Executive Summary

In FY2017, Iowa State University began assessing a higher rate of tuition to international students to cover the cost of providing services unique to their needs. The international tuition rates were phased over three years. This document summarizes how the funds were invested in Academic Affairs, Student Affairs, and University Services, for both undergraduate and graduate students.

**Health, wellness and safety** efforts assist students with mindfulness, build relationships, provide translation services, and address cultural stigmas regarding counseling services. New hires will provide case management, address gaps in meeting graduate and professional student holistic wellness needs, and provide mental health advocacy.

**Tutoring and academic advising** services are expanding.

**Student support/advising** efforts include creating community, welcoming and safe spaces, and a supportive climate for multicultural students. Additional services include an ombudsperson, a peer-ombuds system, cohort-based mentoring, programming support for graduate learning communities, internship and job search support, and Accounts Receivable assistance.

**Academic support** includes college efforts to provide undergraduate research experiences, a formal support system for international graduate students, professional development opportunities, and opportunities to develop communication skills. In addition, a university-wide International Coordinator for Learning Communities (LC) was hired to increase and broaden international student participation within the LC program.

**Onboarding** services include providing peer mentors and expanding orientation programs to help international students acclimate to U.S. culture and have a successful first year experience.

**Financial assistance** includes a portion of the supplemental tuition revenue that has been set aside for international student scholarships.

**Other projects** include targeted recruitment activities, and expanded programming and faculty development to support work with international students.

Specific initiatives and planned activities for FY19 are described in the full report.
In FY2017, Iowa State University began assessing a higher rate of tuition to international students to cover the cost of providing services unique to international students. The international tuition rates were phased in over a three-year time period. This document provides a summary of how the funds were invested in Academic Affairs, Student Affairs and University Services. Funds have been invested for both undergraduate and graduate students. Specific initiatives are highlighted below, and include planned activities for FY19.

International tuition, net of the amount allocated to student financial aid, is shown in the following table by division.

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<th>Funded Projects by Division</th>
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<th>Business Services</th>
<th>Academic Affairs</th>
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<td>405,470</td>
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<td>FY2018</td>
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HEALTH & WELLNESS & SAFETY

- A Mindfulness Room opened in fall 2017 by the Office of Diversity and Inclusion and is located in Parks Library in Room 297. Through a partnership with Student Government, Parks Library, the Office of Diversity and Inclusion and Student Wellness, it is used for practicing relaxation techniques, meditation, and prayer. Accessible to members of the campus community (students, faculty, and staff), the Mindfulness Room is open during Library normal hours of operation. To confirm usage, student monitors look inside the Mindfulness Room, but do not enter to maintain the relaxing environment.

- The International Students and Scholars Office (ISSO) added a new position that will focus on case management in situations where an international student needs additional support when dealing with health issues, significant academic issues, etc.

- A graduate assistant was hired by the Student Wellness Department to address a large gap in outreach, education, and initiatives to address Graduate and Professional student holistic wellness needs and concerns. In FY18, the GA in this role started laying the groundwork of this position by:
  - soliciting student input within these populations, conducting research based on institutional and peer institution’s data;
o working collaboratively with Graduate and Professional Student Senate (GPSS) and the Graduate College on student-facing and faculty-facing strategic initiatives (e.g. culture, communication, resources);
o partnering with GPSS to launch the first Graduate and Professional Student Appreciation Week (with a holistic wellness theme) in April 2018.

• Also In FY19, goals for two, quarter-time GAs in the Student Wellness Department include, but are not limited to:
o working more closely with ISSO to determine a strategic and sustainable path forward in better serving the wellness needs of International students;
o improving communication for all three of these populations (e.g. website and other venues); conducting targeted surveys to build upon FY18 research;
o partnering with GPSS for Graduate Student Appreciation Week during Fall 2018;
o working collaboratively with ISSO, the Graduate College and GPSS to explore changes to the current orientation programs and how they might be improved upon to more effectively serve students without redundancy.

• The “Let’s Talk” program was created by Student Counseling to reach out to international students in a more informal setting to introduce them to the services provided by Counseling and break down the cultural stigma that may exist for these types of services. Graduate students met with international students during open hours at the Memorial Union. There were 31 voluntary exit surveys completed indicating positive results and reaching the intended student population.

