

**CASE WESTERN RESERVE UNIVERSITY  
PLAN FOR INTERNATIONALIZATION  
PHASE II, Draft 7  
April 8, 2015**

**I. EXECUTIVE SUMMARY**

After successfully achieving many of the recommendations set forth in the initial Plan for Internationalization, the Center for International Affairs developed Phase II, a continuation and expansion of the original plan (Phase I). Phase II builds on the accomplishments of the initial Plan for Internationalization and the concepts expressed in the new Case Western Reserve University (CWRU) strategic plan: *Think Beyond the Possible*. Four strategic objectives are identified in Phase II.

1. *Continue to develop the **structure and resources** to empower the Center for International Affairs, the faculty, the staff, and the students to **fully realize the international potential** at CWRU, **particularly in the graduate and professional schools**, and have the authority to carry it out.*
2. ***Leverage existing resources** on- and off-campus (i.e., faculty, staff, students, alumni, etc.) to **broaden CWRU's international reach and potential**.*
3. ***Communicate international achievements**, initiatives, resources, needs, and connections with the campus and the broader community, locally, nationally, and internationally.*
4. *Provide **intentional international and welcoming experiences** for all students, alumni, faculty, and staff.*

These four objectives led to the development of **seven recommendations** in order for the university community to further the international efforts of CWRU.

1. *Become an exceptional university for international graduate students to live and study.*
2. *Support faculty and staff in order to develop new and strengthen existing international relationships while providing support for expanding international understanding and engagement.*
3. *Graduate undergraduate students who demonstrate a movement toward and achievement in global citizenship.*
4. *Maintain and expand a communication infrastructure to promote campus internationalization.*
5. *Utilize technology to centralize information about international activities and research on campus to enable better collaboration.*
6. *Collaborate with existing university structures to identify and secure funding sources for various international initiatives.*
7. *Engage international alumni so that they become more connected to the university.*

The full Phase II document provides a detailed explanation of the initial plan, the process for developing Phase II, and the context and structure of Phase II, as well as specific goals and metrics for each recommendation.

**II. INTRODUCTION AND BACKGROUND**

### **Introduction and Rationale for Internationalization**

In January 2012, the Case Western Reserve University (CWRU) community adopted its first ever international strategic plan, the Plan for Internationalization (Phase I). The International Planning Committee (IPC) stated that “internationalization [was] necessary to the 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.” Phase I went on to state that “Internationalization is also a competitive issue relative to other first-tier research universities in the United States and internationally.” (See Appendix One for the complete text of Phase I of the Plan for Internationalization.)

Reinforcing CWRU’s vision and mission as set forth in CWRU’s 2008 – 2013 strategic plan *Forward Thinking* (<http://www.case.edu/stratplan/>), CWRU’s new 2013 – 2018 strategic plan *Think Beyond the Possible* (<http://www.case.edu/strategicplan/>) demonstrates a continuing commitment to promoting international endeavors and expanding CWRU on the world stage. The new strategic plan also specifically addresses the ongoing international efforts and commits to “deepen and expand the university’s international engagement.” (See Appendix Two for the full text of CWRU’s vision, mission, and international engagement section in the 2013 - 2018 strategic plan.)

### **Guiding Principles for Internationalization**

The guiding principles and objectives for internationalization at CWRU were set forth in Phase I in order to “frame the specific recommendations . . . and ongoing internationalization efforts by the university and its individual schools and departments.” The principles, as stated in Phase I, are to:

1. *Create an environment of learning and living that offers the university community the experiences, values and knowledge base that enable “global citizenship.”*
2. *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.*
3. *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.*
4. *Generate the means that will enable our students from the United States and abroad to benefit from international experiences that transcend personal financial limitations.*

It is with these guiding principles that the Center for International Affairs (the Center), the schools and the College, and the university as a whole set out to achieve the twelve (12) recommendations set forth in Phase I. (See Appendix Three for a list of the recommendations and outcomes.)

### **Outcomes of the Initial Plan for Internationalization**

While Phase I was only adopted in January of 2012, in many ways the efforts to coordinate international activity began in May of 2009, with the hiring of the university's first senior international officer. Some of the early initiatives included creating a database of faculty with degrees from international institutions and of information about existing international agreements, centralizing education abroad efforts, expanding services to international students, and developing the Center for International Affairs, which opened in September, 2011. A direct organizational outcome of Phase I (Recommendation 8), the Center promotes the internationalization efforts of the university as evident in its mission statement, which is as follows:

*The Center for International Affairs provides leadership, expertise, and support to the Case Western Reserve University community, cultivating a dynamic international presence and inspiring a culture of global understanding and responsibility.*

By collaborating with and supporting faculty, staff, and students, many of the measurable recommendations set forth in the Phase I have been met or are on target to be met within the coming years. (See Appendix Three for a list of the recommendations and outcomes.) While there is much to celebrate in the achievement of Phase I, the university community recognizes that much work remains in order to continue to advance the goals of the original plan.

