This external evaluation was requested by the Dean of International Programs, Woody Pelton, as part of Elon University’s regular cycle of departmental review. The evaluator visited campus and conducted a series of interviews over the span of two days. Several historical documents were also reviewed, including: the Isabella Cannon International Centre (ICIC) 2009/2010 annual report, departmental statistics, Internationalizing the campus plan, and the *Elon Commitment* document. Full details of the evaluator’s itinerary may be found in the appendix.

It is important to note that this evaluation diverges from a singular review of the ICIC and its services. Given the central role of the ICIC in campus internationalization and the strategic direction in which Elon University plans to head with international initiatives, this evaluation also explored the institutional philosophy around international education and the points of tension which may need to be addressed in order for Elon to achieve its goal of an *unprecedented commitment to diversity and global engagement*.

The goals of the evaluation were as follows:

1. To assess the services of the Isabella Cannon International Centre, including a review of the progress made in international programs since the last review in 2004
2. To provide feedback, whenever possible, as to how Elon University can achieve its strategic goal of *unprecedented commitment to global engagement*
3. To explore the collaborations and tensions between ICIC and other offices on campus as they work toward continued campus internationalization

This evaluation is divided into three sections

A. The Isabella Cannon International Centre (ICIC):
   a. Study Abroad
   b. International Student and Scholar Services
   c. El Centro de Español
   d. Committee structures supporting ICIC
B. Collaborating Offices: Discussions about tensions and strategic directions for the future
C. The Elon Commitment: Internationalization at Elon University
D. Appendices: Summary of Recommendations, Resources and Itinerary

Recommendations are included in each section of this report and summarized at the end of the report. In addition to the evaluation itinerary, the appendices also include articles for further review.
The evaluator would like to formally thank the faculty, staff and students who contributed their candid feedback toward this process. The two days spent at Elon were highly productive and very enjoyable.

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A. The Isabella Cannon International Centre (ICIC)

This section of the report will discuss the Centre staffing, the mission and goals of the ICIC, the progress which has been made since the last review, and the services and programs housed in a ICIC. It will also touch upon the committee structures supporting the Centre.

Centre Staffing:

The Isabella Cannon International Centre (ICIC) is led by the Dean of International Programs, Woody Pelton and currently employs twelve staff. The staff includes the Dean (1 FTE), two program assistants (2 FTE), a halftime faculty fellow (.5 FTE), study abroad professionals (4.5 FTE), international student and scholar services professionals (1.5 FTE) and El Centro professional staff (2 FTE). Over 1200 students, faculty and staff are supported through the advising, services, and programs of the ICIC.

The Faculty Fellow position is new to ICIC and builds upon a rich tradition of “fellows” programs at Elon University. The ICIC Faculty Fellow serves a two year term and receives a half-time course release. The position is charged with collaborating with ICIC on strategic initiatives. The focus of work for the first fellow (Betty Morgan) will be on assessment and on building intentionality into the international experience. The goal of building more intentionality into the international experience is an important one for the ICIC and Elon. With so many students studying abroad, Elon may now move from encouraging students to simply “go”, toward building experiences that are even more complementary to the curriculum, intellectually engaging, and personally challenging.

Some of Betty Morgan’s own assessment goals include:

- working with returnees on study abroad and career choice,
- the long-term impacts if the international experience which focuses on alumni,
- and a campus-wide transcript analysis looking at GPA, international courses, language learning of the Elon student population.

I have rarely seen an institution in which the fellows concept is so much a part of the culture and so successful. This position will serve ICIC well.

Mission and Goals:

The mission of the Isabella Cannon Centre for International Studies is to create, cultivate and sustain an atmosphere for international learning throughout the college in order to prepare students, faculty and staff to live responsibly and humanely in a global community. Within this mission are the following goals, which have been taken from the 2009/10 annual report.

Goals
1. To provide opportunities for all enrolled students to have an international experience through increased financial support and programmatic initiatives

2. To facilitate communication among all departments, programs, and organizations in order to create and sustain an international dimension

3. To integrate internationally related knowledge gained from traditional academic disciplines with that gained from experiential learning programs

4. To provide group and individual opportunities for research of international issues

5. To increase the flow of knowledge and information across national borders

6. To cultivate a campus atmosphere attractive to international students which will be mutually enriching for all students

7. To extend the college’s service mission to external international communities and/or groups

In addition to these goals, the ICIC is planning on responding to the Elon commitment for and unprecedented commitment to global engagement. This includes the goals of 100% access to study abroad and tripling the international student population.

The ICIC has plans to revise the Centre mission statement to better represent their work and their role in campus internationalization. With a new strategic plan underway and a campus internationalization plan under discussion, it is a perfect time for ICIC to review their mission.

Included with this new mission should be an understanding of definitions and terms (e.g. what is an “atmosphere for international learning” and how do we know when we have achieved it?) I also encourage the ICIC to ask the often overlooked question in re-envisioning a mission statement – what should we not be doing?

Recent accomplishments:

Since Dean Pelton’s arrival in 2009, it is clear that improving documentation, process, and visibility on campus have been priorities. The list of the completed initiatives since 2009 demonstrates that ICIC has accomplished a great deal. Some highlights include:

- Adding a parent and faculty section to the website
- Convening an expanded staff meeting once a month to include other offices on campus
- Improving documentation for departments on hiring non-US faculty and staff
- Implementing a faculty fellow (half time) for ICIC to focus on assessment and building intentionality into the international experience
- Piloting the one credit study abroad (STA) course prior to winter term
- Streamlining the process for admitting non-degree international students
• Simplifying the student application process and selecting a new student information system (StudioAbroad)
• Starting a program which connects newly admitted international students to Elon students (Phoenix Pen Pals)
• Raising the visibility of campus internationalization through discussions at Numen Lumen and other open forums
• Developing a Blackboard organization as a centralized point of information for offices that serve international students (financial planning, health services, student life, accounting and payroll).

These initiatives, along with many others noted in the ICIC annual report have paid strong dividends. In all conversations during the evaluation, it was clear that the campus is grateful for the progress which has been made. There is always more work to be done. The Dean of International Programs, and the ICIC staff, have proven to be strong leaders in bringing the campus together to discuss improving communication, collaboration and process. Achievements in these areas will hopefully allow for ICIC to spend more time engaging the campus community in discussions about assessment and campus internationalization.