• Student Counseling has increased the hours of a counselor from part time to full time. This allowed multiple outreaches for international students including tabling at the international students’ resource fair and presenting to the international freshman students on transitional issues and how to cope with anxiety. Counseling was able to connect with many international students over several days tabling at Experience Iowa State days and Multicultural Student Day.

• The Department of Public Safety (DPS) will hire a Mental Health Advocate to build a relationship with the current Campus network partners to better serve minority and international students who are in crisis. They will also follow up with students in crisis and those who have had contact with police. Part of the goal is for the advocate to build partnerships so staff can work to assist students before they are in crisis. The advocate will build marketing materials, which will help encourage students to use and seek the help available on campus. This position will help break down stigma and work with international population on mental health concerns.

• An Engagement and Inclusion Outreach (EIO) Police Officer was hired by DPS to serve as a liaison to the international students and faculty. The position is assigned within our investigative, outreach and threat management area. This person will continue the great
relationship building that the Equity and Inclusion Officers (EIO) are doing but has the advantage of being dedicated on a full-time basis. This will assist us in developing long-term and long-lasting relationships with our international student population. This officer will conduct follow up in cases involving mental health, crimes against persons (harassment, stalking, Domestic Violence, and Sexual Assault), and scam victims. Our international population tends to be one group that is hit hard by scams. The EIO outreach officer will also have regular office hours at ISSO to make themselves open and available to students. This position will help build a stronger relationship with students.

- **DPS is adding** translation services through Net Transcripts, a professional transcription service. Net Transcripts is a transcription, translation, and language service company used in criminal cases. Professional transcription services assist investigators in developing an accurate and thorough understanding of a case, which provides a better service to the impacted community.

- **A Mandarin speaking officer** will be hired, by DPS, to assist in communication and bridge the gap between the police and the Chinese population. Mandarin is one of the most common languages spoken among Chinese students, and often presents a barrier to student-police interactions, especially during high-stress encounters such as traffic stops and crimes against persons (domestic abuse, assault, etc.). In addition, it is not uncommon for international students to bring family members, most of whom do not speak any English. Culture plays a large role in how the students interact with law enforcement, and having an officer that is able to communicate with them in their native language will hopefully bring a comfort and willingness to reach out to police in times of need.

- **DPS will utilize funds for** Training and Equipment for new EIO, which includes Iowa Law Enforcement Academy (ILEA) Training costs, Police equipment (Uniforms, firearm, bullet resistant vest, radio etc.). This will help with funds to replace the seasoned officer that moved into the full-time EIO position. The will also print EIO brochures and other marketing materials in a variety of languages (based on current campus populations). This will help with communicating to international students as well as their family members who may not be proficient in English. Being able to have information in their language increases the likelihood that they will reach out for assistance when needed.

- **DPS will develop a campaign designed to increase collaboration with the international student population on campus.** The goal is to build relationships with the international community. This would be done through enhancements of current events such as Coffee with a Cop and Meet the Chief, with a structured focus on pertinent topics and concerns related to international students. Having a focus on the international community, will make people feel more comfortable to come out to these events. In turn, this will also help them to build comfort with reporting crimes or concerns.
DPS strives to have a diverse workforce in order to develop relationships with the entire campus and surrounding community. A recruitment tool kit will be developed in an effort to support this endeavor; DPS is expanding its reach as it relates to recruiting and hiring officers. Recognizing the fact that 64% of all ISU Police Officers are ISU graduates, it is apparent that DPS has a positive impact on student population as a whole. By expanding this reach to the international student population, either through one-on-one interaction or through student employment opportunities, DPS is hoping to make a similar impact on those students that may be considering a career in law enforcement.

TUTORING & ACADEMIC ADVISING

- The College of Ag and Life Sciences (CALS) provides academic tutoring services for international students through the Academic Success Center, or through one-on-one tutoring. This service was first offered in FY17, and then expanded in FY18 due to demand.
- CALS added an academic adviser with a solid understanding of Chinese culture to advise undergraduate international students, and to mentor other advisors who work with international students.
- The College of Liberal Arts and Sciences (LAS) hired three additional academic advisers dedicated to international students, including one in FY18 focused in computer science and software engineering, as well as a staff member to support students with internships and post-graduation job placement. Funding has also been used to provide professional development for advisers of international students.
- Tutoring Services in the Academic Success Center (ASC) hired a Program Assistant (PA) in July 2017. Annually, about 20% of the tutors hired by Tutoring Services and 6% of students receiving ASC services were International Students. The tutoring services program assistant serves as a resource specifically for international tutors and tutees. The program assistant developed and provided a cultural competency workshop to facilitate healthy dialogue between international and domestic tutors, help domestic tutors gain skills for working with international student tutees, and challenge all tutors to consider new perspectives as they continue facilitating powerful learning experiences for all students. The program assistant was able to process data gathered from graduate student assessment projects and begin to develop additional support and outreach initiatives that will meet the specific needs of international students.
- ISSO partners with the Writing and Media Center (WMC) to create a 0.25 FTE GA position who conducts outreach efforts to international undergraduate students identified as at risk in MapWorks and provides funding to pay for tutoring for international students at the ASC.
STUDENT SUPPORT/ADVISING