### **Development of Phase II**

The genesis of this second phase of the Plan for Internationalization (Phase II) is four-fold. First, some of the more ambitious portions of the initial plan lacked measurable goals. The approach of Phase II is to provide such goals, even in hard-to-quantify areas. Second, Phase II is more concentrated on graduate and professional students, research, and alumni. While graduate and professional students, research, and alumni were discussed in the initial plan, the concentration in Phase I was undergraduate students, as the IPC recognized that undergraduate students needed immediate and measurable action. The concentration shifts in this document. Third, by adopting Phase II, the university community, and in particular the Center for International Affairs, will gain the additional structure and resources to implement its recommendations. Finally, Phase II contains several specific recommendations—such as the recommendation regarding communication—that will provide the infrastructure and support to move the university towards its objective of fully realizing its international potential.

As CWRU renewed its commitment to internationalization in the 2013-2018 CWRU strategic plan *Think Beyond the Possible*, it became clear that the university was poised to move into a new phase of international initiatives. In the spring of 2014, the Center published its first annual report which described not only the activities of 2013, but also presented a snapshot of the achievements to date. Building directly upon the CWRU strategic plan and the accomplishments of Phase I of the Plan for Internationalization, the Center embarked on developing a Phase II Plan in the summer of 2014.

The process for developing Phase I directly involved over 100 constituents across campus, many working groups, and an extensive approval process. In thinking about planning for a second

phase, the Center determined that asking a comparable number of faculty, staff, and students to directly work on the initial segment of Phase II would be burdensome and unproductive—especially in light of the just completed effort by the campus community to complete the university’s 2013-2018 strategic plan. Therefore, the Phase II process is much more streamlined, involving the staff of the Center initially and then broadening to the Center’s advisory councils, university leadership groups, and then to the campus and beyond. Over the course of the process, the entire campus community, including each school and the College, together with many academic departments, a variety of campus organizations and individual students, faculty, staff and alumni will have multiple opportunities to review and provide comments and suggestions.

The first step in the process of developing Phase II was to critically evaluate the recommendations set forth in the initial plan, analyzing both areas of success and areas that require further work. Based on feedback throughout the previous year as to the goals of the internationalization efforts and work done by the International Affairs Advisory Council, the Education Abroad Advisory Council, and the International Affairs Visiting Committee, the staff of the Center created an initial draft of Phase II.

The next steps involved presenting the draft to the advisory councils (the councils listed in the previous paragraph and the International Student Services Advisory Council), meeting with key leadership groups on campus, including the deans and leadership organizations in various schools and the College.<sup>1</sup> Each of these groups made comments and suggestions, resulting in this Draft 5. Phase II (Draft 5) was presented to the full campus community, through open forums, meetings with departments, email and social media contributions, and input from alumni and others beyond the university. This input, which has taken place during the 2015 Spring Term, has allowed the campus community to further develop and refine Phase II, resulting in this Draft 6. Draft 6 is now being circulated to the campus community. After further meetings and input after the release of Draft 6, the final step is that Phase II will be brought before the Faculty Senate for its endorsement; The Provost then must officially accept the document. The planned timeline is to have this process completed by the end of the 2015 Spring Term.

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<sup>1</sup>In addition to the International Affairs Advisory Council, the Education Abroad Advisory Council, the International Student Services Advisory Council, and the International Affairs Visiting Committee, as of January 30, 2015, Phase II Draft Four has been presented to the Dean’s Council, the College of Arts and Sciences Executive Committee and Department Chairs meeting, the Case School of Engineering Policy Committee, the Case School of Law Leadership Team, the Francis Payne Bolton School of Nursing Dean’s Cabinet and Executive Committee, the School of Dental Medicine Leadership Team, the Weatherhead School of Management Department Chairs meeting, the Mandel School Steering Committee, the School of Medicine’s Dean’s Leadership Team are scheduled. and the Faculty Senate. In addition there have been many meetings during Spring, 2015. A full list of meetings will be part of the final draft of Phase II to be presented to the Faculty Senate.

### III. PHASE II PLAN FOR INTERNATIONALIZATION

#### Objectives and Context for Phase II

Phase II of the Plan for Internationalization incorporates Phase I, including the existing guiding principles. It recognizes the achievements of the past four years as well as the changing needs of CWRU and its constituents. Phase II contains four main objectives, which provide a strategic focus for each of the new recommendations. These objectives are:

1. *Continue to develop the **structure and resources** to empower the Center for International Affairs, the faculty, the staff, and the students to **fully realize the international potential** at CWRU, **particularly in the graduate and professional schools**, and have the authority to carry it out.*
2. *Leverage existing resources on- and off-campus (i.e., faculty, staff, students, alumni, etc.) to **broaden CWRU's international reach and potential**.*
3. *Communicate **international achievements**, initiatives, resources, needs, and connections with the campus and the broader community, locally, nationally, and internationally.*
4. *Provide **intentional international and welcoming experiences** for all students, alumni, faculty, and staff.*

Phase II details seven (7) recommendations for furthering the internationalization efforts at CWRU. The recommendations all support one or more of the Phase II objectives listed above. In addition, the recommendations are structured to fit into a framework for internationalization that emphasizes achievements in three specific areas.

