



# INTERNATIONAL EDUCATION STRATEGIC PLAN

**2012 – 2017**

January 19, 2012



*So, what is the greatest skill set that we need today? In a country where we don't require – our colleges and universities today still don't require as many foreign language courses as they did 40 years ago. We need to be able to speak the languages of the world. It's absolutely critical. We need to understand the culture. We need to understand the history. We need to understand the religion. We need to understand the felt needs of those who would be our partners so we can show the kind of understanding and respect to them that we expect them to show to us.*

**Senator David L. Boren, President, University of Oklahoma**  
"Global Education in the 21<sup>st</sup> Century: A National Imperative"  
October 12, 2010, Washington, D.C.

# International Education Strategic Plan

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*In this global economy, the line between domestic and international issues is increasingly blurred, with the world's economies, societies and people interconnected as never before.*

*At the postsecondary level, we must make sure that our deans, provosts, chancellors and board members understand that international education and advanced foreign language proficiency is vital to our nation's capacity to compete, collaborate, and exert smart power. With many of our higher education institutions under financial pressure, area studies and foreign language degree programs are under threat at a time when our nation cannot afford to scale them back. We must also continue to encourage our students to study abroad.*

**Arne Duncan, U.S. Secretary of Education**  
Remarks at Asia Society, May 26, 2010, New York City



## EXECUTIVE SUMMARY

### International Education Strategic Plan

#### Helping Students Succeed

Todd Sollar, 2011 graduate of Sinclair College who had turned to college as a displaced automotive worker, is an example of why Sinclair needs to broaden its efforts to expose students, faculty and staff to global concerns. Through a Sinclair internship, he became employed in his new field of robotics, even before he had completed his degree. Todd's new job is to install robotic systems and train customers on the systems' uses and maintenance. He does this all over the world, requiring a passport, and communication and critical thinking skills. Todd is but one example, as more and more students are finding jobs that require greater understanding of multiculturalism.

#### The Plan

At Sinclair President Steve Johnson's request, a group of faculty and staff undertook an International Education Strategic Planning process during the 2010-2011 academic year.

#### PROGRAMMATIC AREAS OF INTERNATIONAL FOCUS

1. Increasing Foreign Student Enrollment
2. Sister Colleges and Other Partnerships
3. Curriculum Development
4. Study and Service Learning Abroad
5. Professional Development for Faculty and Staff
6. Business and Community Support

Figure 1

The International Education Strategic Planning Task Force organized itself into six planning teams, listed in Figure 1 to the left. The teams were tasked with developing plans to increase Sinclair's global engagement over a five year period.

#### The Results

The resulting plan seeks to achieve five major Globalizing Objectives through a series of goals, summarized in the table below. As a result of achieving the Globalizing Objectives, Sinclair will have:

- Increased the multiculturalism of its campuses
- Sent more faculty, staff, and students abroad

- Deepened its relationship with existing sister colleges
- Served regional businesses and community-based organizations with global interests more effectively

#### The Request

These results will be achieved using a self-sustaining model. **For an investment of \$2.4 million in additional operating expenses over five years, the plan calls for serving an additional 825 international student enrollments and generating an additional \$2.9 million in net program revenues for a net operating result of \$525,000.** Tuition from foreign national F1 visa students, as well as revenues from the sale of training programs, and additional fundraising, will provide the means for this program to become self-sustaining.

#### Supporting College Values

These achievements support Sinclair's Core Values of Quality Learning, Sustainability, and Community Alignment, and position the college to better prepare future graduates, like Todd Sollar, for jobs in the global marketplace.

Table 1 Globalizing Objectives and Results		Annual Outcomes by 2017	
I. Global Awareness and Multiculturalism	Number	Increase (Over FY11)	
Foreign national students enrolled	1,460	730%	
Students in study and service learning abroad	200	400%	
Faculty and staff in professional development	400	666%	
Students will serve in global internships	10	1,000%	
II. Globalization of Programs			
Campus global awareness events participants	5,000	100%	
Number of global course offerings	139	50%	
III. Regional Economic and Community Development through Global Engagement			
Revenue from customized training services	\$200,000	N/A	
Private contributions	\$50,000	N/A	
IV. Global Partnerships			
Deepened sister college relationships through established annual exchange programs	Annual	100%	
V. Measuring Sinclair's Globalization Success			
Establish and monitor measures of success	TBD	N/A	

## INTRODUCTION: Why Grow International Education?

Every day, we see increasing evidence of the interconnectedness of our world. In the summer of 2011, Congress and the President were unable to come to an agreement about the national debt ceiling over a weekend and the resulting media coverage focused on how the Asian markets would react on Sunday night, twelve hours ahead of Washington, D.C. time. Time and again, political decisions in one part of the world influence economic conditions in another.

