

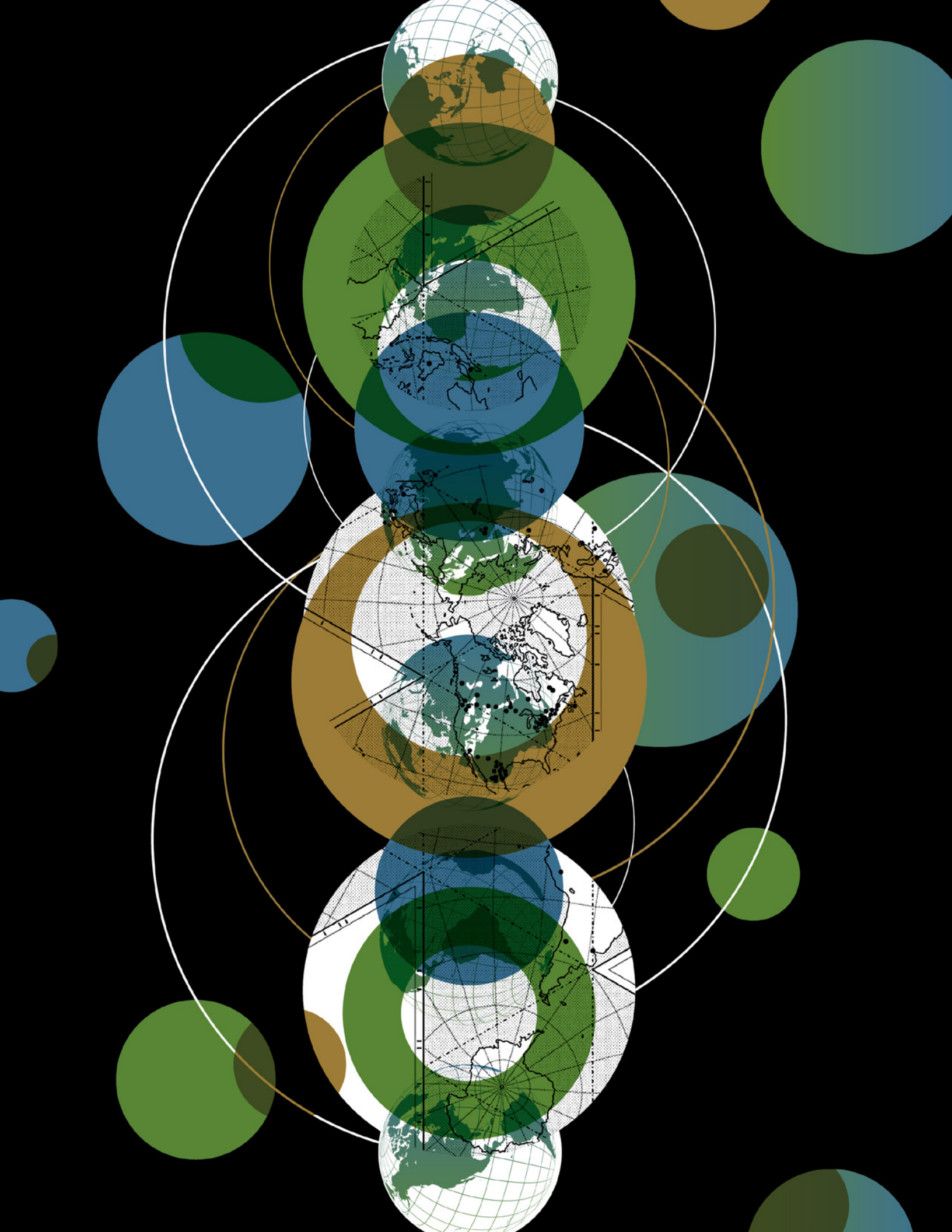


# GLOBAL WAKE FOREST

*Strategic Agenda*

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2025



**T**he Provost's Office for Global Affairs was established in 2007 following the 2006 SACSCOC Quality Enhancement Plan (QEP) titled “Beyond Boundaries: Preparing Students to Become Global Citizens.” In 2016, we launched the University’s second globally focused QEP, “Transcending Boundaries: Building a Global Campus Community.” As we look toward the next decade, our focus shifts to a strategic agenda aligned with Wake Forest University’s Strategic Framework.

