**Sabbatical Leave Request and Recommendation Form**

**BOT/AAUP Contract Article 13.7**

**BOT/ SUOAF-AFSCME Contract Article 24.8**

Please Forward to Department Chair or Administrative Officer by **September 13, 2019**

**Name**: Oluwatoyin Awoderu-Ayeni **Date**: 09/01/2019

**Department**: Center for International Education **AAUP** \_\_\_\_\_\_\_\_\_\_\_\_ **SUOAF-AFSCME**: **X**

**Preferred Time of AAUP Sabbatical**: Fall: \_\_\_\_ Spring 2021: \_\_\_\_ **AY 2020-2021**: **X**

**Start and End Date of SUOAF-AFSCME Sabbatical**: Fall 2020 to Spring 2021

Candidate Must Have Completed At Least Six Years Of Full-Time Service Since Initial Appointment Or Any Previous CCSU Sabbatical. (Candidates may apply in their sixth year of service; however only tenured members may take a sabbatical leave.)

**Please Indicate Semester and Year of Appointment**: 2006

**Semester and Year of Last Sabbatical**: N/A

\_\_\_\_\_\_\_Check here if your sabbatical leave is dependent on your receipt of a Fulbright or other fellowship. If, yes, please be sure to include information and explanation of the fellowship in the narrative below including the anticipated date of notification of award.

**Plan of Study**

In preparing the application, please be specific and detailed, while keeping in mind that not all members of the Sabbatical Leave Committee will share your exact background.

1. **Title of Project:** A strategic and sustainable pathway for recruitment and retention of international students at Central Connecticut State University.
2. **Statement of purpose (or hypothesis) and objective(s)**

I am requesting sabbatical leave to research, develop and design a “Sustainable” recruitment and retention pathway for international students at CCSU, using international student’s data collected over a ten-year period.

To develop a strategic pathway, existing data must be mined to define the international population being researched, to predict their needs and why they chose to attend CCSU rather than other institutions of higher learning. It is also of utmost importance, to use the data analysis and findings as a tool to enhance services provided as an institution for their retention and recruitment. However, to achieve this goal, an all-inclusive institutional strategy must be developed with emphasis on providing ***institutional support services*** across all campus departments (academic and administrative). This support must begin at the initial point of contact with the international student, during the recruitment process, while on campus, through to graduation, and as alumni. I intend to create a recruitment and retention plan that will discuss opportunities available to an international population at CCSU, 1) at the time of recruitment as part of the overarching initial experience, 2) while in college and 3) making available a platform for alumni activities. A strategic plan without these three components undermines the holistic approach to recruitment and retention at Central.

Hypothesis: At CCSU, if international population recruitment/growth is directly related to “Word of Mouth,” then CCSU should have many international students attending now.

During academic year 2008/2009 at CCSU, there were 341 (Fall 176 and Spring 165) international students based on utilizing, word of mouth, as a main resource for recruitment. Presently, 2018/2019 academic year, ten (10) years after, with a plethora of social media platforms such as Facebook, Instagram, Snapchat, etc., not being utilized for recruitment purposes for this sub-group, CCSU is still averaging an international student population of 300. This means that the effort of relying solely on word of mouth has consistently resulted in the same average number of students or less over the years and therefore, may not necessarily be an effective recruitment tool.

With the current trend and based on data from the Institute of International Education (IIE) Open Door Report, most Higher Education Institutions (HEI) are experiencing declining number of prospective students within their geographic location. As a result, they have had to reach out to prospective students outside their immediate geographic location. Some have taken a bolder step of going global, while at the same time, being cognizant of the need to create a supportive administrative structure. In doing so, they make resources available to support this group of global scholars before they arrive on campus and while on campus for proper integration to their new environment. Integration, being very vital to the retention of international students.

**The project objective is to:**

* Analyze ten years’ worth of international student’s data at Central
* Based on the Data Analysis,
  + Recommend a sustainable institutional recruitment and retention strategy
  + Articulate the benefit of an “**Institutional Support Services Model**” rather than an “International Student Services Model.”
  + Recommend International Alumni activities and events abroad and in country.

