International Center - Reviewer's Report – IE
Generated: 2/10/23, 4:18 PM

International Center

International Center

Mission Statement:

The International Center leads and facilitates the UF community in fulfilling the university's mission of excellence in education and research and shaping a better future for Florida, the nation, and the world.

Start: 07/01/2021

End: 06/30/2022

Progress: Ongoing

Unit/College: International Center

Responsible Roles:

Goal 1 Streamline processes, policies, and procedures.

Goal: Streamline processes, procedures, and policies to optimize resources and benefits to students and staff.

Action Items:

NOTE: Please see detailed narrative attached to goal 3.

Administration

1.a Work with Academic Affairs to develop and implement an online approval portal where new and renewal international agreements can be submitted for review and approval. Decide on appropriate stakeholders and flow.

1.b Work with developer to create and test the portal.

1.c Develop instructions for end-users and implement the new process.

Exchange Visitor Services (EVS)

1.d Develop an online orientation which is delivered via live Zoom (for students in collaboration with the Graduate School). We will continue to modify and update the guidance to constituents given during orientation.

International Student Services (ISS)

1.e Streamline ISS processes

ISS developed an online orientation which is delivered live via Zoom (in collaboration with the Graduate School for graduate students; organized by ISS with collaboration from UF departments/student resources for undergraduate students). We will continue to modify and update the guidance given during orientation. Either or both international graduate and undergraduate student orientations may return to being held in-person or in a hybrid format.

1.f ISS developed online check-in following COVID guidelines.

1.g Updated the (ISS System) ISSS/TerraDotta System (TDS) portal application instructions to both students and UF staff

Study Abroad Services (SAS)

1.h SAS will develop policies and procedures related to COVID-19 and study abroad programming. These policies might include: cancellation policies, waivers, emergency response protocols, vaccination policies and updated worldwide insurance policies.

1.i SAS will streamline the student application process to a purely digital format to enhance the student application experience.

1.j SAS will revamp the provider vetting questionnaire to ensure UFIC has selected viable and reliable partners abroad for all study abroad programs. Faculty will be expected to work with a provider or host institution for all faculty-led study abroad programs, unless the faculty can demonstrate a high level of commitment and is well-connected with the local community.

1.k SAS will improve the program proposal template so that it includes important topics relating to intercultural competency and post-program engagement of students.

1.l SAS will work with Admissions and the Registrar to streamline study abroad transcript processing.

1.m Increase the unit's sustainability efforts, initiatives, and conscientiousness.

Measures of Action Items:
Administration

1.a Meetings to decide parameters, stakeholders, and process.

1.b Creation of online approval portal.

1.c Open portal for use; revise as necessary.

Exchange Visitor Services (EVS)

1.d Allows for a better integration for both on-campus and off-campus stakeholders, as well as a more flexible environment increasing the content comprehension.

International Student Services (ISS)

1.e Allows for more of our students to attend orientation, whether in the US or still abroad, planning to travel to the US for the start of their program.

1.f Standardize check-in instructions and processes; since we did not know how long we would continue to conduct check-in online rather than in-person, the current information is specific to the applicable semester.

1.g ISS reviewed and revised the application processes for each benefit available to the students.

Study Abroad Services (SAS)

1.h Identify needs for policies to be developed based on the COVID-19 impact for study abroad programming.

1.i Average time to complete process using hard copy forms v. electronic PDF forms.

1.j Identify additional information to be included in existing vetting questionnaire with a focus on potential partners and host institutions abroad.

1.k Evaluate previous Proposal Template to identify the need for revisions in accordance with best practices outlined by the Forum on Education Abroad.

1.l Review the effectiveness of current transcript processing system to securely and quickly share student transcripts with the UF Admissions Office and UF Office of the Registrar.

1.m Reduce the amount of in-office paper waste by making digital resources more accessible and convenient for students and other visitors.

1.n Reduce the amount of waste at outreach events, especially the biannual Study Abroad Fair.

Time Period of Action Items:
Administration

1.a Fall 2021

1.b Spring 2022

1.c Spring / Summer 2022

Exchange Visitor Services (EVS)

1.d Fall 2021, Spring 2022 (twice per week for J-1 Visa holders)

International Student Services (ISS)

1.e Fall 2021, Spring 2022 (one per semester)

1.f Fall 2021 - Summer 2022, ongoing/as needed

1.g Fall 2021 - Summer 2022, ongoing/as needed

Study Abroad Services (SAS)

1.h Fall 2021-Summer 2022

1.i Fall 2021

1.j Fall 2021

1.k Fall 2021 – Spring 2022

1.l Fall 2021

1.m Fall 2021 - Spring 2022

1.n Fall 2021 - Spring 2022

Resources of Action Items:
Administration

1.a Human resources from Academic Affairs, UFIC.

1.b Existing Academic Affairs website was modified for this purpose.

1.c Academic Services Coordinator created the portal.

Exchange Visitor Services (EVS)

1.d EVS: EVS staff and host departments.

International Student Services (ISS)

1.e ISS Staff and The Graduate School.

1.f ISS Staff

1.g ISS Staff; UFIC Information Technology (UFIC IT).

Study Abroad Services (SAS)

1.h Human resources from SAS, Human resources from Risk Management Services. Purchase of an upgraded Cultural Insurance Services International (CISI) insurance policy (about 5% cost increase).

1.i Human resources from SAS.

1.j Human resources from SAS.

1.k Human resources from SAS.

1.l Human resources from University Registrar, UF Office of Admissions and SAS.

1.m Study Abroad Services staff; digital resources.

1.n Study Abroad Services staff; on-campus partners; digital resources; financial support from the UF International Center.

Results and Evaluation:
Administration

1.a Online approval portal was developed after several meetings.

1.b The developer worked closely with UFIC to establish the proper flow of approvals.

1.c UFIC updated website and instructions. Approval portal opened for submissions. To date 15 new and renewal international agreements have been routed through the new system (eight reciprocal and seven cooperative).

Exchange Visitor Services (EVS)

1.d EVS Staff; UFIC Information Technology (UFIT); EVS will continue to conduct orientations to our visitors providing information essential to a successful program at UF and maintaining their status while in the US. We, EVS and UFIT, decided to modify the information provided during orientation as required by regulatory guidance.

International Student Services (ISS)

1.e *We have not collected actual data from these orientations and trainings/workshops, however, have received less emails regarding inability to attend in-person orientations or workshops due to now having online accessibility or recorded sessions.*
ISS Staff; UFIC IT; ISS conducted orientations for our students in collaboration with UF departments to provide information essential to the students' success in transitions to UF and maintaining their status while in the US. ISS modified the information provided during orientation as required by regulatory guidance.

1.f ISS Staff; UFIC IT; ISS modified the information provided during check-in as required by regulatory guidance to further clarify instructions based on questions received from students

1g ISS Staff; UFIC IT; ISS modified the instructions provided to students regarding applying for any F-1 benefits. ISS modified instructions provided to the academic department regarding how to submit an I-20 request or an update to the I-20 request.

