



CENTER FOR
INTERNATIONAL AFFAIRS

Plan for Internationalization

Phase II

April, 2015

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**CASE WESTERN RESERVE UNIVERSITY
PLAN FOR INTERNATIONALIZATION
PHASE II
April, 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 (2013-2018)*. 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 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 Plan for Internationalization 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, together with the international engagement section contained 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 students, research, and alumni. While graduate students, research, and alumni were discussed in the initial plan, the concentration in Phase I was undergraduate students, as the International Planning Committee (IPC) recognized that internationalization efforts for the undergraduate student body 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 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 its 2013-2018 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 was much more streamlined, involving the staff of the Center initially, broadening to the Center’s advisory councils and university leadership groups, and then to the campus and beyond. As detailed elsewhere in this document, 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 have had 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) and meeting with key leadership groups on campus, including the deans and leadership organizations in various schools and the College.¹ Each of these groups made comments and suggestions. Phase II was presented to the full campus community, through open forums, meetings with academic departments and administrative units, email and social media contributions, and input from alumni and others beyond the university. This input, which occurred during the 2015 Spring Term, allowed the campus community to further develop and refine Phase II. Phase II was endorsed by the Faculty Senate on April 23, 2015, and accepted by the Provost.

¹A full list of leadership organizations across campus to which Phase II was presented can be found in Appendix Five .

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.

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 and specifically at 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 a 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 advisor 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 relationships² to increase opportunities for research and collaboration for the mutual benefit of both CWRU and our international partners.³ 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,⁴ and the ASEAN region⁵ 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.

² See the explanation of *university wide international relationship* in the important concepts section of Phase II on Page 6.

³ 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 areas of the world—specifically 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.

⁴ 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.

⁵ 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.

- 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*)

- **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, identify 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.⁶
 - 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.

⁶ 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 orientation programming and is designed to help international students transition and better understand the social and academic culture at CWRU.

- 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, 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.

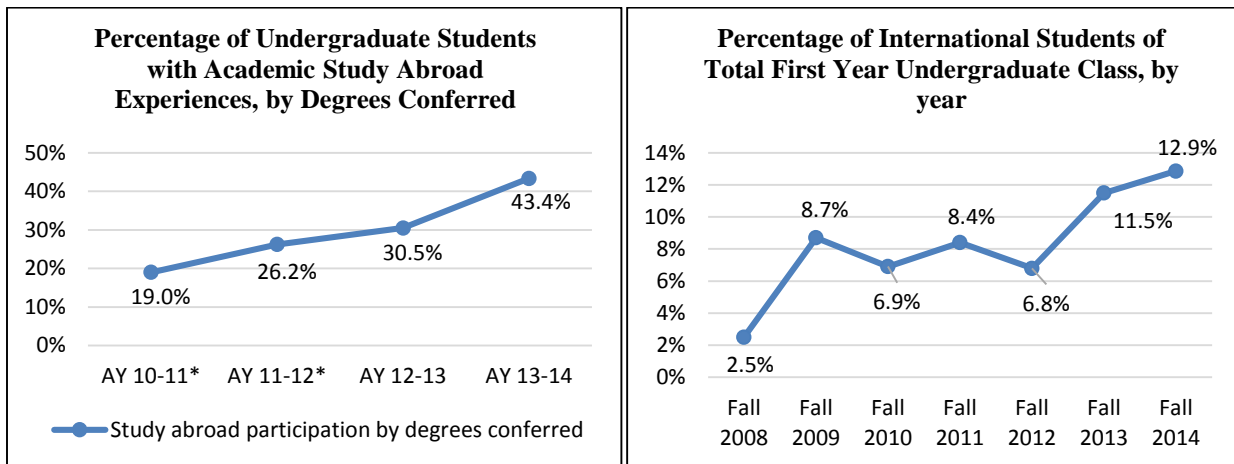
In addition, we examined our existing international strengths, among them the medical school's global health center and the Jack, Joseph, and Morton Mandel School of Applied Social Sciences' innovative study abroad courses for all university students. Then, we built upon them: The Weatherhead School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