More and more, the Dayton region, and by extension, our students are also confronted with challenges of globalism. Through a Sinclair internship, Todd Sollar, a displaced automotive worker and recent Sinclair graduate, became employed in his new field of robotics, even before he had completed his Sinclair degree. Todd's new job is to install robotic systems and train customers on the systems' uses and maintenance. He does this all over the world, requiring a passport, communication, and critical thinking skills.

Todd's experience is but one example of the growing need to increase the Dayton region's preparedness for the global marketplace. It is time for Sinclair to step up to a role of providing leadership in raising global awareness both on- and off-campus. Students, faculty, and staff will benefit from increased opportunities for exposure to people of other countries, to other languages and cultures, to global perspectives in a broad variety of fields and events, and to study, service learning, and professional development opportunities abroad. Beyond campus, area businesses and community organizations with global interests are looking

to Sinclair to help gather and provide data on emerging global markets, needed training, and a community calendar of international events.

In increasing its international programs and services, Sinclair is also demonstrating



Figure 2

commitment to its Core Values of Quality Learning, Sustainability, and Community Alignment, as illustrated in Figure 2. Developing a stronger multicultural campus presence and programs will enable greater student, faculty, and staff learning about the world beyond southwestern Ohio, preparing

students like Todd Sollar for jobs with increasing global awareness requirements. Recruiting and enrolling more F-1 visa international students and engaging private funders in supporting global programs will provide resources for increased student, faculty and staff study abroad and greater numbers of on-campus global engagement opportunities. And serving the needs of more globally engaged southwestern Ohio businesses and community organizations will deepen Sinclair's alignment to the regional community.

As it enters its 125<sup>th</sup> year of providing education and community service, Sinclair is well-positioned to develop a comprehensive set of international education initiatives to better prepare its students and the greater region for success in an increasingly global environment.



## PLAN DEVELOPMENT

During the 2010-2011 fiscal year, President Steve Johnson tasked a group of Sinclair faculty and staff with developing International Education Strategic Plan. The president's challenge to the group was to significantly increase Sinclair's globalization efforts to the benefit of students, faculty, staff, and the larger community. The plan would look out over a five-year time span, and would be built upon a self-sustaining business model.

The plan was to address six programmatic areas of international focus, including hosting international students, sister college relationships, curriculum development, study abroad, professional development for Sinclair faculty and staff, all within the larger context of regional business and community-based international interests.

### PROGRAMMATIC AREAS OF INTERNATIONAL FOCUS

1. Foreign Student Enrollment
2. Sister Colleges and Other Partnerships
3. Curriculum Development
4. Study and Service Learning Abroad
5. Professional Development for Faculty and Staff
6. Business and Community Support

Figure 3

### International Education Strategic Planning Task Force

The membership of the committee, listed in Table 2 to the right, consisted of a broad cross-section of the college.

- Faculty representing each of the four academic divisions
- Staff with experience in serving international students
- Faculty and staff experienced in study and service learning abroad
- College leadership in budgeting, workforce development, and philanthropic fundraising

The group was coordinated by Chief of Staff, Madeline Iseli, and was assisted by John Halder,

international education consultant who had served for many years as the international education director for Kirkwood Community College in Cedar Rapids, Iowa. Kirkwood is a college that has several decades experience in hosting international students and sending Iowan students abroad. John had also served for twelve years as the president and CEO of Community Colleges for International Development (CCID), an international education association of which Sinclair is a board member college.

It is important to recognize the contributions of Bob Keener, a long-time Sinclair international education leader who, due to retirement, didn't serve as an official member of the task force. Even in his retirement, however, many members of the task force sought out Bob's advice and vast knowledge, particularly with respect to study abroad and sister college relationships. Given his long involvement and leadership of Sinclair's international efforts, Bob continues to be a rich resource of history, experience, and knowledge. His generous contribution of time and advice is greatly appreciated.