Study Abroad Services (SAS)

1.h SAS has created a new Behavior and Consent Release/Waiver which outlines that students must follow all local and international regulations regarding COVID (such as mask mandates, curfews, vaccination requirements etc.). SAS has updated program cancellation policies for all programs, but with an emphasis on UF Sponsored Programs, to account for new concerns regarding partner contracts and COVID. Additionally, SAS developed a document of Frequently Asked Questions for Faculty Leading Study Abroad Programs during COVID to assist faculty leading programs abroad in Summer 2022. These FAQs highlight faculty expectations and responsibilities as related to UF travel, outline the basic response to positive COVID cases while abroad, and other important updates such as quarantine, testing and treatment coverage with CISI. SAS also upgraded the CISI insurance to include a higher maximum (now $500,000) and quarantine coverage of up to $2000 should a student test positive while on the study abroad program.

1.i SAS has moved the Academic Advising Forms (AAFs) to a digital format in which students may obtain electronic signatures from their Academic Advisors, Program Directors and the Undergraduate Coordinates within their college. This system has improved SAS record keeping and has allowed students to get AAFs done more quickly and efficiently.

1.j A new Vetting Questionnaire has been published to the Teaching Abroad website. This new questionnaire asks for more in-depth information regarding the potential provider, their risk assessment processes, and their insurance/liability coverages so we can ensure it meets UF requirements set forth by UFIC and General Counsel.

1.k The program proposal template has been updated to include a greater emphasis on intercultural competency (section IV) and re-entry activities (section IX) to encourage proper experiential learning theory through the student experience throughout all three phases of the study abroad experience (pre-departure, in-country, and re-entry). We have had various program proposals come through for Summer 2022 and beyond using this new template.

1.l The UF Registrar has created a Dropbox system in which Study Abroad Advisors may submit Exchange Program transcripts electronically. This new system allows SAS and the Registrar to timestamp when transcripts were sent to the Registrar and has created greater transparency between the two units. This is proved to make the process much more efficient with transcripts getting posted more quickly than years prior.

1.m Reviewed by the Coordinator for Outreach & Campus Engagement, two Study Abroad Advisors, and the Executive Assistant for the Executive Director's Office (Study Abroad Fair Coordinator)

Creation and widespread sharing of new, fillable PDF versions of both our Academic Advising Form and Deferment Request Form, our two most used application documents; ability (in collaboration with the Registrar's Office) to now process exchange transcripts digitally, without the need for printed copies; redesign of our 100+ UF Sponsored program flyers, which now include QR codes to each program's webpage; a vast decrease in the number of flyers printed for display in the UFIC front lobby, due to the aforementioned redesign; continuation of virtual student appointments and meetings, decreasing any in-person demand for physical flyers.

1.n Decrease in the volume of materials printed for outreach events, due to new signage with QR codes linking to the same information online; vast decrease in the volume of program flyers printed for the Study Abroad Fair, due to both QR codes and a new flyer request form which asks participants to estimate their realistic needs; complete elimination of printed handouts of the Fair layout, instead displaying two large posterboards for all attendees to view; elimination of plastic water bottles for those tabling at the Fair, instead offering them filtered water from two reusable containers; addition of recycling and compost bins at the Fair; new partnership with the UF Office of Sustainability to evaluate the eco-friendliness of the Study Abroad Fair (which led to a Blue-Level Certification)

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.
Goal:
An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:
Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.

- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

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RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.
Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

RELATED ITEM LEVEL 1

Goal 3 Faculty recognized as preeminent by their students and peers.
Goal:

Faculty recognized as preeminent by their students and peers.

Objective:

Five objectives are associated with this goal.

- Objective 1. An increased number of faculty recognized by distinguished awards, fellowships, and memberships.
- Objective 2. An increased number of high-impact scholarly publications and creative works.
- Objective 3. An increased professional and public visibility of UF faculty.
- Objective 4. An increased faculty participation in professional service and leadership.
- Objective 5. A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.
Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.
Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.
Goal:

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

RELATED ITEM LEVEL 1

Goal 7 A physical infrastructure and efficient administration and support structure that enable preeminence.
Goal:

A physical infrastructure and efficient administration and support structure that enable preeminence.

Objective:

Three objectives are associate with this goal.

- Objective 1. A campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure.
- Objective 2. An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation.
- Objective 3. An attractive, sustainable and safe, campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.

Goal 2 Provide faculty, staff, and student support within compliance guidelines.

Goal:

Provide faculty, staff, and student support within compliance guidelines through a variety of methods, including check-ins, trainings, info sessions, walk ins, and orientations.
Action Items:
NOTE: Please see detailed narrative attached to goal 3.

Exchange Visitor Services (EVS)

2.1 Conduct training to UF Faculty and Staff

    2.1.a EVS will conduct J1 Visa (J1) and J2 Visa (J2) regulatory trainings through UF HR myTraining

    2.1.b EVS will conduct J1 and J2 training in direct coordination with departments via their faculty & staff meetings, retreats, professional development, etc.

2.2 Conduct trainings and events to J1 Scholars (Professors, Researchers, Interns)

    2.2.a EVS will conduct J1 orientations for Students and Scholars

    2.2.b EVS will conduct J1 info sessions/workshops (cultural orientation) for Students and Scholars

Office for Global Research Engagement (OGRE)

2.3 Support faculty, students and research administrators to engage globally

    2.3.a Ensure the OGRE and the University of Florida International Center (UFIC) awards are distributed across and off campus, regardless of college, subjects, or geographies under study

    2.3.b Host Peace Corps recruiter at UFIC

    2.3.c Offer workshops for faculty and students to increase awareness of opportunities for global engagement in research and education

    2.3.d Offer professional development series for Global Fellows.

2.3.e Link faculty with UF research compliance officers.

2.3.f Provide support and networking opportunities to faculty interested in applying for Fulbright awards.

2.4 Expand access and opportunities for international research for faculty and students

2.4.a Provide funding to faculty to pursue international research through UFIC funds

2.4.b Monitoring number of faculty who receive notification and other information about international funding opportunities (i.e., faculty listserv, OGRE newsletters, website, and seminars)

2.4.c Annual list of graduate students who win Research Abroad for Doctoral students awards.

2.4.d Number of graduate students working with faculty in international programs and projects.

2.5 Growth in research and scholarship

2.5.a OGRE obtains extramural funding to support visiting university researchers from Jordan America-Mideast Educational and Training Services (AMIDEAST)/Fulbright); to support research administration in East Africa - International Research & Exchanges Board (IREX).

2.5.b OGRE continues to manage or participate in extramural funded projects (USAID Livestock Systems Innovation Lab; IDRC Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal, and Uganda).

2.5.c OGRE continues to manage or participate in extramural funded projects (United State Agency for International Development (USAID) Livestock Systems Innovation Lab; International Development Research Centre (Canada) (IDRC) Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal, and Uganda).

International Student Services (ISS)

2.6 Conduct training for UF Faculty and Staff

2.6.a ISS conducts F1 (and F2) regulatory trainings through UF HR myTraining

2.6.b ISS conducts F1 (and F2) regulatory trainings in direct coordination with departments via their faculty & staff meetings, retreats, professional development, etc.

