



THE OHIO STATE UNIVERSITY

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# CREATING THE IDEAL INTERNATIONAL STUDENT EXPERIENCE

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# Creating the Ideal International Student Experience

## Table of Contents

Executive Summary .....	2-4
Prologue .....	5-6
Introduction.....	6
Summary Statement.....	6-7
Short-Term Recommendations .....	7-11
Longer-Term Recommendations .....	11-12
The Role of the Regional Campuses .....	12
Leadership .....	12-13
Closing Statement .....	13
Appendix A (Recommendations from the Office of Academic Affairs Work Group on “Enhancing the Undergraduate, Graduate and Professional Student Experience”) .....	14-36
Appendix B (English as a Second Language Program Review Recommendations) .....	37-44
Appendix C (Response from Provost Steinmetz to English as a Second Language Program Review Recommendations) .....	45-47
Appendix D (International Student Life Committee Report and Recommendations) .....	48-52



## Creating the Ideal International Student Experience

### Executive Summary

The International Student Experience Oversight and Implementation Committee was formed to provide recommendations that would position Ohio State as a national model for the international student experience. The committee was charged to:

1. Review and consolidate the recommendations made by earlier international committees, filling gaps as necessary and prioritizing the recommendations;
2. Provide an implementation timeline and indicate assessment measures;
3. Consider the possibility of using Ohio State's regional campuses as sites for specialized programs for those international students needing additional training in English; and
4. Recommend which vice provost should oversee the international student experience.

The recommendations pertaining to the first two elements of the charge reflect the full range of international students' interactions with Ohio State.

**Pre-arrival.** Using our International Gateways and appropriate groups on campus, affirm that procedures and policies ensure incoming students' preparedness. Conduct an extensive pre-departure orientation. Use technology to assess English skills and provide early composition placement testing. Improve the pre-matriculation and remediation process.

**Arrival/orientation.** Provide residence hall accommodations for international students during summers, ensure that graduate students and visiting scholars have appropriate assistance in acquiring accommodations, and extend summer bridge programs throughout the academic year. Provide an orientation like the orientations that have been developed for domestic students. Ensure a seamless integration of pre-arrival activities and on-campus orientation efforts.

**Experiences during the first year.** Increase course offerings in English language and cultural norms. Expand academic support services, encourage curricular innovation to benefit international students, and provide ongoing academic support during enrollment. Strengthen links among the ESL Program and academic units, consider the appropriate location for the Program, and consider expanding its scope. Integrate new first year international and domestic students into the social fabric of the University.

**Academic integration.** Encourage the engagement of international students in American culture and create a global mind-set among American faculty, staff, and students. Manage enrollments to assure appropriate course availability for international students. Ensure that

ESL faculty include the cultural perspectives of their students. Develop awareness of Ohio and the U.S. beyond Columbus. Provide continuing educational support and mentorship during an international student's entire time at OSU and provide assessments to demonstrate that goals are being met. Provide adequate support for graduate students' thesis/dissertation preparation.

**Administrative integration.** Provide adequate information and training for administrative staff to interact successfully with persons from other countries and cultures, develop assessments that assure qualifications across the University, address fiscal and procedural challenges in dealing with international institutions, and enhance the understanding of testing in countries sending students and academic visitors to Ohio State. Establish a dotted line organizational affiliation linking the ESL Programs with the Office of Academic Affairs.

**Professional preparation and post-OSU life.** Ensure that graduating international students are at the peak of their English language skills to be fully prepared for careers in a global society and to be the best future ambassadors for Ohio State. Survey international students to understand their challenges at Ohio State as well as their career goals and plans. Educate students about career services tailored to international students. Ensure that staff members are trained in interactions with international students. Provide career preparation workshops and develop assessments to measure success. Engage with international alumni.

**Longer-term recommendations.** Study the advisability and value of creating an International Center as a central resource for internationalizing all OSU students, faculty, and staff. Develop, with appropriate partners, academic and social programming aimed at both domestic and international students. Evaluate the potential of an affinity group coordinated within the CIC organization.

The committee's recommendations pertaining to the last two elements of its charge are as follows.

**The Role of the Regional Campuses.** The committee feels that, without a specific purpose for doing so, using the regional campuses for international students needing additional training in English would be detrimental to integrating them into the University at large.

**Leadership.** The committee believes that these recommendations should be coordinated by an Office of Academic Affairs sponsor group to include the Vice Provost for Undergraduate Studies, the Vice Provost for Graduate Studies, and the Vice Provost for Global Strategies and International Affairs, who will serve as the convener. This coordination also requires close interactions with the Office of International Affairs, the First Year Experience, the Office of Student Life, Combined ESL Programs, and the International Student Experience Oversight and Implementation Committee.

A definitive implementation plan, including defining the metrics for success, methods of assessment, and a timeline for implementation can be developed when the committee's recommendations have been reviewed and approved. At that time the committee can also provide advice about which operational entities should assume which responsibilities and how resources might be allocated in support of the approved recommendations.



## Creating the Ideal International Student Experience

### Prologue

At the request of Executive Vice President and Provost Joseph Steinmetz, a committee was formed to provide the provost with recommendations that would position Ohio State as a national model for the international student experience. The International Student Experience Oversight and Implementation Committee was convened by Vice Provost for Global Strategies and International Affairs William Brustein. It was chaired by Steven Fink, Associate Executive Dean for Curriculum and Instruction, College of Arts and Sciences, and facilitated by Melinda Nelson, Assistant Provost, Office of Academic Affairs. Members of the committee included Gifty Ako-Adounvo, Director, International Students and Scholars, Office of International Affairs; Leslie Alexander, Associate Professor, Department of African American and African Studies; Diane Birckbichler, Director of the Center for Languages, Literatures, and Cultures; Iris Cao, undergraduate student; Wayne Carlson, Vice Provost for Undergraduate Studies and Dean of Undergraduate Education; Jeffrey Cohen, Professor, Department of Anthropology; Robert Eckhart, Executive Director, English as a Second Language Programs (ESL); Terry Gustafson, Professor, Department of Chemistry and Biochemistry; Davida Haywood, Senior Executive Director, Student Life Multicultural Center; Bernard Savarese, Director, University Orientation and First Year Experience; Galal Walker, Director of the National East Asian Languages Resource Center; Patricia West, Associate Dean of Undergraduate Programs, Fisher College of Business; Yanty Wirza, graduate student; and Fernando Unzueta, Associate Professor, Department of Spanish and Portuguese.

Vice Provost Brustein charged the committee on March 6, 2015, asking the group to:

1. Review and consolidate the recommendations made by earlier ESL and intensive English committees; make additional recommendations, as need be, to fill any gaps; and prioritize the recommendations; [*the earlier reports are included as appendices to this report*]
2. Provide a timeline for implementing the recommendations and indicate the measures that will allow their success to be gauged;
3. Consider the possibility of using Ohio State's regional campuses at Lima, Mansfield, Marion, and Newark as sites for specialized programs for those international students needing additional training in English to facilitate their success on the Columbus campus; and
4. Recommend which vice provost should have oversight of the international student experience.

The committee met both in person and electronically during spring, 2015, to formulate the report that follows. The group will be pleased to respond to any questions that its report may stimulate.

## **Introduction**

The following document describes the efforts to consolidate the recommendations that resulted from the activities of three groups that have met over the past years to address different issues related to international students at OSU: 1) a subgroup of the Provost-charged Workgroup #1, tasked with recommendations to Enhance the Graduate and Undergraduate Student Experience (particularly, Increase the International Experience for Undergraduate, Graduate and Professional Students); 2) a 2012 committee convened to review the International Student Life experience; and 3) parallel activities to re-envision the way the University addresses English as a Second Language. Each of these groups (with input from faculty, staff and students) generated a report with relevant recommendations (attached as Appendices), and the following summary intends to bring all of these recommendations together.

It is this group's intention that all students have a defining OSU experience, both in and out of class. We are committed to creating an experience that prepares international students for success at the University and for their life and careers after graduation. That experience should both enhance the educational life of international students at OSU—and also positively influence our domestic students (who may or may not be able to go abroad), staff, and faculty. We envision providing recurring opportunities to leverage cultural differences so as to enhance the experience for our entire University, including our regional campuses.

This committee's efforts at creating the ideal international student experience are fully aligned with Chancellor Carey's "Ohio's Postsecondary Globalization Initiative," which resulted from a working group referred to as Ohio G.R.E.A.T. (Global Reach to Engage Academic Talent). This was the Chancellor's response to requirements specified in Ohio House Bill 484.

## **Summary Statement**

Consistent with the University's mission of advancing the well-being of the people of Ohio as well as those in our global community, we seek to provide a consolidated set of recommendations for addressing the Ohio State experience of our growing number of international students. This includes the organizational, relational, cultural, and academic tasks and strategies that aim at enhancing the University climate for our international students, while also broadening our domestic students' perspectives through interactions with a diverse international community.

Our recommendations have been organized in a linear way, which reflects the flow of international students' interactions with the University from the time they commit to attend Ohio State through their graduation and transition to life after OSU. We have created six categories for this flow, including: 1) Pre-arrival; 2) Arrival/Orientation; 3) Experiences during the first year; 4) Academic integration across the student career; 5) Administrative integration; and 6) Professional preparation and post-OSU life.

The overarching goals of these recommendations can be stated succinctly as follows:

- Positively influence the overall student experience
- Assure academic preparation
- Prepare international students for success in the American classroom
- Create a supportive environment for international students that fosters academic success, personal development, and lifelong engagement with OSU
- Advance intercultural appreciation and the development of a global mindset among our administration, faculty, staff, and entire student population
- Leverage international cultural experiences to also reach out and engage our domestic students
- Assure proper mechanisms are defined for the assessment and reporting of the success of these efforts to our community and our international alumni
- Assign responsibilities and administrative capacities in the optimum way to achieve these goals, to assess achievements and failures in positively influencing international student life, and to report them to the University community and leadership

### **Short-Term Recommendations**

1. **Pre-arrival** – Take advantage of our International Gateways to continue to enhance Pre-departure Orientation (PDO) and pre-arrival activities.
  - a. Consider attention to procedures and policies (such as TOEFL standards) and work more closely with knowledgeable groups on campus, as well as our International Gateways, to ensure that these policies truly reflect and confirm the preparedness of our incoming students.
  - b. Continue to conduct an extensive PDO, interacting both with students and families. Focus on what to expect of students who have been admitted and prepare them for arrival in Columbus.
  - c. Use technology to assess oral and written English language skills of matriculating students prior to their arrival.
  - d. Continue to provide secure early composition placement testing of international undergraduates, such as that provided through ProctorU, in a timely fashion. This is



- necessary so that students can enroll in appropriate ESL courses allowing them to adequately progress through other required courses.
- e. Assist with international student registration to ensure that international students have ready access to appropriate courses.
  - f. Improve the pre-matriculation and remediation process for international graduate students.
    - i. Provide pre-enrollment in intensive English and intercultural communication courses either in country, at other U.S. sites, or on OSU campus with effective bridge courses.
2. **Arrival/orientation** – Meet arriving students and integrate them into University life as effectively and efficiently as possible.
- a. With the support of the Office of University Housing, accommodate international students in the residence halls from arrival until the start of classes each fall, allowing them to arrive early for intensive English training and appropriate orientation to the Columbus campus and the greater Columbus area.
  - b. Ensure that the appropriate University entity designates the organization(s) that can assist graduate students and visiting scholars in acquiring housing and other accommodations for their new life in our community.
  - c. Because orientation of international students should be seen as an extended program of engagements and demonstrations of understanding and abilities, extend summer bridge programs throughout the academic year, providing international students with opportunities to participate in academic and social activities, develop new friendships, learn how to take advantage of University resources, and connect with students, staff, and faculty who can help guide their progress into and through Ohio State.
    - i. Connect students with more international staff and peer mentors by leveraging international student clubs and organizations.
    - ii. Provide international students with opportunities for meeting and interacting with domestic students at this initial stage of their college experience.
  - d. Consider orientation offerings that more closely resemble our domestic orientation offerings, perhaps using technological solutions such as webinars, distance learning, or Carmen-based programs.
  - e. Recognizing that this is a time when students in transition need additional services and support, ensure close collaboration is in place to facilitate a seamless integration of efforts between these pre-arrival and PDO activities, OIA on-campus orientation, and the on-campus orientations provided by University Orientation, facilitated by the First Year Experience program, and the local orientation programs conducted by the individual colleges.

