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Internationalization Self-Study

Internationalization Task Force
Sacred Heart University

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Prepared by:

Internationalization Task Force

Sacred Heart University

February 2015

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INTRODUCTION

Sacred Heart University (SHU) was accepted into the 2013-2015 American Council on Education (ACE) Internationalization Laboratory program. The Internationalization Laboratory is an invitational learning community of the ACE that aids participating colleges and universities in achieving comprehensive internationalization.

Comprehensive Internationalization, as defined by the ACE Center for International and Global Engagement (CIGE) is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions¹. The CIGE Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs:

- Articulated Institutional Commitment
- Administrative Structure and Staffing
- Curriculum, Co-curriculum, and Learning Outcomes
- Faculty Policies and Practices
- Student Mobility
- Collaboration and Partnerships

As a part of the ACE International Laboratory program, the Sacred Heart Internationalization Task Force met monthly in an effort to determine the following questions:

- What in our institutional history, culture, and values is informing our current goals for internationalization?
- What do we want to accomplish through strategic partnerships, curricular, co-curricular activities, mobility, and programs in this area?
- What would be a distinguishing niche for our institution in this arena, given our particular identity and strengths?

To begin the internationalization review, the Task Force welcomed Dr. Barbara Hill to campus. Dr. Hill is the ACE Senior Associate for Internationalization and the point person for the SHU Task Force. During her visit, Dr. Hill met with the president, provost, deans' counsel and the Task Force. Her meetings prepared her to work with the Task Force to further their research and the objectives of internationalization at SHU.

¹ American Council on Education (2014). *CIGE Model for Comprehensive Internationalization*. Retrieved from <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>

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UNIVERSITY PROFILE

Founded in 1963 and located in Fairfield, Connecticut, SHU is a coeducational, independent, comprehensive institution of higher learning rooted in the liberal arts and Catholic intellectual traditions. Purposed faith, commitment to passionate service and relentless pursuit and embrace of intellectual exchange are the essential elements of SHU as an institution and as a community.

With more than 6,400 students (3,488 full-time undergraduates, 685 part-time undergraduates and 2,234 graduate students), SHU is the second-largest Catholic university in New England. *U.S. News & World Report* ranks the University among the best regional universities in the North in its annual “America’s Best Colleges” publication.

SHU consists of five colleges: College of Arts & Sciences (CAS), John F. Welch College of Business (WCOB), College of Health Professions (CHP), Isabelle Farrington College of Education (FCE) and University College (UC), which provides evening, weekend and accelerated courses for adult learners. The University’s current five-year strategic plan, approved by its Board of Trustees in 2011 and recently extended through 2017, emphasizes five goals:

Goal 1: Increase Academic Excellence and Distinctiveness

Goal 2: Develop a Student Development Plan of Learning and Living Outside the Classroom

Goal 3: Build New Facilities and Upgrade Existing Infrastructure to be More Competitive

Goal 4: Strengthen the Long-term Financial Stability of the University

Goal 5: Deepen the Commitment to the Mission and Catholic Identity of the University

IPEDS

In AY 2013/14, 11% enrolled full-time at SHU, of these students 77% received grant or scholarship assistance, while 62% received federal financial loans. The total tuition and fee cost for undergraduate students is \$35,050 and graduate student tuition and fees amount to \$22,775. 68% of the student population identified themselves as ethnically Caucasian. Of the AY 2013/14 class, 87% of undergraduates were under the age of 24, while 75% of the graduate students were at least 25 years old. 71% of all students are from outside Connecticut, while only 1% of students are from a foreign country. 75% of undergraduates and 70% of graduates study on campus. The remaining students enrolled in hybrid or exclusively distance learning courses. The freshman retention rate is 81%. The most popular degree programs for undergraduate students are: Business and related programs; Health Profession and related programs; and Psychology. For Master students, Education, followed by Health Profession and related programs, and finally Business and related programs are the top three most often studied fields. SHU employs 89 tenured faculty, with 56 faculty on the tenure track and 104 instructors on yearly contracts. The student-faculty ratio is 14:1, and 44% of the University’s classes have fewer than 20 students (see Appendix B).