2.7 Conduct check-in, orientations, and info-sessions for F-1 Students

2.7.a F-1 students complete the mandatory check-in at the start of their program

2.7.b ISS conducts F-1 orientations and info-sessions/workshops for students

Measures of Action Items:
Exchange Visitor Services (EVS)

2.1 Conduct training to UF Faculty and Staff

2.1.a Receipt of training evaluation data results from UF HR

2.1.b Receipt of training evaluation data results from UF HR

2.2 Conduct trainings and events to J1 Scholars (Professors, Researchers, Interns)

2.2.a Tracking scholar's participation international tracking for J1

2.2.b Receipt of attendance via international tracking

Office for Global Research Engagement (OGRE)

2.3 Support faculty, students and research administrators to engage globally

2.3.a Ensure the OGRE and the University of Florida International Center (UFIC) awards are distributed across and off campus, regardless of college, subjects, or geographies under study

2.3.b Peace Corps independently conducts its own evaluation and selection of students who want to become Peace Corps volunteers. Peace Corps Campus Recruiter meets annual Strategic Plan for recruitment which is a benchmark for UF's performance measure against Peace Corps contract.

2.3.c Peace Corps independently conducts its own evaluation and selection of students who want to become Peace Corps volunteers. Peace Corps Campus Recruiter meets annual Strategic Plan for recruitment which is a benchmark for UF's performance measure against Peace Corps contract.

2.3.d A number of Global Fellows participating in professional networking sessions facilitated by OGRE. Fellows receive $5000 to implement an international research project over summer.

2.3.e Number of past and current Global Fellows connecting with UF compliance offices to better understand the research enterprise and administration system at UF (e.g., Office of Research).

2.3.f OGRE staff runs Fulbright scholar activities on campus and supports Fulbright alumni committee on campus that promotes Fulbright opportunities to faculty, staff and students. Number of faculty across UF receive Fulbright program consultations in Fulbright Scholar and Professional Staff categories.

2.4 Expand access and opportunities for international research for faculty and students

2.4.a Annual list of faculty receiving UFIC and joint with UF Title VI centers (Africa, Asia and Europe) funds for international research

2.4.b Monitoring number of faculty who receive notification and other information about international funding opportunities (i.e., faculty listserv, OGRE newsletters, website, and seminars)

2.4.c Annual list of graduate students who win Research Abroad for Doctoral students awards

2.4.d Make awards to faculty from UFIC to recognize their contribution to international research

2.5 Growth in research and scholarship

2.5.a Office of Research track award amounts

2.5.b Office of Research track award amounts

2.5.c OGRE evaluates its programs through faculty surveys and adjusts programming accordingly

International Student Services (ISS)

2.6 Conduct training for UF Faculty and Staff

2.6.a Receipt of training evaluation data results from UF HR

2.6.b Create a training evaluation survey (via Qualtrics)

2.7 Conduct check-in, orientations, and info-sessions for F-1 Students

2.7.a Review of check-ins completed

2.7.b ISS will keep track of attendance for ISS organized events; ISS will obtain attendance statistics from partnering departments (e.g. Grad School, for graduate student orientation) for collaboration events

Time Period of Action Items:
Exchange Visitor Services (EVS)

2.1 Conduct training to UF Faculty and Staff

2.1.a Fall 2021, Spring 2021, and Summer 2022 (one session each)

2.1.b Fall 2021 - Summer 2022 (number of sessions may vary based on department collaboration)

2.2 Conduct trainings and events to J1 Scholars (Professors, Researchers, Interns)

2.2.a Fall 2021, Spring 2021 twice per week for J1s

2.2.b Fall 2021 - Summer 2022 (4-6 sessions, may vary based on department collaboration)

Office for Global Research Engagement (OGRE)

2.3 Support faculty, students and research administrators to engage globally

2.3.a - 2.3.f: Fall 2021-Spring 2022

2.4 Expand access and opportunities for international research for faculty and students

2.4.a - 2.4.d: Fall 2021-Summer 2022

2.5 Growth in research and scholarship

2.5.a - 2.5.c: Summer 2021-Summer 2022

International Student Services (ISS)

2.6 Conduct training for UF Faculty and Staff

    2.6.a Fall 2021, Spring 2021, and Summer 2022 (one session each)

    2.6.b Fall 2021 - Summer 2022 (number of sessions may vary based on departments' needs and collaborations)

2.7 Conduct check-in, orientations, and info-sessions for F-1 Students

    2.7.a Fall 2021, Spring 2021, Summer 2021 (each incoming student, at the start of their program)

    2.7.b Fall 2021 - Summer 2022 (6-8 sessions, may vary based on department collaboration)

Resources of Action Items:

Exchange Visitor Services (EVS)

2.1 Conduct training to UF Faculty and Staff

    2.1.a UF Human Resources ((UFHR)

    2.1.b UF faculty and staff from various colleges; departmental HR liaisons

2.2 Conduct trainings and events to J1 Scholars (Professors, Researchers, Interns)

    2.2.a EVS Staff

    2.2.b EVS - UF faculty and staff from various colleges; departmental HR liaisons

Office for Global Research Engagement (OGRE)

2.3 Support faculty, students and research administrators to engage globally

    2.3.a Human resources from OGRE, UFIC Fiscal, faculty from various colleges (on review panel), Florida Climate Change Institute (supported two Global Fellows), and others

    2.3.b Human resources from OGRE, UFIC Fiscal, and others

    2.3.c Human resources from OGRE, UFIC Fiscal, UF compliance offices, and faculty from various colleges.

    2.3.d Human resources from OGRE and faculty from various colleges.

    2.3.e Human resources from OGRE, UF compliance offices, and faculty from various colleges.

    2.3.f Human resources from OGRE and faculty from various colleges.

2.4 Expand access and opportunities for international research for faculty and students

    2.4.a Human resources – OGRE, UFIC Fiscal, UF Title VI centers, and others

    2.4.b Human resources – OGRE, UFIC Fiscal, UFIC Communications

    2.4.c Human resources – OGRE, UFIC Fiscal

    2.4.d Human resources – OGRE and UF faculty

2.5 Growth in research and scholarship

    2.5.a Human resources (Director, Associate Director, Special Programs Coordinator, Assistant Scientist), and extramural funding

    2.5.b Human resources (Director, Assistant Scientist), UFIC Fiscal, IFAS, UF Office of Research and extramural funding

    2.5.c Human resources (Director, Assistant Scientist), UFIC Fiscal, IFAS, UF Office of Research and extramural funding

International Student Services (ISS)

2.6 Conduct training for UF Faculty and Staff

    2.6.a UF Human Resources

    2.6.b UF faculty and staff from various colleges; departmental HR liaisons

2.7 Conduct check-in, orientations, and info-sessions for F-1 Students

    2.7.a TerraDotta, software/database used to track our students and their I-20 requests

2.7.b Partnering departments, such as the Grad School for orientations, the Career Connections Center for CPT, Optional Practical Training (OPT), and STEM Optional Practical Training (OPT) workshops

Results and Evaluation:

Exchange Visitor Services (EVS)

2.1 Conduct training to UF Faculty and Staff

1.a We have added new information to our current presentation, such as payroll and tax information to best assist our departments in the hiring process for foreign nationals.

1b. EVS Staff works very closely with UF Departments in participating of their faculty meetings, to explain the J-1 visa process and answer questions about the program as well as visa regulations. We are part of the IFAS annual retreat, as well as other resource fairs around campus. During this time, we spread awareness about the J program regulations, and also give our faculty supervisors the chance to ask any clarification questions about the visa process. This ensures our office has a "direct" contact with our stake holders as well as broadcast the various ways they can have researchers brought over. We do not collect data for these events, and we plan to do so in the future.