Other Achievements Since The Last Review

In addition to the goals ICIC has set for 2009-2012, it is clear that many of the issues noted in Dr. Brockington’s 2004 report have been considered and addressed. Several recommendations have been implemented:

• The addition of staffing for the ICIC has occurred, including an increase in study abroad and international student advisors.
• The delineation of roles within the staff is now clear, with ongoing work being conducted to manage workload.
• The processes for application review are clearer and now include a review of conduct.
• A financial commitment to recruiting additional international students has been made, as evidenced by the Elon commitment to achieve a tripling of the international student population.
• Expanding the list of semester program options for students from 17 reported in the 2004 review to 41 today (Elon Centres, affiliates and exchange).

ICIC new location

Designing a space which celebrates the international character and diversity of the university is an important part of Elon’s strategic plan. ICIC will be moving as part of this plan to a new location in North Campus. With offices, programming space, an international café and lounge space planned, many agree that “international” will be appropriately highlighted as part of Elon’s culture. There are mixed feelings, however, about the long-term success of this new location,
particularly given the convenient location the ICIC currently enjoys on the quad. Its proximity to other academic offices such as foreign languages, the Registrar, and the Bursar makes it convenient for study abroad and international students. Students often need to travel between these offices while completing their study abroad applications. With a further trek, students may perceive the study abroad process is much more cumbersome than it had been in the past.

Creating a space which reflects the international character of Elon and houses the ICIC is a necessary first step toward a shift in campus culture, but it is only the first step. The second step – creating dialogue within that space – is the more important one. It will require that many creative minds, including the Dean of International Programs stay engaged in the design process. Future growth of all offices housed in this new complex should also be considered in the design.

**General recommendations regarding the Isabella Cannon International Center.**

1. Continue to explore how to make international experiences at Elon more intentional, including how to make stronger connections to the on-campus curriculum
2. Set desired learning outcomes for international experiences, and the international student experience on campus and develop an assessment plan to measure success
3. Consider the physical move of ICIC carefully and be involved in as much of the design as possible

**Study abroad**

Elon enjoys a national reputation for high participation rates for study abroad. In fact, it is ranked first in the nation in its Carnegie type for short term study abroad and second in the nation in its Carnegie type for mid-term length study abroad (see IIE Open Doors statistics).

Seventy percent of students have at least one international experience during their time at Elon. Elon has several different program options in its study abroad portfolio, including semester options, winter term programs and summer programs. Since the last review, the total participation in study abroad has risen 38%, with the most dramatic shift being the increase in semester participation from 167 to 380, a more than 125% increase. According to the 2009/2010 ICIC annual report, the ten year comparison of study abroad participation:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>TOTAL</th>
<th>% CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
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<td>56</td>
<td>408</td>
<td>60</td>
<td>525</td>
<td>1.9</td>
</tr>
<tr>
<td>2000-2001</td>
<td>3</td>
<td>77</td>
<td>574</td>
<td>86</td>
<td>740</td>
<td>40.9</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1</td>
<td>78</td>
<td>502</td>
<td>63</td>
<td>644</td>
<td>-13.0</td>
</tr>
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<tr>
<td>2002-2003</td>
<td>21</td>
<td>89</td>
<td>582</td>
<td>78</td>
<td>770</td>
<td>19.6</td>
</tr>
<tr>
<td>2003-2004</td>
<td>23</td>
<td>87</td>
<td>620</td>
<td>101</td>
<td>831</td>
<td>7.9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>54</td>
<td>95</td>
<td>718</td>
<td>100</td>
<td>967</td>
<td>16.4</td>
</tr>
<tr>
<td>2005-2006</td>
<td>56</td>
<td>129</td>
<td>727</td>
<td>170</td>
<td>1082</td>
<td>11.9</td>
</tr>
<tr>
<td>2006-2007</td>
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<td>131</td>
<td>723</td>
<td>160</td>
<td>1084</td>
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<tr>
<td>2007-2008</td>
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<td>175</td>
<td>756</td>
<td>181</td>
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<tr>
<td>2008-2009</td>
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<td>688</td>
<td>160</td>
<td>1101</td>
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</tr>
<tr>
<td>2009-2010</td>
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<td>618</td>
<td>182</td>
<td>1063</td>
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</tr>
</tbody>
</table>

Within the ICIC, study abroad advising is distributed across staff so that workload is balanced. Although students are not required to meet with ICIC staff to study abroad, many of the students for the semester programs do meet with staff. Much of the conversation with students focuses on moderating expectations practical and logistical aspects of the experience. Students work with their academic advisors on credit transfer.

Semester-long programs

As noted above, participation in study abroad for the semester has grown tremendously. There was both support and concern for this increase. Two areas – advising and program development – are areas for further consideration. As the number of semester programs increases, it is more difficult for faculty advisors to work with students on academic plans while abroad. Vetting courses and reviewing the academic strengths of each institution becomes exponentially more difficult as program options increase. The ICIC has plans to create departmental maps which discuss how study abroad fits into each major. Formal faculty workshops should also be considered so that faculty can identify the best curricular options for their majors.

Program development also seems active, as represented by five new programs for 2010-11 and over 25 programs being added in the last five years. It is not clear however, how programs are added the approved list, or what constitutes a “good” semester program. What are the learning goals that guide the selection of programs – curricular fit, cultural immersion, language acquisition? Neither the International Studies Advising Committee nor the Study Abroad Committee felt they spent a significant amount of time discussing semester (or summer) program development. For now, program development seems to rest in the hands of ICIC staff. When looking at the approved program list, it appears that growth has occurred regional representation and curricular interests in mind. This is a logical program development process. In the future,
the role of faculty and the standing committees in program development should be formalized. A comprehensive program review cycle including these groups should also be articulated.

The Elon Centres (London, Costa Rica, and Florence) were noticeably absent from the conversations during the review, except in relation to some difficulty in recruiting faculty to teach in Costa Rica. These programs have a faculty in residence who teaches an upper-level general studies (GST) course, and all programs are staffed by an onsite academic director who offers extensive support services, orientations and excursions. There was no clear sense that the Elon Centres were promoted over other options, in fact, there was no real sense that they were important. The Provost did have an interest in exploring whether the Centre model should be expanded. While not advocating for this, he did ask where I might build new Centres. In keeping with the Elon commitment to the non-traditional world, one might consider Hong Kong or Turkey as places where a Centre may be established. When venturing into more non-traditional locations such as southeast Asia or the Middle East, Elon should partner with a provider for the structure and develop “Elon in” programs in collaboration with these providers. This is both human resources and cost effective.