Table 2

### International Education Strategic Planning Task Force

<b>Derek Allen</b>	Professor, Hospitality Management/Culinary Arts
<b>Mike Barhorst</b>	Director, Budget Office
<b>Cecilia Bidigare</b>	Associate Professor, Nursing
<b>Paul Carbonaro</b>	ESL Coordinator, Enrollment Services
<b>John Halder</b>	International Education Consultant
<b>DeAnn Hurtado</b>	Asst. Dean/Chairperson/Professor, Marketing and Management
<b>Madeline Iseli</b>	Chief of Staff, President's Office
<b>Greg Laur</b>	Assistant Director, Advancement
<b>Lea Ann Lucas</b>	Associate Professor, Psychology/International Education
<b>Deb Norris</b>	Vice President, Workforce Development and Corporate Services
<b>Kathy Rowell</b>	Director, Center for Teaching and Learning
<b>Allison Rhea</b>	Senior Director, Registration and Student Records
<b>Charlie Setterfield</b>	Associate Professor, Architectural Technology
<b>Curtis Stein</b>	Admissions Officer, Admissions/Recruitment
<b>Barbara Kym Yahn</b>	Sales Manager, Workforce Development and Corporate Services
<b>Yufeng Wang</b>	Professor, History/International Education

### Planning Process

The task force reviewed examples of international education plans from other colleges and universities. Committees were organized around the six programmatic areas of global focus (Figure 3), with committee membership drawn from an even larger representation of the college. The economic development and community outreach committee also engaged community advisory groups, one consisting of business leaders representing economic development interests, the other of area international organizations representing community outreach. Each

committee then developed plans with programmatic goals, objectives and budget projections.

Global planning task force chair, Madeline Iseli, combined all of the committees' plans into a consolidated format, resulting in five objectives with measurable goals. She also worked with Mike Barhorst on combining all of the budget projections into an overall financial pro forma for the entire global initiatives effort. The resulting business plan projects a break-even operation within year three, and a self-sustaining operation in years four and five.

## PLAN STRUCTURE

This plan encompasses five fiscal years, 2013 – 2017, and is organized around five **Globalizing Objectives** (Figure 4 to the right).

Each Globalizing Objective is to be achieved through a series of measurable Goals, which are enumerated by year.

### SINCLAIR'S GLOBALIZING OBJECTIVES

1. **Global Awareness and Multiculturalism**
2. **Globalization of Programs**
3. **Regional Economic and Community Development through Global Engagement**
4. **Global Partnerships**
5. **Measuring Sinclair's Globalization Success**

Figure 4



## OBJECTIVE 1

### Global Awareness and Multiculturalism

*To develop a more globally aware and knowledgeable citizenry through the direct engagement of students, faculty and staff and by increasing the multiculturalism of Sinclair's campuses.*

#### GOALS

##### A. Increase enrollment of F-1 visa foreign national students through recruitment activities and by providing necessary support services.

###### Benefits:

- Increases the multicultural presence in Sinclair programs and classrooms, allowing students, faculty, and staff access to knowledge, people and cultures from around the world.
- Increases multiculturalism for the entire region served by Sinclair.
- Provides resources for other global initiatives through additional tuition revenue.
- Increases global reach and connectedness for Sinclair, which is of particular importance in an era of interconnectedness.

1.A. Increase F-1 Visa Student Enrollments	
Baseline (FY2011)	62 Students (Total)
Year 1 (FY2013)	25 Net New (87 Total)
Year 2 (FY2014)	75 Net New (137 Total)
Year 3 (FY2015)	175 Net New (237 Total)
Year 4 (FY2016)	250 Net New (312 Total)
Year 5 (FY2017)	300 Net New (362 Total)

##### B. Increase enrollment of U.S. resident but foreign national students through outreach. ("Foreign nationals" here are defined as comprising permanent residents [green card holders], refugees, asylees, and all manner of visa holders, and excluding F-1 visa holders and those who are undocumented.)

###### Benefits:

- Increases multicultural presence in Sinclair programs and classrooms, allowing students, faculty, and staff access to people and cultures from around the world.
- Aligns with the City of Dayton's "Immigrant Friendly City" initiative.
- May provide mentors or hosts for the F-1 visa students from the pool of U.S. resident/foreign national students.

1.B. Increase US-Resident Foreign National Student Enrollments	
Baseline (FY2011)	650 Students (Total)
Year 1 (FY2013)	100 Net New (750 Total)
Year 2 (FY2014)	200 Net New (850 Total)
Year 3 (FY2015)	300 Net New (950 Total)
Year 4 (FY2016)	350 Net New (1,000 Total)
Year 5 (FY2017)	450 Net New (1,100 Total)

**C. Provide additional study and service learning abroad opportunities increasing the number of students who study abroad.**

**Benefits:**

- Increases opportunities for students to bring their new experiences from foreign study travel into the classroom to share with other students, faculty and staff.
- Enhances students' employability through their study and service learning abroad experiences. As the economy is becoming ever more globally interconnected, businesses are looking for more employees with experiences working with other countries. Even US-based employees frequently engage with colleagues overseas. For example, Dayton software developers work in inter-continental teams and robotics technicians based in Dayton travel the world installing systems and training customers. Exposure to other languages and cultures will be a plus for Sinclair's students as they seek employment, in addition to enriching them personally.