**III.** **Description of your existing knowledge -** *See attached detailed Curriculum Vitae*

I started my career at Central Connecticut State University, January 2004 at the Center for International Education, International Student and Scholar Services (ISSS). When I started at CCSU, the Department of Homeland Security had just introduced the computerized method of student reporting called SEVIS – Student Exchange and Visitor Information System. SEVIS forever changed immigration advising, immigration reporting guidelines and institutional compliance protocol.

January 2019, marks 15 years of service at CCSU. Over that period of time, I have experienced substantial changes in immigration rules and regulations, student population evolution, changes in student academic/career interest, increase in immigration requirements for students, faculty and the institution. In addition, several layers of protocol for institution compliance were added in Real-Time with more stringent deadlines through SEVIS.

The question can be asked why we need international students on our campus despite the hurdles of stringent immigration rules and protocols? The answer is simple - international student recruitment and retention internationalize the campus, increase cultural diversity on campus, encourage diverse intellectual learning in the classrooms, and expose domestic students and the campus community to individuals from other countries. A domestic student’s only cross-cultural experience might be on-campus while interacting with an international student, as they may never have an opportunity to travel or study abroad. Brad Farnsworth of the American Council on Education (ACE) states that, over one million international students are currently studying in the United States, unfortunately more importance is attached to the economic impact rather than the cultural, political, soft diplomacy and historical perspectives which this group brings that help build vibrant and diverse campus communities (Farnsworth 2018).

This is one of the many reasons why CCSU must focus on the recruitment of international students rather than focusing only on the use of ‘Word of Mouth’. For international students’ recruitment to be effective there must be institutional buy-in and leadership involvement at all levels within the institution. David J. Nelson, Director of International Recruitment and Outreach at Glendale Community College, California stated, “It needs a full commitment and support by the campus at large for any international office to be successful.” Institutions must see international recruitment as part of institutional internationalization strategic plan with a keen awareness that retaining and supporting this group of students should be part of the recruitment package (Fliegler 2014; Kisch 2012).

Some institutions such as Lewis and Clarke College in Portland, Oregon, Washington State University, Rice University in Houston Texas, etc. have a well-structured word of mouth recruiting strategy. For example, Rice University created a formal program called “R.E.A.P. International” (Rice Experiences Advertised to Prospects – Internationally; <https://reap.oiss.rice.edu/>) with incentives and acknowledgement of the service provided as a Rice University Ambassador. Representatives from above named institutions agree that international students who feel valued and supported by all facets of the institution are more likely to attend and recruit others based on their experience. For these institutions, word of mouth, along with social media has been deemed a powerful and effective method of communication, as part of their recruitment and retention package.

At CCSU, International Student and Scholar Services, CIE has been charged as the only department providing support to this group, despite the on-going conversation of internationalizing the campus.

In recent years, there has been a tremendous increase in mandated immigration requirements, protocols, responsibilities and compliance conditions, being mandated by the Department of Homeland Security (DHS), the Student Exchange and Visitor Program (SEVP) and the U.S. Department of State. With more responsibilities required of Primary Designated School Officials (PDSO and DSO), Responsible Officers (RO and ARO) by Federal agencies, even though the average number of international students at CCSU remains the same.

it is important that we research and create a new “institutionalized Support Service Model” in order to be able to 1) retain current students and 2) have students who are supported through their academic career here at CCSU. The current model of international student support services rendered at our institution is over two decades old. We are still using the staffing model from 1996, of one full time staff person and a part-time University Assistant to facilitate numerous support services. Some of these include, immigration rules and regulations advising, international student support services advising, programming, cultural and academic adjustments workshops, immigration advising, campus community intercultural competency, wellness and counselling.

Based on my years of working at Central, there has not been a concrete institutionalized model for international student recruiting, international student retention or a plan to energize the international student alumni base, hence the reason why this sabbatical request is vital to CCSU as an institution.

