



University at Buffalo

School of Engineering
and Applied Sciences



The State University
of New York



Christopher Connor
Assistant Dean and Chief Enrolment Officer

Welcoming and Supporting International Students

ABOUT US



AN ACADEMIC POWERHOUSE

UB is both big—the largest and most comprehensive campus in the 64-campus SUNY system—and bright, ranking among the top 2 percent of U.S. universities as a member of the Association of American Universities.





BY THE NUMBERS 2019-20



31,923 Students

- Top 25 in US hosting international students



268,000+ alumni in 150 countries



Research Expenditures



Member of Association of American Universities (AAU)

- Ranked among Top 2%





RANKINGS



#1 New York Public University



#31 Public University nationwide



#31 Public University nationwide

RANKINGS



Engineering Schools

- #5 in US, #12 Worldwide



Engineering Schools

- #2 of Public University Northeastern US
- #59 all Engineering Schools in US

AT A GLANCE: 2019-20 GRADUATE STUDENT PROFILE

2,175 Graduate
Students



45 Countries



20 States

80%
of
Graduate
Students
International



36,000+
alumni in 50
states and 70
countries
around the
globe



Full-time
Faculty



Annual
Research
Expenditures



2019-20 TOP 10 INTERNATIONAL STUDENT COUNTRIES

45 COUNTRIES



80%
of
Graduate
Students
International



INDIA



SOUTH KOREA



CHINA



TURKEY



IRAN



ECUADOR



BANGLADESH



EGYPT



TAIWAN



SAUDIA ARABIA



Centrally located



Buffalo is a 1-hour flight to:
NYC • Boston • Washington D.C.
• Chicago • Montreal • Quebec



1.5 hour drive to Toronto
20 minutes to Niagara Falls



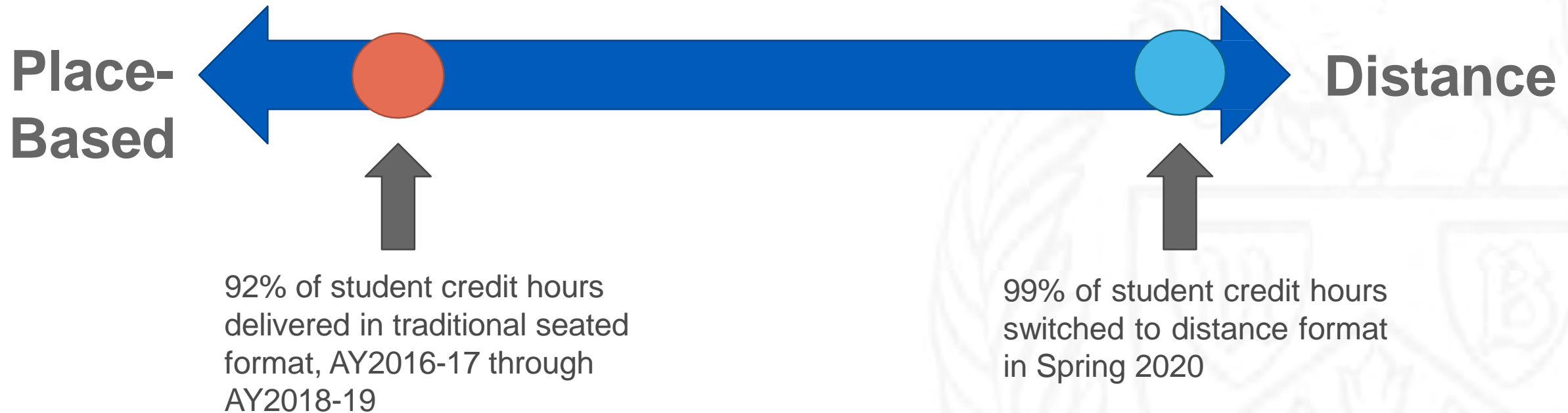


University at Buffalo

School of Engineering and Applied Sciences

COVID-19 PLANNING

Instructional Delivery Continuum



Scenarios

Place Based

Distance

New Domestic UG



+

New International UG



+

New Domestic Grad



+

New International Grad



+

New Professional



+

Continuing

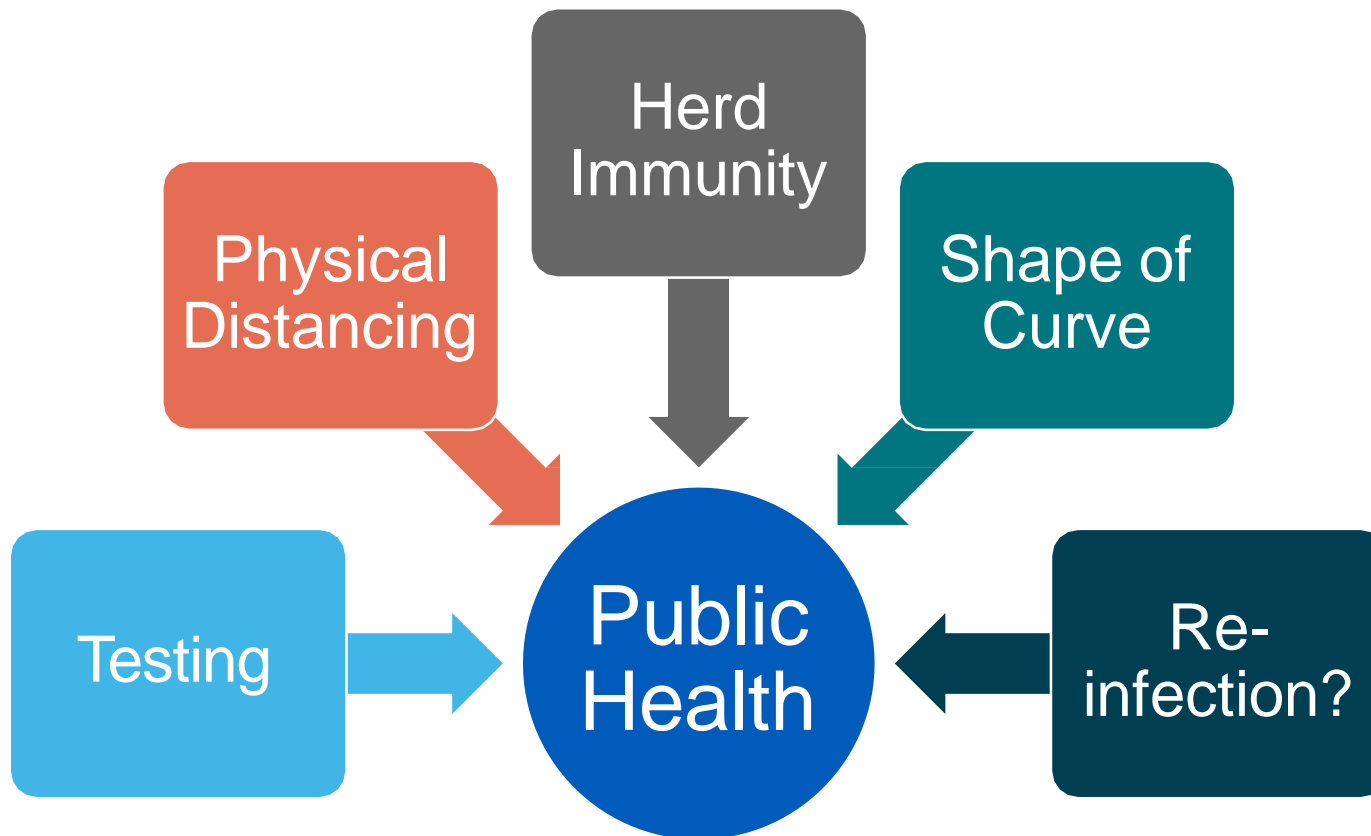


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UB Total



Perception of Public Health Status



Is testing for virus and antibodies widely available?