International Units at SHU

Three units oversee different international responsibilities at SHU. Within the Student Affairs division, Career Development, International Admissions, and SEVIS administrator are organized. The SEVIS administrator reports to the Dean of Students. The Provost and Vice President of Academic Affairs oversees the colleges, as well as the SHU in Dingle program and SHU in Luxembourg program. Also reporting to this unit are Global Affairs and the Vice Provost of Special Academic Programs. Global Affairs oversees study abroad programming and campus internationalization. The Vice Provost of Special Academic Programs oversees the ESL program. The Vice President of Mission and Catholic Identity oversees the Office of Volunteer Programs and Service Learning (VPSL), which includes short-term volunteer programming abroad (see Appendix C).

EXECUTIVE SUMMARY

Teaching and Curriculum

The Teaching and Curriculum subcommittee collected University-wide data on internationalization in in course curriculum. Levels of course internationalization varied across the undergraduate and graduate curricula; however, there are several strengths that transcend each college: faculty who are themselves international, faculty who very much support internationalizing curriculum, study abroad, faculty/student exchange; and courses/programs that include or focus on internationalization. The subcommittee was able to determine initial baseline criteria for internationalizing courses. In all colleges, one of the biggest needs is for more financial resources to develop, implement, and expand internationalization in teaching and curriculum, and a desire to recruit more international students. Several recommendations have been made by the subcommittee to accomplish teaching and curriculum internationalization goals. These include curricular development strategies and leveraging technology, as well as providing faculty with professional engagement opportunities and students with programs to expand their worldview.

Research, Grants, and Contracts

The Research, Grants, and Contracts subcommittee assessed the current state of international research at SHU, identified strengths and weaknesses in the university's international research profile, and determined possible paths to increase and improve the institution's international research profile. SHU has a broader international research profile than expected prior to data collection; however, a few active faculty performs much of the international research, and many faculty do not have experience in the field of international research. A total of 186 products (papers, book reviews, presentations) of international scholarly research were completed during the period of 2009-2014. These works covered data from 38 countries in all 6 continents. 46% of all research occurred in European countries. About 10% of SHU faculty participate in international research, but most do so only in a limited capacity. Only 2% of SHU faculty are heavily engaged in international research. Of those faculty, most focus their research on one or two countries, or a specific region. International scholarly products are found across all colleges and many departments. The WCOB has the highest number of international scholarly products per faculty member. Overall, 19 departments have produced a scholarly output in the last 5 years, led by the Finance and Economics departments in the WCOB, with 43 found scholarly products, followed by Foreign Languages and Cultures (26 products), Education, (24 products) Biology (19 products), and Management (18 products). In addition, there is a relationship between strategic partnerships and scholarly research. SHU recently signed a memorandum of understanding with the University College Cork (UCC), Institute of Technology-Tralee, and the Cork Institute of Technology. This partnership should serve to greatly increase the university's research profile in Ireland and Europe.

Strategic Partnerships

As of October 2014, the strategic partnerships subcommittee has accounted for 25 active, 8 in process, 1 informal, 2 retired, and 5 historic partnerships. The worldwide partnerships include universities and organizations in both developing and developed nations. Partnership organizations can be classified as educational institution, community organization, research institute, healthcare facility, or third party provider. Fifteen of the partner organizations fall under the educational institution category. Partnerships connected to study abroad, SHU in Dingle, CHP clinical programs, and service learning abroad are most active. The College of Arts and Sciences (CAS), the College of Health Professions (CHP), and the Welch College of Business (WCOB) are actively developing partnerships, many in developing countries. Most historic relationships were connected to admissions and English language recruiting efforts, as well as study abroad programming in Asia.

The subcommittee has identified best practices for identifying valuable partnerships. Partnerships must be classified as either strategic or transactional and require chain of action guidelines for initiating agreements to streamline processes and adhere to best practices as determined by SHU Internationalization Task Force recommendations. Measures such as engagement, or potential of future engagement, and strength of partnership should be used as indicators related to various

aspects of institutional collaboration and linkages. This will allow SHU to maximize the mutual benefit made possible by its partnerships.