2.2 Conduct trainings and events to J1 Scholars (Professors, Researchers, Interns)

2.a EVS Staff; The attendance to this event is required, by federal law, to all J-1 visa holders. J-1 exchange visitors must attend an orientation session no later than 30 days after their program start date. We track attendance via our platform (TerraDotta) and excel spreadsheet, that also allows us to keep track of the number of visitors we have checked-in every single year. In this case, the success is measured by making sure no visitor starts their program without having completed all the check-in procedure with us. From 01/2021 to date, we have checked in 668 scholars, 25 degree -seeking students, and 400 non-degree students.

2.b EVS Staff; UF Human Resources (HR); The attendance to the various workshops and cultural events we hold, are voluntary. We measured the success of the events based on the number of attendees, which averaged between 40-80 per event. Unfortunately, since the COVID pandemic began, we have noticed that our visitors were more prone to attend events hosted online. We are planning to resume our full schedule of in-person program this academic year. Which includes, the online informational sessions, as well as visits to a haunted corn maze and the thanksgiving potluck.

Office for Global Research Engagement (OGRE)

2.3 Support faculty, students and research administrators to engage globally

2.3.a Fourteen faculty were awarded the 2022 Global Fellowship representing seven colleges and units. Their research spanned diverse geographies – Latin America, Africa, Europe, and South Asia, from research in food security, health and other areas including arts. The faculty cohort was diverse representing African Americans (2), Hispanics (3), and other geographic heritage (e.g., South Americans, Persian, etc.). UFIC awards database serves as a tool to collect number of awards distributed each year. Results of the three-year survey of Fellows indicated that:

- 86% confirmed that they used the program stipend to develop a new area of research.
- 79% submitting a proposal for extramural funding to support international research.
- 52% received funding up to $100,000.
- 21% received funding greater than $100,000.
- 69% submitted a proposal for extramural funding with an international partner.
- 2% submitted international research to scholarly journals.
- 69% co-authored a scholarly article with an international partner.

2.3.b More than 200 students continued to receive advice on Peace Corps volunteer opportunities. The Peace Corps recruiter keeps track of all students with whom she interacts and reports these to Peace Corps monthly. Last year, UF was ranked among top volunteer-producing universities with 70 alumni serving Peace Corps around the world. Annual results are collected and compared to the annual strategic recruitment plan set for UF by Peace Corps.

2.3.c More than 20 faculty and students attended hands-on workshops on how to conduct research in an international setting. All workshops are evaluated, and programming adjusted as needed.

2.3.d Global Fellows received $5000 each to implement an international research project over summer. Awardees submit trip reports after implementing a project.

2.3.e OGRE connected more than 50 faculty and students with compliance offices at UF through one-on-one consultations and joined workshops. For example, Global Fellow program connected 14 faculty with UF Office of Research to improve their understanding on international compliance issues to consider when designing international research project.

2.3.f 20 faculty received Fulbright program consultations in Fulbright Scholar and Professional Staff categories. UF was ranked No 4 of top producing Fulbright scholars in the nation in 2021-2022. In 2021-2022, seven UF faculty were awarded prestigious Fulbright Scholar awards; OGRE tracks faculty consultations, attendance at workshops, and number of Fulbright awardees.

2.4 Expand access and opportunities for international research for faculty and students

2.4.a OGRE tracks faculty receiving awards to pursue international research

2.4.b OGRE tracks faculty consultations, notifications about international funding opportunities. OGRE has copies of OGRE newsletters and seminars held.

2.4.c List of graduate students who receive funds

2.4.d List of graduate students referred to international engaged faculty

2.5 Growth in research and scholarship

2.5.a Five Fulbright visiting university researchers from Jordan spent summer 2021 at UF (June 21-August 31). They were mentored by seven UF faculty in their area of research (three faculty from IFAS and four from the College of Engineering). One research administrator from Makerere University (Uganda) spent February 2022 at UF (IREX). She shadowed UF office responsible for institutional planning and reporting; additionally, OGRE produces reports to donors, articles and publications, seminars

2.5.b OGRE supported $21 million extramural funding to UF faculty to implement international scholarship. OGRE produces reports to donors, articles and publications, seminars

2.5.c OGRE conducts faculty surveys to query satisfaction with research support services. Surveys in 2020 and 2021 identified three key initiatives•   85.6% believed UFIC should provide seed funding to explore and develop new partnerships. In response, UFIC initiated six Partner Visit initiatives providing funding for: 1. Current Academic Managers of existing exchange programs; 2. Faculty or staff to explore new exchange programs; 3. Faculty to explore new study abroad site and partners; 4. Virtual exchange faculty to meet with current VE partners; 5. Virtual Exchange faculty to meet with potential new VE partners; 6. Faculty exploring potential new international MOUs to support research.
- 66.9% Connect faculty to other faculty at UF who are working in a specific country or region.
- 62.7% Advocate for international research by showcasing success stories and other case studies of international partnerships.
OGRE has a biweekly newsletter showcasing diverse examples of international research. Website includes new spotlights on research and faculty conducting international research.
- 59.3% Serve as a liaison between faculty who are engaged with international MOUs and various UF compliance offices.

International Student Services (ISS)

2.6 Conduct training for UF Faculty and Staff

2.6.a *We have not collected data for these trainings.*
Following the completion of the "Immigration 101: F-1 Student Regulations," UF HR provides ISS with a report with the participants evaluations. The Director of ISS reviews the feedback and adjusts the presentation to the audience's needs, if needed. We have added new information, such as supplemental documents to provide visuals of the I-20, visa, passport, I-94, OPT or STEM OPT card, etc.

2.6.b ISS works very closely with UF Departments in participating in their meetings (e.g. either attending one of their staff weekly meetings, professional development meetings, or organizing a meeting specifically for F-1 training), to explain how to submit an I-20 request, the F-1 visa process and regulations, and answering overall F-1 visa regulation questions. This enables us to directly inform the department officials about the F-1 visa regulations and how UF policies may be affected by stricter F-1 regulations.

2.7 Conduct check-in, orientations, and info-sessions for F-1 Students

2.7.a *We have not collected actual data from these orientations and trainings/workshops, however, have modified processes following our own assessments of the orientations or workshops/trainings.*
ISS tracks completion of check-in via TerraDotta. This allows us also to keep track of the number of incoming students who have completed checked-in each semester. Success is measured by ensuring students have completed all check-in procedures with within the required deadline.

2.7.b . ISS Staff; Grad School; CWC; The attendance at the various orientations and info-sessions/workshops we provide are voluntary, yet highly recommended. We measure the success of the events based on the number of attendees. Since the COVID pandemic began, we moved all orientations and info-sessions/workshops online, held via Zoom in webinar or meeting formats. We have noticed that students are more inclined to attend events hosted online; we may continue to host at least the info-sessions and workshops online or in a hybrid format. It is possible the orientations may resume in-person or in a hybrid format.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.
Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

RELATED ITEM LEVEL 1

Goal 3 Faculty recognized as preeminent by their students and peers.

Goal:

Faculty recognized as preeminent by their students and peers.

Objective:

Five objectives are associated with this goal.

