



Offices of International Programs and Study Abroad & Global Learning

2016-2017 Annual Report



Deven Richardson
WKU Exchange: Kansai Gaidai
Japan | Spring 2017

Message from the 2016-17 Chief International Officer: Craig T. Cobane

In January 2012, WKU's internationalization offices were substantially reorganized, and I was asked to provide leadership to the Offices of International Programs (OIP) and Study Abroad & Global Learning (SAGL). I was given a simple, but direct mission: expand access and support for education abroad, increase the number of students participating, and enhance comprehensive internationalization by providing more opportunities for faculty to globalize their teaching and research.

Over the past five years, as a result of the efforts of faculty, OIP, and SAGL, substantial progress has been made on all of these goals. Although much still needs to be accomplished related to access, support, diversification of education abroad, and concomitant comprehensive internationalization, WKU has a great deal of which to be proud.

Increased Access, Support, and Participation in Education Abroad:

- Study abroad participation grew by nearly 40% (398 to 531) between 2011-12 and 2016-17.
- According to IIE Open Doors Report, WKU ranked in the Top 40 nationally, among Master's Comprehensive Universities, each of the past five years, the only public institution in Kentucky ranked during that time.
 - » In 2015 and 2016, WKU achieved its highest national rankings – 19th and 20th.
- Under-Represented Minority (URM) students' participation rate in education abroad increased over 111%. In 2011-12, barely 7% of all students who studied abroad at WKU were URM, in 2016-17 nearly 15% were URM students.
 - » Participation among African Americans is even more impressive, with 187% growth (from 15 to 43).
- Through new revenue sources and reallocating existing funds, financial support grew by nearly 120% (\$113,000 in 2011-12 to \$246,831 in 2016-17). Additionally, we created several new grants to diversify study abroad participation, including:
 - » Enhancing Diversity in Global Education, formally known as Diversity Abroad Grant

- (\$46,050 awarded in 2016-17),
- » Pell Grant Support Scholarship (\$25,400 awarded in 2016-17), and
- » Alternate/Supplemental Gilman Grants (\$25,500 awarded in 2016-17).

Enhanced Faculty and Staff Support for and Involvement with Comprehensive Internationalization:

The key to internationalizing WKU is through our faculty and curriculum. Over the past five years, OIP has partnered with faculty, departments, and colleges to create two annual programs: the Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) and the International Year Of... (IYO). We have introduced a range of new grant opportunities and substantially enhanced WKU's International Education Week. As a result:

- In the first three years of the ZSEIFS and IYO Programs, nearly 150 WKU courses added new or expanded international content tied directly to faculty participation on the ZSEIFS programs.
- Since 2011-12, WKU faculty have earned 5 Fulbright Core Scholar grants.
- WKU has seen a 50% increase in the amount of International Education Week (IEW) programs and over 180% growth in the number of WKU units, departments, and community organizations partnering on IEW.

In sum, the OIP/SAGL Annual Report catalogues WKU's continuing international success. The past five years have positioned our institution well to further expand access and support for education abroad to an even greater percentage of our students and to put the university on a trajectory to enhance comprehensive internationalization at WKU.

Sincerely,

Craig T. Cobane

Craig T. Cobane, Ph.D.

531

Education abroad
participants in 2016-17



\$200,000+

Invested in education abroad
scholarships in 2016-17



\$100,000+

Invested in WKU's international
education capacity through
internationalization grants since
2011-12



Top: Ashley Murphy, Criminology, KIIS: Italy Winter, 2017.

Middle: Danielle Dorsey, Broadcasting, Semester at Sea, 2016.

Bottom: The Music Department hosted Maestro John Byun during the IYO South Korea. Byun introduced Korean choral music to WKU and local high school students.

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Education Abroad Participation

The 2016-17 academic year saw a return to the strong levels of study abroad participation experienced between 2012 and 2014. In addition to sending the second highest number of students abroad in WKU's history (Figure 1), WKU continues to exceed national participation rates by significant percentages (Figure 2). SAGL's full staffing level allowed professional and peer advisors more time to follow up with individual students, answer their questions, and assist them in completing their education abroad and scholarship applications. Table 1 demonstrates the number and type of experiences WKU students participated in (see note for complete explanation). WKU undergraduate participation rates again exceeded national rates, likely by a record eight percentage points if current trends hold true (Figure 2). The national numbers for 2015-2016 will not become available until November.

In line with national trends, 73.8% of WKU education abroad students participated in short-term programs (Table 3, p. 9). WKU Faculty-Led Study Abroad (FLSA) programs drew larger numbers over last year while the number of programs remained steady at 15. FLSA destinations have

a large impact on the Top Destination Countries (Table 2): while the United Kingdom is consistently the number one destination and Spain is always found among the top ten, the remaining countries fall into and out of the top ten depending on the FLSA locations. The preference for short-term programs extended to WKU's CCSA and KIIS partners, which are both based at WKU. A larger number than ever of WKU students selected programs from among their offerings (Table 1). CCSA participation more than doubled over last year, ensuring that WKU sent more students than any other CCSA member institution. By sending the greatest number yet of WKU students on KIIS programs, WKU made up the second largest contingent among KIIS member institutions.

Each WKU college increased the number of student participants over last year (Table 4). During the 2016-2017 academic year, the College of Health and Human Services, Gordon Ford College of Business, and Ogden College of Science & Engineering all sent more students abroad in credit-bearing programs than at any time in the last five years.

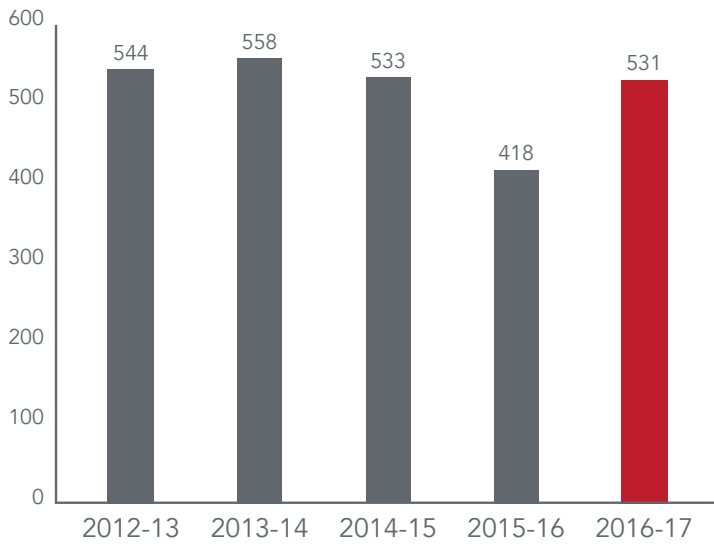
Table 1: Students Participating in Credit-Bearing Education Abroad Programs by Program Type

Program Type	2012-13	2013-14	2014-15	2015-16	2016-17
Faculty-Led	268	227	257	153	174
CCSA	19	9	25	22	53
KIIS	56	55	59	48	76
Exchange	19	24	11	12	12
Harlaxton	52	55	47	62	62
Semester at Sea	4	5	6	10	15
Student Teaching	*	88	58	50	51
Other	126	95	70	80	98
Total	544	558	533	437**	541**

*Prior to 2013-14, students participating in international student teaching were included in the "other" program type.

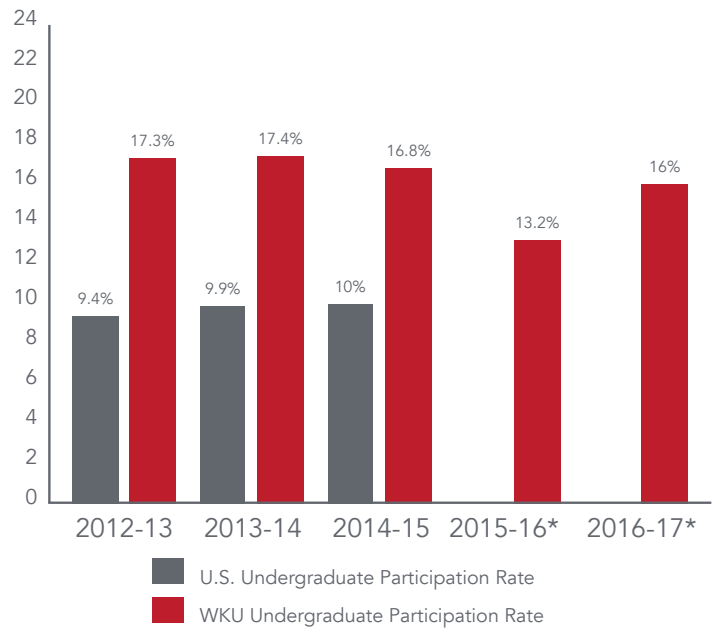
**Prior to 2015-16, students were only reported once under program type although some participated in multiple programs of various types. In an effort to more accurately identify (and learn from) trends, program type now reflects each education abroad experience, including students participating in multiple programs.

Figure 1: Education Abroad Participation by Academic Year



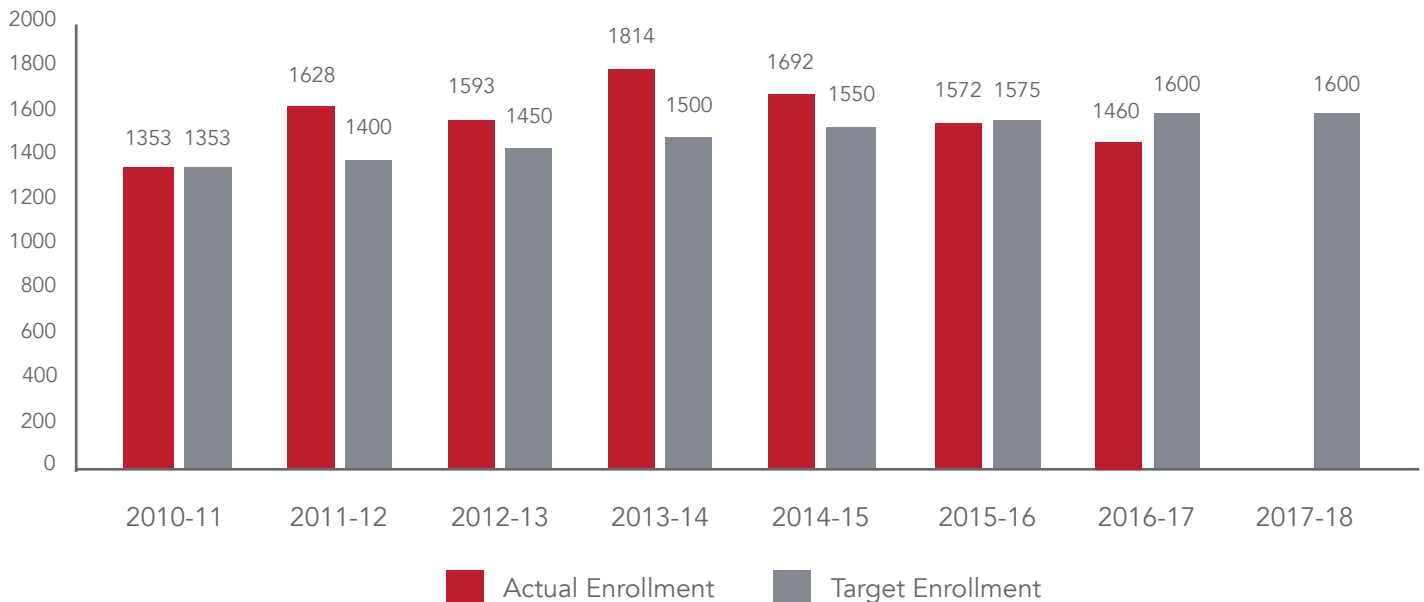
The Institute of International Education (IIE) classifies students as enrolled in education abroad programs if they are: degree-seeking, U.S. citizen or resident alien students of that university enrolled in credit-bearing education abroad opportunities. Non-degree seeking students or students visiting from another institution, domestic or foreign, are not counted. Students participating in multiple education abroad opportunities in the same academic year are counted only once in the total participation number for that academic year. An additional 81 Gatton Academy, non-degree seeking, and international students studied abroad in 2016-17 but are not included in these numbers.

Figure 2: Undergraduate Education Abroad Participation Rate



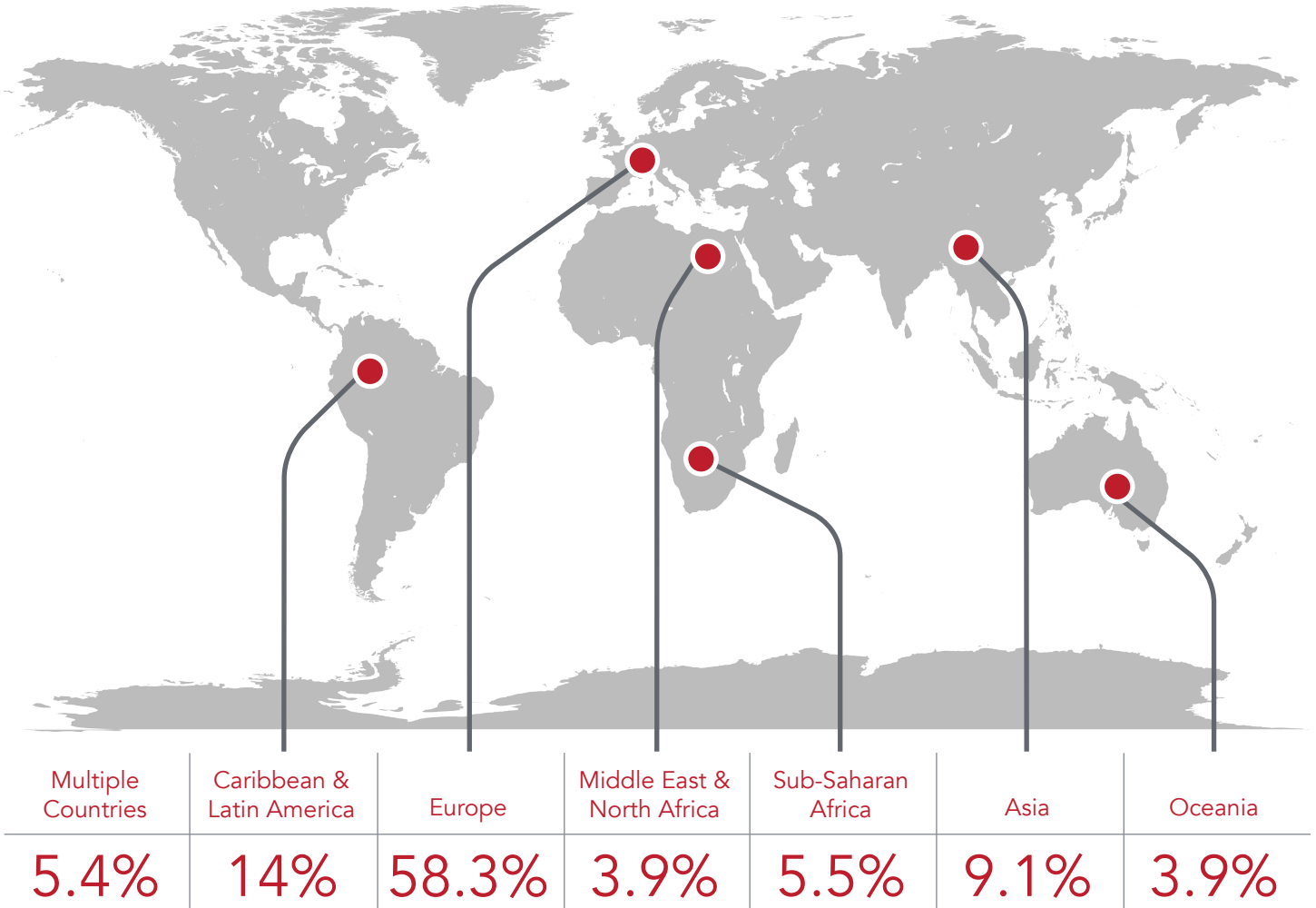
Students who studied abroad multiple times in an academic year are counted only once in calculating the undergraduate participation rate. The *Open Doors* undergraduate participation rate is calculated by dividing the number of undergraduate education abroad participants by the total number of undergraduate degrees conferred in the same academic year. The total number of undergraduate degrees awarded by WKU includes both baccalaureate and associates degrees and in 2016-17 was 3,063 according to the Office of Institutional Research. **Open Doors* reports are released 15 months after each academic year and are not yet available for the 2015-16 and 2016-17 academic years.

Figure 3: WKU Target Education Abroad Enrollment



In 2012, as part of the *Challenging the Spirit Action Plan*, WKU set a university-wide goal for "education abroad enrollments," defined as the number of individual courses taken by WKU degree- and non-degree seeking students and KIIS and CCSA students from other institutions on education abroad programs. The University continues to align closely with this annual target.

Figure 4: WKU Education Abroad Destinations by Region



"Experiencing 14 countries and interacting with their peoples and cultures over the course of four months was unforgettable and entirely worth the investment, as it continues to pay off nearly a year after my return. Semester at Sea provided me a kind of cultural capital I will be lucky to ever find again." - Thomas Deaton, Semester at Sea, Fall 2016

Table 2: Top Destination Countries

1. United Kingdom	115
2. Italy	41
3. Spain	39
4. Ireland	33
5. China	23
6. Tanzania	21
6. Australia	21
7. France	19
7. Germany	19
8. Austria	18

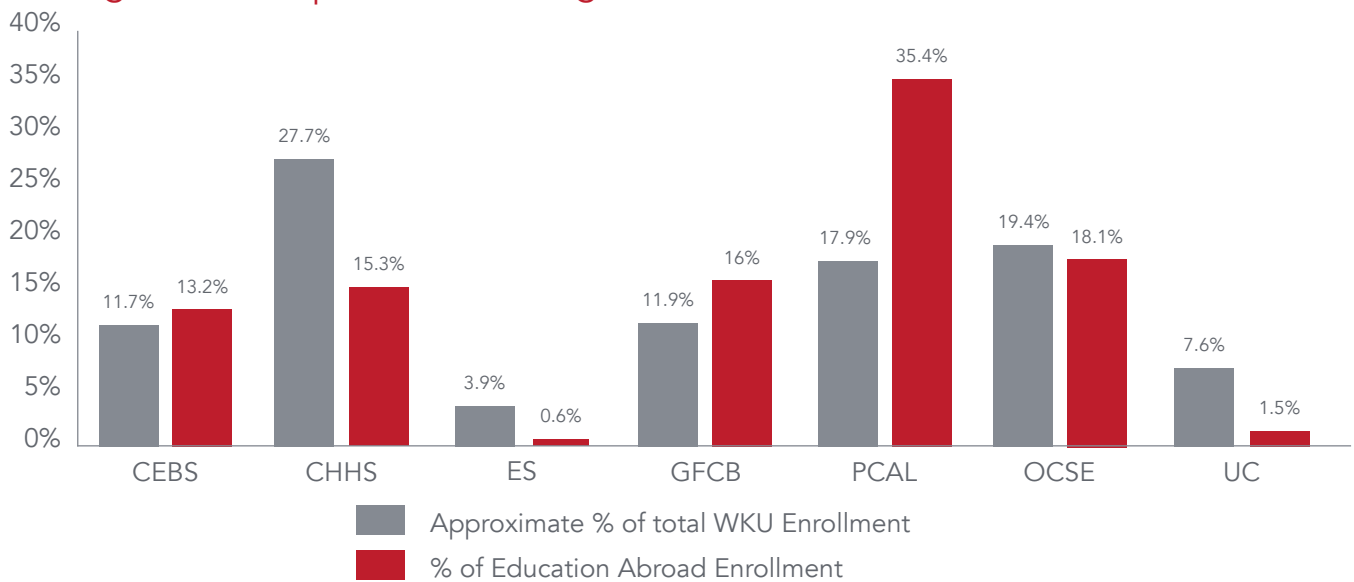
Table 3: Program Duration

Program Duration	# of Experiences*	% of Total
Short-term	399	73.8%
Mid-length	137	25.3%
Long-term	5	0.9%
Total	541	100%

Short-term: programs fewer than 8 weeks in length; mid-length: full semester or programs longer than 8 weeks; long-term: an entire academic year.

*Ten students participated in more than one program during the academic year.

Figure 5: Comparison of College & Education Abroad Enrollments 2016-17



"Approximate % of Total WKU Enrollment" by College was calculated by dividing the fall 2016 enrollment for each College by the total fall 2016 University-wide enrollment figure [n=16,323] excluding non-degree seeking and international students. Data used in these calculations was provided by the Office of Institutional Research through Visual Analytics.

Table 4: Education Abroad Participants by College

WKU Academic College	2012-13	2013-14	2014-15	2015-16	2016-17
College of Education and Behavioral Sciences (CEBS)	90	96	75	54	70
College of Health and Human Services (CHHS)	64	73	77	74	81
Exploratory Studies (ES)	5	4	14	3	3
Gordon Ford College of Business (GFCB)	52	67	57	61	85
Ogden College of Science & Engineering (OCSE)	103	103	96	90	96
Potter College of Arts & Letters (PCAL)	224	198	200	129	188
University College (UC)	6	17	14	7	8
Total	544	558	533	418	531

Education Abroad Demographics

The commitment of FLSA leaders helped SAGL to achieve its goal of ensuring that the percentage of students studying abroad mirrored or closely reflected the demographics of WKU's student body. Underrepresented minorities participated in international education opportunities in approximately equal percentages to their representation on campus. While the Caucasian student population studying abroad exceeds its presence on campus, the percentage of Caucasian students among those studying abroad has dropped by 5.4% in the last four years.

Study Abroad Participant Characteristics	3.9% Non-Traditional	7.2% Appalachian Region
	12.2% Underrepresented Minority	21.4% 1st Generation College Student

Table 5: Education Abroad Participants by Race/Ethnicity

Race/Ethnicity	2012-13		2013-14		2014-15		2015-16		2016-17	
	SAGL	WKU	SAGL	WKU	SAGL	WKU	SAGL	WKU	SAGL	WKU
	%	%	%	%	%	%	%	%	%	%
African-American	2.8%	11.7%	7.9%	11.6%	5.3%	11.1%	5.0%	10.4%	7.5%	10.2%
American Indian/Alaskan Native	0.2%	0.3%	0.4%	0.3%	0.2%	0.2%	0.5%	0.2%	0.2%	0.2%
Asian/Pacific Islander	1.5%	1.0%	1.1%	1.1%	0.9%	1.2%	2.6%	1.3%	2.6%	1.5%
Hispanic/Latino	2.6%	2.1%	1.8%	2.4%	3.6%	2.7%	3.8%	3.1%	2.4%	3.0%
Non-reported	1.5%	1.5%	1.1%	1.5%	0.8%	1.3%	1.0%	1.0%	0.6%	0.9%
Two or More Races	2.2%	1.8%	1.6%	2.0%	3.0%	2.3%	2.4%	2.6%	2.1%	2.9%
White, Non-Hispanic	89.3%	81.7%	86.2%	81.0%	86.3%	81.2%	84.7%	81.3%	84.6%	81.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

"Approximate % of Total WKU Enrollment" was calculated by dividing the fall 2016 enrollment for each demographic group by the total fall 2016 University-wide enrollment figure [n=16,323] excluding non-degree seeking and international students. Data used in these calculations was provided by the Office of Institutional Research through Visual Analytics.

Education Abroad Financial Aid

"Since my freshman year I had always wanted to study abroad, but I never believed I would be able to. After receiving a good number of scholarships, including the DAG [EDGE], I was able to make my dream become a reality!"

Deven Richardson
WKU Exchange: Kansai Gaidai
Japan | Spring 2017

EDGE Grant

47 Recipients | \$46,050 Awarded

The Enhancing Diversity in Global Education (EDGE) grant, formerly known as the Diversity Abroad Grant (DAG), aims to improve access to education abroad for students with high financial need from traditionally underrepresented groups, including: African American/Black, Hispanic/Latino, American Indian/Alaskan Native, two or more races, first-generation college students, non-traditional, Appalachian students, students with a registered disability, and LGBTQIA+ students.

Pell Grant Support Scholarships

176 Awards | \$25,400 Awarded

In 2016, SAGL implemented a new scholarship for Pell Grant recipients which automatically awarded an additional \$150 scholarship, essentially waiving the \$150 study abroad application fee. SAGL also created a \$100 passport reimbursement program for students receiving Pell Grants. SAGL awarded 156 application fee scholarships and 20 passport reimbursement awards in 2016-17.

Gilman International Scholarship

17 Recipients | \$61,500 Awarded

The Gilman Scholarship is a U.S. government-sponsored program that offers nationally-competitive scholarships to students with limited financial means. Priority is given to underrepresented students and those studying abroad in non-traditional destinations. WKU students have enjoyed a high success rate thanks to the comprehensive advising provided by the Office of Scholar Development.

World Topper Scholarship

313 Recipients | \$150,431 Awarded

All degree-seeking students planning to participate in a credit-bearing program abroad are eligible to apply for a World Topper Scholarship. In the last five years, every student who completed an application received funding. Award amounts vary by length and applicability of program to the student's field of study and goals.

Alternate/Supplemental Gilman Grants

23 Recipients | \$25,500 Awarded

For students who applied for the Gilman and either were not awarded a scholarship or whose Gilman award did not fully cover their need, the Office of Scholar Development provides funding through the Alternate Gilman Grant and the Gilman Supplemental Grant.

Spotlight: KIIS & CCSA



"CCSA provided an amazing support system for the students allowing the faculty to dedicate their time to instruction and finding fantastic experiences. Spending time with students abroad is the most engaging method of education. Students broaden their horizons and faculty experience the absolute joy of being an educator." - Travis Wilson, M.Arch., Applied Human Sciences, CCSA London.

Over the last decade, Western Kentucky University successfully negotiated with two consortia partners to move their headquarters to the hilltop, thereby increasing the options for WKU faculty, staff, and students to play a more active role in education abroad. The Kentucky Institute for International Studies (KIIS) came to campus in summer 2009 and the Cooperative Center for Study Abroad (CCSA) has been housed at WKU since August 2014.

WKU benefits in numerous ways from hosting CCSA and KIIS:

- Faculty and administrators from different universities pool resources to develop, plan, and coordinate high-quality academic programs in foreign countries;
- Collaboration keeps student costs down;
- All courses offered are for WKU credit and approved by WKU academic departments, making it easier for WKU students to integrate into their academic program;
- All participating students, whether from WKU or another member institution, receive

academic credit through WKU, thus providing a supplemental revenue stream for the University.

- KIIS and CCSA personnel also take an active role in campus events and are easily available to consult with faculty and advise students.

CCSA provides a unique opportunity for faculty who want to teach abroad in English-speaking regions of the world. Since summer 2014, WKU has had seven faculty teach on twelve programs, and has sent 108 students abroad on summer and winter programs. WKU faculty leaders include:

- Maire Blankenship, DNP, NP-C, OCN (School of Nursing), Ireland
- Lorraine Bormann, Ph.D., RN, MHA, CPHQ, FACHE (School of Nursing), London/Dublin
- Myra "Susan" Jones, Ph.D., RN, CNE, ANEF (School of Nursing), Scotland, London/Dublin
- Kellye McIntyre, MSW, CSW (Social Work), London/Dublin
- Patti Minter, Ph.D. (History), London



KIIS Japan students practicing sado, or calligraphy. Sandra Hughes, Ph.D., English, KIIS Japan.

- Jan Peeler, MSSW, LCSW (Social Work), Scotland
- Travis Wilson, M.Arch. (Applied Human Sciences), London

Currently, CCSA offers programs in London, London & Dublin, Scotland, Ireland, Belize, and Australia. In summer 2018, CCSA will be expanding their locations to offer WKU courses in Ghana and South Africa.

For faculty interested in non-English speaking countries, KIIS is an excellent option for teaching abroad. Though these courses are typically taught in English, KIIS supports the study of foreign languages in France, Germany, Mexico, and Spain. Since 2013, WKU has had 17 faculty teach and/or direct 13 programs, and has sent 299 students on semester, summer, or winter programs. WKU faculty leaders include:

- Jennifer Adam, D.M.A. (Music), Salzburg
- Saundra Ardrey, Ph.D. (Political Science), Tanzania
- Eddy Cuisinier, M.A. (Modern Languages), Paris I, Munich
- Lloyd Davies, Ph.D. (English), Italy
- John Dizgun, Ph.D. (MHC), Chile
- Matthew Herman, D.M.A. (Music), Salzburg
- Sandra Hughes, Ph.D. (English), Japan

- David Keeling, Ph.D. (Geography), Chile
- Sonia Lenk, Ph.D. (Modern Languages), Spain II
- Zachary Lopes, D.M.A. (Music), Salzburg
- William Mkanta, Ph.D. (Public Health), Tanzania, Zanzibar
- Inmaculada Pertusa, Ph.D. (Modern Languages), Segovia, Spain II
- Thomas Reece (Psychology), Austria
- Jeffrey Rice, Ph.D. (English), Greece
- Sandra Starks (Social Work), Tanzania
- Melissa Stewart, Ph.D. (Modern Languages), Spain II
- Tim Straubel, M.A. (Modern Languages), Austria

Since many of KIIS programs are at least 21 days in length, students receiving Pell Grants are eligible to apply for the Benjamin A. Gilman International Scholarship to help fund their programs (awards up to \$5,000). In 2016-17, both WKU and KIIS doubled the number of Gilman Scholarship recipients on KIIS programs from the year prior.

- 2015-16: 4 WKU students (in total, 9 KIIS students received a Gilman)
- 2016-17: 9 WKU students (in total, 21 KIIS students received a Gilman)



Exchange Partners: South Korea

WKU boasts student exchange partnerships with three prestigious South Korean institutions—Yonsei University, Konkuk University, and Hanyang University—all located in the capital city of Seoul. Over the past five academic years, 25 WKU students have studied at our Korean exchange partner institutions, and WKU has hosted 13 Korean students. Exchange programs are among the most affordable education abroad options because students pay the WKU in-state tuition rate.

Yonsei University

Yonsei University is WKU's longest-standing and most active exchange partner in Korea, dating back to 2004. A highly selective private institution founded in the 19th century, Yonsei consistently ranks among the top three universities in South Korea. Yonsei offers the largest number of courses in English of the three institutions, including numerous courses

designed specifically for study abroad students in subjects such as history, business, marketing, Korean culture and society, media studies, philosophy, political science, and international affairs. Exchange students also have the option to take English-taught courses offered by academic departments across the university (as space permits) alongside Korean students or to take Korean language. Yonsei's six-week summer program offers a wide range of course subjects as well as credit-bearing business and research internships, with students earning six U.S. credits.

Konkuk University

Konkuk University, a comprehensive private institution founded in 1946, has expanded its international reach in recent years. WKU first signed an exchange agreement with Konkuk in 2009 and has since hosted twelve Konkuk students. Fall 2016 marks the first time a WKU student has studied at Konkuk University.



Chelsea Murray, Economics, WKU Exchange: Yonsei University, 2016

Kalyn Edwards (Film) described her exchange experience as “absolutely life-changing.” She noted, “I left the country with a better understanding of the people, culture and even learned a little of the language.” A second WKU student is set to study at Konkuk University during the fall of 2017. Subjects offered in English at Konkuk include business, economics, English literature, civil engineering, international affairs,

and architecture. Additionally, Konkuk offers two, two-week summer sessions that feature culture and language courses.

Hanyang University

Through the efforts of Miwon Choe, Ph.D. (Art), the Art Department at WKU initiated a student exchange agreement in 2011 with Hanyang University, a comprehensive private institution. Through the agreement, Hanyang art students attend WKU for a semester or academic year. In turn, WKU art majors can take studio art courses at the Hanyang International Summer School (HISS), a four-week program that welcomes over 1,700 students from countries around the world.

HISS accepts applications from faculty around the world to teach in their summer program. Minwoo Lee, Ph.D. (Accounting) was selected to teach at HISS during the summer 2017 term and recruited ten WKU students to participate in the program. WKU faculty interested in teaching at Hanyang should contact SAGL for more information.



Kalyn Edwards, Film, WKU Exchange: Konkuk University, Fall 2016

Advising & Outreach: SAGL Student Representatives

Since the program's inauguration in the fall semester of 2012, the Study Abroad & Global Learning (SAGL) Student Representatives have played a vital role in promoting education abroad opportunities across campus and creating peer advising relationships with each student that visits the SAGL office.

Comprised entirely of WKU education abroad alumni, this dedicated group of students volunteers a combined average of 1,200 hours per year to carry out the SAGL mission. One of the most beneficial aspects of the program is the Weekly Peer Advising it offers. Each SAGL Student Representative has one weekly hour dedicated to advising students in the SAGL office on a walk-in basis. Their advising is not limited to first time students—they also advise students who are already committed to a program by responding to individual logistical and other preparatory questions. Even though SAGL Student Representatives are trained to advise on all programs, weekly program-specific advising has proven successful in assisting students going on two of WKU's more popular programs, Harlaxton College and Semester at Sea. In addition to advising, SAGL Student Representatives assist with all SAGL events and outreach efforts, including:

- Semi-annual Study Abroad Fairs
- Semi-annual Open Houses
- Classroom presentations
- Study Abroad 101 sessions
- Information sessions for faculty
- Pre-Departure Orientations
- Re-entry events
- Office of Admissions events

Another responsibility of the SAGL Student Representatives is mentoring incoming exchange students from WKU partner universities. SAGL

Student Representatives that have been exchange students abroad or have experience in less-traditional locations each commit to helping 1-2 exchange students as they adjust to WKU and throughout their stay.

When the exchange students arrive to WKU's campus, they are greeted by a welcome breakfast with the SAGL Student Representatives and a campus tour. After that, the exchange mentors offer individualized support, such as shopping trips to get necessities for the semester, tours of Bowling Green, and hosting events throughout the term to introduce exchange students to American culture.

As a whole, the SAGL Student Representative program provides both WKU students and exchange students with peer relationships that will contribute to both personal and program growth.

Exchange Student Mentors accompany exchange students on a trip to the Great American Donut Shop to share an authentic WKU student experience.





“

My study abroad experience impacted me in many ways. I was able to travel to a foreign country by myself and use a language that I have spent the past four years learning. I was able to make friends from many different places, some of which I continue to talk to today. I was able to build knowledge about the medical field by shadowing doctors and nurses, and I know I will be able to use this information while working in my field one day.

”

Trevor Hoffman | Biology, Spanish | SAGL Student Representative
Winter 2017 | Sol Education Abroad - Argentina
Pictured above with the medical team he shadowed in Argentina

Alumni Profile: Ben Richardson



Ben Richardson, B.S. (Chemistry, 2016) received a DAG grant to participate in the FLSA Trinidad and Tobago program in 2014. Richardson also served as a SAGL Student Representative and was the student speaker at the 2016 SAGL graduation reception.

Describe your study abroad experience and what it meant to you.

I was a part of the first group of students to study abroad in Trinidad and Tobago. The experience taught me so much about myself and allowed me to see the pharmaceutical industry on a global scale. I was given the opportunity to seek out pharmacists to shadow in Trinidad. I had to find the pharmacist and pharmacies by myself. This allowed me to build my confidence as a professional.

How did your study abroad experience change you?

With the opportunity to shadow these pharmacists, I was able to customize my experience to accommodate my area of study. I was also inspired to pursue a doctorate in pharmacology after speaking with these

pharmacists. They expressed how research is needed to help smaller countries around the world. With most of those degrees being held in larger nations, the research conducted in pharmaceuticals tends to treat diseases that affect those countries and the smaller countries get forgotten about. This is a unique perspective that provides me with motivation to attain more education.

What obstacles did you face when you considered studying abroad?

I faced a few obstacles when trying to study abroad, but the largest was funding. Studying abroad was expensive and my family was supporting me through college, but they couldn't afford the extra expense. The Diversity Abroad Grant and the DELO Scholarship took care of the greatest portion of the trip and I fundraised at my church to cover the total.

What impact has your study abroad experience had on your life after college? What are your future plans?

The biggest impact that studying abroad has had on my life post college would have to be the desire to do research in pharmacology. Now that I have been accepted into Lipscomb University's College of Pharmacy, Class of 2021, I plan on continuing my education and receiving a Ph.D. in pharmacology to conduct research for medicines that help cure diseases that affect those smaller countries like Trinidad and Tobago. I will also pursue my Ph.D. in pharmacology from Vanderbilt University as part of a dual-degree program. This will allow me to conduct research while attaining my PharmD and will prepare me to conduct more intricate research after receiving my Ph.D.

Invest in Student Global Learning

Would you like to ensure that more WKU students experience all that education abroad has to offer? By making a gift to support any of the initiatives of Study Abroad & Global Learning, you help to create opportunities like those described in this report possible.

Providing relevant and creative opportunities for students to immerse themselves in real-world, hands-on learning is a tenet of the WKU experience. Without private support, many of these opportunities would go unfunded and our students would not be able to take advantage of study abroad, service-learning abroad or international research or internship experiences.

By making a gift to support WKU students' international studies, you will share in the proud tradition that allows the University to achieve greater distinction and serve more people each year. For more information on how to make a gift, please visit wku.edu/make-a-gift.



Jade Haywood (Broadcasting), Chanel Watkins (Social Work), and Sierra Bailey (Social Work) all received EDGE grants to participate in the FLSA Trinidad & Tobago program in 2017.

The Enhancing Diversity in Global Education (EDGE) Grant

The EDGE Grant (formerly known as the Diversity Abroad Grant) is one way you can support students who never imagined that they would have the opportunity to study in another country. Research shows that education abroad leads to higher retention and graduation rates. International experiences contribute to the preparation of productive, adaptable, engaged and socially responsible citizen-leaders in our global society, and WKU is committed to assisting students from diverse backgrounds to study abroad.

The EDGE Grant aims to support the pursuit of credit-bearing education abroad experiences for students who have traditionally been underrepresented in study abroad.

Underrepresented groups considered for the EDGE Award are:

- African American/Black
- Hispanic/Latino
- American Indian/Alaskan Native
- Two or more races
- First-generation college student
- Non-traditional (25 or older undergraduate at the time of enrollment)
- Students from a county in the Appalachian Region
- Students with a registered disability
- LGBTQIA+

More information on eligibility and grant requirements can be found at http://www.wku.edu/studyabroad/new/wku_scholarships.php. To date, 112 students have received the DAG/EDGE grant. Your support could provide the next life-changing opportunity for a WKU student.

International Partnerships



Dana Cosby and her Fall Block students at ESB Business School. The students, all of whom are majoring in International Human Resources, take one five-day intensive course, requiring eight-hour days and the completion of nightly projects.

International partnerships take many forms. They may be research-based, focus on faculty or student exchange, or involve some combination of these elements.

The experiences of Drs. Greg Arbuckle and Dana Cosby with Reutlingen University's ESB Business School illustrate some of the many creative opportunities that can grow out of a partnership with an international institution. Greg Arbuckle, Ph.D. (Architectural & Manufacturing Sciences), associate dean of Ogden College of Science and Engineering, has taken groups of students to participate in the ESB's Simulation Games, which give WKU students real-world, problem-solving experience and an opportunity to gain international working

experience. The Simulation Games involve randomly assigning students to groups who work to solve a real-world problem over the course of a week. Group members are dispersed in different buildings across campus and must communicate virtually with one another to reach an effective solution.

Arbuckle, who is returning to Reutlingen in the fall 2017 semester with students and to teach a three-week course in January 2018, says this partnership is beneficial to both faculty and students. For students, working with others in the engineering field from across the globe prepares them to enter a workforce that often requires international travel and cross-cultural teamwork.

New Partnerships	Department/Unit	Location
Adeleke University	University-Wide	Nigeria
Institute Lorenzo de' Medici	University-Wide	Italy
Royal Veterinary College, University of London	Agriculture & Biology	United Kingdom
University of Haifa	College of Health & Human Services	Israel
University of Lincoln	Potter College of Arts and Letters	United Kingdom

WKU has partnered with the ESB Business School since 2009. Dana Cosby, Ph.D. (Management), accepted an invitation to visit the ESB for a week devoted to Human Resource Development and Sustainability in October 2016, which she calls a “terrific experience.” Cosby says that her time at Reutlingen allowed her to work closely with human resources students from across Europe and gain insight into their academic experiences and internships. Cosby also notes that she was able to network with other professionals from Switzerland, Ireland, and Germany during her time working with the ESB, and she looks forward to enlivening her teaching with new international examples.

Reutlingen is home to five different schools, including the ESB Business School, which earned the award for top business school in Germany in 2014. With schools of Applied Chemistry, Informatics, Engineering and Textiles & Design, Reutlingen University was recognized as Germany’s International University of the Year in 2010.

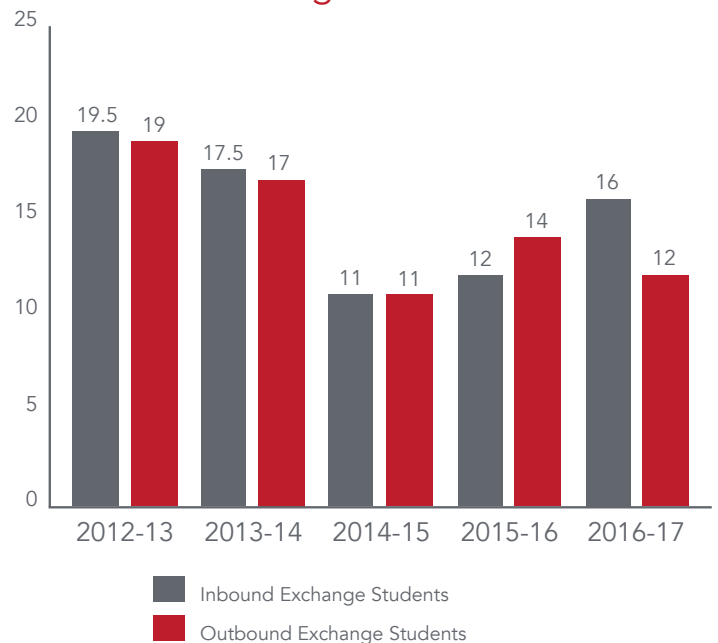


Provost Lee shakes hands with the provost and vice chancellor of Adeleke University, Dr. Samuel Alao. WKU signed a MOU with Adeleke University, which is based in Ede, Nigeria and was founded by WKU alumnus, Adedeji Adeleke (Business Administration, 1979; MBA, 1981).

“ I thought that I would be alone to study in another country with people who spoke another language, [but] I had the opportunity to live with someone from France, take classes with students from Slovenia and Spain, and I made friends from Africa and Vietnam. It was very easy to become acclimated in a new country where diversity is the norm. ”

William Fulton
Architecture and Manufacturing Sciences
2013-14 | ESB Business School | Germany

Student Exchange



Internationalization Grants

The five internationalization grants administered by Office of International Programs (OIP) support projects that advance comprehensive internationalization at WKU and are made possible through the generous support of partnering academic, student affairs, and community units. Individual faculty and staff members, student organizations, and community partners are eligible to apply for funding from OIP during one of its two annual cycles (October 15, March 15). In order to seed or strengthen internationalization capacity at a comprehensive level, each OIP grant supports distinct activities. These include the professional development of WKU staff members, helping faculty members generate new education abroad programs, and the creation of globally-oriented co-academic programming. OIP considers sustainability, alignment with institutional priorities, and breadth and depth of impact in evaluating all grant applications.

Though the overall number of both applications and grantees dipped, OIP saw expanded or sustained interest in two of its grant programs during the 2016-17 academic

year.

In the follow up to its inaugural year, the International Activities Grants (IAG) remained popular with faculty members, holding steady at five grantees. The IAG provides a flexible funding option for faculty pursuing professional experiences that would internationalize their teaching or scholarship. Faculty frequently couple the IAG with other university grant programs like the Research & Creative Activities Program (RCAP) or the Quick Turn Around Grant (QTAG).

The OIP-led annual spotlight on international education and cultural exchange drew greater participation from across campus, resulting in an increase in requests for support funding. International Education Week (IEW) grants doubled from the previous year. The events supported by the IEW grant expanded the perspectives of more than 300 students through programming related to refugee issues and sports in South Korea, cultivated new communication skills, and helped generate key professional connections for management students.



Mrs. Sheridan Edwards (third from left), Head Teacher of Denton Primary in Grantham, England, explains to Dr. Lisa Murley (second from right), IAG recipient, and Harlaxton College education students how children use an outdoor classroom.

International Activites Grant (IAG) Recipients

Lisa Murley, Ph.D., Teacher Education

Harlaxton Site Visit: Expanding International Reach in Teacher Education, Grantham, England

Helen Liang, Ph.D., Management

International Business Pedagogical Workshop, Atlanta, Georgia

Lloyd Davies, Ph.D., English

Colloquium on Romanticism in the Mediterranean World, Athens, Greece

Tim Rich, Ph.D., Political Science

Presentation at Association of Asian Studies, Seoul, South Korea

Derick Strode, Ed.D., Gatton Academy

Gatton Academy Education Abroad Program Expansion and Redesign, London and Alnwick, England

“ During my time at Harlaxton College, I made contacts with a variety of individuals who will be instrumental in the School of Teacher Education offering the first MAE graduate study abroad course at Harlaxton College, which is set to launch in Summer 2018. ”

Lisa Murley, Ph.D., Teacher Education,
International Activites Grant

Global Encounters Support Grant (GES) Recipients

Jerry Daday, Ph.D., Sociology | Senida Husic, Community Member

Walk to Remember Srebrenica

Sharon Leone, Honors College

Japan Exchange and Teaching Program Alumni Association Event

Paul Hondorp, Ph.D., Music

Guest Conductor Fabian Vargas from Costa Rica

Yertty Vandermolen, M.A., Modern Languages

Glasgow Festival Cultural Hispano 2017

International Education Week (IEW) Grant Recipients

Dana Cosby, Ph.D., Management

International Business Symposium

Jieyoung Kong, Ph.D., Communication

Developing Communication Skills: Cultural 101 Workshop for International and Intercultural Encounters

Evie Oregon, Ph.D., Kinesiology, Recreation, and Sport

Sport Perspectives through Korea

No Lost Generation, student organization

Through the Eyes of a Refugee (virtual reality event)

13 grantees
awarded nearly
\$10,000
in 2016-17

Grants Awarded by College/Group

College/Group	# of Applicants	Amount
College of Education & Behavioral Sciences	1	\$750
College of Health & Human Services	1	\$175
Gordon Ford College of Business	2	\$2,500
Potter College of Arts & Letters	5	\$4,510
Non-Academic On-Campus Units	1	\$950
Student Organizations	1	\$200
Community Organizations	1	\$400
Other	1	\$0
Total	13	\$9,485

International Education Week



Students learn traditional Korean fan-dancing as part of WKU's National Dance Education Organization event, *Korean Dance Fusion*.

WKU's active participation in the U.S. Departments of State and Education-sponsored International Education Week (IEW) results in an annual surge of international education-related activities during the third week of November.

Thanks to the combined efforts of the IEW planning committee and the many faculty, staff, and students who contributed to the week's global learning events, over 1,000 WKU constituents attended an event during the 2016 IEW, sharing cultures and broadening perspectives through a variety of experiences. Results from the IEW survey, which is administered each year to gather feedback from those participating in IEW events, suggest that approximately 90% of the attendees were WKU students.

Other important feedback pulled from the survey included respondents' perceptions of the

impact of their IEW participation. Nearly 90% of respondents affirmed that IEW increased their awareness of other world views, expanded their knowledge of other cultures, and facilitated an intercultural dialogue and exchange of ideas. For more information on the IEW survey, visit wku.edu/oip/iew.

Faculty- and student organization-driven events, which numbered at 12 and 10, respectively, dominated the weeklong calendar, with the latter more than doubling since 2015. This may account for the sustained popularity of IEW from previous years, as survey respondents cited both faculty and peers as their top two reasons for attending an IEW event.

A mix of new and recurring events populated the 2016 IEW calendar. Popular past programs like *GlobeTrot*, which brings diverse cultural expressions to multiple WKU residence halls,

undergo an annual reset by spotlighting new countries each year. The course-linked *Communication Skills: Cultural 101 Workshop for International Encounters* was implemented for the second time during IEW and prompts students to develop a framework for effective intercultural communication. OIP partnered with WKU's National Dance Education Organization (NDEO) chapter for the third consecutive IEW. NDEO student members led their peers in a traditional Korean fan dance workshop. All combined, recurring events accounted for approximately 600 IEW participants.

New events like the *International Business Symposium* and *Through the Eyes of a Refugee* brought fresh global learning opportunities to WKU audiences. The former, a day-long multi-event symposium, focused on building practical skills and knowledge, connecting students with global business professionals as well as opportunities to internationalize their résumés. No Lost Generation, a student organization, utilized virtual reality technology to allow participants to momentarily experience the world from a refugee perspective.

2016 IEW Planning Committee

Josclynn Brandon	Student Activities
Jill Brown, M.S.	Geography and Geology
Brian Campbell	Study Abroad & Global Learning
Dana Cosby, Ph.D.	Management
George Dordoni	International Student Office
Kumi Ishii, Ph.D.	Communication
Amelia Kolb	Student Representative
Grace Lartey, Ph.D.	Public Health
Julia Mittelberg, Ph.D.	School of Teacher Education
Amy Nemon, M.S.	Geography & Geology
Evie Oregon, Ph.D.	School of Kinesiology, Recreation, and Sport
Valarie Phelps	English as a Second Language International
Judith Szerdahelyi, Ph.D.	English

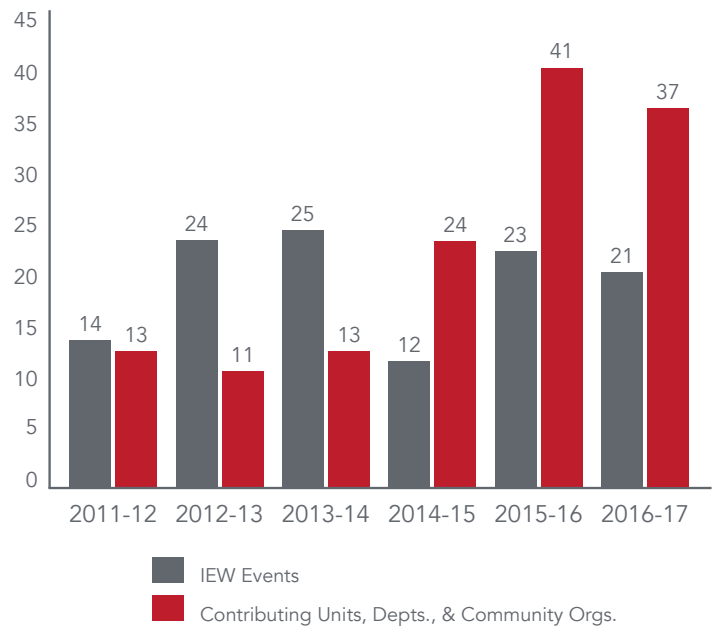


My goal is to provide students both in and outside the classroom experiences of other cultures. IEW offers our students intercultural encounters, whetting students' appetites for more with the hope that these students study abroad or connect with international groups on campus and in the community.



Melissa Stewart, Ph.D. (Spanish), on introducing WKU students to Spanish cuisine in the form of tortilla española at GlobeTrot, a global learning event in residence halls

IEW Events and Sponsorship by Year



IEW was supported in part by a generous donation from US Bank. OIP would like to thank US Bank for its contribution and for making intercultural and global learning opportunities possible.

Fulbright Scholars

OIP continued its efforts to promote the Fulbright Scholar Program, which facilitates the exchange of U.S. and foreign scholars and professionals engaged in teaching, research, capacity building, and professional development. Alongside a strong network of WKU Fulbright Scholar alumni, OIP has worked diligently since 2014 to connect faculty with opportunities and resources that position them for success with their Fulbright path of choice. In addition to providing a robust set of online resources, OIP links WKU faculty with official

representatives of the Fulbright Scholar Program and has ramped up its outreach efforts with the introduction of Fulbright Week in 2016. Most recently, OIP partnered with four WKU Fulbright Scholar alumni to offer peer reviews of Fulbright Scholar applications for the 2018-19 cycle.

Success in the Fulbright arena would not be possible without the backing and encouragement of academic colleges and departments. Thanks to that support, two new faculty members added their names to the WKU Fulbright alumni roster.



Kam (Johnny) Chan, Ph.D., Finance

Fulbright Senior Teaching Scholar
Fall 2017 | China

Adding to his list of accolades, Chan earned a Fulbright to teach financial management at Zhongnan University of Economics and Law. Currently the Leon Page Professor of Banking and Financial Planning in WKU's Gordon Ford College of Business, Chan views this as an opportunity to learn about Chinese culture and its education system while sharing best practices in teaching and research in the U.S.



Sandra Ardrey, Ph.D., Political Science

Fulbright Senior Teaching Scholar
2017-18 | South Africa

As a participant in the 2015 ZSEIFS to South Africa, Ardrey forged a strong connection with colleagues at the University of Limpopo (UL). During her Fulbright year, Ardrey will be stationed at UL, teaching courses and conducting research centering on political behavior of women of the African diaspora. She will also collaborate with UL faculty to develop new curricula.



Kay Gandy, Ed.D. (Teacher Education), Rebecca Brown, Ph.D. (English), and Tony Harkins, Ph.D. (History) share their Fulbright experiences at the WKU Fulbright Scholar Alumni panel during the 2017 Fulbright Week.



In the African American community we say 'sankofa' which means 'to go back and get it.' It means 'to give back.' This Fulbright is an opportunity to share my knowledge and expertise with eager young minds and the young gifted and black students at University of Limpopo.

Sandra Ardrey, Ph.D.,
Political Science



Fulbright Week

In April of 2017, OIP teamed up with the Office of Scholar Development to turn the university's attention to the Fulbright Program and its manifold opportunities for international education exchange. This marked WKU's second annual Fulbright Week. For OIP, many of the week's events centered on special guest Meaghan Dolan. Dolan, Fulbright Regional Lead for Europe, expanded WKU's Fulbright capacity in a host of ways: meeting with academic deans and VPs to discuss ways of incentivizing Fulbright Scholar opportunities, serving on a panel of WKU Fulbright Scholar Alumni, and counseling individual faculty members on strategies for identifying and applying for Fulbright awards. In total, Dolan met with more than twenty faculty and administrators during her two-day visit.

For more information about the 2018 Fulbright Week or to access OIP's Fulbright resources, visit wku.edu/oip/wkfulbright.

WKU Fulbright Scholar Liasons

Tony Harkins, Ph.D.

History, Fulbright Scholar, Austria 2012

Anna Yacovone

Office of International Programs, Fulbright ETA, Laos, 2012-13

International Year Of... South Korea

Since its debut in 2014-15 with a spotlight on Ecuador, the International Year Of... (IYO) has served as a vital, student-centered, comprehensive internationalization tool, enriching the university's learning environment with a yearlong academic and programmatic emphasis on a single country or world region. Building upon the success of the first two iterations (South Africa, 2015-16), the 2016-17 IYO South Korea boasted record-breaking numbers of academic courses featuring Korea-related content and themed co-curricular programs, as well as contributions from all WKU colleges. Other outcomes spurred by the IYO South Korea include, but are not limited to, a 66% increase in students pursuing education abroad opportunities in South Korea, the establishment of a new student organization (Korean Pop Culture Club), and a generous gift from Samsung to support research in the Department of Engineering.

Though overall attendance at IYO South Korea events fell slightly from the previous year, other indicators suggest that this most recent IYO surpassed its forerunners in multiple other ways, further solidifying its role as a valuable global teaching and learning tool. Noteworthy trends from the IYO South Korea include an



INTERNATIONAL YEAR OF
SOUTH KOREA
2016-2017

 OFFICE OF INTERNATIONAL PROGRAMS

expanded partner base, a growing number of repeat contributors, an increase in the campus-based or local expertise employed during the IYO, a rise in the number of events with clear ties to the curriculum (with a total event increase of 35% over IYO South Africa), and an uptick in the number of student-driven events (from two in 2015-16 to five events).

Given the absolutely essential role that partnerships—both campus and community based—play in bringing the IYO

	IYO Ecuador	IYO South Africa	IYO South Korea
Courses Featuring IYO Country Content	38	53	58
IYO Events	42	39	53
Community Sponsors	6	4	2
Estimated Event Attendance	3300	3000	2700

The above data was gathered through various means. This includes campus-wide surveys administered at the conclusion of the IYO Ecuador and IYO South Africa and yearly internal tracking by OIP, a process that involves compiling reports from parties involved in IYO activities.



Campus and community members explore a diverse collection of works from Korean artists during the opening of the IYO South Korea. The Art Department brought five Korea-related exhibitions to the Ivan Wilson Fine Arts Center during the IYO South Korea.



It's been really exciting to have the opportunity to create an East Asian Theatre course integrating South Korean content...Linking a class to a campus-wide initiative such as this one also provides students many opportunities to learn more about the featured country if they're so inclined. The institutional support encourages students to explore areas of the world they may not be familiar with, and it allows me as a faculty member to do in-depth research in an area of interest that I might not have a chance to explore as part of my regular teaching load.



Carol Jordan, M.A., Theatre & Dance



During a visit sponsored by the Department of Engineering and Ogden College of Science and Engineering, Dr. Dochul Choi, Senior Vice President of Samsung presented to more than 100 students on the relationship between the Korean language and Korea's business and technological success.



Cindy Jones, M.S. (Applied Human Sciences), works with students in her Textile Design and Performance course to create embroidery designs inspired by traditional Korean motifs.

to WKU audiences, OIP was pleased to see its campus-based partners expand from 17 to 22 departments and units. In terms of community partners, which fell from the previous year, the IYO was thrilled to continue its tradition of yearly collaboration with Spencer's Coffeehouse. Equally exciting was the establishment of a new partnership with a local culinary favorite: Home Café featured Korea-inspired dishes on its menu for a full week in March, culminating in a sold-out traditional Korean meal at Preservation Tasting Room and Bottle Shop.

OIP also saw a rise in IYO events that leveraged campus or local expertise. These accounted for approximately twenty events and included a lecture on North Korea by Tim Rich, Ph.D. (Political Science), a film festival driven by the departments of English and Gender and Women's Studies, and a kimchi cooking demonstration by Korean-American and Kentucky native Kyu Frohman at WKU E-town/Fort Knox. This approach simultaneously highlighted the Korea-related expertise within our midst and

maximized available resources.

The tradition of student-driven IYO events continued during 2016-17. Not only did the Korean Student Association lead or assist with four events, but a brand new student organization was born during the fall's *South Korean Film Festival*. Members of the newly formed Korean Pop Culture Club became fixtures at subsequent IYO events, even organizing their own spring semester Korean film screening.

Thanks to the dedication and support of the contributing individuals and offices—both on and off campus—the yearlong spotlight on South Korea moved the needle on WKU's internationalization goals. Doubtless, WKU and its constituents will feel the reverberations of this year-long celebration and study of South Korea for years to come.



Members of the Korean Student Association serve Korean cuisine to their fellow students during a Chuseok celebration on WKU's campus. Chuseok, a major holiday in Korea celebrating the harvest, occurs in the fall and features traditional food and activities that bring families together for a multi-day celebration.

“ It was a privilege to have an opportunity to share dynamic aspects of Korean culture, authentic Korean food, and Korean pop music. It was an unforgettable memory here at WKU in my last year. ”

Bo Cha
Recreation Administration, 2017
President, Korean Student
Association

IYO South Korea Planning Committee

- | | |
|---------------------------------|--|
| Kevin Cary, M.S. | Geography & Geology |
| Evelyn Ellis, Ed.D. | Regional Chancellor,
Elizabethtown/Fort Knox Campus |
| Jeong Oh Kim, Ph.D. | English |
| Moon-Soo Kim, Ph.D. | Chemistry |
| Jieyoung Kong, Ph.D. | Communication |
| Minwoo Lee, Ph.D. | Accounting |
| Tim Rich, Ph.D. | Political Science |
| Joon Sung, M.F.A | Art |
| Alison Youngblood, Ph.D. | English |

Thank You

to our community co-sponsors for their support of the International Year Of... South Korea



Zuheir Sofia Endowed International Faculty Seminar: Bosnia and Herzegovina

A critical initiative in WKU's internationalization strategy, the Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) is an intensive interdisciplinary professional development program available to WKU faculty. Each year, faculty participants are selected from different disciplines and backgrounds to participate in a semester of concentrated study and preparation that culminates in a two- to three-week program in the target country. The ZSEIFS provides participating faculty the knowledge and contacts to successfully infuse new international content into the curriculum and to develop and deliver themed programming during the corresponding International Year Of... (IYO). It also serves as a springboard for their long-term scholarly engagement with the target country.

The fourth installment of the ZSEIFS took eight WKU faculty to Bosnia and Herzegovina (BiH). The two-week program included visits to more than eight cities within BiH, along with a host of key cultural sites as well as meetings with more than two dozen scholars, political and cultural leaders, NGOs, and professionals in fields including law, cultural and historical preservation, and media and journalism. This rigorous itinerary provided the faculty cohort a deeper and more nuanced understanding of the culture and history of a country with critical importance to Bowling Green. Additionally, this boots-on-the-ground experience enhanced faculty members' awareness of and sensitivity to the aftermath of ethnic conflict.

Early Results

- Concrete plans for education abroad program(s) to Bosnia and Herzegovina

- Multi-work, campus exhibition from Bosnian and Bosnian-American artists for spring 2018

- New and expanded Bosnia-related content in almost twenty academic courses

- New content for multi-faceted, interactive exhibit at Kentucky Museum: *A Culture Carried: Bosnians in Bowling Green*

- Accepted conference presentation comparing Bosnian and New Orleanian vernacular commemoration



ZSEIFS participants explore Sarajevo firsthand and learn about its history from Amer Dardagan, professor of history at American University in Bosnia and Herzegovina.

“ It was an eye opening experience, to interact first hand with survivors of the war and hear their stories of persistence and determination. Additionally, ZSEIFS provided me with the opportunity to research my discipline from another country’s perspective. I was able to attend a professional legal conference as well as meet with judges and professors in my field. I hope to return with a study abroad group or a collaboration with a BiH university in upcoming summers. ”

Jennifer Brinkley, J.D., Professional Studies

A special thank you to Mr. Azmir Husić and the BiH Express team for supporting the 2017 ZSEIFS to Bosnia and Herzegovina.

ZSEIFS Faculty Participants and Select Goals

ZSEIFS participants are selected through a competitive application process. Applicants make their case by addressing, among other things, their demonstrated commitment to comprehensive internationalization. In line with the ZSEIFS's aims of sustainably internationalizing the curriculum and co-curriculum, applicants articulate their plans to translate their ZSEIFS experience to concrete outcomes in the

categories of teaching, research/creative activities, and service. They also outline how they intend to contribute to the relevant IYO. Once participants are selected, the ZSEIFS leadership team crafts an itinerary designed to advance participants' understanding of Bosnia and Herzegovina, create opportunities for networking, and enable individual participants to pursue their unique goals.



Brent Bjorkman, M.A., Folk Studies and Anthropology, Director of Kentucky Museum

Meet with Bosnian museum professionals to learn best practices for exhibit production, including upcoming exhibit: *A Culture Carried: Bosnians in Bowling Green*; Connect with Bosnian scholars in areas of folklore, oral history, and museum studies to improve ability to tell first-personal stories of the Bosnian diaspora.



Jennifer Brinkley, J.D., School of Professional Studies

Connect with and interview legal professionals in Bosnia to gain a better understanding of Bosnian legal issues, specifically on areas of gender and the judiciary, family law, and criminal law; Attend a professional conference while in-country on gender bias and the judiciary.



Amanda Crawford, M.M.C., Journalism & Broadcasting

Develop an education abroad course examining the development of the free press in Bosnia-Herzegovina; Pursue creative work projects in both comparative media analysis and travel writing.



Kate Horigan, Ph.D., Folk Studies and Anthropology

Incorporate Bosnia-related content in three regularly taught Folk Studies courses; Draft and publish article comparing Bosnian and New Orleanian vernacular commemoration; Utilize new cultural knowledge for ongoing Bosnian Oral History project in conjunction with Kentucky Museum and Kentucky Folklife Program.



James Kenney, M.S., Journalism & Broadcasting

Work with Bosnia-based contact and WKU alumna Dijana Muminovic (Photojournalism; 2009) to identify and include a Bosnian student in 2017 Mountain Workshops; integrate a Bosnian/Bowling Green community project into the portrait series of Photojournalism 334: Picture Stories.