<b>1.C. Increase Study and Service Learning Abroad</b>	
<b>Baseline (FY2011)</b>	<b>22 Students (Total)</b>
<b>Year 1 (FY2013)</b>	<b>30</b>
<b>Year 2 (FY2014)</b>	<b>50</b>
<b>Year 3 (FY2015)</b>	<b>100</b>
<b>Year 4 (FY2016)</b>	<b>150</b>
<b>Year 5 (FY2017)</b>	<b>200</b>

**D. Increase global professional development opportunities for both faculty and staff. Development will take place through on-campus events, study travel, other programs.**

**Benefits:**

- Increase the multiculturalism of the college with a more globally aware and engaged faculty and staff will.
- Adds to student experiences through curriculum developed by a more globally engaged faculty.
- Enhances faculty and staff ability to receive and engage international students.

<b>1.D. Increase Professional Development Opportunities</b>	
<b>Baseline (FY2011)</b>	<b>60 Employees</b>
<b>Year 1 (FY2013)</b>	<b>100</b>
<b>Year 2 (FY2014)</b>	<b>150</b>
<b>Year 3 (FY2015)</b>	<b>200</b>
<b>Year 4 (FY2016)</b>	<b>300</b>
<b>Year 5 (FY2017)</b>	<b>400</b>



**E. Develop global internship and service learning fellowship opportunities for students through partnerships.**

**Benefits:**

- Provides opportunities for longer, deeper work and study travel experiences for those students who can afford the time.
- Enables partnerships to be structured to enable students to engage in these experiences at very little cost to the students.
- Could provide an avenue for under-represented student populations, thereby providing access to students who might not otherwise be able to engage.
- Could provide meaningful interactions with potential partners.
- Provides an opportunity for returning students to support other Sinclair global efforts, such as mentoring foreign national students.
- Enhances returning students' employability and transferability will be.

1.E. Develop Student Internship and Fellowship Opportunities	
Baseline (FY2011)	0 Students
Year 1 (FY2013)	1
Year 2 (FY2014)	3
Year 3 (FY2015)	5
Year 4 (FY2016)	7
Year 5 (FY2017)	10

## OBJECTIVE 2

### Globalization of Programs

*To provide a more pervasive, consistent, and up-to-date global perspective through Sinclair's academic programs and co-curricular activities.*

#### GOALS

##### A. Increase the number of course offerings with some global or cultural component, including foreign language offerings.

###### Benefits:

- Provides students with more opportunities to be exposed to global issues.
- Develops a greater understanding and awareness of the world outside of the United States.
- Enhances employability of students who develop a greater understanding of world issues and multiculturalism.

2.A. Increase Global Course Offerings	
Baseline (FY2011)	124 (Quarter)
Year 1 (FY2013)	87 (Semester – Note: Equal to baseline.)
Year 2 (FY2014)	90
Year 3 (FY2015)	100
Year 4 (FY2016)	115
Year 5 (FY2017)	130

##### B. Establish a Global Scholars Program and a Global Studies Certificate.

###### Benefits:

- Allows students with a strong interest in global issues an opportunity to earn a credential.
- May attract more globally minded students to Sinclair.
- Enhances credential holder's employability and could be of assistance to students planning to transfer, especially to university international programs.

2.B. Establish Global Scholars and Certificate		
	Schol.	Cert.
Baseline (FY2011)	0	0
Year 1 (FY2013)	10	5
Year 2 (FY2014)	15	5
Year 3 (FY2015)	25	10
Year 4 (FY2016)	40	15
Year 5 (FY2017)	50	25

##### C. Grow support for global awareness events and programs on campus.

###### Benefits:

- Provides opportunities for students, faculty, and staff to be exposed to other cultures.
- Enhances classroom experiences.
- Leverages resources from area global organizations.
- Could lead to the development of a campus-wide calendar of multicultural/global events and programs.

2.C. Grow Global Events on Campus	
Baseline (FY2011)	2,500
Year 1 (FY2013)	2,750
Year 2 (FY2014)	3,000
Year 3 (FY2015)	4,000
Year 4 (FY2016)	4,500
Year 5 (FY2017)	5,000

**D. Institutionalize college support for the Dayton Model United Nations Conference (DAYMUNC) and grow the event, including Sinclair’s participation in it (PLS 2860, “Model United Nations/International Issues”).**

**Benefits:**

- Reinforces Sinclair’s leadership in global initiatives. Sinclair is the only community college in the nation to host a Model UN conference. As a result, it has become known in some US State Department circles and was directly recognized as an example in remarks made by Esther Brimmer, Assistant Secretary of State, Bureau of International Organization Affairs, US State Department in general session remarks at the 2010 ACCT Leadership Congress held in Toronto.
- Brings many delegates to Sinclair and provides business for the Sinclair Conference Center.