- Objective 1. An increased number of faculty recognized by distinguished awards, fellowships, and memberships.
- Objective 2. An increased number of high-impact scholarly publications and creative works.
- Objective 3. An increased professional and public visibility of UF faculty.
- Objective 4. An increased faculty participation in professional service and leadership.
- Objective 5. A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.

Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Goal:

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

RELATED ITEM LEVEL 1

Goal 7 A physical infrastructure and efficient administration and support structure that enable preeminence.

Goal:

A physical infrastructure and efficient administration and support structure that enable preeminence.

Objective:

Three objectives are associate with this goal.

- Objective 1. A campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure.
- Objective 2. An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation.
- Objective 3. An attractive, sustainable and safe, campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.

Goal 3 Diversify and Expand Programs

Goal: Diversify / expand programs for students and faculty.

Action Items:

NOTE: Please see detailed narrative attached to this goal.

Office of Global Learning (OGL)

3.1 Identify student learning gaps in intercultural communication and global awareness.

> 3.1.a Continue to conduct yearly assessments of UF undergraduate students' attitudes, beliefs, and behaviors in international critical thinking and international communications. Continue to use the results of these assessments to guide the creation of new student and faculty programming. Additionally, continue to use the campus survey data as baseline to measure the effectiveness of other programs by comparison.

3.2 Measure effectiveness of International Virtual Exchange courses on students' intercultural communication and global awareness.

> 3.2.a Measure effectiveness of virtual exchange on student attitudes, beliefs, and behaviors in international critical thinking and international communications through indirect assessment.

3.3 Increase faculty and student engagement in global learning activities and programs.

> 3.3.a Increase number of faculty implementing International Virtual Exchange courses in a variety of disciplines and geographic locations.
> - Increase number of faculty who participate in trainings.
> - Increase number of colleges involved.
> - Increase diversity of locations.
> - Increase number of students who participate in courses with virtual exchange activities.
> - Establish process to allow faculty to report on number of student participants.

Office of Global Research (OGRE)

3.4 Recognize Faculty

> 3.4.a Make awards to faculty from UFIC to recognize their contribution to international research.

> 3.4.b Make awards to faculty to enable them to visit current and potential new research partners internationally.

> 3.4.c Provide support to faculty to obtain Fulbright awards.

> 3.4.d Publicize international awards.

Study Abroad Services (SAS)

3.5 Expand program options to include more non-traditional locations and underrepresented majors.

> 3.5.a Study Abroad Services staff will conduct an informal needs assessment based on student feedback and advising to determine gaps in our program portfolio. Upon completion of this needs assessment, SAS staff will work with faculty to develop program proposals.

3.6 Increase faculty engagement.

> 3.6.a Study Abroad Services will expand its digital resources for faculty wishing to create new study abroad programs and for those already leading international programs. These resources will include a new series of Faculty Handbooks and a complete overhaul of the Teaching Abroad website to include more detailed information for all phases of the study abroad process.

3.6.b Study Abroad Services will offer periodic workshops for faculty focusing on student application management, recruitment tactics, and pre-departure information to assist faculty in managing their study abroad program alongside unit staff.

3.6.c Study Abroad Services will implement an updated and more comprehensive Study Abroad Leadership Program (SALP) that will guide faculty in the program development process to create new programs that will diversify the portfolio.

3.7 Increase the unit's outreach to and support of students traditionally underrepresented in study abroad.

3.7.a Host and participate in events and initiatives supporting diverse students.

3.7.b Develop new online resources focused on diversity and identity abroad.

3.7.c Increase the unit's overall accessibility

Measures of Action Items:
Office of Global Learning (OGL)

3.1 Identify student learning gaps in intercultural communication and global awareness.

3.1.a Distribute International Critical Thinking and International Communications Attitudes and Beliefs Survey to campus undergraduates.

3.2 Measure effectiveness of International Virtual Exchange courses on students' intercultural communication and global awareness.

3.2.a Distribute International Critical Thinking and International Communications Attitudes and Beliefs Survey as a pre- and post virtual exchange survey.

3.3 Increase faculty and student engagement in global learning activities and programs.

3.3.a Recruit faculty in a variety of disciplines who are willing to conduct virtual exchange projects in diverse geographic locations. Create VE Dashboard to display data on VE engagement.

Office of Global Research (OGRE)

3.4 Recognize Faculty

3.4.a International Educator review committee made up of previous International Educator award winners and UFIC staff; International Educator award is announced during the Internal Education Week which takes place in November. In 2021, awards were made on November 15, 2022.

3.4.b Applications for funding reviewed by OGRE, the dean and other UFIC staff as relevant.

3.4.c A number of UF faculty receiving Fulbright awards; Every spring, OGRE and UFIC host Fulbright Awareness Month offering sessions for faculty, staff and students. The event is a joint effort of UF Fulbright Lecture Committee, UF Honors, the Graduate School, College of Arts, UF IFAS, College of Education, Levin College of Law, Career Connection Center, and the Florida Fulbright Alumni Association. Additionally, UFIC hosts Fulbright reception in spring for all Fulbright awardees, past and present (RSVPs serve as attendance measure).

3.4.d Number of Fulbright, International Educator and other awards advertised through OGRE and UFIC media (newsletters, listservs, emails to individual faculty who expressed interest, etc.); OGRE staff participates in various interdisciplinary groups on and off campus (Water Institute, Food Systems Institute) to promote international awards.

Study Abroad Services (SAS)

3.5 Expand program options to include more non-traditional locations and underrepresented majors.

3.5.a A minimum of 5 program outlines will be developed for review by UFIC and the appropriate College.

3.6 Increase faculty engagement.

3.6.a Monitor the use of each resource by faculty via personal conversations and submitted proposals.

3.6.b Offer at least two workshops for summer study abroad faculty during the spring semester with at least 10-15 participants.

3.6.c Identify impact of initiative in number of programs developed by faculty upon completion of the program and participants' satisfaction of the program.

3.7 Increase the unit's outreach to and support of students traditionally underrepresented in study abroad.

3.7.a Continuation of all established events, as well as the implementation of at least two new initiatives.

3.7.b Highlighting resources and important considerations for at least five different social identity groups.

3.7.c Ability for all eight Study Abroad Services staff members to provide virtual support and service to students with interest or need.

Time Period of Action Items:
Office of Global Learning (OGL)

3.1 Identify student learning gaps in intercultural communication and global awareness.

    3.1.a Fall 2021

3.2 Measure effectiveness of International Virtual Exchange courses on students' intercultural communication and global awareness.

    3.2.a Fall 2021- Spring 2022

3.3 Increase faculty and student engagement in global learning activities and programs.

    3.3.a Fall 2021-Summer 2022

Office of Global Research (OGRE)

3.4 Recognize Faculty

    3.4.a - 3.4.d: Fall 2021-Summer 2022

Study Abroad Services (SAS)

3.5 Expand program options to include more non-traditional locations and underrepresented majors.

    3.5.a Fall 2021-Spring 2022

3.6 Increase faculty engagement.

    3.6.a Fall 2021-Summer 2022

    3.6.b Spring 2022

    3.6.c Fall 2021-Spring 2022

3.7 Increase the unit's outreach to and support of students traditionally underrepresented in study abroad.

    3.7.a - 3.7.c Fall 2021 - Summer 2022

Resources of Action Items:
Office of Global Learning (OGL)

3.1 Identify student learning gaps in intercultural communication and global awareness.

    3.1.a Registrar's office, OGL's assessment and evaluation graduate student, OGL's director.

