



International Council Meeting Minutes
Wednesday, November 5, 2008
1:30-3:00 p.m.
3622 Valley Library Willamette Room

Members present:

Colleges

Stella Coakley, Agricultural Sciences
Jim Coakley, Business
Michael Dalton, Education
Chris Bell, Engineering
Martin Fisk (for Sally Francis), Graduate School
Liz Gray, Health and Human Sciences (Co-chair)
Joseph Krause, Liberal Arts
Michael Harte, Oceanic and Atmospheric Sciences
Taifo Mahmud, Pharmacy
Ursula Bechert, Science
Bill Bogley, University Honors College
Susan Tornquist, Veterinary Medicine

International Programs

Becky Johnson, Academic Affairs and International Programs
Joe Hendricks, International Programs
Jane Averill, English Language Institute
Joe Hoff, International Degree and Education Abroad (IDEA)
Marion McNamara, International Programs
Charlotte Moats-Gallagher, International Programs
Paul Primak, Oregon University System (OUS) International Programs
Valerie Rosenberg, International Student and Faculty Services (ISFS)
Katie Warrener, International Programs

Guests:

Gigi Bruce, Special Assistant to the Provost
Brian Thorsness, Director of Business Services
Amy McGowan, INTO Operations Manager
Laura Devito, graduate student in Interdisciplinary Studies

Members absent:

Jim Johnson, Forestry (Chair)

1. Welcome and introductions

Co-chair Liz Gray welcomed International Council members and guests, who introduced themselves.

2. 2008 International Council report

Charlotte Moats-Gallagher distributed copies of the revised International Council report for 2007-2008. *The report is available for download at <http://oregonstate.edu/international/council/reports>.*

3. INTO OSU presentation

Chris Bell, as Project Director, led a presentation "INTO-OSU: A Partnership for Accelerating Internationalization" from the INTO transition team. *(See presentation slides.) (See also INTO handout.)*

Council members asked about different aspects of the transition, including projected enrollment, facilities, ELI staff transition, and involvement of student services teams and student leaders.

The Council then discussed, What can the International Council do to help support INTO-OSU implementation? The discussion was organized around the three International Council Task Forces on faculty, student, and external engagement.

4. Faculty Engagement Task Force and INTO

The Council discussed faculty engagement issues and the INTO transition. Ursula Bechert presented ideas and concerns from the Faculty Engagement Task Force.

Here are the summary points that our faculty taskforce came up with earlier:

- *We need to avoid duplication of efforts within OSU and between OSU and INTO staff, which means that we need a better idea of what current groups are doing (like the INTO staff, INTO OSU implementation team, INTO OSU steering committee, and OSU Faculty Senate).*
- *We need clarity and additional information about new faculty hires, financial plans, capacity and access issues, and timelines.*
- *Parameters to ensure continuation of quality education, including student preparedness and impacts on faculty time commitments, should be described.*
- *Buy-in from faculty, especially since this is a top-down initiative, is critical. To start information sharing, providing IC representatives with handouts and a PowerPoint presentation that we can share at college leadership meetings would be most helpful. [Having PowerPoint and streaming video of presentations, as well as FAQ, on the OSU Web site was also suggested.]*
- *We should consider creating professional development opportunities for faculty to help them address diversity and intercultural communication challenges.*

5. External Engagement Task Force and INTO

The Council discussed external engagement issues and the INTO transition, including how to work with the Corvallis community to prepare for the influx of international students. It was suggested that the Bias Response Team might be a good partner in this effort. Charlotte Moats-Gallagher posed ideas and concerns from the External Engagement Task Force.

Main objectives of subcommittee:

1. Creating a strategy for cultivating international alumni (in progress)

2. Creating a communications and engagement plan for the international agenda working with University Advancement and others (determining how to best articulate and 'market' OSU's international agenda, identify key target audiences and our main messages)

3. Formation of an External International Advisory Committee with representatives from internationally oriented business, government and community leadership (tabled because 1 and 2 are needed first)

Questions related to INTO-OSU:

- *The INTO piece appears to be a subset of the larger #2 above. Is the question for this subcommittee (and the IC as a whole) which of our external stakeholders should we be engaging on INTO and how should we be doing it?*
- *Given that INTO has a communications and engagement plan of its own, how does the International Council best feed into that effort?*
- *Do we need to reconfigure the membership of the external engagement committee, which is presently: Valerie Rosenberg, Chris Bell, Paul Primak, Taifo Mahmud, and Charlotte Moats-Gallagher?*

6. Student Engagement Task Force and INTO

The Council discussed student engagement issues and the INTO transition, including partnering with Center for Teaching and Learning to prepare classrooms for the international student influx.