<b>2.D. Grow DAYMUNC</b>			
	<b>Schools</b>	<b>Delegates</b>	<b>PLS 205</b>
<b>Baseline (FY2011)</b>	<b>8</b>	<b>83</b>	<b>10</b>
<b>Year 1 (FY2013)</b>	<b>10</b>	<b>100</b>	<b>10</b>
<b>Year 2 (FY2014)</b>	<b>11</b>	<b>110</b>	<b>12</b>
<b>Year 3 (FY2015)</b>	<b>12</b>	<b>120</b>	<b>15</b>
<b>Year 4 (FY2016)</b>	<b>13</b>	<b>130</b>	<b>17</b>
<b>Year 5 (FY2017)</b>	<b>15</b>	<b>150</b>	<b>20</b>

**E. Cooperate more closely with other colleges, universities and associations on global partnerships and programs.**

**Benefits:**

- Broadens potential program offerings to Sinclair students by including those sponsored by other institutions.
- Makes Sinclair a more viable 2+2 option for students who are interested in global studies.
- Strengthens Sinclair’s connections to area colleges’ and universities’ international programs.
- Increases access to expertise at other institutions regarding international students, fields, and study locations.

<b>2.E. Increase College and University Partnerships</b>	
<b>Baseline (FY2011)</b>	<b>4</b>
<b>Year 1 (FY2013)</b>	<b>5</b>
<b>Year 2 (FY2014)</b>	<b>10</b>
<b>Year 3 (FY2015)</b>	<b>15</b>
<b>Year 4 (FY2016)</b>	<b>20</b>
<b>Year 5 (FY2017)</b>	<b>25</b>

## OBJECTIVE 3

### Regional Economic and Community Development through Global Engagements

*To improve the region by supporting area businesses and community organizations with global interests.*

#### GOALS

- A. Create an inventory documenting regional global business and community interests that could serve as a resource for both the college and the community.**

**Benefits:**

- Provides a needed service/resource that currently does not exist.
- Provides business intelligence that would assist Sinclair develop training or other business-facing programs.
- Assists faculty in academic curriculum development.
- Develops linkages with area global interests.
- Positions Sinclair as a regional leader in global initiatives.

3.A. Grow Global Events on Campus	
Baseline (FY2011)	None
Year 1 (FY2013)	Survey and gather data
Year 2 (FY2014)	Create inventory
Year 3 (FY2015)	Publish business database and community calendar.
Year 4 (FY2016)	Continue to update
Year 5 (FY2017)	Survey to test value of inventory

- B. Develop a menu of workforce development offerings focused on global training, continuing education, and professional development.**

**Benefits:**

- Provides a potential revenue stream while meeting the needs of area businesses.
- Engages Sinclair more deeply with area business development around the world.
- Validates Sinclair's leadership position in area global interests.

3.B. Develop a Menu of WFD Offerings		
	Prog.	Revenue
Baseline (FY2011)	0	0
Year 1 (FY2013)	Conduct Research	
Year 2 (FY2014)	3	\$50,000
Year 3 (FY2015)	5	\$75,000
Year 4 (FY2016)	7	\$200,000
Year 5 (FY2017)	10	\$200,000

**C. Pursue private philanthropic or sponsorship funding sources for global initiatives.**

**Benefits:**

- Connects globally minded interests in the region with Sinclair programs, scholarships, events, and other initiatives.
- Provides additional resources for global initiatives.
- Deepens engagement with funders.

3.C. Pursue Fundraising	
Baseline (FY2011)	
Year 1 (FY2013)	Research
Year 2 (FY2014)	\$20,000
Year 3 (FY2015)	\$25,000
Year 4 (FY2016)	\$40,000
Year 5 (FY2017)	\$50,000

## OBJECTIVE 4

### Global Partnerships

*To deepen existing relationships with sister colleges and other global partners and to engage in others as appropriate.*

#### GOALS

- A. Maintain and enhance current sister college relationships with Tresham College in Kettering, England, and The North Highland College (NHC) in Thurso, Scotland. Establish a regular schedule of exchange visits.**

##### Benefits:

- Deepens relationships with two long-standing partners that represent the history of the college. Tresham was the first sister college established by Sinclair, as an outgrowth of the Kettering, Ohio relationship with Kettering, England. The North Highland College serves the part of Scotland that is the home to the Sinclair Clan, the homeland of David A. Sinclair, the college's namesake.
- Facilitates faculty and student study abroad opportunities (in known environments that present minimal language barriers.)
- Provides opportunities for joint trans-Atlantic, online student projects.