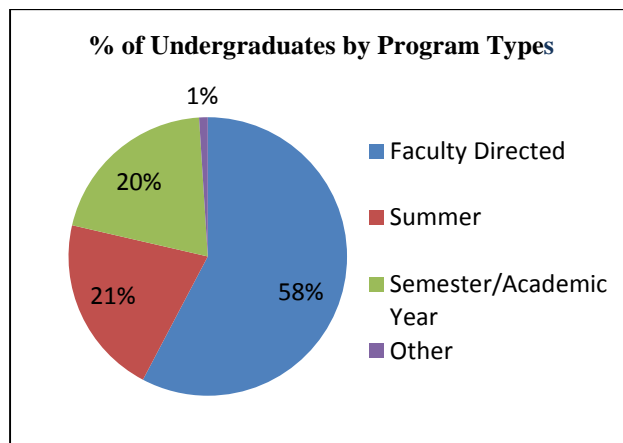
We will deepen and expand the university’s international engagement over the next five years. As part of our efforts to graduate true global citizens, we will ensure that every undergraduate who wants an international academic experience has the opportunity to participate in one. We will seek additional 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.



**Years 2010-11 and 2011-12 may not include academic non-credit students*



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	Employ a comprehensive, cohesive university global strategy for internationalization.	<ul style="list-style-type: none"> • The Plan for Internationalization was created. • 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). • 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.). • The Center has been working with the International Affairs Advisory Council and the International Affairs Visiting Committee to determine specific strategies moving forward.
2	Articulate a set of specific institutional strategic initiatives to solidify the university’s commitment to, and provide momentum for, internationalization of the university.	<ul style="list-style-type: none"> • 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. • 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.). • Three advisory councils (International Affairs, Education Abroad, and International Student Services) are developing strategic areas of focus.
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.	<ul style="list-style-type: none"> • The Center created a fully functioning Office of Education Abroad. • The Center has worked with others on campus to increase undergraduates who study abroad from 19.0% in 2010/11 to 43.4% in 2013/14. • Education abroad opportunities for undergraduate students have been centralized and standardized. • The Center created significant infrastructure for study, research, and work overseas, including state-of-the-art technology to lay the foundation for study abroad. • 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.

#	Recommendation	Accomplishments
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.	<ul style="list-style-type: none"> • The percentage of international students has more than quadrupled in the first-year undergraduate class, from less than 3% in 2008/09 to over 12% in 2014/15. • An International Students and Scholar Liaison was hired to support students and scholars. • The quality of and services for undergraduate international students has improved through programs like the International Student Success Series. • International Education Week has grown to become a significant event on campus, involving more than 10 offices at CWRU and in University Circle.
5	Request faculty to consider undergraduate curriculum initiatives.	<ul style="list-style-type: none"> • Faculty seed grants have supported faculty in developing new curricular initiatives, with the 2014 round of grants focusing largely on curriculum development.
6	Address internationalization issues affecting graduate and professional education, post-doctoral researchers, and faculty research, scholarship, and creative work and teaching.	<ul style="list-style-type: none"> • The Global Talk Series was created to support faculty and staff. • The Center has supported new initiatives in East Africa and Brazil, including signing major agreements and creating new opportunities for research and graduate work. • 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. • 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.
7	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.	<ul style="list-style-type: none"> • CWRU has committed to assist the Center in raising \$20M in the extended capital campaign. • 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. • The Center raised over \$200,000 to support its outreach in China. • The Center has on-going conversations with alumni, friends and foundations regarding funding for its initiatives.

