

UNIVERSITY OF MICHIGAN – FLINT

REPORT

from

INTERNATIONAL STUDENTS HOUSING
AD HOC COMMITTEE



March 2006

**REPORT FROM INTERNATIONAL STUDENTS HOUSING
AD HOC COMMITTEE**

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**REPORT FROM INTERNATIONAL STUDENTS HOUSING
AD HOC COMMITTEE**

Members of the Committee

Ms. Mary Deibis – Graduate Programs
Ms. Karen Gauss – Undergraduate Admissions
Professor Matthew Hilton-Watson - CAS
Ms. Krysten Howard – International Student Center
Professor Yener Kandogan - SOM
Dr. Vahid Lotfi - Associate Provost (Chair)
Mr. Greg Snyder - Purchasing
Dr. Johnny Young - SSEM

REPORT FROM INTERNATIONAL STUDENTS HOUSING AD HOC COMMITTEE

Executive Summary

The International Students Housing Ad Hoc Committee was appointed by Provost Kay in December 2005 to identify issues relating to the recruiting and support for international students and to make recommendations for addressing such issues. Although the primary charge to the Committee focused on housing, the Committee was also asked to examine the UM-Flint current capacity for recruiting international students as well as policies for establishing articulation agreements with other international institutions of higher learning. The Committee consisted of two faculty members, Director of Purchasing, an undergraduate admission counselor, a representative from the International Student Center, Assistant Vice Chancellor for Students Services and Enrollment Management, and a staff member from the Office of Graduate Programs. It was chaired by the Associate Provost and Dean of Graduate Programs. It met on a weekly basis during the period December 2005 through February 2006 and issued its final report in March 2006.

The Committee began its work by reviewing the campus strategic plan as well as select mission statements to establish the relevance of recruiting international students to the current UM-Flint planning efforts. The University has signed articulation agreements with three universities outside of the United States in recent years and has established an in-state tuition advantage for the Canadian students from Ontario. These efforts have led to the sudden increase of international students at UM-Flint. Although the current number of international students is relatively modest, the services they require are more complex. It takes more effort to recruit international students, more time to process their admission and issuance of official documents they need to obtain a visa, and they need assistance with finding housing as well as transportation. The housing need, however, crosses over to many UM-Flint domestic students such as non-residents or students from farther parts of the state. Other issues affecting international students include health insurance and having to take the SAT exam for admission as an undergraduate student.

During the fact-finding phase of its work, the Committee reviewed data and information obtained from a number of Michigan universities as well as University of Kentucky and conducted telephone interviews with representatives from two of these institutions. The Committee also interviewed the UM-Flint Director of Graduate Admissions and other UM-Flint staff members responsible for processing international students. In addition, the Committee reviewed the current UM-Flint relevant policies and procedures and the Web sites for off-campus housing and international students.

Although support for recruiting international students and resources to provide the needed services have improved over time, the current level of staffing in UM-Flint International Students Center (ISC) as well as undergraduate/graduate admissions limits our capacity to enrolling a total of about 100-150 international students in any given year. This range is based upon what seem to be a norm at most other universities we examined. Further, a careful review of information obtained from these universities reveals the

presence of a somewhat more clearly defined mission for recruiting and providing support for international students than currently present at UM-Flint. This is partly because the campus has historically viewed itself as a “commuter institution.”

We have suggested a number of recommendations to address the issues that were identified in our report. Our recommendations include five major categories: recruiting and admission process, off-campus housing, transportation, health care, and articulation agreements. Section V of this report presents a complete list of our recommendations. Some of the more immediate recommendations include:

- Establish enrollment goals for recruiting international students (graduate and undergraduate) and increase the human/financial resources within the offices of ISC, undergraduate and graduate admissions to achieve this goal.
- Expand the mission of IGS and increase its financial resources to include creation of students/scholars exchange programs with international institutions of higher learning.
- Establish scholarship, research assistantship and other types of financial aid primarily for recruiting international students.
- Pursue the waiver of requiring the SAT exam from prospective international (undergraduate) students interested in applying to UM-Flint.
- Require international students to have health insurance coverage during their stay at UM-Flint and appoint a task force to research various options for obtaining health care coverage for international students.
- Hire a staff position within SSEM with the exclusive responsibility of assisting *all* students in need of off-campus housing and transportation, and addressing other issues related to housing and transportation.
- Develop a set of guidelines for developing and signing articulation agreements, partnerships and/or contracts with *international* higher education institutions.
- Encourage academic departments to assume a stronger role in the administration of articulation agreements they sign to ensure that such agreements are successful.

I. Introduction

In December 2005, Provost Kay appointed the Ad Hoc Committee on International Students Housing to address a number of issues relating to recruitment of and support for international students including their housing needs. In recent years, the number of international students has increased and currently there are 48 international students enrolled at the University of Michigan-Flint (UM-Flint). The University has identified enrollment growth as a strategic imperative and the increase of international students as an integral part of this enrollment growth. International students, in addition to producing relatively higher tuition income, contribute significantly to the cultural and intellectual enterprise of higher education. Further, U.S.-educated international students have a much greater chance of becoming leaders in their communities upon return from U.S. thereby potentially improving our standing in the world.

In response to the stated campus priority, some units have begun pursuing recruitment of international students more aggressively. For instance, the School of Management (SOM) has recently signed an articulation agreement with the Alliance Business School (ABS) in Bangalore, India. This agreement facilitates students from ABS to pursue the Master of Business Administration (MBA) at UM-Flint. They complete some of their introductory courses at ABS and then come to Flint for the last year of their program. The program is anticipated to grow over the next few years. In addition, SOM is actively pursuing the establishment of articulation agreements with other international universities, particularly institutions in China and Taiwan. It predicts the number of international business students to grow significantly over the next 3-5 years. Other examples include the articulation agreement with the Mohawk College in Hamilton, Ontario for the Bachelor of Applied Science and an agreement with Saint Clair College of Applied Arts and Technology in Windsor, Ontario for a program in Social Work. Naturally, as the number of international students arriving at UM-Flint grows, there will be a need to address the required support services accordingly. Among the most challenging needs of international students as well as domestic students choosing to live independently, is the availability of adequate and reasonably priced local housing.