Our work through Global Wake Forest is guided by four pillars that reflect the thematic goals of the *Strategic Framework*:

**Global Pathways And Access** | *Community of Learning*  
**Global Development And Engagement** | *Community of Learning*  
**Global Research And Assessment** | *Community of Inquiry*  
**Global Collaboration And Support** | *Community of Partnerships*

This document outlines our alignments with the Strategic Framework and our strategic aspirations for the coming decade, followed by major milestones for Global Wake Forest over the past 20 years.

## OUR MISSION

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To cultivate global mindsets and create collaborative opportunities to advance a global campus community.

## OUR SCOPE

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Global Wake Forest operates under the Vice Provost for Global Affairs at Wake Forest University and encompasses several key centers: the Center for Global Programs and Studies (GPS), the Center for Immigration Services and Support (ISS), and the Center for Research on Abroad and International Student Engagement (RAISE). Additionally, Global Wake Forest oversees globally focused academic minors, manages the University's international properties and leases, and provides informational and funding resources for students, faculty, and staff.

## OUR VISION

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As Global Wake Forest, in the coming decade we will focus on four pillars aligned with the thematic goals of the University's *Strategic Framework*:

**Global Pathways And Access** | *Thematic Goal: Community of Learning*

To provide greater pathways and access to global education and experiences for all students, faculty, and staff.

**Global Engagement And Development** | *Thematic Goal: Community of Learning*

To enhance global knowledge, skills, and attitudes through academic, cultural, and professional training and development.

**Global Research And Assessment** | *Thematic Goal: Community of Inquiry*

To advance understanding and practice of global learning and development through systematic and collaborative lines of inquiry and assessment.

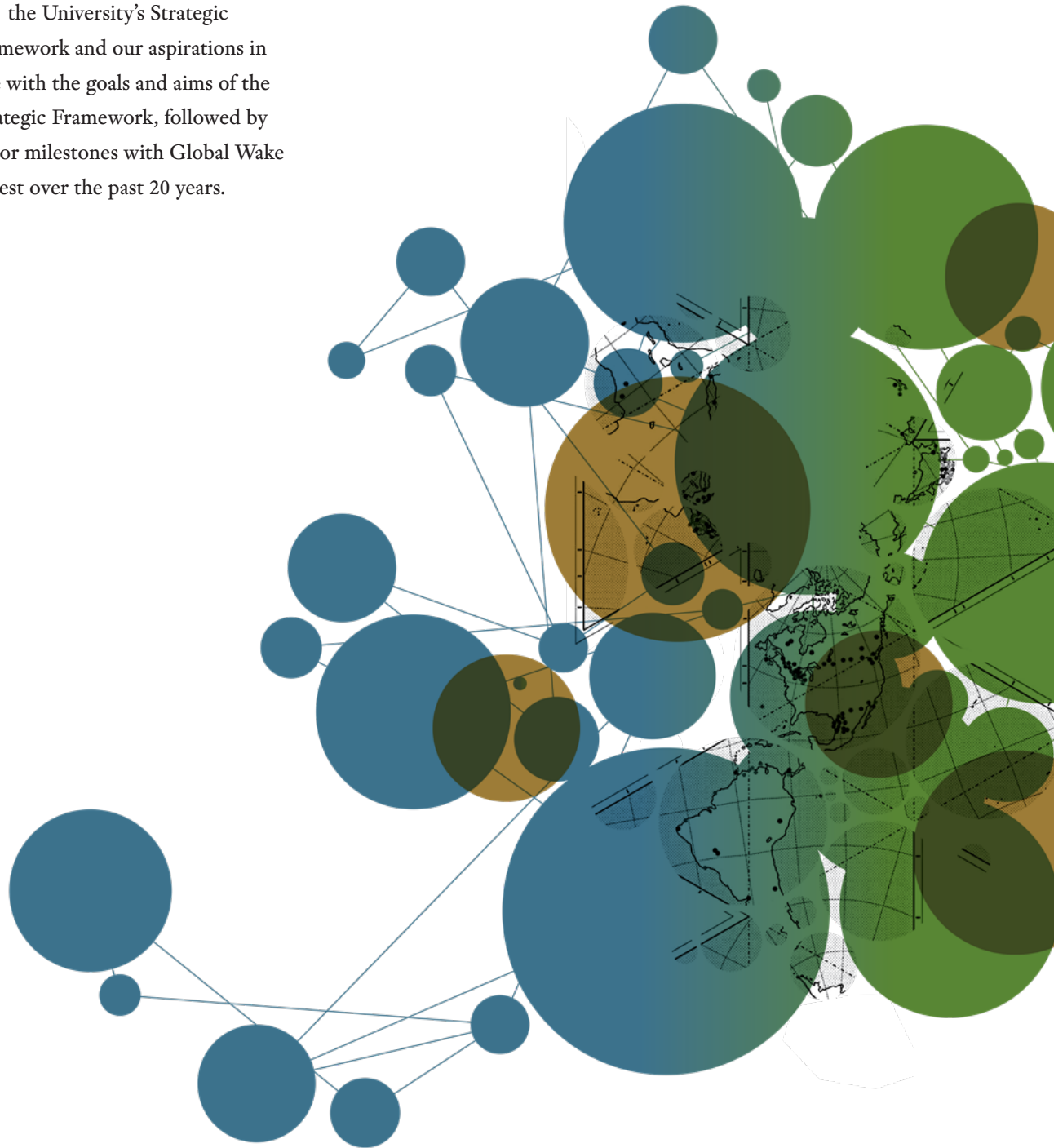
**Global Collaboration And Support** | *Thematic Goal: Community of Partnerships*