Yvonne Petkus, M.F.A., Art

Study works in museums, galleries, and contemporary venues to gather sources through sketches, photographs, and publications; Connect with artists in Bosnia-Herzegovina for the purposes of securing multiple contributions for a spring 2018 art exhibition; Utilize experience to produce series of creative works.



Cheryl Wolf, Ph.D., Counseling and Student Affairs

Pursue research study examining career development in Bosnia and other European countries; Organize and offer a panel featuring resettled Bosnians discussing issues related to finding quality employment in the U.S. and shifting career trajectories.

ZSEIFS Bosnia and Herzegovina Co-Leaders

Jerry Daday, Ph.D. (Sociology), Executive Director, Center for Innovative Teaching & Learning

Dzeldina Dzelil, B.A. (Management, German, 2000)



ZSEIFS participants meet with representatives of Tuzla's city council to discuss the city's resources, challenges, and history.



ZSEIFS participants meet with Bruce G. Burton, Principal Deputy High Representative and Brcko District Supervisor. The Office of the High Representative is an ad hoc international institution responsible for overseeing the implementation of civilian aspects of the Peace Agreement that ended the war in Bosnia and Herzegovina.

The Zuheir Sofia Endowment was created to facilitate the mission of the Office of International Programs, which endeavors to provide leadership in the development of a strong international profile for WKU. Zuheir Sofia, a 1969 WKU graduate and 2014 Honorary Doctorate recipient, is chairman, president and CEO of Business Bank of Florida Corp.

Diplomat-in-Residence

In his third year as WKU's diplomat-in-residence (DIR), Michael McClellan continues to harness more than 30 years of experience as a Foreign Service professional to enrich the intellectual life of our campus and to support and mentor students pursuing international or government-related careers, internships, or scholarships. The 2016-17 Diplomacy on the Hill series, led by the DIR, tapped into campus-based expertise and talent to offer two events that together drew over 200 attendees. Additionally, McClellan and his colleagues in the Office of Scholar Development played critical roles in helping three WKU students earn spots in the highly competitive a U.S. Foreign Service Internship Program.

Diplomacy on the Hill

Confronting Moral Choices on the Job

Panelists

Amanda Crawford, M.M.C. (Journalism & Broadcasting)
Patti Minter, Ph.D. (History)
Lt. Col. Tom MacMillin, Military Science
Michael McClellan, Diplomat-in-Residence

The Clinton-Trump Foreign Policy Surrogates Debate

Surrogates

Lily Nellans, International Affairs, 2018
Brian Anderson, Economics, 2018

Panelists

Roger Murphy, Ph.D. (Political Science)
Marko Dumancic, Ph.D. (History)
Soleiman Kiasatpour, Ph.D. (Political Science)
Eric Bain-Selbo, Ph.D. (Philosophy & Religion)

Co-Sponsor

WKU Forensics

Visiting Scholar Residences

The Visiting Scholar Residences (VSRs) are cost-effective, fully-furnished lodging accommodations conveniently located and available to both domestic and international WKU guests. Faculty or departments looking to host a visiting scholar are strongly encouraged to reserve space as early as possible, as reservations are on a first-come, first-serve basis. To make a reservation or for more information, visit wku.edu/oip/vsrhousing.php.

87% Occupancy Rate*

32 Tenants

*The Visiting Scholar Residence occupancy rate is based on the total number of days a residence is rented during the year divided by 365. Each average is added together to calculate the total usage across all residences.

Looking Forward

Study Abroad & Global Learning

SAGL is proud to introduce WKU's first Study Abroad Advising Guide (SAAG), which:

- Consist of faculty members' program selections, including course pre-approvals for smooth integration into the department's curricula/um;
- Help students select international study, research, internship or service-learning opportunities most appropriate for their major/discipline;
- Can be used to recruit new majors;
- Can help departments identify (or in some cases, develop) additional programs to fill curricular gaps.

As a high impact practice, education abroad leads to improved academic success and higher retention and graduation rates. SAGL would like to express its thanks to Dr. David DiMeo, Assistant Professor of Arabic, and the Department of Modern Languages for their

Study Abroad Advising Guide
Arabic

WKU
STUDY ABROAD & GLOBAL LEARNING
Honors College/International Center (HIC) 1014
www.wku.edu/studyabroad
studyabroad@wku.edu
270-745-5334
@wkustudyabroad

Department Contact Information
Ivan Wilson Fine Arts Center (FAC) 276
www.wku.edu/modernlanguages
david.dimeo@wku.edu
270-745-2401

Steps to Study Abroad

1. Research programs through the online program catalog at wku.edu/studyabroad
2. Meet with a SAGL advisor to discuss programs and finances.
3. Meet with your academic advisor to discuss your study abroad plans and course selections.
4. Apply for your selected program through the SAGL application system, and the program provider if applicable.
5. Apply for scholarships and financial aid.
6. Attend pre-departure orientation session(s).

Jordan Miller
Mathematical Economics, Arabic
ISA Meknes, Morocco

Why study Arabic abroad?
Arabic is the fastest growing language of study in the United States and one of the most in-demand critical languages for the U.S. government. Career opportunities in Arabic continue to expand and the language makes a perfect complement to majors in a wide range of fields. The best way to gain true proficiency in the language, as well as learn the culture and dynamics of the region, is by studying in an Arab country. There, you will be immersed in the language and culture and pick up on aspects of communication you won't get from a book.

How will I fund my experience?
Studying abroad may be more affordable than you think! The Office of Study Abroad & Global Learning (SAGL) and the Office of Scholar Development (OSD) can help you identify funding options. WKU allows students to apply their financial aid and institutional scholarships toward the cost of study abroad. In addition, there are a variety of scholarships—both internal and external to WKU—for which you can apply to help reduce the cost. The Department of Modern Languages offers the Grise and Wallis travel scholarships and may have extra scholarships especially for WKU Arabic majors. There are also numerous government scholarships available including the prestigious Gilman and Boren scholarships, which support critical language studies abroad.

Revised 6/13/17

collaboration on this new initiative.

Is your department ready to develop a SAAG? Please contact Caryn Lindsay, Director, to get started!

Office of International Programs

Bosnia and Herzegovina will occupy center stage for both the WKU campus and surrounding community during the 2017-18 International Year Of... program. Given the robust population of Bosnian-Americans in Southcentral Kentucky, we expect that the IYO Bosnia and Herzegovina will play out in new ways in our community while maintaining its role as a complement to WKU's academic enterprise.

International Education Week (IEW), a signature program led by OIP, underwent substantial revisions during the spring of 2017. OIP teamed up with a committee of faculty to bring WKU students to the center of IEW

programming. IEW 2017 will see the launch of a new course-embedded dialogue series that, through the use of images, artifacts, or digital media, will reach students in their classrooms while engaging a wider audience in their discussion.

OIP continues its efforts to expand WKU's pool of internationalized faculty. Applications for the 2018 Zuheir Sofia Endowed International Faculty Seminar Faculty to Cuba will open in early fall. Andrew McMichael, PhD (History), Associate Dean (Potter College) will lead selected participants in an interdisciplinary study of Cuba, which will start in early 2018 and culminate in a two-week in-country program.

Glossary

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

Appalachian Region: Kentucky counties considered to be in the Appalachian Region are: Adair, Bath, Bell, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Cumberland, Edmonson, Elliott, Estill, Fleming, Floyd, Garrard, Green, Greenup, Harlan, Hart, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Menifee, Metcalfe, Monroe, Montgomery, Morgan, Nicholas, Owsley, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Russell, Wayne, Whitley, and Wolfe. Counties of other states within Appalachia can be found at www.arc.gov/counties.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

Black or African-American: A person having origins in any of the black racial groups of Africa. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. (WKU Fact Book 2016)

Full-time student: Undergraduate-A student enrolled for 12 or more semester credit hours. Graduate-A student enrolled for 9 or more semester credit hours. (WKU Fact Book 2016)

Hispanic: A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

IIE Open Doors Enrollment Standards: IIE classifies students as enrolled in education abroad programs if they are: degree-seeking students of that university enrolled in credit-bearing education abroad opportunities. Students participating in programs within the U.S. or U.S. territories are not counted, nor are non-degree seeking students or students visiting from another institution, domestic or foreign. Students participating in multiple education abroad opportunities in the same academic year are counted only once. (Institute of International Education)

LGBTQIA+: An acronym that stands for Lesbian, Gay, Bisexual, Trans, and Queer used to designate a community of people whose sexual or gender identities can create shared political and social concerns.

Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

Non-Traditional Student: A distinction made only at the undergraduate level based on the age of the student. Students age 25 or older are categorized as non-traditional. (WKU Fact Book 2016)

Part-time Student: Undergraduate-A student enrolled for fewer than 12 semester credit hours. Graduate-A student enrolled for fewer than 9 semester credit hours. (WKU Fact Book 2016)

Underrepresented minorities: Student with any of the following race classifications: American Indian/Alaskan Native, Black, Hispanic, Pacific Islander or Two or More Races. (WKU Enrollment Report, Fall 2016)

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This is a race definition taken from the Integrated Postsecondary Education Data System (IPEDS) Reporting Requirements. (WKU Fact Book 2016)

Thank You

to the many units and individuals that assisted with the preparation of this report.

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