

# Measuring Campus Success on Internationalization



**Is it Possible?**

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# Defining Dimensions of Campus Internationalization

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## **The international experience for our students.**

- ❑ Number of resident students participating in study abroad:
- ❑ Number and percentage of students participating in out-of country academic programs/exchanges:
- ❑ Annual number and percentage of students engaged in other international exchanges:

# Defining Dimensions cont.

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## **Bringing international talent to the campus.**

- ❑ Ratio of international students as a percentage of total student enrollments:
  
- ❑ Annualized average headcount for
  - Undergraduate students:
  - Graduate students:
  
- ❑ Annual number and percentage of international students receiving degrees:
  - Undergraduate degrees:
  - Graduate degrees:
  
- ❑ Number of countries represented by international students:

# Defining Dimensions cont.

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## **International collaboration.**

- ❑ Number of countries where collaboration/partnerships are active:
- ❑ Number of international academic programs
- ❑ Number of international research projects
- ❑ Number of international activities tied to regional, state and national priorities

# Defining Dimensions cont.

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## **International research development.**

- ❑ Percentage of total faculty participants in international instruction and research projects:
- ❑ Number of faculty members who are active in international research, teaching, and service activities:
- ❑ Annual percentage of faculty members who participate in international conferences and symposia:

# Defining Dimensions cont.

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## **Expanding our international reputation.**

- Awards and recognition obtained for international activities:
- Number of Fulbright Scholars and other awards
- Annual dollar volume of international grants and contracts awarded

# Faculty Scorecard for International Competency

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**Have a passport and have traveled outside the US to:**

- ❑ English speaking country (1-2/time with maximum of 6)
- ❑ Non-English speaking country (1-5/time with maximum of 10)

**Have lived in another country continuously for more than two months:**

- ❑ In a city/town of a non-English speaking country (5-12)
- ❑ In a village or rural area of a non-English speaking country (7-15)
- ❑ English speaking city/town or rural village (3-7)

# Faculty Scorecard cont.

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- ❑ Regularly interact with international colleagues outside the U.S. (1-5)
- ❑ Gained new cultural or international perspectives in advising internationals (1-10)
- ❑ Regularly exposed to international perspectives through reading an international newspaper, news publication listen to international radio or TV broadcasts of news/issues (1-10)
- ❑ Organized an international meeting outside the US (2-5)
- ❑ Knowledge of language(s) other than your native language(1-10 per language)
  - Reading-Speaking-Writing

# Faculty Scorecard cont.

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Participated In or Supervised An Education Abroad, Research, Work, or Volunteer Program in a **non-English** speaking country:

- ❑ Four weeks or less in duration (4-7)
- ❑ Four to 8 weeks in duration (7-10)
- ❑ Semester Program (10-15)
- ❑ Two or more Semesters (15-20)

# Faculty Scorecard cont.

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Participated in or Supervised An Education Abroad, Research, Work or Volunteer Program in another **English** speaking country:

- ❑ Four weeks or less in duration (3-5)
- ❑ Four to 8 weeks in duration (5-8)
- ❑ Semester Program (8-11)
- ❑ Two or more Semesters (11-15)

Conducted Workshops, programs reviews, presented paper/seminars in:

- ❑ English Speaking countries(1-4)
- ❑ In non-English speaking countries (3-8)

# Faculty Scorecard cont.

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- Taught or completed course(s) that greatly expanded international competence (1-5 per course)
- Wrote a research paper on a topic that greatly expanded international competence

# Outcomes for Students

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A globally competent graduate needs to have many of the following:

- ❑ A diverse and knowledgeable worldview
- ❑ Comprehension of the international dimensions of the major field study
- ❑ Communicate effectively in another language
- ❑ Understand the importance of and exhibit sensitivity and adaptability in cross- cultural communications and group experiences
- ❑ Experience outside the U.S.
- ❑ Continue to develop global competence throughout life

# Outcomes for Faculty

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Faculty members will:

- ❑ Demonstrate personal global competence
- ❑ Actively practice global competence on campus
- ❑ Actively engage in international academic communities

# Outcomes for Institutions

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An internationalized NASULGC College or University is one that:

- ❑ Includes internationalization as an integral part of its vision, mission, and strategic plan
- ❑ Enjoys academic and administrative leadership with a strong commitment to international engagement
- ❑ Establishes and supports an international programs office that serves the entire campus and its programs

# Institutions Cont.

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- ❑ Integrates international perspectives into all curricula and co-curricula programs
- ❑ Promotes, encourages, values and rewards international engaged faculty and staff
- ❑ Integrates international perspectives into appropriate research, educational and outreach programs
- ❑ Fosters a diverse campus culture that values and encourages the presence of international students, scholars, and engages them in all programs and in all aspects of campus life

# Strategies for Learning

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Students will:

Have significant exposure to international, comparative and global content in their curriculum, both through general education and in their major.

- ❑ Have access to more specialized international academic programs such as area studies, international studies and study abroad programs that are integrated into their degree requirements.
- ❑ Develop some proficiency in at least one foreign language and culture, and/or develop in-depth understanding about another culture, country or region of the world.
- ❑ Host an international student of their choosing in their home and home town.
- ❑ Be expected to participate in at least one meaningful experiential international education component abroad, such as study abroad, internships, trainee experiences, and research projects

# Learning Cont.

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Campuses will:

- ❑ Become international communities with housing, dining halls, social activities, and commercial ventures deeply imbedded with a strong international influence.
- ❑ Establish benchmarks and accountability systems to assess progress and measure success, with reward and incentive systems for realizing an internationalization goals.
- ❑ Use information technology to expand distance education, bring international content to the campus classroom, and facilitate international communication with faculty in foreign institutions for research and other scholarly activities
- ❑ Establish a global process to recognize academic course credit across institutions in order to help foster international exchange and study abroad
- ❑ Ensure that the university benefits from the integration of the international student and scholar populations into the fabric of the campus.