4.A. Deepen Sister Colleges through Regular Exchanges		
	Tresham Est. 1983	NHC Est. 2005
<b>Baseline (FY2011)</b>	Sinclair to Tresham	
<b>Year 1 (FY2013)</b>	Sinclair to Tresham	
<b>Year 2 (FY2014)</b>	Tresham to Sinclair	Sinclair to NHC
<b>Year 3 (FY2015)</b>	Sinclair to Tresham	
<b>Year 4 (FY2016)</b>	Tresham to Sinclair	Sinclair to NHC
<b>Year 5 (FY2017)</b>	Sinclair to Tresham	

- B. Develop mechanisms by which future sister colleges or other partnerships and needed memoranda of understanding agreements are established.**

##### Benefits:

- Creates common understanding of definition of Sinclair sister college relationships.
- Develops criteria for evaluating partnership proposals, ensuring support of Sinclair's mission and relevance to the college.
- Establishes a rubric and an evaluation process based on those criteria, thereby systemizing partnership request responses.
- Engages a broader constituency in the college in sister college activities.

4.B. Establish Criteria for Future Partnerships	
<b>Baseline (FY2011)</b>	
<b>Year 1 (FY2013)</b>	Define sister college
<b>Year 2 (FY2014)</b>	Est. evaluation criteria and process
<b>Year 3 (FY2015)</b>	Implement
<b>Year 4 (FY2016)</b>	Est. outcomes measurements
<b>Year 5 (FY2017)</b>	Report

## OBJECTIVE 5

### Measuring Sinclair's Globalization Success

*To gather, analyze and report data on elements of the global initiatives plan that will provide information on the effectiveness of the programs.*

#### GOALS

- A. Develop mechanisms for tracking student progress following participation in global programs, especially study and service learning abroad experiences, global scholars and certificate programs, and transfer to university global programs.**

**Benefits:**

- Provides data for assessing the effectiveness of these programs with respect to potential impact on a student's overall academic performance, on performance in the students' fields, on student employability, and on performance following transfer.
- Assists in determining the efficacy of these programs for future funding and development considerations.

5.A. Develop Student Success Measures and Tracking Mechanisms	
Baseline (FY2011)	None
Year 1 (FY2013)	Define measures, tracking mechanisms and baselines
Year 2 (FY2014)	Begin annual reports
Year 3 (FY2015)	Monitor and assess value of established measures
Year 4 (FY2016)	Monitor and assess value of established measures
Year 5 (FY2017)	Publish five-year report

- B. Develop mechanisms for measuring impact of globalization programs on faculty and staff participation in global programs, especially professional development experiences.**

**Benefits:**

- Provides data for assessing the effectiveness of these programs with respect to increasing the global awareness of faculty and staff.
- Assists in determining the efficacy of these programs for future funding and development considerations.

5.B. Develop Global Awareness Measures and Tracking Mechanisms for Faculty and Staff	
Baseline (FY2011)	None
Year 1 (FY2013)	Define measures, tracking mechanisms and baselines
Year 2 (FY2014)	Begin annual reports
Year 3 (FY2015)	Monitor and assess value of established measures
Year 4 (FY2016)	Monitor and assess value of established measures
Year 5 (FY2017)	Publish five-year report



**C. Monitor effectiveness of Sinclair support of regional business and community-based global interests.**

**Benefits:**

- Provides data for assessing the effectiveness of these programs with respect to increasing the global awareness of the larger regional community.
- Assists in determining the efficacy of these programs for future funding and development considerations.

<b>5.C. Monitor Sinclair Support of Regional Global Interests</b>	
<b>Baseline (FY2011)</b>	<b>Results of Global Economic Development and Community Outreach Advisory Groups</b>
<b>Year 1 (FY2013)</b>	Work with Research, Analytics and Reporting to develop regular survey instruments
<b>Year 2 (FY2014)</b>	Begin annual reports
<b>Year 3 (FY2015)</b>	Monitor and assess value of established measures
<b>Year 4 (FY2016)</b>	Monitor and assess value of established measures
<b>Year 5 (FY2017)</b>	Publish five-year report

## THE BUSINESS PLAN: Globalization as a Sustainability Model

**For an investment of \$2.4 million in additional operating expenses over five years, the plan calls for serving an additional 825 international student enrollments and generating an additional \$2.9 million in net program revenues.**

As reflected in the financial pro forma on the following page and summarized below, the five year business plan for Sinclair's global initiatives is predicated on new revenues realized from several sources.

