It gives me great pleasure to submit the 2014 Annual Report on behalf of KU’s International Programs. *The World and KU* provides highlights from various initiatives designed to show the vibrancy of KU’s campus climate. The university community is engaged with the world around us. The efforts of faculty and staff have resulted in substantial gains to KU’s stature in the global community.

Taking seriously the Provost’s charge to ‘energize the educational environment’ (KU’s strategic plan, *Bold Aspirations*), the faculty and staff have stepped up recruitment, teaching, and mentoring efforts.

The past year brought new programs and new benchmarks of success. The results are impressive. Student participation in programs and services is growing at unprecedented rates. The Office of Study Abroad set an ambitious goal of increasing undergraduate study abroad participation from 22.8% to 30% by the end of the decade. To achieve this goal, study abroad enrollments will need to grow by approximately 300 students, and Study Abroad has launched a multi-year program to integrate study abroad into KU’s undergraduate majors.

There is a new international student enrollment record with 2,283 now studying on campus. With an eye to creating greater diversity, KU is working to double its current international student population, and International Student Services developed new First Year Experience Programs to help international students integrate into the larger KU and Lawrence communities. International students are reporting extraordinary satisfaction with KU on virtually all measures.

Recruitment efforts by the two-year-old Office of International Recruitment and Undergraduate Admissions extended KU’s international outreach efforts using social media, interactive video, and e-mail CRM campaigns.

KU staff traveled to 14 cities in six countries outside the U.S. and conducted 76 high school visits, five college or university visits, two EducationUSA office visits, and 10 yield events. Overall, these international recruitment events resulted in over 4,800 contact profiles of prospective undergraduate and graduate students.

We celebrated the 50th Anniversary of the Applied English Center in 2014. With a commitment to innovation and the promulgation of best practices, the AEC expanded its programs in support of a new public-private partnership, the KU Academic Accelerator Program. This foundation year program accepts high achieving international students for a three-semester curriculum that combines English language study and the completion of academic courses for the freshman year. Students who successfully complete the program continue at KU as sophomores.

From the legacy programs that have made KU famous around the world, KU continues to work at the cutting edge of international higher education. Across the campus, in every school and among our faculty, staff and students, there is deep evidence of successful campus internationalization. The commitment is nothing less than extraordinary and signals even greater achievements to come.
KU’s International Initiatives Engage Students from Across the Campus and all Majors

A key indicator of strength for an internationally engaged research university is the breadth and depth of student participation in its international initiatives. Over 2014, 2,200 students participated in the signature international initiatives listed in the table. These students participated in KU’s wealth of study abroad opportunities or chose to come to KU from abroad for their study abroad experience. Unprecedented numbers of degree-seeking international and domestic students alike completed the Global Awareness Program (GAP) and received certification on their transcripts. KU’s academic excellence also attracted 284 fully funded international undergraduates to campus to pursue a degree, and inspired 41 undergraduates to participate in the university’s prestigious Global Scholars program.

<table>
<thead>
<tr>
<th>Sponsored International Students</th>
<th>Visiting International Students</th>
<th>Global Awareness Certification**</th>
<th>Study Abroad Participation</th>
<th>Major Schools of Global Scholars****</th>
<th>Total by School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>15</td>
<td>18</td>
<td>6</td>
<td>127</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>5</td>
<td>49</td>
<td>209</td>
<td>2</td>
</tr>
<tr>
<td>CLAS***</td>
<td>118</td>
<td>35</td>
<td>307</td>
<td>522</td>
<td>36</td>
</tr>
<tr>
<td>Education</td>
<td>44</td>
<td>2</td>
<td>9</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>86</td>
<td>92</td>
<td>7</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td></td>
<td>26</td>
<td>96</td>
<td>2</td>
</tr>
<tr>
<td>All other</td>
<td>292</td>
<td>16</td>
<td>7</td>
<td>61</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>560</td>
<td>168</td>
<td>411</td>
<td>1110</td>
<td>49</td>
</tr>
</tbody>
</table>

* For each program, the top three schools by participation have been highlighted to emphasize magnitude of institution-wide impact; ** GAP major data includes double majors; *** CLAS includes the Schools of the Arts and Public Administration; **** The major data for the 41 Global Scholars includes double majors

Perhaps the most important story of all, however, is the extent to which international education has become an integral part of the KU experience and the student mindset. While the data in this table only touch the surface of what happened in international education across the university in 2014, they tell a powerful story. From school to school, from major to major, KU takes its global citizenship role seriously, and is instilling a global consciousness in tomorrow’s leaders.