3.2 Measure effectiveness of International Virtual Exchange courses on students' intercultural communication and global awareness.

    3.2.a Our graduate student has distributed the pre and post surveys to all the students in 17 courses with virtual exchange modules. She has also elaborated reports with the results and shared them with each faculty member. The sample size for most courses is too small to conduct a statistical analysis and we do not have enough data to see patterns yet. A sample report is attached. In fall 2022 we will compile the data from VE courses obtained in fall 2021 through summer 2022 courses to elaborate a report on virtual exchange across courses. We will follow the methods used for the study abroad pre and post surveys conducted under the QEP *Learning Without Borders.*

3.3 Increase faculty and student engagement in global learning activities and programs.

    3.3.a Human resources from OGL; UFIC IT

Office of Global Research (OGRE)

3.4 Recognize Faculty

    3.4.a Human resources, OGRE; UFIC Fiscal and dean's office

    3.4.b Human resources, OGRE; UFIC Fiscal

    3.4.c Human resources, OGRE; UFIC Fiscal; UFIC Communications

    3.4.d Human resources, OGRE and UFIC Communications

Study Abroad Services (SAS)

3.5 Expand program options to include more non-traditional locations and underrepresented majors.

>3.5.a Human resources from Study Abroad Services, UFIC Fiscal, faculty from various colleges, partners and affiliates.

3.6 Increase faculty engagement.

>3.6.a Human resources from Study Abroad Services and UFIC IT Department.

>3.6.b . Human resources from Study Abroad Services, UFIC Fiscal.

>3.6.c Human resources from Study Abroad Services. Funds from UFIC in the amount of $3500 per faculty member.

3.7 Increase the unit's outreach to and support of students traditionally underrepresented in study abroad.

>3.7.a - 3.7.c Study Abroad Services staff; on-campus partners; digital content and resources; financial support from the UF International Center for scholarships and events.

Results and Evaluation:

Office of Global Learning (OGL)

3.1 Identify student learning gaps in intercultural communication and global awareness.

>3.1.a The results from the campus survey are consistent with the findings in previous years (2014-2021) and show student learning gaps in similar areas. In the Critical Thinking factor the survey responses are mostly consistent across the Judgment component. In addition, items in Solution Finding (items 2 and 7) had the widest fluctuation among all items. The three lowest items among all questions were in Critical Thinking: I actively learn about different cultural norms. (Solution Finding); I am able to recognize how members of other cultures make decisions (Analysis); I can recognize how different cultures solve problems (Reasoning).

>In the Communication factor, more fluctuations were observed among items of different components. In the Sensitivity, Awareness, and Adaptabilty components, the rising and falling were sharper. The three lowest items in Communication factor were as follows: I can clearly articulate my point of view to members of other cultures (Production); I often ask questions about culture to members of other cultures (Awareness); I feel comfortable discussing international issues (Adaptability).

>Results for ethnicity and gender also remain constant with females scoring higher than men and students who identify as Hispanic and Hispanic-White scoring higher than their White peers.

>A trend analysis and cohort comparison seem to show the effects of the pandemic on students' global outlook. For the first time since 2015 incoming students scored lower than their peers the year before.

>These results were shared with faculty during our faculty development courses (Global Learning Institute and Virtual Exchange Training) and have been guiding the development of new international courses and virtual exchange modules.

3.2 Measure effectiveness of International Virtual Exchange courses on students' intercultural communication and global awareness.

>3.2.a Our graduate student has distributed the pre and post surveys to all the students in 17 courses with virtual exchange modules. She has also elaborated reports with the results and shared them with each faculty member. The sample size for most courses is too small to conduct a statistical analysis and we do not have enough data to see patterns yet. A sample report is attached. In fall 2022 we will compile the data from VE courses obtained in fall 2021 through summer 2022 courses to elaborate a report on virtual exchange across courses. We will follow the methods used for the study abroad pre and post surveys conducted under the QEP Learning Without Borders.

3.3 Increase faculty and student engagement in global learning activities and programs.

>3.3.a The recruitment of faculty attending virtual exchange trainings has increased this year very significantly from 8 participants in 2020 to 17 in fall 2021. The fall training included 17 UF faculty, 12 colleges and 24 international partners from 13 different countries, and 5 different regions (Africa, Middle East, Southeast Asia, Europe, and Latin America), fulfilling our goal to increase engagement and diversify participation. Additionally, 10 of the faculty members implemented their projects immediately doubling the number of offerings at UF in spring (from 11 courses to 26 and from 728 students participating in virtual exchange in 2020-2021 to 1368 in 2021-2022. We have added a new position to coordinate all virtual exchange initiatives and plan to offer the training in Fall and Spring. This data has been gathered by our data analyst and reviewed by the director of the Office of Global Learning.

>We have not yet established an effective way to report on VE participation but we are discussing a survey to collect the data more effectively. We have created a dashboard to display VE engagement at UF: https://internationalcenter.ufl.edu/virtual-exchanges-numbers .

Office of Global Research (OGRE)

3.4 Recognize Faculty

3.4.a . UF faculty and staff recognized with annual International Educator Award (one senior, one junior, and one staff).

3.4.b Lists of faculty who received UFIC funds for Partner Visits in 2021:
• Center for African Studies: Joe Bisesi, Song Liang, Tara Sabo-Attwood, Benjamin Anderson, Public Health and Health Professions (PHHP); Samantha Wisely, College of Agricultural and Life Sciences (CALS); Chinoyi University, Zimbabwe
• Latin American Studies Center: Glenn Galloway, CLAS; Muthusami Kumaran, CALS; Costa Rica and Jeanette Andrade and Juan Andrade; Kathy Colverson, Animal Sciences, CALS; Ecuador
• Center for European Studies: Rick Stepp, Anthropology/College of Liberal Arts and Sciences (CLAS); S. Luke Flory, Agronomy; Don Behringer, CALS

3.4.c Number of applicants for Fulbright is increasing as well as the number of Fulbright awards to UF faculty is increasing; Seven UF faculty received Fulbright Scholar Awards in 2021-22.
• Maria Coady Bedard, College of Education – Poland
• Kathleen Colverson, Animal Sciences – Ecuador
• Joel Correia, Center for Latin American Studies – Paraguay
• Greg MacDonald, Agronomy – Guyana
• Fiona McLaughlin, Linguistics – Algeria
• Heidi Powell School of Art and Art History – Dominican Republic
In 2022, the Fulbright Awareness Month was celebrated at UF on March 23-30. The Fulbright reception in 2022 took place on March 23, 2022.

3.4.d Number of faculty applying for international awards is increasing due to OGRE and UFIC's promotion of award opportunities in newsletters, emails, on the website as well as hosting information sessions, etc.; Recognition of UF by Fulbright and Peace Corps that impact UF rankings.