**IV.** **Description of proposed sabbatical activities and/or methodology (include as much detail as possible).**

There is a huge international students’ database, dating from 2008 to 2018. My intention is to mine and analyze this data in order to be able to predict the trends as they pertain to the group over the last 10 years. Based on the findings, I will begin to put together a predictive and analytic report on how to recruit and retain international students at CCSU.

My methodology is below:

**METHODOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Item** | **Description** | **Expected Outcome** | **Time Frame** |
| **A** | **DEFINITION OF INTERNATIONAL STUDENTS** | | |
|
|  | **UNIT ONE:** **Definition of international students.** Who are international students? How do we at CCSU define international students? What is the actual definition of international students at CCSU based on data and services provided by semester? | Define international students attending CCSU | September to October 15, 2020 |
| **UNIT TWO: What is the overview of International students at CCSU?** Gender, Country of Origin, undergraduate, graduate, IELP, major, etc. | Identify international student population attending CCSU |
|  |  |  |  |
| **B** | **DATA ANALYSIS OF CCSU INTERNATIONAL POPULATION DATA BY SEVERAL CATEGORIES.** | | |
|  | **Level of Education/Academic Level** | | |
| 1.1 | **F-1 Degree-Seeking** | | |
|  | **UNIT ONE:** Undergraduate & Graduate Population | |  |
| By Gender | Identify ratio of international students using different criteria to understand pattern of enrolment at CCSU. | Completed by October 30, 2020 |
| By Country of Origin |
| By Field of Study |
| By Semester |
|  |
|  |
| 1.2 | **F-1 NON-Degree-Seeking** | | |
|  | **UNIT TWO**: Intensive English Language Program (IELP) | |  |
| By Gender | Identify ratio of international students using different criteria to understand pattern of enrolment at CCSU | Completed by October 30, 2020 |
| By Country of Origin |
| By Field of Study |
| By Semester |
| IELP transitioning to Undergraduate program | 1) Assess transition from IELP to Degree seeking programs and 2) Determine retention rate |
| IELP transitioning to Graduate program |
|  |
| 1.3 | **J-1 NON-Degree-Seeking** | | |
|  | **UNIT THREE:** Exchange students: | |  |
| By Gender | Identify ratio of international students using different criteria to understand pattern of enrolment at CCSU. | Completed by October 30, 2020 |
| By Country of Origin |
| By Field of Study |
| By Semester |
|  |
|  |  |  |  |
| **C** | **INTERNSHIP and EMPLOYMENT - SEVIS Workload** | | |
| 1.1 | **Curricular Practical Training (CPT)** | | |
|  | **UNIT ONE:** Definition of Curricular Practical Training (CPT). | Define its purpose and duration | Completed by November 12, 2020 |
| **UNIT TWO:** Overview of International students on CPT? Gender, Country of Origin, undergraduate, graduates, major, etc. | Identify CPT Population at CCSU |
| **UNIT THREE:** Undergraduate & Graduate Population: | |
| By Gender | Data Analysis of specific group |
| By Country of Origin |
| By Field of Study |
| By Semester |
| 1.2 | **Optional Practical Training (OPT)** | | |
|  | **UNIT ONE:** Definition of Optional Practical Training (OPT). | Define its purpose and duration | Completed by November 12, 2020 |
| **UNIT TWO:** Overview of International students on OPT? Gender, Country of Origin, undergraduate, graduates, major, etc. | Identify OPT Population at CCSU |
| **UNIT THREE:** Undergraduate & Graduate Population: | |
| By Gender | Data Analysis of specific group |
| By Country of Origin |
| By Field of Study |
| By Semester |
|  |  |  |  |
| **D** | **RETENTION RATE** | | |
| 1.1 | **Transfer-IN** | | Completed by December 30, 2020 |
|  | Undergraduate | Data Analysis of specific group |
| Graduate |
| IELP |
| 1.2 | **Transfer- OUT** | |
|  | Undergraduate | Data Analysis of specific group |
| Graduate |
| IELP |
|  |  |  |  |
| **E** | **GRADUATION RATE** | | |
| 1.1 | Undergraduate | Identify % rate of graduation | Completed by December 30, 2020 |
| 1.2 | Graduate |
|
|
|
| 1.3 | IELP transitioning to Undergraduate program |
| 1.4 | IELP transitioning to Graduate program |
| **F** | **REPORT** | | |
| 1.1 | **Market Trend Research for International Students and Comparative Analysis of CCSU'S International student’s data with existing Market Trend Research** | | |
|  | Open Door, SEVIS by the Number, NAFSA, etc. based on above data. |  |  |
|  |  | | |
| 1.2 | **International Students – Habits/Needs/Trends** |  | Completed by March 2021 |
|  | Market Research |  |
| Current trends |  |
| Generation Z versus Millennials |  |
| Emerging markets |  |
| Emerging majors |  |
|  | | |
| 1.3 | **Retention Market Research** |  | Completed by March 2021 |
|  | Current trends |  |
| Generation Z versus Millennials |  |
| Emerging markets |  |
| Emerging majors |  |
|  | | |
| 1.4 | **Retention Trends** |  | Completed by April 2021 |
|  | Institutional support Vs. International student services support |  |
| Academic support services Vs. Administrative support services |  |
| Social integration\Social Support\Cultural |  |
| Affordability |  |
| Language |  |
|  |  |  |
| **G** | **State of Connecticut Comparative Analysis** | | |
|  | **Enrolment Number** |  | Completed by May 2021 |
| By State |
| To CCSU |
|  |
| **Financial Contribution** |
| By State |
| To CCSU |
|  | Recommend an institutional plan based on project results for a proposed framework on how to develop a strategic and sustainable pathway for recruitment and retention of international students at Central Connecticut State University. | | Completed by August 22, 2021 |