Winter-term

Elon is currently running on a 4-1-4 academic calendar, with a large number of study abroad programs running in January. This model for winter term (WT) courses, while not completely unique, is flourishing at Elon. Of the students studying abroad, 58% participate in a WT course. Students are typically pursuing General Studies credit, and two faculty usually lead the course. Staff are also welcome to attend as the second adult, but the number of staff attending in recent years has declined. This is partially due to faculty leaders feeling as though they need a more supportive second person.

Just as in the past, the question of GPA requirement was raised. The winter term courses require 2.0, which is substantially lower than the 2.5-3.2 GPA for semester programs. Differentials such as these are not unusual and short term programs taught by on-campus faculty. It is often argued that students can still succeed with lower GPA’s since the instructional delivery is similar to on campus, and therefore not outside the student’s comfort zone. When students must adjust to a non-US teaching style in the classroom, the GPA requirement is usually higher. Regardless of the logic, students tend to interpret the lower GPA as an indication that the program has less rigor.

Raising the GPA limit will depend on answering the question as to why WT programs exist. Are these programs a right, or a privilege? What is the guiding principle behind their existence? If the primary goal of these programs is to provide opportunity to students not academically eligible for semester study abroad, then the requirement does not need to change. If few of your students fall below the 2.5 GPA, and the rationale above is not the guiding principle behind WT
programs, it may be wise to bring the GPA requirement in line with the minimum semester requirement (2.5).

The implementation of a one credit pre-session study abroad (STA) course was designed to dispel the idea that the winter term courses required no serious academic or cultural preparation. The course is graded and has been a great help in increasing the student commitment to the academic experiences. Everyone with whom I spoke was very glad that this was now a mandatory requirement. However, while the course has clearly resulted in most students being better prepared, there is no requirement that students pass the course in order to participate. Students should be expected to pass the course in order to participate, and program budgets and refund policies need to be adjusted to accommodate this (a full refund for the program should not be given.) The decision is again a matter of deciding if WT courses are a right or a privilege.

Several other observations regarding WT courses are worth noting. First, many of the courses repeat each year, and one might want to consider whether new faculty have enough opportunity to propose a course. In addition, the lead time needed for a proposal is very long, and there may be a need to be more flexible in the timeline so that innovative ideas may be accommodated within a shorter timeframe. For those courses that repeat each year, consider having some of them run every other year. Again, the idea is innovation, without attempting to run forty programs (which is administratively challenging). Insuring that faculty who teach abroad in winter, summer and semester programs are recognized in promotion and tenure review was also discussed. I encourage Elon to lead the field in this respect – be the first to write this type of service into promotion and tenure!

Finally, in most conversations the WT courses were discussed in terms of the benefits they held for faculty – opportunities to teach overseas and opportunities to teach within the GST curriculum and not solely within their discipline were mentioned. These benefits to faculty seemed at times to overshadow the learning that the students should be gaining in these programs. Care should be taken to insure that faculty also have outlets for pursuing research and scholarship abroad.

**Summer programs**

Summer programs are the smallest cohort of student participants at Elon, with 65 students participating last year. It is believed that this cohort will always remain proportionally smaller since many students use WT as their term abroad. The majority of summer program choices do not require Elon faculty in residence, but rather tap into existing summer abroad programs. This financially responsible model will allow the ICIC to offer an appropriate range of academic options without the logistics and infrastructure work required to run the winter term programs. As policies, philosophies and guidelines are developed for WT and semester, summer programs should not be forgotten.

**Meetings with students**
The study abroad returnees with whom I met had just returned from a range of options from Italy, to Denmark, to China. The students had also pursued winter term courses in many cases. Winter term is definitely a part of the student culture, with the returnees indicating that there is a “sense” that everyone will do it and that it is easy to accomplish. I directly asked about finances, and they did note that a small number of their friends could not pursue an international opportunity due to finances. When asked about why fewer students go abroad during the semester, they mentioned on campus commitments, either academics or leadership roles. The ICIC advising from their standpoint was very helpful, particularly that the staff had knowledge of the programs to which they were sending students. The advisors had often been to the programs for which they advise, and this made the students feel greatly at ease. In the instances in which programs were being launched for the first time, students appreciated that ICIC also freely told them what they couldn’t predict. The students commented that the returnee experience is the hardest and that they would like to find ways to share their experiences more. They appreciated the opportunities to serve as ambassadors. Additional assistance with reintegrating into campus would be welcome, and Heidi White’s returnee course was named as very useful. We also talked about using technology better to connect students abroad to students in on-campus courses so that while students are abroad they could share their experiences with students on campus. Additional opportunities to present their experiences to the broader campus upon return would also be welcome. These students also felt that increasing the international student population would be of great benefit to the campus as a whole.

Other observations

ICIC noted that admissions tours often present the inconsistent or inaccurate information regarding international opportunities at Elon. This is not uncommon, regardless of how much training tour guides are given. If a fact sheet does not exist for tour guides, I would recommend creating student fact sheet and requesting that it be put up on the admissions webpage for reference.

General observations and recommendations for study abroad:

1. Develop, or more clearly articulate, the system for program development and assessment for all types of study abroad programs (semester, winter, summer). Include faculty across campus in this process.
2. Deliver faculty workshops which encourage academic advisors to understand all study abroad program options and how they fit into their departmental requirements.
3. Decide whether WT courses are a right or a privilege. Adjust requirements and policies, including those for the STA course, to consistently reflect this philosophy.
4. Consider adding international teaching and service to the promotion and tenure review process
5. Continue to explore creative ways to connect students abroad to students on campus. Build additional opportunities for returnees to share their experiences (transformative learning summit?)