The University is actively pursuing the development of student housing, currently planned to be developed by private developers and projected to be available by fall 2007. Although the development of privately owned housing may alleviate some of the housing issues currently facing our students, there still needs to be an interim solution. Further, not all students desire to live in dormitory style housing and would prefer to live in apartment type residences, preferably close to the University. This makes support for “off-campus” housing still a pertinent issue, even after the development of “student housing”, albeit to a lesser extent. It should be noted that many domestic students outside of a practical commuting distance require assistance with local housing. Therefore, assistance with off-campus housing is not unique to just international students.

a. Charge to the Committee

The Committee was asked to identify issues surrounding housing needs as well as other related issues facing UM-Flint international students. The Committee was asked to make

recommendations for these issues and complete its work by the end of February 2006. In addition, during the first meeting with the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration, and the Vice Chancellor for Student Services and Enrollment Management (SSEM), the Committee was asked to address several related questions. They were¹:

- What are the bottlenecks for recruiting international students?
- Can we establish partnerships with other local institutions of higher learning, apartment complexes, realtors and other housing providers and agencies to address some of our housing needs?
- What is the current UM-Flint “capacity” for recruiting international students?
- What are some of the other “logistical” issues affecting international students? What recommendations should be made to various UM-Flint higher administrative units?
- As the number of international students grows to 100-200 range or more, who will be responsible for various aspects of dealing with international students? More specifically, what will be the responsibilities of units within the Vice Chancellors for Administration, SSEM, and Academic Affairs?
- Will the University be better served by separating the housing needs of graduate and undergraduate students?
- What are some of the legal issues (risks) facing UM-Flint’s attempts to assist the international and domestic students in their attempts to secure housing, transportations, and other services?

The Committee was encouraged to review other universities’ policies and procedures to address some of the above questions (rather than conducting a major study). This would afford the Committee the ability to complete its work and issue its final report in a relatively shorter period of time. The Committee was also asked to make recommendations regarding policies/procedures for contract negotiations and/or attempts to establish articulation agreements by various academic units with universities and colleges outside U.S.

The Associate Provost was asked to chair the Committee. Members of the Committee consisted of:

Ms. Mary Deibis – Graduate Programs
Ms. Karen Gauss – Undergraduate Admissions
Professor Matthew Hilton-Watson - CAS
Ms. Krysten Howard – International Student Center
Professor Yener Kandogan - SOM
Dr. Vahid Lotfi - Associate Provost (Chair)
Mr. Greg Snyder - Purchasing
Dr. Johnny Young - SSEM

¹ These questions will be addressed throughout the report. Hence there will not be a section, addressing them separately.

b. Relevance to the Mission and Planning Efforts

Development of campus housing, recruitment of international students, and expansion of articulation agreements/partnerships with other universities and colleges, have all been high priority items at UM-Flint. The University has been pursuing the development of campus housing for several years. The need for campus housing was clearly delineated in a comprehensive study, entitled “Enrollment Market Analysis for University of Michigan-Flint.” The study was undertaken by Carnegie Communications, Inc.² in 2000. The original plans to have dormitories on campus encountered external obstacles and is no longer being pursued. The current plan is to have private developers build housing on private property, located within walking distance to the campus. The estimated timeline is to have housing available by fall 2007.

The UM-Flint strategic plan³ identifies recruitment of international students as a strategic imperative. Under Strategic Direction #2 – Student Centeredness, “Continued expansion of our international students” is listed as an integral part of the development of a five-year comprehensive recruitment plan. Current agreements with Mohawk College of Hamilton, Ontario and the Alliance Business School of Bangalore, India are mentioned as examples of such initiatives. Further, recruiting international students is within the mission of some of the schools as well. For instance, the School of Management mission statement includes:

We deliver our programs to a diverse group of graduate and undergraduate students primarily in Michigan and the surrounding region using a variety of learning/teaching approaches that focus on skills, abilities, technology and knowledge vital to organizations. We will also expand these programs to reach out to the national and international community in order to link our students and faculty to the global marketplace.

There has been a strong culture of developing articulation agreements and partnerships with community colleges at UM-Flint. The campus has developed many such agreements in its history with the most recent one established with St. Clair County Community College in spring 2005. Development of articulation and partnership agreements can be an integral part of an effective recruiting plan for transfer students. In addition, the Strategic Plan recommends expansion of “reciprocity agreements with academic institutions in neighboring states.”

c. An Overview of the Approach

The Committee began meeting on a weekly basis, starting December 2005. In arriving at any possible recommendations, the group decided to rely extensively on existing reports

² *Enrollment Market Analysis for University of Michigan – Flint: Setting a Course for the Future*, Prepared by Carnegie Communication, Inc., October 2000. (<http://www.umflint.edu/home/analysis.htm>.)

³ *Strategic Plan for the University of Michigan-Flint, 2005-2010*, (<http://www.umflint.edu/resources/offices/chancellor/strplan.php>)

and information obtained from other Michigan universities⁴. The Committee also sought feedback from several UM-Flint staff members and the Office of General Counsel at UM-Ann Arbor. Committee members were assigned the task of reviewing policies and procedures on recruiting and processing international students at selected other Michigan universities. Members were also asked to report on various services available to support off-campus housing (no attempt was made to obtain information about on campus housing at these universities because it was not deemed pertinent to our charge). Further, the Committee reviewed various UM-Flint policies and procedures as well as parts of the UM-Flint Strategic Plan of 2005.

II. Issues Relating to International Students

As the campus continues its efforts to recruit international students and to establish articulation/partnership agreements with institutions outside the U.S., it faces a number of issues relating to such efforts. For instance, there does not appear to be a well-established and widely understood policy or procedure for pursuing articulation agreements with an institution outside the U.S. Also, while the university has been successful in moderately increasing the number of international students in recent years, this effort still faces a number of issues, creating roadblocks and potential bottlenecks which make the process less than optimum.

In order to determine such issues, the Committee reviewed the relevant existing UM-Flint policies and procedures. The Committee also contacted staff members in charge of providing support services in units that are mostly involved with international students and asked them to provide a list of what they perceived as current roadblocks. The following is a summary of our findings.

a. Admission Process and Recruiting

A major impediment to recruiting undergraduate international students outside of North America and Europe is the requirement of the SAT exam. While the SAT score can be fairly low and still allow an international student to be “admissible”, the test is a requirement. This test is not available in some parts of the world and in those countries where the test is offered, it is offered in very few locations (sometimes just the capital). Travel to a test location in these countries is a major roadblock to many prospective students who might reside far from the test site. Moreover, the SAT has been designed primarily for the American and possibly students from the Western cultures. Hence, its appropriateness for screening of a student, say from Nepal or Korea is highly suspect.

Although in the recent past the recruiting budget for undergraduate international students has been increased by a modest amount, the budget does not seem adequate enough if the university desires to recruit international students more aggressively. In addition, the undergraduate admissions staff member assigned to recruit international students must

⁴ The Committee also reviewed extensive materials from the University of Kentucky (UK) because a member of the group had a relative employed at the Office of International Affairs at UK.

spend 40% of her time recruiting domestic students, leaving only 60% for the recruitment of international students.

There is virtually no scholarship funding available for recruiting international students, both at the undergraduate level and the graduate level. Furthermore, the Office of Graduate Programs does not actively recruit graduate international students at this time due to limited resources.

b. Housing

Lack of campus housing (either University owned or privately owned) is a major impediment to recruiting international students. Due to non-existent credit history and immediate availability of accommodation upon arrival to the U.S., on-campus housing is preferred by most international students. These housing units provide furnished rooms, telephone and internet services, computers, and grocery shops. Further, some international students tend to return home or travel during the summer. They do not wish to rent apartment type residences since they will face numerous additional complexities (e.g., signing a lease, purchase of furniture and appliances, securing utilities, etc.).