**V.** **Statement of potential value of your project to the university, to your professional growth, and to your field of study or discipline.**

The University’s Interim Strategic plan identifies four strategic objectives: *1) Increase Student Enrollment, 2) Maintain Academic Excellence, 3) Community (Global) Engagement – expansion of the University’s brand abroad and 4) Developing Additional Sources of Funding.*

A Strategic and sustainable pathway for recruitment and retention of International Students at Central Connecticut State University, will benefit the institution and it is within the scope of the interim strategic plan as listed below:

* Increase International Student Enrollment
* Increase academic and cultural exposure of domestic students to other cultures – academic and experiential training *(maintain academic excellence)*
* Create opportunities both domestically and internationally for continuous recruitment *(Enrolment and Community/Global Engagement)*
* Create Global Brand Recognition for Central
* Provide opportunities for Institutional relationships with other foreign institutions, corporations, government agencies, non-governmental organizations (NGOs) *(Community/Global Engagement and other Funding Source)*
* Provide an avenue to generate revenue through payment of out of state tuition paid
* Result in international student alumni creation for brand continuity and marketing abroad, recruiting and fund raising *(Community/Global Engagement and other Funding Source)*

Professionally, this sabbatical based on my research findings and information acquired through the data analysis, will increase my working knowledge of the field and enable me to provide customized immigration services and socio-cultural programs to fit the needs of international students at Central.

**VI. Statement of expected outcomes of your project.**

My expected outcome will be based on the analysis of ten years of CCSU’s international student data and research which will result in:

1. A predictive model for sustainable pathway to recruitment and retention of International Students at Central Connecticut State University.
2. Recommendation of an institutionalized international student plan that integrates and takes into consideration the added cultural values that international students bring to campus, classrooms and academic environment.

Both 1 and 2 will enhance tremendously the level of “Institutional Support Services” from 1) the time of recruitment as part of the overarching initial experience, 2) while in college and 3) making available a platform for alumni activities., which will invariably create a welcoming CCSU community and boost morale amongst the group.

It will manifest dynamically through all four (4) interim strategic interim goals:

1. Enrolment growth: International students well-supported and welcomed at CCSU, by word of mouth will begin to recruit other international students.
2. As they recruit other students, simultaneously, there is an increase in revenue generated by this group for the institution or BOR
3. The well supported students, who are well adjusted to their new environment and achieve academic excellence.
4. Their presence will aid in internationalizing the campus and the community-at-large through various socio-cultural events

In conclusion, this sabbatical proposal will support and advance my objective to create an environment at CCSU, where at all levels, international students feel welcome, supported and are able to seamlessly integrate into the CCSU community. At the same time, it will look to change the narrative and culture where it is SOLELY the responsibility of International Student and Scholar Services (ISSS), Center for International Education (CIE), to support the proper transitioning of international students to their CCSU Home.