KU’s Academic Accelerator Program Establishes New Degree Pathway for International Undergraduates

Through a partnership with Shorelight Education, KU launched the Academic Accelerator Program (KUAAP) over the course of 2014. An new and innovative pathway to an undergraduate degree at KU, the KUAAP brings together the marketing and on-the-ground recruitment expertise of Shorelight, with KU’s high quality education programs and dedication to student success.

In the fall of 2014, 30 students participated in the inaugural KUAAP cohort. In addition to meeting KU’s general undergraduate academic admissibility standards, students must meet a minimum advanced language proficiency threshold to be admitted into the prestigious KUAAP. The 12-month curriculum integrates English language instruction and English for academic purposes, with undergraduate coursework in the College of Liberal Arts and Sciences. Carefully developed academic support programs and services, as well as cultural programming and on-going academic orientation are integrated into the program to maximize opportunities for student success. As students progress through the three-term, 12-month program, enrollment in academic courses that count toward a KU undergraduate degree increases. All CLAS courses are taught by the relevant home academic department within the university and all English language courses are taught by qualified Applied English Center (AEC) instructors.

By the end of the program, successful students matriculate into their sophomore year with over 30 credit hours earned toward graduation. The new partnership with Shorelight has also increased the pipeline of students enrolled in the AEC’s full-time intensive English program. In the fall, 27 Shorelight-recruited intensive English students began their academic careers at the AEC. Upon achieving the requisite level of language proficiency, these students aspire to participate in the KUAAP program and earn KU undergraduate degrees.
KU Ranked 1st in International Student Satisfaction among its Peer Institutions and 2nd in the Nation

KU is among 885 institutions worldwide that participate in i-Graduate’s International Student Barometer (ISB) program. This survey, administered in 28 countries and taken by over two million students, asks enrolled international students detailed information about their satisfaction in a number of critical academic and student support areas. By participating, KU is able to learn from its international students and improve the campus climate in strategic and specific ways. Equally as important, however, the ISB enables KU to understand how its performance, from the perspective of the international students, compares with the perceived performance of 885 other institutions.

Thirty-seven percent of KU’s international students completed the ISB in the fall of 2014. At International Student Services’ request, a new results category was added to the report to enable KU to compare outcomes with aggregate data from other participating AAU and Research I institutions. These included the University of Illinois, Indiana University, University of Minnesota, Northwestern University, University of Missouri and the University of Nebraska.

The stunning results place KU at the top of the heap in all academic and service categories. Furthermore, when KU’s results are placed within the larger context of all participating U.S. higher education institutions, it ranked 2nd overall. On a global scale, KU’s international student satisfaction results placed KU at 15th among the 885 participating colleges and universities. Notably, on four measures of student satisfaction (international student services, learning support, Counseling and Psychological Services and the housing office), KU ranked first among all participating U.S. institutions.

Satisfaction with Learning

When KU’s international students were asked about the quality of their learning experience (teaching, studies and facilities), over 92.5% of students indicated that overall they were either ‘very satisfied’ or ‘satisfied,’ placing KU at number 1 nationally for learning support satisfaction. Stand-out categories included academic English (94.9%), online library access (94.5%), faculty quality (94.4%), learning support (93.9%), physical library (93.5%), lecture quality (92.8%), program content (92.6%), class size (92.1%), language support (92%), technology (91.9%), KU’s multiculturalism (91.1%), quality and availability of learning spaces (90.9%), and research (90%). KU had the best performance among its peer group on learning support, class size, language support, and multiculturalism. KU was also consistently ranked in the top two or three nationally and fourth among the 885 participating institutions on satisfaction related to assessment, marking criteria and performance feedback.

Living Satisfaction

On a series of questions related to day-to-day life, social opportunities and housing/cost-of-living, KU ranked at the top among its peer group of AAU and Research I institutions. Furthermore, KU ranked third in the nation and 33rd globally on living measures generally. Areas of particular strength included KU’s sports facilities (94.3%), visa and immigration services (92.4%), campus buildings (91.8%) and the campus environment (90.6%). Of particular note, International Student Services was ranked first in its peer group, first in the nation, and fourth across the globe in student satisfaction with its immigration services.

