

Internationalization Strategic Plan: 2013-2018

Preparing Students for Leadership and Service in a Global Society

**Report Submitted to:
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**New Orleans, Louisiana
August 2012**

Xavier University of Louisiana

Internationalization Strategic Plan: 2013-2018

Priorities and Initiatives:

Summary

Internationalization at Xavier University builds upon the University's mission and provides a vision for developing, extending and enhancing the range of international initiatives over the next five years. It is imperative that the University supports the entire Xavier community in its efforts to achieve global competency and responsibility. This Internationalization Strategic Plan is the result of the input of administrators, faculty, students and staff. The plan sets priorities and determines initiatives that work best within the overall strategic institutional initiatives.

Internationalization is both a multidisciplinary and interdisciplinary activity requiring action in many areas simultaneously. The Internationalization Strategic Plan: 2013-2018 focuses on five strategic priorities and 13 initiatives:

Priority 1: Promote Internationalization of the Curriculum

Initiative 1: Promote and integrate education abroad experience into the curriculum across the university.

Initiative 2: Implement Xavier Internationalization curricula support and development initiatives.

Initiative 3: Expand international curriculum in targeted areas

Priority 2: Increase International Research and Faculty Development Activities

Initiative 1: Integrate Research, Teaching and Service Effectively into International Activities

Initiative 2: Promote and Support International Faculty Development Activities

Initiative 3: Promote and Support Study Abroad Programs for Faculty and Staff

Priority 3: Promote and Support International Student Recruitment, Retention and Alumni Services

Initiative 1: Attract, admit, and retain high quality degree-seeking international undergraduate and graduate students

Initiative 2: Enhance Xavier's marketing strategies to potential international undergraduate and graduate students

Initiative 3: Formalize outreach and engagement of Xavier's international alumni

Priority 4: Expand International Campus and Community Outreach Activities

Initiative 1: Increase interaction between international students, visiting scholars and international faculty

Initiative 2: Increase interactions between international and U.S. students, faculty, and staff

Initiative 3: Strengthen Xavier's engagement with public constituencies in its international activities

Priority 5: Enhance Campus and Community Communication

Initiative 1: Improve communication regarding international programs and opportunities within the campus and community

Introduction

Our Charge

The Center for Intercultural and International Programs was charged with examining the state of internationalization at Xavier. This examination included determining our strengths, weaknesses and opportunities. The result would include a determination of a realistic set of priorities and initiatives to be achieved, 2013-2018. Particular areas of examination included study abroad, international student body, linkages with universities overseas, the global interests and experience of our faculty, the internationalization of the curriculum, and the possibilities for further internationalization of the University.

The Center for Intercultural and International Programs enlisted the assistance of the University Global Awareness Committee in the examination, report and recommendations for the priorities and initiatives set out in the Internationalization Strategic Plan: 2013-2018. The intent was to provide a blueprint whereby, over the next five years, the University might better enable students, faculty, staff, and the wider Xavier community to become more aware about the world in which we live. The blueprint outlines a series of priorities and initiatives to further develop an international campus culture at Xavier University of Louisiana.

The Timeliness of Our Plan

We are not alone in seeking to internationalize a campus culture. Over the last decade, colleges and universities throughout the nation have placed high priority on international education. Increasing global challenges and growing international interdependence require adjustments to the teaching, learning and service aspects of higher education institutions. In preparing this plan, we have profited from the thinking and experience of others in the field of international education. As such, the aim of many institutional strategic directions is to promote an international perspective throughout the University community to prepare citizens to become leaders in a multicultural and global society.

Our plan is also timely as it is written in the context of the Xavier University Institutional Strategic Plan: 2009-2014. Our internationalization priorities support Xavier's ability to meet Focus 1 of the University Strategic Plan; graduating students ready to contribute to the promotion of a more just and humane society, prepared for leadership in their respective professions, and able to actively engage in service. It also supports Focus 2 of the University Strategic Plan by retaining and supporting faculty "who are committed to the mission of Xavier". Focus 3 is addressed as the Internationalization Strategic Plan supports offering "leadership and service to our city and region and expanding our broader reach". Finally, the

plan supports University Focus 4, “to improve the processes to improve institutional effectiveness”.

