in Africa and Central and South America. Required program activities included engagement with various non-governmental organizations and local children’s organizations where students participated in community service projects.

Second, OIP’s English Language Training Institute (ELTI) and Intercultural Outreach Programs (IOP) engaged 40 international student volunteers to participate in programs sponsored by Habitat for Humanity and Second Harvest Food Bank.

Lastly, Global Gateways’ (an international residential living community) participants continued to expand connection with the refugee community by tutoring refugee youth in OurBRIDGE, a local afterschool program for immigrant and refugee children 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 and graduate students. A highlight follows:

OIP’s Office of Education Abroad (OEA) administered 16 study abroad programs (11 short-term and five semester/academic year long) in which graduate students participated. The overall number of graduate students participating in study abroad programs increased by 48% over the previous year. The total number of graduate students abroad was 114 which represent the highest number in UNC Charlotte history. OEA also facilitated a graduate level partnership program in cooperation with the School of Architecture and the Graduate School which will allow UNC Charlotte graduate students to study in China as well as allow Chinese students to pursue a Master of Urban Design program at UNC Charlotte.

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 across five colleges, OEA developed and implemented a record number of 24 faculty-led programs which represents a 17% increase from the previous year. Of special note, a record number of nine innovative, spring break programs—embedded within the regular spring term—were offered. Programs included various country destinations and academic foci: “Bearing Witness to the Past: A Journey to Auschwitz” in Auschwitz, Poland; “Berlin in the Mirror of Time” in Berlin, Germany; “Service Learning in Ecuador” in Cuenca, Ecuador; “La Serenissima: Journey Through the Region Veneto” in the Veneto region, Italy; “Shakespeare in England” in London, England; “Comparative Cultural Sociology in the Netherlands” in Rotterdam and Amsterdam, Netherlands; “Doing Business in India” in New Delhi, India; “The Cuban Health Care Paradox” in Havana, Cuba; and “NGOs in Malawi: Strategies for Social Development in Sub-Saharan Africa” in Lilongwe, Malawi.

Global Gateways completes inaugural year: Over the 2013-2014 academic year, 42 students representing eight countries engaged in various activities to expand their global awareness and intercultural skills through participation in the Global Gateways (GG) residential program. Residents in GG brought cultural insights from...
their passport country, as well as the 38 countries where the students have lived, studied, and/or traveled. The Global Gateways program housed students from all class standings (first-year to seniors) and expects to host a couple of graduate students for our second year. All members contribute to the house programming initiatives for the academic, social, service, and international engagement committees. OIP enjoyed expanding its linkages with the Department of Language and Culture Studies for implementation of various GG events.

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 University community.

Highlights include:

- In 2013-2014, OEA staff had a record number of contact points with 4,229 students: 700 students attended general information sessions; 769 students had one-on-one appointments with OEA advisors; 489 students had drop-in meetings and 2,271 students were in attendance in OEA classroom presentations. These individual and group advising sessions represent an overall 12% increase over those in the previous year.
- OEA supported 548 UNC Charlotte students to study abroad during 2013-2014; this is the largest number on record for overseas studies thus far at the University and a 6.4% increase over FY13.
- Each year the Campus Student Fulbright Committee holds a spring workshop to inform students on how best to prepare for the Fulbright grant competition. In September 2013 the Student Fulbright Committee recommended three UNC Charlotte students for Fulbright grants. After a national and international review of the applications, all three students have been awarded Fulbright grants for 2014-2015. These include two grants for English Teaching Assistantships (one in France and one in Nepal) and one as a research grant entitled: “Communication, Culture, and Health: Investigating Maternal Mortality in Ecuador.” In addition, three UNC Charlotte students were awarded the national Gilman Scholarship for study abroad.
- Intercultural Outreach Programs (IOP) partnered with the Japanese Language Section in the Department of Language and Culture Studies to provide authentic opportunities for culture and language exchange during both of our Japanese language programs (Dual Immersion Program, August 2013 and English for Scientific Purposes, February/March 2014). This partnership impacted 44 UNC Charlotte Japanese language learners.