### International Education Strategic Plan Projected Revenues

1. Tuition from Increased international (F-1 visa) student enrollments
2. The sale of workforce development products and services
3. Philanthropic fundraising for global programs such as study, service learning, and professional development abroad scholarships

To generate those new revenues will require an investment by the college above and beyond its typical, historical spending on international education. In Tables 3 and 4 below, the college's typical annual spending is illustrated by the "Baseline" column. These expenditures reflect modest costs in a part-time faculty position, some sister college and study travel, and a few events on campus. This column is for illustration purposes only and is not factored into the five-year plan. (In Table 3, the baseline is multiplied over 5 years for comparison purposes.)

The five-year plan calls for an investment of \$2.4 million. This investment will support two staffing positions and modest marketing funding for the purposes of recruiting and hosting F-1 visa students. Throughout the first three-year period, small, incremental increases are included for sister college activities, student study travel, on-campus activities and curriculum development.

Starting in Year 1, the additional projected revenues identified from the sources above will begin generating a positive cash flow while additional expenses are projected for increased study travel and hosting. By the end of Year 5, the plan will have generated a net cash flow of \$525,000 for the college and will be able to sustain itself for years to come at the projected international student enrollment levels. The net operating result will be placed in an international education reserve fund for investment in the future growth of the program.

Not factored into the projections below are other potential revenue sources, including grants, which are too uncertain to be included in these estimates.

Separate financial monitoring will be put in place to allow for regular and active management of the plan, which will be managed to the revenue sources. Based on revenues, decisions will be made on a year-to-year basis as to the level of investment to be continued.

**Table 3 Five Year Comparison of Baseline vs. International Education Strategic Plan Projected Results**

	<b>Baseline Level (Extrapolated over 5 years)</b>	<b>International Education Financial Plan (FY13-FY17)</b>	<b>Five Year Cumulative Change</b>
<b>Student Enrollments</b>	310	1,135	825
<b>Program Revenues-Net</b>	\$ 1,341,000	\$ 4,303,000	\$ 2,962,000
<b>Operating Expenses</b>	\$ 369,000	\$ 2,806,000	\$ 2,437,000
<b>Net Income</b>	\$ 972,000	\$ 1,497,000	\$ 525,000

Table 4	Baseline Annual	International Education Strategic Financial Plan				
		Year 1 (FY2013)	Year 2 (FY2014)	Year 3 (FY2015)	Year 4 (FY2016)	Year 5 (FY2017)
PROGRAM REVENUE — NET						
Student Enrollment	62	87	137	237	312	362
Annual Change		25	50	100	75	50
Credit Programs — Net	268,286	376,466	461,306	798,026	1,050,566	1,218,926
Custom Training Programs — Net	-	-	25,000	37,500	100,000	100,000
Private Donor Contributions	-	-	20,000	25,000	40,000	50,000
Total Revenue	268,286	376,466	506,306	860,526	1,190,566	1,368,926
OPERATING EXPENSES						
Personnel	39,255	233,039	304,518	318,717	463,277	463,277
Non-Personnel	34,619	109,520	140,520	215,020	265,020	293,020
Total Expense	73,874	342,559	445,038	533,737	728,297	756,297
Net Income	\$194,412	\$ 33,908	\$ 61,269	\$ 326,790	\$ 462,269	\$ 612,629

**NOTE:** Net operating result will be placed in an international education reserve fund.

## 1. Increased International Student (F-1 Visa) Enrollments

F-1, or “Student”, visas are issued by the U.S. State Department to foreign nationals seeking to pursue an education in the United States. To be considered for an F-1 visa, students must be accepted at an accredited institution. To maintain their F-1 visa status, these students are required seek certificates or degrees and attend full-time. They are allowed to work in certain work-study arrangements on campus as well as off-campus in some cases as approved by the State Department.

In FY2011, the F-1 visa student enrollment at Sinclair totaled 62 students. The F-1 visa students come to Sinclair “through the transom” or without any effort on Sinclair’s part to recruit or attract them. Yet, they pay tuition at the full international student rate of over \$160 per credit hour, three times the rate that a Montgomery County resident pays. They tend to graduate at higher rates than native students. In addition, their mere collective presence on campus instantly contributes to a greater diversity of cultural backgrounds, enhancing multicultural experiences for other students, faculty and staff.

Given that 62 F-1 visa students had enrolled in FY2011 without any attempts by Sinclair to attract them, it seems reasonable that a fairly modest initial effort would easily bring another

50 students in the first year of a concerted college-wide global effort. This focus on F-1 visa students will build over the next four years. Experiences at comparable colleges, such as Kirkwood Community College in Cedar Rapids, Iowa or Northampton Community College in Allentown-Bethlehem, Pennsylvania, with decades of experience in recruiting and hosting international students, show that approximately 200 or more F-1 visa students can be expected during any given year. Therefore, this plan is built on an estimate that by the end of the five-year period a total of 300 net new students can be expected to enroll, generating over \$1 million in additional revenue. During this five-year period, Sinclair will work actively to recruit and support F-1 visa students.