Michael Dalton posed ideas and concerns from the Student Engagement Task Force.

- *We need to fully integrate the INTO students into OSU and vice versa. Possible ways to prepare the campus might include: involving ASOSU; use of the Barometer; the use of receptions, parties, and similar special events; use the cultural centers, use of SOAR, clubs, and other similar orientation and social programs; tickets to athletic and other social events on campus; we might expand "beaver buddy" programs and other mentoring programs in the academic department and in the residence halls.*
- *We need to be intentional and purposeful in planning this with a specific point-person assigned to plan and implement these activities;*
- *We need to anticipate potential "push-back" issues, try to anticipate them and prevent them from occurring. Without this there is the potential to get into a reactive and defensive position. Anticipation and prevention should be the basic approach. One possible "push back" issue might be reduced access to classes (especially bacc core) by Oregon resident students (i.e. "I can't get a seat in a required class.") Another "push-back" issue might be reactions from the greater Corvallis community.*
- *We need to think about these support and transition programs for more than a student's first year at OSU. The first year may be the "honeymoon" year and transition issues/problems may become more pronounced in a student's second year rather than the first year. If retention is important, we need to plan to support students to ensure that we retain them each year not just their first year.*

- *We need to look to technology to create virtual communities and support systems.*
- *We need to link the INTO program to the OSU diversity initiative and other programs (e.g. service learning, sustainability, health and wellness).*
- *Work with the city of Corvallis to help with transition issues and ensure successful student engagement in the community not just on campus.*

Joe Hoff presented updates and additional ideas from the Student Engagement Task Force:

- *ISOSU and returned study abroad students have made a proposal to the MU to include in the proposed MU Annex an "International Resource Center" that would be a meeting/reunion home for all things international on campus – e.g. international coffee hours, returned study abroad student re-entry receptions, Engineers without Borders, etc. Of course this type of place would be open to anyone or group on campus. Because the MU Annex is most likely a long way off if it happens at all, we are looking for other options as well – possibly in the new INTO building.*
- *Work with New Student Programs to create orientation materials for training students in intercultural communication.*

The Student Engagement Task Force also updated the Council on these general developments:

- Education Abroad will be integrated into Banner system this spring
- IRB process for overseas research is being negotiated
- Curriculum integration continues
- The Task Force is discussing how to foster opportunities for short-term faculty-led programs
- Faculty Senate is establishing an ad hoc committee to review the bacc core, and the Task Force will advocate for integrating international experiences in the bacc core

The meeting adjourned at 3:00.

Respectfully submitted: Katie Warrener, International Programs

Upcoming meetings (Wednesdays, 1:30-3:00 p.m., Memorial Union Council Room)

- January 7
- March 11
- May 6
- July 15
- September 16

International Council Web site (schedule, minutes, and roster):

