

The George R. Muirhead Center for International Education
Annual Report
2008 – 2009

I. Past Year Activity: 2008-09

- A. *Progress in Meeting Goals.* List the goals that you set for your unit last year and briefly describe your unit's progress in meeting each goal. Present data concerning the level of activity.

The goals noted in 1 – 4 below are gleaned from the CIE Annual Report of 2007 – 2008; the final goal was established for the Center by the University.

1. CIE Goal: In 2007-08, the CIE Envisioning Committee was established to “solicit input from a wide range of individuals who began with an overview of the history of the CIE, [. . .] the investigation of current activities, and opportunities for the future of the CIE.” The committee also drafted a revised Mission Statement for the CIE and made recommendations that included the formation of an advisory group.

Progress in meeting goal: As the materials in last year's Annual Report indicate, the CIE Envisioning Committee laid some of the foundation for the current year's Internationalization Laboratory and helped to nurture faculty support, in general. That committee has been superseded by the Internationalization Laboratory.

2. CIE Goal: In 2007-08, the Provost and Interim Director of the CIE successfully applied for CCSU to join the 6th cohort of the ACE's Internationalization Laboratory.

Progress in meeting goal: An active CCSU Internationalization Laboratory began its work in Fall 2008 and has collaboratively accomplished the tasks that are summarized in a latter section of this Report. The Lab, with several new members, will reconvene in Fall 2009.

3. CIE Goal: Last year, the CIE laid the groundwork for the CSU International Education Conference to be held on the CCSU campus in Fall 2008.

Progress in meeting goal: A highly successful Conference, which featured a prominent keynote speaker and a diverse array of sessions, was hosted at CCSU in 2008.

4. IELP Goal: Develop and enhance 21st Century Skills in IELP faculty training and curriculum resources.

Progress in meeting goal: The IELP has effectively invested time and resources in digital language lab training; purchased digital media equipment and organized faculty training; developed program-specific online resources and multimedia tools, including the IELP Portaportal, IELP YouTube page, IELP wikis, and IELP blogs.

5. CCSU Goal for the CIE: Promote study abroad participation across the University in accordance with the President's directive so that 1,000 students and faculty abroad annually. Summary data is presented below; additional information is in [Appendix A](#).

Partner Program Student Exchange Program Enrollment

<i>Academic Year</i>	<i>Outgoing CCSU Exchange Students</i>		<i>Incoming Exchange Students</i>	
	Number	% change of preceding year	Number	% change of preceding year
2005-2006	69	+15%	36	+12.5%
2006-2007	62	-10.1%	49	+36.1%
2007-2008	87	+40.3%	55	+12.24%
2008-2009	78	-11%	50	-9%

Course Abroad Enrollment

Year	Students		Faculty	
	Number	% change over preceding year	Number	% change over preceding year
2005-2006	125	-17.7%	13	-31.5%
2006-2007	267	+113%	31	+138%
2007-2008	343	+ 28.4%	38	+ 22%
2008-2009	447	+30.3%	48	+26.3%

International Student Enrollment

Year	F-1 Students		J-1 Students	
	Number	% change	Number	% change
2005-2006	311	2.64%	219	+44.6%
2006-2007	284	-8.68%	117	-46.57% *
2007-2008	269	-5.28%	131	+11.9%
2008-2009	153	-43.1%	179	36.6%

International Travel by Faculty and Staff

Year	Number	% change
2007-2008	173	Not recorded
2008-2009	98	- 43%

B. *Administration.* Briefly describe current budgetary, staffing, and infrastructure conditions in your unit, including any changes in the past year.

1. CIE Staffing: In 2008-09, two replacement hires were approved and subsequently employed: a permanent Director for the Center of International Education was hired, replacing the Interim Director of the prior year. Due to a successful emergency conditions petition, a Secretary II was also hired, replacing the Administrative Assistant who retired in Spring 2008. No new full-time positions were added to the CIE.