Of course, hosting additional international students will also require a more robust infrastructure, including the development of an office of international students. The office will coordinate international student services, including the necessary U.S. State Department paperwork, academic and other counseling services, and general students support. The additional expenses required to host the increase in F-1 visa students are factored into the budget projections.

## 2. Workforce Development Products and Services Sales

The convening of business leaders to serve on an ad hoc economic development advisory group for the development of this plan revealed a need for globally focused programs and services. Southwest Ohio regional businesses with interests overseas, especially those that are small- to medium-sized (50 – 150 employees) are without centralized resources in better preparing for global markets. Specific needs identified include:

- Resources for understanding both import and export markets and processes
- Understanding the connection between business growth and opportunities available in emerging overseas markets
- Access to global market data to assist in decision making
- Access to private capital, export lines of credit, and other sources of funds for expansion into global markets

In addition, the ad hoc economic development advisory group revealed that Sinclair is seen as a trusted and valued leader, closely aligned to the community, and an effective provider of training and education. Therefore, the recommendation is that in Year 1 research be conducted to develop needed programs and services to assist area businesses in preparing for global markets. These programs and

services could be sold in Years 2, 3, 4, and 5, resulting in additional revenue.

To develop and sell these programs will require an additional staff position that becomes expert on global programs. This position is factored into the expense projections of the proposed budget.

### **3. Philanthropic Fundraising for International Programs**

The Sinclair Foundation already administers two endowed funds that have been set aside specifically for international study support. The Hollis International Education Endowment was established in 2006 to support “study and travel within the college’s existing network of sister colleges and established programs.” Later that year, a bequest from the estate of Garth Briggs established the Briggs International Education Endowment.

In FY2010, the Hollis and Briggs Funds generated about over \$16,000 in available funds to be used for student study abroad scholarships. As a result, about 20 students were supported in study and service learning travel to Guatemala and Denmark.

Given compelling case statements, additional funds could be raised to support global programs. Research would need to be conducted in Year 1 to determine prospective donors and donor interests. Prospects could include businesses with global interests looking to develop future employees with global experiences or globally minded individuals.

The fundraising targets projected in this budget are modest, but still would require focused staffing from the college Foundation. That staffing would be provided by the Foundation and is not factored into the expense projections of this plan.

### **Additional Potential Sources: Grant Funding**

Sinclair is known nationally for its excellence in the pursuit and implementation of grant-funded programs. However, it has not done so significantly with respect to global programs. Potential grant funding sources could arise from Sinclair’s involvement in CCID, which administers large U.S. State Department grants that, among other things, fund the hosting of F-1 visa students from targeted parts of the world. In addition, the State Department and USAID frequently fund the development of new study abroad and exchange programs. Sinclair is currently exploring such a possibility with its sister college, The North Highlands College in Scotland.

Because these sources are so uncertain, they are not factored into the revenue projections for this plan. Given the current cutbacks in federal programs, State Department and other sources may be declining. In addition, grant funding should only be pursued when it is in direct support of initiatives already included in this plan, not simply as “add-ons” to the current plan.

However, because grant funding has been so lucrative for other colleges, as demonstrated by other CCID member colleges, grant programs should be researched for potential support, particularly as they could off-set expenses already projected in the plan’s budget.

## SUMMARY: Go International!

As an internationally known and respected college, a board member of CCID and the League for Innovation in the Community College, Sinclair is looked to as a benchmark by colleges throughout the world. It is known for its innovative programs, its use of technology, and its outstanding faculty and staff. As such, colleges from all points on the globe seek to visit and learn from Sinclair's experiences. In FY 2011 alone, Sinclair hosted delegations from England and China.

As the world becomes "flatter" and southwest Ohio's marketplace becomes more global, Sinclair is well-positioned to boost its global activities in support of the globalizing economy.

More Sinclair graduates, like Todd Sollar, will be sought out for their international experiences, their abilities to work in multicultural environments with colleagues from diverse backgrounds. With Sinclair's support, more southwest Ohio businesses will seek to grow in a globalized marketplace. Sinclair can aid more southwest Ohio community-based organizations in raising the global awareness of the region. And, with its internationally recognized excellence in innovation, Sinclair can lead this effort by increasing the multiculturalism on its own campuses and the global awareness of its own students, faculty, and staff.

*In this global economy, the line between domestic and international issues is increasingly blurred, with the world's economies, societies and people interconnected as never before.*

**Arne Duncan, U.S. Secretary of Education**