Study Abroad Services (SAS)

3.5 Expand program options to include more non-traditional locations and underrepresented majors.

3.5.a . All new program proposals, developed by UF faculty, are reviewed by the Director of Study Abroad and the Assistant Director of Faculty Engagement in Study Abroad Services to determine program viability and desirability. Upon review by SAS, Academic Department Chairs and College Administrators (usually an Associate Dean assigned to International Programs), several new UF programs were created: UF in Iceland – Renewable Energy and Sustainability (ENG), UF in Vietnam – Language in Context (CLAS), UF in London-Statistics (CLAS), FIE – Beyond 120 in London Internship (CLAS), UF in Brazil – Engineering Internship (ENG), UF in Lille - Engineering and Arts (ENG), UF in Belize-NGOs, Sustainability and Development (CALS), UF in the UK – Coastal Biology, Natural History and Culture (CALS), UF in Thailand-Beekeeping (CALS), UF in Belize – Issues in Agriculture (CALS), UF in Italy – Human Performance (HHP).

3.6 Increase faculty engagement.

3.6.a The Assistant Director of Faculty Engagement and Director of Study Abroad created a robust Teaching Abroad website that now includes six categories of resources outlining each step of the program development and implementation process. These categories are: Program Development, Marketing and Recruitment, Application Process, Travel and Financial Planning, On-Site Considerations and Returning to Campus. All six categories encompass various Standards of Good Practice for Education Abroad set forth by the Forum on Education Abroad, which allows SAS to ensure compliance with best practices in the field and adequacy in preparing and communicating with partners across campus. Additionally a new handbook, the Guide for Study Abroad Program Development, was created by the entire SAS unit. The handbook outlines everything faculty needs to know about the field of international education, proper experiential learning pedagogies, program design logistics, risk management and student advising. The content of this handbook includes almost all aspects of the Standards of Good Practice and has the dual role of serving as the text for the Study Abroad Leadership Program. Oral and written feedback from faculty on both the new website and the handbook has been very positive. Close to 100 faculty members have downloaded the handbook for review and the website has been used by faculty, SAS staff and colleges to streamline information and thereby increase efficiency of human resources.

3.6.b Study Abroad Services has offered multiple workshops in 2021-2022 for faculty. In fall 2021, a workshop was held to discuss best recruitment strategies and learn the basics of TerraDotta Systems – our platform for application management. Roughly 20 faculty attended the session. In spring of 2021, SAS organized a town hall for all faculty leading summer study abroad programs (roughly 70 attended) to discuss changes to SAS processes and risk management response due to COVID-19. SAS also revamped the Faculty Pre-Departure Orientation which served over 70 faculty directors, teaching assistants and staff in preparing for summer study abroad programs.

3.6.c The Study Abroad Leadership Program (SALP) was launched in spring of 2020 with a total of 7 faculty participating. All faculty successfully completed SALP after attending four workshops throughout the semester, presenting their program proposals to the group, and received funding to do a site visit to the proposed program location. Because of this initiative, we have added six more programs to our portfolio, designed for students of underrepresented majors and in non-traditional

locations. In spring 2022, our second SALP cohort began the revamped program, in which they have had five sessions of training focusing on the basics of international education, program development, intercultural competency and curriculum design. All participants presented their program proposals to the SAS unit and cohort. Seven faculty members from four different colleges have completed the program and will complete their site visits by August 2022. At this point, faculty will finalize their program proposals and send them to their respective college for review and approval. We anticipate seven new programs being offered in the summer of 2023 as a result of this leadership program. These programs are: UF in Quebec – Francophone Culture and Society in Context (CLAS), UF in Ireland and England – International Health Communication and Policy (HHP), UF in Zambia – Global Communication Perspectives (PHHP), UF in Costa Rica – Plants and People in the Anthropocene (CALS), UF in Wales – Writing and Working in International Studies and Law, UF in Guyana – Participatory Research, Indigenous Knowledge and Conservation (CALS), UF in Italy – Exploring Animal Science in Italy.

3.7 Increase the unit's outreach to and support of students traditionally underrepresented in study abroad.

3.7.a Reviewed by the Coordinator for Outreach & Campus Engagement and four Study Abroad Advisors

Continuation of our bi-annual First-Generation Student Panel; continuation of our bi-annual Mental Health Abroad workshop; launch of our first (now bi-annual) Black & Abroad Student Panel; participation in UF's First-Gen Day (new); in-person staff visits to Multicultural & Diversity Affairs and the Institute of Black Culture; addition of a designated 'Black & Abroad' table at our Study Abroad Fair (new); expansion of study abroad scholarship application support by doubling the frequency of our writing workshops (from once/semester to twice/semester); renewed support of the Benjamin A. Gilman International Scholarship, a national award to support students underrepresented in study abroad.

3.7.b Creation of a new 'Diversity & Identity Abroad' webpage with resources for seven different social identities – Racial Minorities, First-Generation College Students, LGBTQIA+ Students, Women, Students with Disabilities, Religious Minorities, and Students with Dietary Restrictions; creation of a new 'Diversity & Identity Scholarships' webpage which outlines national awards geared toward diverse students; inclusion of the topic of diversity and identity abroad in our new online Pre-Departure Modules, which are required viewing for all study abroad students; addition of a 'Resources' tab to all study abroad program pages, which highlights pertinent information for international students, students with disabilities, and students with mental health concerns; intentional empowerment of diverse student voices on the unit's Instagram; intentional selection of diverse students as contributors for the unit's official blog; normalization of pronouns in staff email signatures.

3.7.c Continuation of virtual advising appointments for all seven Study Abroad Advisors; establishment of a new Live Chat on our website, managed by our Administrative Support Assistant (front desk receptionist).

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.
Goal:
An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:
Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.
Goal:
An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:
Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

RELATED ITEM LEVEL 1

Goal 3 Faculty recognized as preeminent by their students and peers.
Goal:

Faculty recognized as preeminent by their students and peers.

Objective:

Five objectives are associated with this goal.

- Objective 1. An increased number of faculty recognized by distinguished awards, fellowships, and memberships.
- Objective 2. An increased number of high-impact scholarly publications and creative works.
- Objective 3. An increased professional and public visibility of UF faculty.
- Objective 4. An increased faculty participation in professional service and leadership.
- Objective 5. A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.
Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.
Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

RELATED ITEM LEVEL 1

Goal 7 A physical infrastructure and efficient administration and support structure that enable preeminence.
Goal:

A physical infrastructure and efficient administration and support structure that enable preeminence.

Objective:

Three objectives are associate with this goal.

- Objective 1. A campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure.
- Objective 2. An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation.
- Objective 3. An attractive, sustainable and safe, campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.

International Center Institutional Effectiveness Detail

Providing Department: International Center

Administrative Support Services:

Administrative Support Services are monitored in each individual unit, with regular reports to the Dean and the Executive Director.

Study Abroad Services (SAS) uses Terra Dotta Software (TDS) to monitor the effectiveness of its administrative support services. All student applications are managed through TDS, which allows the SAS unit to create queries and reports and pull data to monitor enrollment. Adjustments are made to the application process accordingly.

International Student Services (ISS) provides a training course called "*Immigration 101: F-1 Regulations*" to UF staff (offered through UF HR). UF HR then collects evaluation feedback and provides it to ISS. Presentations are then modified as needed. The united continuously monitors the State Department regulations as they pertain to the F-1 visa program. All changes are immediately incorporated.

ISS also provides updates to UF Faculty and Staff during UFIC International Council meetings. Feedback, if provided, then allows the unit to improve campus trainings and communications regarding regulatory information.