Are physical distancing measures implemented and followed?

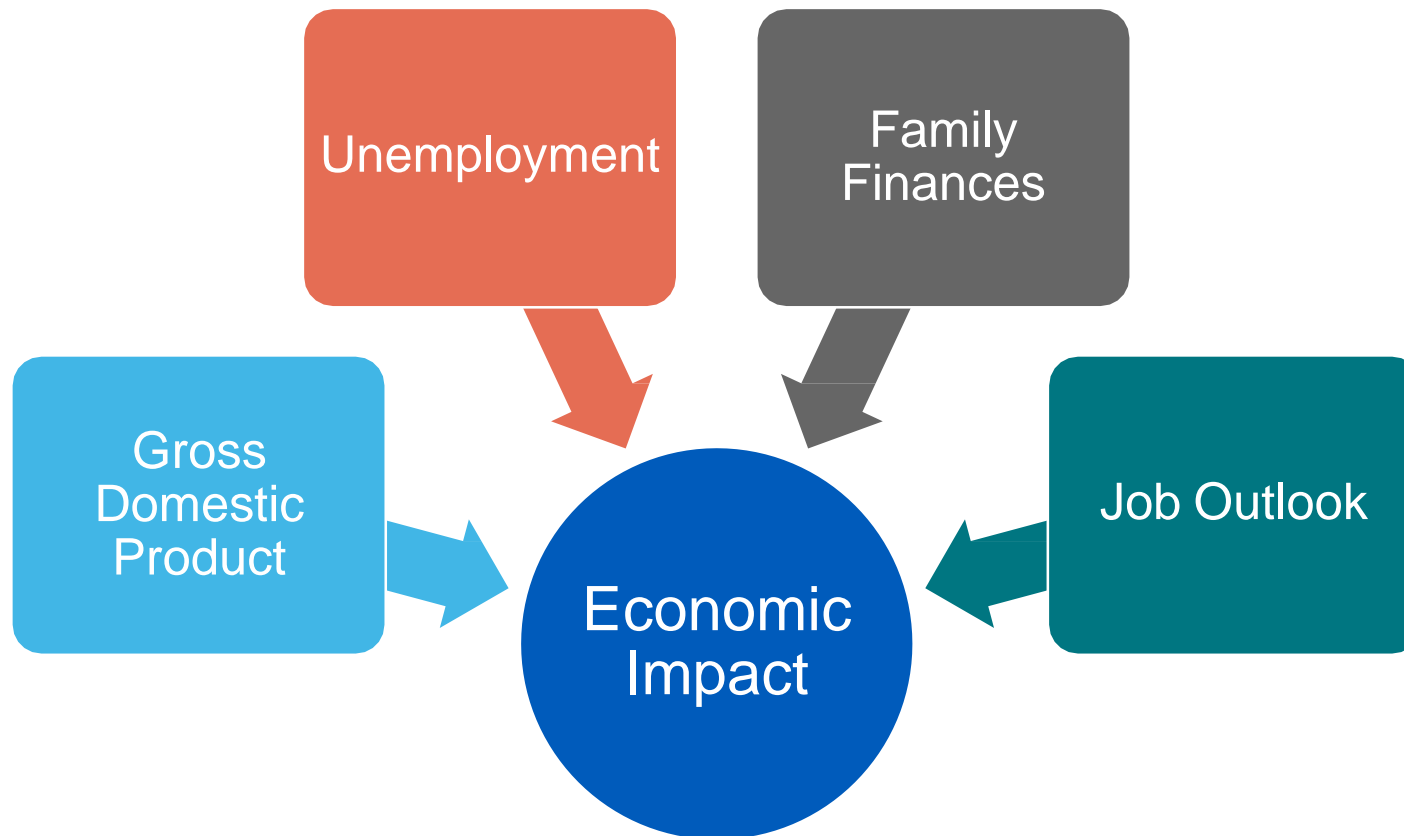
What is the shape of the infection curve?

At what point are we on the curve?

When does the population achieve herd immunity?

Do infected persons develop immunity? Temporary? Virus mutation?

Economic Impacts



How soon does economic activity return?

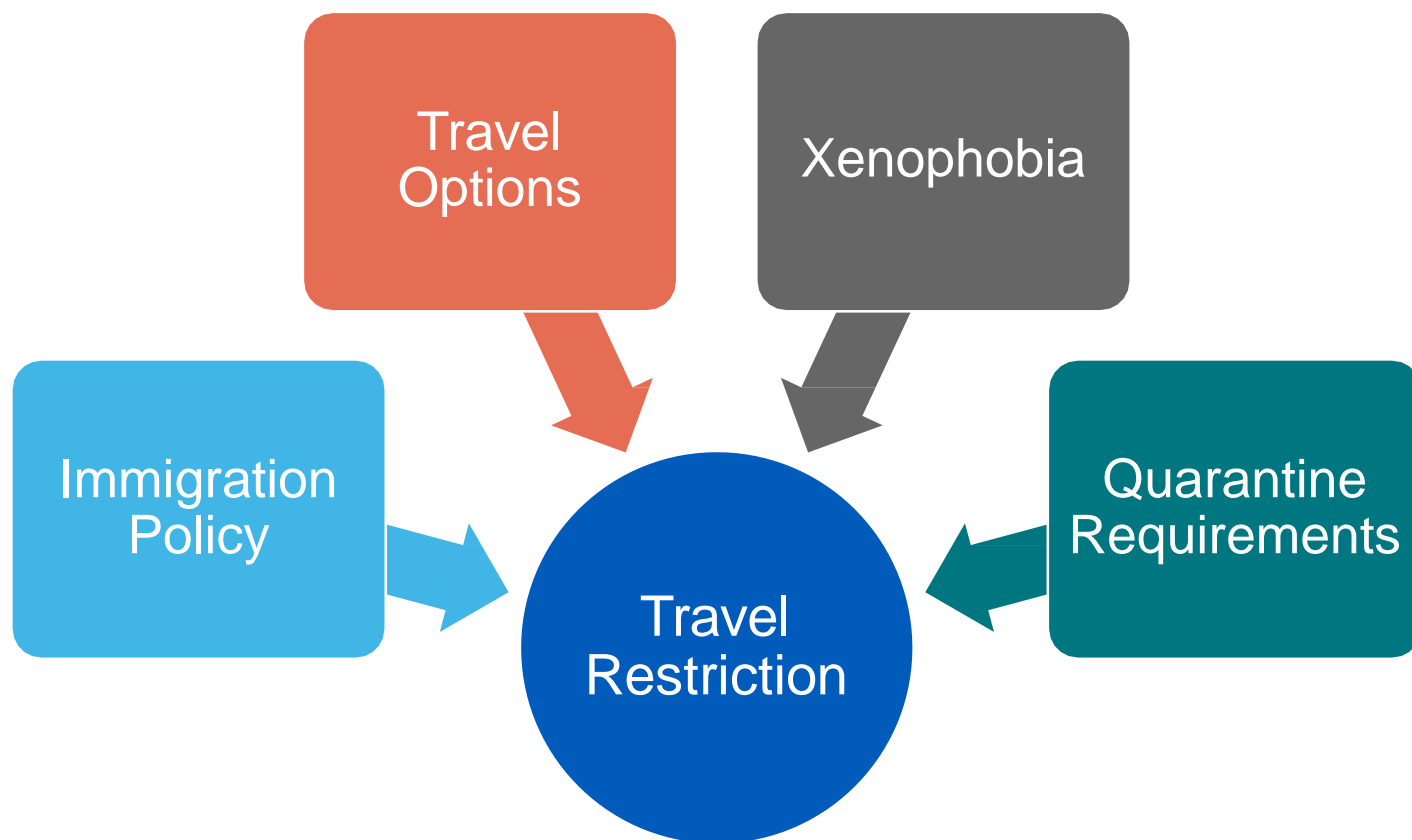
What are the structural changes to the economy?