- f. Arrange for interested international students to meet with domestic students who are studying their languages, cultures, and countries.

### **3. Experiences during the first year**

- a. Increase academic course offerings in spoken English and culture that integrate intercultural training, including acceptable academic norms and processes.
- b. Expand academic support services, for example tutoring and writing skills support services.
- c. Provide incentives for curriculum innovation to encourage faculty and instructional staff to develop integrated courses, such as English 1110, ESL composition 1901, and foreign language courses, creating hybrid versions of these kinds of courses.
- d. Provide continuing educational support during enrollment, particularly for the first year (see 2c above), assuring that first-year international students understand the fundamentals of academic integrity and expression.
- e. Strengthen the links between academic departments and centers and the ESL Program, and consider where the ESL program should be located in order to increase the number and effectiveness of these links.
- f. Reconsider the present limited scope of the ESL Program: explore its potential to support non-native speakers beyond their first year and through their preparation for careers after graduation. Determine both its academic and commercial scope.
- g. Integrate new first year (NFY) international students and NFY domestic students into the social fabric of the University.
  - i. Create meaningful connections between international students and domestic students to enhance the cultural understanding and global mindset of NFY domestic students.
  - ii. Through programming in the residence halls, efforts by FYE's Peer Leaders, and student organization officer training, strive to establish social norms that encourage interaction between international and domestic students.
  - iii. To enhance the First Year Experience for international students, create opportunities to enhance the program through the First Year Success Series and University Survey course.
  - iv. Incorporate international students in early arrival programming, including Welcome Week.

### **4. Academic Integration** – Focus on language competence, domain competence, and cultural competence

- a. Increase faculty, staff, and domestic student awareness, taking advantage of extensive programming already in place through such venues as the Multicultural Center and the Office of International Affairs, to encourage the engagement of

- international students in American culture, and to create a global mind-set among American faculty, staff, and students.
- i. To internationalize domestic students, start with those students who have demonstrated international academic interests: participants, for example, in study abroad programs, International Studies students, foreign language majors and minors, International Business majors, students in Global Health, Comparative Politics, undergraduate students pursuing the Global Option in their majors, etc.
  - ii. Identify faculty who are engaged in introducing OSU students to foreign languages and cultures and offer to involve them in the on-campus international integration process.
- b. Manage enrollments to assure a) course availability for international students after the completion of domestic student orientation sessions and b) an appropriate balance of domestic and international students in those courses.
  - c. Expand characteristics of ESL faculty to include the cultural perspectives of their students.
  - d. Develop awareness of Ohio and the U.S. beyond Columbus by organizing trips throughout the state as well as to places like Washington DC, Williamsburg, VA, etc., ensuring that such opportunities involve both international and domestic students to enhance interaction and shared learning.
  - e. Maintain contact with international students to provide support and mentorship during their entire time at OSU.
  - f. Provide continuing educational support during enrollment and develop assessments to identify and measure success.
  - g. Provide adequate support for thesis/dissertation preparation, including writing and referencing, as well as acceptable citation and documentation techniques.

## **5. Administrative integration**

- a. Ensure that administrative staff have information and training to enable them to interact successfully with persons from other countries and cultures.
- b. Develop assessments that assure qualifications across the University.
- c. Address the adjustments needed to meet fiscal and procedural challenges when working with non-American institutions.
- d. Enhance the understanding of testing in countries sending students and academic visitors to Ohio State.
- e. Establish a dotted line organizational affiliation linking the ESL Programs with the Office of Academic Affairs to recognize the central role ESL plays in international students' academic experience and the high level of interdependence between ESL and the colleges.

## **6. Professional preparation and post-OSU life**

- a. Ensure that graduating international students are at the peak of their English communication skills to be fully prepared for careers in a global society and to be the best future ambassadors for Ohio State.
- b. Survey international students, both undergraduate and graduate, on the challenges faced during their time at Ohio State.
- c. Conduct regular (yearly or each semester) surveys to understand students' progress toward career preparation, including individual goals and plans.
- d. Educate students about the availability of student career services on campus that are specifically tailored to international students.
- e. Facilitate collaboration among University departments, career services offices, and the Office of International Affairs to ensure that staff members are trained to coach international students about their potential career paths.
- f. Provide career preparation workshops.
  - i. Include information on how to prepare a resume for U.S. employers.
  - ii. Include the information, training and technology for developing individual portfolios of skills and achievements.
  - iii. Offer training on workplace culture to prepare graduating students for what to expect in U.S. and international companies.
  - iv. Work with local companies and organizations to develop workshops and internship opportunities.
- g. Develop assessments to identify and measure progress toward the above goals.
- h. Engage international OSU alumni who have either stayed in-country or returned home.

## **Longer-Term Recommendations**

These efforts will require dedicated resources, both existing and new.

1. Study the advisability and value of creating an International Center—a visible, centralized resource center for internationalizing students, both domestic and international. In considering this center, it is important to:
  - a. Integrate the ESL program—considering the discussion of the expanded role and functions of the program—into the overall approach to the international life of the University by determining where it fits into Ohio State's administrative structure.
  - b. Ensure that the center has the buy-in and leverages the resources provided by key partners at the University such as the Offices of Academic Affairs, International Affairs, and Student Life; First Year Experience; the Multicultural Center; RPAC; the Student Wellness Center; the Center for Languages, Literatures, and Cultures; the Office of Diversity and Inclusion; etc.

- c. Work with the Office of Advancement to explore the center's potential for funding through development activities. Seek international donors who value identification with Ohio State.
  - d. Include a high-tech Language and Culture Training Center (LCTC) for use by OSU students and participants in programs that the University can develop to provide intensive English language and culture for both OSU students and others who might enroll to develop language skills.
    - i. Create an advisory board of language training specialists to customize and personalize language learning.
    - ii. Capitalize on opportunities (in-person and distance-based) to generate revenue through corporate contracts, government training, and pathways programs.
    - iii. Ensure that efforts to provide profit-based intensive language programs fit within the University's academic mission.
    - iv. Operate programs strategically based on participants.
2. With appropriate partners, develop academic and social programming aimed at both domestic and international students in a global community. These may include courses on cultural norms, academic standards and academic misconduct, and ethics in research; a mentoring program to assist international students in their transition to life in the U.S. and to help domestic students adopt a global mindset; expanded programs to enhance English language skills for international students and visiting scholars; a financial management program; a global Career Fair; etc.
  3. Evaluate the potential of an affinity group coordinated within the CIC organization to take advantage of similar efforts at our peer institutions.

### **The Role of the Regional Campuses**

The Vice Provost charged the committee with considering how best to use the regional campuses as part of the development of programs for OSU international students. In the current picture of receiving international students into the University, we feel that this will be detrimental to the overarching goal of more thoroughly integrating these students into the cultural fabric of the University at large. We also feel that the cultural environment of those communities could possibly be a challenge for the international cohorts that would be placed there.

### **Leadership**

We recommend that coordination of these recommendations be overseen by an Office of Academic Affairs sponsor group to include the Vice Provost for Undergraduate Studies, the Vice Provost for Graduate Studies, and the Vice Provost for Global Strategies and International Affairs, who will serve as the convener. This coordination also requires close interactions with the Office of International Affairs, the First Year Experience, the Office of Student Life,

Combined ESL Programs, and the International Student Experience Oversight and Implementation Committee.

**Closing Statement**

This report responds to the charges of the Vice Provost for Global Strategies and International Affairs but still requires a definitive implementation plan, including defining the metrics for success, methods of assessment related to these metrics, and a specific timeline for implementation.

It is also necessary to discuss new or existing funding sources, including the use of the International Undergraduate Student Fee. When its recommendations have been appropriately vetted, the committee will be able to provide advice about which operational entities should assume which responsibilities and how resources might be allocated in support of the approved recommendations.

## Appendix A

### WORK GROUP 1: ENHANCING THE UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENT EXPERIENCE

#### ESL AND INTENSIVE ENGLISH—LEAD BRUSTEIN

Establish a working group that includes representation from relevant offices and includes faculty representation.

In November 2013, a university-wide committee convened to discuss English as a Second Language (ESL) and Intensive English Initiatives at The Ohio State University. Out of that group, three subcommittees were formed to look at key areas related to ESL and Intensive English: an Undergraduate Subcommittee; a Graduate Subcommittee; and a subcommittee focused on Monetization and Engagement. Each subcommittee met frequently during the winter and spring of 2014. The university-wide committee and the three subcommittees included broad representation from relevant offices including faculty representatives. Each subcommittee focused on producing a current status report and recommendations for implementation of a comprehensive and campus-wide program related to the characteristics and administration of ESL and Intensive English for AU 2014.

**Principal Recommendation:** To initiate in Autumn 2014 a study of the optimal location for a comprehensive English Language Program for Non-Native Speakers. The program currently resides in the College of Education and Human Ecology, but other options for its location should be carefully considered, including the Office of Academic Affairs, in order to achieve the highest quality results for our students within a One University perspective as well as to capitalize on the growing number of requests from governments, corporations, non-profit organizations for non-credit language and cultural training.