Some students prefer to reside in “off-campus” apartment type facilities during their stay here. They may have diet restrictions, thereby needing a kitchen, or may wish to control their costs by having additional roommates. Some may wish to bring their families with them. The current support for assisting students with off-campus housing is not adequate. This is partly because historically UM-Flint has been a ‘commuter campus’, hence there had not been a need to provide this service. While the University operates a Web site with information on local housing, the site is neither well-designed, nor promoted or well-publicized. Further, while a staff member (Coordinator of Student Activities) within SSEM responds to housing inquires, there is no UM-Flint staff member with the primary responsibility of assisting students in need of off-campus housing with the multitude of issues they face. There are no promotional materials (i.e., a brochure) or area listings of available housing.

International students generally do not have a social security number (SSN) when they arrive in the U.S. However, they need the SSN in order to obtain certain types of services such as a telephone, utilities, and so on. To obtain a SSN, international students have to obtain employment. But, they are not allowed to work off-campus and can only have on-campus employment.

c. Transportation

International students, upon arrival to the U.S., need transportation from the airport to a temporary accommodation or on-campus housing that is currently not available. In absence of on-campus housing, international students naturally choose to take residence in local apartments and other rental facilities. Not all such residences are within walking distance to the campus which forces the students to require transportation to and from the campus. Further, students living in off-campus housing need transportation for other personal needs such as shopping, banking or travel to social events. The area mass transportation system does not completely address these needs. Another complicating

factor is that many international students are here for a limited period of time and do not wish to deal with the complexities of owning a personal automobile.

d. Health Insurance

Currently, international students at UM-Flint are not required to have health insurance. The absence of health insurance places international students at a much greater risk should they experience a major illness, possibly requiring hospitalization. Although health insurance is not required by the Department of Homeland Security (DHS), UM-Ann Arbor requires its international students to have insurance coverage through Chickering Claims Administrators, Inc. The cost of coverage is charged to the student's tuition bill at a rate of \$79 per month. UM-Flint international students are not able to purchase the same Chickering Group insurance as Ann Arbor students because Ann Arbor students have access to a full health center. Flint and Dearborn students are limited to buying the domestic rate for approximately \$700 per semester. They also have the ability to use insurance from their home country or look for a different U.S. insurance agent on their own.

e. Credit Transfer and Articulation Agreements

Transfer of credit is also a complicating factor for certain students. For instance, many universities in India, Pakistan, and even Canada, award bachelors degrees that are equivalent to a U.S., three year degree⁵. Admission to most graduate programs requires the equivalent of a four-year bachelor degree. Another issue related to the transfer of credits involves certain three-year community colleges in Canada. Students graduating from these institutions can only transfer up to 62 credit hours, resulting in a potential loss of almost an entire academic year. Further, because of certain rigid UM-Flint transfer policies, not all of the credits earned within the first two years transfer into equivalent UM-Flint courses, thereby forcing students to go elsewhere or pursue majors that are somewhat less appealing to them.

There are issues relating to some of the most recent articulation agreements, both with U.S. institutions as well as those outside of United States. The subcommittee on Institutional Partnerships (IP) of the Strategic Planning Committee of 2005 had been charged with identifying key issues facing the development of relationships with other entities of the University of Michigan as well as other higher education institutions. (The subcommittee's final report is presented in Appendix A.) For brevity of presentation, we will not reiterate the recommendations of the above subcommittee here and refer the reader to the report. As stated earlier, one major issue appears to be the lack of a well-established and widely understood procedure for entering into such agreements as well as reviewing the existing agreements.

⁵ This issue is currently being addressed by the Associate Provost.

III. Current Situation

a. International Students

Currently, there are 48 international students attending the University. Ten of these students are enrolled in graduate programs. An overwhelming majority of the international graduate students are enrolled in the MBA program. Twenty-one of 38 undergraduate students have Canadian nationality, representing the largest international student group. The distribution of international students in the undergraduate programs is relatively more proportionate across BS, BBA, BA, and other programs. Please refer to Tables 1 and 2 (Appendix B) for the detailed distribution of international students across home countries, and graduate or undergraduate programs.

b. Student Services

Although many of the “student services” required by international students are similar to those required by domestic students (e.g., registration, advising, billing, etc.), some services are unique to international students (e.g., issuance of documents needed to obtain a visa, SEVIS, etc.). Offering these services is somewhat more complex and requires greater care. For instance, misadvising an international student can result in the loss of his/her legal status in U.S. and even deportation. Below is a summary of certain services required by international students that are either distinctive to this group of students or are significantly more complex.

Recruiting

At the undergraduate level, a staff member within the Office of Undergraduate Admissions is responsible for recruiting international students. As mentioned, this staff member is also assigned the task of recruiting domestic high school students as well as transfer students from one community college.

The primary target population of international students consists of Canadian students, especially those residing in the Province of Ontario because of the in-state tuition advantage. Current recruiting activities include:

- Attending one large University fair in Toronto at the end of September where 147 high school guidance counselors from Ontario attend the fair. The graduate portion of this event and the three days of Canadian High School visits were not attended.
- Visiting high schools and the equivalent of community colleges in Ontario. Mohawk College in Hamilton, Lambton College in Sarnia, and St. Clair College in Windsor will be visited in the Winter/Spring 2006.
- UM-Flint has also entered into an agreement with Hobsons, a student recruitment service to increase the number of international student inquiries. Hobsons sends targeted emails to TOEFL exam takers that direct them to the Hobsons website, where we have a one-page advertisement. Hobsons also organizes and attends recruitment fairs abroad, where they give out a book full of university profiles.

- There was a relatively large interest in the fall of 2005 from students in Saudi Arabia, who are eligible to receive a full scholarship from their government. One Saudi student enrolled in fall 2005, and a second in winter 2006, five serious applicants, and 59 other student names in the contact database, nearly all from direct inquiry emails.

Inquiries and Admission

Most of the international students' inquiries are directed to and are handled by the two admission offices (graduate and undergraduate). Other academic units with international students/programs might also receive and respond to inquiries (e.g., School of Management).

Undergraduate international students apply for admission through the Office of Undergraduate Admission and graduate students apply through the Office of Graduate Programs. Once a student is admitted, he/she is "handed over" to the International Student Center (ISC) for further processing. The ISC provides an array of services ranging from issuing various documents needed for obtaining a visa to receiving the student at the airport. Appendix C presents a list of these services.

Housing

The ISC has recently changed its practices in assisting the students to find housing in the area. Many international students choose to either live in the downtown Flint area because it is within walking distance to the campus, or in a location where they can use the mass transit system (the bus.) In the past, it was the practice of Susan Taylor to accompany the student to find housing and refer him/her to certain rental offices. The ISC has now created a housing folder that contains different housing options in downtown Flint and the surrounding areas, some of which come from the housing site on the UM-Flint website. To limit the liability of the ISC, when referring housing to students, students are repeatedly told that the ISC is only a provider of information and that it assumes no responsibility for the quality of the properties listed. Students are told that any lease is between the student and the landlord only, and that the University is not involved in this process.