1. *Curriculum/Co-Curriculum*—including undergraduate and graduate paths, both curricular and co-curricular that support the educational mission of the university.
2. *Initiatives Abroad*—encompassing research partnerships, collaborations, physical presence, and program development for all students (with emphasis on graduate students) faculty, and staff.
3. *On-Campus/Community Impact*—including the international student experience (undergraduate and graduate), the international faculty and staff experience, campus engagement, international campus projects, and community engagement.

The recommendations are designed to guide the CWRU community in realizing its international potential. While the Center for International Affairs will continue to provide leadership, Phase II is intended to be implemented collaboratively across campus. For example, Recommendation 4 emphasizes communication regarding international achievements. All efforts in this area will be in conjunction with the university Marketing and Communications office. Part Four of this plan outlines the metrics of success and the offices responsible for the various initiatives.

## Important Concepts

To assure that key areas of the document are understood, it is important to define some important concepts that are used throughout Phase II.

*Internationalization*, in the context of higher education, specifically CWRU, includes the internationalization of curriculum, the internationalization of research, collaborating with international partners, attracting a broad base of international students, involving international alumni, and creating international quality assurance frameworks, all with the goal of improving the lives of the world's population in a meaningful and sustainable way, assuring that CWRU is competitive relative to other first-tier research universities, and developing a strong international presence and reputation.

*Global citizenship* was defined in the initial Plan as “the ability to understand different cultural perspectives.” This definition holds true; however, Phase II expands this definition so it now reads *the ability to appreciate, understand, and adapt to different cultural perspectives, values, and behaviors*. The full definition is therefore as follows: Global citizenship is the ability to appreciate, understand, and adapt to different cultural perspectives, values, and behaviors. The concepts of appreciation and adaptation add a sense of empathy and resilience that exemplifies the idea of global citizenship.

*University-wide international relationship* refers to a collaborative partnership among faculty, universities, industry, governments and/or other institutions where there is the opportunity to benefit both our international partner and CWRU and for the relationship to assist different units and persons across the university. A *university-wide international relationship* does not necessarily refer to the study of the historical, political, or economic context within these specific regions, though such study is a key to fully developing these collaborations. A *university-wide international relationship* in no way replaces and only adds to the international relationships that have been developed by faculty, departments, the College and the schools. In order for a relationship to be determined to be a *university-wide international relationship*, at least three (3) faculty constituents, subject to reasonable exceptions, should be engaged.

## Recommendations

### 1. BECOME AN EXCEPTIONAL UNIVERSITY FOR INTERNATIONAL GRADUATE STUDENTS TO LIVE AND STUDY. (*Obj. 4*)

#### • Curriculum/Co-Curriculum

- Expand opportunities for graduate students to become proficient in languages other than English through various paths of language training, including intensive language study abroad opportunities, on-line language offerings, and language partner options.
- Support faculty in developing semester/summer study abroad options specifically for graduate students.

#### • Initiatives Abroad

- Develop and communicate CWRU international relationships so that graduate students can leverage these connections to support research and job prospects.



- Work to develop relationships with international government agencies to facilitate the admission of a breadth of international graduate students.
- **On-Campus/Community Impact**
  - Provide broader support to international graduate students.
    - Provide support services to spouses and families of international graduate students.
    - Create an international graduate student ombudsman to provide assistance to graduate students.
    - Develop targeted outreach programs to help international graduate students develop a community.
    - Work with the Division of Student Affairs to create on-campus housing options for graduate students and their families.
    - Create living/learning environments for graduate students.
  - Engage the Career Center in providing support specifically for international graduate students.
  - Work with various offices on campus, including but not limited to UCITE, the Office of Inclusion, Diversity, and Equal Opportunity, the Office of Faculty Development, Human Resources, the Staff Advisory Council, and various offices within the Division of Student Affairs, to provide training opportunities for faculty and staff on cross-culture competency, unique international community needs, educational norms and obstacles in other countries, etc.

**2. SUPPORT FACULTY AND STAFF IN ORDER TO DEVELOP NEW AND STRENGTHEN EXISTING INTERNATIONAL RELATIONSHIPS WHILE PROVIDING SUPPORT FOR EXPANDING INTERNATIONAL UNDERSTANDING AND ENGAGEMENT. (Obj.4)**

- **Curriculum/Co-Curriculum**
  - Identify funding opportunities for faculty to internationalize their courses and curriculum.
  - Support staff by providing opportunities for language courses or other intercultural development training.
- **Initiatives Abroad**
  - Support CWRU faculty in becoming scholars abroad through increasing incentives to apply for Fulbright grants and other funding opportunities, including working with the schools and the College to provide appropriate release time and salary support for faculty.
  - Develop travel grants to assist faculty in traveling internationally for meetings and conferences.
  - Develop and strengthen CWRU's university-wide international relationships<sup>2</sup> to increase opportunities for research and collaboration for the mutual benefit

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<sup>2</sup> See the explanation of *university wide international relationship* in the important concepts section of Phase II.

of both CWRU and our international partners.<sup>3</sup> CWRU has an established presence in China which will continue to remain an area of emphasis. In addition, CWRU will continue to expand its international emphasis, specifically in Brazil, the countries of East Africa,<sup>4</sup> and the ASEAN region<sup>5</sup> because of existing relationships and the opportunities present to develop deeper relationships. Some examples of broadening relationships could include:

- Broad research initiatives.
  - Close government relationships.
  - Study abroad opportunities through exchanges and faculty-led programs.
  - CWRU international offices.
  - Scholarships for students from those countries to study at CWRU and for CWRU students to study there.
  - CWRU-credit semester or summer cohort-based study abroad programs
  - Faculty exchange/training.
  - Curriculum exchange/training.
  - Develop opportunities for staff to engage in experiences abroad through site visits, study abroad program support, or other avenues of intercultural exchange.
- **On-Campus/Community Impact**
    - Develop a technological structure, in conjunction with the faculty life cycle project and/or faculty activity reports, to capture international activity on campus in order to provide a network of opportunity for faculty. Identify and promote national and international grants that support faculty research interests.
    - Create training programs or workshops for faculty and staff to support engagement with international students and other international constituents.

### **3. GRADUATE UNDERGRADUATE STUDENTS WHO DEMONSTRATE A MOVEMENT TOWARD AND ACHIEVEMENT IN GLOBAL CITIZENSHIP (Obj. 4)**

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<sup>3</sup> CWRU engages in international activity and partnerships in countries on every continent. Focusing on the named countries/regions as a strategic initiative in no way diminishes or seeks to reduce initiatives elsewhere. In order to internationalize the university, faculty must continue to collaborate and develop partnerships in every part of the world, whether or not in areas defined as *university-wide international relationships* (see important concepts). The Center for International Affairs will continue to support these efforts. Because of limited resources, both financial and personnel, this plan proposes to deepen the relationship with China and grow select East Africa, Brazil, and ASEAN as areas of strategic emphasis. For an explanation and rationale for the selection of these three areas, please see Appendix Three.

<sup>4</sup> For our purposes, the countries of East Africa generally include Burundi, Kenya, Rwanda, Tanzania, Ethiopia, and Uganda. The university may engage with one or more of these countries and may add other East African countries, if appropriate.

<sup>5</sup> The countries of ASEAN include [Indonesia](#), [Malaysia](#), the [Philippines](#), [Singapore](#), [Thailand](#), [Brunei](#), [Cambodia](#), [Laos](#), [Myanmar \(Burma\)](#), and [Vietnam](#). Again, the university may engage with one or more of these countries.



- **Curriculum/Co-Curriculum**—Each school and the College will identify ways to internationalize the curriculum and co-curriculum by infusing global awareness, knowledge, and cross-cultural competency throughout teaching, research, and service endeavors. Examples could include, but are not limited to the following:
  - Incorporate a language requirement or emphasis.
  - Develop a resource center for faculty with information about internationalizing courses and/or entire curricula.
  - Bring in speakers to the University Center for Innovation and Teaching Education (UCITE) to discuss ways to internationalize curriculum in many disciplines.
  - Develop a pathway for every student to have access to study abroad in every major.
  - Incorporate international student perspectives into classes and programs.
  
- **Initiatives Abroad**
  - Assure that a minimum of 50% of the undergraduate students engage in an educational abroad experience (including study, research, academic internships, etc.), with a minimum of 20% of all undergraduate students engaging in a semester or academic year experience by the end of the academic year 2019-2020.
  - In conjunction with faculty, identified pre-approved study abroad courses and study abroad plans to create a more seamless study abroad process for both students and the faculty advisors.
  - Identify and develop a catalog of international internship, research, and co-op options for undergraduate students.
  
- **On-Campus/Community Impact**
  - Utilize a national measure given at the beginning of each student’s CWRU career and upon graduation to determine global competency improvement.
  - Increase the number of undergraduate international students to a percentage that is consistently in the top 1/3 of AAU private universities by the 2019-2020 academic year, and commit to reporting on international enrollments at AAU private universities each fall.
  - Achieve greater diversity among our international students through the strategic use of need based financial aid and merit scholarships without jeopardizing our overall net tuition goals, while recognizing that enrollment patterns of international students will always reflect broader international trends.
  - Work with undergraduate domestic students to raise their level of cultural competency and understanding.
  - Develop intentional, measurable initiatives so that domestic and international students interact more fully on campus. Examples include, but are not limited to the following:
    - Become more intentional in housing placement.
    - Develop ways for ESL SAGES classes to interact.
    - Continue to develop and refine the International Student Success Series.<sup>6</sup>

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<sup>6</sup> The International Student Success Series is a series of weekly events, programs, and meetings for international students developed in collaboration with various student services offices at CWRU. This series is an extension of

- Increase the number of international exchanges.
- Provide intercultural workshops for domestic students.
- Further engage existing programs, such as the Spoken English Language Partner (SELP) program, the International Family Friendship program, and mentoring programs across campus.

**4. MAINTAIN AND EXPAND A COMMUNICATION INFRASTRUCTURE TO PROMOTE CAMPUS INTERNATIONALIZATION. (Obj. 3)**

- **Curriculum/Co-curriculum**
  - Develop the means to communicate different international course offerings across campus in order to cluster courses on related international topics into various minors.
- **Initiatives Abroad**
  - Develop a means of effectively communicating international activities and opportunities with alumni living in the U.S. and overseas.
  - Create and implement a strategy for communicating international achievements with international constituents, including international partners and potential donors.
  - Develop relationships with international governments to communicate ways in which collaboration can occur and to assist in recruiting students, particularly graduate and professional students.
  - Communicate achievements and develop a strategy to increase CWRU's standings in world rankings.
- **On-Campus/Community Impact**
  - Further develop the means for effectively communicating international activities and opportunities with students, faculty and staff at CWRU.
  - Create a strategy for communicating international achievements with local constituents and potential donors.
  - Coordinate/support/facilitate international communication efforts of the individual schools.
  - Continue to develop a strong faculty-led internal advisory board structure to support, coordinate, and communicate university-wide international efforts.

**5. UTILIZE TECHNOLOGY TO CENTRALIZE INFORMATION ABOUT INTERNATIONAL ACTIVITIES AND RESEARCH ON CAMPUS TO ENABLE BETTER COLLABORATION. (Objs. 2 and 3)**

- **Curriculum/Co-Curriculum**
  - Create a database of pre-approved study abroad courses to simplify the study abroad course approval process.
  - Through technology, work with domestic and international colleges and universities to offer courses in real time across the different institutions,

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orientation programming and is designed to help international students transition and better understand the social and academic culture at CWRU.

perhaps creating a consortium of classes taught across institutions focusing on specialized topics.

- **Initiatives Abroad**
  - Develop the technology to coordinate international travel so that faculty and staff traveling abroad can add elements of recruitment, alumni support, development, and partnerships exploration to appropriate international trips.
- **On-Campus/Community Impact**
  - Transform the international agreement process to become more streamlined and user-friendly.
  - Create international activity and achievement reports to the schools and to external constituents to further promote and encourage activity and collaboration.
  - Develop a university-wide registration and approval system for all university funded international travel to provide risk management support (i.e., transportation out of an unsafe region, assistance in a medical emergency, etc.) so that all faculty, staff, and students are protected as they travel abroad.

**6. COLLABORATE WITH EXISTING UNIVERSITY STRUCTURES TO IDENTIFY AND SECURE FUNDING SOURCES FOR VARIOUS INTERNATIONAL INITIATIVES. (Objs. 1, 2, and 3)**

- **Curriculum/Co-Curriculum**—Identify funding opportunities for donors and secure funds from donors to enable support of curricular issues, for example:
  - Scholarships for study abroad.
  - Scholarships to attract a breadth of international students to study at CWRU.
  - Scholarships for graduate student international research.
  - Curriculum internationalization grants.
- **Initiatives Abroad**
  - Identify funding opportunities for faculty research and education in order to internationalize the university.
  - Explore funding opportunities from governments and specific government agencies in other countries and develop the appropriate relationships to capitalize on these opportunities.
  - Explore funding opportunities from foundations interested in international research and education and develop the appropriate relationships to capitalize on these opportunities.
- **On-Campus/Community Impact**
  - Create appropriate international materials for potential donors.
  - Identify specific funding opportunities for donors and secure funds from donors, for example for the following outcomes:
    - Scholarships for incoming international students.
    - Naming the Center for International Affairs.

- Creating a chair within the Center for International Affairs.
- Creating internship and job opportunities with Northeast Ohio corporations and non-profits.
- Work with the Office of University Relations and Development to raise \$20 million for internationalization efforts under the auspices of the extended capital campaign.

**7. ENGAGE INTERNATIONAL ALUMNI SO THAT THEY BECOME MORE CONNECTED TO THE UNIVERSITY. (*Objs. 1, 2, and 3*)**

- **Curriculum**
  - Engage alumni in creating opportunities for CWRU students to conduct internships, research, and co-ops abroad.
  - Create alumni support networks for study abroad students.
- **Initiatives Abroad**
  - Provide opportunities for international alumni to support and promote CWRU recruitment by meeting with admitted students and working with prospective students and families.
  - Create avenues for alumni to raise the profile of CWRU in other countries and develop the CWRU international community.
- **On-Campus/Community Impact**
  - Prioritize international projects/correspondence/activities in conjunction with the Office of University Alumni Relations, the Case Alumni Association and other offices at CWRU that work with alumni.

## Appendix One

See attached Plan for Internationalization.

## Appendix Two

CWRU's mission statement:

*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.*

Focus on Internationalization in the strategic plan (p. 5):

*Over the past five years Case Western Reserve has made dramatic strides toward enhancing the global character of its campus. We have increased undergraduate participation in international experiences by nearly a third and quadrupled the number of international undergraduates in our entering classes. We have appointed our first campus-wide internationalization official, opened a Center for International Affairs, and created the first formal international student orientation.*

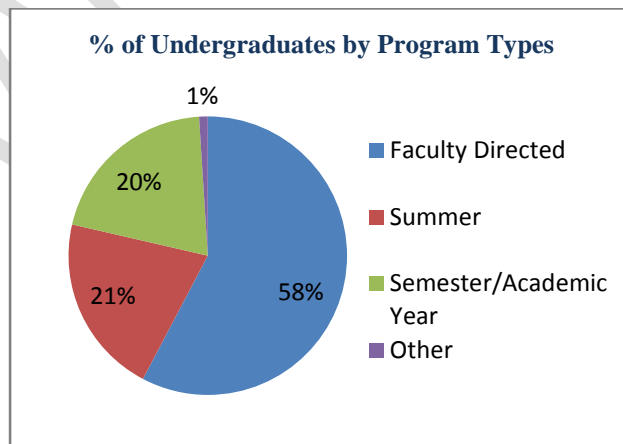
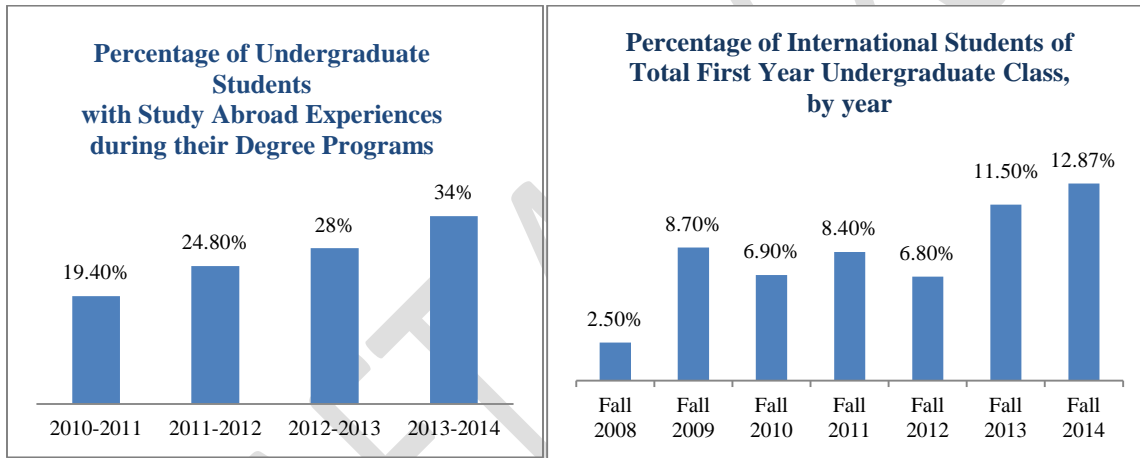
*In addition, we examined our existing international strengths, among them the medical school's global health center and the Jack, Joseph, and Morton Mandel School of Applied Social Sciences' innovative study abroad courses for all university students. Then, we built upon them: The Weatherhead School of Management launched three new international degree programs.*

*The law school dramatically expanded partnerships with law schools abroad. And the university is exploring multiple academic initiatives with universities and other organizations in Brazil.*

*We will deepen and expand the university’s international engagement over the next five years. As part of our efforts to graduate true global citizens, we will ensure that every undergraduate who wants an international academic experience has the opportunity to participate in one. We will seek additional research partnerships around the world. And we will execute the priorities articulated in the university’s internationalization strategic plan, completed in January, 2012.*

### Appendix Three

CWRU and the Center for International Affairs have accomplished much since the Plan for Internationalization was approved. Two major accomplishments have been the increase in the number of undergraduate students going abroad and the increase in undergraduate international students. Those trends are reflected in the charts below.





In addition to the increase in study abroad and the increase in international students, CWRU and the Center have a significant number of accomplishments related to the Plan for Internationalization. The table below breaks down each recommendation and lists applicable accomplishments.

#	Recommendation	Accomplishments
1	<b>Employ a comprehensive, cohesive university global strategy for internationalization.</b>	<ul style="list-style-type: none"> <li>• The Plan for Internationalization was created.</li> <li>• The Plan and the Center determined to concentrate on undergraduate education and building the foundation of the university’s initial global strategy (see recommendations 3,4,8,9,10, and 12).</li> <li>• The Center has taken a leadership role locally, statewide, and nationally in global initiatives (including participation in Global Cleveland, the Ohio Board of Regents Globalization Initiative, the Association of International Educators, NAFSA – Association of International Educators, etc.).</li> <li>• The Center has been working with the International Affairs Advisory Council and the International Affairs Visiting Committee to determine specific strategies moving forward.</li> </ul>
2	<b>Articulate a set of specific institutional strategic initiatives to solidify the university’s commitment to, and provide momentum for, internationalization of the university.</b>	<ul style="list-style-type: none"> <li>• The Center has worked with the schools and the College to create serious and sustained opportunities, including funding, with institutions and government agencies in Brazil and East Africa and is working to secure such opportunities in other parts of the world.</li> <li>• The Center has engaged the university community through education about international objectives (presenting at departmental/school-wide meetings, the Global Talk Series, country-focused interest sessions, newsletters, etc.).</li> <li>• Three advisory councils (International Affairs, Education Abroad, and International Student Services) are working to develop strategic areas of focus.</li> </ul>
3	<b>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.</b>	<ul style="list-style-type: none"> <li>• The Center created a fully functioning Office of Education Abroad.</li> <li>• The Center has worked with others on campus to increase undergraduates who study abroad from 19.4% in 2009/10 to 33.8% in 2013/14.</li> <li>• Education abroad opportunities for undergraduate students have been centralized and standardized.</li> <li>• The Center created significant infrastructure for study, research, and work overseas, including state-of-the-art technology to lay the foundation for study abroad.</li> <li>• The Center hired two study abroad advisors and a study abroad information specialist to work with students, bringing CWRU much closer to the service provided by peer institutions.</li> </ul>

#	Recommendation	Accomplishments
4	<b>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.</b>	<ul style="list-style-type: none"> <li>• The percentage of international students quadrupled in the first-year undergraduate class, from less than 3% in 2008/09 to approximately 12% in 2013/14 and 2014/15.</li> <li>• An International Students and Scholar Liaison was hired to support students and scholars.</li> <li>• The quality of and services for undergraduate international students has improved through programs like the International Student Success Series.</li> <li>• International Education Week has grown to become a significant event on campus, involving more than 10 offices at CWRU and in University Circle.</li> </ul>
5	<b>Request faculty to consider undergraduate curriculum initiatives.</b>	<ul style="list-style-type: none"> <li>• Faculty seed grants have supported faculty in developing new curricular initiatives, with the 2014 round of grants focusing largely on curriculum development.</li> </ul>
6	<b>Address internationalization issues affecting graduate and professional education, post-doctoral researchers, and faculty research, scholarship, and creative work and teaching.</b>	<ul style="list-style-type: none"> <li>• The Global Talk Series was created to support faculty and staff.</li> <li>• The Center has supported new initiatives in East Africa and Brazil, including signing major agreements and creating new opportunities for research and graduate work.</li> <li>• The Center supported Case School of Engineering in winning the PIRE: Partnership for International Education and Research grant, a \$3.8M National Science Foundation grant in partnership with schools in Brazil, Belgium, Italy, and the UK.</li> <li>• The Center has worked to recognize Fulbright Scholars through the International Achievement Dinner and the Fulbright plaques. The Center also has provided and increased the level of support for faculty applying for Fulbrights.</li> </ul>
7	<b>The Office of International Affairs should seek external funds to cover expenses, other than Center for International Affairs operating expenses and seed money for specific university initiatives, and it should take measures to ensure its accountability.</b>	<ul style="list-style-type: none"> <li>• CWRU has committed to assist the Center in raising \$20M in the extended capital campaign.</li> <li>• The Office of Education Abroad has joined the Generation Study Abroad initiative with a commitment to raise endowment funds in order to provide \$100,000/year worth of scholarships for students studying abroad.</li> <li>• The Center raised over \$200,000 to support its outreach in China.</li> <li>• The Center has on-going conversations with alumni, friends and foundations regarding funding for its initiatives.</li> </ul>

#	Recommendation	Accomplishments
8	<b>Build a structure for the Center for International Affairs to support internationalization.</b>	<ul style="list-style-type: none"> <li>• The Center for International Affairs opened in September, 2011, with nine employees. Currently the Center has grown to twelve staff with three fully functioning units: Global Strategy, Education Abroad, and International Student Services.</li> <li>• Three internal faculty advisory councils have been created to support the Center units.</li> <li>• The Office of Education Abroad has adopted state-of-the-art education abroad technology, which has vastly improved the experience for students who apply to have an experience abroad and faculty who lead them.</li> <li>• This Office of International Student Services has engaged a company to develop first-of-its-kind technology to create a paperless office, which will be a major advancement in processing government documents for students.</li> </ul>
9	<b>Establish university-wide risk management policies and practices.</b>	<ul style="list-style-type: none"> <li>• The Center has developed a comprehensive, university-wide emergency management plan, approved in April, 2014.</li> </ul>
10	<b>Develop the technology to support internationalization.</b>	<ul style="list-style-type: none"> <li>• The Office of Education Abroad employs state-of-the-art technology to allow students to apply for study abroad and register their travel, to monitor student activity for risk management purposes, and to track study abroad data and exchange balances.</li> <li>• The Office of International Student Services is actively moving towards a seamless and paperless integration of data.</li> </ul>
11	<b>Take measures to enhance engagement of international alumni with internationalization efforts at CWRU.</b>	<ul style="list-style-type: none"> <li>• The Center works with the Office of University Alumni Relations and the Case Alumni Association to engage international alumni in London, Paris, India, Thailand, Malaysia, and elsewhere.</li> <li>• Working through the Center, alumni in London have supported students in the CWRU in London at RADA (Royal Academy of Dramatic Art) program.</li> </ul>
12	<b>Communicate about international activity and internationalization at CWRU.</b>	<ul style="list-style-type: none"> <li>• The Center published its first annual report in April, 2014 (see <a href="http://case.edu/international/pdfs/Annual%20Report%20%202013.pdf">http://case.edu/international/pdfs/Annual%20Report%20%202013.pdf</a>).</li> <li>• Four electronic newsletters (think: international—a monthly newsletter for external audiences; Center Updates—a bi-weekly newsletter to faculty and staff; Education Abroad Update—a bi-weekly update for students interested in education abroad; and ISSNews—a weekly newsletter for international students that shares important immigration and engagement information) are regularly sent out to</li> </ul>