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:

OIP enjoys a very proactive relationship with the World Affairs Council of Charlotte (WACC). WACC serves as a regional center for education and discourse of world affairs and provides leadership for global thinking. Our connection with WACC supports OIP’s outreach in the community and provides us with an internationally focused network in the Charlotte region which in turn supports our efforts on campus.

OIP also works closely with the German Language and Culture Foundation. This organization provides much needed scholarship funds to students to study and work in German speaking countries. Through our connection with the GLCF, OIP has increased opportunities to the significant local German corporate presence in the region.

OIP’s English Language Training Institute (ELTI) assisted in the development of an international admissions application process (as it relates to English preparation) in partnership with the College of Computing and Informatics, the Graduate School and Xidian University in China. Kelly Franklin, Director, ELTI participated in a delegation to China to determine language preparedness of graduate student applicants.
8. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:

As noted in Q2, UNC Charlotte was recognized in the Chronicle of Higher Education as a top Fulbright Scholar producer at a research institution. OIP serves as the campus’ lead resource on Fulbright opportunities for faculty and staff.

In late March 2014, OIP hosted a senior level administrator delegation from our longtime exchange partner, Kingston University. As a result, we engaged a number of on campus partners including colleagues from the Division of Academic Affairs, Student Affairs, Business Affairs and the Office of the Chancellor. These discussions yielded a number of faculty and staff development opportunities that we hope to develop in the upcoming year.

OIP offers a number of faculty development opportunities including the opportunity to participate as an exchange scholar at one of our partner institutions.

Annually, OEA offers Faculty-Led Study Abroad Program Development Workshops. OEA also developed and offered mandatory administration workshops for all faculty leading short-term education abroad programs. These are very well received and are the result of feedback OEA received from faculty members.

ELTI’s International Instructor Learning Support Program (IILSP) provides coaching regarding the US educational system, nuances of instructional pedagogy, and English language support to strengthen the international faculty and graduate students’ teaching. The overall participants (including international teaching assistants and international faculty) nearly doubled during the last year (from 83 to 160 total participants).

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:

- ISSO celebrated the 10 Year Anniversary of the International Coffee Hour (ICH) program. OIP estimates that 10,000 students have engaged in cultural exchange and community engagement by participating in the ICH since 2004. For FY14, ISSO hosted an average of 104 attendees for ICH (with a US: international ratio of 1:3).

- The 38th 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. 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 comprehensive self-study for the Office of International Program was one significant highlight for 2013-2014. The self-study was then shared with two external reviewers who visited campus for three days to conduct the department review in April 2014. We expect the full report by mid-June which will highlight successes and identify where OIP can strengthen and improve its support to the campus community.

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5/23/2014
Based on the internal and external review findings of our ISSO external review 2012-2013, OIP leadership took the following actions during the 2013-2014 year as it relates to staffing and infrastructure:

- OIP conducted a national search for a new director of International Students and Scholars. The search resulted in the hiring of Tarek Elshayeb.
- OIP conducted a national search for a new international student advisor. The search resulted in the hiring of Blaire Bocook
- OIP is currently modifying the position of International Employment Coordinator to better serve the international faculty, colleges and academic departments.

11. Other:

- UNC Charlotte Received Gold Medal for Long-Standing, Successful International Partnership: UNC Charlotte received the University of Cantabria (UniCan) Gold Medal award in recognition of its long-standing partnership with the university. The ceremony was held in Spain on January 27, where Provost Joan Lorden, along with a small delegation, traveled to accept the award on behalf of the University. The University of Cantabria is one of UNC Charlotte's oldest exchange partners, with more than 25 years of collaboration between the two institutions. To date, more than 500 students from North Carolina have enjoyed the opportunity to study on the campus of UniCan, while also exploring the rich cultural heritage of Spain.