6. Consider the “place” of the Elon Centre program and whether these programs should be expanded.

International Student and Faculty Scholar Services

International Student and Faculty Scholar Services provides a range of services to international students, overseas Americans, faculty and scholars. These services include immigration advising, orientation, and programming. ICIC currently has two staff members, Francois Masuka and Bill Burgess. Bill Burgess is also responsible for advising for a portfolio of study abroad programs. This is a significant improvement from the 2004 staffing of .75 FTE for international student advising and this should be commended. Statistics indicate 46 visa holders, 44 dual citizens, 27 permanent residents, and 66 overseas Americans attended Elon in 2009/10.

As noted in the 2004 review, Elon has understood for some time that there is a need to increase the international student population. The Elon commitment of tripling the international student population is already underway with a final goal of 300-400 international students enrolled. This increase is in degree candidates, not exchange students. Clearly this weighs on the minds of the ICIC staff, in particular Director of International Student and Scholar Services, Francois Masuka. If numbers increase, continuing the high level of personal support of international students, for which they are so proud, will be impossible. Additional staff will be needed. Bringing more international students to campus will result in challenges outside of ICIC advising – namely challenges for students inside the classroom. The vast majority of faculty and staff with whom I met strongly believe that many faculty need to be better trained about how to adapt to the needs of international students in the classroom. If faculty training does not occur before or in tandem with the increase in international students, the student experience may be negative. In the long term, negative feedback may influence future international applicants.

The care of international students is seen as something which ICIC does very well, and discussions during the review centered more on increasing the number of international faculty and the hosting of Fulbright and other scholars. Recently, International Student and Scholar Services has addressed one of these needs by developing resources to assist department chairs in hiring non-immigrant faculty. International Student and Scholar Services has also been instrumental in the interpretation of international faculty credentials. Several individuals mentioned how invaluable this information and assistance has been, and employment issues seem to be improving. Increasing international faculty also brings with it a need for training in US course delivery, which was noted as high priority for the ICIC in collaboration with Center for the Advancement of Teaching and Learning.
International students had nothing but the highest praise for ICIC and the services they provided. First and foremost, they felt that Francois and Bill (and all ICIC staff actually) were always available to them for any type of issue. They were very grateful for how easy it was to drop in at any time to the office and get support. There were stories of the ICIC going above and beyond to assist with settling in to campus life, and assist in off-campus living as well. All of the students were strongly focused on academics. It was clear that many of the international students with whom I met were involved in campus life beyond just the activities related to ICIC or international, including participating in Greek life. When asked why they chose Elon, they indicated that they had either:

- Selected Elon – sight unseen - on the basis of reputation and word of mouth
- Met with an admissions officer and been impressed by the personal attention, or
- Visited the campus and absolutely fell in love

There was a distinct impression among ICIC staff, faculty and other students that the international students at Elon must be acutely aware of their minority status. Everyone agreed that this was an unfortunate circumstance which needed to be rectified. In fact, I assumed the same. I tested that assumption with the international students I met with a surprising result. Although they recognize that they are a small minority of the total Elon population, they indicated that they actually wanted to stand out and be unique. They were not like everyone else, they mused, and they really liked that about their experience at Elon. In fact, some noted that they chose an institution with a less diverse population so that they could feel unique. While it is hard to know whether other international students on campus feel the same, it is nonetheless important to consider this surprising positive feedback. When pressed, the students did believe that increasing the international population would have a very positive effect on student and the campus feel. They did believe that the community is small enough that simply increasing international students - without any effort to facilitate interaction - would have an impact. When asked what additional assistance they might need from ICIC, they only mentioned career services, particularly for remaining in the US.

One additional program responsibility under International Student and Scholar Services is the management of the new International Fellows program. The International Fellows program is slated to begin next year and will be open to non-US citizens or dual citizens. The program plans to accept around 20 international students. Playing on the tradition of the fellows programs at Elon, the program includes a multidisciplinary course focused on US culture, a domestic WT trip to Washington DC or other regional metropolitan area, a $1500 grant to use toward a study abroad experience, or a special project/internship of your design. The fellowship also includes the opportunity to play a leadership role in international activities on campus. This fellows program has great potential as a marketing tool, and although it does not offer a significant financial incentive, the program is unique and will appeal to international students looking for a differentiating factor in their US education.
**Recommendations for International Student and Scholar Services**

1. Create the necessary infrastructure in ICIC and across administrative offices to support an increase in international students.
2. Design training program which inform faculty how to support international students in the classroom.
3. Consider the positive aspects of international students feeling unique and seek new ways to maximize the positive aspects of this.
4. Continue to provide excellent support to departments seeking to hire international faculty or host Fulbright or other international scholars.

**El Centro de Español**

As noted on the website, El Centro is “a Spanish language center that provides opportunities for Elon University students, faculty and staff to learn conversational Spanish through immersion, interaction and community service.” It is staffed by two professional staff, a Director, and an Assistant Director. In addition, it employs approximately 10 student workers.

The Center began 13 years ago, in 1997, as a directive from upper administration. At that time, foreign language was not a required part of the curriculum. The center was designed to encourage informal language learning and serve as a mechanism for the Elon campus to connect to the local Hispanic community. One of the incentives offered since the Center’s inception for participants is a free ticket to the Spanish-speaking world after 140 hours of language instruction. Approximately ten to twelve tickets have been given away each year.

Today, the program appears to be thriving and as recommended in the 2004 evaluation, El Centro is now considered part of ICIC. One of the greatest self-proclaimed successes of the center is that it is a place for the Hispanic population as well as students interested in the Spanish speaking world, to relax, eat, study, and converse. It is welcoming space and one which students seem to feel they “own”.

El Centro feels a strong commitment to the local Hispanic community and has worked hard to maintain its connection to the community. This is demonstrated by the English as a Second Language program which began this year and the wide variety of established volunteer opportunities the center offers Elon students. El Centro believes it has had a very positive impact on the local community’s perception of the university.

When asked if this Center model could be expanded to other languages, even if languages were grouped regionally, the response was that it would not succeed. The rationale was that there would not be enough common interest among other languages to attract other students. When the students were asked this same question, however, they thought the exact opposite. Just as in the 2004 report, they believed that more languages should be brought into the fold.
Considering an Asian center and a Middle East and North Africa Center would address some of the ideas regarding the non-traditional world within the Elon commitments document. It would also address the ICIC staff feedback on the need to expand non-traditional language opportunities without necessarily needing to fund an entire curriculum around these languages.