2. IELP Staffing: In Fall 2008, IELP had record student enrollments, which necessitated the employment of 14 adjunct faculty members, one graduate tutor, and one student worker; in Spring 2009, IELP employed 11 adjunct faculty members, one graduate tutor, and one student worker.
3. CIE Budget: The CIE FY09 budget benefited from the following increases:
 - a. Funding for CCSU scholarships for Study Abroad (\$50,000)
 - b. Funding to help cover cost of the first annual First-Year International Experience: “Passport to Global Citizenship: London” (\$75,000)
 - c. Funding to cover 2008-09 membership costs for the ACE Internationalization Laboratory (\$10,000)
 - d. Funding to cover the additional Copy Center costs for the ACE Lab in 2008-09 (\$6,000)
4. Financial Assistance provided by the CCSU Foundation, Inc.

In Fall 2008, the CIE Director and Associate Director traveled to Boston with the Vice President of Institutional Advancement to meet former CCSU President F. Don James and his wife, Gerti Hauser. The purpose of the visit was a request to lift certain limitations on the James-Hauser Fund so that it might be utilized to expand overseas opportunities and benefit more students and faculty. We are pleased to report that our request was granted.

5. CIE Scholarships

Utilizing all sources of scholarship funds made available to it, the CIE awarded \$203,717 in student scholarships to 322 students participating in study abroad and/or courses abroad during AY2008-2009.

6. IELP Budget:

- a. IELP total revenue for FY 2008 – 2009: **\$467,022**
 - i. Increase of **\$122,122** over FY 2007 – 2008 total revenue
 - ii. Change due to record-level high enrollment in Fall 2008
- b. IELP total expenditures for FY 2008 – 2009: **\$447,883**
 - i. Increase of **\$54,913** over FY 2007-2008 total expenditures
 - ii. Change due to high enrollment and subsequent need for additional faculty members

See [Appendix B](#) for summary data.

C. *Special Initiatives. Describe changes in current initiatives, any new initiatives, or initiatives beyond the normal scope of your unit’s activities. Present evidence of their impact or effectiveness.*

It is important to note that, due to the nature of the tasks and objectives of the Center for International Education, it is not always feasible to separate this section that concerns our Special Initiatives from the ensuing two sections that concern our Contributions to CCSU’s Distinctive Elements and our Contributions to Strategic Planning. More often than not, these three areas not only overlap, but are also fully integrated with one another. In general, they all address and promote the *Internationalization of CCSU*.

Special Initiatives undertaken in 2008-09 to internationalize the University include:

1. Completion of the planning, assessment, and successful implementation of a major initiative to enhance the University's ability to process, systematize, and electronically archive international students' immigration records (SEVIS) using fsaAtlas (a visa management software system for international students and scholars), following a two-year period of preparation and planning. (see [Appendix C](#))
2. Extensive redesign and reorganization of the CIE physical space at 123 Barnard Hall, making it a welcoming environment that also includes a Study Abroad Resource Library and study space for students. Dramatically altered the numerous large glass cabinets in the hallway so that they project an appealing and cohesive "global" message to all visitors to the Center.
3. The complete revision of key policies and forms for faculty and students that facilitate comprehensive internationalization, including
 - a. Faculty Course Abroad Proposal form (extensively revised in concert with the administration of the School of Arts and Sciences to increase rigor and clarify key policies and procedures)
 - b. Student Application to Study Abroad
 - c. Student Enrollment in a Course Abroad (and concomitant documents, including a Scholarship Request form)
 - d. International Student Services Request form
 - e. Student Responsibility Form
 - f. University Housing Request form (revised in concert with Residence Life to enable CCSU students to request an international roommate)

See [Appendix D](#) for examples of these initiatives.

4. Publication of CCSU's first statement regarding *Emergency Response Policies and Procedures* and its companion form, the *Incident Report* (for medical, legal, and criminal incidents abroad). This year, the Center also initiated the policy of sharing the home and cell phone numbers of appropriate CIE staff with CCSU Campus Police and with faculty sponsors of Courses Abroad. See [Appendix E](#) for these important documents.
5. Integration of the CIE into all key University publications and websites, including, but not limited to the following:
 - a. The formal Academic Calendar of the University now includes all key study abroad deadlines
 - b. Inclusion of the CIE in the administrative offices sections of the Undergraduate Catalog and Survival Guide (Student Handbook), as well as the booklets for Continuing Education and Graduate Studies.
 - c. Inclusion of the CIE in the orientation programs and materials of the Office of Student Life for incoming first-year students and links to the "International Student Pre-Arrival Booklet."
 - d. Inclusion of the CIE in the welcoming materials of the Office of Residence Life.