#	Recommendation	Accomplishments
8	Build a structure for the Center for International Affairs to support internationalization.	<ul style="list-style-type: none"> • 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. • Three internal faculty advisory councils have been created to support the Center units. • 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. • 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.
9	Establish university-wide risk management policies and practices.	<ul style="list-style-type: none"> • The Center developed a comprehensive, university-wide emergency management plan, approved in April, 2014.
10	Develop the technology to support internationalization.	<ul style="list-style-type: none"> • 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. • The Office of International Student Services is actively moving towards a seamless and paperless integration of data.
11	Take measures to enhance engagement of international alumni with internationalization efforts at CWRU.	<ul style="list-style-type: none"> • 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. • Working through the Center, alumni in London have supported students in the CWRU in London at RADA (Royal Academy of Dramatic Art) program.
12	Communicate about international activity and internationalization at CWRU.	<ul style="list-style-type: none"> • The Center published its first annual report in April, 2014 (see http://case.edu/international/pdfs/Annual%20Report%20%202013.pdf) and second annual report in April, 2015 (see: http://www.case.edu/international/pdfs/Annual%20Report%202014.pdf) • 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

#	Recommendation	Accomplishments
		<p>international students that shares important immigration and engagement information) are regularly sent out to 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"> • A major portion of the Fall/Winter, 2014 Edition of <i>Think Magazine</i>, the University's magazine, was devoted to CWRU's global reach and internationalization. The magazine was seen by more than 170,000 households. • The Center has developed a Global Talk Series for faculty/staff and celebrates faculty and staff achievements through the International Achievement Dinner.

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),⁷ 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 four countries/regions for specific, initial concentration: China, 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

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

College of Arts and Sciences, see <http://newartsci.case.edu/magazine/fall-2011/at-the-epicenter-of-an-epidemic/> and 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 are 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.

Appendix Five

Over the course of the fall 2014 and spring 2015 semesters, Phase II of the Plan for Internationalization was presented to 32 leadership groups across campus.

University Leadership Teams and Open Forums

Academic Affairs Council
Campus Open Forum (2)
Career Center
Dean's Council
Education Abroad Advisory Council
Faculty Senate (2)
Global Talk Open Forum
International Affairs Advisory Council
International Affairs Visiting Committee
International Student Services Advisory Council
Provost Advisory Council
Staff Advisory Council
Student Affairs Directors

Student Groups

Graduate Student Senate
Multicultural Student Roundtable
Residence Hall Association
Panhellenic and Inter Fraternity Council
Undergraduate Student Government

Case School of Engineering

Dean's Executive Committee
Executive Committee
Policy Committee
Department of Materials Science and Engineering Faculty

College of Arts and Sciences

Chairs Meeting
Executive Committee
Department of Art History Faculty
Department of Chemistry Faculty
Department of Classics Faculty
Department of Mathematics Faculty
Department of Music Faculty
Department of Political Science Faculty
Department of Religious Studies Faculty
Department of Sociology Faculty

Jack, Joseph & Morton Mandel School of Applied Social Sciences
Steering Committee

Francis Payne Bolton School of Nursing
Dean's Cabinet
Executive Committee

School of Dental Medicine
Pediatric Dentistry Group

School of Law
Senior Management

School of Medicine
Dean's Leadership Team
Department of Epidemiology and Biostatistics Faculty
Global Center for Health and Disease

Weatherhead School of Management
Department Chairs Meeting



CENTER FOR
INTERNATIONAL AFFAIRS

***Plan for
Internationalization***

January, 2012

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THE IMPORTANCE OF INTERNATIONALIZATION AT CASE WESTERN RESERVE UNIVERSITY

Why is Internationalization Important?

As the International Planning Committee (IPC)¹ creates a plan for internationalizing² 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 21st 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 Center for 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.

¹ A list of acronyms used in this Plan appears in Appendix 1.

² 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*³, 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 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

³ 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 CWRU, 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 initial global strategy for the university, undergraduate education and university-wide infrastructure. Issues primarily related to graduate and professional education, international research and scholarship and a broader global strategy, 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, CWRU 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—*the process by which institutions foster global learning*—and related terms.⁴

“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.*

⁴ 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.

Such initiatives should:

- 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 and
- Involve participation, contribution or interaction of multiple academic units.

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. Strategies should be developed on near-, medium and long-term bases, including a set of three to six specific, significant internationalization initiatives that can be undertaken with meaningful results within a period of five years.