Campus Support

With regard to campus support services, at 91.3% of students reporting ‘very satisfied’ or ‘satisfied’ with KU, the university once again ranks first among its peer AAU and research institution participants. Speaking to KU’s inclusivity of world cultures and religions, the only 100% score given on the ISB related to satisfaction with faith provision. This places KU at the very top in the nation as an institution that supports students of all faith backgrounds. Other categories for which KU excelled included student access services (97.5%), the student union (97.2%), IT services (96.5%), academic advising (96.2%), availability of clubs and societies (96.1%), international student services (95%), Counseling and Psychological Services (94.5%), Graduate Studies Office (93.8%), Career Services (93.8%), the Watkins Health Center (93.5%), Bursar’s Office (92.6%), and the Housing Office (90.2%).

Arrival Experience of New International Students

KU and International Student Services have long prided themselves on the strength and quality of the international
International Student Enrollment Largest in KU’s 150-Year History

At 2,283 international students, fall 2014 proved record-breaking for KU. Students from 101 countries began the academic year, including 1,124 international undergraduates, 1,054 graduates and 105 students enrolled in the Applied English Center’s intensive English program. This represents a 9% increase over fall 2013 in the number of international graduate students at KU.

As the chart below indicates, international students are enrolled across all KU schools and represent a rapidly growing and very important student constituency on campus. While international students comprise 9.28% of the total student population on the Lawrence campus, they represent 18.29% of the graduate student population and 6.5% of the undergraduate student population. Examining the relative representation of international students by school, however, illuminates the significant presence of international students in particular disciplines (engineering, music, architecture, business, and education among the top five), and in the College of Liberal Arts and Sciences at 880 enrolled international students.

Percentage of Degree-seeking International Students by School

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>498</td>
<td>15.96%</td>
</tr>
<tr>
<td>Music</td>
<td>64</td>
<td>12.90%</td>
</tr>
<tr>
<td>Architecture</td>
<td>88</td>
<td>8.88%</td>
</tr>
<tr>
<td>Business</td>
<td>166</td>
<td>8.46%</td>
</tr>
<tr>
<td>Education</td>
<td>129</td>
<td>7.70%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>55</td>
<td>7.25%</td>
</tr>
<tr>
<td>CLAS</td>
<td>880</td>
<td>6.49%</td>
</tr>
<tr>
<td>Law</td>
<td>21</td>
<td>5.36%</td>
</tr>
<tr>
<td>Journalism</td>
<td>16</td>
<td>1.74%</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>8</td>
<td>1.44%</td>
</tr>
</tbody>
</table>

* CLAS includes the Schools of the Arts and Public Administration

Continued from page 3

student orientation program and KU’s institution-wide efforts to create a soft landing for international students. Overall satisfaction among international students with their arrival experience (88.4% ‘very satisfied’ or ‘satisfied’) was second to none among the participating peer institutions in the AAU and among research universities. Satisfaction with housing (87.8%) placed KU at the top among its peers and among all participating post-secondary institutions in the United States. Just as impressive, however, are the categories for which KU ranks first among its peers.

These include meeting faculty (94.1%), the quality of the formal welcome to KU (93.8%), friendliness (93%), emphasis on studies (89.9%), satisfaction with the first night on campus (89.5%), local orientation (88.6%), international orientation (88%), making friends (87.1%), social activities (86.2%), and on ease of making host country friends (77.9%). On nearly all arrival measures, KU ranked within the top five nationally (of the above, only ‘making friends’ was not in the top five, ranking in sixth place).
KU has long-recognized the challenges associated with arriving in and acclimating to a new academic and social environment. Those challenges are particularly heightened for many international students, who must adjust to a new culture, a new education system, and often a new language. While KU has long-prided itself on its internationally recognized comprehensive International Student Orientation program, as well as the Applied English Center’s (AEC) highly regarded intensive English program, efforts have been underway to substantially enhance and extend the university’s complex support system for international students.