Transportation

As with housing, until recently Susan Taylor and Krysten Howard had provided partial transportation services for many international students. While this approach had worked well in the past (and was greatly appreciated), it is not considered a viable long term solution, especially as the number of international students increases. Most recently, through a collaborative effort between Dr. Johnny Young, Krysten Howard, and the Chair of Biology Department, a temporary solution has emerged that relies on a campus van. The details of this initiative are being worked out. This alternative is also a great start and is of significant value. However, it would have to be examined with respect to scalability.

c. Current Capacity

The charge to this committee included the identification of the UM-Flint current “capacity” for international students. International students impact different parts of the university in different ways. For instance, the marginal impact of 100 additional international students on Information Technology Services, Campus Safety, Registrar’s Office, and similar services is relatively minimal. On the other hand, because of the complexity of the service and the amount of time the service takes, the potential impact of the same number of students on the International Student Center (ISC) and undergraduate/graduate admissions will be much more severe. (We do not address the capacity of the academic units here because we assume there is very little difference between the international and domestic students in this respect.)

UM-Flint currently has only three staff positions that primarily deal with international students: an international admissions counselor (at 60% effort), whose services are described above, and two program assistants and a volunteer at the International Student Center. This level of staffing (positions that primarily deal with international students) is insufficient in comparison to similar size universities in Michigan. Among institutions analyzed: Grand Valley State University employs 10⁶ staff members providing service to 150 international students including their study abroad program. The University of Michigan-Dearborn has a staff of three full-time and one 0.75 FTE staff, including assistant director of admissions, assistant registrar, recorder, and a student services advisor that provides service to approximately 180 international students⁷. Saginaw Valley State University has a director and three ESL specialists for approximately 250 international students. Eastern Michigan University has a director, an assistant director, an international student specialist, two graduate assistants, and six student staff for 931 international students.

The current level of staffing in ISC as well as undergraduate/graduate admissions provides for enrolling up to 100 international students. This number is based upon what seems to a norm (determined by the number of FTE staff assigned to needed service by international students) at most other universities we examined (please see section IV below for detail).

d. Housing Needs of Domestic Students

The need to provide assistance with off-campus housing is not unique to international students. Many domestic students from other states as well as in-state students from other parts of the State need assistance with finding local housing. The Committee decided to include these students in some of its recommendations as well because they face a similar situation with respect to housing needs.

⁶ Two full-time staff members are assigned exclusively to support the international students only.

⁷ Some of these staff members have other duties and responsibilities as well. Recruiting for international students is undertaken in Admissions.

Table 3 (Appendix B) presents the distributions of UM-Flint students in fall 2005 by county of residence. Although the overwhelming majority of our students come from Genesee County, a not-insignificant number of students come from immediate and middle surrounding counties as well as distant counties of Michigan. These numbers are likely to increase if they are extended some of the services intended for international students. Another interesting observation is the increasing proportions of graduate students (within the same county) as the distance to the University increases. While graduate students from Genesee County are only 9% of total Genesee County students, the percentage of graduate students increases to 12% for immediate surrounding counties, to 21% for middle surrounding counties, and to 34% for distant counties. Students are more likely to come from more distant locations for graduate programs. This is an important observation as housing needs for graduate students are different since most of them are partnered and/or have children. It should be noted that some of the graduate students from distance counties are enrolled in the two blended programs and do not necessarily require housing.

During winter 2006, there were 149 non-resident students enrolled at UM-Flint. In addition, of the 5,233 undergraduate students enrolled in winter 2006, over 1,600 were from outside of Genesee County and some from as far away as Cheboygan and Charlevoix counties. The number of graduate students from outside Genesee County was 370 out of 798.

IV. Methodology

The Committee collected and analyzed pertinent information from several other universities. They consisted of:

University of Michigan-Ann Arbor (<http://www.umich.edu/~icenter/>)

Saginaw Valley State University (<http://www.svsu.edu/oip/>)

Eastern Michigan University (<http://www.emich.edu/commute/housing.htm>)

Kettering University (<http://www.kettering.edu/international/>)

University of Michigan-Dearborn
(<http://www.umd.umich.edu/interservices/index.htm>)

Michigan Technological University (<http://www.ips.mtu.edu/Current/>)

University of Kentucky (<http://www.uky.edu/IntlAffairs/>)

The Committee also interviewed the UM-Flint Director of Graduate Admissions and other UM-Flint staff members responsible for processing international students. In addition, the Committee reviewed the UM-Flint Web sites for off-campus housing and international students. The results were as follows.

a. Review of Other Institutions

Numerous online resources from other institutions were evaluated by the Committee during the assessment process. Also, telephone interviews were conducted with

representatives from two of the above universities. Below is a sample of some of the information that was collected.

UM-Ann Arbor

Resources and services provided at UM-Ann Arbor by the UM Off-Campus Housing Department (which ultimately reports to the Vice President for Student Affairs) and the International Center were evaluated extensively and served as the foundation from which the Committee based many of its recommendations.

Within the Off-Campus Housing Office (<http://www.offcampus.housing.umich.edu/lt/>), two full-time staff members and one student employee assist UM students, faculty, and staff find housing and provide ongoing resources and support during the length of their housing stay. In general, they provide:

- Housing listings and maps (with search capabilities by price, availability date, furnished/unfurnished/semi furnished, number of bedrooms, pets, utilities, and parking)
- Roommate matching service including sublets
- Conflict resolution services
- Parking listings
- Fire, safety, and security information
- Tenant basics, including Rights and Duties of Tenants Handbook
- Landlord services - Landlords who register with the UM Housing Office are subject to an annual registration fee that is based on the number of rental units registered and must agree to the following:
 - Rental properties must be registered with the Ann Arbor Building Department Housing Inspection Bureau and have a current Certificate of Compliance and Occupancy, as required by City ordinance.
 - The property owner/manager must agree to use the UM Rental Lease Agreement or a private lease and/or addendum which is submitted to the Housing Information Office.
 - The property owner/manager must agree to use the UM Off-Campus Housing Program's Conflict Resolution Service to resolve landlord/tenant disputes.

The UM-Ann Arbor International Center (<http://www.umich.edu/~icenter/>), which employs more than 20 full-time workers, provides core services to international students, scholars, faculty, staff, and visitors and to members of the UM community working and traveling abroad. Some of these core services include:

- UM admission information
- Orientation services (including information about settling into Ann Arbor and procedures for obtaining social security cards, email accounts and MCards)
- Financial aid information
- Legal information

- Health insurance information – all UM Ann Arbor international students are required to enroll themselves in the International Student/Scholar Health Insurance Plan. Insurance premiums are billed by the Student Financial Operations Office (not by the insurance company) once per month. The monthly fee for a student or scholar is \$79.00.
- Employment information
- Departure information
- Student organization information
- Extensive information regarding life in Ann Arbor

The International Student and Scholar Advisors (ISSAs) handle international student advising and immigration matters including compliance with immigration laws, recommendations and approval of immigration benefits, and completion of file notifications required by the federal government.