To engage with academic and administrative units across campus in collaboration and support of advancing our global mission.



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The following narrative outlines our current alignment with the University's Strategic Framework and our aspirations in line with the goals and aims of the Strategic Framework, followed by major milestones with Global Wake Forest over the past 20 years.



### *LEARNING OPPORTUNITIES AND PROGRAMS*

- Global Wake Forest offers a wide array of learning opportunities, with over 450 programs in more than 185 cities across 75 countries worldwide.
- Community-Based Global Learning (CBGL) programs offer international experiential learning opportunities, enabling students to demonstrate Pro Humanitate through trips to Southeast Asia, Sub-Saharan Africa, and South America.
- In addition to these study-away experiences, Global Wake Forest supports academic minors such as geographic area studies, Contemporary Global Studies, and Global Trade & Commerce.
- The FOCUS (Faculty Overseas Collaborating on Undergraduate Seminars) program allows faculty to develop team-taught interdisciplinary first-year seminars, including a ten-day residency at the Worrell House in London.

### *PATHWAY SUPPORT SERVICES*

- The ISS Center supports international students, faculty and staff by:
  - Tracking governmental policy changes affecting our international community.
  - Ensuring compliance with governmental regulatory requirements for international students to pursue degree programs and for international faculty and staff to fulfill their roles at WFU.
  - Serving as a resource to administrators on the expectations and requirements for hosting international faculty, staff and employing international student.
- GPS supports students, faculty, and staff by proactively managing travel risks, monitoring evolving travel requirements, and ensuring timely contact with WFU community members while abroad, as needed.
- The Passport Program supports students in engaging with global learning opportunities by offering on-campus photo services, assistance with securing necessary documents, covering application fees, and providing transportation for in-person applications.

### *FINANCIAL FUNDING AND SUPPORT*

- Global Wake Forest annually awards more than \$750,000 in need- and merit-based scholarships, making study-away programs more accessible.
- Additional funding supports students attending and presenting at international conferences.

# GLOBAL PATHWAYS AND ACCESS

## 1 | *Advancing equitable access through data-driven program enhancement*

- Conduct a data-driven analysis to identify underrepresented student populations in study abroad programs.
- Develop and distribute targeted surveys designed to ensure student anonymity and psychological safety, enabling us to uncover gaps across departments, academic terms, program types, and other areas.
- Use findings to enhance program offerings and identify opportunities for growth in location, type, and term.
- Revise advising models to adopt more flexible approaches, improving outreach efforts.
- Increase financial support, streamline logistical processes, and monitor participation barriers proactively.