2014 saw the implementation of International Student Services’ (ISS) International First-Year Student Program. Designed to extend the orientation support system through students’ first year by facilitating their involvement in campus life, the program maintains and strengthens the connections between the International Leadership Team (students who lead the orientation groups at the start of the academic year), and the first-year students who participate in those groups. International leaders and new international students get together throughout the academic year for social and other extracurricular activities on campus, as well as to plan participation in interesting co-curricular activities offered by the university.

Increased collaboration between the AEC, university offices and student clubs has also facilitated stronger participation in campus life among international students, especially among those enrolled in intensive English courses whose language proficiency or comfort level with U.S. culture may not be as high. The AEC works closely with ISS, university libraries, the Japan Student Association, Chinese Students & Scholars Friendship Association, Arabic studies, and other academic and student services offices to ensure opportunities exist for extracurricular and social engagement, as well as for enhancing the learning taking place in the English language classroom. Fifteen conversation group leaders, for example, spend 36 hours per week facilitating English conversation with AEC students in small groups. Students are also able to avail themselves of The Point at Anschutz Library, where highly trained AEC instructors are on hand 25 hours per week to help students with their AEC classwork on an individualized basis.
Since its inception in 2012, KU’s Sponsored and Visiting Student Program has expanded by 176%. Driving this growth are sharp increases in KU’s sponsored student population (129%), as well as its visiting student population (784%). Sponsored students are talented KU undergraduate and graduate students who receive outside financial sponsorship for their degrees. Visiting students are international students pursuing degrees in their home countries who have chosen KU as their study abroad destination.

Beginning in 2012 with 245 students, sponsored student numbers have grown to 560 by 2014 and are now enrolled in every school at the university. KU has forged partnerships with 30 organizations to create 33 programs including four universities, five corporations, six educational organizations and 15 foreign government agencies to enable sponsored students to attend KU. The growth in this population is also the result of International Program’s efforts to centralize the support, information and services for these students and their sponsoring agencies. By creating a central point of contact that extends even prior to a student’s arrival on campus, an exceptionally strong referral network has been developed to ensure students’ needs are met quickly and appropriately. A network of offices across campus, such as the Academic Achievement and Access Center, Bursar’s Office, Counseling and Psychological Services, Department of Student Housing, Dining Services, Emily Taylor Women’s Resource Center, Institutional Opportunity and Access, Kansas Union, Registrar’s Office and Watkins Health Center, are critical partners with International Programs in attracting, supporting and retaining sponsored KU students through graduation.

KU’s visiting student initiative began with 19 students in 2012, and has grown to 168 in 2014 through the development of new visiting student agreements with a number of universities and educational agencies. The keys to this initiative’s success have been the relationships developed with academic departments across six different KU schools. To date, 19 different academic departments have hosted visiting international students for a semester or academic year. These partnerships are critical in that student participants are only on campus for a limited period of time. Working with students and their host departments in advance of arrival to ensure course prerequisites have been earned and desired KU courses are open for enrollment is fundamental to a successful program and student experience. The visiting student initiative also includes a regular series of diverse cultural programming and social opportunities for students to enable them to explore Lawrence, Kansas and the U.S. beyond the classroom.
The International House occupancy rate was **84%** in 2014.

**321** KU undergraduates earned Global Awareness Program certification. Since 2012, overall GAP completion has increased **38%**.

**521** international students completed KU degrees in 2014.

More than **1,200** students have participated in the Graduate Direct Exchange since 1949.

KU ranks **5th** in the nation for faculty Fulbright awards in 2014-15.

**11** KU faculty members received Fulbright scholar awards in 2013-15.

**1,110** students studied abroad in nearly **50** countries.

**143** staff members from **42** offices attended summer workshops on intercultural competency.
Faculty received $112,841 in funds for international travel and research.

15 faculty members from 13 departments are Global Scholar mentors.

6 International Fulbright scholars came to KU for a year of research in the College of Liberal Arts and Sciences and the School of Business.

170 students participated in AEC short-term programs.

15% of KU students who studied abroad in 2014 received scholarships totaling $516,000.

3 KU doctoral students received Fulbright-Hays Doctoral Dissertation Research fellowships in 2013 and 2014.

15% of KU’s new faculty in 2014 were international.