- CALS added a **0.40 FTE international student support advisor** to its Global Programs office. This office is viewed as a welcoming and safe space for international students. The individual assigned to this role serves as a college ombudsperson for international students, especially exchange participants who have to transition quickly.

- The College of Design (COD) hired an advisor to direct the Global Design Connection (GDC) and to support the college’s international students much like a Multicultural Liaison Officer supports multicultural students. GDC is a new program that brings international students, domestic students, faculty, and staff together for the purpose of fostering positive, meaningful, cross-cultural learning.

- The College of Engineering (COE) has hired a **full-time student services specialist** to focus solely on improving the international student experience based on areas of concern from the college’s recent student climate survey. This position also serves as a liaison to the college’s diversity committee, and acts as a hub for concerns and a developer of programs to create a more supportive climate for international undergraduate and graduate engineering students. (see [https://www.engineering.iastate.edu/international-network/](https://www.engineering.iastate.edu/international-network/))

- In FY17, one **new Assistant Multicultural Liaison Officer** was hired, by the COE to specialize in working with international undergraduate engineering students across all engineering disciplines during their first through senior years on campus.

- In FY18, **three undergraduate students (two student program coordinators and one student program assistant)** were hired, by the COE, to provide peer mentoring, leadership and professional opportunities for international students.

- In FY18, the COE **launched a cohort-based program** that provides peer mentoring; brings together domestic and international students to understand U.S. and global culture, standards, and practices; and engages English writing consultants to enhance international students’ communication skills.

- The College of Human Sciences (CHS) provided enhanced support to its international student population. This included **programs to create community among international students**—focusing on adjustment, assimilation, advising issues, cultural immersion opportunities and assistance with internship placements.

- The College of Vet Med (CVM) has implemented new initiatives to enhance the international graduate student experience and create a more inclusive environment. A
CVM Association for Graduate Students has expanded networking opportunities and created a mentoring relationship between new and experienced graduate students. A graduate learning community also partners international students with experienced graduate students to help them manage social and educational hurdles.

- The Graduate College has hired a postdoctoral associate has been hired to redesign the infrastructure for graduate students to self-advocate and seek assistance. These efforts include developing a peer-ombuds system for international graduate students. The postdoctoral associate is also researching issues facing Iowa State’s international students so we have an accurate understanding of how we need to improve.

- The graduate college is appointing additional graduate peer mentors (graduate students with at least one year at Iowa State) to support and counsel new students from their home countries.

- Parks Library is creating a dedicated space for international student programming and community building. One or more graduate students will be hired to coordinate programming in the space, including peer consulting and academic communications support (through existing Graduate College programs), and research librarian services. The space can also be used as an informal gathering space for international students, to build community and enhance the Iowa State experience for international students.

- The Graduate College is recruiting and training a team of seven Global Graduate Student Ambassadors to help international students recognize they are welcomed as integral members of the campus and Ames communities.

- The LAS College will be doing an expansion and renovation of its career services office and proposes to allocate $25,000 towards the total cost of this project.

- LAS is planning to build and expand a new learning community to facilitate interaction between international and domestic students.

- ISSO hired a full-time SUNAPSIS Coordinator/ITS Specialist (Systems Support Specialist II) position. This position plays a critical role in supporting SUNAPSIS, a case management and compliance software used by large international offices to support student advising and ensure compliance with federal reporting requirements. SUNAPSIS allows ISSO to fully comply with regulations and provide better advising support to international students. The SUNAPSIS Coordinator maintains the system, trouble shoots issues, and suggests enhancements to our use of the SUNAPSIS to improve support for international students.