- e. Inclusion of the CIE in “A Faculty Guide – Helping Students in Distress” (a section on International Students Experiencing Culture Shock).
 - f. Inclusion of the CIE on the University’s Leave of Absence form (Registrar’s Office), enabling the Center to track students who study abroad on non-CCSU programs.
6. Expansion and strengthening of the Center’s marketing strategies and techniques, including, but not limited to, the following:
- a. The establishment of a campus-wide accessible addition to the University’s Master Calendar, known as “International Happenings!” to ensure that all international events are both prominently showcased and well attended.
 - b. Creation of the online information initiative, “Ask the Expert,” which allows any student -- prospective or current -- to make inquiries into the nuances of international education at CCSU.
 - c. Publication of a comprehensive study abroad handbook and resource guide, known as the “Yellow Book,” that is issued to students at Info Sessions, during classroom visits, and is always available in the CIE library (See [Appendix F](#) for examples of CIE marketing materials).
 - d. Complete revision of the CIE website, introducing more photographs, expanded information on financial resources, statistical reports, sponsored activities, and online application forms and instructions, etc.
 - e. The use of Central Pipeline and FaceBook to advertize study opportunities and deadlines to the student body on a regular basis throughout the year.
 - f. Implementation of email to transmit key study abroad materials and updates to the study body.
 - g. Use of key social spaces, such as the Lobby of the Student Center, to distribute international education materials, including hundreds of post-card-size announcements. Scheduled weekly information sessions throughout the year, as posted on the CIE website and Pipeline.
 - h. Hosted the highly-successful Study Abroad Fair, an annual event that promotes study abroad opportunities to the campus community. It was broadly staffed by CCSU faculty, exchange student alumni, current visiting students, representatives of outside program providers, and the CIE. Approximately 250 students attended in 2009.
7. This year, numerous productive planning meetings between the CIE and major academic and administrative offices took place. These meetings have already increased our mutual understanding and promise to lead to enhanced cooperation and collaboration on international initiatives in the coming years. A listing of key examples includes:
- a. The Deans of the Schools of Arts and Sciences, Business, Education and Professional Studies, and Engineering and Technology – these meetings have resulted in more concise mutual goals, such as those that pertain to desired partnerships, faculty exchanges, student programming, and plans for increased curricular integration.
 - b. Chairs in the Departments of MIS, Social Work, Nursing – separate meetings in these areas have led to plans for future exchange student programs, new topics for Courses Abroad, the

identification of OPPs that are appropriate for Education and Nursing majors, and better representation by the Schools of Business and Education in international education, generally.

- c. The Council to the President – the close collaboration with this office facilitates CIE initiatives that require State Attorney General approval or legal language and review.
 - d. The Chief Diversity Officer – to ensure that this newly created office and the CIE work in tandem on goals and issues that are often inextricable.
 - e. The Director of Admissions – these meetings have resulted in a number of policies and procedures that will better facilitate the application of matriculated international students at the University. Examples include the granting of permission to update student information in Banner, implementation of a “No Switching Visa Policy” for exchange students from partner universities, and stricter deadlines for international student applications.
 - f. The Associate Vice President for Marketing and Communications and staff – these meetings have led to almost regular articles on CIE and international education activities in the *Courier* and strong support for the CSU project (detailed below).
 - g. The Registrar and staff – meetings with this department have resulted in more accurate ways to document CCSU students who study abroad on non-CCSU programs and to enhanced transfer credit protocols.
 - h. The Director of Residence Life and staff – interacting with this department has led to reduced fees for international students who remain on campus during spring break; a revised Residence Life Application form that includes a request by a CCSU student to room with an international student; and the creation of a Residence Life “Guide for International Students.”
 - i. The Director and Staff of Student Activities – these meetings have led to CIE membership on this department’s Student Behavior Review Team and Freshman Orientation Team.
 - j. The Director of Institutional Research and Assessment – these meetings have guided the Faculty Survey of the Internationalization Laboratory and led to more fully integrated reports.
 - k. The Director of the Learning Center – the CIE has received useful support from this office and looks forward to working closely with the newly-formed “Center for Advising and Career Exploration” in the coming year.
 - l. Intercollegiate Athletics – As recommended by President Miller, the CIE has begun to work with the Athletic Department on annual trips abroad for athletes.
8. Initiation of a comprehensive project to record and store all essential records in the CIE electronically, including the IELP files and the University’s immigration records, and to purge on a regular basis those records that are determined to be non-essential. The CIE is also part of the University’s Disaster Recovery Plan for electronic files.
 9. IELP was selected by Kansai Gaidai University in Japan as an affiliated center for English language learning in the United States; 7 Kansai Gaidai students enrolled in Fall 2008, and 10 students will be enrolling in Fall 2009.