#### **ESL and Intensive English Undergraduate Subcommittee Narrative Summary of Process and Proposal May 2, 2014**

**Subcommittee Members:** Wayne Carlson (Vice-Provost/Dean of Undergraduate Education); Caroline Clark (Chair, Department of Teaching & Learning); Bob Eckhart (Director, ESL Programs, Department of Teaching & Learning); Melinda McDonald (Fisher College of Business); D'Andra Mull (Office of Student Life); Jenny Osborne (First Year Experience); Ryan Radebaugh (Office of International Affairs); Samuel Rowe (Dennis Learning Center); Bernie Savarese (First Year Experience); Edgar Singleton (Director, First-Year Writing Program)

The Undergraduate Subcommittee is comprised of individuals engaged with international students through a broad range of offices, departments, programs, and/or courses. Participating members range from the Vice-Provost of Undergraduate Education to staff from the Office of Student Life, the First Year Experience Program,

the Fisher College of Business and the Dennis Learning Center, as well as the Office of International Affairs, the Director of ESL Programs, the Director of the First-Year Writing Programs, and the Chair of the Department of Teaching and Learning. As a collective, the group brings a significant amount of experience and expertise to this work and are well-positioned to respond to the charge to prepare a current status report on ESL and Intensive English at the Undergraduate Level, and develop a proposal, ready for implementation, related to the characteristics and administration of ESL and Intensive English from a comprehensive, campus-wide perspective. The group met three times in February and March of 2014. Taking a modified strategic planning approach, the group worked to identify the campus-wide resources for supporting international undergraduate students, particularly in terms of English language learning opportunities. The group also identified campus-wide needs relative to the support and success of international undergraduates.

### **Campus-Wide Resources**

Current campus-wide resources include several informal, non-credit-bearing opportunities for students to learn English and build social relationships. Many of these are offered through the Office of International Affairs (OIA), including Global Engagement Nights, English Conversation Partners, Academic Success Workshops, and campus-wide events and celebrations designed to support cultural exchange and learning. OIA also provides significant pre-arrival support to all international students, including the design and piloting of the China Pre-Departure Orientation (PDO) program in summer 2013 and 2014.

Several entities within the university provide more structured, academic language learning support for international undergraduate students. Many of these focus on written composition. The Center for the Study and Teaching of Writing (CSTW) in the College of Arts and Sciences (A&S), for example, provides online and face-to-face tutorials to support all university students. The Department of English, in A&S, also houses and administers the First Year Writing Program, which manages all of the university sections of English 1110, OSU's first-year writing course. As with the CSTW tutorials, these courses serve a campus-wide community of students, both domestic and international. Finally, the College of Education and Human Ecology (EHE) is home to the English as a Second Language (ESL) programs. Faculty and staff are trained in ESL teaching, applied linguistics, multi-lingual education. The ESL programs provide pre-matriculation intensive English through the American Language Program, as well as English composition courses for enrolled international students. Recently, additional sections of ESL composition were added to alleviate the "bottleneck" problem of getting international students into English 1110 and subsequent major courses.

Despite these extensive campus resources, there are still some barriers to providing excellent and affordable access to English language support for international students. These include the significant need for Intensive English instruction to include spoken English and composition, as well as cultural integration, to better acclimate students to the US academic environment and avoid cultural isolation and many culturally-based issues that result in cases that come before the university Committee on Academic



Misconduct (COAM); the need to determine placement levels of entering international undergraduates sooner for instructional staffing and scheduling purposes; the need to educate the wider university, including faculty, staff, and domestic students, in terms of intercultural awareness, communication, and support of international students; and the need to evaluate the costs/benefits of various pre-enrollment opportunities, which international students might take in advance of their first autumn semester. There is also a need for more structured, compulsory academic opportunities for English language learning, which must be offered by trained instructional staff and/or faculty conversant with language learning and teaching, applied linguistics, or multilingual education.

In light of these issues, the group considered the following question and used it to guide their subsequent proposals: *Given the current context, what are the support structures that are needed for Undergraduate International students to thrive and succeed at The Ohio State University?*

Subcommittee's proposal falls into 3 broad categories:

1. Supporting Early Access
2. Developing Academic Support
3. Increasing Cultural Integration and Intercultural Awareness

While focus here is International Undergraduates, it is worth noting that the recommendations align with the Provost's priorities, particularly *balancing affordability and access and excellence for our students*.

To *Support Early Access* the group recommends the following:

- *Early Composition Placement Testing of International Undergraduates* – There is strong consensus that engaging in early written composition placement testing for international undergraduate students will enable much better advising, and alleviate other stressors on the curriculum and staffing systems; therefore, the university should support efforts to provide early, on-line placement testing during the spring semester/May-term prior to autumn enrollment. Estimates suggest that this would require \$37/student to cover testing fees and administration. A model for early, online composition placement testing has already been developed by T&L/ESL.
- *Expanded Summer Bridge Support*- For some international students, opportunities to arrive early to campus for intensive language preparation may be necessary; for others, pre-departure orientations in countries with high numbers of admitted students may be important; and, in some cases, pre-departure on-line offerings may be warranted. The group believes that the university should support current efforts, like the China PDO program, but also explore expanding more intensive, pre-enrollment opportunities, such as the ESL/T&L Summer Intensive Language Program, which would occur on campus, or possibly via on-line support options. Research suggests that bridge programs have a significant

positive effect on the retention and subsequent academic success in writing courses. In all cases, the group advises doing a costs/benefits analysis in order to determine the effectiveness of such additions relative to increased international student success.

To *Develop Academic Support* the group recommends the following:

- *Increased Academic Course Offerings in Spoken English and Culture*- For many undergraduate international students, coursework in ESL composition may not be enough; therefore, the university should support efforts to provide for-credit courses and/or summer language intensive programs (described above), for admitted and matriculating international students. These would also include explicit instruction related to the culture of group work, issues of plagiarism, and other matters that lead to COAM cases. This work could be supplemented with input from the staff of the Dennis Learning Center. One example already being piloted is an intensive English offering (combining spoken English, English composition, and culture) in the Fisher College of Business by the T&L/ESL programs.
- *English 1110/First-Year Writing offered with an ESL Focus* – Given the unique needs of international English language learning students, it may be necessary for English 1110 to be co- or cross-listed in other departments so that sections designed to support the specific needs of international students could be provided, and importantly, be staffed with appropriately trained faculty and/or instructional staff. Care would need to be taken to assure that such offerings aligned with the GE and TAG requirements of the approved English 1110 curriculum. This approach is consistent with CIC/benchmark institutions, including Indiana University and has been shown to have a positive impact on student performance.
- *Expanded Academic Support Services* - The majority of students seeking support from the OSU CSTW/Writing Center are international students; therefore, supporting this unit would be in the interest of supporting international students. Recent research suggests that having more international students as instructional tutors would improve the experience of undergraduate international students. Currently, limited shared language and limited shared cultural knowledge between tutors and international students may be diminishing the potential benefits of such tutoring.
- *Incentives for Curriculum Innovation* – The committee discussed myriad possibilities for creating hybrid versions of ESL Composition 1901 and English Composition 1110 that might benefit both international and domestic students. The group encourages these programs to further investigate innovative models and recommends that the university supports these efforts with resources and scheduling flexibility and support. The group also suggests centrally funded course innovation incentives to encourage faculty and/or instructional staff to creatively re-design courses and other learning opportunities for international

students. This might look similar to the grants that are offered to encourage course integration of technology through the Office of Distance Education and E-learning.

To *Increase Cultural Integration and Intercultural Awareness* the group recommends the following:

- *Increase Faculty, Staff, and Domestic Student Awareness* – International Undergraduate Students are navigating a completely new environment and culture, as well as a major university setting, and doing so in a second language; therefore, the university should support efforts to increase campus-wide awareness and understanding of these challenges so that international student receive compassionate, culturally-responsive support for their learning.

<b>ESL and Intensive English Undergraduate Subcommittee</b>	
<b>Subcommittee Members</b>	
Wayne Carlson (Vice-Provost/Dean of Undergraduate Education); Caroline Clark (Chair, Department of Teaching & Learning); Bob Eckhart (Director, ESL Programs, Department of Teaching & Learning); Melinda McDonald (Fisher College of Business); D’Andra Mull (Office of Student Life); Jenny Osborne (First Year Experience); Ryan Radebaugh (Office of International Affairs); Samuel Rowe (Dennis Learning Center); Bernie Savarese (First Year Experience); Edgar Singleton (Director, First-Year Writing Program)	
<b>Committee Charge</b>	
<i>Produce a current status report on ESL and Intensive English at the Undergraduate level, and develop a proposal, ready for implementation, related to the characteristics and administration of ESL and Intensive English from a comprehensive, campus-wide perspective.</i>	
<b>Current Status</b>	
<b>Campus-Wide Resources</b>	<b>Campus-Wide Needs</b>
<ul style="list-style-type: none"> <li>• The ESL programs provide pre-matriculation intensive English through the American Language Program, as well as English Composition classes for enrolled international students. Recently, additional sections of ESL composition were added to alleviate the “bottleneck” problem of getting international students into English 1110 and subsequent Major courses.</li> <li>• Several programs, such as OIA</li> </ul>	<ul style="list-style-type: none"> <li>• International undergraduate students are involved in the many COAM cases, often based in cultural differences or misunderstandings.</li> <li>• Current ESL undergraduate composition placement testing model (August) creates stress in determining number of sections and staffing for ESL composition.</li> <li>• International undergraduate</li> </ul>

<p>Conversation Programs, Global Engagement, and International Leadership Dinners, exist, but these are more voluntary and less structured than credit-bearing language and culture courses.</p> <ul style="list-style-type: none"> <li>• China Pre-Departure Orientation (PDO) was piloted in Summer 2013 as a short, intensive, face-to-face advising opportunity for undergraduate students.</li> <li>• CSTW and the First-Year Writing Program (FYWP) provided tutorial and instructional support to all university students, including international students.</li> <li>• The University Center for the Advancement of Teaching (UCAT) provides resources for faculty and instructional staff to support their work with international students.</li> </ul>	<p>students need more than writing support; they also need formal spoken English and cultural integration support.</p> <ul style="list-style-type: none"> <li>• The impact of PDO has not been evaluated; it may be more cost-effective to offer an on-campus summer bridge intensive language program.</li> <li>• Broader faculty and student population may have limited understanding of how to best work with and support international undergraduate students.</li> <li>• Critical mass of some international groups (i.e., Chinese) may lead to separation, further inhibiting language and cultural immersion for these students and limiting their overall learning opportunities in the university.</li> <li>• CSTW and FYWP are not tailored to the needs of international students and most staff are not trained to work with English-language-learning students.</li> <li>• Participation in many of the currently available campus resources are optional for students, faculty, and staff, and may not provide comprehensive, professional teaching support for international students needing spoken, written, and cultural learning support.</li> </ul>
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**Proposal**

*Given the current context, what are the support structures that are needed for Undergraduate international students to thrive and succeed at OSU?*

The group recommends a set aside from the International Student Fee to support the following:

1. Support Early Access

- Provide Early Composition Placement Testing of International Undergraduates
  - ESL has developed a plan for early, on-line composition placement testing.
- Expand Summer Bridge Support
  - ESL is piloting a Summer Intensive Language Program (SILP) for the Fisher College of Business undergraduate and graduate Chinese students in Summer 2014.
- Develop Academic Support
  - Increase Academic Course Offerings in Spoken English and Culture
    - Design cross or co-listed sections of English 1110 in ESL that are targeted to international students and staffed by ESL trained faculty and/or instructional staff.
    - Develop tailored ESL courses designed to meet the specific needs of students in specific majors or professional programs (i.e., Engineering and Business). ESL is offering EDUTL 5892, intercultural business communication, for incoming first-year/transfer students at FCOB. 157 students were enrolled in AU 13, and 41 are enrolled in SP 14. This type of course might also be developed for College of Engineering students or other targeted programs and majors.
  - Expand Academic Support Services
    - Adapt existing support services in CSTW/Writing Center, the Dennis Learning Center, or other venues so that they are more targeted to the needs of international students. Expand the presence of international personnel in these spaces.
  - Provide Incentives for Curriculum Innovation
    - Centrally fund course innovation incentives to encourage faculty and/or instructional staff to creatively re-design courses and other learning opportunities for international students. This might look similar to the grants that are offered to encourage course integration of technology.
- Increase Cultural Integration and Intercultural Awareness
  - Increase Faculty, Staff, and Domestic Student Awareness