## 2 | *Promoting experiential learning as a cornerstone of global education*

- Define specific global competencies and cross-cultural understanding goals for study away participants.
- Collaborate with host institutions, local organizations, and community stakeholders to co-create experiential learning opportunities, such as community-based learning, internships, research projects, or fieldwork to develop global mindsets.
- Continue to advocate for additional practical training opportunities for international students and to collaborate with academic departments enabling participating students to receive credit.
- Launch Global VIEW (Virtual Interdisciplinary Experience Worldwide), an online experiential program where students collaborate on research projects addressing the UN's Sustainable Development Goals (SDGs) with peers from six continents.
- Train faculty and program staff in experiential learning pedagogy and cross-cultural facilitation, and offer pre-departure workshops focused on cultural awareness, ethical engagement, and practical skills.

## 3 | *Embodying Pro Humanitate through strengthened global community connections*

- Identify WFU traditions and values that foster a sense of connection among students.
- Create opportunities for students to engage in these traditions and connect with peers, faculty, and alumni, both abroad and on campus.

*STUDENT  
ENGAGEMENT AND  
PREPARATION*

- Connect@Wake builds community among international students, introduces campus resources, engages them in academic coursework, and fosters connections with continuing international students.
- Pre-departure orientations equip study abroad students to engage more quickly and effectively in their host countries.

*FACULTY AND STAFF  
DEVELOPMENT*

- The Global Laureates Academy offers faculty and staff developmental opportunities to impact the Wake Forest University community by exploring global learning topics and challenges.
- Faculty are supported in their professional development through funding to attend International Faculty Development Seminars (IFDS), helping them integrate global perspectives into their teaching, research, and advising.

*PROFESSIONAL  
DEVELOPMENT AND  
CONFERENCES*

- The WISE Conference is a pioneering event for faculty leaders, program coordinators, and administrators to develop the knowledge and skills necessary for enhancing students' intercultural awareness and competency, both for abroad experiences and life beyond college.
- The Global WFU team stays current in professional development by attending and presenting at state (NCAIE), national (NAFSA), and international (Forum on Education Abroad, EUASA, APUNE, and AACUPI) conferences.

*INFORMATIONAL AND  
OUTREACH EVENTS*

- The ISS Center offers workshops for faculty, staff, and students to better understand immigration regulations and compliance, international student employment, employment-based visas for international employees, and the hiring of international faculty and staff.
- International Education Week (IEW) encourages WFU students, faculty, and staff to explore the value of education abroad and the contributions of international faculty, staff, and students.



# GLOBAL ENGAGEMENT AND DEVELOPMENT

## 1 | *Cultivating an inclusive learning community through intercultural competency development for faculty and staff*

- Define specific intercultural competencies and cross-cultural understanding goals for faculty and staff, aligning them with student learning goals.
- Inventory existing WFU programs/resources for cross-cultural learning and benchmark successful faculty development programs at peer institutions.
- Partner with relevant departments/offices (e.g., CAT) to develop digital badge or e-certification programs, scaffolding cross-cultural learning pathways for WFU faculty and staff.
- Create learning pathways to institutionalize cross-cultural learning across the faculty and staff community.

## 2 | *Creating an experiential learning network through strategic alumni engagement*

- Partner with Alumni Affairs to inventory alumni living abroad and identify existing and potential networks across Europe, Asia, and other regions.
- Create alumni connection events for social and professional networking, engaged learning, and ongoing WFU community engagement, incorporating career development objectives.
- Host alumni reunion events at WFU abroad houses/centers to engage alumni, international students, current students, faculty, and staff.
- Conduct post-event surveys to evaluate the impact, identify needs, and track outcomes of alumni-student connections.