oregonstate.edu/international/council

INTO-OSU

A Partnership for Accelerating Internationalization

Chris Bell, Gigi Bruce, Valerie Rosenberg, Brian Thorsness

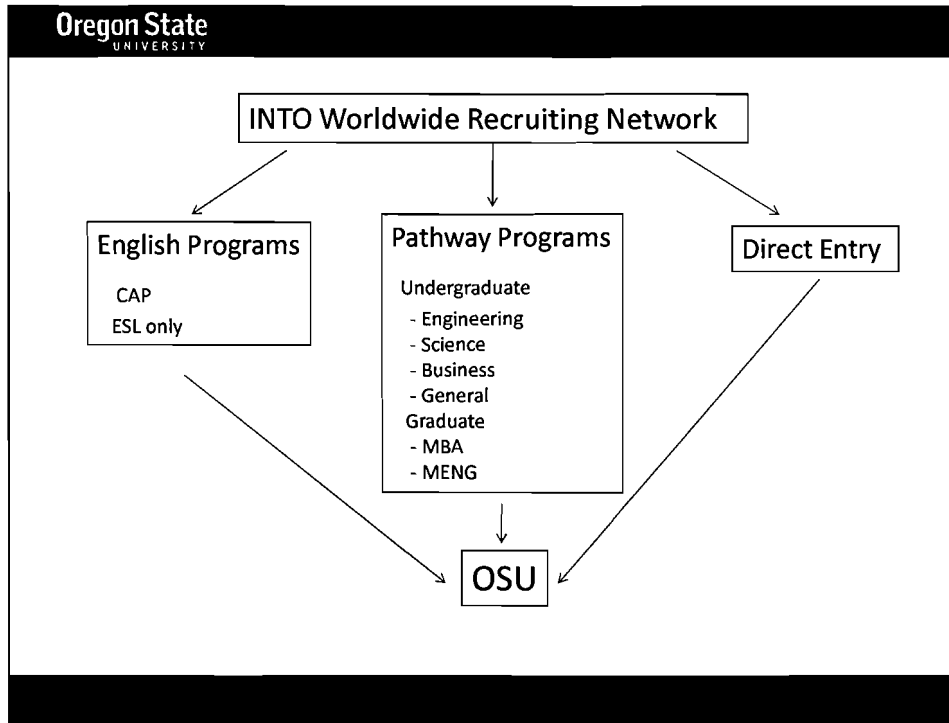
November 5, 2008

International Council

Based on Provost's presentation to Faculty Senate, May 2008

Summary and Goals

- J V between INTO University Partnerships and OSU
- Academic and ESL training for international students
- Increased awareness of global issues for US students
- Integrated facilities, marketing, sales, delivery
- University brand (Not INTO)
- University control over academic programs
- Accelerated internationalization – **transformational**



Language Pathways

- **General English**
 - 4-week programs
 - Less rigorous, oriented to the general learner
- **Academic English**
 - Term-long programs
 - University goal-oriented
- **Conditional Admission Program**
 - Graduate
 - Undergraduate

Undergraduate Pathway Programs

- Admissions Criteria (non-degree status):
 - minimum 475 TOEFL
 - identified ability to succeed. Admitted in.
- 4 Pathways:
 - Business, Engineering, General Studies, Science
- 9- or 12-month program
- Satisfactory completion allows entry to a 2nd year
- OSU does not guarantee completion in 4 years
- Academic Advising is key

Undergraduate Pathway Structure

- Sept and Jan intake for Business and General Studies
 - 3 term sequence
- Sept intake only for Science and Engineering
 - 4 term sequence
- 45 hrs of transferrable credit on successful completion
- Bridge courses
- Cultural Diversity—Internationalization of Campus

Curriculum

Science Pathway—46 cr

Fall Term:

ALS 150 Acad Rd/Writing	3 cr
ALS 151 Acad List/Spkng	3 cr
MTH __ Variable	4 cr
HHS 231 Lifetime Fitness	2 cr
ALS 181 Bridge LF	2 cr
HHS 241 Lifetime Fitness	1 cr

Winter Term:

ALS 162 Univ Rd/Writing	3 cr
COMM 111 Public Speaking	3 cr
MTH __ Variable	4 cr
CH 221 Gen Chem + Lab	5 cr

Spring Term:

WR 121 Eng C comp	3 cr
MTH __ Variable	4 cr
CH 222 Gen Chem + Lab	5 cr
TBA Cultural Diversity	3 cr
ALS 183 Diversity Bridge	1 cr

Engr Pathway—49 cr

Fall Term:

ALS 150 Acad Rd/Writing	3 cr
ALS 151 Acad List/Spkng	3 cr
MTH __ Variable	4 cr
Engr 111 Engr Orientation I	3 cr
ALS 181 Bridge Engr Orient	2 cr

Winter Term:

ALS 162 Univ Rd/Writing	3 cr
COMM 111 Public Speaking	3 cr
MTH __ Variable	4 cr
CH 221 Gen Chem + Lab	5 cr
ENGR 112 Engr Orientation II	3 cr

Spring Term:

WR 121 Eng C comp	3 cr
MTH __ Variable	4 cr
CH 222 Gen Chem + Lab	5 cr
TBA Cultural Diversity	3 cr
ALS 183 Diversity Bridge	2 cr

Curriculum

Business Pathway—46 cr

Term 1:

ALS 150 Acad Rd/Writing	3 cr
ALS 151 Acad List/Spkng	3 cr
MTH __ Variable	4 cr
HHS 231 Lifetime Fitness	2 cr
ALS 181 Bridge LF	2 cr
HHS 241 Lifetime Fitness	1 cr

Term 2:

ALS 162 Univ Rd/Writing	3 cr
COMM 111 Public Speaking	3 cr
MTH __ Variable	4 cr
TBA Cultural Diversity	3 cr
ALS 182 Diversity Bridge	1 cr

Term 3:

WR 121 Eng Comp	3 cr
MTH __ Variable	4 cr
BA 101 Business Now	6 cr
ALS 183 Bus Now Bridge	3 cr

General Pathway—46 cr

Term 1:

ALS 150 Acad Rd/Writing	3 cr
ALS 151 Acad List/Spkng	3 cr
MTH __ Variable	4 cr
GEO 105 Geog Non Wst World	3 cr
ALS 181 Bridge Geog Non WW	2 cr

Term 2:

ALS 162 Univ Rd/Writing	3 cr
COMM 111 Public Speaking	3 cr
MTH __ Variable	4 cr
CH 221 Gen Chem + Lab	4 cr
ENGR 112 Engr Orientation II	3 cr

Term 3:

WR 121 Eng Comp	3 cr
MTH __ Variable	4 cr
CH 222 Gen Chem + Lab	4 cr
TBA Cultural Diversity	3 cr
ALS 183 Diversity Bridge	2 cr

Progression Criteria

- Based on current transfer student criteria
- Achieve a 2.25 cumulative GPA
- No S/U graded courses in academic coursework
- C- or better on all courses within Pathway
- Achieve a C or better in:
 - COMM 111, WR 121, and MTH 111
 - Math and Chem courses in Engr Pathway

Projected Enrollments

LEVEL	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14
UG Pathway	166	203	250	301	326
Grad Pathway		75	125	175	225
Academic English	100	125	150	150	150
General English	50	80	100	100	100
TOTAL:	316	483	625	726	801

U K Experience

- Partners achieve goals
- 3,000 enrolled this Fall in Pathways
- Good Performance of Pathway students

Facilities

- Reed/Heckart Lodges
 - Permanent Staff and Classroom Spaces
- Temporary Residence Hall Space
 - West, Halsell and Bloss
- New Residence Hall by Fall 2011
- Residence Halls will be mixed
 - Domestic and International

What Does INTO Bring?

- Capital for the joint venture partnership
- Global marketing network
- Marketing research and marketing intelligence
- A network of international universities
- Exchange possibilities
- 2X increase in international students enrolled
 - within 5-years
- More established OSU name brand
 - Potential impact on international collaborations
 - Impact attracting graduate students

Implementation Team

- Systems development: IT, academic & administrative
- Admissions, Registration
- Business Affairs/Billing
- Curriculum Development
- Immigration
- Logistics
- Marketing and Communication
- Facilities
- Staff Transition and Development
- Student Services

Challenges

- Large influx of international students at one time
- Maintaining quality of experiences for all OSU students
- Financial risk associated with new facility
- Transitional issues
 - Partnership Design
 - Speed of transition
 - New “home” for ELI staff and faculty
- Internal Communication—transition is rapid
- How to leverage this opportunity to internationalize OSU
- Mix of corporate and academic cultures

Next Steps

- Celebrate Signing
- Communications
- Approvals
- Fam Trip
- Build Staff
- Renovate Reed & Heckert
- 1st English classes in June 2009
- 1st Pathways intake in Sept 2009

INTO OSU is a joint venture between INTO University Partnerships and Oregon State University. INTO already has partnerships with UK universities and has 5 centres in the UK in Manchester, at Glasgow Caledonian University, the University of East Anglia (in Norwich), the University of Exeter and Newcastle University. This is the first US venture for INTO, and is a significant addition to the options available for international students wishing to study abroad.

The Overall Aims

- International participation on OSU mainstream undergraduate and graduate degree programs of 10% of total student population, up from 5%, by 2014.
- 500 academic pathway enrollments plus additional ESL students taking INTO programs in a world-class learning and living facility at OSU.
- INTO OSU will be host to a multi-cultural, balanced mix of diverse student nationalities.
- OSU's reputation as a premium provider of high quality pathway programs will be developed.
- A significant number of new jobs will be created in addition to new career opportunities for some OSU staff and faculty.
- An increase in direct international enrollments to OSU undergraduate and graduate degree programs as a direct result of exposure to the OSU brand and interaction with the INTO Sales & Marketing team.
- OSU's membership in a global alliance of 25 INTO university partners across the UK, Europe, Australia, Asia and USA, providing synergistic opportunities for collaboration with like-minded partners.