**Implementation Plan**

When?	What?	Who/How?
<b>Summer 2014</b>	Implement Pilot Summer Intensive Language Program (SILP) for FCOB Chinese Students	ESL Programs through arrangement with FCOB
	Continue Pre-Departure Orientation	OIA
	Conduct a comparative cost-benefits-impact analysis of summer programming options for	Higher Ed researchers and Office of Student

	International undergraduate student success	Affairs
<b>Autumn 2014</b>	Design cross or co-listed pilot sections of English 1110 targeted to international students, to include language and cultural integration along with writing instruction.	ESL Programs through arrangements with FYWP/English (A&S and EHE)
	Issue a competitive call for Curriculum Innovation Grants to faculty and instructional staff to develop culturally integrative and enhanced academic learning experiences in existing or new courses/contexts to better support international undergraduate students, due Spring 2015.	Call issued by OAA in collaboration with OIA and other entities (UCAT, ESL). Funds provided from OAA.
	Provide targeted sessions to help support and inform faculty and instructional staff who plan to submit Curriculum Innovation Grants.	UCAT, ESL, Dennis Learning Center
<b>Spring 2015</b>	Implement pilot cross or co-listed sections of English 1110 targeted to international students, to include language and cultural integration along with writing instruction.	ESL Programs through arrangements with FYWP/English (A&S and EHE)
	Implement early, on-line placement composition testing.	ESL Programs
	Review and award Curriculum Innovation Grants	OAA and selected reviewers

***ESL and Intensive English Graduate Subcommittee***

**May 1, 2014**

**Subcommittee members:** Scott Herness (Convener and Associate Dean Graduate School); Gifty Ako-Adounvo (Director, International Students and Scholars); Robert Eckhart (Executive Director, ESL Program); Donald Hempson (Global Studies Manager, College of Engineering); Alan Kalish (Director, University Center for the Advancement of Teaching); Nancy Lahmers (Executive Director, Graduate Programs, Fisher College of Business); Laurie Maynell (Instructional Development Specialist, University Center for the Advancement of Teaching); Dickie Selfe (Director, Center for the Study and Teaching of Writing); Edgar Singleton (Program Director, First Year Writing Program); Ivan Stefano (Program Coordinator ESL Composition).

***Executive Summary***

A Committee on the English as a Second Language and Intensive English Initiatives was formed to consider how Ohio State can best serve the English language needs of its international graduate students. The working group was charged with producing an implementable plan using a comprehensive, campus-wide perspective in the effective administration of English as a Second Language (ESL) to Ohio State's international graduate students. Serving the needs of these students is vital since the largest proportion of international students lies among graduate students. The working group

recognized that a student's language needs change over his/her tenure at Ohio State. Consequently, the group examined a student's progression from matriculation to graduation and identified areas of improvement at each stage. Four major recommendations emerged regarding implementation of ESL. In addition to improvements in the early pre-matriculation stage, the most significant finding was the underserved opportunity to continue language training during enrollment. Students should graduate at the peak of their language skills to be best prepared for their careers in a global society and to be the best future ambassadors of this university.

### ***Subcommittee's Report***

Of the 10,002 graduate students in Ohio State's student body, 2,485 (25%) are international students<sup>1</sup> (for comparison, about 7% of the undergraduate student body population is international) Because of the advanced nature of graduate education, international graduate students must demonstrate exceptional competence with both oral and written English language skills. At matriculation, a student's baseline proficiency is assessed by incoming exams and remediation, if needed, is subsequently implemented. However, international students require continual development of sophisticated language skills necessary to navigate highly technical and specific bodies of literature, to write for scholarly publication, and to write and defend the thesis/dissertation. The working group notes that these language competences must evolve as students' progress through their programs. The group examined language needs at three stages of a student's career: matriculation, enrollment, and graduation.

### ***Application, Acceptance, and Arrival***

Regardless of discipline, all international graduate students follow a similar language assessment pathway for matriculation. These experiences include a standardized English assessment test (e.g. TOEFL or IELTS), proficiency exams after matriculation, and certification for those students who will serve as teaching assistants. At present, the timing of these exams creates ambiguity for both the student and the program. Students take the composition exam and the spoken English exam after their arrival in Columbus. Since remediation is determined by these exam results, students and programs are uncertain of their first semester's courses until close to the semester's start. For many international students, their first semester curriculum will consist of both remedial language and programmatic courses, creating a substantial and possibly unrealistically large curricular load. Additionally, since state-mandated certification of international students doesn't occur until after arrival, programs are uncertain of which students may be eligible to hold GTA positions. This delay in the certification process is particularly problematic to large programs with significant undergraduate teaching requirements.

The appropriate use of technology may mitigate these problems. Skype interviews for language proficiency prior to the student's arrival would help both students and programs to better plan their first semester. Such early assessment could serve to finalize earlier remedial courses and teaching certification. For some cohorts of international graduate students, similar early testing could occur at our University's Pre-

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<sup>1</sup> Fifteenth Day Enrollment Report – Spring 2014

Departure Orientations (such as Beijing and Shanghai), although currently those orientations are geared towards undergraduate students.

If students require remediation, they are assigned to written and/or spoken courses. While necessary, these courses compete with student's discipline specific curriculum. Students and programs could benefit if these courses were held prior to the semester's start (e.g. summer term) and, where possible, incorporated discipline specific rather than generic material. Presently, examples of remedial courses using discipline specific material exist for students in the Colleges of Education and Human Ecology, Business, and Law. The opportunity to enroll in summer-intensive remedial courses prior to the student's first semester, as occurs at other institutions, is not yet possible at Ohio State. Our international students are presently limited by governmental visa restrictions to arrive no earlier than thirty days prior to the semester's start. Consequently, our efforts at early remediation are limited to this timeframe. This year, there is a three-week summer pilot program in place. With these improvements, students could start their first day of classes on a parallel track with their domestic peers, ready for programmatic coursework and ready to serve as graduate teaching assistants.

### ***Continuing Language Education Throughout Enrollment***

Ideally, international students should graduate at the peak of their English language skills. Incongruous with our educational efforts, programs note deteriorating language skill of some international students over their period of enrollment. For some international students, the most intimate conversational usage of language may occur during their coursework. After completion of coursework, international students may regress into insular environments of laboratories, field work, or other discipline-specific research. Social interactions may relapse largely to their international peers. Consequently, during enrollment international student prowess with English can revert to a narrowed discipline-specific language; for one reason or another, the broad use of language in multiple social settings becomes limited. In some cases, students may lack incentive to continue language proficiency. Regardless of discipline, proficiency with English language is a requirement whether students wish to pursue academic or non-academic careers. Even for students returning to their home countries, "global" or "international" English is becoming a required professional ability.

International graduate students need frequent, intimate exchanges with native English speakers in academic and non-academic settings for the continuous improvement of their language skills. Opportunities should be provided for students to have a more immersive language experience that lasts throughout their time on campus. These opportunities may include increased social and cultural situations with both domestic and international students. Overlapping with program curriculum, these opportunities can help reducing the pressure of time demands for these students. As students tend to prioritize their time towards efforts hastening graduation, new opportunities that simultaneously fulfill both curricular and conversational needs might be considered. For example, senior international students may tutor newly matriculating students (domestic or international).



University's existing models for immersive language experiences should be explored more fully. There is a benefit in training native English-speaking graduate students with assisting international students and becoming international citizens. For example, Residential Life uses conversation groups, events, and training for RAs and other students to increase the comfort level of interacting with ESL students. UCAT's Starting TA Resource Group (STAR – open to all GTAs) has a high proportion (50%) of international TAs; these students need support in their teaching roles beyond an initial teaching orientation. Via individual consultation requests, UCAT has observed that international instructors need training in the culture of US higher education, as well as coaching in speaking skills, presentation skills, and general teaching skills.

Additionally, the Writing Center may be a resource for ongoing support of academic and other writing projects throughout graduate student's tenure at OSU. For example, it might be beneficial to offer a second year technical writing course targeted towards engineering/physical science majors.

### ***The Dissertation and Beyond***

The definitive English language experience for international graduate students lies in the cumulative project of their graduate education: capstone, thesis, or dissertation. Each demands an exceptional expertise with written and oral communication. As these milestone events prove challenging even for native speakers, providing proper resources for international students is essential. Along this line, our existing resources for the final year experience may be under-utilized by our students.

It would be beneficial for the Writing Center and the ESL program to coordinate and collaborate in providing these resources to our international graduate students. The ESL program offers classes on "Writing for Publication" and on "How to Write a Dissertation". Similarly, the Writing Center presents Dissertation Workshops. The latter are consistently full, with associated waiting lists, while ESL courses are more sparsely enrolled. It is likely that more students could be better served with partnership of these programs.

Students should graduate fully prepared for their future careers, including language skills. A majority of our international STEM students apply to work in the US after graduation. Even for the percentage of international students who return to their home country after completing their degree, language skills remain important in our increasingly global society. Hence the need for language proficiency of our international graduates is paramount as they move into their careers and serve as ambassadors of our University.

### ***ESL Campus-Wide Resources***

#### ***ESL Composition Program, College of Education & Human Ecology***

- Written English
  - ESL Composition placement essay
  - EDUTL 5901 and 5902 - writing courses for graduate students
  - EDUTL 6911 - writing for coursework

- EDUTL 6912 - writing for publication
- EDUTL 6913 - dissertation/thesis writing
- Spoken English
  - Oral Proficiency Assessment
  - EDUTL 5045 - spoken English for ITAs
  - EDUTL 5050 - advanced spoken English for ITAs
  - EDUTL 5055 - classroom English for ITAs
  - EDUTL 5060 - special topics
  - Individual tutorials with all students enrolled in our courses.