10. Special initiatives for international students and immigration affairs

- a. Introduction of the International Student Companion Guide – “ 100 Things Every International Students Ought to Know.
- b. Contribution by CIE staff members (Ayeni and Ward) to NAFSA’s International Educator’s Magazine – NAFSA survey on advising international students on race in the U.S.
- c. Presentation at the US Education Advising Center on US Immigration rules and regulations in Nigeria in July 2008.
- d. Preparation of numerous reports on CCSU international student diversity: Africa – 5%; Asia – 54%; Europe – 24%; North America – 11%; and South America – 12%.

D. *Contributions to Distinctive Elements.* List and summarize your unit’s contributions to each the University’s four distinctive elements, as appropriate: Workforce and State Economic Development; Community Engagement, International Education, and Interdisciplinary and cross-curricular initiatives

This year the Center for International Education has been engaged in broad-based, as well as detailed, efforts to internationalize the curriculum and the campus generally. These efforts have begun to influence all four distinctive elements of CCSU; we list the following initiatives as primary examples of the past year’s activities:

International Education

1. *The Internationalization Laboratory*, supported by the American Council on Education (ACE), began its meetings in September 2008 and met fortnightly through the fall and spring semesters. All four academic schools are represented in the Laboratory, whose membership is comprised of 20 faculty members from diverse departments. Provost Lovitt and the Co-Chairs of the Lab attended the ACE Workshop for new cohort institutions in Washington, D. C. in August 2008, two delegates from the ACE visited CCSU in October 2008 for a preliminary review and to offer an initial assessment of Central’s level of internationalization, and the Co-Chairs of the Lab attended the annual meeting of the ACE Internationalization Collaborative in January 2009. In March of 2009, the Director of the CIE was invited to visit Western Kentucky University as part of that school’s Peer Review by the ACE.

The major accomplishments of the Lab this year include 1) the completion of a set of international competencies, recommended for all CCSU students; 2) the preparation and distribution of a faculty survey that was presented and discussed by designated Lab members at nearly 40 department meetings this spring; 3) the initial review of Study Abroad Advising Sheets that are customized to fit the needs of each department’s majors; and 4) the creation of a subcommittee to review and assess all extant and proposed CCSU partnerships abroad. The key documents of the 2008-2009 Laboratory comprise [Appendix G](#) and are:

- a. Laboratory membership
- b. Charge to the Laboratory from Provost Lovitt
- c. Draft International Competencies for all CCSU students
- d. The Faculty Survey of Curricular Integration at CCSU

- e. Summary reports of the outcome of the Faculty Survey of Curricular Integration at CCSU
 - f. Departmental Advising Sheets (a representative sampling from the four Schools)
2. *The CSU/Hartford Consortium International Education project* began this spring under the direction of President Miller and Provost Lovitt. The goal of the project is to share the resources and expertise of the Connecticut State University System institutions and appropriate schools within the Hartford Consortium in an online database, designed for Connecticut students and faculty. The resource will include a catalog of study abroad opportunities, a calendar of international events, a directory of international students, and a faculty resources database. To date, the following progress has been made on this initiative:
- a. Visits to review the project and garner support have been successfully completed with the Hartford Consortium and the CSU campuses.
 - b. Two graduate assistants who will support the project have been hired and have begun work on the project's preliminary design.
 - c. A comprehensive and comparative review of other U. S. system-wide consortia has been completed, yielding several appealing templates for the layout of the project.
 - d. A mock website has been started, test data is being assembled, and meetings with the Web Master and IT staff who are advising the project have been held.

Documentation for this initiative can be found in [Appendix H](#).