- A new International Student Adviser was hired, allowing ISSO to change its advising model to one that assigns international students to an advisor in ISSO by college. This means students generally see the same advisor throughout the course of their time at Iowa State. It also means International Student Advisors in ISSO develop relationships with their college(s). This model enhances the international student experience.
• ISSO provides internship and job search support for international students through collaboration with the Career Service Council. This effort is to provide information on hiring international students for employers and to provide information sessions for international students on career fairs. ISSO advisers are providing additional information on maintaining status to students approved for Optional Practical Training (OPT) and ensuring institutional reporting requirements with the ever-increasing regulations on OPT and Curricular Practical Training (CPT).

• Accounts Receivable is providing the Western Union Payment Process, which is a three-step process for international students with additional advising when the country of origin will not complete the process as prescribed. Outreach is provided for this process at the International Orientations and in office.

• Accounts Receivable also offers Direct Payment, which is available for International students who prefer to make direct payment from domestic banks. Additional advising is provided depending on the country of origin when the banking rules for their countries can be difficult to navigate.

• Accounts Receivable has expanded staff support by a half FTE to better offer advising and outreach at International Orientations, assist students in billing and collecting from their international sponsors, by contacting sponsors to obtain authorization forms, and provide registration assistance when sponsors are delayed in paying. Having dedicated advising support helps international students navigate the financial aspects of paying for college.

• LAS proposes to subscribe to several online job search and interview training services that are widely used by international students and with professional development for advising and career services staff in the area of international career services as well as visa and immigration issues.

ACADEMIC SUPPORT

• Professional development opportunities are available, in CALS, to international graduate students on a competitive basis. These awards will support travel within the US to conferences and workshops that would simultaneously expose the students to American culture while engaging them in their professional and disciplinary areas.

• CALS offers a formal support system for international graduate students that includes both a competitive research support opportunity and an “enhanced TA” program for international Ph.D. students seeking to join the professoriate and desiring a quality teaching experience while obtaining their degree.
• CALS will provide **undergraduate research experiences** for international students in their areas of interest.

• The College of Business (COB) added a **full-time position** to expand outreach from its Communication Center to the international student population to assist them in further developing their verbal and written communication skills.

• In FY18, a **nine-week professional development program** was launched in the COE for undergraduate international engineering students that covered topics such as resume development, job searching as an international student, and industry visits.

• LAS provided resources from international tuition to Student Affairs in order to expand the hours of the Writing and Media Centers at the University Library, Carver Hall and the Hixson-Lied Center. Resources were particularly targeted for additional graduate communication consultants who support international students.

• An **oral communication specialist** is being hired in the Center for Communication Excellence within the Graduate College to serve international students whose first language is not English.

• The Graduate College is investing in a **language development specialist** to provide individualized tutoring with writing and speaking, administer the Oral English Certification Test, and conduct cross-cultural orientation for new international teaching assistants.

• The ISU Writing and Media Center (WMC) **developed the Advanced Consultant Education (ACE) course** aimed at increasing cultural-based competencies for WMC staff. These first-of-their-kind training modules, available to consultants after they complete the Introductory Consultant Education (ICE) course, provided students with usable knowledge of how to help international students best adapt their educational experience at a rigorous research-intensive institution in the United States.

• An **Intercultural Learning Specialist** was hired to facilitate this effort on behalf of the WMC and is the primary point of contact for outreach efforts to inform international students about the programs and services provided.

• The WMC used additional funding for **programming to complete several projects which better serve international students, in collaboration with the staff in the International Students and Scholars Office**. These projects include: **ACADEMIC SUPPORT**
  o An **online outreach video** describing the services of the WMC, a custom made “Academic Register” presentation for the International First Year Experience course, and a restructuring of our Introductory Consultant Education (ICE) course designed to improve our overall ability to serve international students.
  o **Outreach presentations** to Intensive English Orientation Program (IEOP) students, grammar and punctuation workshops, and sessions on how to properly write cover letters and resumes in the United States.
• The WMC hired additional staff, undergraduate and graduate Communication Consultants to meet our increased demand. The new hires, 7 graduates and 13 undergraduates, responded to the 25% increase of students coming to the writing center over the previous years. International students comprised a major portion of this increase and represented 41% of our total consultations and 26% of our total unique students.

• ISSO will create an international graduate student professional development fund as well as explore a one-year international graduate student stipend matching program.