***Center for the Study & Teaching of Writing, College of Arts & Sciences***

- Services being developed: (in which the CSTW is involved)
  - (current) ~4000 tutoring sessions / yr. ~50% of them with ESL grad and undergrad students
  - (current) Dissertation Writing Groups sponsored by the Writing Center (~50% L2 writers)
  - (current) Master's Writing Groups sponsored by the Writing Center (~50% L2 writers)
  - (current) Undergraduate Writing Groups (100% L2 writers): a collaboration between the Writing Center and ESL Programs
  - (current) Reading/Discussion Groups for writing teachers across the curriculum who work with L2 students. Writing Across the Curriculum
  - (current) Writing Across Borders workshop for faculty and graduate teachers. Co-sponsored by UCAT and Writing Across the Curriculum.
  - (future) Post-doctorate writing groups in collaboration with the OSU Research Office & the Ohio State Postdoctoral Advisory Committee (a high percentage of L2 writers)
  - (future) Venues for teachers and curriculum committees to consider their content and writing assignments in light of Second Language Learning research.
  - (future) Support for student-initiated learning groups in many disciplines

***University Center for the Advancement of Teaching***

- Resources available at/via UCAT
  - Dedicated consultant (Laurie Maynell) who focuses on international issues, including international instructor support.
  - Consultation services for international teachers who need help in cross-cultural issues and speaking/communication skills. Consultations are available for any international teachers, but have been primarily for international faculty and for ITAs who have either passed the SPEAK test or who have been through the Spoken English Program and Certified to Teach (i.e. we do not wish to compete with classes offered by SEP).
  - Unit consultation services available for units who seek professional development for their TAs, including international TAs (we had a recent request pertaining specifically to international TAs)

- Annual Teaching Orientation at Ohio State has 2 special sessions for international TAs:
  - i. Communication Maintenance Strategies (facilitated by Spoken English Program staff)
  - ii. Panel of experienced international TAs who share their perspectives on teaching at OSU
- Online Handbooks: Teaching at Ohio State and Teaching in the US
- Partnerships:
  - i. ESL/Spoken English Program: UCAT consultant (Laurie) is liaison to SEP and has taught and assisted with testing in that program; stays informed of developments in SEP in order to help serve international TAs.
  - ii. Writing Across the Curriculum: cosponsored events related to helping international students with writing or teaching writing
  - iii. InterAct Outreach Theater: we consult with them as they create sketches that illustrate issues faced by international TAs (as teachers and as students)
  - iv. Career Connection, we collaborate with them to facilitate job search workshops
- Resources under development
  - Current: migrating information from teaching handbooks to a new section of UCAT web site, intended for international instructors of all ranks (international TAs included).
  - Future: We are open to creating additional programming or services as we are able to and as needed. Such programming/services can be anything that supports international graduate students in their teaching. Possibilities include (but not limited to) teaching practica or workshop series focused on a theme, e.g. presentation skills, intonation, storytelling in teaching, language used in specific classroom contexts (to augment what is offered in EdTL 5050). (presentation skills and storytelling were offered previously). Book groups might also provide a venue to discuss issues in teaching American students. There would be a need to collaborate/consult with other units as appropriate (as is the current practice).
  - Future: Assess international TA needs via the UCAT's STAR Group and consider offering workshops for international TAs only or mixed native and non-native English speaking TAs, depending on responses.

### ***University Library***

- The Teaching and Learning Department offers special information literacy sessions to international students which help orient them to library resources.
- Area Studies works with multiple language skills to help international students navigate the culture of research at Ohio State.

- Research Commons, which will soon open, will assist graduate students (including international graduate students) with connections to services and resources that support research for their specialized data needs.

### ***Dennis Learning Center***

- The Dennis Learning Center at the Ohio State University provides academic learning services and support to undergraduate, graduate, and professional students from all academic backgrounds. They provide instruction and support to develop students' learning and motivation strategies, including note taking, learning from text, exam preparation, test-taking, time management, and self-regulation.

## ***Subcommittee's Recommendations***

Since one-quarter of the graduate student population is international, and since the advanced nature of graduate education requires exceptional language skills, it is especially important to ensure that our university provides international graduate students with the most sophisticated resources for their needs. In recognition of our university's continuing global expansion, language proficiency of our international students takes added significance—our graduates become the international ambassadors of our university. At present, OSU's ESL efforts focus mostly on bringing students into the university. We miss a major opportunity of continued language education while students are enrolled. Regardless of their career aspirations, international students should graduate at the peak of their language proficiency. To improve campus-wide efforts for these students, the group recommends the following:

### ***1. Improving the pre-matriculation and remediation process***

The subcommittee recommends the extensive use of technology to assess oral and written English language skills of matriculating students prior to their arrival. Where remedial courses are required, curricular content more directly relevant to the student's individual discipline should be employed. Pre-enrollment in intensive English courses would also be highly beneficial, allowing more time for course-work in the student's first Autumn semester.

### ***2. Providing Continuing Educational Support during enrollment***

Real change in student's ability with language occurs while a student is enrolled, not at matriculation. ESL training should occur throughout the duration of the student's educational experience at Ohio State. Ongoing support is needed to prevent "backsliding" of spoken and written English skills. The subcommittee suggests investigating support groups, activities (such as OIA's English Conversation Program), and/or group-based curriculum which would provide multiple opportunities for spoken English practice. Examples might include mixed writing groups and/or mixed communication groups. Campus resources which can collaborate include the ESL composition program, the Center for the Study & Teaching of Writing, University Center for the Advancement of Teaching, University Library, Multicultural Center, and the Dennis Learning Center. A Student Services Center tailored to ESL students could be one model for these activities.

**3. Providing adequate Support for Thesis/Dissertation Preparation**

Our university should provide awareness and assistance of writing support mechanisms to our international students during their most significant writing challenge. There is a need to re-evaluate the writing groups, workshops, and placement counseling currently in place (at present housed mostly in the ESL program and the Writing Center) for possible expansion and collaboration, and to investigate ways to make ESL students more aware of existing support mechanisms. One possibility includes setting up a satellite Writing Center close to the ESL program in Arps Hall.

**4. Survey the International Graduate Student Experience**

To best serve the needs of our international graduate students, the group recommends surveying international graduate students on the challenges faced during their graduate student experience at Ohio State. A recent survey of the international undergraduate student experience, just completed by the Office of International Affairs and the University Center for the Advancement of Teaching, could serve as a model.

<b>Implementation Plan</b>		
<b>When?</b>	<b>What?</b>	<b>Who/How?</b>
<b>Summer 2014</b>	Establish new protocols for pre-matriculation English language testing, including pre-matriculation video certification.	ESL, Graduate School
	Monitor and improve 3-week pre-matriculation English courses.	ESL, College of Business, College of Law
<b>Autumn 2014</b>	Perform survey of the International Graduate Student experience.	OIA, UCAT
	Establish additional opportunities for continuing improvement of language skills for international graduate students. Plan and convene support groups, group-based mixed writing groups, and mixed communication groups.	ESL, Ctr for Study & Teaching of Writing, UCAT, Univ Library, Dennis Learning Center, Multicultural Center
	Enhance writing support for publication, thesis, and dissertation for international graduate students particularly through more collaborative efforts of ESL and the Center for the Study & Teaching of Writing.	ESL, Center for the Study & Teaching of Writing, Dennis Learning Center, Univ Library

<b>Spring 2015</b>	Plan pre-matriculation intensive English summer term courses for eventual implementation. Work with Department of Homeland Security to establish new I-20 permissions that allow international students to arrive to campus more than three weeks prior to matriculation.	OIA, ESL, Ctr for Study & Teaching of Writing, UCAT, Graduate School
<b>Summer 2016 or 2017</b>	Implement pre-matriculation intensive English summer term courses.	ESL, Ctr for Study & Teaching of Writing, UCAT,

**ESL and Intensive English External Relations and Monetization Subcommittee  
Narrative Summary of Process and Proposal  
May 2, 2014**

**Subcommittee Members:** Bryan Ashton (Assistant Director, Student Wellness Center); Chris Carey (Director, Global Gateways Initiative); Maureen Donovan (Professor, University Libraries); Bob Eckhart (Executive Director Combined ESL Programs and Director Wuhan University-Ohio State University Center for American Culture); Kelechi Kalu (Professor and Associate Provost for Global Strategies and International Affairs).

**Additional Participants:** Rob Griffiths (Senior Associate Director, Office of Distance Education and eLearning); Galal Walker (Professor and Director of the National East Asian Languages Resources Center).

The External Relations and Monetization Subcommittee is comprised of individuals engaged with international students through a broad range of offices, departments, programs, and/or courses. Participating members range from the Associate Provost of Global Strategies and International Affairs to staff from the Office of Student Life, a Professor for University Libraries, the Director of the Global Gateways, the Director of ESL Programs, the Director of National East Asian Languages Resource Center, and the Senior Associate Director of the Office of Distance Education and e-Learning.

As a collective, the group brings a significant amount of experience and expertise to this work and is well-positioned to respond to the charge: *Prepare a current status report on possibilities for External Relations and Monetization of ESL and Intensive English, and develop a proposal, ready for implementation, related to the characteristics and opportunities for External Relations and Monetization from a comprehensive, campus-wide perspective.*

The group met three times as well as maintained very engaged electronic communication to gather various viewpoints. The group assessed current activities in regards to External Relations and Monetization, surveyed the landscape for potential customers for these services, and provided detailed information on three existing university monetization programs. The group also identified campus-wide strengths and

resources relative to the support and success of external relations and monetization initiatives.

## **Executive Summary**

A university with the size and global presence of The Ohio State University enjoys myriad and diverse opportunities to develop programs all over the world. Other institutions with much less of an international brand, much less international presence, and much smaller alumni base are greatly surpassing OSU as they develop programs and partnerships at home and abroad. Now is the moment to Do Something Great and go Beyond our previous efforts by creating an independent campus entity—a Language and Culture Training Center (LCTC).

Governments, corporations, non-profit organizations, and other entities have approached OSU to provide language and cultural training services. These are great opportunities to promote OSU abroad, create innovative learning systems of great value to the marketplace, and generate revenue, which could be funneled back into broader internationalization efforts for faculty, students, and staff.

OSU has always been a leader in language training with Galal Walker's Performed Culture approach to curriculum and Diane Birckbichler's individualized instruction pedagogical model. Further, ODEE has emerged as an innovative leader in distance learning through iTunesU platforms. Now, we can combine all of these existing strengths with newly-available "big data" analytics on each individual learner to create a Language and Culture Training Center (LCTC) that would meet language learning needs of individualized learners around the world.

The subcommittee's proposal falls into 3 broad categories:

- 1) Create "Language and Culture Training Center" (LCTC)
- 2) Ensure that monetization efforts fit within academic mission
- 3) Operate programs strategically based on participants

*To create a Language and Culture Training Center (LCTC), the group recommends the following:*

- The creation of a high-tech space for use by OSU students and participants in monetization programs. This is necessary because OSU is continually approached by potential partners, and we are getting left behind. In the last few months we have received the following overtures: 1) starting an English language program for Honda North America (US, Canada, Mexico); 2) developing a distance-education English program for Princess Nora U. in Riyadh; 3) operating a language camp for Chinese high school students; 4) offering training programs for English teachers from Chinese/Korean universities; 5) sending ESL teachers to partner universities in Turkey, Indonesia, and Haiti; and, 6) training large amounts of Chinese education/government administrators.

- Creating a broad-based advisory board of OSU's most experienced and most innovative language training specialists, including Diane Birckbichler, who pioneered individualized instruction; Galal Walker, who originated the Performed Culture approach to curriculum; and staff from the OSU Office of Distance Education and e-Learning, who are at the vanguard of combining digital and virtual teaching resources with "big data" analytics to customize and personalize language learning to a level never before possible.
- OSU should seek out and capitalize on these opportunities (in-person and distance-based) to generate revenue through corporate contracts, government training, and pathways programs. There is an exploding market for providing English language training and OSU's international recognition would allow it to generate tremendous revenue.