Furthermore, this plan is written with a focus toward establishing a more defined role for the Center for Intercultural and International Programs (CIIP) and the Global Awareness Committee (GAC). After a two year vacancy, a CIIP director was hired and has been in office for a year. With a new director on board, it was necessary to clearly define the role and responsibilities of both CIIP and GAC in the internationalization process. With these roles defined is the hope that within the next five years the Center for Intercultural and International Programs will be so successful and international programs so important a campus activity that the Director of CIIP will merit the title of Assistant Vice President for International Affairs.

Internationalization at Xavier

Xavier’s mission is to promote a more just and humane society and to prepare students for leadership and service in a global society. To meet the mission of the University it is essential that Xavier graduate globally competent students. Globally competent students possess a combination of critical thinking skills, technical expertise, and global awareness. This competency and awareness allow them not only to contribute to knowledge, but also to analyze and evaluate its meaning in the context of an increasingly globalized world.

U.S. Secretary of Education Arne Duncan discussed the importance of developing global competency in a recent statement to commemorate International Education Week:

“A complete education in the 21st century must teach our children about their interdependent world, and it must prepare them to be good leaders and good global citizens. International awareness and knowledge can help our children build the skills needed to communicate and cooperate with those from other nations and other cultures. And as they participate in international education and international exchange, our students can gain the knowledge and experiences to help them contribute to a sustainable future for all.”

Xavier has historically recognized the importance of developing global competency in its students. The Center for Intercultural and International Programs was established in 1998 to coordinate University efforts to this end. The University also established the Global Awareness Committee, comprised of faculty from across the curriculum, to assist and advise CIIP in its efforts.

Today, Xavier continues to provide global learning opportunities for its students, faculty and staff. Global topics are discussed through general education in Freshman Seminar and in World Civilizations courses. Faculty members, across the curriculum, teach and conduct research on topics that touch global issues. Many Xavier degrees require six hours of foreign language study. Xavier has a minor in International Affairs requiring significant exposure to global issues. Xavier is also the first Historically Black University and the first university in Louisiana to host a

Confucius Institute in connection with China. Ninety Xavier students have studied abroad for academic credit over the last four years.

Additionally, CIIP provides faculty travel grants to support internationalization of the curriculum. The Center for Undergraduate Research supports student international research through travel grants. The Center for Advancement of Teaching also supports faculty international travel initiatives. Xavier is engaged in an education and pharmacy development and sustainability project with Haiti. Finally, student exchange is present as the College of Pharmacy has developed a student clinical rotation exchange with Qatar University. These are only a portion of Xavier's international activities.

The activities referenced above provide evidence of significant international activity at Xavier. However, a 2012 self-study on internationalization reveals that our internationalization efforts are fragmented and uncoordinated and fail to reach a great number of students. If the wish is for more students to engage in global learning, Xavier must expand and broaden its current efforts. The University must transform its strong foundation into a systematic structure that produces globally competent students.

Plan of Action

Internationalization is "a range of activities, policies, and services that integrate an international and intercultural dimension into the teaching, research, and service functions of the institution." [Jane Knight, "Internationalization: Management Strategies and Issues," *International Education Magazine*, IX, 1 (1993), pp. 6, 21, and 22]. Global learning is "the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers." (American Council on Education, 2000)

The Xavier Internationalization Strategic Plan provides for multiple and varied exposures to content during a student's academic experience both at home and abroad. Student's global awareness and/or competency will be attained through: internationalized curricula; short-term and long-term education abroad programs; international service learning experiences; international internship opportunities; international student research; multicultural experiences on-campus and within the U.S.; interaction with foreign faculty and students; and an internationalized co-curricular environment on campus. By offering multiple and varied types of learning experiences, Xavier students will acquire "the knowledge, skills, and attitudes...that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers." (American Council on Education)

Multiple and Varied Experiences at Home

Multiple and varied global learning experiences at home will be accomplished through a variety of mutually reinforcing approaches: Faculty/staff internationalization through thematic clusters, introduction of the Xavier Global Symposium, faculty and staff development, U.S.-based international internships, multicultural community partnerships, increased recruitment of international students, and further development of an international campus environment.