How soon do jobs come back?

Can families afford college?

What are the prospects for employment at graduation?

Travel Restrictions



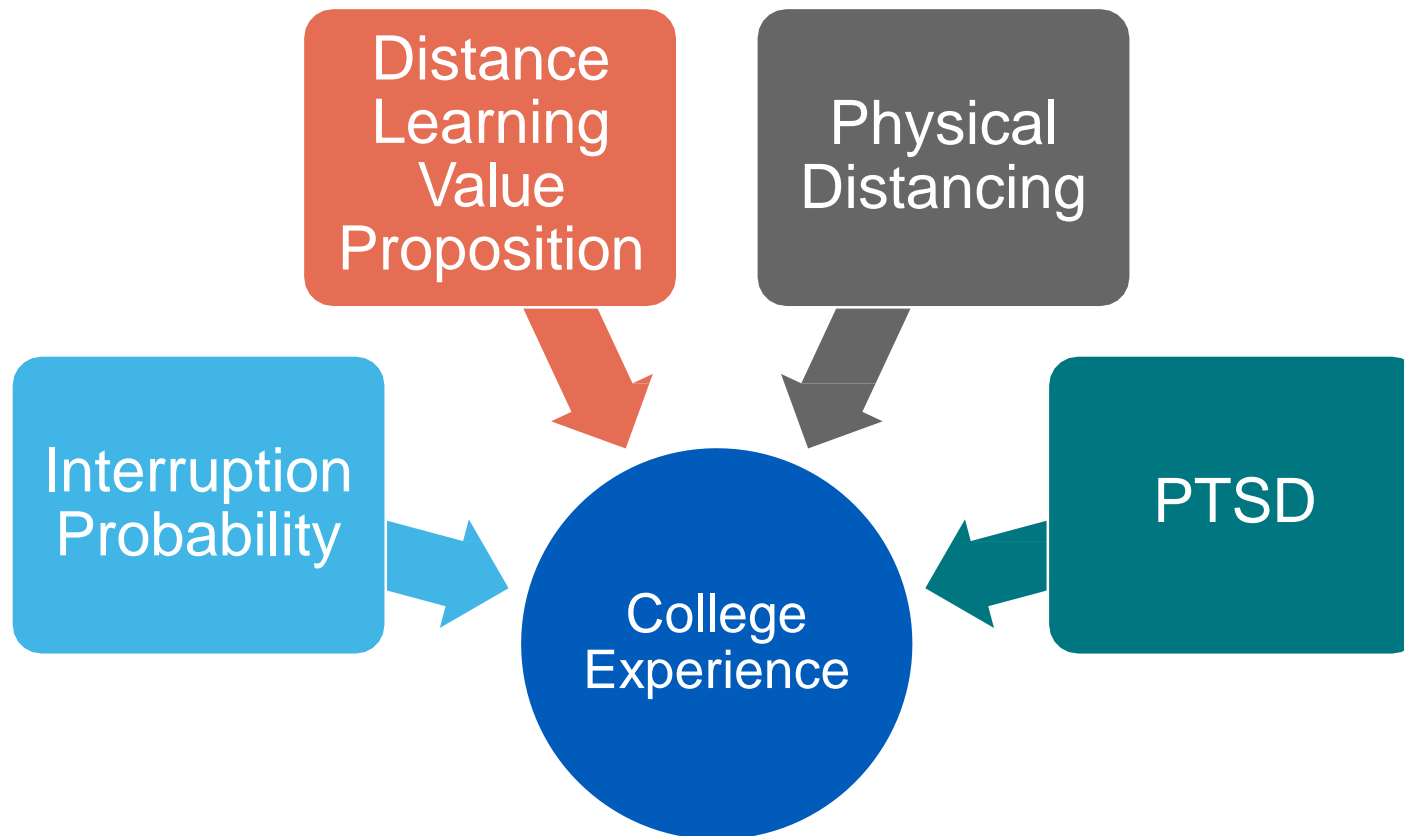
Are there changes/restrictions on students visas?

Do international flights return?

How do we ensure that all students feel welcome on campus?

Are quarantine requirements imposed?

College Experience



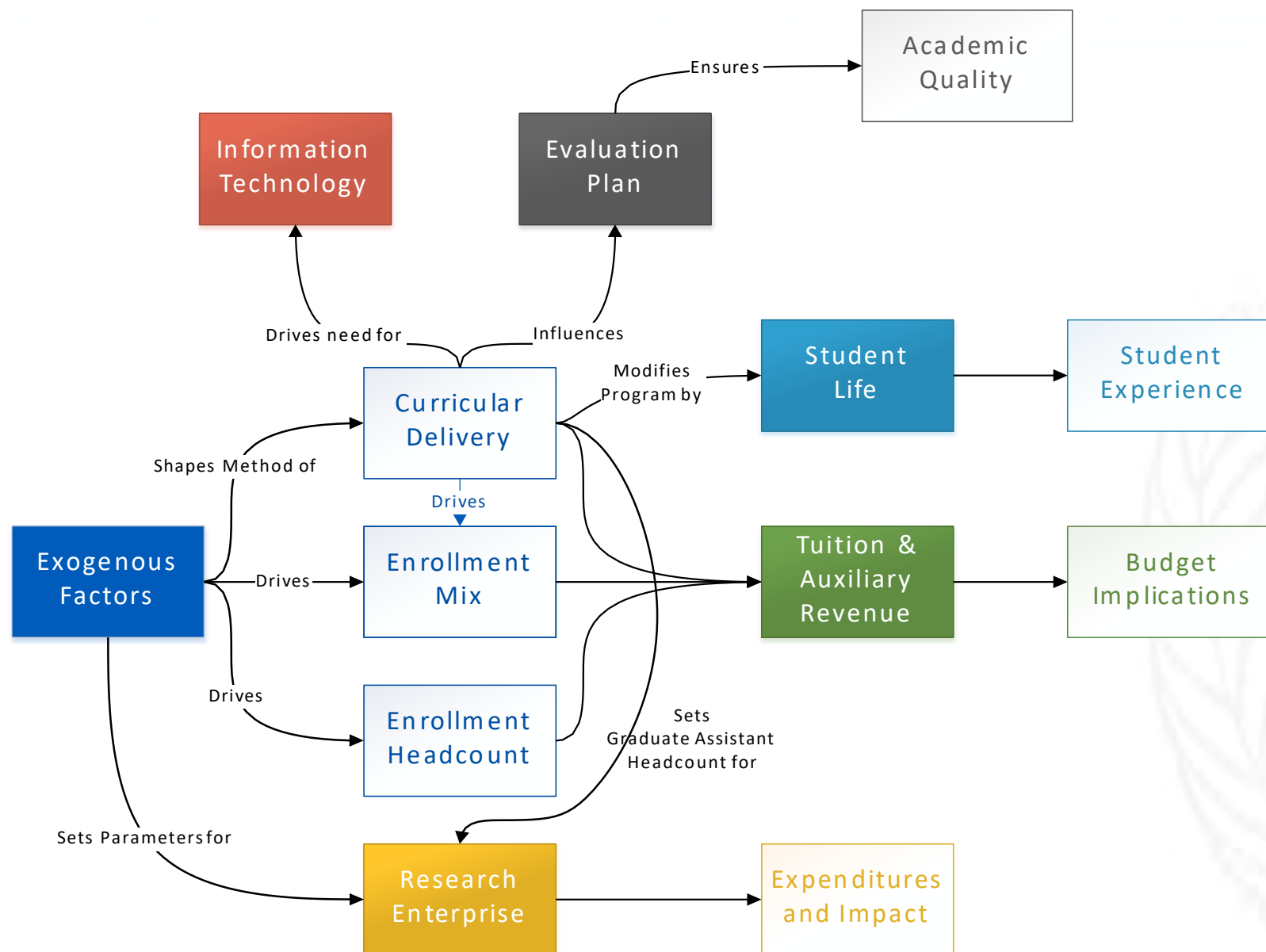
What is the probability of a mid-fall semester closure or other closures throughout the year?