15% of KU students who studied abroad in 2014 received scholarships totaling $516,000.
The Applied English Center’s (AEC) new Vietnamese Teachers Program is an example of international mutual exchange and learning at its finest. In July 2014, the AEC was awarded a grant by the U.S. Department of State – Hanoi Bureau to deliver an academic year program of English language refinement and language pedagogy development for 13 Vietnamese English language teachers. Participants all teach at gifted high schools in Vietnam’s underserved provinces. The initial provinces were selected strategically by the State Department due to their substantial ethnic minority populations.

During the fall semester, program participants took two specialized teacher education courses focusing on pedagogical techniques and the use of information technology in the language classroom, along with 12 hours a week of intensive instruction in reading, writing, listening and speaking for academic purposes.

The highly successful program deftly balances language development and teacher training with critical experiential learning opportunities that focus on U.S. society and culture. Gaining exposure to different English language methodologies and approaches to the evaluation of educational outcomes, while gaining critical personal experience with U.S. language and culture, will enable the Vietnamese teachers to transform their classrooms when they return home and create new connections with the U.S.

The State Department – Hanoi Bureau also awarded supplemental funding to enable AEC instructors to take their Vietnamese colleagues with them to the MIDTESOL Conference in October at the University of Central Missouri. In addition to the chance to visit a different public university, this opportunity gave the teachers and AEC instructors a chance to attend professional seminars and workshops together and exchange on a deeper professional and personal level.

While the Vietnamese teachers have expressed great satisfaction with their program, AEC faculty and staff have benefitted enormously as well. Hosting their colleagues has led to new teaching experiences, insights, and the development of new collegial networks. The benefits of this cultural exchange have enriched the lives of everyone involved, and have extended to the larger Lawrence community. The teachers have had opportunities to visit area high schools and connect with their U.S. peers, volunteer at a local retirement center, and enjoy the Thanksgiving holiday with local families.
KU Joins Charter Members of IIE’s Generation Study Abroad Initiative

In February 2014, KU became one of 156 charter members to partner with the Institute of International Education’s (IIE) Generation Study Abroad Initiative, a five-year plan to double the number of U.S. college students studying abroad. KU pledged to increase undergraduate study abroad participation from 22.8 percent to 30 percent over the next five years. To accomplish this, the Office of Study Abroad committed to develop expanded international internship, research and service-learning opportunities in alignment with the KU Core; to launch a comprehensive initiative to map study abroad to each undergraduate major; and to implement an international travel registry to support non-credit bearing educational experiences abroad. IIE has committed $2 million to this initiative and has established a Study Abroad Fund to provide scholarships to students and grants to institutions. Similarly, KU has pledged to significantly increase institutional support for students engaged in study abroad.

Faculty Awarded $112,841 in International Travel Funding by the Office of International Programs

International Programs (IP) is committed to promoting faculty scholarship abroad, enhancing KU’s partnerships with international institutions, and enabling researchers to present their work at conferences beyond U.S. borders. Over 2014, 80 faculty members received competitive travel awards from the Office of International Programs. Funds are available each year to support research abroad in the humanities, conference participation, and research or exchange activities in designated areas of the world. Such internal funding, coupled with support for highly competitive outside funding, such as the Fulbright Scholar program, help to ensure that KU faculty are able to bring their work and voice to their respective knowledge communities both near and far.

New Travel Registry Improves Student Safety & Support Abroad

In an effort to create a comprehensive repository of the international activities of KU students, support students engaged in valuable educational activities; and reduce potential risks to students, faculty, and staff; the Office of Study Abroad created the Student International Travel Registry. The registry is designed to support undergraduate and graduate students traveling abroad with university affiliation but not on regular study abroad programs. It provides a mechanism by which KU can disseminate resources to students so that they may be proactive in planning for their health and safety abroad. In addition, it enables the university to provide timely communication with and support to student travelers in the event of an emergency. In 2014, 139 students registered and were able to pursue their education abroad goals.
Office of Study Abroad’s Curriculum Integration Initiative Completes a Successful First Year

“Mapping Study Abroad to the Major”

In fall of 2013, the University of Kansas launched a new, comprehensive Core Curriculum for all undergraduate students. In support of Bold Aspirations Goal 1: “Energizing the Educational Environment”, the KU Core Curriculum incorporates experiential learning and study abroad as integral elements to a student’s academic program. Through this intentional coupling of international activities with major and core curriculum requirements, KU has placed significant value on international educational experiences for all students in all majors on campus.