The IPC acknowledges the work of the Global Strategy Working Group in supporting the development of recommendations 1 and 2.⁵ This work has been instrumental in articulating the goals and parameters of international strategy and in beginning to identify near-term initiatives and other specific institutional action. The IPC endorses continued focus on the near-term initiatives currently underway, or expected to be underway shortly, as more fully described in the report of the Global Strategy Working Group. Development of specific medium- and long-term internationalization strategies for the university, and refinement of the initial near-term strategies, is a complex task that will require additional time and attention. This effort should continue under the direction of the Associate Provost for International Affairs, the Center for International Affairs Advisory Council and the Center's Visiting Committee. Additionally, input from and reports to the university community, including the President, Provost, deans, faculty, students and staff, will be essential to the process.

The range of initiatives should address undergraduate education consistent with the emphasis in this Plan, but should also expand to include research and graduate/professional/post-doctoral education since they will be reviewed in the next phase of international planning.

Recommendations for specific strategic initiatives should:

- Identify a portfolio of geographic sites, university partners and types of engagement (including the rationale for such recommendations),
- 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,

⁵ The report of the Global Strategy Working Group is attached as Appendix 5.

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 approved institutions 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 approved overseas programs, 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 inclusion of programs on the 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.

Financially neutral options for the student should be available for long-term study abroad.

Ideally, all approved long-term study abroad programs should be “financially neutral,” meaning that the total financial cost to the student for tuition, room and board, round-trip travel expenses to the study abroad destination, and insurance for study abroad should not be significantly different than the cost to the student for study on campus in Cleveland and that the cost to

CWRU is financially feasible. 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 Center for 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 scholarship⁶ 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,

⁶ 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.

recommends that the Center for 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 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 Center for 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 CENTER FOR INTERNATIONAL AFFAIRS 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 Center for 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 Center for 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 Center for 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 global strategic initiatives 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 Center for International Affairs. The IPC recognizes that there will be internationalization efforts that fall within the scope of responsibility of university offices

working with the Center for 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 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 identified in recommendation 2. Specifically, priorities identified in this report but not covered by Center for International Affairs operating funds will require fund-raising. Also, the new initiatives identified pursuant to recommendation 2 will require funds to sustain them.

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

- 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 Center for International Affairs should assess annually whether these experts should be augmented with a staff person in the Center for 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 as considered and then identified in the process set forth in recommendation 2.
- 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 Center for International Affairs should take measures to ensure its accountability. To strengthen the accountability of the Center for International Affairs to the schools and college and other university constituencies, the Center for 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 CENTER FOR 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 many of those recommendations have either been implemented or are in the process of implementation. On September 8, 2011, a physical location for international activities at CWRU was inaugurated as the Center for International Affairs in Tomlinson Hall. The administrative structure for key international activities and programs has been brought together; the Office of Education Abroad, the Office of International Student Services and the Office of International Affairs have been joined administratively under

the Center for International Affairs. Two new persons have been hired in the positions of Director for International Affairs and Study Abroad Advisor, and are now fully functioning in those roles.

Subsequent work by the OIA Working Group has resulted in additional recommendations (described in its second report attached as Appendix 10). Based on the work contained in the additional recommendations, the IPC endorses the following:

- While the Office of Immigration and Human Resource Services retains primary responsibility for international scholars and faculty members, the Office of International Student Services should support this population and help to meet their acclimatization needs. To carry out these additional duties, the Office of International Student Services should be provided with necessary additional resources.

Over time the Office of Human Resources should work with the Center for International Affairs to determine whether the Office of Immigration and Human Resource Services should become a functional part of the Center. This administrative change should be further considered if it will enhance implementation of the university's strategic plan to centralize internationalization efforts and allow for more efficient coordination of services to international students, scholars, and faculty members.

- The Center for 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 Center for 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 Center for 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 Center for 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 Faculty⁷ 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 for International Affairs (ex officio)
- The Center for 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 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 for International Affairs, and the Center for 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 Center for 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 Center for 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

⁷ 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.

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 Center for 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 Center for 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 Center for 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 and beyond.

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 Center for 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 Center for 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 tool⁸
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
2. Development of a long-term comprehensive database of international activity at CWRU
3. Establishment of the Center for International Affairs

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

4. Implementation of recommended organizational structure for the Center for 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 Center for 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.

The Center for 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

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