3. The Director of the CIE was invited to join the *International Education Policy Advisory Committee of the Department of Higher Education (DHE)* in spring 2009 and to chair that group's largest subcommittee on international education. The recommendations of the Subcommittee for State-wide international education were presented to the Board of Governors in June 2009. The Board intends to report back to the subcommittee chairs in the coming year. See [Appendix I](#).
4. *Focus on the First Year*. In an effort to increase study abroad enrollment by CCSU students in a manner that is meaningful to their academic curriculum and future careers, the CIE has begun to devote considerable time and effort to strategic initiatives that target this class. These included:
- a. The London initiative for First-Year Students, "*Passport to Global Citizenship*," January 2009. The goal of the project is the introduction of an intensely engaging and affordable international experience early in their academic careers; one that requires them to apply for a passport, introduces them to international travel, takes them to a CCSU partner university, and enables them to come to know students of another culture. The 2009 experience was so successful that a program to London for 2010 is planned.
 - b. Ongoing initiatives for First-Year Students include offering parent and student Freshman Orientation Sessions in June and July where study abroad information is distributed and the Freshman Global Citizenship trip is promoted. Special attention is also devoted to FYE classroom presentations that acquaint students with international opportunities early in their academic careers.

Information regarding the initiatives for First-Year Students can be found in [Appendix J](#).

5. Thanks to Presidential approval, the plan to promote increased international student enrollment by *waiving course fees for conditionally-admitted international graduate students who enroll in IELP courses* will be implemented in 2009-10. The waiver allows students to be billed only for the courses they are permitted to take, plus the required insurance fees, while still maintaining their full-time academic status. See documentation of this initiative in [Appendix K](#).
6. This year, in particular, the University's *Visiting Scholars Program* was promoted through the creation of a comprehensive protocol for the welcoming, orientation, and successful integration of visiting scholars to the University. In tandem with the publication of the protocol, the CIE also revised the forms used by faculty to petition for visiting scholar status; these are:
 - a. The Incoming Visiting Scholar Request form
 - b. The CCSU Visiting Scholar Request for Approval form

See [Appendix L](#) for the forms and protocols of this multi-part initiative.

7. Through renewed and new *memoranda of understanding (MOUs)* with Brazil, Chile, England, France, Hungary, Japan, Poland, and the United Arab Emirates, and via renewed relationships with Kansai Gaidai (Japan) and the Kyung Hee University's Global Governance Summer Program (Korea), CCSU expanded its international educational reach in 2008-2009.
 - a. Eight CCSU students received scholarship support to attend Kyung Hee University's Global Collaborative Summer Program in Global Governance and East Asian Civilization http://www.kyunghee.edu/international03_01.php.
 - b. The Attorney General-approved MOUs and documentation of the initiatives above are available in the CIE.
8. The CIE has worked this year to promote increased study abroad enrollments by expanding student opportunities with Attorney General approval of *other provider programs (OPPs)*. Key among these OPPs are ISEP, AustraLearn, and AsiaLearn. These are programs that offer expanded venues for study, affordability, and, in the case of ISEP, the retention of CCSU financial aid.

Documentation of these initiatives is available in the CIE.

9. *Statistics – Students and Faculty Abroad*. The University's goal of supporting the study and research of 1,000 students and faculty abroad met with good progress this year.
 - a. To further the goal and promote support, the CIE offered both pre-application and pre-departure orientation sessions for faculty this spring. These sessions encouraged faculty participation, enhanced the flow of information, and improved collaboration between the faculty and the CIE.
 - b. Data on 1) the increased student enrollments in CCSU short-term Courses Abroad and long-term Study Abroad in Partner Universities and 2) increased participation by CCSU faculty in international education and research overseas are presented in [Appendix A](#).

10. *Statistics – IELP*

The Intensive English Language Program enjoyed record level student enrollments in 2008-09. They are summarized below and charted in [Appendix M](#).

- a. Total IELP enrollment: 173 (126 students in day programs and 47 in evening programs).
 - b. The linguistic and cultural diversity of the IELP contributes significantly to the internationalization of the CCSU campus.
11. *International Faculty*. During academic year 2008-09, the Center for International Education secured H-1B Specialty Occupation status (“employment visas”) for nine full-time, tenure track faculty and for three part-time faculty. In addition, the CIE prepared Immigrant Petitions (“green card applications”) for three full-time faculty.

Community Engagement

The CIE’s contributions to the University’s community engagement commitment are listed below. Additional Details are provided in the appendix.