How do we ensure that the student experience is excellent and of high value?

How do we evaluate student acceptance and perception of an distance learning versus seated experience?

How do we ensure physical distancing requirements do not devalue the college experience?

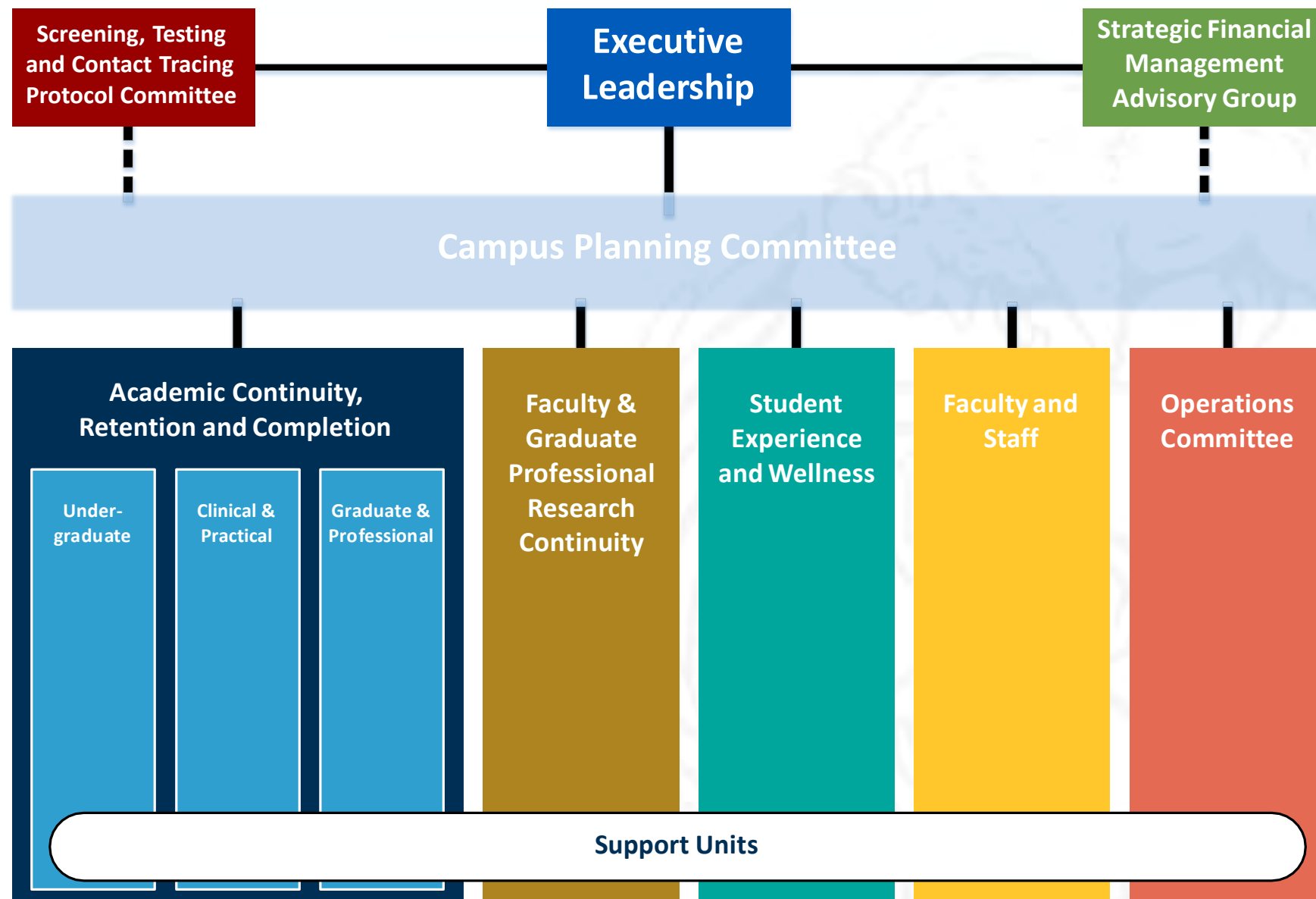
Do students and faculty feel comfortable being in close proximity to each other?



COVID-19 Impact Model

Executive Leadership sets direction and strategic priorities for the **Campus Planning Committee**. In addition, it is informed by a campus **Strategic Financial Management Advisory Group** and **Screening, Testing and Contact Tracing Protocol Committee**.

The **Campus Planning Committee** includes the chairs of each of the subcommittees as well as members of the faculty, staff, students and administration. This group debates and discusses alternative actions informed by the five subcommittees and makes recommendations to **Executive Leadership**.



Reduction in Density



890

Number of students
in in-person classes on
North Campus at 10 a.m.
on the first day (vs. 6,800
in Fall 2019)