UM-Dearborn

At UM-Dearborn, the Off-Campus Housing Referral Services (<http://www.umd.umich.edu/support/housing/>) are staffed by a Housing Coordinator and are within the UM-Dearborn Counseling and Support Services Department (which ultimately reports to the Vice Chancellor for Enrollment Management and Student Life). This department provides a list of area hotels, area maps, bus schedules, housing services by registration (apartment shoppers guide, roommate finding services, practical guide to landlords, tenant rights and responsibilities, rental listings, and renters insurance information), and a telephone to contact landlords.

The International Office at UM-Dearborn (<http://www.umd.umich.edu/interservices/>) provides important information regarding immigration regulation compliance, quality service, and educational programs and activities to international students and visiting scholars. Orientation session(s) and additional workshops covering topics like government regulations, resume/job fair preparation, cheating/plagiarism, and establishing friendships/relationships in the U.S. are offered. Moreover, the Website provides additional information regarding life in Dearborn, visa application information, arrival information, and basic information for prospective international students.

Kettering University

The International Office at Kettering University (<http://www.kettering.edu/international/>) staffs two employees and provides services and information on F-1 and J-1 immigration status issues, exchange programs, orientation sessions, health insurance, Wellness Center services, employment, taxes, living in Flint/U.S. (including information about banking/money, transportation, churches, clothing, weather, food/shopping, restaurants, mail, newspapers, entertainment, telephone service, and holidays), and cultural tours.

University of Kentucky

Services provided by the Office of International Affairs at the University of Kentucky (<http://www.uky.edu/IntlAffairs/>) were also reviewed by the Committee. Fifteen full-time employees provide a wide-range of services including:

- Immigration services for F-1, J-1, F-2, and J-2 immigration statuses
- Information about living in the U.S. (including information about academic matters, financial matters, English as a Second Language, housing matters, legal matters, medical matters, taxes, obtaining employment, travel, and learning a new culture)
- Various international student programs
- Dependent information
- Student organizations
- Orientation services (including Welcome Week Activities)
- Social activities

Saginaw Valley State University

International students at Saginaw Valley State University (SVSU) are required to purchase health insurance as long as they are enrolled for classes. Current costs found on their Website (http://www.svsu.edu/oip/costs.cfm?doc_id=1719) indicate that students are required to pay \$592 total for health insurance to obtain coverage for two academic semesters (generally fall and winter). If the student enrolls during the spring and/or summer, they will incur additional costs. Students are billed through their tuition bill.

b. Feedback from Others

The Committee also sought feedback from a variety of University of Michigan resources including those from both UM-Flint and UM-Ann Arbor.

Undergraduate Admissions

Karen Gauss, responsible for the recruitment of undergraduate international students at UM-Flint, identified numerous bottlenecks for recruiting international students. Lack of housing (including no print and limited online resources that detail housing options), transportation, and local shopping options were noted, and students who are not admissible because of a low TOEFL score do not have the option of taking English as a Second Language (ESL) courses at UM-Flint.

In addition, Ms. Gauss indicated that some international students have difficulty fulfilling the SAT requirement because they live in a country that has limited test-taking sites. Upon further investigation, the Committee determined that of the 15 public universities in the state of Michigan only MSU and the three UM campuses require the SAT exam for international students.

While limited funding within the Undergraduate Admissions office provides some recruiting of international students, Ms. Gauss must dedicate approximately 40% of her time recruiting domestic students from the U.S., with the remaining 60% focused on international students. Further, there is no scholarship funding available for recruiting international students.

International Student Center

Krysten Howard of the UM-Flint International Student Center (ISC) provided a detailed look at the services currently provided by her office to international students. The ISC provides immigration, cultural, personal, and academic advising for all international students. The ISC is a place of resource for international students looking for housing, on-campus employment, social security numbers, drivers license, insurance, buying a car, medical facilities, transportation, cultural businesses and many others. The ISC also organizes many educational and useful workshops and extracurricular activities for international students to meet other international students. (Please see Appendix C for additional information.)

The following issues were raised regarding the UM-Flint International Student Center.

- The ISC does not have a full-time permanent staff member⁸.
- There is a relatively low culture of appreciation for ‘internationalization’ on campus.
- There is a general lack of familiarity with the ISC and its mission across campus.

Office of Graduate Programs

The UM-Flint Director of Graduate Admissions, Brad Maki, was interviewed to discuss the recruitment of graduate international students. Mr. Maki advised that we currently are not actively recruiting international graduate students due to a lack of expertise, resources, and a variety of challenges/roadblocks. Some of these challenges/roadblocks include:

- Full-time status requirement (most UM-Flint graduate programs are designed for the working part-time student, but international students on an F-1 visa must be enrolled full-time to come to the U.S.).
- Lack of housing options.
- Financial aid concerns (many graduate international students are looking for assistantships that we don’t currently offer).
- English proficiency – we require English proficiency and standard tests are available, but we don’t offer any testing to prove proficiency once they get here. At some universities, students can be admitted with the condition that they enroll in an English as Second Language (ESL) class, but UM-F doesn’t offer any such course.

⁸ Dr. Johnny Young advised that SSEM plans to recruit a permanent director/coordinator for the International Student Center.

- Some students from specific countries (e.g. India and Pakistan) receive the equivalent of a three-year degree, instead of required four-year degree. The Graduate Programs Committee is currently researching verbiage needed for UM-F policy for these types of situations.
- Lead time required to process paperwork (minimum of six months is needed). Adding to the lead time is the requirement that international students have their transcript reviewed by a nationally recognized credentialing agency (because there is no one on-site to perform the service) and students who apply for the Rackham programs (MLS and MPA) must follow UM-Ann Arbor procedures because UM-AA makes the final admission decision.

School of Management

Nikki Taylor, MBA Program Manager, provided information regarding her experiences and recommendations regarding international student recruitment. She cited the following obstacles to recruitment:

- Lack of housing
- Lack of transportation
- Lack of social/community events for involvement within Flint
- Communication barriers
- Standard process for international students
- Concern for safety

Her recommendations for further recruitment were:

- Continue to develop relationships with schools and universities in other countries. This will lead to opportunities for joint programs with these universities.
- Develop dual degree programs at the graduate level so international students can maintain full-time status (specific to part-time programs).
- Determine financial aid or research assistantships for international students.
- Develop standard process and guidelines for international students.
- Provide verification or credentialing services of degree equivalency via faculty members. This would eliminate the need for students to use a 3rd party.
- Provide more in-depth career development services (perhaps consider placement opportunities).
- Update Website to be more attractive for international students.

Office of the General Counsel

Dan Sharphorn, Associate Vice President-Deputy General Counsel at UM-Ann Arbor, was consulted to clarify risk related to the transportation of international students in personal vehicles. Mr. Sharphorn advised that the University is covered by the Risk Management Office if an employee transports an international student on errands in their personal vehicle as long as the employee is 'on duty' at the time. If there is a

demonstrated need to provide transportation on the weekend, coverage can be obtained provided that the employee is again 'on duty' during the incident.