*To ensure that monetization efforts fit within academic mission the group recommends the following:*

- Since the best reason to monetize English language services is to support the academic mission of the university, monetization efforts can continue to support GTAs, research, faculty positions, and opportunities for international students. It is widely known that increased financial resources are necessary to globalize and internationalize the university, and there is significant opportunity to generate these resources through monetizing English language training.
- Monetization efforts can provide professional development for OSU faculty through increased international opportunities. This will benefit the entire university community and all the students, domestic and international. Professional development, especially on the international level, can be inordinately expensive, but the creation of short-term international training projects—which are conducted with international participants who come to Columbus or are conducted abroad—can provide opportunities for faculty to have greater exposure to international students.

*To operate programs strategically based on participants the group recommends the following:*

- Operate governmental, university-to-university, pathways, and corporate programs through the Language and Culture Training Center (LCTC). This can streamline the fiscal and registration process because an independent entity will be created with the explicit purpose of revenue creation. Although current monetization efforts exist, it is often difficult to create programs inside a departmental fiscal structure or budgetary model. A new campus-wide entity with the mission to generate revenue will not have this difficulty.
- Operate credit-hour programs through the existing structure in EDUT&L. The American Language Program is our intensive English program which has operated since 1983. Drawing students from all over the world, this



program usually enrolls 80-100 students/semester and generally attempts to funnel them into the university. These are all registered students at OSU who are enrolled by Admissions (which is a cumbersome and time-consuming process) and are processed through OIA's I-20 visa process. This program works best for students hoping to enroll at OSU, especially graduate/professional students who have received conditional admission. This program has a harder time enrolling participants who don't fit the timeline or academic needs of pre-matriculated students. *There are great opportunities to enroll many other students in training courses offered by a Language and Culture Training Center—pathways students, short-course students, etc. These are the students the ALP is missing out on.*

- Examples of potential clients for the Language and Culture Training Center (LCTC):
  - 1) Colleges and universities
    - a) Sending Ohio State's teachers abroad
      - Promotes OSU internationally as a leading US institution
      - Provides global teaching experience to our instructors and staff
      - Potential to offer recruiting or pre-departure services for incoming students
    - b) Hosting delegations
      - Strengthens relationships with international institutions
      - Helps OSU staff to think globally
  - 2) Corporations
    - a) Students in OSU's intensive English program
      - Helps to diversify our intensive English enrollment
      - Revenue-generating for EDU T&L to support GTAs and fund research
    - b) Distance learning programs
      - Promote OSU to the private sector abroad
  - 3) Student camps
    - a) College students
      - Opportunity to generate revenue for T&L or Global Gateways Initiative
      - Means to promote OSU as a place for graduate school
    - b) High school students
      - Provides a chance to recruit top international high school students
      - Opportunity to generate revenue for T&L or Global Gateways Initiative
      - Tricky in terms of visa regulations
  - 4) Governmental programs
    - a) Brazilian Scientific Mobility Program
      - Highlights expectation of conditional admission for undergraduates

- Opportunity to receive students in a strategically important country
- b) Chinese administrators
  - Opportunity to generate revenue for T&L or Global Gateways Initiative
- 5) Massive Open Online Course (MOOC)—test prep or US culture/intensive English
  - a) Platform to advertise/market OSU abroad
  - b) Means to show the rigor of an OSU academic program

*All of these programs generate revenue, promote awareness of The Ohio State University brand around the world, and enable the university to use the revenue to support current and future students, faculty teaching and research, and the Global Gateways Initiative.*

<b>ESL and Intensive English External Relations and Monetization Subcommittee</b>	
<b>Subcommittee Members</b>	
Subcommittee Members: Bryan Ashton (Assistant Director, Student Wellness Center); Chris Carey (Director, Global Gateways Initiative); Maureen Donovan (Professor, University Libraries); Bob Eckhart (Executive Director Combined ESL Programs and Director Wuhan University-Ohio State University Center for American Culture); Kelechi Kalu (Professor and Associate Provost for Global Strategies and International Affairs). Additional Participants: Rob Griffiths (Senior Associate Director, Office of Distance Education and eLearning); Galal Walker (Professor and Director of the National East Asian Languages Resources Center).	
<b>Committee Charge</b>	
<i>Produce a current status report on ESL and Intensive English in regards to External Relations and Monetization, and develop a proposal, ready for implementation, related to the characteristics and administration of ESL and Intensive English from a comprehensive, campus-wide perspective.</i>	

<b>Current Status</b>	
<b>Campus Resources</b>	<b>Global Opportunities</b>
<ul style="list-style-type: none"> <li>• Current expertise in Individualized Instruction through Diane Birckbichler who pioneered this pedagogical method in the 1970s</li> </ul>	<ul style="list-style-type: none"> <li>• Wide-ranging international network originating from Vice Provost Brustein throughout the entire faculty</li> </ul>

<ul style="list-style-type: none"> <li>Galal Walker’s Performed Culture approach to curriculum development, which highly individualizes instruction</li> <li>Innovative ideas and approaches of ODEE; willingness to partner and enthusiasm for developing new revenue streams</li> <li>Second language faculty and graduate students in EDUT&amp;L who have global experience and international connections</li> <li>Ability to mine through “big data” on individual learners to customize and tailor English training programs</li> <li>No need for students to ever set foot on OSU’s campus; this can be done through distance learning platforms similar to the Honda English language training program in EDUT&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>Alumni base of 500,000 people around the world</li> <li>Brand recognition around the world</li> <li>Universities, governments, and international colleges and universities willing to contract with OSU</li> </ul>
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**Proposal**

*Given the current context, what are the opportunities for External Relations and Monetization programs to thrive and succeed at OSU?*

- 1) To create a Language and Culture Training Center (LCTC), the group recommend the following:
- The creation of a high-tech space for use by OSU students and participants in monetization programs. This is necessary because OSU is continually approached by potential partners, and we are getting left behind.
  - Creating a broad-based advisory board of OSU’s most experienced and most innovative language training specialists, including Diane Birckbichler, who pioneered individualized instruction; Galal Walker, who originated the Performed Culture approach to curriculum; and staff from the OSU Office of Distance Education and e-Learning, who are at the vanguard of combining digital and virtual teaching resources with “big data” analytics to customize and personalize language learning to a level never before possible.
  - OSU should seek out and capitalize on these opportunities (in-person and distance-based) to generate revenue through corporate contracts, government training, and pathways programs.
  - There is an exploding market for providing English language training and OSU’s international recognition would allow it to generate tremendous revenue.
- 2) To ensure that monetization efforts fit within academic mission the group recommends the

following:

- Since the best reason to monetize English language services is to support the academic mission of the university, monetization efforts can continue to support GTAs, research, faculty positions, and opportunities for international students.
- It is widely known that increased financial resources are necessary to globalize and internationalize the university, and there is significant opportunity to generate these resources through monetizing English language training.
- Monetization efforts can provide professional development for OSU faculty through increased international opportunities.

3) To operate programs strategically based on participants we recommend the following:

- Operate governmental, university-to-university, pathways, and corporate programs through the Language and Culture Training Center (LCTC).
- Although current monetization efforts exist, it is often difficult to create programs inside a departmental fiscal structure or budgetary model.
- Operate credit-hour programs through the existing structure in EDUT&L
- There are great opportunities to enroll many other students in training courses offered by a Language and Culture Training Center—pathways students, short-course students, etc. These are the students the ALP is missing out on.

### Implementation Plan

When?	What?	Who/How?
<b>Summer 2014</b>	Create business plan for Language and Culture Training Center	VP Brustein, Walker, Birckbichler, Hofherr, Eckhart
	Conduct a needs assessment of local businesses with global reach	Eckhart and Walker
	Continue enrolling pre-matriculation, intensive English students through ALP	EDUT&L
<b>Autumn 2014</b>	Launch pilot Language and Culture Training Center	VP Brustein, Walker, Birckbichler, Hofherr, Eckhart
	Run pilot programs with government, business, international universities	EDUT&L, ODEE, and Gateways
	Provide international opportunities for faculty and staff with the proceeds of pilot programs	EDUT&L and Gateways

<b>Spring 2015</b>	Formally launch Language and Culture Training Center	VP Brustein, Walker, Birckbichler, Hofherr, Eckhart
	Provide international opportunities for faculty and staff with the proceeds of pilot programs	EDUT&L and Gateways

Appendix B



THE OHIO STATE UNIVERSITY

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ENGLISH AS A SECOND LANGUAGE:  
REVIEW OF PROCESSES, STRUCTURE, FIT

November 14, 2014

Prepared by:

William Brustein, Convener  
Diane Birckbichler, Co-Convener  
Melinda Nelson, Co-Convener  
Wayne Carlson  
Melinda McDonald  
Bernard Savarese  
Richard Selfe  
Edgar Singleton  
Galal Walker

# English as a Second Language: Review of Processes, Structure, Fit

## Foreword

### **The review committee.**

At the request of Executive Vice President and Provost Joseph Steinmetz, a committee was formed to consider three issues of importance to the future of Ohio State's English as a Second Language (ESL) Program. The committee was convened by Vice Provost for Global Strategies and International Affairs William Brustein, with co-conveners Diane Birckbichler, Professor of French and Director of the Center for Languages, Literatures and Cultures; and Melinda Nelson, Assistant Provost, Office of Academic Affairs. Other members of the committee included Wayne Carlson, Vice Provost for Undergraduate Studies and Dean of Undergraduate Education; Melinda McDonald, Executive Director of the Undergraduate Programs Advising Office in the Fisher College of Business; Bernard Savarese, Director, First Year Experience; Richard Selfe, Director, Center for the Study and Teaching of Writing; Edgar Singleton, Director, First-Year Writing Program; and Galal Walker, Professor of Chinese and Director of the National East Asian Languages Resource Center.

### **Context of the committee's review.**

The ESL Program staff is comprised of 20 full-time staff, 29 lecturers, and 14 graduate assistants. Among the full-time staff, 14 members within the university's Administrative and Professional (A&P) classification whose duties included significant teaching assignments were recently reclassified as lecturers. This change was made to comply with the Office of Human Resources Appointments Policy 4.20, which caps A&P employees' teaching at 33 percent of overall responsibilities. Many of those affected by the change are long-time Ohio State employees whose income and benefits will be considerably reduced as a result of the reclassification of their positions.

### **The committee's charge.**

Vice Provost Brustein charged the committee on September 5, 2014, asking the group to make recommendations in light of an examination of issues important to the provost, including:

- the qualifications that should be expected of Ohio State's ESL instructors;
- the organizational structure of the ESL Program; and
- how ESL should fit into the larger picture of support for the university's international students.

### **The committee's process.**

The committee met weekly during the months of September and October. Its research included meetings with the Chair of the Department of Teaching and Learning, the Executive Director of the ESL Program, randomly selected members of the ESL teaching staff, a representative from

the Office of Human Resources and the Director of Human Resources in the College of Education and Human Ecology. The committee also conducted environmental scans of ESL programs at a number of institutions throughout the nation.