87%

Reduction of density in
classrooms*



74%

Decrease in students
taking daily in-person
classes*



40%

Decrease in residence
hall & campus apartment
occupancy rates*

2,226

Number of faculty
teaching, Fall 2020

441

Number of faculty
teaching in-person only

**compared to Fall 2019*

COVID-19 Return to Campus Plans

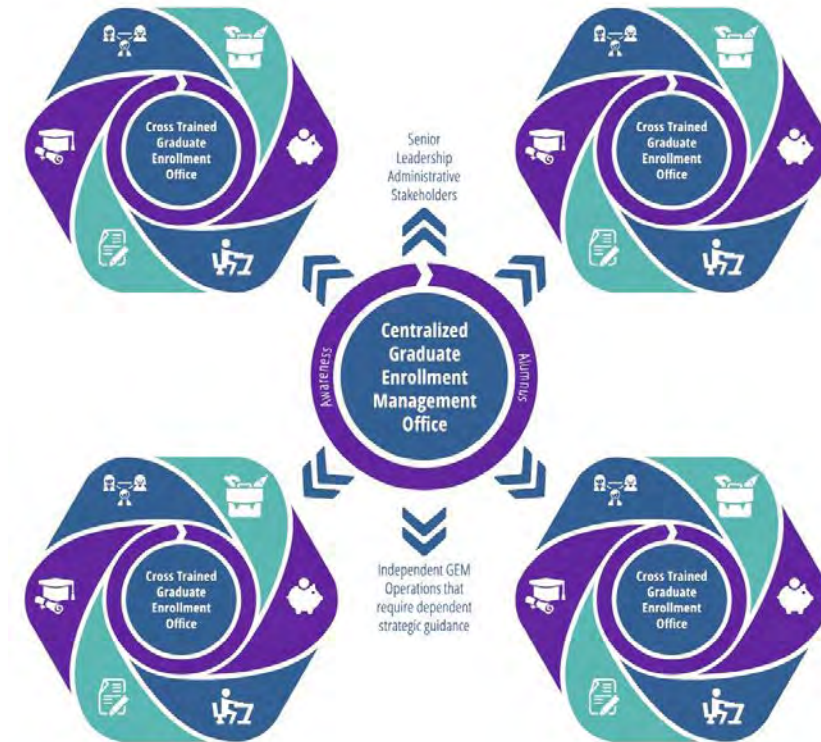
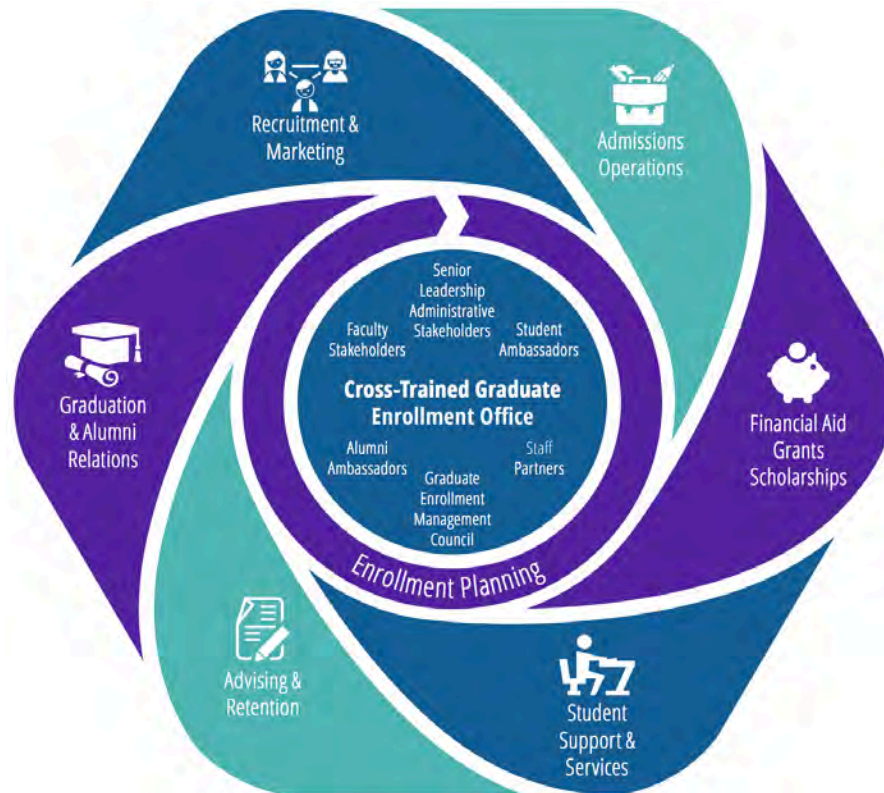
- **In planning for the Spring 2021 class schedule**, UB will assume that protocols for physical distancing will remain in place and plan to offer courses as a mix of in-person, remote, hybrid, and HyFlex classes. Planning for some scenarios to continue potentially to **Fall 2021**.
- **UB's determinations about the Fall 2020, Spring 2021 and Fall 2021** will continue to align with the Governor's Executive Orders—including Western New York's progress pursuant to the state's Phase 1-4 regional benchmarks, which may change as the COVID-19 situation evolves.

SUPPORTING INTERNATIONAL STUDENTS

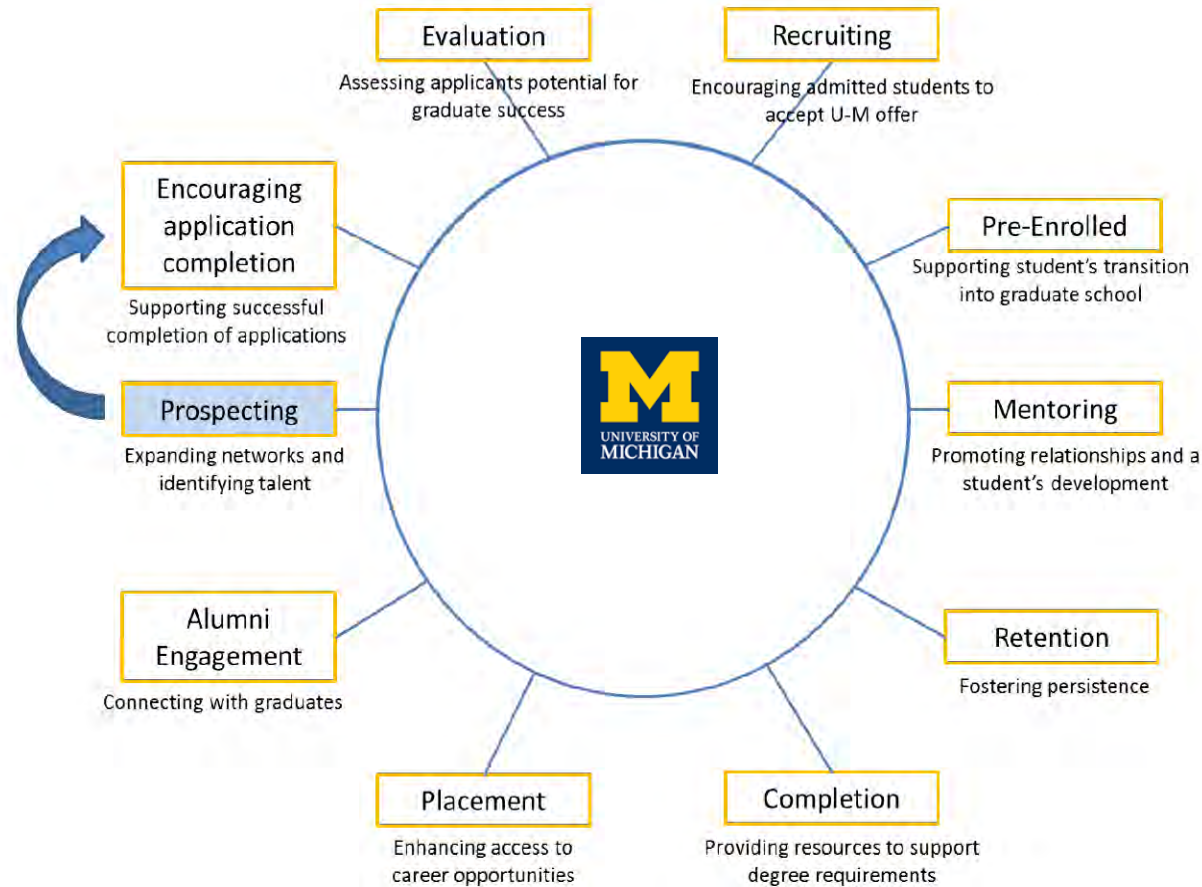
The Interdependency of Recruitment and Retention Practices