• A university-wide International Coordinator for Learning Communities (LC) was hired to increase and broaden international student participation within the LC program. This quarter-time position draws on the expertise and skills of the coordinator in the area of international students, advising practices, and Learning Communities. They will continue to provide leadership for international student involvement related to training and development of our existing coordinators to best serve the needs of our undergraduate international students, marketing and enrollment practices, assessment, and other projects as identified.

ONBOARDING

• CALS provides peer mentors and sponsors learning community activities to support international student onboarding, and extending through their first two semesters of study.

• LAS provided resources from international tuition to the International Students and Scholars program and collaborated with Student Affairs on the creation of a new, required orientation course (University Studies 110) to help international students acclimate to U.S. culture. The course format included a large lecture for all students with breakout sessions of 15 students. Assessment results and student feedback prompted innovations in delivery of the course. In Fall 2018, the course is using flipped classroom pedagogy to improve student engagement and learning.

• The Graduate College expanded onboarding for international graduate students through a new learning community focused on success during the critical first semester.

• LAS is Developing and piloting online orientation modules for international students. Students who complete the online orientation would be allowed to register for classes during June when domestic students register, rather than when they arrive on campus in the fall, when course options may be more limited. Similar orientation modules have worked well for our domestic transfer students. Once they arrive on campus, international students seek increased interactions with domestic students.
• ISSO is providing enhanced programming for international graduate and professional students through a 0.5 FTE Graduate Assistant (GA) dedicated to international graduate student programming. To date, the GA has taken the lead on expanded orientation sessions for international graduate students, including a session on health and wellness, a graduate student panel and small group discussion session (a collaboration with Graduate and Professional Student Senate), and several social activities. New programming to be implemented in the 2018-2019 academic year will focus on financial literacy for international graduate and professional students and continued health and wellness programming.

• ISSO will hire an additional position which will provide greater emphasis on arrival and orientation programming, retention programming beyond IFYE, incorporating Principles of Community into programming, and assessment of retention efforts.

• ISSO received funding to expand pre-arrival communication, an airport shuttle service, welcome materials and a GA to coordinate these efforts. ISSO collaborates with Executive Express to provide shuttle service at no additional costs to students. The GA also provides programming during orientation housing for students who arrive early.

• An expanded undergraduate orientation program, provided by ISSO, was lengthened from four days to seven days. The additional time allows ISSO to include more sessions on academics and to enhance the orientation small group experience. ISSO is also able to offer more programming on the evening and on weekends to introduce new students to campus life and the local area.

• ISSO will provide two GAs and 20 to 30 International First Year Experience (IFYE) student leaders who support the IFYE course. The money is also used for course development such as creating videos for the new flipped classroom model and for the development of new academic year planner developed especially for international students.

FINANCIAL ASSISTANCE

• A portion of the supplemental tuition revenue is set aside for international student scholarships.

OTHER PROJECTS

• The College of Human Sciences (CHS) Diversity, Equity and Community committee expanded programming and faculty development to support work with international students.
The Graduate College is funding targeted recruitment activities to attract additional graduate students from selected countries, which were chosen based on an assessment for their growth potential, and on the small number of current students from these countries. The goal is to increase these populations, as well as build community and support networks.

The Graduate College will be focusing international graduate student recruiting efforts on Ecuador, Ghana, and Japan, including visits by current students and Graduate College staff to each country. The goal is to bring larger pools of students from these countries, and work with them to build support and community networks that increase the likelihood of their success.

ISSO will create an International Speaker fund to be used in two parts:

- Approximately half of the money used to fund a speaker during International Education Week 2018. (International Education Week is an annual event held in November. It is a joint initiative of the US Departments of Education and State that emphasizes the benefits of international educational exchange.) A planned topic for the speaker is developing an inclusive campus for international students and scholars. ISSO will be contacting the Lectures Program about collaboration opportunities and working with the Council on International Programs (CIP) and Division of Student Affairs (DSA) to encourage additional campus wide programming during International Education Week.
- Collaborate with student organizations with an international focus. ISSO will establish a rolling application and review process for student organizations to apply for funding.

International tuition funds were used by Admissions to support five recruitment programs held throughout China. These events are focused on yielding students who have received offers to attend ISU, as well as providing additional outreach and connections with local counselors, English teachers, parents and alumni. As it becomes necessary to maintain and potentially increase our international enrollment, expanded yield programming in additional locations could have positive financial and cultural benefits for the university.