- As a follow up to OIP's recent participation in the Institute of International Education’s (IIE) International Academic Partnership Program (IAPP) 2012-2013 Focus Country: India, we have seen positive results. Specifically, OIP in partnership with the Belk College of Business launched UNC Charlotte’s first education abroad program in India. This was a short term program consisting 15 students and two faculty leaders. In addition, we are currently in discussions with Jamia Millia Islamia University in Delhi to develop an MOU partnership that will support the development of researchs partnership in the Department of Social Work as well as a planned education abroad short term program in 2015. Lastly, in April 2014, we sponsored a delegation from Loyola College in Chennai where we will develop a research partnership over the course of the next academic year.

- OIP leadership in the broader field of international education 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:
  o Joël Gallegos, Assistant Provost for International Programs, has served on the Annual NAFSA Conference Committee since 2011 and will be the conference chair for the 2014 national conference in San Diego, CA. This conference is the largest international education meeting in the world and UNC Charlotte is a conference co-sponsor.
  o Kelly Franklin, Director of the English Language Training Institute, continued to serve on the NAFSA’s SEVP Stakeholder Group
  o Christina Sanchez, Associate Director for International Programs, serves as the chair-elect of NAFSA’s Teaching, Learning, and Scholarship Knowledge Community
  o Brad Sekulich, Director of the Office of Education Abroad, serves as the Past-Chair of 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 by 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.

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.

ELTI’s International Instructor Learning Support Program (IILSP) hired a new assistant coordinator. This hiring was in response to student evaluations that indicated a need for updated teaching methods. The new assistant coordinator designs instruction that delivers the content to ITAs while also modeling critical 21st century teaching skills.

OIP finalized its internal comprehensive program review in fall 2013 and completed its external review in spring 2014. Following receipt of the written review and associated recommendations in consultation with the Senior Associate Provost, measures will be taken to address the recommendations submitted by the external reviewers, as appropriate.

The completed 2012 ISSO program review continues to influence organizational change including the identification of necessary modifications to internal processes, and staffing adjustments. During FY14, ISSO completed a review of positions and adjustment to staff responsibilities. As a result, ISSO created a new student advisor position, moved a p/t scholar advisor/employment coordinator into full-time status, and is in process of hiring a new administrative assistant following the retirement a 26 year employee.
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 finalizing the review cycle.

OIP’s initial focus area is the office operations review. By the close of FY15, OIP expects to complete a full review cycle.

<table>
<thead>
<tr>
<th>Office</th>
<th>Current Review Cycle</th>
<th>Status</th>
<th>Proposed Review Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of International Programs</td>
<td>Summer/Fall 2013</td>
<td>Spring 2014</td>
<td>6 years (moving to a subsequent 5 year period): Fall 2019/Spring 2020</td>
</tr>
<tr>
<td>International Student/Scholar Office</td>
<td>Spring 2012</td>
<td>Summer 2012</td>
<td>Complete</td>
</tr>
<tr>
<td>Office of Education Abroad</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>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</td>
</tr>
</tbody>
</table>

OIP plans to address the need for increased use of assessment measures and identification of learning outcomes for appropriate program elements. As we finalize our operations review, and implement appropriate recommendations accordingly, we will then focus more intently on assessment measures. As we prepare for the upcoming strategic planning cycle, we have identified this as an important element to be included in our next plan.

REQUIRED ATTACHMENTS TO 2013-14 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.

2. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attach a 2013-14 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.

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.

4. (ONLY APPLICABLE IF ATTACHED) INSTITUTIONAL EFFECTIVENESS REPORT ASSESSMENT FINDINGS:
Attach the 2013-14 Institutional Effectiveness Report template with assessment findings. This report includes assessment findings of units that directly support the institutional mission and goals.

5. (FOR DEANS AND ASSOCIATE PROVOSTS ONLY) OPTIONAL STRATEGIC PLAN SCORECARD EVALUATIONS
Attach the optional 2013-14 Strategic Plan Scorecard evaluation of the annual report. The purpose of this self-evaluation is to strengthen the quality of the annual reports produced by each unit and to produce annual reports that have a long-term impact on successful attainment of goals.