Integrated Interdependence Models of Student Support



360° Student Support Structure

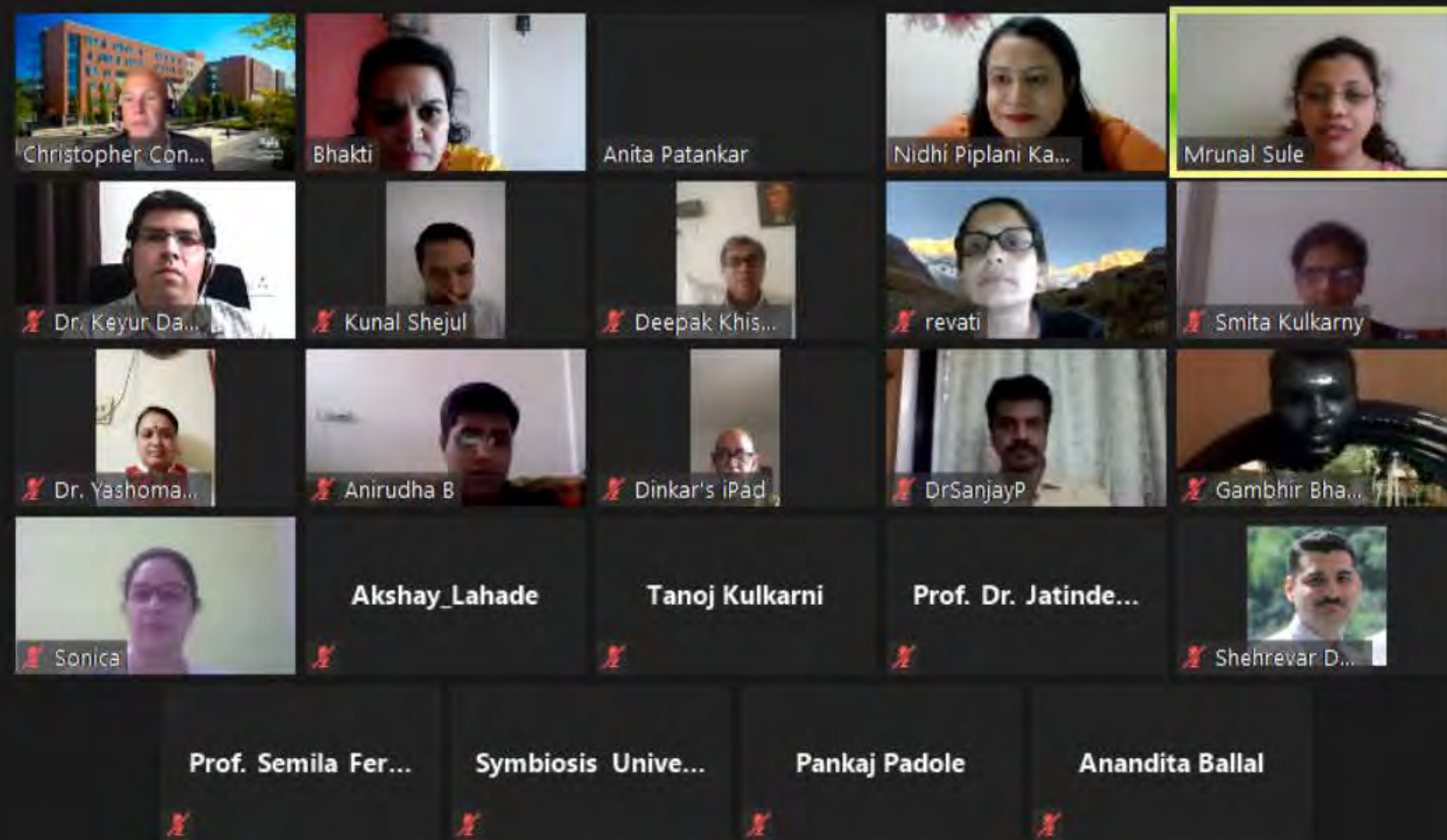


- Critical for Internationalization and Student Support

Welcoming and Supporting International Students



Paradigm Shift to Virtual



Virtual platform presents both barriers AND opportunities...

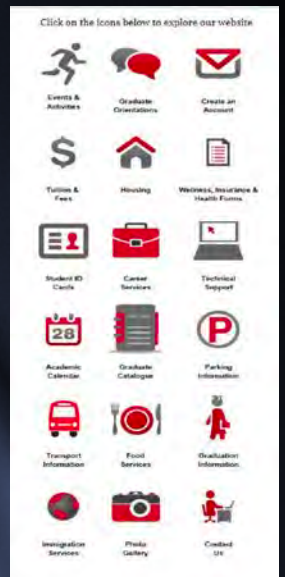
COMMUNICATION

Do not make assumptions!

- **Students**
 - **Parents/Families**
- **Faculty**
- **Staff**
 - **International student support meetings**
 - **What is working... what is not?**
- **Alumni**
- **Community**

- Checklists of expectations and requirements
- Calendar of important dates
- Power of simplicity
- Bridging the gap to recruitment/admissions

ONBOARDING



Luigi Di Tacchio

Computer Science and Engineering

Favorite Quote:

"Stay hungry, stay foolish" (Steve Jobs)

Email: luigidit@buffalo.edu



• Where are you originally from?

"Italy."

• Why did you choose this major?

"A degree in Computer Science gives great job opportunities, especially in US. Furthermore, Computer Science is a fascinating subject that anyone can benefit from studying."

• Why did you choose UB?

"I had a great experience taking classes at UB as exchange student in 2013. Few months later, I returned to complete my master's thesis, working with Dr. Tovfik Kosar, currently my Ph.D. advisor. The fantastic environment, the great experience I had with Dr. Kosar, and the school reputation convinced me to apply to the Ph.D. program at UB."

• What's your favorite thing about UB?

"The diverse and multicultural environment helped me growing personally and professionally. Moreover, the quality of the research done at UB made me confident that one day I will be able to land a great job in industry or academia."

• What have you learned (or are learning) that's made a difference to you?

"In my first 2 years and a half in the Ph.D. program, I got stuck in my research several times and felt that everything was lost, that I was wasting my time, and that I should have gone for a job in industry. Graduate school is tough and the challenges are more than the victories you can obtain. My Ph.D. advisor always supported me and taught me to be patient and never give up, results will come in the long run, years from now, whereas now we can see only one step ahead of us."

• What's something exciting you've done while in Buffalo?

"I have been to my first Hackathon and built a Virtual Reality application before VR became a thing; outside school, I have been to my first Buffalo Wing festival and tried more than 30 flavors of wings. I have also been to a sugar shack and tasted fresh maple syrup."

ORIENTATION

- Symbolic transition
- Acclimate to cultural transitions/right of passage; pageantry, a time to inspire and engage, ritualistic
- Provide introduction to others - Socialization
- Orientation should not be about filling out forms; time to inspire, engage; cover what needs to be covered, but don't overwhelm
- Timeframe, mandatory vs. non-mandatory
- Create an online version to support all participants
- Program specific segments (breakouts, etc.)

- **Extension of topics from orientation**
- **Enhance development**

TRAINING

CAREER AND PROFESSIONAL DEVELOPMENT

- **Critical Thinking/Problem Solving**
- **Oral/Written Communications**
- **Teamwork Collaboration**
- **Digital Technology Leadership**
- **Professionalism/Work Ethic**
- **Career Management**
- **Global/Intercultural Fluency**

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IELTS USA Best Practices Award Recipient



IELTS USA is proud to announce the SEAS 360° program at the University at Buffalo (UB), The State University of New York's (SUNY) School of Engineering and Applied Sciences as the 2020 recipient of the Best Practices in International Enrollment Management Award!



The SEAS 360° Certificate of Professional Development at the University at Buffalo highlights the critical role that collaboration plays in the successful recruitment and retention of international students. The variety of internal and external stakeholders demonstrates the importance of working in unison to foster an environment where international students have equal and equitable opportunities to take full advantage of their education. The collaborators represent various touchpoints throughout the student lifecycle supporting SEAS 360° success in identifying and connecting stakeholders committed to international students. Newly developed relationships with UB's International Student Services, Alumni Relations, and Career Services allows the School of Engineering and Applied Sciences to employ a strategic approach to international enrollment management and demonstrate its value for career preparation.

According to John Wood, Ph.D., Interim Vice Provost for International Education at the University at Buffalo, "SEAS 360° powerfully leverages the skill sets and programming of multiple units within the School and beyond" and relied on existing but underutilized resources to offer a cost-free 25-hour certificate program. Participants are offered eight areas of training to develop and improve high demand "power skills," as identified by the National Association of Colleges and Employers (NACE). The SEAS 360° Certificate of Professional Development is in direct response to challenges surrounding intercultural assimilation for international graduate

- Not \$\$\$
- Collaboration and volunteerism

A blue-toned background image featuring a hand holding a glowing sphere, with white lines resembling a neural network or data flow emanating from the sphere. The overall theme is technology and innovation.