Thematic Clusters: A critical way of integrating internationalization efforts is the development of thematic clusters. Faculty and staff will come together based on expertise and interest in broadly constructed themes, such as the Arts; Sciences and Technology; Environment and Sustainability; Business, Labor and Industry; Education; Health, Nutrition and Exercise; and Culture and Societies.

Within each cluster, members will learn about international research funding opportunities. Furthermore, cluster members will forge connections with partner institutions abroad with expertise within a given topic area. Methods for increasing international content and global awareness such as using books written by non-U.S. academics and connecting students with international students to study the same material will be shared. Also within a cluster, faculty

and staff will develop specific short and long-term education abroad and service-learning opportunities. Finally, domestic multicultural opportunities may be identified and pursued.

The cluster approach has the potential to not only create interdisciplinary teams of faculty and staff, but to also encourage the participation of those who traditionally have not been previously active in international activities. For example, faculty here teaching courses in American Government or American History can teach these same courses or collaborate on research projects at partner institutions abroad. Thus, the cluster approach assists in the linking of Xavier and partner institution courses based on topic or subject. This is important as global competency includes the ability to understand how others see the world and the U.S.

Xavier Global Symposium: Once a year the Center for Intercultural and International Programs will organize the *Xavier Global Symposium* that will bring together the campus community and members of different clusters to share and exchange experiences and information. This Symposium will help to address the current fragmented and uncoordinated status of campus internationalization efforts.

Faculty and Staff Development: While a significant number of Xavier faculty and staff have vast international experiences, there are many more that have little or none. Efforts to internationalize the curriculum and the campus ultimately call for substantial investment in faculty and staff development because their role is crucial. Such development efforts will include organizing exposure visits to partner institutions abroad to explore opportunities as well as to provide cultural context for the international students whom they teach here. Faculty will also need to be encouraged to lead education abroad programs. Financial incentives in this area may need to be explored. Additionally, the Center for Intercultural and International Programs and others on campus will organize workshops and seminars on specific topics (for example infusing global content into a course, using technology, development and leadership for and education abroad program, international service learning opportunities, and international grant proposal development).

U.S.-Based International Internships: Given that not all Xavier students can or will participate in education abroad experiences, ways must be found for all students to enhance their global awareness and/or competencies. Various campus offices, such as Career Services, academic programs, and CIIP will collaborate to develop internships with state and federal agencies that have an international focus. There are many global internship opportunities for students with local, state, and federal organizations.

Multicultural Community Partnerships: New Orleans is a multicultural community and Xavier must utilize this community to increase learning, research, and service opportunities. In accordance with the Internationalization Strategic Plan, various Xavier offices will develop long-term mutually beneficial relationships with Latino, Asian and other multicultural communities. This will have the benefit of exposing many Xavier students who will not travel abroad to multicultural communities.

International Students: Under the Internationalization Strategic Plan, the Admissions Office and CIIP will increase the number of international students on campus, including degree-seeking and exchange students. A critical mass of international students is needed in order to positively impact the campus environment. International students are an important resource as they create educational and cultural experiences for the community. For some U.S. students at Xavier, international students provide the first close and extensive contact with persons from other cultures. Such contacts are very important for students to challenge previously held assumptions, gain global awareness, and to prepare themselves to be effective global citizens and leaders. Efforts will encompass the effective and purposeful utilization of international students as classroom resources serving as guest speakers. Also, university housing will strategically and intentionally house international students in different dormitories to increase contact with U.S. students.

International Scholars: The faculty will be encouraged to look at ways to bring international scholars to campus to teach, research, or speak at university events. CIIP facilitates the Xavier International Students and Scholar Visa Program and will assist Xavier programs, faculty, departments, divisions, and colleges with bringing foreign scholars to campus. The talents and knowledge of the growing number of international scholars on campus will be utilized through outreach events on campus and across the community.

International Campus Environments: Creating an international environment sends a strong message to students, parents, and visitors that internationalization is one of the central components of the University's character and identity; and that at Xavier we expect the students to develop global awareness and/or competency. Global Learning will be a prominent and recurrent theme as new first-year students are introduced to University life – in orientation videos and materials, campus tours, welcoming addresses, and initial advising appointments.