With several centers in place, connecting students, faculty and staff across common themes through learning summits could bring exciting synergies and conversations. It would be easy to focus on some of today’s pressing areas such as social entrepreneurship, environmental sustainability, and social justice and have the centers develop activities around one theme each year. Moving Elon to the next step of internationalization and not expanding the center to be more inclusive runs the grave risk of dividing the international community as it increases and diversifies, instead of uniting it.

Although there are many synergies and natural connections between El Centro and ICIC (in addition to the reporting structure), there does not seem to be a real connection between the two. They feel very separate, which is also demonstrated by the discussions surrounding El Centro not moving with the ICIC to the location across campus. Although the argument that El Centro is as successful as it is because of its convenient location is an excellent one, thought should be given to the next logical step. Can El Centro remain in its current location and still function well as part of the ICIC team? Will the living and learning space created around the new ICIC space make sense if a similar space exists across campus? These questions should be considered carefully as the ICIC moves forward.

**Recommendations for El Centro**

1. Consider expanding the center idea to other languages and connecting them through activities as described above.
2. Consider either a) moving El Centro with ICIC; b) leaving El Centro where it is located and connecting it to the Spanish department; c) leaving El Centro where it is and building other centers around it.
3. Celebrate the successes of this center, particularly in relation to connections to the community and students “ownership” of space. Replicate whenever possible.

**Committees supporting ICIC:**

Two committees are constituted to discuss issues related to the ICIC: the Study Abroad committee and the International Studies Advisory Committee (ICAC). The Study Abroad Committee is a formal committee within the university governance structure with set terms (3 years) and membership. The study abroad committee is: concerned with promoting, evaluating and refining a strong study abroad component of the curriculum. The committee meets regularly to discuss proposals for study abroad courses, revisions to current requirements, and other relevant programmatic issues. Program proposals which teach GST courses must also be
approved by the GST Director. The GST director wisely sits on study abroad committee so as to expedite the approval process. The committee is also charged with integrating the international experience into campus life, guiding departments in the design of study abroad courses, assessing study abroad outcomes, and assisting the Dean in exploring other partner options.

Despite this broad charge, the focus of the Study Abroad committee is primarily on Winter Term programs. This is perhaps out of necessity, given the large number of Winter Term programs. Elon is at a critical juncture however, one in which this committee could play a central role in re-envisioning what the international experience means at Elon.

The International Studies Advisory Committee is not a part of the regular university governance structure, and only serves as an advisory board. The responsibilities of the ICAC are:

- To encourage, support and promote “international perspectives” at the university
- To advise, support and recommend curricula initiatives
- To recruit, screen and recommend international faculty
- To serve as hosts and liaisons for visiting international faculty
- To recruit from all Elon faculty with faculty rank for international study/work opportunities
- To advise dean of international programs regarding study abroad programs

The general sense one gets from discussions with these committees is that one is focused on WT programs (study abroad committee) and one is focused on international faculty and programming on campus. The roles of these committees need to be better delineated, and now that the student participation in semester programs is expanding, the study abroad committee should redirect its energy to other aspects of its charge. The expertise around the table could certainly be used beyond the topics each is currently discussion.

**Recommendations for Committees:**

1. Clarify the roles of the two committees supporting ICIC. Use their expertise more as the ICIC moves into more sophisticated conversations about assessment, program development, and campus internationalization. [The probable delineation between the two is that the study abroad committee handles all curricular and assessment based issues, and the ICAC handles everything else.]

**B: Collaborating offices: discussions about tensions and strategic directions for the future**

ICIC enjoys a positive relationship with all of the collaborating offices with which I spoke. All parties mentioned the improvement in process, as well as positive, sustained communication with ICIC. It is also clear that the goal of 100% access and tripling the international students has created tensions among collaborating offices and ICIC as well. In many cases, the feedback from these offices echoed the concerns and opportunities that ICIC has identified. This is an
indication that the community sees the challenges and opportunities for international programs in a similar way.

**International Admissions:**

There is one international admissions counselor at Elon, Ms Cheryl Borden. The admissions team participates in fairs in Europe, Asia, Central and Latin America, and the Middle East. Admissions also hosted its first ever London alumni event.

In order to adjust to the goal of increasing the international student population, the admissions team has turned to technology. An effective way to reach students with limited staff, Ms. Borden has participated in virtual college fairs, created a fan page on Facebook, used blogs and online chats with international students as a way to connect students overseas to on-campus international students. In line with what the international students said about how they came to Elon, the admissions office ranks family and friends as the number one reason international students attend Elon with high school counselors as the number two reason.

Admissions engages faculty and staff with an international background in its recruitment efforts. Winter Term faculty leaders have attended fairs and the admissions staff has turned to the ICIC staff when they travel overseas. ICIC staff have adjusted their schedules while traveling to accommodate high school visits and promote Elon. This type of collaboration sends a strong message to students, and should continue whenever possible.

Finally, it is worth noting that there is a spring admissions program. While not designed to adjust for the study abroad students away for the spring semester, the admissions team noted that the spring admits do help balance the loss of FTE’s for study abroad. As the number of semester study abroad students increases, the enrollment model should continue to be tweaked.

**Meeting with curricular deans:**

The curricular deans discussed the breadth of opportunities they were considering to infuse international into the Elon community. Hiring international faculty is important, and the barriers to reviewing the credentials of these candidates were discussed. Short term faculty exchange would also be welcome. More faculty need to have the international experience. Joint degrees, such as the one which has just begun with Germany are positively viewed, but the question remains as to how to encourage Elon students to attend such programs. In terms of WT programs, the schools are still absorbing the cost of replacement faculty from their own budgets. This may need to reconsidered in the future. Beyond the WT programs run through ICIC, schools also manage some of their own embedded programs.

The schools are advising students to study abroad and the deans are building it into their school materials.

**Meeting with collaborating academic offices:**
Present: Registrar, Residence Life, Center for the Advancement of Learning, Career Services, Dean of Academic Support, the Director of Sponsored Programs and Director of General Studies

The meeting with collaborating offices resulted in an interesting conversation of the Elon of the past, today, and tomorrow. According to university registrar, Mark Albertson, when Elon moved to a 4-1-4 calendar in 1969, the seed were planted for the kind of international opportunities that now thrive at Elon, namely winter term courses. The caliber of students has certainly increased, as has the diversity of faculty. There are also intangible shifts in the campus, including faculty living further away, increased pressure on faculty to be a teacher and a scholar, professionalization of staff, and a visible increase in diversity on campus.

