

## Faculty Senate Resolution Regarding Internationalization

The Faculty Senate Committee on Undergraduate Education (“FSCUE”) has provided the following resolution to the Faculty Senate Executive Committee (the “Executive Committee”):

*“The Faculty Senate Committee on Undergraduate Education (“FSCUE”) has reviewed the general direction of the internationalization of Case Western Reserve University and the process to arrive at such general direction, as described in the Draft Plan for Internationalization, dated May 13th, 2011 (the “Draft Plan”), and considers the general direction and process as described in the Draft Plan to be reasonable and appropriate. The FSCUE therefore recommends that the University Faculty Senate endorse the general direction for the internationalization of the university. The Draft Plan anticipates that there are items involving internationalization that will properly come before the FSCUE and the University Faculty Senate for further consideration and approval. The FSCUE reserves its prerogative to examine and provide recommendations to the University Faculty Senate of such items, including undergraduate admissions, academic standing, student life, career placement, curriculum, programs, courses and other consequences of internationalization.”*

Based on the resolution adopted by FSCUE, the Executive Committee recommends that the Faculty Senate adopt the following resolution:

Whereas, the Faculty Senate Committee on Undergraduate Education (“FSCUE”) and the Executive Committee of the Faculty Senate (the “Executive Committee”) have reviewed the direction of the internationalization of Case Western Reserve University as described in the Draft Plan for Internationalization, dated May 13th, 2011 (the “Draft Plan” [http://www.case.edu/international/news/draft\\_plan\\_for\\_internationalization.html](http://www.case.edu/international/news/draft_plan_for_internationalization.html));

Whereas, FSCUE and the Executive Committee consider the general direction and process as described in the Draft Plan to be appropriate and consistent with the strategic plan of the university;

Whereas, the Executive Committee recognizes that the Provost’s charge to the International Planning Committee (“IPC”) asked the IPC to initially focus most of its efforts on undergraduate education and opportunities; and,

Whereas, the Draft Plan recommends that the University engage in a further internationalization planning process that encompasses graduate, professional and post-doctoral education, together with research.

**NOW THEREFORE, be it resolved that the Faculty Senate:**

1. Endorses the draft plan for internationalization of the University;
2. Anticipates the exciting opportunities that will develop for our students and the community;

3. Welcomes a similar initiative for graduate, professional and post-doctoral education, together with research; and,
4. Thanks the many members of the university faculty, and others, who have devoted considerable time and energy over the past two years to developing this plan.

**Draft of May 13, 2011**

**CASE WESTERN RESERVE UNIVERSITY  
PLAN FOR INTERNATIONALIZATION**

**May 2011**

DRAFT

## TABLE OF CONTENTS

THE IMPORTANCE OF INTERNATIONALIZATION AT CASE WESTERN RESERVE UNIVERSITY .....	1
Why is Internationalization Important? .....	1
Objectives of the Plan for Internationalization.....	1
PRINCIPLES FOR INTERNATIONALIZATION.....	2
BACKGROUND .....	3
Case Western Reserve University’s Strategic Plan.....	3
Internationalization Planning Process.....	3
The Term “Internationalization”.....	4
RECOMMENDATIONS.....	5
TIMELINES, BUDGETS AND RESPONSIBILITIES FOR IMPLEMENTATION.....	19
METRICS FOR EVALUATION.....	19
ATTACHMENT: Prioritization/Timelines/Budget Matrix	
APPENDICES	
Appendix 1: List of Acronyms	
Appendix 2: Forward Thinking: Strategic Plan for Case Western Reserve University 2008-2013	
Appendix 3: The Internationalization Planning Process	
Appendix 4: International Planning Committee and Working Group Membership	
Appendix 5: Interim Report of the Global Strategy and International Presence Working Group, April 2011	
Appendix 6: Report of the Undergraduate Education Abroad/International Experience Working Group, March 3, 2011	
Appendix 7: Report of the International Undergraduate Student Recruitment, Retention and Campus Life Working Group, March 2011	
Appendix 8: Report of the Funding and Resources Working Group, April 21, 2011	
Appendix 9: Report of the Office of International Affairs Infrastructure Working Group, April 30, 2010	
Appendix 10: Second Report of the Office of International Affairs Infrastructure Working Group, April 7, 2011	
Appendix 11: Report of the Risk Management Subgroup of the Undergraduate Education Abroad/International Experience Working Group, March 1, 2011	
Appendix 12: Report of the Technology and Communications Working Group, March 29, 2011	

# THE IMPORTANCE OF INTERNATIONALIZATION AT CASE WESTERN RESERVE UNIVERSITY

## Why is Internationalization Important?

As the International Planning Committee (IPC)<sup>1</sup> creates a plan for internationalizing<sup>2</sup> Case Western Reserve University (CWRU), a basic question is why internationalization is important for CWRU's students, faculty and staff, as well as the broader communities CWRU serves. The answer that has emerged through the planning process described in this document is that we believe that internationalization is necessary to achievement of a primary goal and responsibility of institutions of higher education in the United States—to advance knowledge in order to improve the lives of the world's population in a meaningful and sustainable way. For instance, cultures, communication systems, economies, politics, human rights, health and well being in the 21<sup>st</sup> century are increasingly and inexorably globalized in the sense that they transcend national borders.

Internationalization is also a competitive issue relative to other first tier research universities in the United States and internationally. To attract leading students, faculty and staff, whether from the United States or other countries, CWRU must provide an environment where international experiences—on both the home campus and in other countries—are part of the university experience and where global citizenship is the outcome of the educational process.

By its very standing as a first-tier research university, CWRU already operates on a global stage. To strengthen CWRU as a higher education leader, we endorse the proposition that continued and effective internationalization is not a choice, but an essential activity, and that successful internationalization requires that the university act in a coordinated, strategic manner.

## Objectives of the Plan for Internationalization

While this Plan is the outcome of a first-time comprehensive process to create a strategy for university-wide internationalization, it builds on remarkable international strengths in every area of the university. CWRU is highly international, as measured by the background, scholarship, research and geographic scope of its faculty and students and the institution as a whole. Twenty-two percent of our graduate and professional students and almost 8% of our entering first-year undergraduates over the past two years are international (and these numbers are expected to grow); over 700 faculty members have received degrees from institutions outside the United States; and, at any time, we have significant numbers of faculty, students and projects on every continent working to understand and solve important problems in diverse fields. Through this internationalization process, we are beginning to identify the actual elements and extent of international activity at CWRU in a coordinated way; the new Office of International Affairs website (<http://case.edu/international/>) was built during the planning process specifically for this purpose. This Plan for Internationalization thus seeks to provide a structure that can capitalize on the university's various international resources and support the people, policies, programs and facilities that have already begun to internationalize the university and that can cement the university's identity as a significant player in the delivery of global education.

---

<sup>1</sup> A list of acronyms used in this Plan appears in Appendix 1.

<sup>2</sup> See page 4 for a definition of the term "internationalization" as used in this Plan.

This Plan for Internationalization strikes a balance between actions that are structural and will help to create the foundation of internationalization at the university and those that are aspirational and will help the university continue building to global leadership. Many of the necessary structural elements have been identified and are accompanied by specific actions, metrics and timelines; some have been enacted during the planning process. The aspirational elements are more complex, often intertwined with structural elements and other aspects of the university's operations, and more time and process is needed to fully articulate these after taking into account the views of many constituencies. The planning process for these elements will continue after the adoption of this Plan as described in recommendation 2 below.

In determining how to progress on both the structural and aspirational actions of this Plan, it is important to acknowledge CWRU's financial constraints—obviously not unique to the university—and recognize that implementation will require advancements over time. In addition, pursuit of additional sources of financial support for internationalization from outside the university clearly is contemplated by this Plan.

## **PRINCIPLES FOR INTERNATIONALIZATION**

CWRU is committed to creating an environment for our students, faculty and staff that meets the challenges of internationalization. Therefore, in alignment with the university's strategic plan, we identify the following objectives for internationalization at CWRU, which frame the specific recommendations that follow and will serve as a reference point for ongoing internationalization efforts by the university and its individual schools and departments:

- *Create an environment of learning and living that offers the university community the experiences, values and knowledge base that enable “global citizenship.”*
- *Create and strengthen selected educational and research partnerships with institutions outside the United States that share with CWRU the objective of internationalization. These partnerships should be university-wide and strategic as well as school and department based, and they should represent the strengths and aspirations of the faculty.*
- *Provide our students opportunities to experience high-quality local and international courses and learning experiences that promote the personal and institutional goals of global citizenship.*
- *Generate the means that will enable our students from the United States and abroad to benefit from international experiences that transcend personal financial limitations.*

For our purposes, the critical elements of “global citizenship” are (i) communicating with persons whose first language is different from one's own; (ii) understanding other cultures in all their dimensions; and (iii) engaging in experiences with different peoples and cultures, ideally in a country other than the United States, all as a means to achieve the ability to understand different cultural perspectives.

## BACKGROUND

### Case Western Reserve University's Strategic Plan

In 2008, CWRU established a five-year strategic plan, *Forward Thinking*<sup>3</sup>, in which the university's role in global education is a central theme. The university's mission is articulated as follows:

*Case Western Reserve University improves people's lives through preeminent research, education and creative endeavor.*

*We realize this goal through:*

- *Scholarship that capitalizes on the power of collaboration.*
- *Learning that is active, creative and continuous.*
- *Promotion of an inclusive culture of global citizenship.*

Similarly, the university's vision is expressed as follows:

*We aspire to be recognized internationally as an institution that imagines and influences the future.*

*Toward that end, we will:*

- *Support advancement of select academic fields as well as new areas of interdisciplinary excellence.*
- *Provide students with the knowledge, skills and experiences necessary to become leaders in a world of rapid change and increasing interdependence.*
- *Nurture a community of scholars who are cooperative, collegial and committed to mentoring and inclusion.*
- *Build on our relationships with world-class health care, cultural, educational, and scientific institutions in University Circle and across greater Cleveland.*

Many of the goals of *Forward Thinking* go on to speak to enhancing the international character of the university, creating programs to address global challenges, exploring collaborations with overseas institutions, identifying and promoting international opportunities, developing an international scholars program, promoting enrollment of students from other nations and creating a diverse university community. *Forward Thinking* thus identified and put in motion a concentrated effort on the part of the university to further define its role as a global participant.

### Internationalization Planning Process

Formal internationalization planning began in January 2010. Through the sixteen-month process described in detail in Appendix 3, over one hundred faculty, staff and students from across the university participated in committees, working groups and project teams to determine the short, medium and long term goals of the university in internationalization. The process was led by an International Planning Committee including representatives of every School and the College of

---

<sup>3</sup> The full text of *Forward Thinking* appears in Appendix 2.

Arts and Sciences, as well as many university departments and student government) (as listed on Appendix 4. A number of alumni and other friends from outside the university contributed additional perspectives. Through community forums and additional outreach, many others—both within and outside the university—contributed individual thoughts and support, adding more breadth and depth to the thinking.

Throughout the planning process, the IPC enjoyed the full support of Barbara R. Snyder, President of Case Western Reserve University, and W. A. “Bud” Baeslack, III, its Provost.

This Plan for Internationalization is therefore clearly a group effort, reflecting consensus among a variety of constituencies. Because the scope of internationalization is so broad, it was decided early on to focus primarily on an overall global strategy for the university, undergraduate education and university-wide infrastructure. Issues primarily related to graduate and professional education and international research and scholarship, although recognized as critical, were necessarily left for a later round of planning. Although no university-wide plan can hope to incorporate the opinions and concerns of all of the many different stakeholders, this Plan for Internationalization describes priority steps for the university which will benefit all.

In addition to its international role, Case Western Reserve University takes seriously its role in the community—locally, regionally and nationally. In addition to supporting goals that are explicitly international in nature, the achievement of the recommendations outlined in this Plan for Internationalization will strengthen the university in fulfilling its leadership role in these important areas.

### The Term “Internationalization”

Although the term “internationalization” has been given a variety of meanings in different contexts, for the purposes of this Plan for Internationalization we adopt the American Council on Education definition of internationalization (and related terms)—*the process by which institutions foster global learning*.<sup>4</sup>

“Global learning” in turn refers to three related kinds 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)*. A culture of global learning will enable our students, faculty and administrators to be “global citizens.”

This Plan for Internationalization is intended to support “comprehensive internationalization”—*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*.

---

<sup>4</sup> The term “globalization,” while often used synonymously with “internationalization,” is not used by the American Council on Education because, although it is descriptive, it also has acquired negative connotations related to domination by some cultures over others.



## RECOMMENDATIONS

To respond to and support the principles for internationalization set forth at the beginning of this Plan, the IPC recommends that the university:

### **1. EMPLOY A COMPREHENSIVE, COHESIVE UNIVERSITY GLOBAL STRATEGY FOR INTERNATIONALIZATION THAT:**

- Identifies academic areas in which the university can distinguish itself as an internationalization leader,
- Promotes and expands the university's presence internationally,
- Fosters the international research profile of its faculty and encourages research with non-U.S. institutions and researchers,
- Provides every student with the opportunity for an international education,
- Takes a leadership role in working with other Northeast Ohio institutions to further regional international efforts and
- Remains vigilant in responding to global shifts and advancements in economics, educational infrastructure, technology, population distribution and other world-wide forces in order to remain at the forefront of higher education.

The IPC recommends that CWRU adopt this global strategy with the understanding that implementation will occur over a period of time and within our financial means.

### **2. ARTICULATE A SET OF SPECIFIC INSTITUTIONAL STRATEGIC INITIATIVES TO SOLIDIFY THE UNIVERSITY'S COMMITMENT TO, AND PROVIDE MOMENTUM FOR, INTERNATIONALIZATION OF THE UNIVERSITY.**

The IPC recommends<sup>5</sup> that the university—through continued work by the Global Strategy Working Group, the Advisory Council described in recommendation 8, the deans, the faculty and other university bodies as appropriate—identify, articulate and report to the Provost a set of three to six specific, significant internationalization initiatives for the university that:

- Support promotion of an inclusive culture of global citizenship,
- Take into account the recommendations contained in this Plan,
- Relate to one or more of the university's four key interdisciplinary priorities (energy and environment; human health; culture, creativity and design; and social justice and ethics), or the other areas for potential university collaboration, identified in the university's strategic plan,
- Build on the university's strengths,
- Involve participation, contribution or interaction of multiple academic units and
- Can be undertaken with meaningful results within a period of five years.

---

<sup>5</sup> The report of the Global Strategy Working Group attached as Appendix 5 has been instrumental to the IPC in developing recommendation 2.

The strategic initiatives should be developed through a process that takes into account the ways in which a variety of the university's constituencies, both internal and external, can become engaged.

The Office of International Affairs should proceed immediately to implement such a process to develop one to two initiatives focused on undergraduate education consistent with the emphasis in this Plan. Such initiatives should be submitted to the Provost for consideration by October 31, 2011.

This Plan contemplates that internationalization as it relates to faculty research and graduate/professional education will be addressed in the future. Accordingly, development of additional specific strategic initiatives relating to those areas should be carried out as part of that planning process and submitted to the Provost at that time.

Reports to the Provost recommending specific strategic initiatives should:

- Recommend a portfolio of geographic sites, university partners and types of engagement,
- Include a detailed timetable for development of the proposed initiatives,
- Identify the resources, and sources of resources, needed to pursue the initiatives and
- Describe the specific outcomes to be achieved.

### **3. INCLUDE AND SUPPORT INTERNATIONAL EXPERIENCE FOR UNDERGRADUATES AS A CORE COMPONENT OF THE UNIVERSITY'S INTERNATIONALIZATION EFFORTS AND A NECESSARY PART OF INSTILLING GLOBAL COMPETENCE IN ITS STUDENTS.**

As noted by a previous internationalization task force and the Undergraduate Education Abroad/International Experience Working Group (Education Abroad Working Group) in its report (attached as Appendix 6), "While some of the preparation for global citizenship can take place...in Cleveland, there can be no substitute for the learning that comes from on-the-ground experience in another culture. Just as the university's non-United States students have an international experience by being in Cleveland—and in doing so help to internationalize our campus—our United States students should have experience abroad, for their own education and also for the contributions they consequently will make to the internationalization of the university."

The IPC endorses the decision of the Education Abroad Working Group not to recommend that an international experience be a requirement for undergraduates at this time. Appropriate structures are not yet in place at the university to support such a requirement. The IPC endorses the recommendation of the Education Abroad Working Group that the university move forward to build a robust education abroad/international experience program, raise the level of student participation, and reassess in five years whether an international experience should be required. The specific recommendations to support such goals are as follows:

The level of undergraduate participation in study abroad should be increased. Over the next five years, the university should seek to increase the percentage of undergraduate students who participate in study abroad/international experience (of any type) from 20% to no less than 40%,

including an increase in the percentage of undergraduates who participate in long-term programs from 6-8% to no less than 20%.

A menu of options for study abroad should be available. A variety of programs should be available to students so that study abroad/international experience is an attractive option for all CWRU undergraduate students. Long-term study abroad programs, including summer programs of at least eight weeks, semester programs and year-long programs, should be seen as the ideal. International research and scholarship opportunities, international co-op experiences, international internship programs and other such arrangements should be expanded and strengthened as options equivalent to long-term study abroad programs.

The number of short-term programs—one- to eight-week courses during summer or over breaks, which may or may not be credit-bearing—should be increased and participation in them encouraged. In the longer term, these should function as complementary to, or as recruiting platforms for, long-term programs, and should not be seen as substitutes for long-term programs. In the near term, until more long-term options are available, short-term programs will likely continue to be the principal options for some students.

In providing the options:

- (a) CWRU should make available a listing of “pre-approved” or preferred providers for study abroad as described in more detail on page 6 of the report of the Education Abroad Working Group.
- (b) The regulations for undergraduate participation in semester and year-long study abroad programs should be modified as described in more detail on pages 6-7 of the report of the Education Abroad Working Group.
- (c) CWRU should allow students to enroll directly in overseas programs either to specific institutions or with third-party providers, while maintaining the principle of financial neutrality discussed below. Availability of transfer credit should be clearly determined in advance.
- (d) The Faculty Senate Committee on Undergraduate Education should define a responsive process for reviewing the academic quality of study abroad programs for inclusion on the pre-approved list and for responding to *ad hoc* requests from students, as well as for approving credit transfers.
- (e) CWRU should move forward in exploring its own long-term overseas courses taught by CWRU faculty and in experimenting with formats based on faculty interest.

Long-term study abroad should be financially neutral for the student. Long-term study abroad should be “financially neutral,” meaning that the total financial cost to the student for tuition, room and board, visas, travel expenses, and insurance for study abroad should not be significantly different than the cost to the student for study on campus in Cleveland. This is to insure that the student’s choice of program is based on the content of the program, not on financial considerations. The university should establish appropriate funding and mechanisms to support such financial neutrality for students. Financial help should be available for students

who have work/study or part-time employment on campus or in the Cleveland area that is part of their financial aid package and that they would have to give up while studying abroad.

There should be robust administrative and technological support for study abroad and related endeavors. The administrative and technological support structure for study abroad should be strengthened:

(a) A strong central office should be established to make study abroad options more accessible to students. Among the functions of such an office would be publicizing various programs; recruiting CWRU students to participate in study abroad; and creating a “one-stop” office and website for such tasks as obtaining information on programs, answering questions, handling applications, advising on general policy, overseeing student preparation, helping with transfer credit, risk management and post-travel integration.

(b) The individual schools and/or departments at CWRU should establish procedures for performing such tasks as reviewing the academic quality of programs abroad, advising their own students as to degree and career implications of various programs, and ensuring appropriate credit transfers as regards electives, major/minor requirements, SAGES requirements (such as capstones) and the like.

(c) Faculty should be encouraged to expand their own international research and scholarship activities and should be encouraged and given support to include undergraduates in them.

(d) The university should consider establishing offices in overseas locations in certain countries or regions that would help CWRU students with orientation, emergencies, crisis management, alumni contacts and other support activities. Such offices likely also would pursue other international goals of the university.

(e) The university should establish the technological capability to collect and report relevant and timely data on study abroad and international experience and to efficiently and effectively manage study abroad/international experience and make such programs readily accessible to students. The university should continue to develop the technology to offer a variety of long-distance instructional options, including joint CWRU-overseas courses either taught in Cleveland with an international student component or taught abroad with our on-campus students participating.

(f) The Career Center and other appropriate units should continue to enhance programming and services to support students in post-college plans for international work, including job opportunities, internships, research and additional study abroad.

The university should address diversity within the study abroad program. The university should identify the reasons why the full diversity of the CWRU student body is not mirrored in the student population participating in study abroad programs and correct any barriers that are discovered.

A culture of “internationalization” should be established on campus to support these recommendations. In order to support these and other recommendations coming out of the international planning process, the university should put in place a series of structures and

mechanisms that will support and incentivize faculty, staff and students in achieving internationalization goals and help to instill a university culture of “internationalization.” To that end,

(a) There should be more robust area studies (which could include a study abroad requirement).

(b) The study of foreign languages should be encouraged for all students, and especially for students planning to study in a country or program in which English is not the primary language and for students who would benefit from opportunities to advance their language skills further after returning to campus.

(c) There should be better integration of study abroad into the overall undergraduate curriculum. All majors should provide specific plans for incorporating a student’s likely time away from campus (e.g., course equivalents at overseas partners).

(d) More technology-mediated courses with an international component, such as the Worldwide Learning Environment program provides, should be created.

(e) The university should consider in the future the creation of one or more “signature” international programs. This might allow CWRU to become a “third party provider” for other institutions.

#### **4. ENROLL INTERNATIONAL UNDERGRADUATE STUDENTS WHO WILL HAVE A SUCCESSFUL STUDENT EXPERIENCE, ENGAGE FULLY IN STUDENT LIFE AND GRADUATE AT A RATE EQUAL TO NON-INTERNATIONAL STUDENTS.**

The university’s strategic plan speaks clearly to enhancing the international character of the university. It guides us to “promote enrollment of high-quality students from other nations, including developing countries” and states that “through the process of cultural understanding, recognition of excellence and attraction of an outstanding student, faculty and staff base, Case Western Reserve University will develop a strong, vibrant and diverse university community.” CWRU has for some time had a significant representation of international undergraduate students, but there is a need to refine our admissions and retention strategies, and to further develop our campus culture, to fully support our internationalization goals. Accordingly, the IPC endorses the recommendations of the International Undergraduate Student Recruitment, Retention and Campus Life Working Group (the International Student Working Group), as contained in its report attached as Appendix 7, as follows:

English Proficiency: Increase the TOEFL requirement to 90 for Fall 2012; plan to increase it to 100 for Fall 2013 provided we are confident that we will be able to maintain our international enrollment at the current level. Adjust other means of meeting proficiency requirements appropriately. Increased English proficiency will increase the likelihood of academic success and students’ ability to engage in the broader university environment. A TOEFL of 100 is the common threshold for universities of our quality. This change has been approved by the Faculty Senate.

SAT Requirement: Require the SAT beginning with the class entering in Fall 2012. This is common among universities of our quality, and including the SAT will improve our evaluation of international students. This change also has been approved by the Faculty Senate.

ELS Relationship/Conditional Admission: Discontinue conditional admission with the class that enters in 2012. We would continue to welcome students from ELS, but they would need to come through normal application channels and meet the language proficiency requirement in place at the time of application. Comparable universities do not offer conditional admission and, as we raise the English proficiency requirement, ELS 112 (a current English proficiency standard) would not meet the higher standard. We also know from experience that the conditionally-admitted students are the students with the most limited English skills. This change also has been approved by the Faculty Senate.

Breadth of International Enrollment: Our recruitment efforts should make every effort to maximize the breadth of our international enrollment. However, with limited financial aid for international students, China, South Korea and India are likely to be the countries most often represented. We should make every effort to expand our reach into promising markets such as Singapore, Taiwan, Malaysia and Canada, which could provide significant numbers of enrolling students. These are the countries most often sending students to the U.S. to pursue higher education and the students most often considering competitor institutions. At this time it would take extreme effort and expense to enroll large numbers of students from Western Europe, Latin America, South America or Africa. In admitting international students, both country of origin and intended major should be monitored closely so as to create as much balance and diversity as possible.

International Representation: Provided that we can achieve the desired breadth amongst the countries of origin and desired majors, while requiring the SAT and increasing the English language proficiency requirement, between 8% and 12% of the undergraduate student body should be citizens of countries other than the United States. Before expanding our international student body further, we should focus on making sure that we are able to enroll students who are prepared for CWRU and that we have the programs in place to support the academic and personal success of our international students.

Financial Support for International Students: The university should devote additional resources to providing financial support for international students. The first priority should be to offer need-based financial aid for a limited number of international students per entering class. We must recognize that we will need to be willing to offer up to nearly the full cost of attendance in aid. Offering need-based assistance will allow us to grow the applicant pool and enroll a small number of students from hard to recruit areas such as Eastern Europe, Africa, Latin America and South America. In addition, international students should be considered for endowed, talent and leadership merit scholarships as eligible.. We strongly endorse the cultivation of donors with an interest in supporting need-based financial assistance or merit scholarships for international students.

Use of Agents in Recruitment: We should not employ agents at this time, but should continue to monitor developments in this area.

Dual Degree Programs: While we recognize that international undergraduate dual degree cooperative programs may have an important role in outreach to international universities, we see a need to align these programs with our overall international enrollment strategy. We strongly urge that admission standards for students accepted into these programs be equal to those of transfer international students. We also recommend that dual degree cooperative students be required to meet all CWRU graduation requirements.

Housing: All transfer students (international and domestic) should be guaranteed on-campus housing for at least their first year on campus. Furthermore, the university should provide structured assistance to international students in finding private off campus housing and in understanding the complexities and obligations of leases.

Orientation: We strongly endorse the continuation of international orientation and implementation of permanent funding. Given that Fall 2010 international orientation was the first time for this program, there are many opportunities for enhancement. Specific recommendations for enhancement are contained in the International Student Working Group report.

First-Year Experience: Provide comprehensive programming during the first year that:

- Connects new international students with upper class international students.
- Facilitates interaction between international students and faculty in both formal and informal settings.
- Engages international students in the city of Cleveland, helping them to safely and confidently navigate our neighborhood and city.
- Increases the value that domestic students ascribe to cross-cultural dialogue.
- Gathers information about the unique perspectives and experiences of our international undergraduates.

Campus Culture:

- Efforts should be made to encourage and facilitate interaction among U.S. and international undergraduate students and the development of meaningful relationships between these student groups.
- We should provide faculty and staff with training and resources to better relate to, mentor and support international students with the goal of supporting international students in all university activities.
- Upper-class student leaders who interact with first-year students, such as Orientation Leaders, International Student Ambassadors, Residence Advisors and student organization leaders, should be provided training and resources to better relate to, mentor and support international students with the goal of supporting international students in all university activities.
- We should support international and U.S. students by establishing forums or other on-going programs that foster cross-cultural exploration and the enhancement of cultural competence.

Retention: The IPC understands that, due to time constraints, the International Student Working Group focused more directly on the recruitment components of admitting international undergraduates and less directly on the retention components, which include student life, academic support, advising, the extent to which our overall campus environment is welcoming, and the necessary campus cultural shift of our faculty, staff and students. Although many of the recommendations regarding recruitment also impact retention, retention remains an important issue that needs to be further addressed

Careers: The Career Center should continue to enhance programming and services for international students, supporting them in finding job opportunities in their home countries or practical experience in the United States. Particular attention should be paid to opportunities with international companies with a presence in the United States.

## **5. REQUEST FACULTY TO CONSIDER UNDERGRADUATE CURRICULUM INITIATIVES.**

In other sections of this Plan, the IPC has made specific recommendations to internationalize undergraduate education – including, among other things, enhanced study abroad opportunities, increased numbers of international students and improved international student retention and integration strategies. The IPC recognizes that, since the undergraduate curriculum is at the core of the university’s teaching mission, curriculum is an important part of a plan to internationalize undergraduate education. The undergraduate curriculum quite appropriately stems from discipline and program needs and expectations and is based on faculty expertise and interests. Although elements of curriculum (and related educational activity) may be impacted by the recommendations in this Plan, the IPC has not conducted a curriculum review and is not making any specific curriculum recommendations. Rather, the IPC asks the faculty to review this Plan and, in light of its strategy to internationalize the university, determine whether and how the curriculum might change to support that strategy.

Given that many faculty, departments and programs currently engage with international issues in their teaching, it is our expectation that further internationalization of the undergraduate curriculum will blossom as the university grows its overall internationalization effort. The IPC requests that the appropriate faculty bodies responsible for undergraduate education consider whether curricular changes may be appropriate in response to greater internationalization of the university as detailed in this Plan and in the further work on developing specific university strategic initiatives described in recommendation 2. Such considerations should have the full support and assistance of appropriate administrative offices.

In addition, the IPC believes that faculty-led internationalization of the curriculum may involve cross-disciplinary and cross-unit collaboration. Therefore, it is essential that barriers to development of cross-unit programs, including financial and other structural barriers, be reduced. University leadership must work toward permanent change and, in the near term, the Office of International Affairs should take a leadership role in facilitating faculty initiatives in this area.

To fully accomplish the goal of internationalizing the university, university leadership must commit appropriate resources, both financial and logistical. In addition to the reduction of



existing barriers, faculty should be provided with the means to develop new and innovative approaches to undergraduate international education. Information about current and proposed international education efforts at CWRU should be shared widely, and programs at other institutions should be explored as well for possible adaptation at CWRU.

## **6. ADDRESS INTERNATIONALIZATION ISSUES AFFECTING GRADUATE AND PROFESSIONAL EDUCATION, POST-DOCTORAL RESEARCHERS, AND FACULTY RESEARCH, SCHOLARSHIP, CREATIVE WORK AND TEACHING.**

A core component of CWRU's mission is to conduct research and scholarship<sup>6</sup> and teach the next generation of scholars. As such, internationalization of faculty research and scholarship is key to our internationalization efforts. Additionally, the next generation of researchers, post-doctoral scholars and graduate/professional students plays a vital role in the university's research and scholarship portfolio.

We recognize that international research is well developed in some fields at CWRU, and international scholars already constitute a significant proportion of the pool of graduate/professional and post-doctoral researchers in some fields. Because graduate/professional and post-graduate level research and scholarship is, appropriately, discipline-specific, internationalization efforts at the university must allow for, facilitate and further internationalization as driven by faculty, post-doctoral scholars and graduate/professional students.

Throughout the tenure of the IPC, we noted that the internationalization plans as proposed herein will benefit all members of the university community. We recognize, however, that there are specific issues that affect faculty, post-doctoral researchers and graduate /professional students which are not addressed in this report. We see these issues as falling into the following two primary categories:

Campus life issues for graduate/professional students and post-doctoral scholars. Throughout our campus-wide discussions, issues related to campus life, especially for international graduate/professional students and post-doctoral scholars, emerged as important areas of concern. A myriad of issues ranging from health insurance to integration into campus life are central to the vitality of graduate/professional and post-doctoral education. The IPC, therefore, recommends that the Office of International Affairs work with the Office of Graduate Studies and the Office of Postdoctoral Affairs to identify and begin, within twelve months of the date of this report, a process for review of these campus life issues.

Research support and administration. For faculty and graduate/professional students and postdoctoral researchers in all disciplines, research, scholarship and creative activity are central to their professional activities. In the spirit of this internationalization initiative, the IPC calls on

---

<sup>6</sup> Research and scholarship is understood in this document to include the range of activities defined as academic productivity across disciplines, including the creation of new knowledge, identification of new uses of old data, development of new technology, production of creative works and performances. The term research is used as shorthand to encompass all of these activities.

university leadership to actively support faculty efforts to initiate and conduct research and scholarship that is international in the broadest sense.

To this end, the IPC recommends that the Office of International Affairs be charged with establishing, within twelve months of the date of this report, a committee consisting of faculty, post-doctoral scholars, representatives of graduate/professional student government and other persons as appropriate charged with reviewing current procedures, programs and policies related to international research. This committee would work in collaboration with other established entities (e.g., Faculty Senate Research Committee and research committees from various units) to draft recommendations to achieve the goals of internationalization in research and in graduate/professional education.

## **7. THE OFFICE OF INTERNATIONAL AFFAIRS SHOULD SEEK EXTERNAL FUNDS TO COVER EXPENSES, OTHER THAN ITS OWN OPERATING EXPENSES AND SEED MONEY FOR SPECIFIC UNIVERSITY INITIATIVES, AND IT SHOULD TAKE MEASURES TO ENSURE ITS ACCOUNTABILITY.**

The university should continue to fund the core operating expenses of the Office of International Affairs as a central expense. From the experiences of other universities, it is evident that external funds are not available for office operating expenses. Tapping endowment income is not an option because most of the endowment is restricted to other uses. Therefore, university funds for the core operations of the Office of International Affairs should continue to come from the schools and the college, using the established allocation methodologies that are currently employed to distribute other central expenses. The schools and the college, in fact, will be using some of the revenue from international student tuition they receive to cover services the Office of International Affairs will provide to international students as part of these core operations. Additionally, funds may be generated from study abroad (see below).

The university should designate seed funds for the initiatives identified in the Global Strategy Working Group report described in recommendation 2. These should include grants (similar to Research Initiation Grants) to be available to faculty on a competitive basis for projects that contribute to achieving one or more of the initiatives.

Current practices of cost-sharing external grants related to international initiatives should continue. Specifically, each school cost-shares external grants that are based in that school, and schools agree how to cost-share specific interschool external grants.

Funding for offices other than the Office of International Affairs. The IPC recognizes that there will be internationalization efforts that fall within the scope of responsibility of university offices working with the Office of International Affairs, such as university and school offices of development and alumni relations and the university office of enrollment management. Activities that are within the mandates of these offices and and the scope of the university's overall strategic plan should continue to be funded by those offices.

A top priority of the Associate Provost for International Affairs should be to seek funds to pay for 1) the priorities identified in this report and 2) the continuation of new initiatives designated by the Global Strategy Working Group. Specifically, priorities identified in this report but not

covered by Office of International Affairs operating funds will require fund-raising. Also, the new initiatives that the Global Strategy Working Group identifies will require funds to sustain them.

To obtain funds to sustain new initiatives and implement priorities, the Associate Provost for International Affairs and other Office of International Affairs staff should in FY 2012:

- Continue to formalize and strengthen contacts with funding experts in CWRU's university and school offices of corporate relations, research administration, development and other academic-support units. The Office of International Affairs should assess annually whether these experts should be augmented with a staff person in the Office of International Affairs.
- Continue to identify external, general internationalization funding sources and contact those sources and those who have succeeded in obtaining those funds. "General" means not specific to a geographic region or theme.
- Collect information about funding sources for geographic regions and/or themes the Global Strategy Working Group is considering and then identifies.
- Begin to consider how study abroad can generate revenue. Any plan should be consistent with the identified priorities of study abroad, including financial neutrality for students.

The Office of International Affairs should take measures to ensure its accountability. To strengthen the accountability of the Office of International Affairs to the schools and college and other university constituencies, the Office of International Affairs should ensure the quality of its services, the transparency of its work and its use of metrics to measure performance as described in this Plan.

## **8. BUILD A STRUCTURE FOR THE OFFICE OF INTERNATIONAL AFFAIRS TO SUPPORT INTERNATIONALIZATION.**

The Office of International Affairs Infrastructure Working Group (OIA Working Group) submitted a report on April 30, 2010 (attached as Appendix 9), recommending an initial structure for the Office of International Affairs. The recommendations included in the report were accepted by the IPC and the Provost and are in the process of implementation. Key among these were recommendations that study abroad and services to international students be included in the Office of International Affairs as direct reports; the position of Director of International Affairs be established; and an International Center be created to house the functions of the Office of International Affairs and serve as a hub for campus international activity. Other strategic and operational functions for the Office of International Affairs also were identified in the report.

Subsequent work by the OIA Working Group has resulted in the following additional recommendations (described in its second report attached as Appendix 10), which are endorsed by the IPC:

- The Office of International Affairs should have as a functional responsibility the coordination of services to international faculty and scholars. The Office of International Affairs should be the initial point of contact and should provide ongoing support services, either directly or through coordination with other university units, as appropriate, to

address the full range of acclimatization needs. Visa and immigration services, and payroll services, should continue at this time to be provided by the Office of Human Resources in coordination with the Office of International Affairs. Services to international faculty and scholars should be provided through the Office of International Student Services (renamed the Office of International Student, Scholar and Faculty Services), and this office must be provided the necessary staffing, expertise and authority to take on these additional roles.

- The Office of International Affairs should have as a functional responsibility the coordination of faculty participation in the Fulbright program; this function should be directed by the Director of International Affairs. The Office of International Affairs must be given sufficient staff resources not only to support faculty applications but also to provide the education, publicity and logistics necessary to support a robust program.
- An Advisory Council should be established to take over the strategic functions currently exercised by the IPC upon conclusion of the internationalization planning process, including (i) providing ongoing advice regarding the development of the university's global strategy and the strategic direction of the Office of International Affairs (including additional structural development of the office), (ii) serving as a central advisory body to address cross-unit internationalization issues and facilitate cross-unit coordination of resources (financial and non-financial) for internationalization and (iii) carrying out a communications function to help create visibility and facilitate the culture shift represented by internationalization. The Advisory Council is intended as a strategic, advisory body; it will not be responsible for oversight of the day-to-day operations of the Office of International Affairs. The Advisory Council should meet once every semester or as needed and should include the following:
  - Deans of the seven Schools and the College of Arts and Sciences, to serve on a rotating basis with two Deans serving at a time—one dean from an Undergraduate Program Faculty<sup>7</sup> school/college and one dean from a non-Undergraduate Program Faculty school
  - Three faculty members selected by the Faculty Senate
  - Vice Provost for Undergraduate Education
  - Vice Provost for Graduate Studies
  - Vice President for Student Affairs
  - One undergraduate student selected by the Undergraduate Student Government
  - One graduate/professional student selected by an appropriate governing body
  - Associate Provost for International Affairs (ex officio)
  - Director of International Affairs (ex officio)
- The Office of International Affairs should have as a functional responsibility the implementation and coordination of university-wide risk management policies and practices as described in recommendation 9. This function should be exercised in

---

<sup>7</sup> The four Undergraduate Program Faculty schools/college are Engineering, Nursing, Management and the College of Arts and Sciences. The Non-Undergraduate Program Faculty schools are Law, Medicine, Dental Medicine and Social Sciences.

coordination with other appropriate university units, such as the Office of the General Counsel, the Office of Student Affairs and the Risk & Insurance Programs Department. This function should be placed under the direction of the Director of International Affairs, and the Office of International Affairs must be provided with the requisite staffing to appropriately develop and implement these policies and practices as described in the report of the Risk Management Subgroup.

- The success of the structure for the Office of International Affairs (and internationalization at CWRU) will require close coordination and support from a variety of other departments and units, including Development, Alumni Relations and Enrollment Management, among others. The IPC encourages other departments and units to devote the necessary attention and resources to support the goals of internationalization as outlined in this Plan for Internationalization.
- The organizational chart of the Office of International Affairs should be revised as shown in the report of the OIA Working Group.

## **9. ESTABLISH UNIVERSITY-WIDE RISK MANAGEMENT POLICIES AND PRACTICES.**

The IPC endorses the recommendations of the Risk Management Subgroup of the Education Abroad Working Group (contained in its report attached as Appendix 11) that:

- There should be uniform university risk management policies and procedures that apply to any study abroad program or activity that has any connection with the university (whether operating, sponsoring, affiliated, financial, name, credit, etc) at any level, both undergraduate and graduate. The following policies and procedures drafted by the Risk Management Subgroup and attached to its report should be used as a starting point for such uniform policies:

Due Diligence Checklist

Application Packet for International Courses, including Statement of Responsibility

Crisis Management Plan Policy

State Department Warning Policy

Study Abroad Training Policy

Communication Tree Policy

- Establishment of university-wide risk management policies and practices for study abroad should serve as a launching point for development of university policies and practices addressing risk management for all international travel by members of the campus community.

## **10. DEVELOP THE TECHNOLOGY TO SUPPORT INTERNATIONALIZATION.**

As CWRU launches its efforts to create and roll out a strategy for internationalization, information technology serves both as an enabler and as a potential differentiator in our

offerings. As described in the report of the Technology and Communications Working Group attached as Appendix 12, the Information Technology Services Division (ITS) has an ongoing planning effort to focus on infrastructure, communications requirements, program and application requirements and support for the Office of International Affairs, faculty, in-bound international students, visiting scholars and out-bound students and faculty. In addition, ITS has recently or is currently addressing a number of tactical needs, including technological support for online learning, collection of study abroad data, development of an integrated set of technology-related offerings to assist incoming international students and visiting faculty and development of a customer service program for international travelers. As programmatic initiatives are launched, ITS will make recommendations about other technology needed to support international activity at CWRU in both educational and administrative areas.

A key effort will be development of a comprehensive database and reporting tool for CWRU. Internationalization is supported and advanced when the university can make widely available information about its international linkages. Leading universities have developed databases and automated workflow from various data sources, usually available at different levels to the campus community and the public, that include comprehensive information in areas such as agreements between the university and international partners, the international characteristics of the faculty and student body, study abroad, funding sources for faculty and students in pursuing international activity, press coverage, university publications and other areas. ITS and the Office of International Affairs have for over a year been exploring options for development of such a database, and ITS will continue to work to identify a preferred solution and provide the Office of International Affairs with estimates of effort and resources required. A modest pilot database has been completed to begin to aggregate information regarding our faculty's international backgrounds, along with information on known international agreements and collaborations; additional incremental standalone database efforts likely will continue in FY12.

The IPC recommends that the university support, through ITS and other units as appropriate, continued development of these and other technology initiatives to fully support internationalization.

#### **11. TAKE MEASURES TO ENHANCE ENGAGEMENT OF INTERNATIONAL ALUMNI WITH INTERNATIONALIZATION EFFORTS AT CWRU.**

The IPC recognizes that international alumni are potentially significant supporters of internationalization, providing connections, local knowledge, expertise, internship and professional opportunities, and financial support. The IPC recommends that the university reach out to interested international alumni to become leaders and supporters of internationalization at CWRU. The IPC encourages efforts on the part of the university to enhance its international alumni programs by building a comprehensive database, building a strong network of international alumni associations, offering other opportunities for international alumni to connect with the university, and supporting units of the university in reaching out to international alumni to engage with the university around internationalization.

## **12. COMMUNICATE ABOUT INTERNATIONAL ACTIVITY AND INTERNATIONALIZATION AT CWRU.**

One of the key elements in achieving our internationalization goals will be effective communication, both within and outside the university, of our international activity and our internationalization goals, strategies and achievements. To that end, the IPC recommends a concerted, ongoing university effort to collect and share relevant information. Among other vehicles, the Office of International Affairs website should continue to be used and enhanced to provide information regarding the university's international involvement. Internationalization leaders in higher education, including CWRU's peers and aspirational peers, feature internationalization prominently—on their websites and in other communication vehicles—as key components of their educational missions and identities. The IPC recommends that CWRU identify itself as an institution with accomplishment in the international arena and high aspirations in that regard. Internationalism should be featured on the university home page and highlighted as appropriate in other university communications.

### **TIMELINES, RESPONSIBILITIES AND BUDGETS FOR IMPLEMENTATION**

Timelines, responsibilities and budgets for implementation of the recommendations in this Plan are described on the attachment to this Plan. Budget information for the Office of International Affairs is identified with specificity. Budget information for most other units supporting internationalization is not yet quantified but will be completed at a future date in coordination with those units. The Office of International Affairs will work closely with the units to identify implementation costs and budget for them through existing and emerging budget mechanisms.

### **METRICS FOR EVALUATION**

To ensure that this Plan supports internationalization at CWRU as effectively as possible, and to ensure that university constituencies are kept informed about the development, progress and effectiveness of strategic initiatives, this Plan and related activities will be regularly monitored and reassessed as necessary. Results will be shared with the university community.

Specific measurements of progress fall broadly into four categories: quantitative assessments of participation rates; qualitative assessments of experience; evaluation of acquisition of funds to support international initiatives; and process assessment of the structures, procedures, etc established in this report.

Participation measures will include:

1. Undergraduate participation in study abroad, including rates, locations, program locations and other data covered by the Institute of International Education Open Doors reports, as measured through university-wide data collection and reporting
2. International undergraduate student enrollment, including percentage of international representation/class, countries represented, major distribution, graduation rates and other

data covered by the Institute of International Education Open Doors reports, as measured through university-wide data collection and reporting

3. Faculty participation in the Fulbright program
4. Student participation in the Fulbright, Rhodes, Marshall and other international scholarship programs

Experience assessments will include:

1. Student experience with study abroad, as measured by a suitable standard or university-developed survey tool<sup>8</sup>
2. International student experience, as measured by a suitable standard or university-developed survey tool
3. Student engagement over the four years of education as measured by a suitable standard or university-developed survey tool

Acquisition of funds to support international initiatives will be measured by:

1. Internal funds supporting internationalization, in specific categories
2. External funds supporting internationalization, in specific categories

Process assessment of the implementation of specific tasks contained in this Plan for Internationalization will cover:

1. Pursuit of specific university-wide strategic initiatives as provided in recommendation
2. Development of a long-term comprehensive database of international activity at CWRU
3. Establishment of the International Center
4. Implementation of recommended organizational structure for the Office of International Affairs
5. Implementation of financial neutrality in undergraduate long-term study abroad programs
6. Completion of analysis of internationalization issues affecting graduate/professional education, post-doctoral researchers, and faculty research, scholarship, creative work and teaching
7. Implementation of university-wide risk management policies and procedures
8. Alumni engagement with internationalization

Additional measurements of progress may include other quantitative data available through existing or new university data sources and additional experiential results obtainable through existing evaluation tools and other tools that may be developed for the purpose. The Office of International Affairs will work closely with the Office of Institutional Research and the new University Director of Outcome Assessment (when hired) to coordinate outcome assessment for internationalization with other institutional assessments as required for accreditation or to meet other institutional goals.

---

<sup>8</sup> Note that some relevant assessment tools currently exist—and are very valuable for faculty, staff and students. As much as practicable, the Office of International Affairs will utilize the measures that are already being successfully administered.



The Office of International Affairs website at <http://case.edu/international/> will be used to share these results, as well as to keep the university community informed about the initiatives identified in this Plan and other international activity at CWRU.

Respectfully submitted,

#### INTERNATIONAL PLANNING COMMITTEE

David Fleshler, Office of International Affairs, Co-Chair

James Kazura, School of Medicine, Co-Chair

Janet McGrath, College of Arts and Sciences, Co-Chair

Anne Borchert, Development

Richard Bischoff, Enrollment Management

Bo Carlsson, Weatherhead School of Management

Lev Gonick, Information Technology Services

Jared Hamilton, Undergraduate Student Government

Mark Hans, School of Dental Medicine

Deborah Jacobson, Mandel School of Applied Social Sciences

Peter Lagerlof, Case School of Engineering

Elizabeth Madigan, Frances Payne Bolton School of Nursing

Kelly McMann, College of Arts and Sciences

Marilyn Sanders Mobley, Office of Inclusion, Diversity and Equal Opportunity

Glenn Nicholls, Student Affairs

Charles Rozek, Graduate Studies

Michael Scharf, School of Law

Lynn Singer, Office of the Provost

Norman Tien, Case School of Engineering

Colleen Treml, Office of the General Counsel

Diwakar Vadapalli, Graduate Student Senate

Jeffrey Wolcowitz, Undergraduate Studies

Stuart Youngner, School of Medicine

#### CHAIRS OF THE WORKING GROUPS

Bo Carlsson (Weatherhead School of Management), Chair, Office of International Affairs Infrastructure Working Group

Richard Bischoff (Enrollment Management) and Gary Previts (Weatherhead School of Management), Co-Chairs, International Undergraduate Student Recruitment, Retention and Campus Life Working Group

Peter J. Haas (College of Arts and Sciences) and Peter Lagerlof (Case School of Engineering), Co-Chairs, Undergraduate Education Abroad/International Experience Working Group

Lev Gonick (Information Technology Services), Chair, Technology and Communications Working Group

Chris Ash (Office of Planning and Institutional Research) and Kelly McMann (College of Arts and Sciences), Co-Chairs, Funding and Resources Working Group

DRAFT