Community Engagement

Both locally and regionally, the communities surrounding Sacred Heart University are a wealth of linguistic, economic and cultural diversity. Immigrant communities in the immediate area are well organized and provide multiple prospects for local universities (e.g. fairs, restaurants, businesses and events). Many Sacred Heart University student programs take advantage of these opportunities. In respect to community engagement and internationalizing the curriculum, the subcommittee found that there are several faculty working with non-profit organizations that focus their work outside the United States. Examples of this engagement most often includes SHU students. These organizations work in varied geographies including Bangladesh, Haiti, Central America, Turkey and Israel. From the data garnered from the faculty survey, there is evidence of strong interest in connecting with and developing relationships with internationally focused non-profits. Furthermore, this interest aligns with three of the AACU high impact practices (global engagement, service learning and undergraduate research). Faculty cite a need for a clearinghouse of organizations and leadership in matching their skill sets and interest with the appropriate organization. Making this connection will require staffing support, professional development and explicit departmental assignment. Furthering this support should include the development of a central website that consolidates the information.

University Life and Culture

The University Life and Culture subcommittee documented and evaluated current co-curricular and alumni/ae activities as related to “Internationalization at Home,” as well as evaluated current levels of interest, familiarity, and readiness to support internationalization, including the intersection between multiculturalism and internationalization, within the university community.

The University offers a wide range of co-curricular international programs and opportunities; however, these represent a relatively small proportion of extracurricular activities overall. Moreover, the University does not recognize about a third of international and diversity related co-curricular clubs and activities. Internationalization-related activities within the Office of Alumni relations are limited, but there are opportunities for expansion and development. In addition, the purchase or development of a system to capture expatriate and international alumni/ae contact information would aid in continued alumni/ae engagement.

The results of the Student Perceptions and Interests Survey, which in some important ways is limited in terms of its representation of the SHU student body, suggests a complex picture with regard to internationalization and university culture. The survey participants indicate they have experienced little academic related travel outside of the United States; perceive social, intellectual, cultural, and career value in such international travel and study; and are interested in academic international experiences, yet do not favor such experiences as a required part of the curriculum. Many students also indicate that they have relatively limited experience with others who are culturally different from them. They tend to regard themselves as competent in the area of cultural awareness and appreciation, although few have studied foreign languages at the university level. To a large extent, students indicate that there are sufficient co-curricular international and diversity related opportunities and programming on campus, but that the same is perceived as limited within the curriculum and the student composition of their classes. With regard to the intercultural climate at SHU, student perceptions is mixed: on the one hand they find the climate to be one characterized tolerance, and acceptance, while on the other hand, they perceive that students of cultural backgrounds different from the majority may be ill at ease at many co-curricular events. Incidents of outright prejudice and discrimination focused on cultural difference are perceived to be limited; to the extent that they do exist, they are perceived to originate with students and are concentrated in residential areas. Overall, students tend to indicate that the senior administration of the University does address issues of diversity, but that more curricular and co-curricular opportunities and programming are desirable and would improve the intercultural climate at SHU.

Faculty Perceptions and Interests Survey responses, as a whole, demonstrate strong support of international engagement by faculty. Highlights from the quantitative data show the following: (a) 53% believe that learning a foreign language is essential for an undergraduate education; (b) 49% responded positively in an interest in developing collaborative online courses; (c) 74% responded positively in feeling that individuals who background differs from their own is an essential part of education; (d) 48% agree that SHU strongly promotes faculty engagement in internationalization; (e) 81% are supportive of more awareness/sensitivity workshops or programs geared towards becoming more aware of the needs of racial/ethnic minorities; and, (f) 82% support requiring all students to take at least one general education course that focuses on issues, research, and perspectives on racial/ethnic minorities.

Education Abroad

SHU encourages students to take advantage of education abroad programming. The university offers a variety of opportunities around the world for students, which includes programming that supports a broad range of educational, professional, and personal objectives. The university's program portfolio includes traditional, credit-bearing semesters; short-term study abroad; exchange programming; several internship opportunities; and short-term credit and non-credit bearing options in clinical health profession and service learning. SHU operates two campuses abroad, in Dingle, Ireland and Luxembourg City, Luxembourg. Between AY 2009/10 and AY 2013/14, total education abroad enrollments has increased by 106% (n=165; n=340) – semester enrollments have increased by 26% (n=31; n=39), and short-term enrollments have increased by 125%. The total participation rate have increased 81% during this time. The majority of education abroad programming occurs in the realm of traditional study abroad programs – semester and faculty-led – and an overwhelming majority of all education abroad participants elect short-term programs with an average time abroad of two weeks. The majority of students participate in programs where English is the course and program language. Study abroad students prefer to study abroad in an English language setting, while CHP and VPSL students all attend programs in the Caribbean and Latin America.

The Education Abroad Subcommittee recommends encouraging students to have varied international experiences in non-traditional locations, as well as pursuing recommended actions related to academic integration, affordability, and diversity of program portfolio. For example, more programming should be developed and made available for the Health Sciences, based on student demand. International internship programs is another option that could be grown and expanded, as well as the encouragement of Fulbright Scholarship applications. The financial barrier that many students face for all education abroad programming is a real obstacle. The WCOB tuition waiver program has proved to be the most successful in encouraging students to participate in education abroad programs. This model could be expanded across the Colleges allowing for a great number and diversity of students to participate in education abroad opportunities.

International Student and Scholar Services

The past 18 months have seen sizable growth in the SHU's international student population, most notably at the graduate level in Computer Science and the intensive English language program. Although international students are financially profitable to the University, infrastructure and supports have not kept up with increase in student population. This issue is currently being addressed in two ways: in a committee on graduate education and individual efforts by many faculty and staff members. Undergraduate admissions offers an area for potential growth. SHU runs counter to the national trend in this area.

Faculty and Staff Global Experience Survey

The purpose of this inquiry was to survey SHU faculty and staff on their global experiences, identify areas of expertise and opportunities on which to expand, and recommend methods for public display and continued data capture. The information collected included international demographics, education, teaching experience and research abroad, language experience, and international institutional connections. With an 8% response rate for staff and a 27% response rate for faculty, results revealed that nearly half of all respondents indicated that they were able to communicate in a language

other than English, with 37 different languages reported. The subgroup had significantly more experience abroad than those who reported speaking only English, while those who were non-white had slightly more experience abroad than whites. In examining research and scholarship, one-third of the respondents had traveled abroad to attend at least one conference, and nearly a fourth of the respondents had conducted research abroad during the last five years. Notable was that 22% of the respondents indicated that they have published in an international journal and/or have active professional contacts with universities or departments abroad; 14% have taught a course at an institution abroad; and, 12% indicated that they received an international award or fellowship.

The information gathered on the SHU community from this survey yielded a better understanding of the depth of experience, and expertise among faculty and staff. The subcommittee recommends that the foundation to be established is to take each opportunity, and build upon itself. As such, SHU should strive to increase and enhance global experiences, and reward those who embrace this. The university needs to identify best practices and then support faculty and staff who foster these practices. Continued data collection is necessary. In addition, SHU should proactively foster growth and development of its faculty and staff, as well as continue to support travel and other aspects associated with scholarship. With diversification of global experiences come different perspectives and richer academic dialogues. With greater opportunities for global experiences come the increased potential for more scholarship, curriculum integration, and internationalization. With increased experiences come the ability to build upon the SHU community's intercultural competence. Thus, SHU should build upon more transnational collaborations that are meaningful and offer systematic ways in a variety of educational contexts.

Future Directions

This report serves as a self-study of the current state of internationalization at the University. The Internationalization Task Force is poised to develop the SHU's internationalization plan and support global learning opportunities for both faculty and students. The self-study, in addition to the report generated by the ACE Peer Review team, will inform a strategic plan for internationalization, to be presented to senior administration at the end of the spring 2015 term.