In relation to ICIC, these collaborating offices have noticed the dramatic increase in semester study abroad students. They believe that, while good, it is not sustainable without creating additional staff in these collaborating offices. Increasing staff in ICIC without increasing staff elsewhere only creates a bottleneck in these other offices. The Registrar’s office and the Director of General Studies seem particularly overextended.

As in other meetings, the desire to host and send more faculty Fulbright scholars abroad emerged. Training for Elon faculty was also mentioned. Just as with other conversations, there is strong support of the Center for the Advancement of Teaching and Learning to design programs around supporting international students. Programs which support the international faculty who are teaching at Elon are also needed.

Recommendations:

1. Increase the resources in these collaborating offices to support an increase in the number of study abroad students and international students and faculty they serve
2. Support the Center for the Advancement of Teaching and Learning in developing faculty training to better support international students in the classroom.
3. Reconsider the resources needed for the Director of GST to review and approve all GST course taken abroad.
4. Insure faculty have professional development opportunities beyond just those offered by teaching on a winter term course, including faculty exchanges.
5. Keep an eye on the enrollment model and make necessary adjustments as student numbers (international and study abroad) increase.

The Elon Commitment: The Strategic Plan and Internationalization at Elon University

The Elon Commitment is Elon’s 2010-2020 strategic plan. It is clear that this plan is guiding the ICIC goals, influencing the campus perception of the role of ICIC and setting the tone for what Elon should strive for in the next ten years. For this reason, it is important to the review.
The plan centers around eight themes, the first of which is: An unprecedented university commitment to diversity and global engagement. According to the Elon Commitments document, this theme has several key objectives:

- Double need-based financial aid
- Provide 100 percent study abroad access
- Triple international student enrollment and create a campus community that better reflects the world’s diversity
- Be a national leader in preparing students to succeed in a multicultural world
- Build a multi-faith center and promote interfaith dialogue
- Develop the Elon Academy as a national model

These are ambitious goals, particularly given that campus facilities must be expanded in order to achieve them. Provost Steven House discussed the commitment to global engagement during the review. In particular, he clarified that this commitment should be seen in context, focusing on what unprecedented means for Elon, not necessarily how it might defined nationally. This distinction is important in that it allows for success to be declared with every positive change. As long as the community energy behind the theme remains strong, progress will theoretically continue.

The funds required to achieve the target objectives are estimated at 295,095,000, most of which will come from university endowment. Typically, the challenge in meeting such objectives comes in producing institutional resources when they are needed. Deans, faculty, and staff commented that they trust that Elon will put resources behind the rhetoric, and there has been a proven history of senior administration doing so. This is a strong indication that Elon will continue to achieve many of its goals.

As noted, the commitments to 100% study abroad access and tripling the international student enrollment were at the center of most of the conversations I had with faculty, staff, and students. It is certainly a driver in much of the decision-making which is currently occurring around international initiatives on campus. In terms of study abroad, focusing the goal on 100% financial access as opposed to participation appears purposeful and strategic. It recognizes that 100% participation is not a realistic goal for any institution. There are always students who, due to health, academics or personal circumstances (leadership roles on campus, athletics, family support) cannot go overseas and it is refreshing to see an institution address the financial barrier head on. There is one danger however - that 100% access goal leads to planning for 100% participation. The desire to understand why 30% of students do not participate in study abroad was palpable during the visit and while important to understand, indicates that the lines between access and participation are being blurred.

Tripling the international student population is seen as necessary to creating a community which better reflects today’s global world. When asked, many admitted that the mark of 300 to 400
international students was based on a “sense” that this number represents a critical mass and would be achievable from a recruitment standpoint. Statistically this number is right on target, representing about 7.5% of the total student population. This number would be appropriate for a small, private, liberal arts institution to achieve.

Many students, faculty, and staff believe that merely the presence of more diversity on campus would create reflection and change, but the ICIC staff seems fully aware of the need to go beyond the numbers and engage the community in dialogue about diversity. There will be much work to do in the areas of training, learning, and programming to embrace a more diverse community.

In addition to these key objectives, this commitment also highlighted goals such as: enhancing study abroad to include stronger curricular roots and rich international experiences in service, leadership, internships and language study; expanding options to non-traditional locations such as China and India, and the hiring of a diversity faculty and staff who are interested in engaging in global experiences.

These goals are much more meaningful and representative of the conversations that should be happening on campus. There was a clear sense, in fact, that the community is ready to engage in these conversations and that at times, there was a danger that the markers (100% access and triple the international student population) and the current success Elon enjoys (70% of students participate in study abroad) would distract from the questions of what one could achieve educationally.

To better challenge community members to achieve the commitment goals and engage in the academic and quality discussions to achieve these with integrity, Elon should articulate the concepts in this commitment including:

- What does global engagement mean to Elon?
- What do we want our students to be able to learn from a campus which reflects the global world?
- Beyond creating the space for engagement, how do we facilitate engagement amongst all members of the community, and how do we embrace our international population?
- Why do we value a more diverse and international faculty body?
- What are the barriers to our students attending programs in the non-traditional world?
- What does a successful internship, service, or leadership experience look like?
- How do we assess the institutional and individual learning and change we are seeking?

**Recommendations:**

There are several possible pitfalls as well as positives to the Elon commitment to diversity and global engagement.
1. **Assessment vs. Numbers:** It will serve Elon well to focus on assessing the learning and change you are seeking, as opposed to only defining success and quality through numbers. Do not become a victim of your own success or of your stated targets.

As Dr. Brockington noted in his 2004 review of the ICIC: “The future of ICIC and international education at Elon is not without its threats…Relying on enrollment numbers and participation rates as indicators of the quality of the experience or of the breadth and depth of internationalization. I strongly encourage the University and ICC to develop other measures of success.”(p.23) Elon still appears fairly focused on these numbers-based indicators of success and must keep in mind that these indicators do not necessarily reflect successful internationalization.

It is clear that learning outcomes for study abroad are an institutional goal (see Provost’s webpage). Despite several broad conversations about the need for assessment, there did not seem to be a common understanding of what that assessment would look like for international programs and for international student services. If there are assessment mechanisms in place, they should be articulated and shared with the campus.