## 3 | *Offering multiple pathways for staff to experience global engagement*

- Specify desired outcomes for staff intercultural learning and roles in supporting study abroad programs. Partner with stakeholders to align programs with institutional needs.
- Develop scaffolded learning pathways for staff, including workshops and online modules on intercultural communication, implicit bias, and global citizenship.
- Incorporate practical aspects of the study abroad process, such as student advising, logistics, and risk management, into staff training.
- Conduct simulations and case studies to address real-world scenarios in study abroad, including identity-based challenges and emergency responses.
- Incentivize participation through recognition (digital badges, e-certification, or awards) and link it to career advancement opportunities.
- Collect feedback and measure success through participant reflections and program outcomes, refining the program based on findings.

#### RESEARCH CENTERS AND INITIATIVES

- The RAISE Center aims to understand and enhance the experiences, engagement, and development of abroad and international students by offering opportunities for WFU faculty, staff, and students to engage in research and practice in international education.
- International Student Social Support and Belonging: This study examines the relationships between demographic factors, social support sources for international students, and their sense of belonging and well-being outcomes.
- Project RISE: Research on the International Student Experience: This project investigates the interaction of personal factors (e.g., perceived language skills) and institutional factors (e.g., faculty social support) on international students' adjustment.
- LGBTQIA+ Students Navigating Identity and Community Abroad: This research explores how U.S.-based LGBTQIA+ students navigate their identities and experiences during education abroad opportunities.
- Gauging Study Abroad Offices and Providers for LGBTQIA+ Support: This project investigates how university study abroad offices and study abroad program providers support LGBTQIA+ students throughout the study abroad process, the types of data they collect, and how they tailor and market study abroad experiences catered to LGBTQIA+ students.

#### FUNDING AND FINANCIAL SUPPORT

- External grant funding from sources such as the Spencer Foundation, the Institute of Education Sciences National Center for Special Education Research (IES-NCSE), and the International English Language Testing System (IELTS) supports these initiatives.
- The Richter Scholarship program provides undergraduate scholarships of up to \$6000 for globally-oriented independent research projects initiated and conducted by students under faculty mentorship.
- Various faculty are supported annually through funding to host international scholars and organize conferences or symposia on campus.

#### EVENTS AND SYMPOSIA

- The ISS Center annually hosts research symposia to showcase the work of the University's J-1 exchange visitors while they are in the U.S.

# GLOBAL RESEARCH AND ASSESSMENT

## 1 | *Optimizing opportunities and contexts for experiential learning*

- Conduct a systematic literature review to assess how education abroad scholarship has captured data on students who opt not to study abroad.
- Survey study abroad offices at U.S. higher education institutions, using purposive sampling to include 4-year public and private institutions, HBCUs, Tribal colleges, and community colleges.
- Conduct surveys and focus groups with students who chose not to study abroad.

## 2 | *Enhancing assessment of issues of importance in international student and scholar experiences*

- Expand current collaborations between ISS and RAISE in international student data collection.
- Identify best practices in data collection for international visitors.
- Set clear goals for data collection and its application in improving ISS service models.

## 3 | *Cultivating scholarly excellence through education abroad research*

- Develop a research symposium to advance the theorization of education abroad as an integral subset of international education scholarship.
- Engage key academic stakeholders from NAFSA: Association of International Educators, Forum on Education Abroad, Diversity Abroad, and CIES (Comparative and International Education Society) to foster research collaborations and advancements.

*GLOBAL WAKE  
FOREST*

- Collaborates with all academic units including: the College; Schools of Business, Divinity, Law, and Medicine; and ZSR Library.
- Collaborates with most administrative units including: Admissions and Financial Aid; Athletics; Campus Life; Finance and Administration; Information Systems; Institutional Research; Legal; Office of Diversity and Inclusion; Office of Personal and Career Development; University Advancement; and University Registrar.
- Global Campus Collaborative Council (GC3): Aims to advance globalization at Wake Forest University by sharing individual unit efforts, supporting cross-unit global activities, and exploring collaborative global initiatives.