V. Recommendations

Our recommendations are based upon careful examination of the issues that were identified in Section II, review of the collected data/information from other institutions, current UM-Flint policies and procedures, and our interviews with the UM-Flint staff in charge of providing various services to international students. We recognize the relative financial constraints of some of the divisions/departments that are affected by our recommendations. However, we believe a real commitment to increasing enrollment of international students necessitates the proposed needed resources to achieve such a goal. Below, we present our recommendations for: recruitment/admission process, SAT test, health care, off-campus housing, transportation, and articulation agreements.

Recruiting and Admission

- Expand the mission of IGS and increase its financial resources to include creation of students and scholars exchange programs and initiation of articulation agreements with international institutions of higher learning.
- Establish target enrollment goals for international graduate and undergraduate students within the campus multi-year enrollment plan.
- Ensure the offices of graduate and undergraduate admissions have the needed staffing and financial resources to achieve the international student enrollment goals through advertising, attending recruitment fairs, and other relevant recruiting programs and activities.
- Establish scholarship, research assistantship and other types of financial aid primarily for recruiting international students.
- Ensure the ISC has adequate staffing and financial resources to achieve its goals, including technical support to significantly enhance and maintain the web site with multiple language capabilities.
- Offer sensitivity training and cultural-differences awareness workshops for the campus, sponsored by IGS and ISC.
- Create a database of faculty and staff (to be maintained by ISC) with foreign language capabilities and familiarity with other cultures to serve as mentors for international students.
- Ensure academic departments with programs suitable (e.g., full-time) for international students list their programs on their Websites.

The Committee also discussed the merits of opening the study abroad program to students who desire to enroll in the program as guests (not taking the course for credit). This could be achieved through the non-credit program offered by Extended Learning. Further, the Committee recommends exploring the possibility of combining support for

the study abroad program with either IGS or OEL. This model is used at other institutions (e.g., SVSU).

SAT Score

As mentioned earlier, among the 15 Michigan public universities, only MSU and the three campuses of the University of Michigan require this test from international students. This requirement has the potential to be a major impediment, or at minimum discourage prospective undergraduate international students from applying to UM-Flint. We, therefore, recommend:

- The Provost should work with the appropriate UM-Flint committee(s) to pursue waiving the SAT requirement for admitting undergraduate international students.

Off-Campus Housing

We recommend that UM-Flint provide assistance with off-campus housing as a service to all students, domestic and international, undergraduate and graduate. This service should be provided by creating a staff position, whose primary responsibility would be assisting with housing and related logistical issues (e.g., transportation, information management, etc.) The natural reporting structure for such a position is the division of Student Services and Enrollment Management (SSEM). As the number of students in need of assistance with housing should increase and/or the planned university housing should become available, the University should explore the creation of an office of “residence life” which would absorb this position/service. Broad areas of responsibilities for this position/office could include:

- Provide general assistance to students in need of off-campus housing.
- Provide assistance with temporary accommodations such housing needs, transportation, etc.
- Maintain comprehensive database of off-campus housing options. Explore options for establishing partnerships with other local institutions of higher learning, apartment complexes, realtors and other housing providers and agencies to address some of our housing needs.
- Enhance/upgrade the off-campus housing Website, including implementation of a multi-lingual capability.
- Assist with the review of agreements (e.g., lease, etc.) in consultation with Purchasing Department.
- Promote off-campus housing to local community, landlords, etc.
- Maintain roommate matching list/service.
- Provide/maintain information about transportation and area hotels.

- Act as a liaison with academic departments to explore living learning opportunities – similar to Office of Resident Life that had previously been considered.
- Collaborate as necessary with HUD.
- Facilitate conflict resolution services between landlords and students.

Transportation

The ideal solution for addressing the transportation needs of international students (and possibly certain domestic students) would be to have a fleet of university owned and operated vehicles. The funding source for such a program could come from general funds, tuition premium that are assessed to international students, grants, and possibly a fee for service program. This option will require further research and a cost-benefit analysis, especially since the number of affected students is currently not that large.

As an interim solution we recommend:

- The university pursues negotiations with the local mass transit authority to seek subsidized discount pricing for UM-Flint students, faculty and staff and pursue the creation of additional bus loops, with routes closer to the campus.
- The university pursues contract negotiations with a “your ride” company and/or local taxi companies to secure subsidized discount pricing for on-demand service (e.g., airport pick up, etc.) as well as daily transportation.
- Investigate the merits of having a “campus bicycle” program to be used during milder seasons by the campus community for intra-campus travel.
- Provide a university-owned vehicle to be used by ISC staff (and other approved UM-Flint personnel) for assisting international students upon their arrival at the airport and needed travel. Authorize the ISC staff to provide emergency transportation to international students, including mileage reimbursement. Funding source for this program could be the premium tuition paid by foreign students.
- Explore partnering with other local higher education institutions to provide transportation assistance for international students.

Health Care

As mentioned, lack of health care coverage places the international students at a significantly greater risk if they should experience a major medical complication. This is partly because they are so far away from home and many do not have family members in U.S. to take care of them in an emergency situation. We recommend:

- UM-Flint should begin requiring international students to have health insurance coverage during their stay at UM-Flint. Students who demonstrate evidence of health insurance coverage *acceptable in U.S.* can be exempted.

- UM-Flint contracts with a commercial health insurance provider (e.g., the Chickering Group, T. W. Lord, ISIS, etc.) and offers health insurance to international students without coverage.

We further recommend that an ad hoc committee with representatives from ISC, Purchasing, Accounting and other pertinent units be appointed to pursue the needed research, contract negotiations and implementation of the plan. This plan should be of benefit not only to international students in need of health care coverage but also domestic students with similar needs.

Articulation Agreements

We endorse the recommendations by the subcommittee on Institutional Partnerships (IP) of the Strategic Planning Committee which include, among other things, *creation of additional partnerships with area community colleges and the appointment of a staff position (or part of a staff post) within the Provost's office devoted to coordinating these agreements*. We also recommend expanding the development of articulation agreements and/or exchange programs with international institutions of higher learning. Establishment of such partnerships should prove highly beneficial in recruiting international students. Further, we recommend the following:

- Develop a set of guidelines and an associated flow diagram (see Appendix D for a sample diagram) for developing and signing articulation agreements, partnerships and/or contracts with *international* higher education institutions.
- Place the policies and procedures, including contact information, for developing articulation agreements and partnerships with UM-Flint on the Web.
- Academic departments should take a stronger role in the administration of articulation agreements to ensure that they are successful. Examples include making sure that classes are offered in a timely manner and making sure that the right kinds of classes are being offered.
- Academic departments should be encouraged to work collaboratively with Student Services and other departments responsible for admitting and enrolling students as well as marketing the programs to new students.