2. **Definitions and philosophy matter:** Along with all of the goals here comes the need for a stronger articulation behind why international programs are important and what a meaningful experience or a rigorous program might look like. Why, for example, do winter term programs exist and is participation in these programs a right or a privilege?

I would recommend considering the research and articles on in *intervening in student learning abroad, high impact educational experiences, and transformative learning theory* (i.e. having faculty facilitate single/double loop learning and disorienting dilemmas) as a possible frameworks articulating Elon’s guiding principles and philosophy [articles submitted as attachments to this report]. In many of the conversations I had during the visit, Winter Term program were discussed most often in relation to the benefit they have for faculty. This is a bit disconcerting. There should be an equal value to faculty and students in delivering these programs. In addition to the winter term ambiguities, it is also not clear what critical elements a semester or summer program must have to meet the academic, cultural and linguistic standards of Elon.

3. **Address as many barriers to study abroad as possible, not only the financial barrier:** While clearing the financial barriers to study abroad is significant and meaningful, it only provides the access, not the impetus for the students to go abroad. Although typically discussed in relation to underrepresented populations studying abroad, many in the field talk about the five F’s: finances, family and friends, fear, fit (academic), and faculty/advisor support. These are the most common barrier to students studying abroad.
I believe that the five F’s are relevant for all students, and can become particularly relevant as you challenge your students to engage in more sophisticated international experiences (ie. Participating in an internship overseas or semester overseas after a WT program). Therefore, all of these areas should be addressed as you continue to challenge your students.

Clearing curricular barriers is the most likely the next step in addressing study abroad barriers at Elon. Winter-term courses have infused an international component to the general studies program and a limited number of other disciplines such as business, but winter term is only a small part of an Elon student’s academic experience. Integrating study abroad into the curriculum must include sophisticated conversations within each discipline about how other international opportunities fit into the curriculum and include longer term programs for a semester or a year. The idea that only “we” can teach our students well is a challenge we all face, and faculty development opportunities with international colleagues may help in this area. Creating a symposium around teaching and learning which brings together the international faculty on campus to discuss differences in methodology may also help. The next level of commitment is to work toward every major mapping out how study abroad can fit into and making that available to all students. Colleagues at ICIC and at Elon have already identified this need and have begun these discussions.

Summary

It is clear that the successes that Elon enjoys in the international arena are due to a qualified team in ICIC and many faculty, staff, and student partners. The ICIC and its leadership will need to continue to lead the conversations about campus internationalization and engage the community in conversations each step of the way. By all accounts, they have built the trust to play that role. With the expertise and support of collaborating offices and committee, there is a strong probability that Elon will meet its goals.

Elon stands at a crossroads, however – in one direction is measuring success through numbers; in the other is building upon this great numbers success by defining the Elon international experience (including the international student and faculty experience). Defining the philosophy behind each of these experiences, building intentionality into the learning, and then deciding how to assess success in these areas is challenging. I do not know of any institution that has achieved complete success in these areas. I hope Elon will be the first.
Appendices

Summary of Recommendations

General Recommendations for the Isabella Cannon International Center:

1. Continue to explore how to make international experiences at Elon more intentional, including how to make stronger connections to the on-campus curriculum.
2. Set desired learning outcomes for international experiences, and the international student experience on campus and develop an assessment plan to measure success.
3. Consider the physical move of ICIC carefully and be involved in as much of the design as possible.

Recommendations for study abroad:

1. Develop, or more clearly articulate, the system for program development and assessment for all types of study abroad programs (semester, winter, summer). Include faculty across campus in this process.
2. Deliver faculty workshops which encourage academic advisors to understand all study abroad program options and how they fit into their departmental requirements.
3. Decide whether WT courses are a right or a privilege. Adjust requirements and policies, including those for the STA course, to consistently reflect this philosophy.
4. Consider adding international teaching and service to the promotion and tenure review process.
5. Continue to explore creative ways to connect students abroad to students on campus. Build additional opportunities for returnees to share their experiences (transformative learning summit?)
6. Consider the “place” of the Elon Centre program and whether these programs should be expanded.

Recommendations for International Student and Scholar Services

1. Create the necessary infrastructure in ICIC and across administrative offices to support an increase in international students.
2. Design training program which inform faculty how to support international students in the classroom.
3. Consider the positive aspects of international students feeling unique and seek new ways to maximize the positive aspects of this.
4. Continue to provide excellent support to departments seeking to hire international faculty or host Fulbright or other international scholars.

Recommendations for El Centro
1. Consider expanding the center idea to other languages and connecting them through activities as described above.

2. Consider either 1) moving El Centro with ICIC; 2) leaving El Centro where it is located and connecting it to the Spanish department; 3) leaving El Centro where it is and building other centers around it.

3. Celebrate the successes of this center, particularly in relation to connections to the community and students “ownership” of space. Replicate whenever possible.

**Recommendations for the Study Abroad and ICAC Committees:**

1. Clarify the roles of the two committees supporting ICIC. Use their expertise more as the ICIC moves into more sophisticated conversations about assessment, program development, and campus internationalization. [The probable delineation between the two is that the study abroad committee handles all curricular and assessment based issues, and the ICAC handles everything else.]

**Recommendations regarding Collaborating with Deans and Other Offices:**

1. Increase the resources in these collaborating offices to support an increase in the number of study abroad students and international students and faculty they serve.

2. Support the Center for the Advancement of Teaching and Learning in developing faculty training to better support international students in the classroom.

3. Reconsider the resources needed for the Director of GST to review and approve all GST course taken abroad.

4. Insure faculty have professional development opportunities beyond just those offered by teaching on a winter term course, including faculty exchanges.

5. Keep an eye on the enrollment model and make necessary adjustments as student numbers (international and study abroad) increase.

**Recommendations regarding the Elon Commitment:**

1. **Assessment vs. Numbers:** It will serve Elon well to focus on assessing the learning and change you are seeking, as opposed to only defining success and quality through numbers. Do not become a victim of your own success or of your stated targets.

2. **Definitions and philosophy matter:** Along with all of the goals here comes the need for a stronger articulation behind why international programs are important and what a meaningful experience or a rigorous program might look like. Why, for example, do winter term programs exist and is participation in these programs a right or a privilege?