Some international campus environment concepts are already in place. For example, the pharmacy building incorporates the Country of Qatar in its name and displays it on the outside of the building, the CIIP director addresses all new students during freshman orientation and an International Hallway of flags hang in the Xavier University Center.

Multiple and Varied Experiences Abroad

Proposed activities to complement and extend current internationalization efforts abroad include: creating an inventory of courses with significant global content, establishing a Global Certificate Program, expanding education abroad opportunities, effective utilization of partners abroad, and encouragement of international student research.

Courses with Significant Global Content: The Global Awareness Committee will conduct an inventory of all courses that contain significant international content every two years. The classes will be identified in the catalogue with a GLO (Global Learning Opportunity) designation.

This will be an important service to the campus community. This inventory will serve as a benchmark against which progress on internationalization of the curriculum will be measured.

Global Certificate Program: The Center for Intercultural and International Programs in coordination with the Department of Languages will implement the proposed undergraduate Global Certificate Program to encourage and reward global learning. The program will recognize students who engage in foreign language learning, education abroad, participate in global service-learning and co-curricular activities. The program will offer a great platform from which to reach and engage students across the University. The certificate program will be flexible enough that students can obtain it even if they do not leave the country, by engaging in a range of activities that foster global awareness and competency.

Expansion of Education Abroad Opportunities: Through our third party affiliate programs and our budding university partnerships overseas, opportunities are available to Xavier students in traditional and non-traditional locations around the world. Students and faculty/staff will be able to study, teach, research, or pursue service learning and internship opportunities in these locations. Additionally, to increase the number of students studying abroad, faculty advisors will advise students early in their college careers about education abroad opportunities. Students can then build that experience directly into their programs of study. Furthermore, faculty will be encouraged to lead education abroad programs.

Effective Utilization of Partners Abroad: Xavier is establishing formal relationships with universities around the world. We will look to take advantage of these partnerships by linking classes of similar focus with technology, consider dual degree initiatives, and utilize partner's logistical and instructional assistance support for our faculty leading education abroad programs.

Also faculty, here and abroad, will work together on research and utilize students as assistants to further internationalize student research. More international student and faculty exchanges will also enrich the campus. International partner institutions will assist in the expansion of internship opportunities and help to connect local community organizations in various countries.

International Student Research: Student involvement in research is very important to their educational experience. Undergraduate research encourages students to extend themselves beyond structured course material to become independent thinkers and learners. The Center for Undergraduate Research at Xavier and the Center for the Advancement of Teaching offer funding for students to conduct international research and faculty-mentor scholarships. An example is a recent graduate, who for a semester studied and conducted research in Morocco under the mentorship of a Department of Political Science faculty member. Additionally, faculty will be encouraged to mentor students and include them in externally funded international research projects.

Learning Outcomes and Assessment Plan

The Internationalization Strategic Plan is designed to facilitate three learning goals, each having measurable learning outcomes.

| GOAL | LEARNING OUTCOMES |
|---|--|
| Goal 1 – Globally competent knowledge Students graduating from Xavier will demonstrate an understanding of world community, world diversity, and global interdependence | A. Students will be able to compare and contrast aspects of knowledge from a global perspective |
| | B. Students will be able to integrate global knowledge into their field of study |
| | C. Students will be able to evaluate global information and knowledge |
| Goal 2 – Globally competent communication Students graduating from Xavier will be able to communicate effectively with people of other cultures | A. Students will recognize and employ flexible communication strategies in multicultural settings |
| | B. Students will interpret global contexts to engage their community in the creation or application of knowledge |
| Goal – 3 Globally competent citizenship Students graduating from Xavier will understand responsibilities of global citizenship | A. Students will discuss the implications of universal human values to their area of study |
| | B. Students will identify potential consequences that individual choices and acts have on the global community and natural environment |

The Internationalization Strategic Plan student learning outcomes will be assessed annually through a variety of direct and indirect measures. The three levels of assessment: (1) university-wide assessment of students learning, (2) program-level assessment of students' global learning, and (3) university-level assessment of offerings and internationalized campus environment.