It should be an institutional goal to have international students and international alumni stay **“CCSUConnected and CCSUccessful**.”

Department Sabbatical Leave Committee Appraisal:

Recommend: Yes \_\_\_\_\_\_ No \_\_\_\_\_\_

Departmental Sabbatical Leave Committee Signatures:

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Reviewed By Dean or Administrative Officer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed By Provost \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oluwatoyin Awoderu-Ayeni Central Connecticut State University**

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EDUCATION

Central Connecticut State University, USA

**Master of Business Administration (International Business) 2006**

University of Lagos, Nigeria

**M.Sc. Microbiology 1992**

Ogun State University/Olabisi Onabanjo University, Nigeria

**B.Sc. Microbiology 1990**

Work Experience

**Central Connecticut State University, Connecticut USA 2004 - Present**

**-** Associate Director, International Student and Scholar Services

- Immigration Specialist, Immigration Services   
 - Immigration Support, Immigration Services

**Immigration Skills**

* In-depth working knowledge of F-1 and J-1 student visa regulations, H-1B Skilled Workers and Employment-Based Green Cards (EB1 and EB2) with general knowledge of other visa types.
* Serves as the Primary Designated School Official (PDSO) and Responsible Officer (RO), the Federally-defined position that is responsible for counseling and advising all international students, faculty, and visiting scholars, in the area of U.S. government regulations with emphasis on success and maintaining immigration status. Communicates status changes to Designated School Officials (DSO) and Alternate Responsible Officers (ARO), as appropriate.
* Working experience as the Primary Designated School Official (PDSO) for F-1 program and Responsible Officer (RO) under the Department of Homeland Security’s Student and Exchange Visitor Program (SEVP).
* Develops policies and procedures that align with changes in Federal immigration laws and its effect on the institution and international population
* Authorized by the Student and Exchange Visitor Information System (SEVIS) to issue Certificate of Eligibility Form I-20 and DS-2019
* Administers University policies to ensure compliance with federally mandated immigration rules and regulations and the Student and Exchange Visitor Information System (SEVIS) thus providing technical immigration processing, documentation and related services to students, faculty, and scholars on matters pertaining to these items.
* Serves as the sole campus Student and Exchange Visitor Information System (SEVIS) point person for the Department of Homeland Security. Ensures the University’s compliance with Federal regulations and oversees the entry of all required enrollment and biographic/demographic information into SEVIS, the Student Exchange and Visitor Immigration System.
* Initiates the re-designation of CCSU’s J visa program and the re-certification of CCSU’s F-1 program, in conjunction with appropriate Federal agencies
* Maintains expert knowledge of USCIS rules and regulations pertaining to F, J, and H visa holders, the Employment-Based Green Card petitions, and Deemed Export Control.
* Prepares petitions for appropriate H-1B Skilled Workers and Permanent Residency status for CCSU faculty and professional staff.
* Verifies and oversees institutional policy development and dissemination of information regarding complex and continuously evolving immigration regulations and case management for complicated immigration cases
* Advises hiring supervisors, Department Chairs, and Human Resources on the protocol and timeline for the employment of non-resident aliens on immigration matters pertaining to H-1B Work Authorization visas and Employment-Based Green Card petitions.
* Maintains expert knowledge of regulations from the Department of Homeland Security (DHS), United States Citizenship and Immigration Services (USCIS), U.S. Immigration and Enforcement (ICE), U.S. Department of State, and U.S. Department of Labor, Social Security Administration, and Department of Motor Vehicles as they pertain to the immigration status of international students, faculty, visiting scholars, and the University. Acts as the University liaison with these entities.
* Develops and updates manuals, guidelines, and other publications for Deans, Chairs, and international hires regarding immigration timelines and protocols.
* Assists in the coordination and retention of international students and maintains contact with prospective students.
* Serves as advocate for international student population and educates the institution on cultural and appreciation of linguistic differences.