*CENTER FOR  
IMMIGRATION SERVICES  
AND SUPPORT (ISS)*

- Supports WFBMC regarding the H-1B visa category, which accommodates nonimmigrant employees who come to the U.S. to work temporarily.
- Works with the U.S. Department of Homeland Security (DHS) and the U.S. Department of State's Bureau of Consular Affairs, particularly their Student and Exchange Visitor Program (SEVP).
- Collaborates with the Office of Diversity and Inclusion in supporting the International Affinity Resource Group.

*CENTER FOR GLOBAL  
PROGRAMS AND STUDIES (GPS)*

- Collaborates closely with the College of Arts and Sciences on student advising, course approvals, and faculty appointments associated with study abroad programs.
- Collaborates with over 15 study abroad providers (including serving on several advisory boards) and with a number of education abroad organizations and professional organizations.

*CENTER FOR RESEARCH ON ABROAD AND INTERNATIONAL  
STUDENT ENGAGEMENT (RAISE)*

- Convenes an Advisory Board including members from eight institutions from across the country and UK.
- Collaborates with the Center for Leadership and Character and the Community-Based Global Learning Collaborative on the Global Experiences Survey.
- Partners with Forum on the Education Abroad's academic journal *Frontiers: Interdisciplinary Journal of Study Abroad* to develop research-to-practice briefs.

# GLOBAL COLLABORATION AND SUPPORT

## 1 *Building a shared approach to study abroad wellbeing*

- Identify key stakeholders from UCC, GPS, and other offices (e.g., Deacon Health, CARE Team, Campus Life).
- Gather feedback from past study abroad/away participants, resident professors, and on-site administrators about mental health and wellbeing challenges abroad.
- Review evidence-based strategies for promoting mental health in cross-cultural settings.
- Develop a framework for pre-departure wellbeing topics (e.g., resilience, cultural adjustment, managing stress, accessing mental health resources abroad).
- Align content with UCC programming and student learning outcomes.
- Design workshops, online modules, and written materials tailored to the study abroad/away context with UCC experts.

## 2 *Fostering meaningful mutual partnerships through career and alumni engagement*

- Assemble a team with representatives from OPCD, Alumni Affairs, and GPS to map shared objectives and identify overlapping goals.
- Inventory existing programming and resources that address professional development and global experiences.
- Survey students (both domestic and international), alumni, and employers to identify opportunities for new initiatives.
- Co-create events and resources that highlight the value of global experiences for career readiness, such as workshops, panels, and mentorships.
- Collaborate with Alumni Affairs to engage alumni with significant global experiences as speakers, mentors, or participants in events.
- Create an online database of alumni supporting students' global career aspirations.
- Work with OPCD and Alumni Affairs to measure/assess the longitudinal impact of global mobility experiences on career impact and outcomes through surveys, focus groups, and interviews with international and domestic alumni/recent graduates from Wake Forest.

## 3 *Strengthening our role as a leading collaborator across campus*

- Survey graduate and professional schools to identify existing global initiatives, partnerships, and gaps.
- Develop targeted materials that highlight Global Affairs' resources and opportunities for graduate and professional schools.
- Develop community-based strategies to most effectively address the evolving landscape (e.g., regulatory, economic or socio-political) impacting international students, researchers, employees, and visitors at WFU.
- Highlight impactful global initiatives within graduate and professional schools through newsletters, social media, and events.
- Use Global Affairs' networks to connect schools with program partners, international institutions, and collaborative projects.



## Study Away Programs And Student Mobility

- **Expansion Of Semester Abroad Programs (2009-2020):** Introduced in Barcelona, Salamanca, Cambridge, Copenhagen, London, Santiago de Chile, the San Francisco Bay Area, and Washington, D.C., tailored to specific academic focuses.
- **Growth In Study Abroad Participation:** Increased from 61% in 2006 to 83% in 2024, with nearly a 50% rise in semester enrollments and almost 100% growth in summer and short-term programs.
- **Home School Tuition Policy:** Covers specialized advising, support, and programming before, during, and after study abroad, ensuring continuity of institutional financial aid (implemented Fall 2022).