1. CCSU’s International Festival with strong State- and community-wide participation
2. Working with the faculty of the School of Education, the CIE initiated a community engagement program that will be known as the “Barnard International Community Education Project” (BICEP). The goal of BICEP will to share CCSU international student knowledge, culture, and talent with area teachers and public school children in a systematic and recurring manner and with School of Education guidance and support.
3. Sister City 25th Anniversary Celebration, May 2009. The CIE was pleased to assist with the programming and hosting of the Sister City delegates from Italy, Germany, and Greece in a program attended by the New Britain Mayor and his staff, representatives from the New Britain Sister City Committee, and CCSU faculty and chief administrators.
4. New Britain Rotary Club dinner hosted by the CIE, fall 2009. The 25th annual Rotary Club Thanksgiving Dinner, attended by more than 100 local and area Rotarians and CCSU international students, featured the award of two student scholarships, which were presented by the Rotary and CIE in recognition of the students’ backgrounds and engagement in CCSU activities.
5. Enhanced Orientation for the parents (i. e. community residents) of CCSU students who plan to study abroad. At this event, which increased in attendance from 40 to 110 this year, parents play a key role. This year, the parents, in particular, were introduced to the CIE staff and encouraged to discuss the myriad concerns that arise when they consider sending their sons and daughters abroad.
6. IELP University Prep – a special ESL course targeting graduates of regional Adult Education ESL programs and Au Pairs living in the local community.
7. IELP Conversation Partners Program, pairing English language learners with volunteers from the New Britain community.
8. CIE Newsletter, *ACCENT International* – The CIE’s newsletter, which is shared with the campus

community electronically and mailed (hardcopy) to a growing list of off-campus constituencies, summarizes the Center's numerous community engagement activities and keeps current and potential donors abreast of CCSU's international education activities each year.

See documentation of these initiatives in [Appendix N](#).

Interdisciplinary and Cross-Curricular Initiatives

The CIE's contributions to the University's interdisciplinary and cross-cultural commitments are listed below. Additional details are provided in the appendix.

1. The CIE developed customized Departmental Advising Sheets for each of the University's 40+ majors. The goal of the advising project is to demonstrate that courses taken abroad can and should connect directly to the degree requirements of the major (see D.1 above)
2. CSU International Conference, October 2008 – The program for this State-wide conference, facilitated by the CIE and hosted on the CCSU campus, is available in the attachment below.
3. The Jamaica/School of Education Master's degree programs. Each summer, these programs, which are sponsored by the School of Education and Graduate Studies, are administratively supported by the CIE, whose role is to provide visa support and prepare logistical arrangements for their stay on campus.
4. The US/China Business Center and the CIE. The CIE is a supporter of the Center, which brings legislators and business persons from Shandong, China to CCSU each year.
5. The CIE and IELP co-sponsored the CCSU Conference for Language Teachers: Bridging Cultural Identities, hosted by the Department of Modern Languages – the IELP director organized all ESL presentations and co-presented a workshop with an IELP faculty member
6. Working in cooperation with the MS TESOL program, the IELP provided graduate students with classroom observation opportunities, and experienced IELP instructors served as mentors for the teaching practicum.

See documentation of these initiatives in [Appendix O](#).

Workforce and State Economic Development

The CIE's contributions to the University's commitment to workforce and State economic development are listed below. Additional details are provided in the appendix.

1. The IELP Director was selected to represent the State of Connecticut at TESOL Advocacy Day in June 2009—meetings were arranged with Connecticut's legislators to discuss the vital need for strong English language education support for immigrants in the reauthorization of the Workforce Investment Act (WIA).
2. Presentation on "Best Practices in the Profession" at the 2008 NAFSA Region XI Conference in New Haven, Connecticut in November 2008 by CIE's International Student and Scholars Coordinator.

3. Continuing efforts by the CIE aimed at internationalizing CCSU's curriculum – such as the draft International Competencies developed by the Internationalization Lab and efforts to embed course and study abroad into all CCSU majors – support this institutional distinction by promoting international education for students who will become Connecticut's globally engaged workforce.

See documentation in [Appendix P](#).