Exchange Visitor Services (EVS) constantly communicates with their stakeholders, including meetings and regular discussions about EVS processes and procedures. Based on the feedback EVS receives from our stakeholders, educational materials and websites are updated accordingly.

EVS also provides training, along with UFHR, on "Hiring and Paying a Foreign National" through UF HR to UF staff. UF HR then collects evaluation feedback and provides it to EVS. Presentations are being modified as needed.

The Office for Global Research Engagement (OGRE) holds weekly team meetings to ensure that work processes are on track. All team members are evaluated regularly on their performance. They also regularly survey faculty with whom we work to assess the quality of our services.

The Office for Global Learning (OGL) evaluates the application process for faculty programs by requiring feedback from faculty on their user experience. OGL has simplified the application processes by using Qualtrics and by providing different timelines and delivery methods for documents that require signatures. OGL has also simplified the application to the International Scholars Program to facilitate recruitment at fairs and tabling events.

Academic and Student Support Services:

Academic and student support services within SAS are continuously monitored and improved upon based on student and faculty feedback. Program structure and curriculum are adjusted after an assessment of the previous year.

International Student Services communicates with our stakeholders (students and staff), providing presentations and trainings as needed. Based on the feedback we receive from stakeholders, educational materials and webpages are adjusted accordingly.

UF Graduate Staff submit I-20 requests for UF international graduate students via the Terra Dotta Portal. The feedback regarding the system used to submit the I-20 requests is used to modify instructions and forms accordingly, thus improving processes

UF host departments are in charge of requesting the DS-2019 form for their scholars through the Terra Dotta platform. EVS will adjust the instructions and forms accordingly if there is any feedback regarding the system used to input DS-2019 requests. EVS also communicates with stakeholders, providing presentations and training as needed. Based on the feedback received from stakeholders, educational materials and the webpages are adjusted accordingly.

The Office of Global Research administers the The International Critical Thinking (*IntCRIT*) and International Communication (IntCOMM) surveys to students in the International Scholars Program to measure the impact of the program on students' intercultural competence development.

OGRE: N/A

Research:

The Office for Global Research Engagement (OGRE) supports and facilitates faculty to engage in international research. OGRE provides guidance and technical assistance for finding grant opportunities, making networking happen, and support their development of research partnerships through small amounts of funding. OGRE does not monitor individual faculty's research and productivity, as that is the responsibility of their department/college, nor does OGRE assess their research. When funding is awarded through OGRE, a report on the activity that was funded is required. OGRE assists, if requested, in developing MOUs and also assists faculty to pursue additional sources of funding and support for their research.

Community and Public Service:

N/A

Effectiveness Oversight:

Prof. Marta L. Wayne, Dean and Associate Provost – UF International Center – mlwayne@ufic.ufl.edu – 352-273-1523

Dr. Susanne Hill, Executive Director and Director Study Abroad Services – UF International Center – shill@ufic.ufl.edu – 352-273-1500

Who would we call for clarification during the visit?

Dr. Susanne Hill, Executive Director and Director Study Abroad Services – UF International Center – shill@ufic.ufl.edu – 352-273-1500

Unit Directors as needed:

Dr. Susanne Hill, Director (SAS) – shill@ufic.ufl.edu – 352-273-1500

Paloma Rodriguez, Director (OGL) - prodriguez@ufic.ufl.edu - (352) 294-3334

Martine Angrand, Director (ISS) - mangrand@ufic.ufl.edu - (352) 273-1502

Luis Johnson, Director (EVS) - lfjohnson@ufic.ufl.edu - (352) 273-1514

Dr. Sandra Russo, Director (OGRE) - srusso@ufic.ufl.edu - (352) 273-1533

Institutional Effectiveness Report Complete: true

XResponsible Roles:

International Center Actions for Improvement

Unit/College Actions for Improvement :

Administration

Work with Academic Affairs to improve internal process; refine instructions for end users. (Action associated with Goal 1)

Exchange Visitor Services

Increase outreach to departments to inform them we area available for trainings. (Action associated with Goal 1)

Work with different tools to make orientation more engaging to our exchange visitors. (Action associated with Goal 1)

Work with with our campus partners to sponsor events to our J-1 population. (Action associated with Goal 1)

Continue to update the check-in information on our website, within TDS/ISSS, and via emails to our exchange visitors. (Action associated with Goal 1)

Remove COVID-specific information to allow the information to apply year round and to emergency situations (e.g., natural disasters). (Action associated with Goal 1)

Regulatory information change, update the benefits information as needed. (Action associated with Goal 1)

Office of Global Learning

Disseminate information on campus. (Action associated with Goal 3)

Increase response rate. Modify IRB to allow incentives for participation. (Action associated with Goal 3)

Improve outreach to underrepresented colleges. (Action associated with Goal 3)

Improve communications with CTE to regularly update list of completers. (Action associated with Goal 3)

Improve information about program among students who have satisfied requirements through major and experiential learning. (Action associated with Goal 3)

Office of Global Research Engagement

Hire to fill vacated by retirement Associate Director position which manages the Global Fellows program. (Action associated with Goal 2)

Improve advertising of award opportunities to get more applicants.

Create a measuring matrix to better track Goal 3. (Action associated with Goal 3)

Hire to fill vacated by retirement Associate Director position; Create a measuring matrix to better track growth in research and scholarship. (Action associated with Goal 2)

International Student Services

Increase outreach to departments to inform them we area available for trainings. (Action associated with Goal 1)

Hire Support & Engagement staff to better organize the undergraduate orientation. (Action associated with Goal 1)

Expand partnerships for undergraduate orientation, which we conduct; increase info-sessions offered to our students. (Action associated with Goal 1)

Continue to update the check-in information on our website, within TDS/ISSS, and via emails to our students. (Action associated with Goal 1)

Remove semester-specific information to allow the information to apply year round. (Action associated with Goal 1)

Should regulatory information change, update the benefits information as needed. (Action associated with Goal 1)

Study Abroad Services

Improve communication and outreach with faculty in underrepresented colleges. (Action associated with Goal 3)

Update handbook and website with any changes for the next academic year. (Action associated with Goal 3)

Expand workshop availability. (Action associated with Goal 3)

Make adjustments to curriculum and program schedule based on participant feedback. (Action associated with Goal 3)

Continue to evaluate and update policies based on current world events and as they relate to COVID-19. (Action associated with Goal 1)

Offer trainings for academic departments to better understand their role in completing AAFs for students. (Action associated with Goal 1)

Check-in with faculty not working with providers at the end of their program to ensure things went well and a provider is not needed moving forward. Gather feedback from faculty on the providers' performance during the program. (Action associated with Goal 3)

Check in with faculty upon program completion to see who followed through with the activities included in their proposals. (Action associated with Goal 3)

Strengthen relationship with Admissions office to improve transfer credit processing as well. (Action associated with Goal 1)

Hire a marketing student assistant to free up the Coordinator for Outreach & Campus Engagement. (Action associated with Goal 1)

Expand identity-based resources for other underrepresented student groups such as non-traditional students and student athletes. (Action associated with Goal 1)

Hire an additional study abroad advisor. (Action associated with Goal 1)

Update forms annually as needed. (Action associated with Goal 1)

Ensure leftover materials from providers are being recycled. (Action associated with Goal 1)

XResponsible Roles: