



Mid-Term Report, July 2017
Central Michigan University Internationalization Self-Study

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Contents

Executive Summary

Introduction

Definitions

CMU Internationalization Self-Study Committee

Snapshots

Articulated Institutional Commitment

Administrative Structure and Staffing

Curriculum, Co-Curriculum, and Learning Outcomes

Faculty Policies and Practices

Student Mobility & Collaboration and Partnerships

Looking Forward

Appendices

Executive Summary

What is the internationalization lab?

- Institution-wide examination of CMU's level of comprehensive internationalization (CI—see graphic below)
- 11 institution cohort. Two-year, two-part process: self-study & strategic planning
- Guidance from ACE & ACE adviser Gil Latz (IUPUI Indianapolis)
- Participation of a wide range of institutions across the U.S and Latin America, including other Michigan institutions—Grand Valley State University (2012), Kalamazoo (2003), and Western Michigan (2008).



What has CMU done so far?

Fall 2016:

Co-chairs Bill Holmes (Executive Director, Office of International Affairs) & Dr. Christi Brookes (Professor of French/Chair of World Languages & Cultures), in conjunction with the Provost, developed the Internationalization Self-Study Committee (ISSC).

Spring 2017:

ISSC data collection relative to the ACE CI model.

Spring 2017:

Co-chairs engaged in discussions and information sessions with the Council of Chairs, the Academic Senate, and open forums for the campus community.

June/July 2017:

Co-chairs currently drafting Provost's snapshot and S.W.O.T. analysis of CMU relative to CI based on data gathered by ISSC.

S.W.O.T. Overview of Comprehensive Internationalization @ CMU

1) Strengths:

- a) Students studying abroad have shorter time-to-degree and higher GPAs than those who don't.
- b) There has been a 40% increase in students studying abroad since 2010.
- c) General education and University Program requirements have broad and deep internationalized offerings.
- d) New investments in faculty-led education abroad programs have been very successful: summer tuition return (\$524,865) to OIA "Development Grant" investment (\$20,000) in faculty-led programs was 26:1.
- e) CMU has already developed, or adopted, internationally accepted definitions from which to base our work.
- f) In 2016-17 international students represented 61 countries.
- g) Study abroad offers a variety of programs that meet all budgets and potential time constraints.
- h) Faculty are increasingly interested in leading short-term programs.
- i) Deans and faculty have greater understanding of, and buy-in for, integrated study abroad in the curriculum.
- j) Study abroad participation is increasing.
- k) CMU's curriculum offers a wealth of courses with global focus and intercultural perspectives.

2) Weaknesses:

- a) Scholarships for study abroad have not been increased since 2011 and do not match increased student interest and costs over time.
- b) Infrastructure to support recruiting & admissions is divided between Academic Affairs (AA) and Enrollment and Student Services (ESS) with lack of faculty engagement in, or responsibility for, developing international admissions processes/requirements.
- c) Level and understanding of CI varies greatly across the institution's academic and student service units.
- d) Spearheading university-wide efforts towards CI proves difficult given the decentralized budgetary model.
- e) There is a need for better data collection around some areas of CI (i.e. faculty policies and practices, student learning outcomes, course content, etc.).
- f) CI & International Affairs are not defined or codified in academic terms ensuring Academic Affairs ownership and oversight.
- g) Financial and human resources put towards international activities are not specifically linked to institutionally developed priorities.

3) Opportunities:

- a) ACE and other internationally recognized and respected institutions' standards and terminology can be used to ensure CMU's parity with leading institutions.
- b) Internationalization strategic plan can dovetail with, and enhance, CMU university-wide plan refresh.
- c) Practical, achievable, and measurable goals for CMU relating to CI can be developed.
- d) Centralized sustainable and equitable funding source can be created to support institutionally agreed upon faculty international endeavors.
- e) An institutionally recognized and supported CI plan can be developed to guide CMU's future.
- f) CI & International Affairs can be defined and codified in academic terms to ensure Academic Affairs ownership and oversight.

4) Threats:

- a) Budget restrictions sometimes stall university-wide participation in international initiatives.
- b) Domestic and foreign policies are currently impacting ability to recruit students to U.S. universities.
- c) The autonomous nature of colleges may impede the development of institution-wide initiatives.
- d) CMU's budgeting model may not be conducive to comprehensive internationalization.

Introduction

In order to more fully develop the scope and centrality of internationalization at Central Michigan University (CMU), the institution applied was accepted to the 14th cohort of the American Council of Education's (ACE) Internationalization Laboratory.

To govern this *institution-wide* endeavor CMU, in consultation with ACE, decided upon a two-part structure with committees responsible for each. During the first year of the Lab, the Internationalization Self-Study Committee (ISSC) gathered data needed to inform the publication of this initial white paper analysis of CMU's current state of internationalization. A second committee, the Internationalization Strategic Planning Committee (ISPC), will use the information gathered within the following mid-term report to fully develop the comprehensive internationalization plan over the following year.

The Internationalization Lab Committees works closely with the Provost, Office of International Affairs (OIA) and the American Council on Education (ACE) to: 1) catalogue and analyze CMU's current international activities, and 2) develop an aspirational, yet attainable plan for the comprehensive internationalization (CI) of CMU based upon ACE's internationally-recognized CI framework. This work, detailed below, is taking place during the 2016-2018 academic years as a part of CMU's membership in the 14th cohort of the ACE Internationalization Lab.

The ISSC sub-committee reports were edited and condensed for the purposes of this mid-term report. The original documents may be consulted via the online appendices through the OIA website. We thank all committee members for their work in gathering this information. We would also like to thank Cassandra DeHaan for her invaluable support in drafting this document.

To begin, it should be noted that one of the primary goals of the Internationalization Lab at CMU is precisely to create a strategic plan for the university that lays out realizable goals for internationalization of our campus both for the short and long term. As ACE's *Mapping Internationalization on U.S. Campuses: 2017 Edition*¹ points out, 47% of U.S. institutions include language related to international or global activities in their strategic plans; 27% have separate international strategic plans. As such, CMU certainly falls within the norm of U.S. universities both currently and in the near future.²

The comprehensive internationalization of universities cannot, and should not, be avoided as it is an integral part of providing modern education. This self-study, and corresponding analyses, aims to develop a "snapshot" of Central Michigan University's efforts in relation to ACE's framework for comprehensive internationalization.

A variety of positive motivations exist for higher education institutions to internationalize (Hudzik, 2011; Knight, 2004).

Academic: enhance quality of teaching and/or research, contribute to knowledge production

¹ American Council on Education. 2017. *Mapping Internationalization on U.S. Campuses*
<http://www.acenet.edu/news-room/Documents/Mapping-Internationalization-2017.pdf>

² Ibid., 8.

Socio-cultural: prepare students for “global citizenship”, increase international and/or intercultural adaptation, address global issues of relevance at home, address issues at home with global relevance

Political: maintain and/or expand influence, enhance prestige/visibility

Economic: generate revenue, prepare students for global workforce, contribute to local/regional economic development

Knight (2004, p.21) also suggests “branding” as a 5th motivation. Developing positive recognition in increasingly competitive international student markets requires a purposeful, continual and culturally-relevant presence abroad.

The lack of an institutionally-developed, *umbrella* internationalization plan, hinders the framing of the above-listed motivations in a manner agreed upon by, and acceptable to, the CMU community. CMU is, therefore, unable to fully express its mission and goals in global terms. Who are we globally? Who do we want to be? Can we – *are we* - graduating students ready for work/life outside of our borders? What is the perception of CMU to those around the world? Do we provide faculty and staff the tools necessary to engage effectively with the world? Is CMU a known and respected quantity abroad? What, truly, is CMU’s foreign policy? All are questions that this self-study, and the future comprehensive internationalization strategic plan, will seek to address.

The co-chairs of the Internationalization Self-Study Committee do not make future goals or strategies within this document. We seek only to lay out what we have found with the help of others across campus in relation to ACE’s Comprehensive Internationalization framework and provide recommendations as a precursor to the development of CMU’s first pan-university comprehensive internationalization plan.

Though we believe this exercise has pulled together more data related to CMU’s internationalization activities than heretofore ever compiled in a single document, we recognize that many gaps still exist that will be filled in future work.

Definitions

CMU-ACE Internationalization Lab (2016-2018)

Definition of terms

The words “internationalization,” “international,” “intercultural,” “global learning,” “globalization,” and “global” have a multiplicity of meanings when used within the context of higher education. As Central Michigan University embarks on its two-year internationalization lab with the American Council on Education (ACE)³, it is imperative to craft our own collective understanding of these terms. Below are proposed definitions that we submit for consideration as working definitions.

CIGE: Center for Internationalization and Global Engagement

Internationalization: On a very basic level, this is understood to be “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education.”⁴ As noted in ACE’s *A Handbook for Advancing Comprehensive Internationalization*, the word also emphasizes on-going nature of such an endeavor as “the process by which institutions foster global learning.”⁵ It encompasses not just international students and study abroad, but also has implications in the curricular, co-curricular, and research missions and practices of the university.

Global citizen: The Global Citizens’ Alliance defines this as someone who is “consciously prepared to live and work in the hyper-complex interdependent society of the 21st century and contribute to improving the common global welfare. They are people who have developed the knowledge, skills, tools, values, and commitment to:

- a) Understand the nature of globalization, including its positive and negative impacts around the world, and realize how it is transforming human society
- b) Appreciate the diversity of humanity in all of its manifestations, from local to global, and interact with different groups of people to address common concerns
- c) Recognize the critical global challenges that are compromising humanity’s future and see how their complexity and interconnections make solutions increasingly difficult
- d) Collaborate with different sets of stakeholders, by thinking globally and acting locally, to resolve these critical challenges and build a more equitably sustainable world.”⁶

³ <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>

⁴ Knight, J. (2003, fall). “Updating the definition of internationalisation.” *International Higher Education*.

⁵ Olson, C., Green, M., and Hill, B. (2006). *A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn*. Washington, DC: American Council on Education. v.

⁶ <http://globalcitizenshipalliance.org/about-us/global-citizenship/>

Global citizenship: Following the above definition and in our context, this then would be the results of the university working to prepare and shape global citizens.

Global learning: Again, ACE posits that this incorporates three dimensions of learning: “global (denoting the systems and phenomena that transcend national borders), international (focusing on the nations and their relationships), and intercultural (focusing on knowledge and skills to understand and navigate cultural differences)”, and is therefore “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.”⁷ This type of learning, then takes place from both within and without our classrooms and nation.

Globalization: It is possible to define this as “the unstoppable flow of ideas and goods around a world in which national borders are of diminishing importance.”⁸ As ACE rightly points out, however, the term is undeniably loaded with connotations, often negative, of capitalism’s implications around the world. While it might be possible to swap “internationalization” with this term, it is important to note that “globalization” carries less neutral meanings in our current political and social context.

Mobility: Movement of students, faculty, and staff to other countries to engage in education abroad and/or research ; this also applies to international students, faculty, and staff coming to the United States to study and/or engage in research.

Finally, as CMU begins the process of examining the international ins and outs of the university, we will be using the term “comprehensive internationalization,” defined below:

Comprehensive internationalization: Perhaps the most important definition for our goals with the ACE Lab, this is defined by ACE in the following manner: “[A] strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal (if not priority), develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization.”⁹ ACE emphasizes the “synergy” between the “at-home” (curriculum, for example) and “abroad” (study abroad, international collaboration) initiatives.¹⁰ Again, this brings together activities and initiatives happening on- and off-campus.

⁷ Ibid., viii.

⁸ Ibid., viii.

⁹ Ibid., viii.

¹⁰ Ibid., viii.

CMU Internationalization Self-Study Committee

David Ash, Vice President for Research and Dean of Graduate Studies

Christi Brookes, Committee Co-Chair and Chair of World Languages and Cultures

Justin Bruner, Teaching and Learning Consultant of the Center for Excellence in Teaching and Learning

Phame Camarena, Director of the Honors Program

Debasish Chakraborty, Economic Faculty Member

Cassandra DeHaan, Special Projects Coordinator, Office of International Affairs

Dianne DeSalvo, Director of Study Abroad

Megan Doerr, Director of International Recruiting and Outreach (ex-officio)

Claudia Douglass, Vice Provost of Academic Effectiveness

Bill Holmes, Committee Co-Chair and Executive Director, Office of International Affairs

Susan Naeve-Velguth, Communication Disorders Faculty Member

Tracy Nakajima, Director of International Student and Scholar Services (ex-officio)

Eric Tucker, Music Faculty Member and College of Communication and Fine Arts International Fellow

Articulated Institutional Commitment¹¹

Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.

ACE CIGE Expectations: Articulated Institutional Commitment

- **Strategic planning.** Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee.** A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders.** Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment.** Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.

Part of the cataloguing Central Michigan University's levels of internationalization within the ACE Internationalization Lab involves looking into the details of formative university documents. To that end, we have looked at the current mission statement and strategic plan, though these are in the process of being revised. As of June 2017, Central Michigan University's current documents utilize language that identifies within its priorities the "global," "international," and "cross cultural." Though one could also include the words "diversity," and "inclusiveness" within the scope of international activities within and without the campus, they would also fall under the umbrella of domestic multicultural efforts.

The following breaks down these statements in detail with relevant language in bold.

- 1) **Mission statement:** "We are a community committed to the pursuit of knowledge, wisdom discovery and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives and **responsible citizenship in a global society.**"
- 2) **Strategic plan priorities:**
 - a) Priority 1: *Student Success - Challenge our students to develop the knowledge, skills and values to be **successful and contributing global citizens.***
 - b) Priority 2: *Research and Creative Activity - Promote excellence in research and creative activities.*

¹¹ <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>. The introductory statement under each snapshot is taken from the CIGE Model for CI. We have highlighted ACE's expectations for each area of CI as points of comparison to CMU.

- 1) *Priority 2 Initiatives:*
 - a) Enhance and improve incentives, infrastructure and support services for research and creative activities.
 - b) Support field-defining areas of research and creative activities across the university.
 - c) Enhance efforts to promote the active involvement of students in research and creative activities.
 - d) Support emerging areas of **interdisciplinary, international and cross-cultural research** and creative activities that builds on the university's strengths.
 - e) **Priority 3: *Quality Faculty and Staff* – Foster a vibrant, innovative, intellectual community of high quality faculty and staff who *value inclusiveness, diversity, shared governance and respect.***

- 2) *Priority 3 Initiatives:*
 - a) Invest in the recruitment, development and retention of an outstanding, diverse faculty and staff.
 - b) Provide professional support for the ongoing development of faculty and staff in the areas of teaching, leadership, research and **cultural competence**.
 - c) Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures and practices **that promote inclusiveness** and facilitate shared governance.
 - d) **Priority 4: *Community Partnerships* - Develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness and local economies.**

- 3) *Priority 4 Initiatives:*
 - a) Generate opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement and volunteering.
 - b) Involve students, faculty and staff with community members to support and sustain healthy environments.
 - c) Foster and enhance relationships with tribal, governmental, business and non-profit entities.

As far as metrics for each priority in the strategic plan, this is uneven. With the exception of Priority 2, which includes a metric for measuring “student *international* research,” there are no metrics or vague language about how to measure initiatives.

It should be noted that after 3 years on hiatus for lack of clear purpose, the International Education Council, an Academic Senate committee, would return to regular meetings in fall 2017.

S.W.O.T. Analysis: Articulated Institutional Commitment

- 1) **Strengths:**
 - a) Institutional language points toward valuing international activities on and off campus
 - b) Broad understanding of “international” within these documents points to more than incoming and/or outgoing student mobility
 - c) Revival of International Education Council

- 2) **Weaknesses:**
 - a) Lack of metrics and/or data collection to support university priorities
 - b) Difficulty spearheading university-wide efforts given the decentralized budgetary model
 - c) Lack of agreement upon the true meaning of "international" and "global citizen"
 - d) No regular, functioning International Education Council meetings between 2013 and 2017
 - e) No regular committee to support comprehensive internationalization efforts beyond the International Education Council's charge

3) **Opportunities:**

- a) Internationalization strategic plan dovetails with CMU university-wide plan refresh
- b) Development of funding models to support institutionally agreed upon faculty international endeavors
- c) Development of accepted institutional definitions for key terms related to comprehensive internationalization and corresponding assessment models
- d) Development of a comprehensive internationalization advisory body

4) **Threats:**

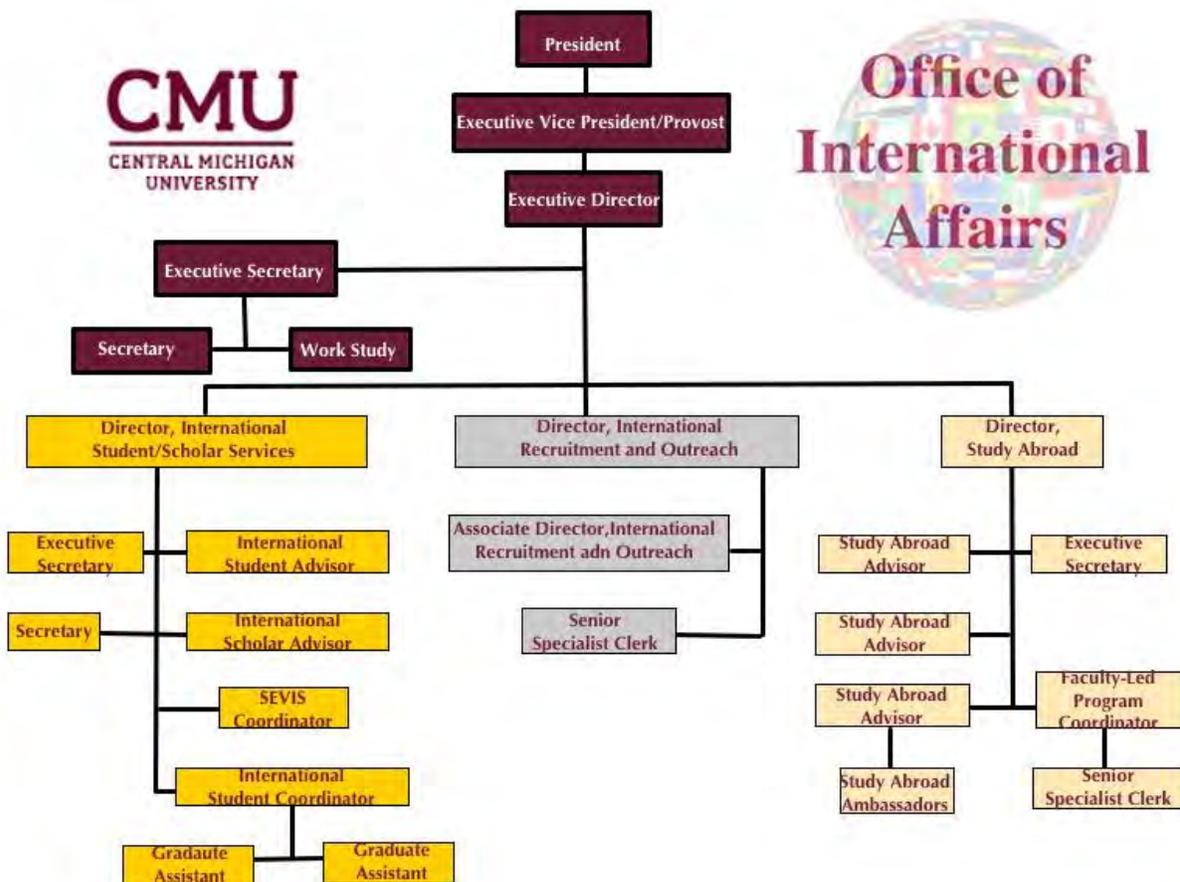
- a) Budget concerns stall university-wide participation in international initiatives
- b) Institutional budgets and structures out of line with student, faculty, and staff needs and interests

Administrative Structure and Staffing¹²

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.

ACE CIGE Expectations: Administrative Structure and Staffing

- **Senior leadership.** The president and CAO are committed to internationalization and are engaged in the process from the start.
- **International office.** An office or offices are designated to coordinate campus-wide internationalization activities. The faculty or staff member primarily responsible for internationalization reports to the CAO or president.



¹² <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

Office of International Affairs Reporting Units

1. Education Abroad Unit (EA) - \$39,000.00*

By providing quality international academic opportunities, the Office of Study Abroad supports the CMU mission to “foster personal and intellectual growth to prepare students for productive careers, meaningful lives and responsible citizenship in a global society.” Through study abroad, students advance their awareness and appreciation of cultural diversity, develop intercultural competency, gain new perspectives that enrich their education and help them grow personally, and prepare them for professional success in an interdependent world.

2. International Student & Scholar Services Unit (ISSS) - \$11,000.00*

The International Students & Scholars Unit works to ensure that the international student and scholar community is aware of relevant immigration requirements and benefits so that they may continue to maintain valid immigration status and make the most of their educational experience at CMU. Our staff is dedicated to assisting students and scholars as they adjust to a new learning environment and pursue their academic objectives. We work with campus partners to invite international scholars and students to CMU to facilitate international exchange and development. The ISSS unit provides links between our international community and the campus through culturally educational programs and events.

3. International Recruiting Unit (IR) - \$146,025.00*

Recruitment unit does not yet have an approved mission statement. However, from our retreat, we believe the following could be adopted:

Through the use of ethical, standards-based international recruitment strategies the CMU International Recruitment and Outreach team actively recruits qualified students into CMU programs on campus, online and abroad. Utilizing direct, face-to-face outreach in partnership with alumni, institutions abroad, technology platforms and student-centered support, we aim to increase the global awareness of CMU as an institution of first choice.

4. OIA General Operations (S&E) - \$41,738.00*

The OIA General Operations Budget is the umbrella fund covering all aspects of office maintenance such as paper, equipment, staff memberships, etc. that are common to all integrated units. This budget is managed by the Executive Director of the OIA and Executive Secretary to arrest redundancies of purchases and wasteful spending among the units.

5. International Program Development Fund - \$31,000*

Executive Director’s fund for faculty travel, recruiting, partnership development/management, education abroad site audits, staff & faculty development opportunities, and other faculty-proposed activities that promote and enhance the mission of the OIA to comprehensively internationalize CMU.

6. Ontario Marketing Fund - \$46,000*

Account 35100 managed by University Communications to assist promotional activities for the Masters in Education program in Ontario, Canada.

*Funds listed are for the 2017-2018 academic year.

Administrative Expertise

1. Directors are conversant in the following languages:
Hungarian, Ukrainian, Chinese, Japanese, Italian and Spanish
2. Unit staff are conversant in the following languages:
German, French, Japanese and Spanish
3. Directors have worked in the following countries:
Ukraine, Hungary, Turkey, Austria, Italy, Taiwan, Japan, Hong Kong, Costa Rica, Guatemala and Peru (cumulative total of 25+ years)
4. Unit staff have worked in the following countries:
Canada and England (cumulative total of 21+ years)
5. Directors have studied (Undergraduate and/or Graduate level) in the following countries:
Hong Kong, Taiwan, Japan, Hungary, Chile and Costa Rica
6. Unit staff have studied (Undergraduate and/or Graduate level) in the following countries:
China, France, Ireland, Germany, Japan, Italy, Australia, Dominican Republic, England and Switzerland
7. Professional certifications across OIA Directors & staff:
F-1 Advising for Beginners & F-1 Advising: Intermediate
J-1 Advising for Beginners & J-1 Advising: Intermediate
Filing Academic H-1B Petitions
Pathways to Permanent Residency
NAFSA Management Development Program (Three Day Program)
Post Baccalaureate Certificate in Legal Assistant Studies
ISSS Crisis Management Planning
Global Health Certificate
Mediation and Facilitation Certificate
The NAFSA Academy
MA & M.Ed. In TESOL
K-12 Teaching Certification
TIPS: Training for Intervention Purposes
QPR: Question, Persuade, Refer (Suicide Prevention) training

S.W.O.T. Analysis: Administrative Leadership, Structure, and Staffing

- 1) **Strengths:**
 - a) Solid personal & professional links between OIA and faculty/departments across all colleges
 - b) Administrators recognized for accomplishments in their field
 - c) Strong commitment by staff to the institution, students and their field
 - d) Flexibility of Senior International Officer to financially support a limited number of faculty initiatives
- 2) **Weaknesses:**
 - a) Lines of communication and approval structures within the institution not in line with organizational structure
 - b) Lack of OIA centrality to institution-wide international functions/activities, often satellite in nature
 - c) Process versus direction
 - d) Underutilized expertise
 - e) Funding not adequate to meet student, faculty, and staff requests/needs

3) Opportunities:

- a) Rethink/design budget to counterbalance domestic enrollment trends & callbacks
- b) Rethink/redesign of communication and approval structures to match organizational structure
- c) Ability within the new strategic plan to address structures and the comprehensive internationalization of the institution
- d) Increased engagement between OIA and faculty

4) Threats:

- a) Budget reduction for 2017-18 and expected further reductions for 2018-19
- b) Competing philosophies/views of international education across institution
- c) Current institutional structure could be at odds with development of centralized
- d) Role of OIA not defined or codified in academic terms ensuring ownership and oversight

Curriculum, Co-Curriculum, and Learning Outcomes¹³

As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

ACE CIGE Expectations: Curriculum, Co-Curriculum, and Learning Outcomes

- **General education requirements.** Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines.** Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum.** Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes.** Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology.** Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.

Student Learning Outcomes

Background, methods, and assumptions

One of the charges of this subcommittee was to identify and catalog internationalized student-learning outcomes that are present at Central Michigan University. This was done at a programmatic level within Central Michigan University in that the unit of analysis for this task is at program level by examining student-learning outcomes (SLO) within each program.

Central Michigan University catalogs much of their assessment data across academic and administrative units through a central database: WEAVE online. To obtain program and SLO data, a report was run through WEAVE online that generated the mission, goals, SLO, and measures for each undergraduate, graduate, and certificate program at Central Michigan University. Using this report, the SLO within each program were read and noted if it contained an explicit (as opposed to assumed or implied) internationalized outcome. For each identified internationalized SLO, the program goals, program measures, and links to CMU strategic and institutional priorities were also recorded.

Results

Overall, 447 programs containing 2,156 SLO were analyzed. There were an additional 50 programs that either had no data entered or did not contain recent data. Of the 447 programs with data, 70 programs, or 14% (see figure 1) were found to contain at least one internationalized SLO. Of these 70 programs, 58, or 83% were at the undergraduate level and 12, or 17%, were at the graduate level (see figure 2). Of the 2,156 SLO that were analyzed, 126 or about 6% (see figure 3) were deemed to be internationalized. Finally, of the 70 programs with at least one internationalized SLO: half of the programs made

¹³ <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

connections to CMU institutional and strategic priorities, 59 contained goals set out to help create an internationalized SLO, and 64 contained some type of measurement of their SLO.

Figures

Figure 1 – Percentage of total programs at CMU with an identified internationalized SLO



Figure 2 – Percentage of Programs with an internationalized SLO at undergraduate and graduate level

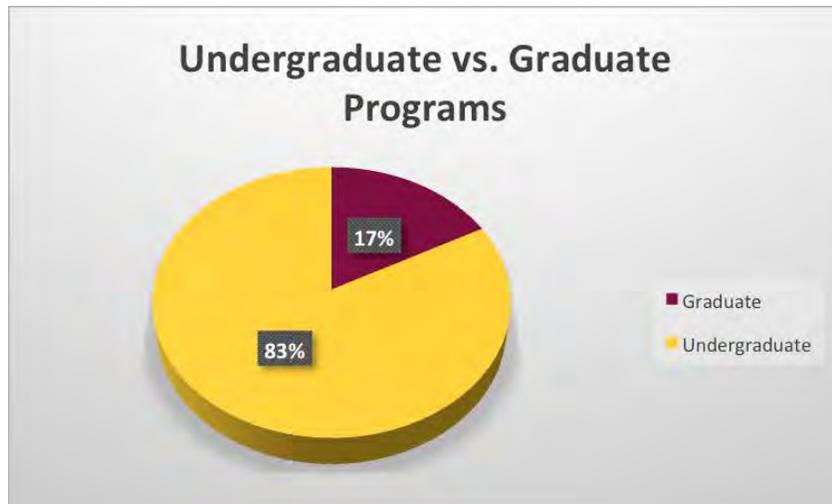


Figure 3 – Percentage of SLO that were found to be internationalized

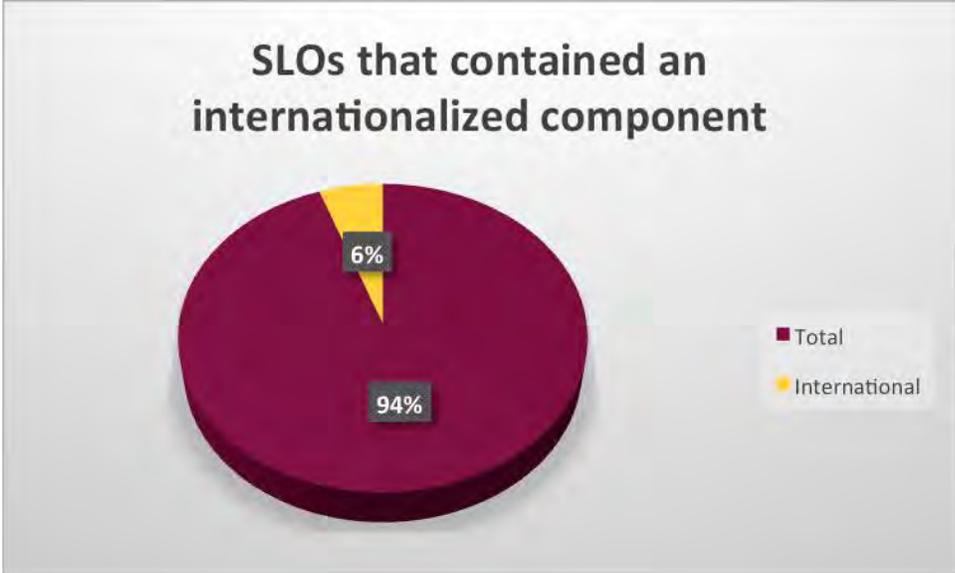


Figure 4 – Links of identified programs with internationalized SLO



Curriculum

Background, Methods, and Assumptions

Another aspect of this subcommittee's study was to document the degree to which international themes and global learning are already integrated in the academic curriculum of the university, and to provide a comprehensive cataloging of all course descriptions and related Master Course Syllabus (MCS) was completed.

The process for this review included having two separate, trained, undergraduate students manually read through each course description provided in the 2016-17 CMU Undergraduate and Graduate Bulletins to identify all courses that include titles or course descriptions using words or phrases that connote international or global cultural content. In cases where any potential indication of international content was identified, the students then looked up the MCS for that class on the Academic Senate web listing of courses. Course learning objectives on the MCS were the primary target of review but students also examined the course outline to identify the degree to which international learning goals were manifest in the materials. For each class identified, the students were then charged with identifying whether the course was included in the University Program and tasked with rating the class on the comprehensiveness of the international content:¹⁴

1. Course contains occasional international elements.
2. One unit in the course is internationally oriented.
3. International elements are integrated throughout the class.
4. The entire course has an international orientation.

Some coding caveats:

- For this review, although the UP classes within each foreign language were listed and counted separately, all of the other classes within these designators were noted but not included in the class ratings and counts.
- Courses that are cross listed were also only counted once though notes were made when this cross listing occurred.
- The emphasis of the coding was on the actual wording provided in the description and objectives of the class. Even where it might be understood by colleagues in the discipline that the content has some kind of international connection, the coding only accounted for the actual phrases provided in the Bulletin and MCS (face validity).
- By consensus within the ISSC Committee, coding rules included recognition of Native American content as international given the sovereign status of indigenous groups.

Results

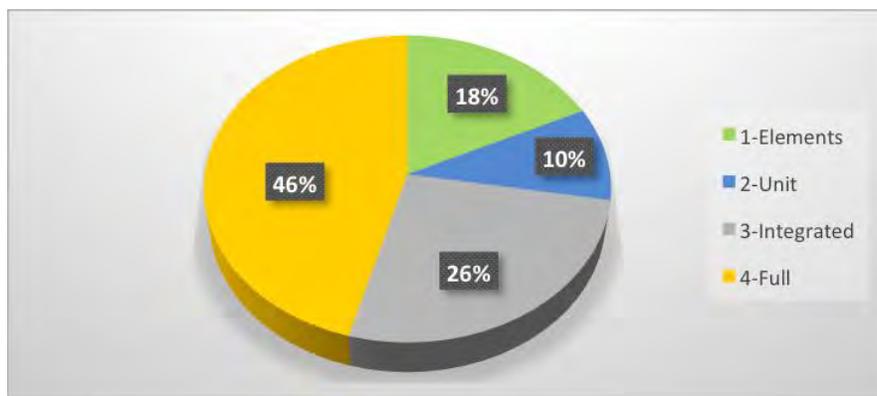
Total Courses

The CMU Bulletins Coordinator indicates that the CMU Bulletins contain a little over 4,000 unique course designators across the undergraduate and graduate listings. From this total list of classes, 448

¹⁴ These ratings borrowed from: Sacred Heart University. 2014. *Mid-term Report, July 2014*. p. 7.

separate courses were identified in the coding process as containing at least some international learning content and/or goals. With the addition of the extra Foreign Language courses not included in the review, this means that approximately 500 CMU classes, or 12.5% of all CMU classes, are directly contributing to CMU’s internationalization goals. The ratings for the degree of internationalization vary considerably across the identified courses but there were strong internationally themed courses identified across each of the colleges. The breakdown for the ratings of the 448 classes identified are included in Figure 1.

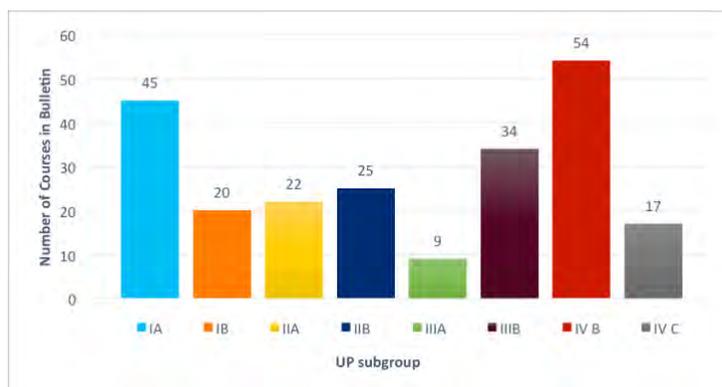
Figure 1 – Level of Coded International Content and Goals



The University Program

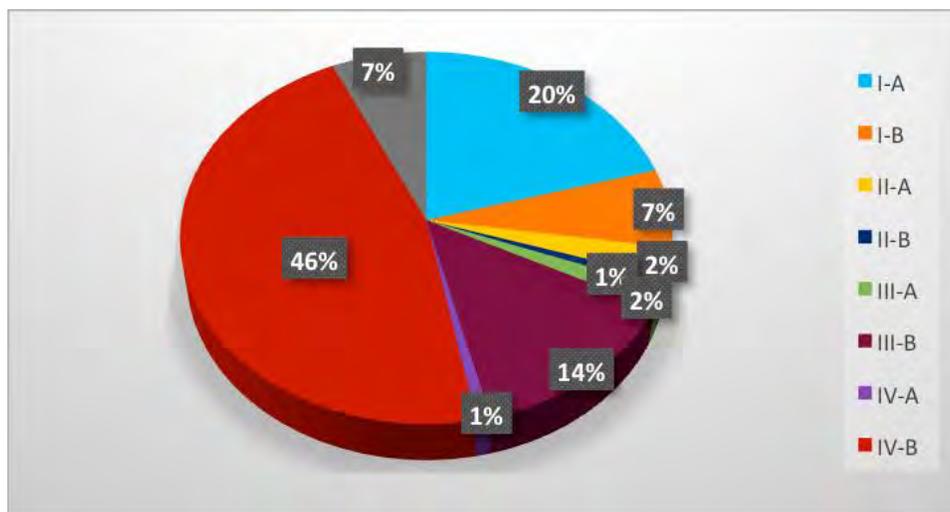
The University Program is structured so that one UP subgroup directly targets international or global learning goals giving this coursework special significance in an international review. For the 2016-17 bulletin, this **IV-B: Studies in Cultures Outside of the Anglo-American Tradition** category includes 54 separate classes although multiple other strategies for meeting this UP requirement are also offered in collaboration with the CMU Office of Study Abroad (e.g., faculty led study abroad programs, credit earned at a foreign institution, internships/field work abroad). A full list of courses that might be offered or approved through the Study Abroad Office in any given year is difficult to compile, but multiple faculty-led programs are run and CMU students bring back dozens of courses from foreign institutions each year. Even without the inclusion of these special variable annual options, there are more UP-IVB classes listed in the 2016-17 Bulletin than for any other UP subgroup. Figure 2 shows the number of courses offered by UP group.

Figure 2 – Number of courses in UP subgroups



A specific finding of the course review was the degree to which courses from the other UP groups also contributed to international learning goals. As identified in Figure 3, 54% of the UP classes coded with international content came from outside of the UP IV-B group. This overlap with other UP groups is important because UP courses are taken by students from across departments and disciplines with less international emphasis increasing the odds that students will be exposed to these learning opportunities.

Figure 3 – International Content by UP Group



A cross tabulation analysis examining the level of internationalization by UP group also confirmed that while almost all of the UP IV-B classes were coded at the highest level (93%), a much smaller proportion of the other UP classes coded were rated at this same level (34%). Across all of the data coded, however, there were at least twice as many classes coded at level 4 outside of the UP-IVB suggesting broad international course coverage beyond the UP.

Concluding Notes

The proportion of classes with documented international content beyond the UP-IVB and outside of the Foreign Language programs was encouraging. Because the data was coded by course designator alphabetically (as listed in the Bulletin) and many programs draw from courses across designators, this data has not been organized by program, department, or college. At the same time, an informal review of the actual classes on the data sheet confirms that strong internationally themed coursework is being offered in every college and in some departments not traditionally associated with global citizenship goals.

As noted by both members of the student coding team, the coding process was complicated by the lack of specificity within the descriptions and course objectives. For example, even when descriptions of class content included terms like “cultural difference” and “cross-cultural comparisons,” the details provided did not specify whether this would be domestically focused, internationally themed, or both. Similarly, insider knowledge about the content of fields likely leads to assumptions about the content that is not reflected in descriptions. For example, a discussion of European composers might include a discussion of the cultural context that contributed to this body of work, but it could not be coded as international content unless that was explicitly noted in the materials. In many cases, it was clear that even some minor adjustment to terminology and focus would significantly raise both the number of classes and levels of ratings included.

Co-Curricular Activities

Background methods and assumptions

A third charge of this committee was to identify co-curricular activities on the CMU campus and catalogue these activities in terms of their level of internationalization. For the purposes of this project, “international” was defined as “nations outside the United States and their cultures.” Native American nations and cultures were also considered international. “Co-curricular activities” were defined as “sustained opportunities for student, faculty and staff education outside the regular curriculum.” Study abroad programs and international student internships were considered curricular, not co-curricular, activities and thus excluded from this specific sub-report. International student recruitment programs were similarly excluded as they represented institutional student in-flow, an area covered by a different division of the ISSC task force. Given the above, “internationalized co-curricular programs” were defined as “sustained opportunities for student, faculty, and staff education outside of the regular curriculum that included international elements. Internationalized co-curricular programs were identified via a search of CMU web-based content, with the goal of reviewing materials that were easily accessible to both internal and external stakeholders. Identified programs were rated using an adaptation of the Sacred Heart University Level of Course Internationalization¹⁵ mentioned given below. Ratings were based on the information available on the identified program’s website.

Internationalization Level 1: Contains occasional international or intercultural elements

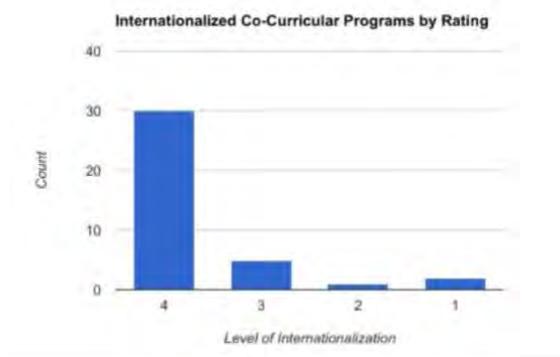
Internationalization Level 2: One aspect of the program is internationally or interculturally oriented

Internationalization Level 3: International or intercultural elements are integrated throughout the program

Internationalization Level 4: The entire program has an international or intercultural orientation

Results

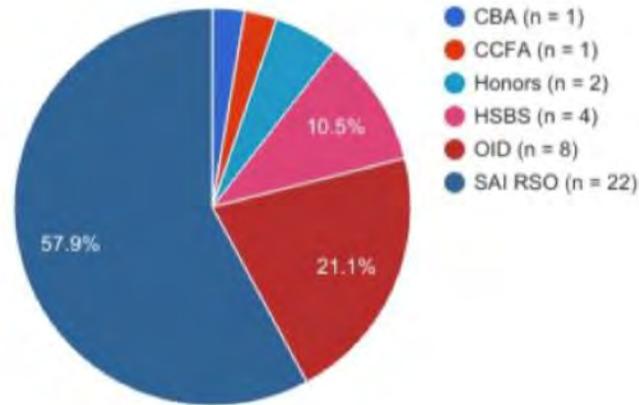
A total of 38 internationalized co-curricular programs were identified using the criteria above. Of these, the majority (78.9%, n = 30) were rated as Internationalization Level 4 (entire program has an international or intercultural orientation). The ratings distribution data for the 38 programs are shown below.



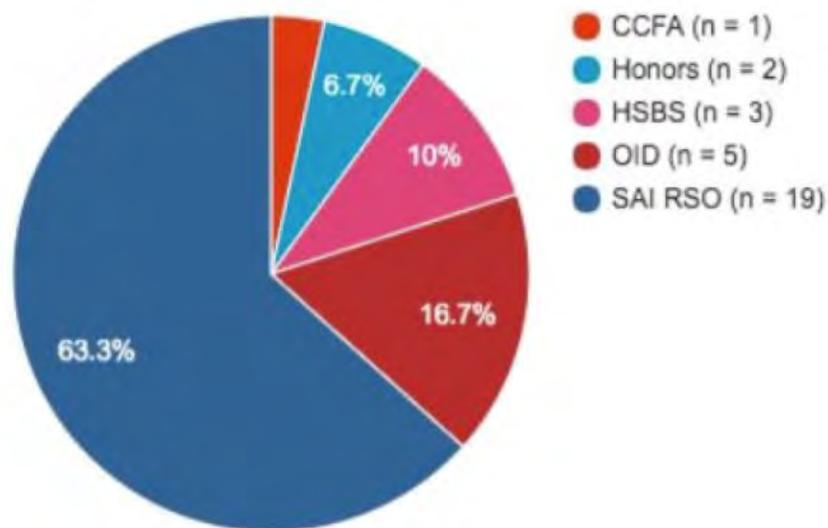
¹⁵ Sacred Heart University. 2014. *Mid-term Report, July 2014*. p. 7.

Of the 38 programs, the CMU units with the largest representation were the Office of Student Activities and Involvement Registered Student Organizations (SAI/RSO^a n =22), the Office of Institutional Diversity programs (OID, n = 8), and the College of Humanities and Social and Behavioral Sciences (HSBS, n = 4). The relative distribution of programs across units was maintained when considering just those internationalized co-curricular programs rated as Level 4 (n = 30). The unit distribution data for all 38 programs are shown below, followed by the unit distribution data for the 30 Level 4 (only) programs.

All Internationalized Co-Curricular Programs (n = 38)



Level 4 Internationalized Co-Curricular Programs (n = 30)



A table of the identified programs included in the data set, with their CMU unit affiliations and internationalization ratings, is provided below.

Program	CMU Unit	Rating
African Student Association	Student Activities and Involvement	4
Asian Cultural Organization	Student Activities and Involvement	4
Bangladeshi Student Association	Student Activities and Involvement	4
Central Michigan International Film Festival	CCFA	4
Chinese Students and Scholars Association	Student Activities and Involvement	4
Circle K International	Student Activities and Involvement	2
CMU Annual Pow Wow	Office of Institutional Diversity	4
CMU Nijkewehn Mentoring Program	Office of Institutional Diversity	3
CMU Spanish Club	Student Activities and Involvement	4
Conversation Partners Program	HSBS	3
Empowered Latino Union	Student Activities and Involvement	4
ERPsim Competition	CBA	1
Faculty Cultural Competency Workshops	Office of Institutional Diversity	4
Foreign Language Day	HSBS	4
Fulbright Program (US Dept. of State)	Honors Program	4
Global Business Brigade	Student Activities and Involvement	4
Global Medical/Dental Brigades Gold	Student Activities and Involvement	4
Global Medical/Dental Brigades Maroon at CMU	Student Activities and Involvement	4
Global Public Health Brigades	Student Activities and Involvement	4
Global Water and Engineering Brigades at CMU	Student Activities and Involvement	4
Honors International Peer Partner Program	Honors Program	4
Indian Students Association	Student Activities and Involvement	4
Indigenous Peoples Day	Office of Institutional Diversity	4
International Student Organization	Student Activities and Involvement	4
Le Cercle Français	Student Activities and Involvement	4
Native American Heritage Month	Office of Institutional Diversity	4
North American Indigenous Student Organization	Student Activities and Involvement	4
North American Indigenous Summer Enrichment Camp	Office of Institutional Diversity	3
Para Los Niños	Student Activities and Involvement	4
Phenomenal Brown Girl	Student Activities and Involvement	3
Saudi Student Club at Central Michigan University	Student Activities and Involvement	4
Soup and Substance	Office of Institutional Diversity	1
Staff Cultural Competency Workshops	Office of Institutional Diversity	4
Stammtisch (German Conversation Hour, not RSO)	HSBS	4
Students for the Good Samaritan Hospital – Dominican Republic	Student Activities and Involvement	4
Study Abroad Alumni Association	Student Activities and Involvement	3
The German Club	Student Activities and Involvement	4
TIGRE Net (Transnational Initiative on Governance Research and Education Network)	HSBS	4

Technology

A final charge of this committee was to identify technology use within the curriculum and co-curriculum on the CMU campus and catalogue these practices. A faculty and staff survey was developed with the ISSC, but—as of June 2017—has yet to be distributed to units across campus. This will be done early within the 2017-18 academic year once all survey questions have been approved by the appropriate groups.

S.W.O.T. Analysis: Curriculum, Co-Curriculum, and Learning Outcomes

1) Strengths:

- a) High level of internationalization throughout small number of internationalized courses

- b) Wide range of internationalized SLOs
- c) Wide range of internationalized co-curricular opportunities for students
- d) University Program IV-B subgroup (“Studies in Cultures outside the Anglo-American Tradition”) offerings and inclusion in general education requirements
- e) Internationalized content significantly present beyond UP IVB courses

2) Weaknesses:

- a) Small number of courses offered with internationalized SLOs
- b) Lack of coordination between units with both curricular and co-curricular activities on campus
- c) Information and data collection of curricular, co-curricular, and technological information as related to internationalization is difficult within WEAVE and in general
 - i) Example: Cannot confirm that all majors have an international component
- d) Lack of world language requirement
- e) Co-curricular activities often soft-funded and therefore vulnerable

3) Opportunities:

- a) Integrate study abroad components with semester long on-campus courses
- b) Ample room for growth of internationalized SLOs
- c) Ample room for growth of internationalized co-curricular activities
- d) Increase coordination between units with both curricular and co-curricular activities on campus
- e) Development of better data collection
- f) Increase world language enrollments and offerings
- g) Potential to develop consensus around meaning of internationalized SLOs, courses, and co-curricular activities

4) Threats:

- a) Potential of decentralized budget model to impede collaboration across colleges
- b) Constraints of general education versus time-to-degree focus
- c) Missed opportunities to showcase our internationalized curricular and co-curricular opportunities to internationally minded students, both current and potential
- d) Lack of world language requirement to meet goals stated in strategic plan

Faculty Policies and Practices¹⁶

As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.

ACE CIGE expectations: Faculty Policies and Practices

- **Tenure and promotion policies.** Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines.** International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility.** Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).
- **On-campus professional development.** Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.

Tenure and Promotion Policies:

Few departmental bylaws have language incorporating internationalization activities as part of the evaluation process for reappointment, tenure, and promotion (RTP). That is not to say that such activities are not important to departmental review committees:

Ex. a junior faculty member in the Department of Chemistry and Biochemistry was instrumental in developing a Study Abroad Program at Stellenbosch University in South Africa. Although the bylaws of the department do not include any language regarding such activities, these efforts were seen as a plus during the reappointment process.

It is likely that other such examples can be found across the university, however there is no centralized repository of such data.

Departments whose bylaws contain specific language regarding internationalization and study abroad activities in the RTP process include:

1. Marketing and Hospitality Service Administration (CBA)
 - a. Service: This includes forms of services to students throughcontributing to international initiatives at the Department, College, or University level.
2. Teacher Education and Professional Development (CEHS)
 - a. Service: Departmental Committee International Field Experiences Committee: Five (5) faculty members will be elected at large (at least three (3) members should have supervised a study abroad experience).
3. Foreign Languages, Literatures and Cultures (CHSBS)
 - a. Contribution to University, College, Department, and appropriate Public Service
 - b. In all ranks: meaningful participation in academic and/or public life is expected, as evidenced by the following:

¹⁶ <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

- i. Advising and counseling, e.g. working with majors and minors, study abroad students, etc.
- 4. School of Engineering (CS&E)
 - a. Supplementary Service to the School: Activities related to student retention, including: advising student organizations, leading international programs, or similar activities.
 - b. Additionally it should be noted that publishing in international journals or presenting at international meetings are activities that are valued in the RTP

Hiring Guidelines

No institutional criteria. Unknown criteria at the college/department level.

Faculty Mobility

No institutionally established fund with minimum/maximum awards to support specified faculty endeavors. Funding support varies by college and OIA budget resources.

On-Campus Professional Development

No institutional data as of yet. ISSC will collect information related to faculty trainings/workshops from CETL & Office of Diversity Education.

S.W.O.T. Analysis: Faculty Policies and Practices

1) Strengths:

- a) Within certain units internationalized faculty policies and practices exist
- b) High levels of support for international research in some units
- c) OIA provides 5-10 awards to faculty yearly for endeavors that advance CI

2) Weaknesses:

- a) Internationalized faculty practices and polices do not exist on an institutional level
- b) Varied levels of support for international research
- c) Lack of institutional support for faculty research/professional development/travel

3) Opportunities:

- a) Institutional development of internationalized faculty policies and practices related to hiring, reappointment, tenure, and promotion
- b) Development of a new budget model to support faculty mobility

4) Threats:

- a) Difficulty in implementing change with slow revision process of department bylaws
- b) Differing levels of commitment to these policies and practices across the various units
- c) OIA 2016-17 level of awards unsustainable moving forward

Student Mobility & Collaboration and Partnerships¹⁷

Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.

ACE CIGE Expectations: Student Mobility

- **Credit transfer policies.** Students can easily earn credit for study abroad through approved programs.
- **Financial aid and funding.** Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs.** Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students.** Academic and social support structures and programs facilitate international students' full integration into campus life.

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. ACE recommends a 4-step approach for creating and managing international partnerships: Strategic Planning, Review Possible Structures, Identify Potential Partners, and On-Going Management.

ACE CIGE Expectations: Collaboration and Partnerships

- **Step 1: Strategic planning.** Partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.
- **Step 2: Review possible structures.** International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria.
- **Step 3: Identify potential partners.** It is important to analyze the higher education context in target countries, including policies, priorities, structure, and operations. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. Peer institutions in the U.S. can provide useful information on potential partners abroad, and conferences often include opportunities for direct networking with institutional representatives from other countries.

¹⁷ In the CIGE model, these student mobility and collaborations and partnerships are separated out. However, because of the nature of our subcommittee organization, we are collapsing them here into one discussion of international students, education abroad, and collaboration and partnerships.

- **Step 4: On-going management.** As partnerships proliferate, institutions may find themselves with too many MOUs – often of varying scope and effectiveness. Another common situation is for partnerships based on a personal connection to dissipate once that connection is no longer active. Centralized coordination, engaging a broader base of faculty support, and designating certain relationships as “strategic” can help mitigate these issues.

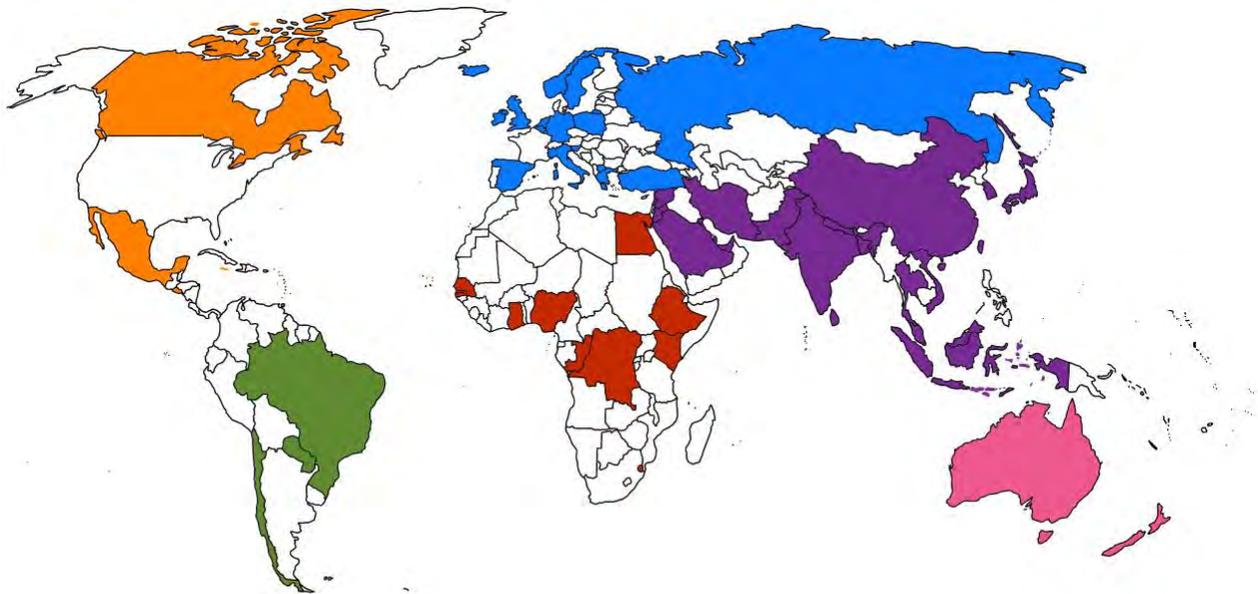
Incoming Students

Incoming Student Mobility & Strategic Partnerships

The subcommittee members and contributing participants from the Office of International Affairs and other units across campus provided information for this snapshot of incoming student mobility and strategic partnerships. The following report pulls together some of the essential information related to these areas at CMU at home and abroad.

International Student Population

International Students by Country and Region 2016-17



Africa				Asia				Europe			
	Total	UG	GR		Total	UG	GR		Total	UG	GR
Congo	3	3	-	Bahrain	1	1	-	Belgium	1	1	-
Egypt	11	2	9	Bangladesh	20	-	20	Germany	6	5	1
Ethiopia	2	-	2	China	277	170	107	Greece	2	-	2
Gambia	1	-	1	Hong Kong	2	2	-	Iceland	1	1	-
Ghana	10	1	9	India	314	7	307	Ireland	3	-	3
Kenya	3	1	2	Indonesia	1	-	1	Italy	2	-	2
Nigeria	25	7	18	Iran	5	1	4	Macedonia	1	-	1
Senegal	1	-	1	Japan	11	5	6	Netherlands	1	1	-
Swaziland	1	-	1	Jordan	11	1	10	Norway	1	1	-
				Kuwait	3	3	-	Poland	2	2	-
North America				Lebanon				Russian Fed.			
	Total	UG	GR		Total	UG	GR		Total	UG	GR
Canada	32	16	16	Malaysia	1	-	1	Slovenia	1	-	1
El Salvador	1	1	-	Nepal	14	1	13	Spain	1	1	-
Jamaica	1	1	-	Pakistan	10	1	9	Sweden	1	-	1
Mexico	5	2	3	Qatar	1	1	-	Turkey	5	-	5
St. Vincent	1	-	1	Saudi Arabia	260	171	89	United Kingdom	5	3	2
				Singapore	2	2	-				
Trinidad and Tobago	1	1	-	South Korea	14	10	4	Oceania			
				Sri Lanka	5	-	5		Total	UG	GR
South America				Syria				Australia			
	Total	UG	GR		Total	UG	GR		Total	UG	GR
Brazil	2	-	2	Taiwan	2	-	2	New Zealand	1	1	-
Chile	1	1	-	Thailand	2	1	1				
Paraguay	2	1	1	UAE	1	1	-	Other:	15	13	2
				Vietnam	9	6	3	Total Students:	1125	458	667

International Recruiting

The International Recruitment and Outreach subunit works to incorporate a variety of recruitment methods including institution to institution partnerships and relationship building, recruitment fairs, international high school visits, Education USA center visits, alumni networks, and armchair recruitment efforts including social media, email outreach, online marketing, webinars and live chat sessions. In 2016-17, approximately 18 weeks were spent traveling abroad by recruitment staff, with an estimated eight of those weeks being designated to partner institution visits. Partnerships, in all their forms, are an integral piece of CMU's recruitment strategy as they can assure a continual flow of students into specific programs.

The percentage of students who enroll at CMU is not possible to determine based on available data and reporting methods. It is only possible to determine the number of applicants who enroll at CMU through partnerships based on the number of partner student applications initially submitted to the International Recruitment subunit and then passed on to Admissions. Since all partners do not initially submit student applications to the International Recruitment subunit it is not possible to determine the exact number or percent of enrolled students who arrive at CMU through partnerships.

Based on Fall 2016 data, we can say the following:

- 198 new international students enrolled
- 35 known students enrolled from partner institutions
- A minimum of 17.6% of students enrolled from partner institutions

Outside of specific locations where CMU has affiliation agreements, CMU's level of name familiarity and recognition is unknown. For this reason, the recruitment unit is focusing on specific countries to build CMU brand awareness by targeting international high schools, Education USA centers and well recognized and attended college fair circuits. These efforts are complimented and expanded upon through armchair recruitment efforts.

There is also a small, yet growing, amount of work being done to develop the international student alumni networks to utilize word of mouth and alumni support in international student recruitment efforts. This occurs through alumni dinners when traveling to recruitment destinations primarily in China and South Korea.

In 2016-17, the International Recruitment Unit participated in the following international recruitment activities:

Fairs

- India: IndoAmerican Recruitment Fair
 - Hyderabad, Visakhapatnam, Chennai, Bangalore, Ahmedabad, Mumbai (Fall)
- Vietnam: AMVNX Fair and High School Tour
 - Ho Chi Minh and Hanoi (Fall and Spring)
- South Korea:
 - Education USA Fair and Presentation (Fall)
 - AIEF Seoul Fair (Fall)
- Taiwan: UKEAS Fair
 - Taipei, Taichung, Kaohsiung, Tainan (Fall)
- Japan: Ryugaku Fair
 - Tokyo (Spring)
- Mexico:
 - FPP Fair Mexico City (Spring)
- Colombia:
 - FPP Fair Pereira and Bogota (Spring)
 - FPP High School Visit Pereira (Spring)
- Ecuador:
 - FPP Fair Quito (Spring)
- United Arab Emirates:
 - Gulf Edu Tours High School Tours, 12 High School mini-fairs in Dubai, Abu Dhabi and Sharaja (Spring)

Partner Visits

- South Korea:
 - Busan University of Foreign Studies (Fall and Spring)
 - Nadrim International Mission School (High School) (Fall)
 - Big Forest Christian School (High School) (Fall)
 - Disciple International Christian School (High School) (Fall)
 - Onnuri International School (High School) (Fall)
 - Shema Christian School (High School) (Fall)
- China:
 - Hainan Overseas High School (Fall and Spring)

- o Zhongshan No. 1 High School (Fall and Spring)
- o Nanyang High School (Fall and Spring)
- o Guangzhou University (Fall)
- o Jilin University (Fall and Spring)
- o Changchun University of Science and Technology (Fall and Spring)
- o Shanghai Institute of Science and Technology (Fall)
- o Guangxi University (Fall and Spring)
- o Guangxi Normal University (Fall)
- o Guangxi Arts Institute (Fall and Spring)
- o Beijing Yucheng and Alumni Association (Fall)
- India:
 - o 3 partner university visits

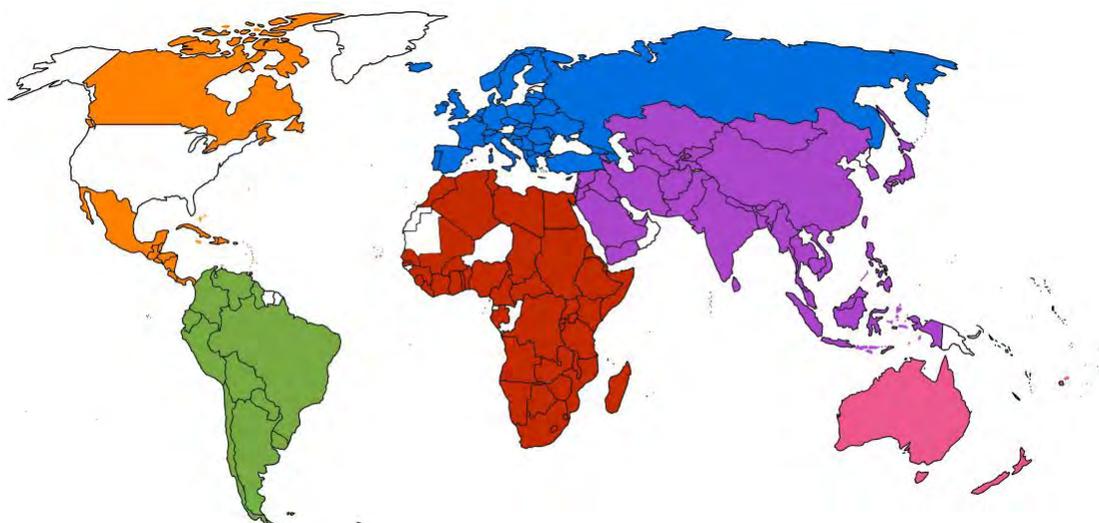
Independent High School and University Visits

- South Korea:
 - o 3 high school visits (Spring)
 - o Busan Consulate Education visit (Spring)
 - o Dong-A University (Spring)
 - o Pusan National University (Spring)
- Colombia:
 - o 4 high schools visits (Spring)
- Japan:
 - o Education USA (Spring)
- Hungary:
 - o Education USA Budapest (Spring)
 - o Education USA Pec (Spring)
 - o 4 high school visits (Spring)
- Philippines: (met in South Korea)
 - o Concordia University President (Spring)
- Ecuador:
 - o Universidad Casa Grande (Spring)
 - o Universidad Espiritu Santo (Spring)

Virtual Recruitment Activities

- College Week Live
 - o Live online chat sessions: 1-3 times per week
 - o 2 live webinars
 - o 4 International Student Day live chat promotional events
- Education USA Russia Social Media Campaign participant

Communication with Potential International Students Leading up to Fall 2017



Africa	Virtual	In Person	Asia	Virtual	In Person	Europe	Virtual	In Person
Algeria	58	-	Afghanistan	12	-	Albania	34	-
Angola	3	-	Armenia	18	-	Azerbaijan	9	-
Benin	14	-	Bahrain	6	-	Belarus	9	-
Botswana	10	-	Bangladesh	50	-	Belgium	7	-
Burkina Faso	5	4	Bhutan	3	-	Bosnia and Herzegovina	4	-
Burundi	4	-	Cambodia	4	-	Bulgaria	11	-
Cameroon	31	-	China	261	225	Croatia	5	-
Cape Verde	2	-	Hong Kong	5	1*	Cyprus	2	-
Central African Republic	1	-	India	1286	698	Czech Republic	4	-
Chad	2	-	Indonesia	33	-	Denmark	6	-
Congo	36	-	Iran	46	2*	Finland	3	-
Congo (DRC)	18	-	Iraq	33	1*	France	16	4*
Côte d'Ivoire	10	-	Israel	8	-	Georgia	16	-
Djibouti	3	-	Japan	60	46	Germany	22	2*
Egypt	72	8*	Jordan	18	-	Greece	10	-
Eritrea	11	-	Kazakhstan	36	-	Hungary	2	-
Ethiopia	23	-	Kuwait	6	-	Iceland	3	-
Gabon	4	-	Kyrgyzstan	17	-	Ireland	5	-
Gambia	19	-	Lebanon	13	4*	Italy	36	1*
Ghana	186	-	Malaysia	15	-	Kosovo	8	-
Guinea	9	-	Maldives	1	-	Latvia	3	-
Kenya	113	-	Mongolia	10	-	Lithuania	3	-
Lesotho	2	-	Myanmar	6	-	Luxemburg	1	-
Liberia	15	-	Nepal	98	-	Macedonia	7	-
Libya	20	-	Pakistan	108	4*	Moldova	9	-
Madagascar	1	-	Palestine	16	-	Montenegro	2	-
Malawi	15	-	Philippines	58	2*	Netherlands	8	-
Mali	5	-	Qatar	2	-	Norway	3	1*
Mauritius	5	-	Saudi Arabia	23	3*	Poland	13	-
Morocco	19	-	Singapore	2	1*	Portugal	9	-
Mozambique	8	-	South Korea	388	322	Romania	11	1*

Namibia	3	-	Sri Lanka	18	1*	Russian Fed.	51	1*
Niger	1	-	Syria	21	-	Serbia	8	-
Nigeria	416	-	Taiwan	94	84	Slovakia	2	-
Rwanda	16	-	Tajikistan	9	-	Slovenia	2	-
Sao Tome & Principe	1	-	Thailand	19	-	Spain	25	-
Senegal	19	-	Turkmenistan	5	-	Sweden	6	1*
Sierra Leone	9	-	UAE	20	9*	Switzerland	3	-
Somalia	8	-	Uzbekistan	45	-	Turkey	26	1*
South Africa	32	2*	Vietnam	281	120	Ukraine	38	1*
Sudan	21	-	Yemen	16	-	UK	23	3*
Swaziland	5	-						
Tanzania	33	-						
Togo	2	-						
Tunisia	19	-						
Uganda	23	-						
Zambia	35	-						
Zimbabwe	38	-						

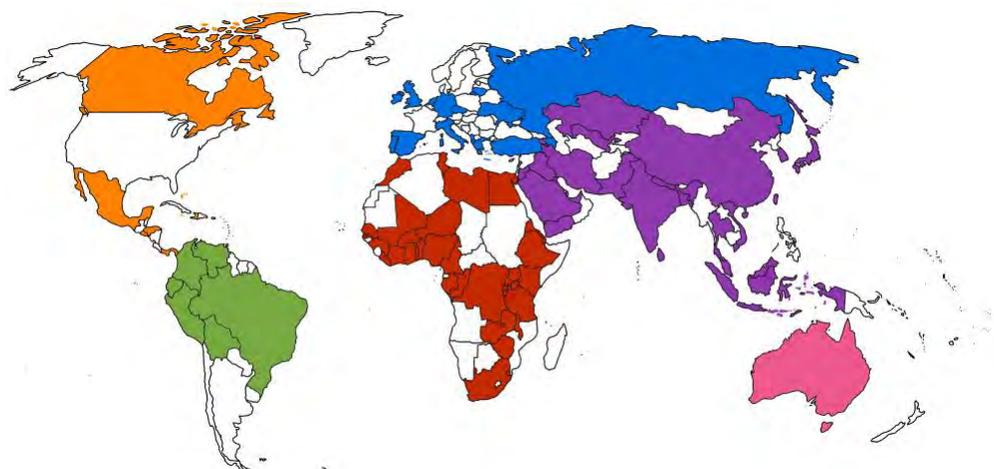
South America	Virtual	In Person
Argentina	15	-
Bolivia	15	-
Brazil	114	-
Chile	13	-
Colombia	477	423
Curacao	2	-
Ecuador	202	170
Guyana	6	-
Paraguay	3	-
Peru	37	-
Uruguay	2	-
Venezuela	64	-

Australia/Oceania	Virtual	In Person
Australia	13	-
Fiji	1	-
New Zealand	8	-

North America	Virtual	In Person
Bahamas	55	-
Barbados	4	-
Belize	2	-
Bermuda	2	-
Canada	554	-
Costa Rica	5	-
Cuba	13	-
Dominica	3	-
Dominican Republic	14	-
El Salvador	25	-
Grenada	2	-
Guadeloupe	1	-
Guatemala	15	-
Haiti	23	-
Honduras	15	-
Jamaica	48	-
Mexico	172	69
Nicaragua	12	-
Panama	8	-
St. Kitts and Nevis	1	-
St. Lucia	6	-
Trinidad and Tobago	4	-

* Met in UAE

Fall 2017 International Student Applications and Admissions



Africa			Asia			Europe		
Applied	Admits		Applied	Admits		Applied	Admits	
Algeria	8	-	Armenia	1	-	Albania	2	2
Benin	6	3	Bangladesh	50	23	Azerbaijan	2	-
Burkina Faso	3	1	China	148	103	Czech Republic	1	-
Burundi	4	-	Hong Kong	3	1	Germany	7	7
Cameroon	7	1	India	184	66	Greece	1	1
Congo	2	-	Indonesia	2	1	Ireland	3	1
Côte d'Ivoire	4	-	Iran	13	4	Italy	4	3
Djibouti	1	-	Iraq	3	1	Lithuania	1	1
Egypt	6	-	Japan	5	3	Netherlands	1	1
Eritrea	2	-	Jordan	6	-	Portugal	1	1
Ethiopia	10	2	Kazakhstan	1	-	Russian Fed.	3	2
Gabon	1	-	Kuwait	5	3	Spain	3	-
Gambia	1	-	Lebanon	2	1	Turkey	6	-
Ghana	52	20	Malaysia	2	1	Ukraine	2	1
Guinea	1	-	Nepal	35	8	UK	4	1
Kenya	13	-	Pakistan	5	2			
Liberia	3	-	Qatar	2	0			
Malawi	2	1	Saudi Arabia	83	38			
Mali	3	-	Singapore	3	3			
Mauritius	2	-	South Korea	17	9			
Morocco	5	-	Sri Lanka	22	5			
Niger	1	-	Taiwan	6	4			
Nigeria	109	24	Thailand	5	2			
Rwanda	3	-	UAE	6	1			
Senegal	11	-	Uzbekistan	1	-			
South Africa	3	-	Vietnam	14	9			
Swaziland	2	-	Yemen	1	-			
Tanzania	4	-						
Togo	4	-						
Tunisia	1	-						
Uganda	6	2						
Zambia	3	1						

North America			Australia/Oceania			South America		
Applied	Admits		Applied	Admits		Applied	Admits	
Bahamas	10	1	Australia	3	-	Bolivia	1	0
Barbados	2	1				Brazil	12	4
Canada	15	9				Colombia	4	2
El Salvador	3	-						
Haiti	8	-						
Honduras	1	-						
Jamaica	4	-						
Mexico	2	1						
Panama	2	1						
Trinidad and Tobago	3	-						

Zimbabwe 5 -

Ecuador	3	2
Peru	1	0
Venezuela	1	1

English Language Institute:

Mission Statement:

"The English Language Institute (ELI) at Central Michigan University provides English instruction to students who require language skills and strategies necessary for successful completion of academic classes and acclimation to university life in the U.S. Our faculty and staff work to help students become independent, critical thinkers who make beneficial contributions to their academic, social, and global communities."

The ELI offers English language courses for students with varying proficiencies of English during the academic year and over the summer.

Admissions Procedures, Policies, Costs, and Transcript Evaluation:

Prospective international students can access initial information about applying to CMU via Admissions, the College of Graduate Studies, and the Office of International Affairs. OIA has information additionally on the English Language Institute.

International undergraduate students need to complete the online International Student Application for Admission, pay the fee, submit official transcripts with an English translation, provide a copy of the passport. Students must also provide proof of adequate finances. There is also a description of application to the English Language Institute for students desiring additional English proficiency before entering an academic program.

International graduate student admission requires additional attention to detail and more time than the admission processes for domestic students. Graduate students are required to: 1) submit an International Graduate Student Application for Admission along with an application fee. In addition, the applicant must submit an official copy of all diplomas and transcripts with English translations, from all post-secondary institutions attended. Finally, students must demonstrate English proficiency, and be prepared to remediate their English language skills should need be.

Credit transfer and evaluation policies are the same for domestic and international students as described in this paragraph from page 88 of the 2017-18 Undergraduate Bulletin. Note that credits from foreign institutions must first be evaluated by an approved international credential evaluation organization.

Graduate students may have restrictions on the number of transfer credits that will apply to their program. The student's undergraduate transcript must be evaluated by an outside agency at the time of application to a graduate program. The department or program then determines which credits may be accepted as described in the Graduate Transfer Credit Policy on page 49 of the 2016-17 Graduate Bulletin. There is currently discussion on campus as to how to evaluate foreign transcripts and for whom.

Scholarships and Other Assistance

International students are considered to be non-Michigan residents, or out-of-state students. Unless there is another provision, they pay out of state tuition for both academic classes and the English Language Institute. By Board policy, if students enter the university under an official articulation agreement, and if that agreement contains specific language including a designated cohort size, then student may pay a

reduced tuition not lower than the current resident rate. Currently, agreements contain in-state tuition for graduate students and 150% of in-state tuition for undergraduate students. The agreements that lead to tuition reduction are contained in the Agreements Database.

International students are not eligible for any state or federal aid; therefore, they cannot receive federal financial aid such as Pell Grants or other Title IV provisions. They may receive private scholarship and many are listed in the academic bulletins. In addition, graduate students are eligible for research and teaching assistantships including tuition remission and salaries.

Undergraduate Awards and Scholarships:

- ***Alumni Legacy award.*** The Legacy program is available to all out of state admitted undergraduate students whose parents or grandparents are CMU Alumni. The program is currently valued at over \$50,000 and is equal to the difference between in state and out-state tuition rates. No application is required for this award.
- ***Community College Award.*** Students to enter CMU directly from a Michigan CC with a 3.30 in 30 or more credits. Award is \$1000/yr for 2 years.
- ***Athletic Scholarships.*** International students playing intercollegiate sports are able to receive athletic scholarships.
- ***Centralis.*** The Centralis competition and award is open to all students with SAT/ACT. International students are welcome to apply, but must have the SAT/ACT.
- ***Talent scholarships.*** BCA, CDA, and Music award talent scholarship to students after they arrive and are established in their programs. These scholarships are available to deserving undergraduate international students.
- ***President's Award for Undergraduate International Students.*** For non-United States, resident high school seniors with a 3.30 GPA (on a 4-point scale) and transfer students with at least 30 credit hours and a 3.30 GPA. This award is for the difference between in-state and out-of-state tuition rates.
- ***CMU President's Award.*** This award is granted to non-Michigan resident high school seniors with a 2.75 GPA (on a 4-point scale) and transfer students who transfer 30 credits with a 2.75 GPA. The award is for the difference between instate and out-of-state tuition rates.

Graduate Student Awards and Scholarships for International Students.

- ***Graduate Out-of-State/International Tuition Merit Award.*** This program grants resident tuition rates to out-of-state/international students who: 1) achieve a 560 GRE Verbal score and a 660 GRE quantitative score or a 600 GMAT score or a 55 MAT score; and 2) have a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale; and 3) international students not from a TOEFL-exempt country must have an internet-based TOEFL score of at least 100. International students sponsored by their home country are not eligible for this award. The TOEFL is much higher than admission standard. MSIS now has its own process. Some departments would like to accept an essay rather than the TOELF score.
- ***Neighboring Regions Tuition Award.*** This program grants resident tuition rates to students from Indiana, Ohio, Illinois, and Wisconsin who have at least a 3.3 overall undergraduate grade point average and to students from Ontario, Canada, who have at least a 3.0 overall undergraduate grade point average.

International Student Services Agreement Policies and Procedures

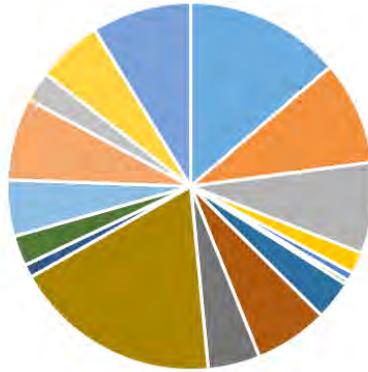
Currently, official responsibility for managing the development of international agreements rests with the Office of International Affairs (OIA). This office consults with the Vice Provost for Academic Effectiveness before any agreements are finalized. The Office of Academic Effectiveness is the sole contact for consultation with General Counsel. The [International Agreements Handbook](#) is the reference for those who wish to develop an international agreement.

Agreement Types

Central Michigan University engages in many types of agreements, all of which are outlined in the Agreements Database. The most common international agreements are shown below. Many agreements may have several purposes. For example, one agreement may delineate transfer credits (articulation agreement) and also provide reduced tuition.

- Articulation agreements which detail the circumstances under which a student may transfer credits earned at another institution and have them applied toward a CMU academic program.
- Dual Degree agreements detail the requirements for two degrees from two institutions with efficiencies in course transfer. All Dual Degree agreements are also listed as Articulation Agreements.
- Internship agreements are contracts between CMU and external entities which involve academic experiences for CMU students at off-campus locations and may include academic experience outside the United States.
- Joint research agreements which are written as a contract, grant or cooperative agreement entered into by two or more persons or entities for the performance of experimental, developmental, or research work in the field defined by the agreement.
- Student exchange agreements establish when CMU students attend a foreign institution while students from the same foreign institution attend CMU. An equal exchange of students is required and these agreements set forth tuition rates and considerations for each institution.
- Student recruitment agreements are for the purpose of recruiting students to CMU, but not to specific programs of study or involving transfer credits. These agreements have detailed provisions that address tuition arrangements, admission requirements, etc. In some cases these agreements are very general and merely say that we will explore academic options with an international university.
- Study abroad agreements detail the conditions under which CMU students may receive academic experience in another country.
- Tuition reduction agreements reduce tuition fees to international students from specific institutions without including additional conditions such as transfer credits.

International Agreement by Purpose



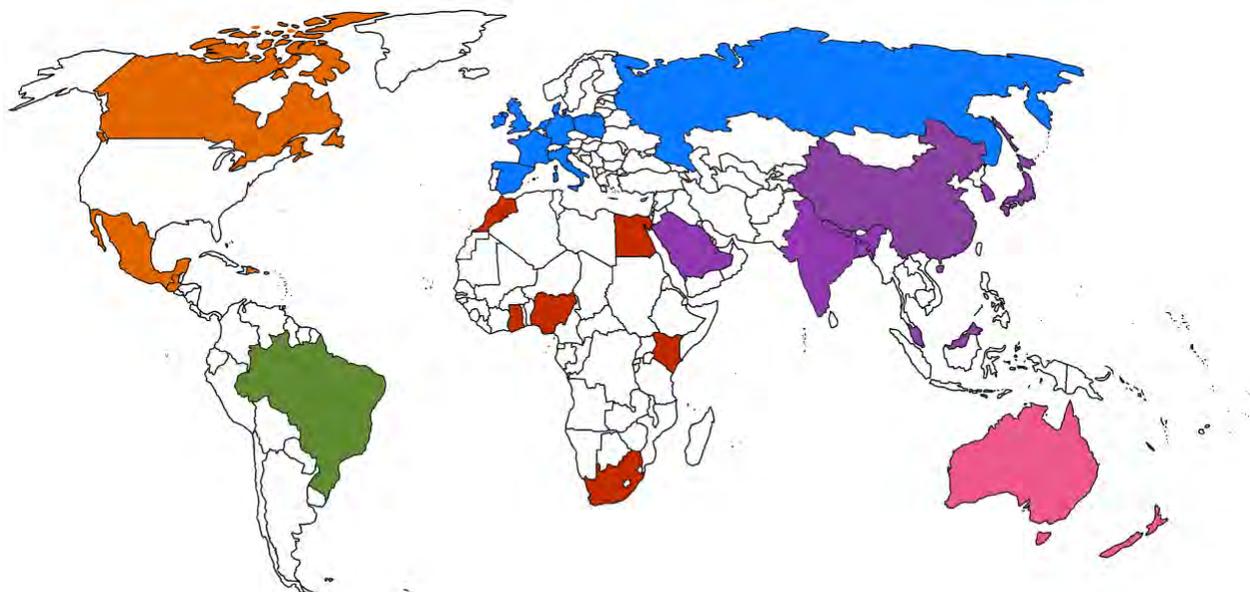
■ Articulation	■ Clinical Placement	■ Collaboration	■ Consortium
■ Curricular Services	■ Dual Credit	■ Dual Degree	■ Exploratory
■ Faculty Exchange	■ Internship	■ Joint Research	■ Service Agreement
■ Student Exchange	■ Student Recruitment	■ Student Teaching	■ Study Abroad
■ Tuition Reduction			

International Agreements by Purpose

Articulation	36
Clinical Placement	24
Collaboration	21
Consortium	5
Curricular Services	2
Dual Credit	1
Dual Degree	9
Exploratory	17
Faculty Exchange	12
Internship	48
Joint Research	3
Service Agreement	7
Student Exchange	13
Student Recruitment	19
Student Teaching	7
Study Abroad	15
Tuition Reduction	23
Total:	262

Partnership Landscape

International Agreements by Country



North America	Number of Agreements
---------------	----------------------

Canada	40
Dominican Republic	4
Guatemala	1
Mexico	

Europe	Number of Agreements
--------	----------------------

Denmark	1
England	11
France	4
Germany	3
Ireland	3
Italy	2
The Netherlands	3
Poland	1
Russian Federation	1
Scotland	3
Spain	2
Wales	1

South America	Number of Agreements
---------------	----------------------

Brazil	4
--------	---

Asia	Number of Agreements
------	----------------------

Bangladesh	1
China	52
India	8
Japan	6
Malaysia	4
Nepal	2
Saudi Arabia	1
Singapore	1
South Korea	17

Africa	Number of Agreements
--------	----------------------

Egypt	1
Ghana	2
Kenya	1
Morocco	1
Nigeria	1
South Africa	1

Australia/Oceania	Number of Agreements
-------------------	----------------------

Australia	3
New Zealand	1

Reduced Tuition Agreements (RTAs)

Many RTAs are initiated by CMU faculty or international recruiters who have or develop close ties to international institutions.

Most of our RTAs at the graduate level set tuition to the in-state rate. As of spring 2017, CMU has RTAs with 3 universities in India, 3 universities in China, 1 in Nepal, and 1 in Nigeria that recruit students into graduate programs.

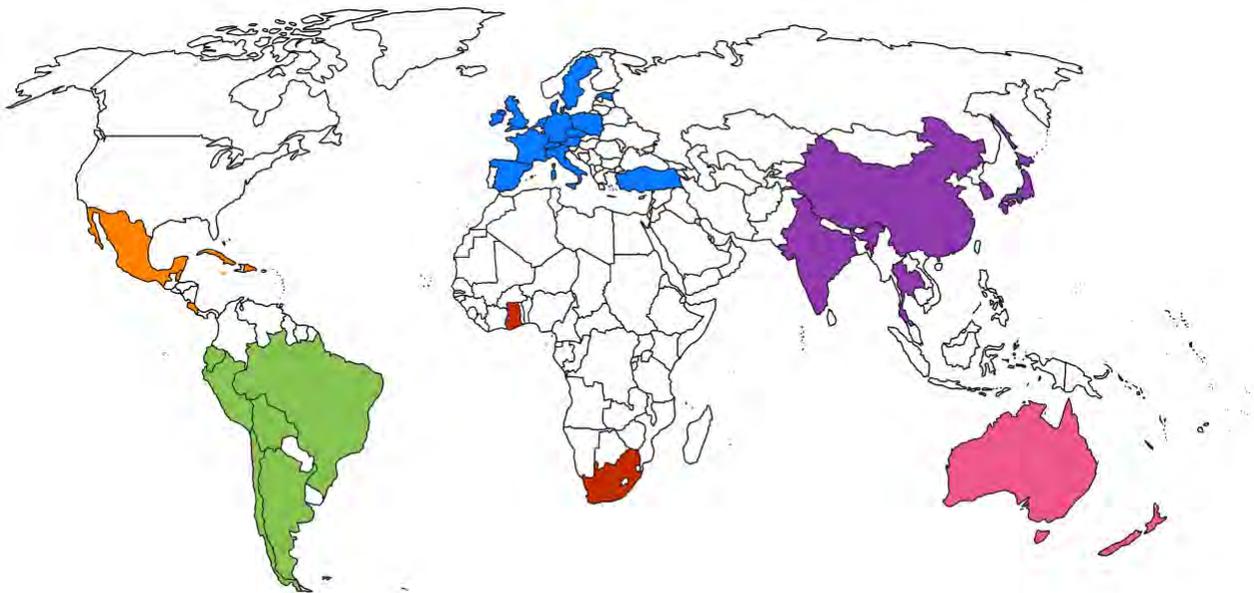
Most RTAs at the undergraduate level are specific to programs. These typically result in degrees being issued by both institutions. Undergraduate tuition reduction is 150% of out-of-state rate. One advantage to partnership agreements is that the students plan ahead and potentially receive additional English-language preparation prior to arrival. RTAs often delineate the courses that will transfer to fulfill requirements within our University Program General Education. As of spring 2017, CMU has undergraduate RTAs with 11 universities in China, 1 in Canada, and 1 in Egypt.

Currently CMU has agreements with 2 middle schools and 2 high schools in China and 5 high schools in South Korea that provide pipelines of students with guaranteed reduced tuition.

Outbound Students

Study Abroad provides 150 programs in over 40 countries. The OIA Study Abroad [website](#) provides an up-to-date list of available programs.

Study Abroad by Country: Number of Programs 2015-16



South America	Programs	Asia	Programs	Europe	Programs
Argentina	2	China	5	Austria	1
Bolivia	1	India	3	Czech Republic	5
Brazil	1	Japan	3	Denmark	1
Chile	2	Singapore	2	France	6
Ecuador	4	South Korea	4	Germany	7
Peru	1	Thailand	3	Germany/ Austria	1
				Germany/ Poland	1
				Ireland	8
				Italy	9
				Italy/France	1
				Netherlands	2
				Poland	2
				Spain	6
				Sweden	1
				Sweden/ Estonia	1
				Switzerland	1
				Turkey	1
				United Kingdom	16

Africa	Programs	North America	Programs
Ghana	3	Belize	1
South Africa	5	Bermuda	1
		Canada	2
		Costa Rica	6
		Cuba	1
		Dominican Republic	5
		Jamaica	1
		Mexico	8

Australia/ Oceana	Programs
Australia	7
New Zealand	3

Study Abroad by Country: Student Numbers 2015-16

South America	Students	Asia	Students	Europe	Students
Argentina	2	China	7	Austria	2
Bolivia	2	India	3	Czech Republic	6
Brazil	4	Japan	5	Denmark	30
Chile	3	Singapore	3	France	12
Ecuador	5	South Korea	22	Germany	11
Peru	1	Thailand	5	Germany/ Austria	11
				Germany/ Poland	21
				Ireland	65
				Italy	78
				Italy/France	6
				Netherlands	4
				Poland	2
				Spain	22
				Sweden	1
				Sweden/ Estonia	10
				Switzerland	17
				Turkey	1
				United Kingdom	90

Africa	Students	North America	Students
Ghana	6	Belize	17
South Africa	11	Bermuda	7
		Canada	2
		Costa Rica	19
		Cuba	1
		Dominican Republic	16
		Jamaica	9
		Mexico	43

Australia/ Oceana	Students
Australia	22
New Zealand	17

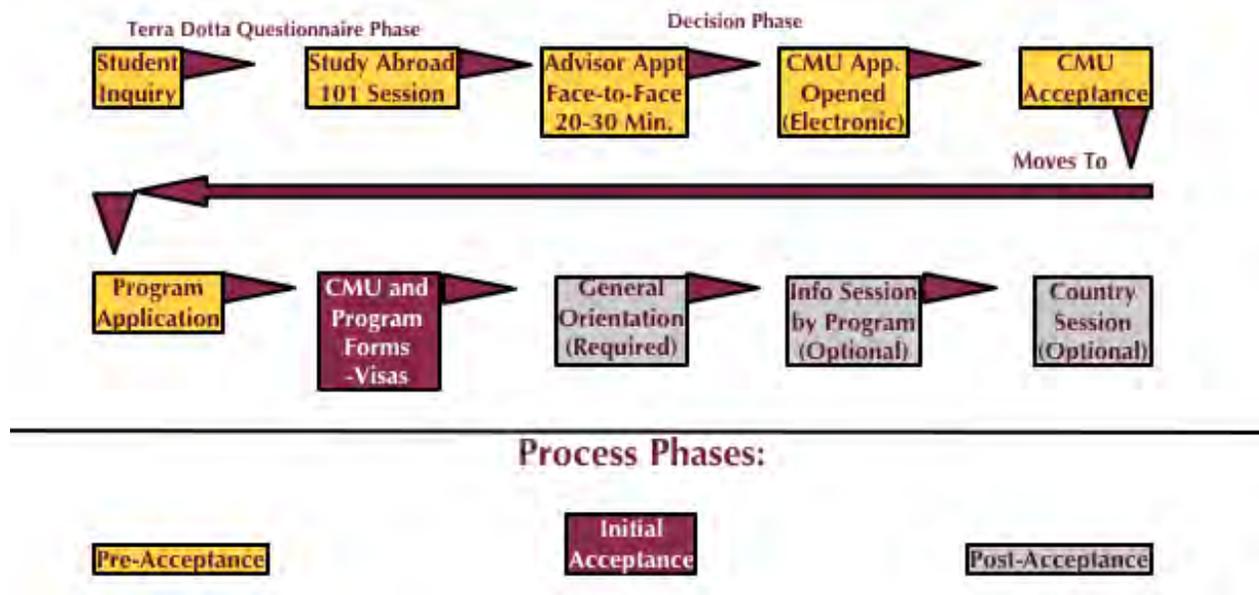
Total Students Per Region					
South America	Africa	Asia	North America	Europe	Australia/Oceana
17	17	45	114	389	39

Study Abroad opportunities provided through the following means:

1. Student Tuition Exchange Agreements: CMU students pay home institution tuition/fees and study at a partner institution while a student from that partner institution pays their home tuition/fees and studies at CMU.
2. Third Party Provider (TPP) Affiliation Agreements: A TPP is an organization operating programs abroad for U.S. students. These may be stand-alone programs or integrated into a foreign academic institution. TPP affiliation agreements often provide discounts and/or scholarships.
3. Direct Enroll: Students enroll directly in an institution abroad that accepts non-degree international students for an academic year, semester or summer.
4. Short-Term Faculty-Led Programs: CMU faculty lead student cohorts abroad on for-credit programs. These programs are administered through the OIA Study Abroad. Some programs might be directed independently. Others, for ease of development, greater programmatic and academic opportunities and/or reduced liability, might be developed in conjunction with a TTP.

In 2015-16, 639 students studied or completed an internship abroad.