University-wide Assessment of Student Learning: The Office of Planning, Institutional Research and Assessment will incorporate global awareness and/or competency items into existing freshman and senior student surveys. The university-wide assessment of students will compare freshman and senior students' answers on global awareness and/or competency questions. Additionally, students may be tested utilizing externally developed assessment tools to be determined.

Also, an indirect measure of student learning will be obtained by transcript assessment that notes the number and variety of students' global learning experiences. Courses with GLO designation, participation in education abroad, international-service learning, an international internship, or a domestic multicultural experience will be measured. Target numbers for these assessment methods will be addressed by the Global Awareness Committee and the Office of Planning, Institutional Research and Assessment.

Program-Level Assessment of Students' Global Learning: As part of the internationalization assessment effort, global learning outcomes will be placed within the database utilized for assessment (TracDat). Programs will be able to link to those global learning outcomes they believe they are pursuing. The evidence offered by programs to support their claim should be made available to CIIP and the Global Awareness Committee.

Individual academic programs and departments will be responsible for setting specific targets for student acquisition of global learning outcomes. A random sample of academic programs and departments will be assessed by CIIP and the Global Awareness Committee twice during the course of international strategic plan period. Programs and departments may assess student learning outcomes more frequently.

University-Level Assessment of Offerings and Internationalized Campus Environment: Xavier's program offerings and the extent of internationalization on the campus will be assessed annually in June/July. The assessment will examine the number and the extent of curricular and co-curricular global learning opportunities at home and abroad. Responsibility of conducting this assessment resides with CIIP and the Global Awareness Committee.

While an overall increase in opportunities for global learning is critical, the distribution of these opportunities across the university is important. The assessment needs to track the opportunities by college/division/department. Each college/division/department will be responsible for reporting their global learning opportunities. The goal is to increase these opportunities for all Xavier students, regardless of major.

Dissemination and Utilization of Assessment Results: The results from these assessments will be documented by the Office of Planning, Institutional Research and Assessment. The assessment will also be shared with the President, Vice Presidents, Deans, CIIP, academic departments and programs, Center for Undergraduate Research, and the Xavier community at large.

Assessment results will allow us to measure progress toward achieving our goals. The Global Awareness Committee will review the assessment findings in comparison to stated goals. Next, the Global Awareness Committee will develop recommendations based on the assessment findings. The Director of the Center for Intercultural and International Programs will communicate recommendations to appropriate units on campus.

Budget Justification for the Internationalization Strategic Plan: 2013-2018

The Xavier Internationalization Strategic Plan 2013-2018 can be accomplished. Xavier has resources in place to support its operation. However, it is anticipated that some additional financial resources should be made available toward the plan's broad programming activities discussed below.

Multiple and Varied Experiences at Home: Financial resources should be budgeted for multiple and varied activities at home in order to make a significant impact on students' global learning. Given that faculty and staff play a crucial role in student learning, funds should be budgeted to support faculty/staff development activities and grants for thematic cluster projects. In order to globalize the campus environment in a significant way, funds should also be budgeted for global perspective speakers and international student recruitment.

Multiple and Varied Experiences Abroad: A significant amount of funds should be allocated for multiple and varied programming areas abroad, including Global Learning Abroad scholarships for students as well as faculty and staff travel abroad. One of the barriers that prevent students from participating in education abroad experiences is lack of financial resources. The hope is that a global learning student scholarship could be developed. Also, given the role played by faculty and staff in globalizing the curriculum and campus environment, additional funds should be budgeted to support international travel for faculty and staff.

Assessment: Assessment is a key component to realizing the priorities and initiatives of the Internationalization Strategic Plan: 2013-2018. Funds should be budgeted for faculty stipends to review the global learning offerings twice during the implementation of the plan and for the purchase of any externally developed assessment instruments.

SUMMARY

As Xavier moves forward into the 21st Century, global learning must become one of the central components of its character and identity. Adoption of the Internationalization Strategic Plan: 2013-2018, utilizing its multiple and varied experiences approach both at home and abroad, coupled with the three-pronged assessment strategy, will move Xavier closer toward meeting its mission.