## Immigration Services And Support

- **International Student Representation:** Grew from 1% in 2007 to 9% in 2024, representing 65 countries, leading to staff expansion in the ISS.
- **Connect@Wake Program:** Supports first-year international students in adjustment to university life at Wake Forest (implemented 2016).
- **International Student Transition Course:** Documented efficacy in enhancing perspective-taking, social confidence, and sense of belonging; published findings in 2018.
- **Doubling Of International Employee Numbers Since 2015:** ISS provided comprehensive immigration and legal support for significant increase in international employees on Reynolda and WFBMC campuses.

## Financial Support And Scholarships

- **Scholarship Growth:** Funding grew from \$384,000 in 2006 to over \$750,000 in 2024, with significant increases in summer scholarships for financially needy students.
- **Financial Support For Global Initiatives (2007-Present):** Allocations include \$36,000 annually for area studies programs, \$90,000 for the University's multi-year, interdisciplinary Silk Roads Project, \$70,000 annually for international conferences and scholar visits, \$25,000 annually for student participation in international events, and \$10,000 biennially for Concert Choir international tours.

## Academic And Co-Curricular Global Programs

- **New Academic Programs:** Development of an African Studies minor (2008) and introduction of the Worldwide Wake pre-orientation program (2014), the Global Village Living and Learning Community (2017), the Global Laureates Academy (2017), and department-specific study abroad options (e.g., Neuroscience semester program in Salamanca starting in 2019).
- **Cross-Cultural Engagement Courses:** Expanded from 0.5 to 1 credit, adopted a hybrid format, with participation quadrupling since 2007, reaching nearly 200 enrollments in 2023-2024.
- **Legal English Summer Program:** Provided intensive preparation for incoming LLM students and others interested in American law (2012-2020).
- **Development Of Academic Center In Nicaragua:** Established with alumni funding (2008), later sold due to economic and political instability in-country (2016).

## Research And Global Assessment Initiatives

- **Raise Center Launch (2020):**
  - Developed for research on international student experience via data, research, and best practices, assessing outcomes and program effectiveness.
  - Completed projects include: AREA (Academic Research on Education Abroad) Database: Mapping the Knowledge Base on Abroad Student Engagement; and Project RISE (Research on the International Student Experience).
- **Student Research Achievements:** Trained ten undergraduate international students, resulting in eight published manuscripts, three under review, and two first-author publications by students.
- **Grants Secured:** \$182,549 in research grants since 2020, with an active research team of 17 members.

## Awards And Recognitions

- **National Awards:**
  - Received the prestigious IIE Andrew Heiskell Award for Innovation in International Education (2013).
  - Earned the Diversity Abroad Gold Seal of Inclusive Excellence (2020), and the IIE Generation Study Abroad Seal of Excellence (2021).
- **Wise Conference:** Evolved from a local workshop in 2008 to an internationally recognized event with nearly 300 participants from over 60 institutions, earning the Senator Paul Simon Spotlight Award for Campus Internationalization in 2015.
- **Fulbright Program:** Awarded competitive grant to host a Fulbright Scholar-in-Residence from Nigeria (2011-2012).

## Strategic Partnerships, Collaborations, And Grants

- **Global Campus Collaborative Council (Originally The Global Advisory Council):** United “international champions” from each academic unit to discuss global issues (est. 2006).
- **Study Away Committee (Originally The Study Abroad Committee):** Established as a standing committee within the College in 2008.
- **Formation Of Liaise (Linked Integrative Attention To International Student Experiences):** Expanded support for international students across academic and administrative units (est. 2012).
- **International Education Week:** Enhanced programming and academic-community collaborations through this event starting in 2017.
- **USAID Grant:** In partnership with the Biology Department, helped secure \$2.5 million for research in Peru (2016).
- **Notable Cross-Campus Collaborations:** Supported travel for Divinity and Graduate Schools, English training for Law and Business students, and visa processing for Medical School scholars.
- **Pulitzer Center For Crisis Reporting:** Joined the NC Triad Alliance in supporting visits from Pulitzer staff and journalists to area universities to report on diverse global topics (2011 to present).
- **Covid-19 Collaborations:** Addressed pandemic-related challenges through coordinated efforts across campus and through academic programming in China for international students (2020-2021).



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