#	Recommendation	Accomplishments
		<p>communicate international activity and achievement and share important information with CWRU and the community. Combined, these e-newsletters reach over 5000 readers.</p> <ul style="list-style-type: none"> <li>• The Center has developed a Global Talk Series for faculty/staff and celebrates faculty and staff achievements through the International Achievement Dinner.</li> </ul>

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## Appendix Four

CWRU has significant relationships with institutions in a variety of countries. We expect our ongoing relationships, such as our commitment to working with institutions in China, to continue to expand and grow. In addition, CWRU is exploring a growth in our international presence in additional key areas.

The Center for International Affairs, working with advisory councils, faculty across campus, and students, went through a year-long process to determine focus areas to develop a CWRU strategic international presence. Initially, the International Affairs Advisory Council, made up of faculty from all of the schools and the College as well as staff, agreed that CWRU would focus on countries or areas to develop this presence using the following criteria:

1. Areas in which there was already a strong CWRU presence of faculty, students, or alumni;
2. Areas of significant opportunity; and/or
3. Areas of significant outside relationships—including government, universities, foundations, and influential persons.

Working with a group of students from the Weatherhead School of Management, the Center mapped current CWRU global activity, nationalities of international students, and international alumni presence to determine areas where strong activity already existed. The Center then took the top eight countries/areas to the International Affairs Visiting Committee and the International Affairs Advisory Council. These countries/areas were narrowed down to Uganda, India, the Association of Southeast Asian Nations (ASEAN),<sup>7</sup> Brazil, and Turkey.

During the 2013/14 academic year, the Center invited any faculty or staff working in these areas to a series of lunches to discuss current and future activity. Thirty to fifty faculty members participated in each area discussion. While all five areas continue to be of interest, the International Affairs Advisory Council and the Center narrowed the list down to three countries/regions for specific, initial concentration: East Africa (including Uganda and countries in the East African community), Brazil, and the ASEAN region. The specific reasons for choosing each area are listed below.

China—CWRU has multiple pre-existing significant relationships with institutions in China. All of the seven schools and the college have active initiatives with Chinese colleagues, and these are expected to continue to expand in the coming years. China is considered an area where CWRU has established and is in the process of strengthening its relationships.

East Africa—CWRU has been engaged in Uganda for over 25 years, with faculty from six of the seven schools and the College, developing various levels of research and education. For a history of CWRU's involvement in Uganda, especially through the School of Medicine and College of Arts and Sciences, see <http://newartsci.case.edu/magazine/fall-2011/at-the-epicenter-of-an-epidemic/> and

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<sup>7</sup> ASEAN countries are: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Cambodia, Laos, Myanmar (Burma), and Vietnam.

[http://www.case.edu/international/engagement/interventions\\_and\\_innovations.html/](http://www.case.edu/international/engagement/interventions_and_innovations.html/). Activities with other schools have been increasing after the signing of an MOU with the International Law Institute – African Centre for Legal Excellence. Both the School of Law and Weatherhead School of Management have been working with ILI-ACLE to create programs in the region. As a result of the engagements, CWRU has several hundred alumni in the region. These efforts are already significant, and additional focus in this area will only help to solidify CWRU presence and influence.

Brazil—With the advent of the Brazil Science Mobility Program, an initiative launched by the President of Brazil to send 100,000 Brazilian students to foreign countries for a portion of their higher education, CWRU has been actively engaged with Brazilian governmental agencies, Brazilian universities, and Brazilian private corporations. CWRU has signed an MOU with CAPES, the Brazilian Federal Agency for the Support and Evaluation of Graduate Education. As a result of this initial MOU, both the Case School of Engineering and the School of Medicine are working on significant relationships in Brazil.

ASEAN Region—The ASEAN region was not originally included in the list of areas to strengthen CWRU’s international presence; however, after meeting with faculty and staff from around campus, it quickly became evident that the university already was engaged in the ASEAN region and there was widespread interest and support for expanding these relationships. Based on interest across campus, CWRU’s significant alumni presence in the ASEAN region, and existing relationships, the ASEAN region was included as an emphasis for developing a university-wide relationship.