# Strategies for Discovery

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Campuses will:

- ❑ Facilitate international scholarly collaboration by faculty and students through formal institutional agreements with foreign universities.
- ❑ Encourage faculty, graduate and undergraduate student research on international topics or by research collaboration with foreign scientists by supporting international travel expense or providing scholarships.
- ❑ Enhance collaboration by sponsoring international conferences, workshops and symposia held on campus or foreign sites.

# Discovery Cont.

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- ❑ Provide research appointments for visiting scholars, including post-doctoral fellows.
- ❑ Utilize information technologies that readily permit virtual meetings of faculty and students with international counterparts.
- ❑ Establish a promotion and tenure and annual evaluation, and salary system that recognizes international scholarly contributions by faculty.
- ❑ Sponsor campus visits by foreign scholars

# Strategies for Engagement

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Campuses will:

- ❑ Be Engaged with the broad range of development issues in the world.
- ❑ Improve the global knowledge base for K-12 students in local schools through outreach programs for teachers and students that enhance international knowledge and improve foreign language proficiency and cross-cultural appreciation and understanding.
- ❑ Provide international knowledge and expand the understanding of other cultures through programs and workshops that benefit local communities, citizens and businesses through lifelong learning opportunities.
- ❑ Develop roles for international students to play in engagement programs through involvement in K-12 classrooms, on-campus courses and programs, and service<sub>20</sub> clubs or other organizations in the community.

# Campus Aspects

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- **Mission Statement for the University reflects meaningful international dimensions.**
- **There is an up-to-date strategic plan for international programs.**
- **Title and responsibilities of the Senior International Officer (SIO) indicate that international programs are significant to the university and its programs.**
- **Budget, name and location of the central university office for international programs are indicative of the central role of international programs on campus—As a result international programs have high visibility on campus in location and program impacts, and the name and perception of the unit is indicative of more than a service unit.**
- **The central international office is responsible for coordinating some academic programs and providing grants to assist students in gaining international experiences and to assist faculty with the internationalization of their teaching, research and engagement programs. Grants fund international travel, etc and initial funds for international partnerships and programs.**

# Campus Cont.

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- ❑ **Specific policies and monitoring systems are in place to address issues related to international study, teaching and research applicable to students, staff and faculty. Examples include issues related to partnership and exchange programs, safety, insurance, student waivers, and adherence to federal regulations pertaining to research, and the policies of other countries related to work, employment and property issues.**
- ❑ **Front page of the university website has an “International” portal.**
- ❑ **The university supports the initiation and development of selected revenue-neutral collegiate and university-wide student and faculty exchanges with institutions of similar quality or to enhance campus initiatives in specific areas of the world.**

# Campus Cont.

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- ❑ **Students are encouraged to include a meaningful international experience in their programs and there is a campus-wide goal for the percentage of graduates who have done study abroad or gained international experience through internships, volunteer service, work or service-learning. Progress is monitored and being made toward this goal.**
- ❑ **There is a campus-wide goal for the percentage of international undergraduate, graduate and professional degree students in these respective student bodies, and their presence is a valued as part of campus diversity. Progress is monitored and being made toward these goals.**
- ❑ **The university regularly tracks the percentage of grant, contract and gift funding related to international involvement through programs, projects, etc.**
- ❑ **There are significant campus events and awards to recognize international contributions of students, staff, faculty and units.**

# Campus Cont.

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- The office of the SIO has or has access to a grant writer and a development officer.
- University, alumni and foundation publications frequently report on international programs and their contributions to academic programs, the state and nation.
- The president or chancellor, academic officers and deans regularly promote internationalization and the importance of international programs on campus through planning, budget allocations, fund raising efforts, their speeches and international travel.

# Academic Unit Aspects

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- ❑ **Internationalization” is evident through infusion of international content into the teaching, research and engagement programs of the university. This is widely recognized for its academic importance rather than just as the responsibility of a campus-wide international office. As such many faculty, staff and administrators have an “international mindset.”**
- ❑ **Faculty job descriptions and announcements frequently incorporate international dimensions. Likewise, there are appropriate evaluation and promotion guidelines that strongly encourage international involvement that assists the internationalization of people and programs.**
- ❑ **Many units have international linkages or partnerships that assists programs through regular faculty and student exchanges or visits, shared use of specialized equipment or field sites, use of modern telecommunications in teaching classes, jointly sponsored workshops, performances and artistic shows, and research partnerships. Some have jointly appointed faculty.**

# Academic Cont.

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- ❑ Faculty are encouraged and frequently involved in international research and teaching through R & D projects, workshops, and teaching short-term study abroad programs or courses for degree or certificate programs.
- ❑ Numerous majors have foreign language and/or cross-cultural communications as a degree requirement.
- ❑ An “international experience” is strongly encouraged and is a degree requirement for some majors.
- ❑ Many academic units have done an assessment of the international content of courses delivered by them and set goals to be achieved in this regard.
- ❑ Academic units work with the alumni office to coordinate communications to international alumni on a regular basis through newsletters, alumni visits, etc. In addition, international alumni may be involved as partners in programs and the recruitment of potential students.