Study Abroad Curriculum Integration (CI) is a collaborative initiative between the KU academic departments, key faculty, staff, and administrators across the campus and the OSA to fully integrate study abroad experiences (to include international study, internship, research or service-learning) into the academic plan for students in all degree programs. The end product of these efforts is the identification, approval and promotion of key international institutions or programs that fit well within the curriculum of a given department, thus ensuring that study abroad (and specifically semester-length programs) is accessible to and accessed by a greater percentage of the institution’s undergraduate students. Successful curriculum integration efforts grow student participation in study abroad across all majors at an institution while ensuring on-time degree completion.

Students Received $516,000 in Scholarships

The OSA recognizes that access to and participation in education abroad activities is often limited by students’ personal finances. International Programs has invested heavily in scholarship funding to help make study abroad affordable, and OSA has worked closely with endowment to create endowed scholarships to support generations of students wishing to pursue an education abroad.

Over the course of 2014, the newly formed team on Curriculum Integration directed its efforts at building the infrastructure to support the launch of the CI initiative at KU, introducing CI to faculty and staff across the KU campus, identifying academic units for engagement with the OSA during the initial year, and linking KU’s campus-based efforts to national initiatives aimed at growth in undergraduate study abroad participation.

OSA Receives Freeman Foundation Scholarships

The Office of Study Abroad was selected as a recipient of the Freeman Foundation East Asia Internship Initiative award. This award enables the OSA to provide twenty $5,000 scholarships to KU undergraduate students participating in summer or semester-length, credit-bearing internships of six weeks duration or longer in select Asian countries.

Campus Outreach and Bridge-Building

Developing a strong study abroad advocacy base across campus is critical to successfully mapping study abroad experiences to the major curricula and enhancing student access and participation. To this end, the OSA hosted a series of informational workshops, group trainings, and individual meetings with faculty and staff across the campus. Interest and participation in these activities was strong with over 150 individuals attending events held during 2014. In addition, 30 introductory meetings on study abroad program development, new services through the OSA, and the CI initiative were held with deans and department chairs.

Engaging Partners in CI

The CI team, led by OSA Associate Director Alexis Jones, has actively engaged 23 diverse academic departments from five KU Schools in the CI initiative. Faculty and advisors in each academic unit are the primary contributors in the identification of both the challenges and possible solutions that their curriculum may present, and the CI team uses this information to research suitable study abroad opportunities that enable student participation in international education without extending time to graduation. Through this collaborative process, not only are international matches identified for KU core, degree, and major requirements, but the overall undergraduate education is enhanced through the selection of unique experiential opportunities such as international research and internships.
International Partnerships Offer Opportunities for Global Exchange

The depth, breadth, and vibrancy of KU’s international partnerships reflect the institution’s expanding involvement with and contributions to the world’s knowledge networks. These connections enhance research within and across disciplines, and bring the best talent and resources to bear in the answering of the fundamental research questions of the day. Today, KU has over 200 active agreements on file, paving the way for faculty and student exchange, proposal development, joint field research, the sharing of technology, and the exchange of scholarly information. The past year has seen new institutional connections with China, Honduras, South Korea, Mexico, and Taiwan. The relationships span the disciplines from geography, business, and economics, to aerospace engineering. See the newly updated Directory of International Agreements for a comprehensive look at all of KU’s international partnerships.

Having J-1 scholars at KU is also critical to moving research forward. Around 400 scholars from 33 countries came to KU in 2014. China was the primary sending country, with 203 scholars. Thirty came from India. Sixty percent are professors or researchers in their home countries and bring their expertise to campus. Twenty-eight percent are students in their home countries who come to KU to collaborate with research mentors and become tomorrow’s research leaders. KU’s commitment to visiting researchers is evident by the fact that the university pays more than half the funding needed to bring scholars to Kansas.

AEC Outreach Provides Important Pedagogical Training to Small World Teachers

The Applied English Center (AEC) serves as a critical resource to Small World, a non-profit program that helps international women adjust to life in the United States. AEC faculty provide a workshop for Small World’s beginning-of-the-year volunteer teacher training programs. The exponential impact of the AEC’s outreach is immeasurable. The teachers who the AEC training serves provide female partners of KU students and visiting scholars with a rare opportunity to develop their conversational English skills. Such skills are instrumental in helping newcomers acclimate to life and the culture of their new home.