**The committee's findings.**

This report contains focused responses to the three issues identified above, and a series of recommendations and concerns that emerged over the course of the committee's work. The committee will be pleased to respond to any questions that its report may stimulate.



## **English as a Second Language: Review of Processes, Structure, Fit**

### **ESL Instructor Qualifications**

The consensus of the committee is that current formal qualifications for instructors in the ESL Program are appropriate.

Those formal qualifications include the minimum of a master's degree in Teaching of English to Speakers of Other Languages (TESOL), linguistics, composition and rhetoric, or a related field.

This range of qualifications allows program leadership flexibility in hiring instructors with varied backgrounds who bring the strongest capabilities to supporting second-language students in developing language and writing skills.

In addition, our review of ESL programs at other institutions with ESL programing, including Purdue University, the University of Southern California, Arizona State University, and the University of Buffalo, indicates that these formal qualifications are typical.

In addition to endorsing these formal qualifications, the committee believes that strong ESL instruction requires further characteristics of faculty, including:

- a perspective on language acquisition that takes into account cultural perspectives;
- the ability to address the communication needs of individual students, the students' countries of origin notwithstanding;
- a commitment to (and access to) ongoing professional development;
- an understanding of the relationship between academic units and the teaching of English as a second language; and
- an understanding of the principles of teaching English as a second language.

## **English as a Second Language: Review of Processes, Structure, Fit**

### **Organizational Structure**

The majority of the committee feels that the current placement of ESL within the Department of Teaching and Learning in the College of Education and Human Ecology is appropriate—as long as it remains an entry-level program for international students. Should it be expanded to the entirety of the student experience, alternate placement should be considered.

The committee further feels that placement in an academic college is preferred to placement in a service unit, such as the Office of International Affairs or the Office of Undergraduate Education, as two examples.

The committee, however, believes that there need to be additional levels of accountability.

In addition to the administrative oversight provided by the dean of the college through the chair of Teaching and Learning, there should be a dotted line organizational affiliation with the Office of Academic Affairs. This would recognize the central role ESL plays in the student's academic experience and the high level of interdependence between ESL and the colleges.

We strongly recommend that the Provost or the Provost's designee establish an oversight committee for input related to the overall operation of the unit. This oversight committee would provide insight and recommendations regarding policies, procedures, goals and objectives for the operation of ESL, as well as for the strategic direction of the program. In addition to ESL faculty, staff and student representatives, the oversight committee should be comprised of faculty and staff from affiliated units, such as the Center for the Study and Teaching of Writing, the University Center for the Advancement of Teaching, the Office of Undergraduate Education, the Graduate School, the Office of International Affairs, and the Center for Languages, Literatures and Cultures.

The committee recognizes the university requirement that instructional personnel in ESL must have an appropriate personnel classification, for example Lecturer. But the committee is confident that there is enough work to be done in ESL that an accommodation for a 12/12 and multi-year appointment could be made.

Finally, it is imperative that clarity be provided regarding supervisory and evaluative organizational lines. It is unclear and not well understood how these lines of management are defined under the existing management structure.

## **English as a Second Language: Review of Processes, Structure, Fit**

### **ESL's Fit and Boundaries**

The committee does not believe that the ESL Program represents significant duplication of services or other inefficiencies. Indeed, the committee feels that ESL should continue on its path of increased collaboration while also moving into more formal partnerships so that boundaries can be seen as permeable. Placing limits on ESL Program collaborations would be a disservice to the international student experience.

As noted in the previous section, the committee feels strongly about creating a dotted-line relationship to OAA and also establishing an oversight committee that can help guide decision-making and resource allocation. Creating new structural and organizational connections across the university will be critical, especially given the central role ESL plays in preparing international students for success in the colleges and other units on campus. These two measures would help to eliminate perceived boundaries that might limit collaboration.

The committee recommends that ESL continue to move in the direction recommended by previous committees, including the Working Group on Enhancing the International Student Experience. These recommendations include increased collaborations and partnerships that enhance the curricular and co-curricular experience and would include more formal partnerships and activities with the Writing Center, the First-Year Writing Program, the Center for Languages, Literatures and Cultures, the Offices of International Affairs, Student Life, Undergraduate Education and Enrollment Services, just to name a few. Speaking specifically to the relationship with the Writing Center and the First-Year Writing Program, ESL should work to establish a more collaborative curricular planning process so that ESL composition, English composition, and the Writing Center can proactively improve instruction, course design and academic support. Working in isolation only serves to disadvantage the student.

Moving forward, the committee also recommends that university leaders continue to discuss the limited scope of the ESL Program. ESL has the potential to be a program that works collaboratively to support non-native speakers beyond their first year. Providing expectations and a framework for this collaboration, via OAA and a central oversight committee, would allow this unit to respond appropriately, and in context, working with the campus community to meet the needs of international students from matriculation through graduation.

## English as a Second Language: Review of Processes, Structure, Fit

### Recommendations and Concerns

#### Recommendations:

1. Characteristics of ESL faculty should be expanded to include a perspective on language acquisition that takes into account cultural perspectives; the ability to address the communication needs of individual students; and a commitment to (and access to) ongoing professional development.
2. In addition to the administrative oversight provided by the dean of the college through the chair of Teaching and Learning, there should be a dotted line organizational affiliation with the Office of Academic Affairs.
3. The director of ESL should consider establishing an oversight committee for input related to the overall operation of the unit, including policies, procedures, goals and objectives for the operation of ESL, as well as for the strategic direction of the program.
4. Clarity must be provided regarding supervisory and evaluative organizational lines, which are presently not well understood. The committee recommends that ESL leadership seek guidance from the Office of Human Resources and/or external consultants to assess work climate and use the results to ensure a positive work environment.
5. ESL leadership should work with the Office of Human Resources to find a way to maintain the current annual compensation and benefits of the reclassified employees.
6. ESL leadership should be urged to investigate alternate staffing patterns: adjunct and/or clinical faculty, lecturers who are given three-year terms, adjustments allowing combined AP-lecturer positions, etc.
7. The director of ESL should strengthen the links between academic departments and the ESL Program.
8. The committee supports strongly the work of ongoing committees that are addressing the language and culture needs of international students as they progress through their university studies.
9. The committee suggests that ESL adopt the recommendations of the Working Group on Enhancing the International Student Experience, including more formal partnerships with the Writing Center, the First-Year Writing Program, the Center for Languages, Literatures and Cultures, the Offices of International Affairs, Student Life, Undergraduate Education and Enrollment Services, and the departments of languages and literatures.
10. The present limited scope of the ESL Program should be reconsidered, given the program's potential to support non-native speakers beyond their first year.

Concerns:

1. The committee is concerned by the recent re-classification of long-time ESL employees from A&P positions with a year contract to the position of lecturer. Such a change has resulted in a loss of benefits, salary, and perceived prestige for these employees. There is also concern that without access to professional development funds and other opportunities, a primarily lecturer staff does not automatically become the highly professionalized staff that should characterize Ohio State's ESL Program. This is especially true when the conversion may have been implemented as a cost-savings measure and a means to easily adjust teaching loads (e.g., adding or reducing the number of courses a lecturer would teach).
2. The goal for international students at OSU is stated in the "ESL and Intensive English Undergraduate Subcommittee Narrative Summary of Process and Proposal, May 2014. Executive Summary" as follows:

*Students should graduate at the peak of their language skills to be prepared for their careers in a global society and to be the best ambassadors of this university.*

If this remains the goal for the international students in this university, the committee urges university leadership to address the following concerns:

- If the ESL Program is responsible or partially responsible for realizing this goal, the program needs to be significantly redesigned and broadened, and its relationship to other units working to achieve this goal must be clarified.
- If a monetized component of the program leading to this goal is to be part of the ESL Program, that responsibility has to be stated and supported. If ESL is not responsible for that component, the responsible entity must be identified and qualified.

## Appendix C

Response from Provost Steinmetz to:

English as a Second Language: Review of Processes, Structure, Fit

Recommendations and Concerns

Recommendations:

1. Characteristics of ESL faculty should be expanded to include a perspective on language acquisition that takes into account cultural perspectives; the ability to address the communication needs of individual students; and a commitment to (and access to) ongoing professional development.

**RESPONSE: This is a very important point. I believe we need to create an implementation group that creates a plan to address this issue. The oversight group suggested below will serve as this implementation group.**

2. In addition to the administrative oversight provided by the dean of the college through the chair of Teaching and Learning, there should be a dotted line organizational affiliation with the Office of Academic Affairs.

**RESPONSE: I agree with the need for this dotted line report. I will assign a vice provost to oversee this affiliation after we have a discussion on this matter at an upcoming OAA Leadership meeting.**

3. The director of ESL should consider establishing an oversight committee for input related to the overall operation of the unit, including policies, procedures, goals and objectives for the operation of ESL, as well as for the strategic direction of the program.

**RESPONSE: I agree with this recommendation and will ask the vice provost assigned to help with the oversight of ESL to establish this committee nearly next semester.**

4. Clarity must be provided regarding supervisory and evaluative organizational lines, which are presently not well understood. The committee recommends that ESL leadership seek guidance from the Office of Human Resources and/or external consultants to assess work climate and use the results to ensure a positive work environment.

**RESPONSE: I will ask the director of ESL together with the leadership of EHE to work on this issue with the Office of Human Resources.**

5. ESL leadership should work with the Office of Human Resources to find a way to maintain the current annual compensation and benefits of the reclassified employees.

**RESPONSE: My understanding is that this issue has been adequately dealt with (see below). If issues remain, I will ask the director of ESL together with the leadership of EHE to work with the Office of Human Resources.**

6. ESL leadership should be urged to investigate alternate staffing patterns: adjunct and/or clinical faculty, lecturers who are given three-year terms, adjustments allowing combined AP-lecturer positions, etc.

**RESPONSE: I will ask the director of ESL to work with the College of EHE to work on this issue to ensure that the staffing for ESL is optimized.**

7. The director of ESL should strengthen the links between academic departments and the ESL Program.

**RESPONSE: I believe that this could be accomplished in part through the advisory committee, which should include faculty members from the appropriate academic departments. In addition, the ESL director will be expected to make regular contact with these academic departments.**

8. The committee supports strongly the work of ongoing committees that are addressing the language and culture needs of international students as they progress through their university studies.

**RESPONSE: We need to assure that these committees report out regularly on their progress. I will ask Vice Provost William Brustein who heads the Office of International Affairs to communicate to the provost and the OAA leadership at the end of each semester progress we are making in this area.**

9. The committee suggests that ESL adopt the recommendations of the Working Group on Enhancing the International Student Experience, including more formal partnerships with the Writing Center, the First-Year Writing Program, the Center for Languages, Literatures and Cultures, the Offices of International Affairs, Student Life, Undergraduate Education and Enrollment Services, and the departments of languages and literatures.

**RESPONSE: I agree and believe the implementation/advisory committee should discuss these recommendations and come up with action plans for each.**

10. The present limited scope of the ESL Program should be reconsidered, given the program's potential to support non-native speakers beyond their first year.