The University's goals for internationalization include:

- a. Moving the institutional culture forward by building global awareness and engagement throughout the university;
- b. Infusing global and diverse perspectives throughout the curriculum and connect internationalization to High Impact Practices, including (a) first-year seminars, (b) learning communities, (c) service learning, (d) undergraduate research, and (e) capstone courses and projects;
- c. Growing: (a) Fulbright opportunities for faculty and students, (b) the international population through the graduate, exchange, and sponsored student programs, and (c) opportunities for faculty development, research, and exchange abroad;
- d. Achieving J-1 visa status; and,
- e. Developing the support structures necessary to support internationalization goals.

The fundamental mission of Sacred Heart University is to assist in the development of human beings and of society by preparing its students to live in and make their contributions to the global community. Consistent with the University's Mission, the university has outlined a strategic vision to move the Institution forward and keep pace with the benchmarks of learning in the 21st century. SHU is fortunate to have strong pockets of international engagement and activities, as well as the support of many faculty. This self-study has highlighted areas of signature distinction as well as opportunities for continued development. SHU is poised to develop and support a distinctive commitment to internationalization, one that embodies the fundamental mission of the university in a global context. While participation in the ACE Internationalization Laboratory process has provided university stakeholders a means to coalesce around comprehensive internationalization, and much progress has been made towards this vision, conversations must continue around the recommendations of the SHU Internationalization Task Force and external peer reviewers.

SUBCOMMITTEE REPORTS

Subcommittees were formed to answer the questions put forth to the Task Force. Membership included faculty and staff from the wider SHU community. Subcommittees include: Teaching and Curriculum, Research, Grants, and Contracts, Strategic Partnerships, Community Engagement, University Culture, Education Abroad, International Students and Scholars, and Global Experience Survey.

Teaching and Curriculum

The breadth and charge of this committee is to: (a) review current SHU course offerings to determine number of courses that integrate international or global systems approaches into the classroom; (b) assess patterns (methods for internationalization, participation rates, etc.) as related to current courses; (c) compare and contrast undergraduate versus graduate student offerings; (d) explore options to add an international or global systems component to the existing SHU curriculum, and discuss obstacles and potential opportunities; (e) evaluate the visibility of international/global coursework, space for it within various majors, etc.; (f) conduct benchmark and aspirational institution comparisons as well as analysis of available resources; and, (g) identify and document proper procedures for development of international courses or modification of courses to include an international or global systems component.

Focusing on the first level of international curricular integration, the subcommittee analyzed a sample of courses to assess levels of internationalization represented in throughout SHU curricula (see Figures 1-2). Select syllabi from 10% or more of undergraduate and graduate courses offered in each college² were reviewed and ranked based on elements of internationalization represented using the ACE rubric for levels of course internationalization³.

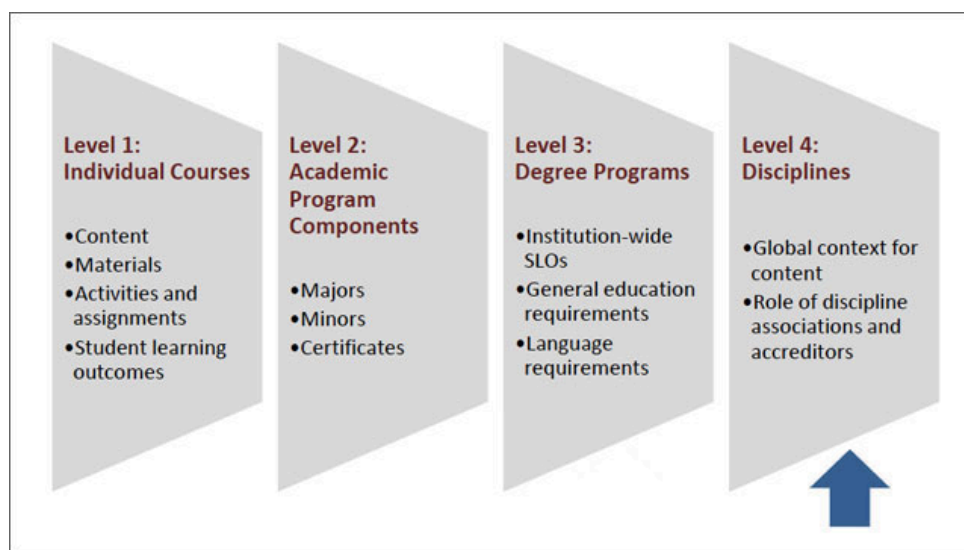


Figure 1. Levels of international curricular integration.