Significant Dates

- First INTO students: June 2009 for new language programs; September 2009 for Pathway programs
- New building: First phase in time for the September 2009 intake

The Courses and Student Pathways

- Undergraduate Academic Pathway Programs
 - Business
 - Engineering
 - Sciences
 - General/Other Majors
- Graduate Academic Pathway Programs (under construction)
- Intensive English Language Programs
 - Academic English
 - General English
- Special Programs (including Teacher Training Programs)
- Conditional Admissions Program (as before)

Projected Student Numbers

Level	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14
UG Academic Pathway	166	203	250	301	326
Grad Academic Pathway		75	125	175	225
ESL – AE	100	125	150	150	150
ESL – GE	50	80	100	100	100
Total	316	483	625	726	801

These numbers exclude students who might choose OSU individually as they have in the past, CAP students (recruited by OSU), special /custom programs, teacher training programs. The numbers represent overall numbers for the year indicated. Students may begin in September (UG Pathway, all 4 programs, AE, GE), January (UG Pathway, Business and General only, AE and GE), at the beginning of any of the 4 terms (AE and GE), and on monthly start dates (GE only).

The Student Recruitment Process

In brief, students are recruited via agents that are selected, recruited and managed by INTO Regional Managers (RM). The Regional Managers are INTO employees. The agents are independent educational advisors.

The Buildings

- **Residential facilities:** West, Halsell and Bloss Halls will be used until a new residence hall is built. In the longer term a permanent additional residence is to be constructed on campus, near Halsell

Staffing

- All former ELI staff will remain OSU employees under their existing employment terms.
- All INTO OSU academic staff, including any new academic staff hired going forward, will be employed directly by OSU, under OSU employment terms.
- The INTO OSU Academic Programs Director (APD) (and therefore all INTO OSU academic staff) will have a formal reporting line into the OSU Provost's Office, but will be managed on a day to day basis by the INTO OSU Center Director. The APD will be appointed and evaluated by OSU, in consultation with the INTO OSU Center Director.
- All other staff not directly related to the delivery of academic programs, including the Center Director, will be employed by INTO OSU (the JV) under employment terms matching (as best as possible) those of the OSU employed staff.

Implementation

An OSU implementation team has been appointed by the Provost to ensure effective and appropriate implementation of the requirements of the business plan. The team and areas of oversight are listed below:

Chris Bell – Chair, Associate Dean, College of Engineering: Academics, Finances
 Gigi Bruce , Special Assistant to the Provost: Marketing, Communications, Liaison with INTO, Employment
 Valerie Rosenberg, Director, International Students and Faculty Services: Admissions Systems and Processes, Student Services
 Brian Thorsness, Director, Business Services Administration: Business Processes, Facilities

Working particularly closely with the OSU Implementation Team are:

Steve Walters, Center Director INTO OSU
 Amy McGowan, Operations Manager INTO OSU
 Dan Larson, Associate Director, University Housing and Dining: Accommodations, Facilities
 Kate Peterson: Assistant Provost for Enrollment Management: Admissions, Registration
 Tammy Barr, Director, Technology Support Services

An OSU Steering Committee has been appointed by the Provost with the aim of acting in an advisory capacity to the Implementation Team. The committee includes:

Becky Johnson, Chair	Vice-Provost , Academic Affairs & International Programs
Jane Averill	Director, English Language Institute
Sherm Bloomer	Dean, College of Science
Donna Champeau	Director, Women's Advancement and Gender Equity
Jim Coakley	Associate Dean for Academic Programs, College of Business
Paul Doescher	Professor, Forestry and Eco systems
Mark Floyd	Director, News and Communication
Nancy Heiligman	Associate Vice President, Finance
Jim Johnson	Associate Dean, Extended Education
Goran Jovanovic	Professor, Chemical, Biological, Environmental Engineering
Phuong Nguyen	ISOSU, Student Representative
Rebecca Sanderson	Director, Student Affairs Research and Evaluation

An ELI Transition has been set up with the aim of developing the curriculum and systems to deliver and support the new programs.

Melinda Sayavedra	General English & Bridge course curriculum
Donna Shaw	Academic Reading/Writing course
Michael Witbeck	IT and University Writing course
Deborah Healey	IT and level 6 curriculum development
Joyce Bryan	Bridge course development & Academic Listg/Spkng course
Sheila Mullooly	Learning Center and Advanced level Reading/Writing
Mark Fettke	Assessment & Technology