   I would recommend considering the research and articles on in *intervening in student learning abroad, high impact educational experiences, and transformative learning theory* (i.e. having faculty facilitate single/double loop learning and disorienting
dilemmas) as a possible frameworks articulating Elon’s guiding principles and philosophy [articles submitted as attachments to this report].

3. **Address as many barriers to study abroad as possible, not only the financial barrier:**
While clearing the financial barriers to study abroad is significant and meaningful, it only provides the access, not the impetus for the students to go abroad. Although typically discussed in relation to underrepresented populations studying abroad, many in the field talk about the five F’s: finances, family and friends, fear, fit (academic), and faculty/advisor support. These are the most common barrier to students studying abroad. I believe that the five F’s are relevant for all students, and can become particularly relevant as you challenge your students to engage in more sophisticated international experiences (ie. Participating in an internship overseas or semester overseas after a WT program). Therefore, all of these areas should be addressed as you continue to challenge your students.
**Agenda for Lisa Donatelli, external evaluator, December 2-3, 2010**

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<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>Wed</td>
<td>Dec 1</td>
<td>5:35pm  Arrive into RDU, Met by Woody Pelton  AA 4527</td>
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<td>7:30pm  Dinner with Woody Pelton, Heidi White, François Masuka</td>
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<td>Thurs</td>
<td>Dec 2</td>
<td>8:30am  Meet with Woody Pelton at Acorn Inn</td>
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<td>9:30am  Meet with ICIC staff (not including El Centro de Español)</td>
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<td>11am</td>
<td>Steven House, Provost, Alamance 120</td>
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<td></td>
<td>Noon</td>
<td>Lunch with Academic Deans at 1889 (see page 2 for listing)</td>
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<td>1889 Restaurant, The Colonnades</td>
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<td>1-2pm</td>
<td>International Centre Advisory Committee (see page 2 for listing)</td>
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<td></td>
<td>2-3pm</td>
<td>Sylvia Muñoz &amp; Raquel Cortes Mazuelas of El Centro de Español</td>
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<td>El Centro de Español</td>
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<td>3-4pm</td>
<td>Meeting with a Group of Study Abroad Students</td>
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<td>Irazu Coffee Shop</td>
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<td></td>
<td>4pm</td>
<td>Campus Tour with Woody Pelton</td>
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<td></td>
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<td>(Starting at Irazu)</td>
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<td></td>
<td>5-7pm</td>
<td>Break  Acorn Inn</td>
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<td>7pm</td>
<td>Dinner with Larry Basirico (Former Dean of International Programs)</td>
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<td>and Current Professor of Sociology), Nancy Midgette (Former Associate Provost and Current Professor of History), Anne Simpkins (Associate Professor of Art and Faculty Leader for Italy: Fine Arts WT Study Abroad Program)</td>
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<tr>
<td>Fri</td>
<td>Dec 3</td>
<td>9am  Meeting with International Admissions Team (see page 2 for listing)</td>
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<td></td>
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<td>Bright Conf. Room, Powell</td>
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<td></td>
<td>10am</td>
<td>Collaborating Academic Offices</td>
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Mark Albertson, Registrar & Assistant to the Provost
Niki Turley, Director of Residence Life
Peter Felten, Assistant Provost, Director- Center for the Advancement of Learning
Tom Vecchione, Executive Director of Career Services
Becky Olive-Taylor, Associate Dean of Academic Support
Bonnie Bruno, Director of Sponsored Programs

11am  Study Abroad Committee (see page 2 for listing)  Carlton 209

Noon  Lunch with a Group of International Students  Town Table

2 pm  Numen Lumen
       Moseley TBA

4pm  Wrap-up with Woody Pelton & Heidi White, driving to the RDU airport

6pm  Departure from RDU for Washington–National on AA 4536
Isabella Cannon International Centre (ICIC) Staff

Woody Pelton  Dean, International Programs
Betty Morgan  ICIC Faculty Fellow & Associate Professor – Pol. Science & Public Administration
Sylvia Muñoz  Director, El Centro de Español
François Masuka  Director, International Student and Faculty Scholar Services
Heidi White  Associate Director, Study Abroad
Paul Geis  Assistant Director, Affiliates and Exchanges
Alana Dunn  Assistant Director, Short-term Study Abroad Programs
Raquel Cortes Mazuelas  Assistant Director, El Centro de Español
Bill Burress  International Programs Advisor
Anna Lainfiesta  International Programs Advisor
Cindy Duke  Program Assistant
Lisa Alcon  Program Assistant

Academic Deans
Paul Parsons  School of Communications
Mary Gowan  Love School of Business
David Cooper  College of Education
Alison Morrison-Shetlar  Elon College, The College of Arts and Sciences

International Centre Advisory Committee
From the ICIC and El Centro Woody Pelton (chair), Sylvia Muñoz, François Masuka, Heidi White

Brooke Barnett  Faculty Fellow for the President & Associate Professor for Communications
Chalmers Brumbaugh  Professor – Political Science
Catherine Chiang  Assistant Professor – Accounting
Christine Cotton  Lecturer – Spanish & Liaison between ICIC and Foreign Languages
Brian Digre  Professor – History, Director of International Studies major
Richard Mihans  Assistant Professor – Education
Jessie Moore  Assistant Professor – English
Betty Morgan  ICIC Faculty Fellow & Associate Professor – Pol. Science & Public Administration
Lisa Peloquin  Assistant Professor – Sociology

International Admissions Team
Susan Klopman  Vice President for Admissions and Financial Planning
Greg Zaiser  Dean of Admissions
Cindy Barr  Assistant Dean of Admissions
Cheryl Borden  Director of international Admissions/Associate Director of Admissions

**Study Abroad Committee**

- Prudence Layne  Committee Chair & Assistant Professor – English
- Crista Arangala  Associate Professor – Math
- Chalmers Brumbaugh  Professor – Political Science
- Art Cassill  Wesley R. Elingburg Professor & Professor – Accounting
- Laurin Kier  Associate Director of Tutorial Services
- Woody Pelton (non-voting)  Dean, International Programs
- Anne Simpkins  Associate Professor – Art
- Bird Stasz  Associate Professor – Education
- Frances Ward-Johnson  Associate Professor – Communications
- Janet Warman  Professor – English & Education; Director of General Studies