**RESPONSE: I agree and hope that ESL advisory committee will discuss this possibility as part of their charge.**

Concerns:

3. The committee is concerned by the recent re-classification of long-time ESL employees from A&P positions with a year contract to the position of lecturer. Such a change has resulted in a loss of benefits, salary, and perceived prestige for these employees. There is also concern that without access to professional development funds and other opportunities, a primarily lecturer staff does not automatically become the highly professionalized staff that should characterize Ohio State's ESL Program. This is

especially true when the conversion may have been implemented as a cost-savings measure and a means to easily adjust teaching loads (e.g., adding or reducing the number of courses a lecturer would teach).

**RESPONSE: My understanding is that this issue has already been taken care of. I inquired with Dean Achterberg from EHE about this issue and she responded: “I need to add, however, that the changes to the appointments by title and contract period have already occurred. More specifically, the lecturer appointments start January 1, 2015. Everyone appointed has maintained the same base compensation (per hour), but they will not be paid for time not worked. The latter generally happened over the summer. At the same time, they are eligible for off-duty pay and we anticipate more activity in the summer than in the past, though perhaps not in Year 1. In other words, they may make more money in the future than they did in the past.”**

4. The goal for international students at OSU is stated in the “ESL and Intensive English Undergraduate Subcommittee Narrative Summary of Process and Proposal, May 2014. Executive Summary” as follows:

*Students should graduate at the peak of their language skills to be prepared for their careers in a global society and to be the best ambassadors of this university.*

If this remains the goal for the international students in this university, the committee urges university leadership to address the following concerns:

- If the ESL Program is responsible or partially responsible for realizing this goal, the program needs to be significantly redesigned and broadened, and its relationship to other units working to achieve this goal must be clarified.
- If a monetized component of the program leading to this goal is to be part of the ESL Program, that responsibility has to be stated and supported. If ESL is not responsible for that component, the responsible entity must be identified and qualified.

**RESPONSE: Again, I would look to the ESL advisory committee to provide me with some input and guidance on these two issues. Both are important for the future.**



# International Student Life Committee (ISL) Report and Recommendations

The Ohio State University – February 2012

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## **Abstract**

United States higher education has seen a dramatic increase in international student enrollment over the past few years. Like other institutions across the nation, The Ohio State University's international student population has increased. Because of this increase, Ohio State assembled a committee to investigate the campus climate as it relates to the international student experience. Through an extensive evaluation of current services along with a combination of qualitative and quantitative studies, the committee assessed the campus climate for both incoming and returning international students. The following report reveals the findings of the committee along with recommendations to the University for improving the climate for international students.

## **Data Collection Information**

Throughout the course of our work, the International Student Life (ISL) Committee examined the best practices of benchmark institutions as well as obtained personal accounts and experiences of students, faculty and staff here at Ohio State. The ISL committee was keenly aware of the different nuances of data collection procedures as it relates to international students and those that work with students in this demographic. Data was collected in a multitude of formats detailed below.

## **International Student Check-In and Orientation**

During new international student Check-In and Orientation, the ISL committee utilized the opportunity to gather information from students. The committee used Turning Point Software to assist with data collection. Students were provided individual "clickers" to gather information about their experience transitioning to Ohio State from their home country. Over 1,000 responses were received.

## **International Student Welcome Events**

During two different welcome events – The International Student Welcome Party and the International Student Ice Cream Social – information was gathered from international students about their experiences with Ohio State. Unlike the quantitative data received during International Student Check-In and Orientation, we were searching for more anecdotal and qualitative responses to our questions. The events targeted primarily first year students as well as a smaller number of returning international students. The

responses were recorded on video tape as well as conversationally and in paper format. Unfortunately, video recordings were later lost due to technical problems.

### International Student Summits

Over the course of one academic year, we hosted three faculty and staff summits for those within our campus working with international students. The summit was advertised in OnCampus to reach a broad audience of potential attendees. Targeted emails were also sent to three distinct groups of individuals across campus that interacts with a substantial number of international students – Student Life Staff, Fisher College of Business as well as the College of Arts and Sciences. Guests were served lunch and divided into 4-6 smaller groups for discussions. Facilitators presented the same set of questions to each group. Responses were recorded by a note taker.

### Student Focus Groups

Throughout the course of the two year committee, we held several focus groups. Focus groups were conducted to include students in different levels of education, shared educational or social experiences and similar residential living arrangements. Focus groups were scheduled during various time frames and in locations that would be convenient to a number of students. Responses were recorded on audio tape and transcribed at a later time.

### General Recommendations

Overall, Ohio State's faculty, staff, and students understand the role of the Office of International Affairs (OIA) as that of assisting students on immigration-related tasks and believe that international students, as a whole, would benefit from the creation of a centralized resource center, both physically and conceptually. This could be a "One University" concept, collaboration between Academic Affairs and Student Life. This unit would serve as a one-stop shop for international students.

The new "International Center" will allow us to ensure continuity of services of International Student Life beyond orientation and establish a "living room" for international students, and create a bridge between domestic and international students. The new International Center location should be centralized, visible, and easily accessible (e.g., Ohio Union).

An Advisory Board to the International Center should be appointed for a minimum of five years to ensure operational success of the center. The Advisory Board should have representatives from both Student Life and Academic Affairs. With regards to staffing, the center should be staffed with a minimum of five permanent full-time staff members (i.e., Director, Liaison to international student organizations and Alumni Association, Case Manager, Intercultural Programming Specialist and an Academic Programming Specialist). It is also recommended with *key stakeholder units* (i.e., Student Advocacy, Office of International Affairs, Multicultural Center, BuckID, Housing, RPAC, Student Wellness

Center, and Office of Controller—taxes, and others) maintain regular “office hours/face time” (e.g., one-to-two days per month) at the center.

The ISL committee also recommends *key programming partnerships* with units such as the Multicultural Center, Counseling and Consultation Service, Student Wellness Center, and the Office of International Affairs. It is recommended that the new International Center partners with these and other units in the development of programming aimed at both domestic and international students in a global community. Programming may include a “course” on Global business and interpersonal skills/opportunities, a lecture series on global education, social justice, life after Ohio State workshop, and others.

Faculty, staff and students seem to be in agreement that domestic and international students share a common interest in increasing social interaction and academic collaboration; however, perceptions, cultural misunderstandings, and limited opportunities for engagement often hinder this process.

## Recommendations by Focus Area

The recommendations by areas of student wellness are aimed at addressing the issues noted above.

### Academic and Intellectual Wellness

- In collaboration with Academic Affairs, establish a course for credit on U.S. cultural norms and academic standards – see Social Wellness.
- Establish undergraduate research opportunities in collaboration with academic programs and other units such as the Office of Diversity and Inclusion. The aim is to increase domestic and international students’ involvement in their academic life as well as retention.
- Expand the existing services of the Writing Center to better meet the needs of international students. For example, international students stated the need for proofreading services to help with basic grammatical skills.
- Develop and implement a campus-wide campaign on academic conduct, including academic standards (e.g., plagiarism and definitions of intellectual property).

### Social Wellness

- Create a for-credit course for international students focusing on various aspects of life in the United States.
  - This course will cover academic standards in the United States.
  - This course will increase awareness and education among international students on relationship building, cultural nuances such as verbal and non-verbal communication, and re-entry culture shock.
  - This course will introduce international students to the diverse history and culture within the United States.
- Establish an Office of Student Life and Academic Affairs grant program that promotes the collaboration between both international and domestic students. This

grant will fund inter-cultural exchange programming aimed at fostering inter-cultural dialogue between domestic and international students.

- Increase awareness of cultural values and norms among Ohio State faculty, staff and students. The ISL committee recommends the development of a Certification Program on Global Citizenship, which could include training on inter-cultural communication skills, cultural awareness, values, and beliefs among our Ohio State Community.
  - Increase awareness and education among faculty and staff of mental health concerns that international students may experience during their transition to Ohio State.
  - Increase awareness and education among faculty and staff of mental health resources within Ohio State, including how to access and refer students to these resources.
- Launch, in partnership with Student Wellness, a Wellness Coach/Mentor program to assist international students in their transition to life in the United States, Columbus and Ohio State.
  - For example, this program could rely on social media to connect returning international students with incoming students.

### Physical Wellness

- Increase the visibility of Ohio State intramural sports among international students. Through Recreational Sports, plan and implement intramural sports with international themes (e.g., Ohio State Football/Soccer World Cup).

### Financial Wellness

- Educate faculty and staff on the ramifications of financial/funding decisions upon international students in light of their immigration and visa status. For example, work opportunities for international students are limited to Ohio State-related jobs and full-time enrollment is required to maintain international student visas.
- Establish collaboration between Student Wellness and the new International Center to educate international students on financial management, U.S. banking, housing arrangements, motor vehicle purchasing, and various types of insurance programs.

### University Residences and Dining Facilities

- Collaborate with Housing and Dining to expand availability of foods based on international students' diets and preferences.
- *Established* temporary transitional housing for incoming international students—this recommendation was successfully implemented fall 2011.

### Beyond the Classroom and Career Preparedness

- Establish a Career Fair for both domestic and global job opportunities for both international and domestic students. Explore the development of a Global Virtual Career Fair. This venture may include Ohio State departments (e.g., Career Connection, Career Services) and external stakeholders.

- Develop a Life after Ohio State workshop for International Students. The new International Center in collaboration with other Ohio State stakeholders (e.g., Counseling and Consultation Service and Student Wellness) could invite graduating international students (those who have applied for graduation) to participate in this workshop.
- Support the development of English language skills for International Students through partnerships with Academic Affairs units such as the English Department, the Spoken English and the English as a Second Language Composition Programs.
- Collaborate with Ohio State alumni living outside the U.S. as a resource for career mentoring and networking for international as well as domestic students. Ohio State Gateway offices and International Club or Chapter Programs are ideal offices and organizations to facilitate this goal.

### Community Outreach and Engagement

- Establish the role of community liaison between Ohio State’s international students and the Columbus community at large. For example, encourage international students’ participation in volunteering activities within the Columbus community.

### Other Focus Areas

- Enhance housing and dining services during break weeks to better serve the needs of international students remaining on campus (early arrival).
- Establish a comprehensive transportation service/program, including web-based information directories at the airport and Ohio State’s main campus, partnerships with COTA, CABS, and taxi and car rental companies.
- Initiate a “live chat” feature for key Office of Student Life websites in order to address campus-wide informational needs (e.g., Student Advocacy, Student Service Center, Recreational Sports, Wilce Student Health Services, Office of International Affairs, BuckID, Housing, Student Wellness Center, and Multicultural Center).
- Develop an international student calendar of events through Student Life to publish in the electronic international student newsletter.
- Establish a team of student translators to assist with offices in need of translating services (collaborate with language departments). It is recommended that translators go through a certification program.

## Summary

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In general, the recommendations highlighted in this document include organizational, relational, cultural, and academic tasks and strategies aim at enhancing the climate on campus for international students. These recommendations also aim at promoting interaction and collaboration between domestic and international students, Student Life and Academic Affairs units, and Ohio State and the greater local and global communities.