Students share their cultures at one of Small World’s special events.

Emphasis on Experiential Learning & Internships Leads to New Access Points for KU Students

During the past year, the Office of Study Abroad has significantly expanded the international internship programs available to KU students. In 2014, the OSA offered two new internship programs: an eight-week experience in Shanghai, China, during the summer term, and a professional practice internship for architecture students in South Korea during the fall semester. A total of 110 students participated in eight international internship programs offered through KU in 2014. Expansion of the number of programs and participants is an office priority for the coming years. The OSA is currently collaborating with the Department of Slavic Languages and Literatures to develop a summer 2015 internship experience in Almaty, Kazakhstan, and is working with selected international alumni to identify placement opportunities within their professional networks in select countries.
International Recruitment and Undergraduate Admissions Achieves its Changing for Excellence Goals

In December of 2011, Huron Consulting Group identified international enrollment management as one of 12 strategic priorities for the university. These priorities would become known collectively as the Changing for Excellence (CFE) initiatives. With the endorsement and commitment of the Office of the Provost, International Programs began a multi-phase process to establish a new unit, International Recruitment and Undergraduate Admissions (IRUA), and to create a first-year program for international students to help those new to KU acclimate to academic life in the U.S. These efforts prioritized the recruitment and retention of international students at KU, as well as the development of the CFE. International undergraduate numbers have increased by 3% over this period and graduate numbers have increased by 12%. As indicated in separate reports, KU has also experienced 176% percent growth in its degree-seeking sponsored and non-degree visiting international student numbers since those initiatives got underway in 2012, and International Student Services’ first-year student program is now fully operational.

The overall numbers signifying success are the direct result of myriad efforts to boost KU’s profile abroad and at home. The creation and staffing of IRUA was nothing less than transformational, and put into place an office that could strategically plan and allocate university resources toward international recruitment and yield for the first time in KU’s history. An annual strategic enrollment management plan was created with an integrated strategic communications plan. New communications systems were incorporated into the recruitment and admissions process to enable targeted strategic communication with students from the time they begin exploring KU as an option, all the way through to application, admission and arrival on campus. Also important, 33 new partnerships were forged with universities (4), corporations (5), educational organizations (9), and foreign government agencies (15) to enable students to attend KU.

IRUA’s efforts also included the integration of several different electronic and paper applications for admission across campus into one online application platform using the CollegeNet ADMIT processing system. Now students applying for admission directly through IRUA, the Office of Study Abroad, the Applied English Center and the KU Academic Accelerator Program use the same application portal.

Having an office and team dedicated to the recruitment of new international students has also enhanced the university’s ability to reach out to currently enrolled KU students and leverage their voices and experiences in the telling of KU’s story. Current international students bring insight, native understanding of international languages and cultures, and authenticity to the KU international student experience. IRUA’s brand-new Ambassadors Program, for

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example, works with 10 currently enrolled international students from eight countries on on-campus, online and on-the-ground recruitment efforts. These specially trained volunteers, all of whom apply to become ambassadors, conduct campus tours, represent IRUA in webinars and virtual recruitment fairs, participate in social media campaigns, write blogs on their experiences, assist with recruitment events in their home countries and even have occasion to visit their former high schools abroad to talk about KU. Tapping into KU’s successful international graduates, IRUA has also had the privilege of working with six international alumni over the year to represent KU at education fairs and other recruitment events in their home cities.

Now in its 10th year, the Global Awareness Program (GAP), the university’s first academic certification program, serves as an important institutional barometer for KU’s efforts at preparing its graduates for success in our globalized society. After a decade, the message is one of accomplishment and rapidly increasing interest in and engagement with KU’s global and international initiatives.

To complete GAP, students must fulfill two of three components over the course of their undergraduate careers: enrollment in academic courses with significant international content, participation in a study abroad experience, or sustained participation in KU’s wealth of international cocurricular programs.

GAP’s last three years have been marked by dynamic growth in all program aspects. As the chart indicates, students have increased their completion rates in all program component areas. This shows a program gaining in relevance and access, and the student numbers underscore this point. Since 2012, overall GAP completion has increased by 38%. This was driven by growth in GAP certification among domestic (36%), as well as international (52%) students.

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