Appendix A

Institutional Partnerships Subcommittee Report

Background

The charge to the Institutional Partnerships subcommittee was to identify key issues and develop priorities for the Strategic Plan in 2 areas: (a) Relationships with other entities of the University of Michigan, and (b) Relationships with other higher education institutions.

Relevant Materials

Documents that relate to institutional partnerships:

1995 Academic Plan

Final Report of the Purpose Group on Improvement of Community College Articulation (May 2003)

Final Report of the Lt. Governor's Commission on Higher Education & Economic Growth

Data

List of existing and 'in process' articulation agreements

Issues

Every document that has addressed the issue has called for more articulation agreements (or partnerships – about which more later) with community colleges. For example, the 1995 Academic Plan list among its Principal recommendations (p.10) “To establish a wider range of articulated agreements with community colleges and with GMI to offer students more courses and program options and reduce duplication and competition.” The Cherry Commission Report (p. 18) specifically recommends that “Universities that currently grant baccalaureate degrees must forge new partnerships with community colleges to expand the availability of this credential.”

The Purpose Group on Improvement of Community College Articulation made specific recommendations about how to facilitate these agreements. Its final report proposed (p. 19)

“Academic Deans and Department Chairs/Directors should develop a process for identifying courses and programs to be articulated and evaluating the impact and effectiveness of articulation agreements.”

and

“Master transfer articulation agreements must be drafted and put into place via signatures from appropriate institutional personnel. The agreements should include, but not be limited to, statements of understanding regarding recognition of courses and curricula quality, relationships of grading policy, recognition of general education requirements, admission standard, and policies relative to periodic review and updates of agreements.”

The recommendations seem not to have been implemented. Indeed, here is a complete list of agreements, so far as we can tell.

Working agreements

Bachelor of Applied Science Oakland CC

Bachelor of Applied Science Mott CC

Bachelor of Fine Arts MCC

SSEM MCC

SOM MCC

SHPS MCC

SHPS Delta College

Social Work MCC

Bachelor of Business Administration MCC

Honors Program MCC

In process agreements

Bachelor of Applied Science Mohawk College (Ontario)

Music Mohawk College

Social Work Canadian College

Nursing Delta

This list represents good and hard work by a handful of individuals, but suggests neither institutional strategy nor commitment to partnership with Community Colleges.

Partnerships versus Articulation Agreements

The documents we examined seem to use the terms “articulation agreement” and “partnership” between 2- and 4-year colleges interchangeably. They are, in fact quite different.

Articulation is, by definition, a connection, or joining of parts, while ‘partnership’ is defined as an ‘affiliation’, ‘alliance’, relationship, or collaboration.

Background

Traditionally, articulation agreements assume a hierarchal approach to issues such as student transfer credits, program transfers, etc., based on practices of authority. Until recently, these practices have been successful.

More recently, however, competition among four-year degree-granting institutions has increased as state funding for higher education has decreased,

requiring increased enrollment in order to increase fiscal resources for the universities.

At the same time, more powerful community colleges are now lobbying to enter domains traditionally reserved for 4 year colleges and universities, such as teacher certification and granting of 4-year bachelor's degrees.

These occurrences recently have become coupled with the federal legislative mandate of *No Child Left Behind*, affecting virtually every teachable major and minor within the four-year college/university. As state test scores (e.g., MEAP) of student achievement failed to meet national expectations, 4-year institutions were held accountable through their teacher certification programs, or through what is now known as 'teacher testing'. Simultaneously, Community Colleges began to hold the 4-year institutions accountable for teacher testing data when the data indicated that many community college transfer students achieved as well or higher on the teacher tests than students who were exclusively enrolled at the 4-year institutions (directly challenging their traditional curriculum authority over content areas).

Philosophical Underpinnings

Most likely inspired by the Committee of 13 in the late 1800s, where higher education institutions began to create curriculum blueprints for K-16, 4-year institutions have traditionally agreed to some form of articulation with their community college counterparts, but within a framework that power and control of the curriculum remained solely with the 4-year institution.

Partnerships challenge this position and challenge the assumption that curricula and faculty are of higher quality at the 4-year institutions. Partnerships are based on shared accountability and shared governance of the curriculum. This change of practice represents a paradigm shift, as perceptions of authority and quality are challenged, based on student test data.

Aside from the shift in positions, partnerships often make good sense with regard to shared alliances in which each partner feels an ownership of the program, thus helping to create more positive oversight, a more assured continuing investment, and a more authentic relationship. A partnership based on shared decision-making fosters a strong counseling and transfer commitment with the 4-year institution.

For all these reasons, partnerships provide stronger alliances, but perhaps the strongest rationale for considering a partnership over an articulation agreement is benefit to the student. Well-considered partnerships provide a 'seamless' transition for the student from one institution to the next, helping to eliminate lost credits, etc., while also generating a student more committed to the 4-year institution even at the beginning of their program at the 2-year college. (This is

especially true if dual-enrollment is offered at the beginning of the student's plan of study).

Although 4-year institutions have traditionally held authority over the curriculum because 'it's what is best for the student/s,' student testing data directly challenges these beliefs, often indicating otherwise. Thus, partnerships allow a moment of questioning of traditional assumptions, compelling all of higher education to reconsider 'who does what best; and when?' for the student.

Recommendations

- We endorse the concept of Partnerships in general and recommend that additional partnerships with area Community Colleges be established. Arrangements in place thus far have been largely ad hoc, based on individual initiative, or fortunate relationships existing between a UM-Flint faculty/staff member and his/her counterpart. We need more coordination and a coherent strategy for the creation of future arrangements.
- We recommend that a staff post, or part of a staff post, be devoted to coordinating these arrangements. This individual would probably best be situated in the SSEM office, but would be charged to work with the Schools, College and, if appropriate, Graduate Programs.
- A mechanism for the establishment of priorities in Partnerships should be established, so growth and development are systematic and understood.
- As our primary and most important feeder institution, special attention should be paid to developing further agreements with Mott Community College. We encourage Departments/Programs at UM-Flint to establish collaborative working relationships with counterparts at Mott. We should view them as colleagues and partners.
- The articulation to be signed shortly with Mohawk College in Hamilton, Ontario, should be closely monitored as a possible model for additional international agreements. Given possible recommendations of the enrollment growth task force, 2+2 agreements, articulations or partnerships should possibly be explored with other institutions outside the USA. Additional potential agreements with Mohawk College should be followed up aggressively.
- Given the competition in higher education, we should extend our Partnerships into, and beyond our existing service area. Academic units should consider the following priorities: 1) Enrollment growth. What are our most popular programs with students, and how might a partnerships/articulation agreement help generate further enrollment growth? 2) Faculty members at both institutions must be willing to engage in the preliminary work, and such work should be viewed positively in annual reviews, particularly in the areas of service and

teaching. 3) Departments/programs should receive incentives for engaging in this work for doing so.

- A mechanism for the review of existing partnerships/articulation agreements should be set in place. It is our current impression that reviews are mandated in all existing agreements, but also that those agreements are more honored in the breach than in the observance.
- Online learning has the potential to be a significant asset to any articulation agreement/partnership.