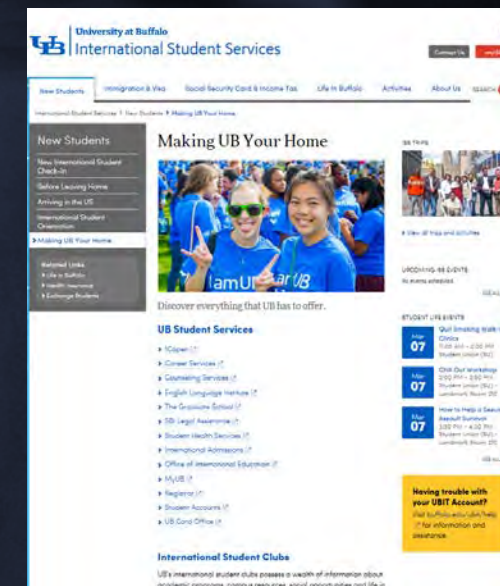
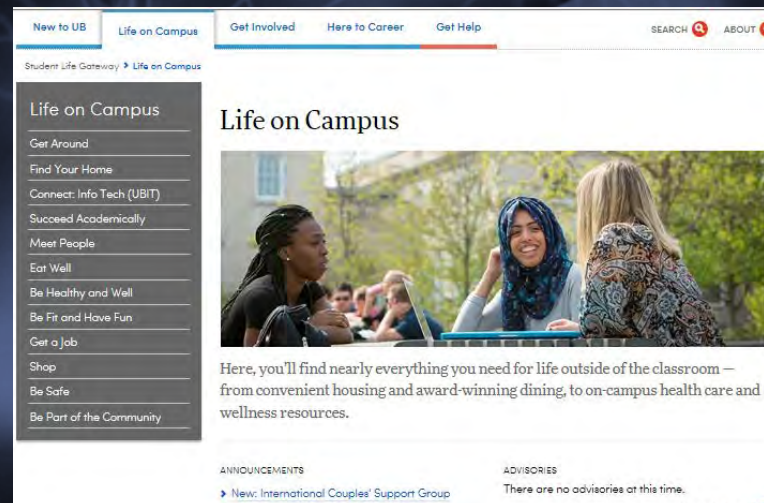
NEW ACADEMIC PROGRAMS CURRICULAR REFRAMING

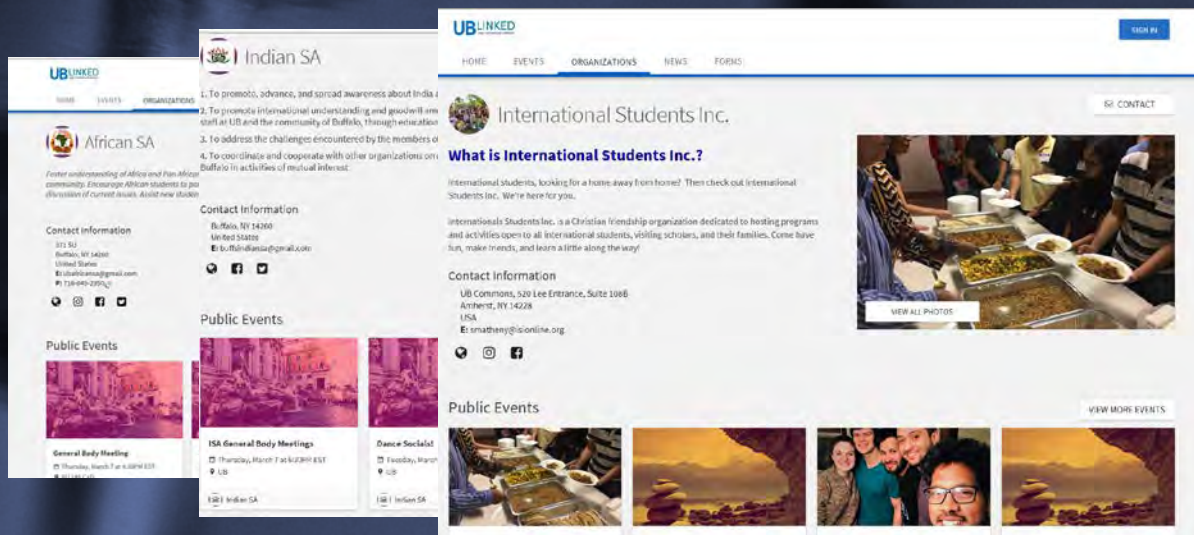
NAVIGATING LOGISTICS

- COVID-19 Safety Protocols
- Language
- Cultural
- Community
- Immigration
- Online

- Offices (who is responsible for what?)
 - Campus roadmap for Student Services and Student Life
- Staff
- Faculty
- Students
- Community

YOUR INTERNATIONAL STUDENT SUPPORT NETWORKS





STUDENT EXPERIENCE

- Health and wellness
- Student interaction
- Cultural celebration/inclusion activities
- Civic engagement
- Community service
- Volunteerism
- Networking activities
- Interdisciplinary opportunities

A common platform to

- ✓ share research perspectives
- ✓ participate in seminars/workshops
- ✓ nurture awareness in job market
- ✓ share information on available tools
- ✓ learn state-of-the-art computational tools

Sponsors

School of Engineering and Applied Sciences
Computational and Data-Enabled Science and Engg.
NY State Center of Excellence in Materials Informatics
Center for Computational Research
Center for Unified Biometrics and Sensors

Computational Sciences Club

Club of Graduate Student Association

For more information

SEAS Participants

- Electrical
- Computer Science
- Industrial and Systems
- Chemical and Biological
- Mechanical and Aerospace
- Civil, Structural and Environmental

Become a member by signing up on website

www.gsa.buffalo.edu/csc
www.facebook.com/CSCatUB

Club events

- ✓ Workshops for students by students
- ✓ Seminars by distinguished speakers
- ✓ Brainstorming session
- ✓ Networking with company reps
- ✓ Annual symposium on 'Computational Science: An Industrial Perspective'

- **Virtual Meet and Greet Sessions**
 - **Student to Student**
 - **Mentoring/Shadow programs (zoom, teams, etc.)**
 - **Cultural coffees, potlucks (virtual)**
 - **Facilitating Whats App Groups, etc.**
 - **Staff to Student**
 - **Standing virtual time**
 - **Faculty to Student**
 - **Standing virtual time**

SOCIAL AND EMOTIONAL SUPPORT

MICROSURVEYS

- Climate Assessment
 - Quantitative and Qualitative

- **Monitoring Academic Performance**

- Attendance (online, seated)
- Microsurveys (weekly)

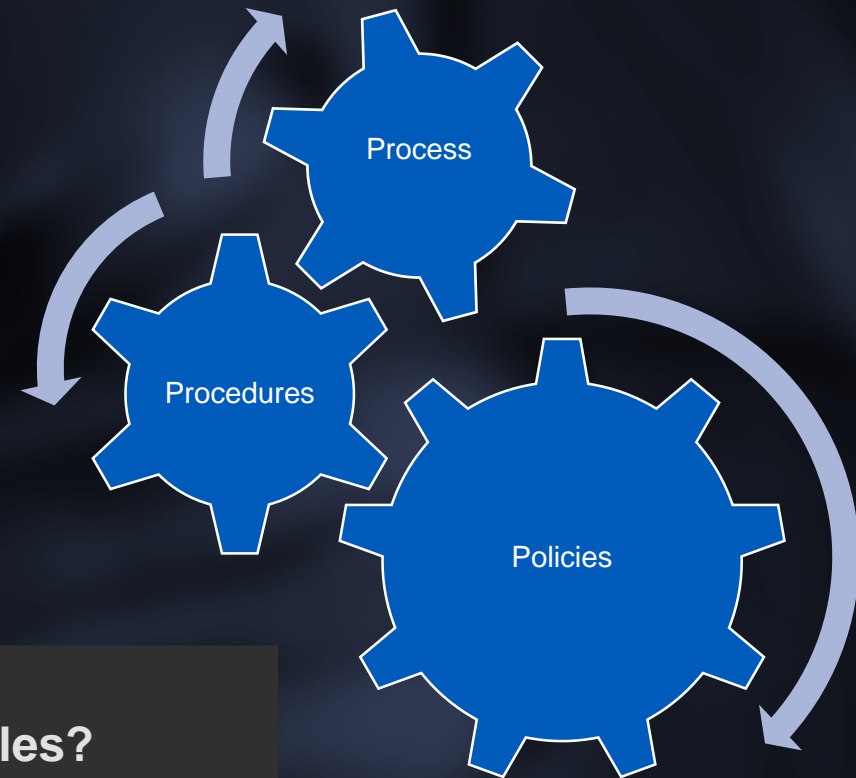
- **Tutoring Assistance**

ACADEMIC SUPPORT

RETENTION ANALYSIS

- Drill down to individual students
- Analyse trends
 - Academic progress
 - Courses
 - Load
 - Academic background
 - Language proficiency
 - Feeder schools