CMU Study Abroad Direct Enroll Process



Course Credit Approval

Faculty review syllabi & determine CMU equivalencies. SA maintains a database of approved equivalencies to streamline advising processes and assist students to choose the best institution for their academic needs.

IV-B Global Cultures requirement: Can be fulfilled through courses abroad. Faculty-led program courses approved individually by the General Education Committee to fulfill requirement.

International Program Studies (IPS) credit: Offered through OIA. Elective credits that count toward graduation. Typically used when no equivalent courses offered by the academic department. With approval, may substitute for major or minor course requirements.

Institutional Research Data

Time to Graduation

- Students who studied abroad graduated a year sooner than students who did not.
- Compared to students who inquired about study abroad but did not participate, study abroad students graduated a semester sooner.

Cumulative GPA

- Cumulative GPAs of students who studied abroad higher than those who did not.
- Cumulative GPAs of students who studied abroad also higher than those who inquired about study abroad but did not participate.

CMU Study Abroad data consistent with that reported by other US colleges and universities.

OIA Promotion/Academic Advising

Campus-wide promotional activities; website/social media outlets; Terra Dotta database used to ensure CMU students know of opportunities, funding, processes, etc.

Study Abroad Advisors and College Academic Advisor meet continually. Degree Progress is used by some College Academic Advisors to make notes about study abroad discussions/advising.

CMU Promotion: Bulletins and College/Department Websites/Faculty Listserv

In the CMU Bulletin, the following list study abroad as an option to earn credit toward a major, minor, or certificate program:

Anthropology
Cultural and Global Studies
Foreign Languages, Literatures and Cultures
Human Environmental Studies (Family Studies, Fashion Merchandising and Design)
Geography
History

Most college and academic department webpages do not have links to the study abroad website. Some departments list study abroad programs they sponsor/approve.

Though faculty continually request information on events and processes, OIA access to the faculty listserv through Faculty Personnel Services is limited. With notice, many faculty do/would announce study abroad events in classes and offer extra credit for attendance.

Program Costs/Scholarships and Financial Aid

CMU students very cost conscious. Study Abroad unit tries to identify low-cost, but high quality, programs for students within \$1,500 to \$2,000 of CMU cost.

Students may use their federal aid for study abroad. Amounts/types of aid based on the program budget and the students' financial need.

Summer is most popular time for study abroad though, conversely, the most expensive as scholarships, grants, and loans have likely been utilized in the previous semesters. Out-of-pocket expenses are often greater on lower cost, shorter summer programs than higher cost semester-length programs.

In summer, students typically apply for alternative loans that are granted at a higher interest rate. The financial aid advisors often say that it is more affordable for students to study abroad during a semester.

OIA Study Abroad manages a scholarship account of \$160,000. Amount is unchanged since 2011. Endowed scholarships made possible additional awards totaling \$6,400.

Some CMU Colleges offer additional scholarship dollars. There is no institutional, or even college level, mandate for study abroad support at any dollar level. Support depends upon individual in the Deans role. Few academic departments offer study abroad scholarships.

Gilman Scholarships are offered through the U.S. Department of Education. Approximately 10 percent of CMU applicants receive an average \$1,000 award for summer and \$3,000-\$5,000 awards for semester study. Awards for study of "critical languages" as determined by the US State Department study (Chinese, Arabic, Russian, etc.) can be as high as \$8,000.

Revenue for CMU (2015-16)

Student exchanges and faculty-led programs have a very high revenue-to-investment ratio for CMU. OIA invested \$20,000 in budget towards Study Abroad Development Grants (SADG) for faculty to develop programs that, in summer 2015-16, returned \$524,865 in tuition.

In 2015-16 CMU students also paid \$95,637 in tuition to participate in student exchanges. Total tuition revenue generated by exchanges and faculty-led summer programs: \$620,502

Faculty-Led Programs Process

37 faculty-led programs approved in 2015-16; 32 were successful; five cancelled due to low, or no, enrollment.

Academic Department Approval Process

Varies by department with no institutionally developed process: chair may review and approve; entire department reviews and approves; a global education committee may exist that decides destinations, programs, and approves faculty.

Salary for Faculty Leaders

Some paid by department or college. Minimum number of student cohorts to earn a regular salary varies by college. Sometimes as few as five. In other cases minimums of 15 have been required.

Faculty may be paid by the OIA at the faculty contract overload rate (currently \$4,410 with a minimum of eight participants).

Pre-Departure Orientation

Required for all students who study or intern abroad. The information covers topics such as cultural adjustment, travel tips, health and safety, consequence of alcohol and drug use abroad, visa matters, budgets, packing, in-country transportation, use of technology, communication abroad, and more.

Faculty leaders typically, but not always, include an orientation as part of their pre-departure meetings.

The Department of Teacher Education and Professional Development requires that students who participate in their faculty-led programs enroll in a one-credit pre-departure orientation course.

Re-Entry Conference

Each fall and spring semester. Presentations include processing the experience, re-adjustment to life in the U.S. and on campus, resume writing and interviewing (provided by Career Services), and discussion of international work opportunities, including Peace Corps.

Risk Management

Study Abroad-related health and safety issues/requirements for institutions have, and are continually, changing. Constant monitoring of events around the world (i.e. terrorism, earthquakes, fires, disease outbreaks, etc.) and training related to current best-practices and reporting is a necessary and increasingly expensive prospect. In the absence of a full-time study abroad risk manager, the Director of Study Abroad has assumed many of the risk management responsibilities for CMU's student & faculty-related activities abroad.

The Clery Act is a federal law that requires universities report crimes on or near their campuses. This law extends to study abroad and applies to faculty-led programs approved by CMU. The Clery Act adds additional responsibilities to CMU's risk management process. The lack of an institutional approach to approval processes (faculty-led programs, exchange partners, TPP affiliations) may increase legal liabilities at both the college, as well as the institutional levels.

S.W.O.T Analysis: Student Mobility & Collaboration and Partnerships

1) Strengths:

- a) Broad array of locations for partnerships and collaborations
- b) International Recruitment subunit targets key countries for in-person travel and recruitment on a current budget
- c) Shorter time-to-degree and higher GPAs for students studying abroad than those who don't
- d) 40% increase in students studying abroad since 2010

- e) Successful new investments in faculty-led education abroad programs: summer tuition return (\$524,865) to OIA “Development Grant” investment (\$20,000) in faculty-led programs was 26:1
 - f) Study abroad advising services provided mainly face-to-face
- 2) **Weaknesses:**
- a) Limited coordination between units for recruiting and application processing
 - b) Infrastructure to support recruiting & admissions is divided between Academic Affairs (AA) and Enrollment and Student Services (ESS)
 - c) Lack of faculty engagement in, or responsibility for, developing international admissions processes/requirements
 - d) Lack of definition of *strategic* partnerships (with multiple links between institutions)
 - e) No centralized evaluation process/protocol for developing strategic partnerships
 - f) Staff turnover impacting recruitment organization and plans
 - g) Lack of name recognition in the international market
 - h) Lack of summer short-term, English language programs
 - i) High relative cost of CMU’s English Language Institute versus other options
 - j) Study abroad advising services being outpaced by student growth
 - k) One faculty-led coordinator position to develop/manage 40+ (and growing) programs yearly
 - l) Curriculum integration of education abroad into majors/minors a slow and misunderstood process.
- 3) **Opportunities:**
- a) Increased coordination between International Recruiting and Admissions
 - b) Creation of country- or culture-specific materials to promote CMU
 - c) Consideration of stand-alone International Recruiting and Admissions unit within Academic Affairs
 - d) Scholarships (merit based, additional international foci) to make CMU a school of choice
 - e) Streamline application processing for international students
 - f) Cultivation of new relationships
 - g) Develop contract model for using third-party recruiting agents
 - h) New exploration of strategic partnerships for education abroad, international students, faculty and staff exchanges, etc.
 - i) Development of institutional expectations towards study abroad across colleges and within majors
 - j) Develop faculty incentives for partnering with OIA to identify locations best suited for long-term integration of study abroad into their programs
 - k) Build study abroad into ongoing recruiting and communications messaging
 - l) Develop new funding/budget model for study abroad unit to handle continued growth in study abroad numbers (especially in relation to staffing) that is not affected by overall drop in CMU enrollment and resulting budget cuts
- 4) **Threats:**
- a) Lack of understanding of roles and responsibilities across the institutions relative international student experience from recruiting through graduation
 - b) Changing requirements within already established partnerships given growing competitive nature of market
 - c) Budget cuts in 2017-18 and following years could impact ability to recruit internationally
 - d) Difficult and cumbersome renewal process for expiring agreements
 - e) International and national political climates impacting U.S. attractiveness to potential international students

- f) International and national political climates impacting U.S. attractiveness to potential international students
- g) 47% increase in study abroad numbers since 2011 with no increase in available scholarship funds
- h) RCM may, in some departments, discourage integrating semester study abroad into curriculum and study abroad in general.
- i) Lack of focused study abroad promotion in domestic recruiting and communication initiatives
- j) Lack of dedicated international risk manager on CMU OIA staff, a clear liability given inherent risks in education abroad and the ever-changing standards and federal reporting requirements
- k) Continued study abroad budget cuts due to lowered overall CMU enrollment while study abroad participation is increasing

Looking Forward

What is next?

- *August 2017*: Draft of the snapshot released to the campus community to add information not included in initial draft and to gather more feedback.
- *September 2017*: Co-chairs to integrate campus feedback into a finalized mid-term report for ACE.
- *September 2017*: Co-chairs to name community & institution-wide Internationalization Strategic Plan Committee (ISPC).
- *September 2017-February 2018*: Co-chairs and ISPC to draft an institution-wide CI strategic plan.
- *Fall/Spring 2017*: Ongoing forums, meetings, and discussions across campus to help craft and shape the strategic plan.
- *March 2018*: Strategic plan released to campus and Mount Pleasant for feedback and revision.
- *May 2018*: Final institution-wide strategic plan submitted to Provost Michael Gealt, President George Ross, and Board of Trustees.

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Selected Websites

Website:

acenet.edu

Source: American Council on Education/ Center for Internationalization and Global Engagement
Information on global learning and all aspects of internationalization, with many institutional examples plus mapping of what is happening across the U.S.

Of special interest: Internationalization in Action: Internationalizing the Curriculum series.

<http://www.acenet.edu/news-room/Pages/Internationalization-in-Action.aspx>

Of special interest: Internationalization Toolkit, online at <http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx>

Of special interest:

<http://www.acenet.edu/about-ace/special-initiatives/Pages/At-Home-in-the-World.aspx>

Website:

aacu.org/resources/globallearning/index.cfm

Source: Association of American Colleges and Universities:

Global learning resources and projects of all sorts

Of special interest: Global Learning Value Rubric - <http://www.aacu.org/value/rubrics/globallearning.cfm>

Of special interest: Diversity and Democracy, especially Vol. 10 -

<http://www.diversityweb.org/DiversityDemocracy/vol10no3/schneider.cfm>

Website:

campusinternationalization.org/about/curriculum/

Source: The Inter-Association Network on Campus Internationalization (INCI)
Offers a common portal for 12 organizations dedicated to campus internationalization and global learning.

Website:

http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/Internationalizing_the_Curriculum/

Source: NAFSA: Association of International Educators
Provides entry to NAFSA's Internationalizing Teaching, Learning, and Curriculum Network
Of additional interest: The Global Smart Grid can clarify where to invest in strategic actions in tight economic times that can solidify students' global learning, increase coordination and connection of discrete global programs, and make global learning pervasive.
www.nafsa.org/resourcelibrary/default.aspx?id=30391

Website: www.aieaworld.org

Source: Association of International Education Administrators
The professional organization for those charged with leading internationalization on their campuses.

Website: <http://www.iie.org/>

Source: Institute of International Education
Website for this oldest and largest organization dedicated to international education, with information on a wide variety of initiatives, plus the Open Doors data on study abroad and international students at U.S. institutions.

Websites:

<http://www.ioc.global/about.html>
<http://www.ioc.global/docs/IoC-brochure.pdf>

Source: Internationalisation of the Curriculum (IoC) in Action
Australian Professor Betty Leask has compiled various resources, guides, and best practices in curriculum internationalization.

Website: <https://www.bc.edu/content/bc/research/cihe.html>

Source: Center for International Higher Education, Boston College.
Publications and commentaries from a major think tank on higher education in global perspective.

Website: <http://globalhighered.wordpress.com/>

Source: Global Higher Ed
Blog on various matters related to academic internationalization, moderated by Kris Olds at the University of Wisconsin.

Website: <http://ihed-djc.blogspot.com/>

Source: International Higher Education
Blog on various matters related to international academic exchange, moderated by David Comp at the University of Chicago.

Website: <http://www.globalhighered.org/aboutus.php>

Source: Global Higher Education, State University of New York
Website for major think tank on internationalization, with particular focus on various forms of cross-border delivery of courses.

Website: <http://clacconsortium.org/>

Source: Languages & Cultures Across the Curriculum Consortium.

Examines methods for integrating language instruction across the curriculum.

Website:

<https://forumea.org/>

Source: Forum on Education Abroad

Comprehensive website on all matters relating to study abroad for U.S. students, from the major organization for study abroad professionals.

Website: <http://www.obhe.ac.uk/>

Source: The Observatory on Borderless Higher Education

Wide range of information from a major British organization monitoring international higher education globally.