**Managerial Skills**

* Responsible for inter-office coordination and department oversight - all associated administrative and operational functions – in the absence of the Director
* Oversees strategic planning processes for the Office of International Student and Scholar Services and Institutional Partnerships
* Daily working experience using analytical, problem solving and decision-making skills to make independent assessments and judgements in complex situations, with full awareness of the ramifications and impact of such decisions in relation to self, population being served, the department and institution. Analyzing the impact of action or inaction regarding such situations
* Develops, evaluates, assesses, and enhances the delivery of comprehensive support services for the department
* Continuous assessment of operational procedures to eliminate redundancy
* Initiates Student Leadership Programs for students seeking a career in International Education
* Significantly improved the methods of assessing department productivity, enhancing policy development and service within the department
* Leads a diverse team of direct reports to support the Internationalization mission and provide daily administrative responsibilities.
* Utilizes collaborative approach to managing and organizing direct reports
* Provides strong leadership and skill development for direct reports resulting in increased morale, improved team cohesiveness resulting in efficiency and productivity of assigned tasks
* Implements comprehensive direct report staff development programs such as goal setting, professional development, accountability, critical thinking and task focus resulting in improved productivity and efficiency in the department
* Conflict Resolution skills - Creates collaborative and open climate facilitating enhanced personnel creativity, productivity, mediation with direct reports
* Offers counsel to university leadership with all matters pertaining to international population
* Serves as resource and liaison regarding matters related to International population. Work to resolve student conflict cases with appropriate campus officials
* Maintains communication and effective relations with student services and academic colleges on campus to enhance student success and academic excellence
* Collaborates with campus partners as an effective team player to identify, promote and facilitate the successful integration of the international population and to achieve organizational objectives
* Demonstrates exceptional organizational, time-management, interpersonal, communication, negotiation, presentation skills, and an apt for attention to details
* Ability to thrive in a fast-paced and dynamic environment while prioritizing time-sensitive competing and high security tasks
* Demonstrates ability to work independently as well as in a team environment
* Manages international Student and Scholar Services Budget
* Works with international education partners to develop Memorandum of Understanding (MOU) and/or letter of Intent (LOI) to foster linkage agreements and/or education abroad initiatives
* Experience in international study abroad program development and global citizenship acquisition skill through travel.
* Mitigates and manages risk associated with some international student travel abroad

**Information Technology Skills**

* Collaborated with IT to research best Immigration Student and Scholar Management (ISSM) software to meet institutional and operational needs
* Successfully directed and collaborated with IT on the implementation phase of the software
* Introduced a paperless approach to student and scholar records storage in the Department
* Collaborates with IT to create a minimum credit restriction solution to international students registering for minimum credit load (part-time)
* Creates user-friendly website for international population in conjunction with IT and Marketing Department
* Website mapping knowledge using Visio software
* Ensures systems and procedures are established and followed to maintain accurate records, reporting and data integrity
* Demonstrates ability to use data analysis and research to improve productivity and recruiting trends.

**Marketing Skills**

* Leadership role in the complete restructuring of communication techniques to international students and scholars
* Leadership role in the complete revamp of all correspondence, immigration workshops, materials, programs and immigration processes to create a friendlier student image
* Leadership role in the total revamping of the International Student and Scholar website with a new user-friendly outlook

**Event Management Skills**

* Actively develops, designs and implements programs and systems needed to enrich and support internationalization experience on campus
* Demonstrates experience in effective and transformative public speaking skills to both small and large audiences, with the ability to adjust presentation based on audience’s response and cultural make-up.
* Develops and facilitates orientations, seminars and workshops that support academic success and retention
* Provides administrative leadership on planning and implementing of socio-cultural adjustment programs to enhance campus integration
* Organizes cross-cultural programs and workshops such as International Festivals, International Women’s day and International Education Week, Cultural Conversations, etc.
* Community Engagement - Foster external relationships and partnerships with immigrant population to enhance the success of socio-cultural programs on campus
* Organizes Power Luncheon events for minority Administrative Faculty on campus. Topics including but not limited to: ‘How to achieve the success you deserve,’ ‘The power of positive thinking in the work environment,’ ‘Essential steps to financial health,’ ‘Retirement Financial Planning,’ etc.