OPERATIONAL EFFICIENCIES SUPPORT STUDENT SUCCESS



Unnecessary Obstacles?

- Pre-COVID-19
- COVID-19

- **Student Success:**
Transparency of placement data
 - Internships
 - Jobs
- **Transition from student to employment**
 - **Economic volatility**

OUTCOMES

The background of the slide is a dark, blue-toned image. It features a close-up of a human hand, with fingers slightly spread, holding a complex, glowing network of white fiber-optic cables. The cables are intertwined and radiate light, creating a sense of dynamic energy and connectivity. The overall aesthetic is technological and futuristic.

1. Institutional Policies

- Challenging

2. Governmental Policies

- VERY challenging

CHANGE ADVOCACY

ACADEMIC PROGRAM ALIGNMENT WITH LABOUR MARKET

A blue-toned background image featuring a hand holding a glowing sphere, with a network of white lines resembling a neural network or data flow. The text is overlaid in the center-right.

NEW ACADEMIC PROGRAMS CURRICULAR REFRAMING

INDUSTRY AND ALUMNI ENGAGEMENT

Alumni Engagement

- Exit surveys
- Opportunities for engagement
- Mentorship, ambassadorship

Corporate Partnerships

- Employer in residence programs
- Advisory councils
- Sponsorships in experiential activities
- Co-curricular or curricular development

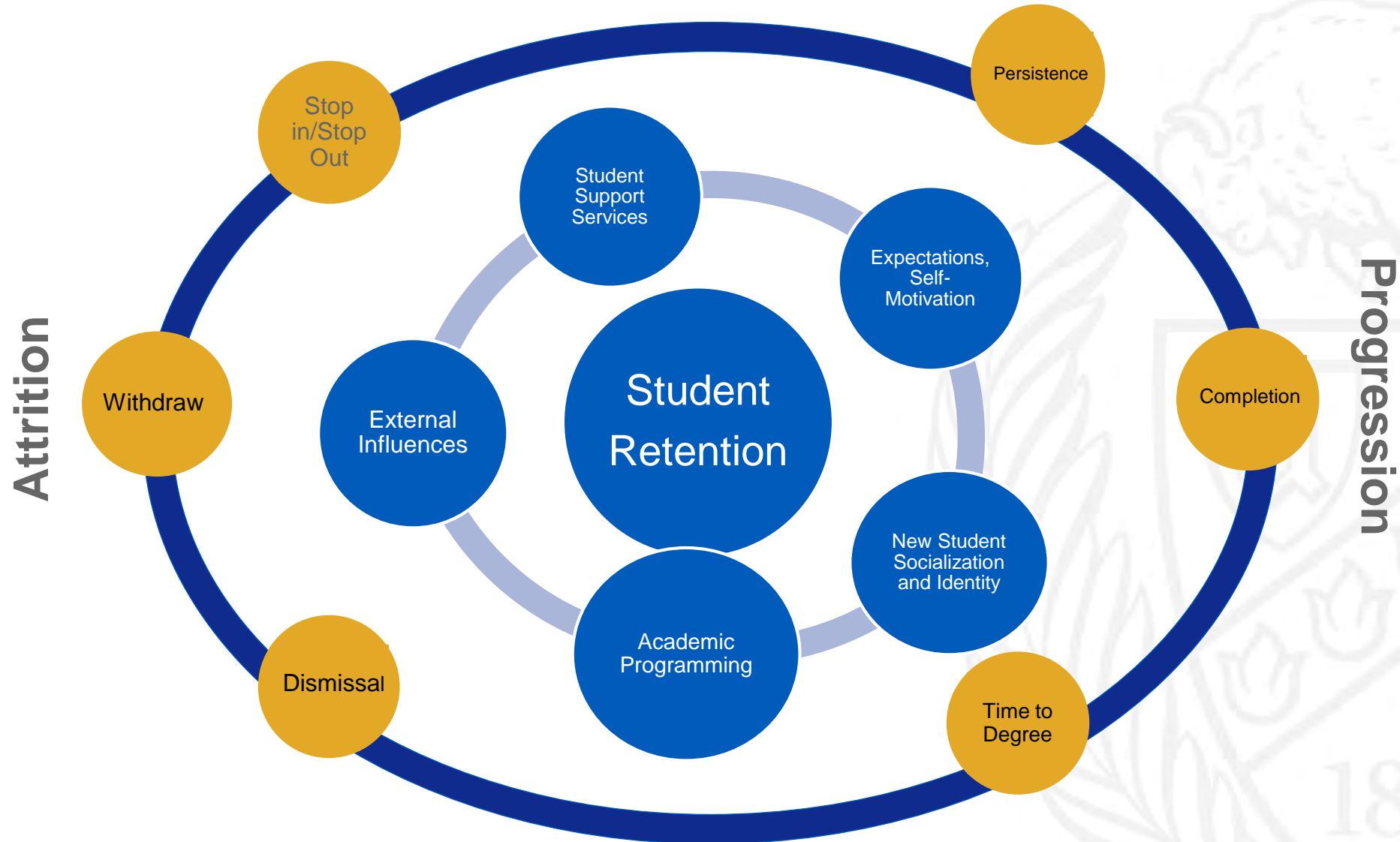


International Student Retention Formula

- **Retention** = **Early identification of potential for failure** + **Identification of** (universal + immigration-specific + culture-specific + individual) needs + (early, intensive and continuous) interventions



International Student Success



Key Elements of International Student Support

- Student expectations and developmental perceptions, **interactions with others**, and their overall experience impact the quality of academic work. These perceptions also impact their effort investment.” (Golde, 2000)
- Student Experiences and Success is linked to Academic, **Personal and Professional Identity Development**, Personal Satisfaction, Finances and Support resources, **social support**, peer relationships and community, and overall well-being (Gansemer-Topf et al, 2004, Hardre & Chen, 2005, 2006, Offstein et al, 2004, Weidman, Twale, & Stein, 2001)



Additional Elements for International Student Support

- Pre-Entry Attributes
- Language Proficiency
- Relationship with Faculty
- Expectation of Classroom Participation
- Source of financial sponsorship
- Mindfulness of Political Issues (both global and country specific)



Intervention and Support Services

- Assessment tools, continuous feedback loops
- Faculty engagement/support
 - Faculty work balance, evaluation tied to retention
 - Professional mentorship and advising
 - Collaboration on research
- Student support services
- Academic planning
- Retention focused programs
- Mitigating external influences
- Learning communities
- Counseling during admissions and orientation programs
- Institutional behavior and graduate retention

"We are not doing right by our students if we don't help them to earn the degrees they came for." (Bowles-Terry, 2015)



QUESTIONS?