E. *Contributions to Strategic Planning.*

- *Summarize progress related to your unit's strategic plan (if applicable) and any anticipated changes in the plan. Attach a copy of your unit's strategic plan (if available).*

In lieu of a CIE strategic plan, we attach the Center's Mission Statement, which we believe is an accurate summary of our current commitment and future goals. It can also be found on our website:

The George R. Muirhead Center for International Education engages faculty and students in the pursuit of global understanding. The Center promotes knowledge and awareness by providing opportunities for people from different cultures to interact and exchange ideas. The Center values diversity, and fosters an environment that advocates cross-cultural understanding and international cooperation.

- *List and summarize your unit's contributions to any specific objectives in the University's Strategic Plan.*

Copied below are the objectives within the University's Strategic Plan that specifically refer to the CIE. We believe that the reader of this Report will agree that, with the exception of those items noted by *, each of the "enabling activities" on the list has been addressed, initiated, developed, or completed by the CIE in 2008-09:

Goal 5: Promote global awareness and respect for diversity.

Objective 5.2 Increase the number of courses that integrate an international component.

Enabling Activities:

Join ACE Internationalization laboratory;
Promote faculty development in internationalization;
Publicize pedagogical and curricular innovations.

Objective 5.3 Increase faculty and student participation in international teaching and research experiences

Enabling Activities:

Expand financial support for student & faculty travel;
Expand systemic role for CIE under new leadership;
Increase number of CIE classroom visits to promote all types of Study Abroad;
Plan a CSUS international conference on campus in fall 2008 to enhance internationalizing the CCSU campus;
Negotiate new bilateral exchange agreements to expand affordable study abroad opportunities;
Recruit additional faculty to lead short-term course abroad programs;
Revise/enhance the Study Abroad website to make it more attractive and functional;
Request one-time funds to produce enhanced Study Abroad catalog;
Establish a course articulation agreement between departments and overseas partners to provide for more efficient and effective credit transfer;
Establish International Education Advisory Committee;
Develop an official certification program at the graduate level in Global Education Leadership and Literacy* [one meeting on this topic took place in spring 2009; future meetings are planned];
Review possibility of expanding for-credit instructional programs in China and Jamaica*;
Expand housing for international students.

F. Assessment. Describe assessment activities in the past year relating to your unit's goals. Summarize your principal findings and plans to promote further improvement.

1. University-wide Faculty Survey of Curricular Integration at CCSU, Spring 2009.
2. Mandatory faculty assessment of Course Abroad objectives
3. Student assessment of learning outcomes: Courses Abroad (short-term)
4. Student assessment of learning outcomes: study at CCSU Partner Universities (long-term)
5. The IELP administers anonymous student evaluations of all instructor and the general program at the end of each semester

The principal findings, as well as examples of the instruments are contained in [Appendix Q](#).

II. Planning for 2009-2010

A. Goals. List your goals for the next academic year. Be sure to specify any appropriate numerical targets.

1. Expand the University's international partnerships, short-term courses abroad, and approved external providers to include programs and locations that are meaningful to students' majors and degree requirements, affordable, and logistically feasible.
2. Pursue major funding opportunities so that more students can study abroad and more faculty can be supported in course and program development.
3. Work with the Center for Advising and Career Exploration and the faculty of the Internationalization Laboratory to improve study abroad advising and encourage students to plan early and wisely for an international education experience.
4. Continue to work to make CCSU a more welcoming environment for international students.
5. Integrate the IELP more fully into the academic life and educational resources of the University.

B. Collaboration. Identify any plans for collaboration with other units at CCSU, with other CSU institutions, and with individuals and organizations beyond CCSU.

1. The CIE will continue to work with the faculty of the Internationalization Laboratory to meet the goals that constitute its charge (appended above) and to ensure that all initiatives have broad-based faculty and standing committee approval.
2. Collaboration with the universities of the CSU system and with the schools of the Hartford Consortium will continue in 2009-10 with the anticipated design and implementation of the international resources website.
3. The CIE will work with other colleges and universities in Connecticut to address the international education recommendations that may come from the Board of Governors for the DHE in the coming year.
4. The Center will strive to support the newly established BICEP program that intends to develop programming for area elementary schools, international students, and teachers and student teachers in the School of Education.

C. Assessment. *Describe plans to assess your unit's activities in the coming year.*

Since the current year saw the development of numerous new instruments and baseline data reports (noted above), it is our plan to continue those evaluations, to improve the, and to build upon them in the coming academic year.