**Recruiting Skills**

* Leadership role in initiating and facilitating the collaboration with EducationUSA Ghana and Nigeria to create a channel for the funneling of international students from both countries in Africa
* Creates effective collaborative partnership with Undergraduate and Graduate Admissions
* Worked with Undergraduate Admissions to develop and adapt current recruiting promotional materials to adequately meet the need of prospective international students and with International digital marketing software such as Hotcourses
* Works with Graduate Admissions in writing grant for international recruitment of students from India
* Marketing and mailing of recruiting materials to Public Affairs Section of the U.S. Consulates in Africa for both degree and non-degree programs
* Demonstrates ability to use data analysis and research to improve enrolment and understand recruiting trends.
* Familiarity with operations of admissions in Higher Education
* Knowledge of admissions operations in 2 and/or 4-year college in the States
* Detailed knowledge of visa applications processes after prospective student admission
* Knowledge of educational systems around the world.
* Experience working and living overseas
* **Recruting initiatives** 
  + EducationUSA, U. S Embassy, Abuja Nigeria
  + Student Visa Orientation, Center for Arts and Culture, Abuja Nigeria
  + EducationUSA Regional Forum, Accra Ghana
  + EducationUSA Regional Offices, Ghana
  + EducationUSA Pouch Mailings West and South Africa Region

**Client and Brokerage Relations, Putnam Investments, MA 2001 - 2003**

* Enhanced client and brokerage services
* Working experience with annuities, mutual fund products and 529 plans.
* Processed all financial and non-financial transactions which include setting up accounts, cash investments and money exchange between funds.
* Resolution of Annuities, mutual funds products and 529 plan financial and non-financial issues.
* Developed and Coordinated tracking measures for services rendered to Brokers
* Developed and Coordinated programs in Client and Brokerage services such as peer mentoring, process Improvement and Root Cause Analysis of inefficiency
* Planned and participated in the Community Outreach Projects sponsored by Putnam Investments
* Possessed National Association of Security Dealers (NASD License for Series 6 and Series 63
* Created a permanent solution to tax mailings resulting yearly high call volume

**RELATED EXPERIENCE**

**Committees**

* Union Steward: State University Organization of Administrative Faculty Local 2836
* Senator: Central Connecticut State University Faculty Senate
* Central Connecticut State University Compassion Committee
* Minority Recruitment and Mentoring Committee, Co - Chair
* Africana Studies Annual Conference Committee
* Committee on Concerns of Women, Treasurer
* International Student Focus Group

**professional development**

**Presentations - Africa**

* Education USA Regional Forum, Accra, Ghana
  + “The World of Work”
* Education USA, U.S. Embassy, Abuja Nigeria
  + Pre-Departure Orientation (U.S. Immigration Rules and Regulations)
  + *‘Why Nigerian students find it hard to perform well in America Colleges’*

**conferences - USA**

* Culture Shock: An Emotional Discomfort or Psychological State?
* Parting is Such Sweet Sorrow: Advising International Students and Scholars on departure from the U.S.
* Study Abroad and International Offices: Collaboration.
* Web Design and Developing Your Online Communication Tools
* Cultural Similarities and Differences: Working towards Peaceful Solutions in the World – Smith Middle School, Glastonbury, CT USA
* Uncertainty around Immigration Law: No Human being is illegal – Central Connecticut State University

**Publications**

Central Connecticut State University

* Responding to Emotional Distress: International Students Experiencing Culture Shock
* International Students Connecting the Dots
* Stats and Trend

**MEMBERSHIPS**

* NAFSA - National Association for International Educators, Member
* NAFSA Region XI, Member: NAFSA Connecticut, Member
* AIEA – Association for International Education Administrators, Member
* IIE – Institute for International Education, Member

**Online Resources:**

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