Our Committee charge also focused on improved relationships within the UM system. In our Committee discussions we had the most difficulty conceptualizing a strategy here, since Ann Arbor does what it wants to, often without much regard to our wishes. To the degree that relations are warmer between the two campuses, and, further, that these good relations have led to closer collaboration in a number of areas (including admissions), the “warmth” and “collaboration” seems to have come through the efforts of President Coleman and Chancellor Mestas. We know that enrollment growth is our highest institutional priority. We know further that the UM name is probably our greatest asset. We further believe we should do all possible to raise the academic profile of UM-Flint even as we seek to increase enrollment.

We encourage the establishment of articulation agreements/partnerships between UM-Flint and Ann Arbor in all areas that could positively benefit the Flint campus. Some strategies to consider:

- A formal agreement (or agreements) should be established regarding access of UM-Flint to applicants not admitted to Ann Arbor, but meeting UM-Flint admission standards, so that our SSEM office may recruit those students.
- Scholarship funding should be made available to support these potential students.
- Campus housing would make offers of admission to these students more attractive.
- The College, Schools and Departments should explore the possibilities of 2+2 agreements with Ann Arbor Departments and programs.

Appendix B
Distribution of International Students Home Countries

Home country	Graduate program			
	MBA	DPT	MPA	MAC
Canada		1		
India	4			1
Jamaica			1	
Peru	1			
South Korea		1		
Turkey	1			

Table 1. Distribution of international graduate students

Home country	Undergraduate program						
	BS	BA	BBA	DPT	BSN	BAS	BFA
Canada	4	9	1	3	1	2	
China	1						
Germany	1		1				
India	1						
Indonesia			1				
Jamaica	2						1
Japan			1				
Jordan				1			
Kenya					2		
Nepal	1						
Pakistan			2				
Russian Fed.	1		1				
Saudi Arabia	1						

Table 2. Distribution of international undergraduate students

	New FTIAC	Undergraduate	Graduate
Domestic county	(9%)	(83%)	(9%)
Genesee	402	3846	396
Immediate surrounding counties	(9%)	(79%)	(12%)
Oakland	52	443	82
Lapeer	48	410	32
Shiawasee	31	211	29
Saginaw	9	123	35
Tuscola	7	81	9
Livingston	8	76	14
Middle surrounding counties	(3%)	(76%)	(21%)
St Clair	6	152	18
Macomb	3	42	14
Sanilac	2	30	5
Wayne	0	22	12
Bay	0	19	8
Ingham	0	18	18
Washtenaw	3	16	10
Clinton	0	9	3
Huron	0	7	0
Midland	0	5	0
Distant counties	(2%)	(64%)	(34%)
Eaton	0	5	3
Ottawa	0	4	3
Cheboygan	1	3	1
Kalamazoo	0	3	2
Kent	0	2	3
Isabella	0	4	0
Grand Traverse	0	1	3
Calhoun	0	3	0
Otsego	0	3	0
Iosco	0	2	1
Lenawee	0	2	1
Monroe	0	2	1

Table 3. Distribution of domestic students from Michigan counties in Fall 2005

Note that Counties with 2 or fewer students are omitted.

Appendix C International Student Center



The University of Michigan – Flint International Student Center (ISC) provides many services for potential, current and alumni international students. It is the mission and goal of the ISC to make sure that every international student feels comfortable living and studying in America. The ISC provides immigration, cultural, personal, and academic advising for all international students. The ISC is a place of resource for international students looking for housing, on-campus employment, social security numbers, drivers license, insurance, buying a car, medical facilities, transportation, cultural businesses and many others. The ISC also organizes many educational and useful workshops and extracurricular activities for international students to meet other international students.

F-1 Visa Process

1. International students apply to UM-Flint and are accepted by either office of undergraduate admission or graduate admission, based on their TOEFL scores, ACT/SAT/GRE scores, financial documents, past grades, etc.
2. A staff member (DSO) from ISC then creates a SEVIS file and an I-20 form for the student. The staff sends the admission letter and I-20 packet, informing the student of his/her admission to the university and the directions he/she must follow to obtain a F-1 visa
3. Student pays \$100 SEVIS fee and makes an appointment at the U.S. Embassy in his/her home country.
4. If student's interview is successful, he/she receives an F-1 visa.
5. When the student informs the ISC of his/her approval of a visa, ISC remains in contact with him/her via email
6. Student is then "taken care of" by the ISC until he/she graduates from UM-Flint.

Krysten Howard's Main Responsibilities (in terms of immigration)

1. Designated School Official (DSO)
2. Creation of initial I-20 document, I-17 and other DHS documents
3. Immigration advising regarding Optional Practical Training, Curricular Practical Training, OSAP Financial Aid, Transferring, Reduce Course Load, Traveling, Reinstatement, Change of level or major, extension
4. Notifications, recommendations and maintenance of SEVIS

5. Advising of potential, current and alumni international students with academic, cultural, personal, financial and other concerns
6. Communicate with other UM-Flint academic and SSEM departments about immigration, international student questions
7. Maintain and update international students files
8. Communicate with DHS agencies (USCIS and ICE) and Border Patrol agents about international students
9. Confirm and ensure that our policies and procedures mirror the practices of UM-Ann Arbor's International Center

Important Terms (taken from the NAFSA Adviser's Manuel 2005-2006)

SEVIS (Student and Exchange Visitor Information System): an internet – based system that allows DHS to collect, maintain and use accurate and correct information on nonimmigrant students, their dependents, and the approved schools that host nonimmigrant students. SEVIS allows schools in the U.S. and Immigration to exchange data on the visa status of international students.

I-20 document: The document that entitles an international student to apply for an F-1 student visa at a U.S. Embassy or Consulate in the home country. It is also called the Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students.

F-1 Visa Student: A Nonimmigrant who is pursuing a “full course of study” to achieve a specific educational or professional objective, at an academic institution in the United States that has been designated by the Department of Homeland Security (DHS) to offer course of study to such students, and has been enrolled in SEVIS. Once the educational or professional objectives have been attained, the F-1 student is expected by the U.S. government to return to his or her residence abroad.

DSO (Designated School Official): A regularly employed member of the school administration who is designated by the school to represent and speak for the school in F-1 student matters.

USCIS: The United States Citizenship and Immigration Services is a unit in the Department of Homeland Security. In regards to F-1 students, the USCIS adjudicates applications submitted for arrival, employment, etc.

ICE: The Bureau of Immigration and Customs Enforcement is a unit in the Department of Homeland Security. In regards to F-1 students, ICE is in charge of the SEVIS system and making sure all F-1 students are maintaining legal status during their studies in the U.S.

NAFSA: National Association of Foreign Student Advisors. a member organization promoting international education and providing professional development opportunities to the field. NAFSA conducts training on DHS laws and regulations, SEVIS and visa issues.

Appendix D

Sample Flow Diagram for Establishment and/or Renewal of Articulation Agreements and Partnerships with International Institutions