² Colleges of Arts and Sciences, Health Professions, Education, and Business

³ Helms, R.M. (2014). Internationalizing the curriculum: Part 1. Retrieved June 24, 2014 from <http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2013-December.aspx>

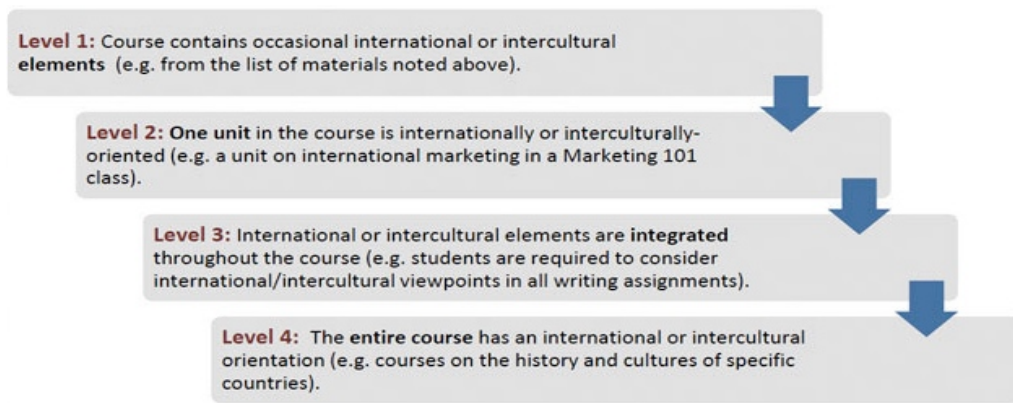


Figure 2. Levels of course internationalization.

Across all colleges, at all levels, SHU courses rank at a Level 2 (see Figure 3). Over a third of courses (40%) sampled from across the colleges contained little or no course internationalization elements, followed by 23% of courses rated at Level 2, 18% of courses rated at Level 3, and 19% of courses rated at Level 4. Individual colleges displayed varying levels of course internationalization. Overall, courses in the CAS received the most Level 4 ratings owing to multiple language and area studies courses situated in the College. The FCE ranked lowest among the colleges in representation of internationalized courses. Levels of course internationalization varied across the undergraduate and graduate curricula. For example, courses sampled in the WCOB suggest high levels of course internationalization at the graduate level, but less so for their undergraduate courses. In the CHP, clinical courses ranked higher on the course internationalization scale, which is congruent with preparing individuals to function effectively within today’s global healthcare system.

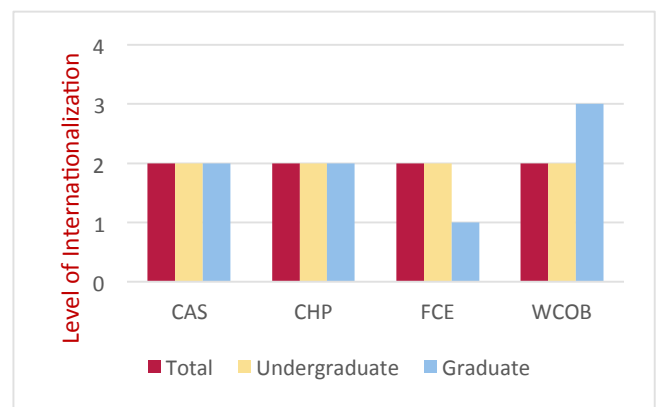


Figure 3. Average course internationalization.

While gathering 10% of SHU curricula is enough to draw conclusions on the overall status of course integration, it is still important to assess the remaining syllabi in an effort to continue to study the elements of internationalization across the curriculum, and develop concrete strategies to integrate internationalization into the academic culture at SHU. The subcommittee suggests that the first step towards greater course internationalization distributed equally across the Colleges is to build awareness about the importance of integrating substantial and meaningful elements of internationalization into curriculum planning and teaching practices (see Figures 4-5).

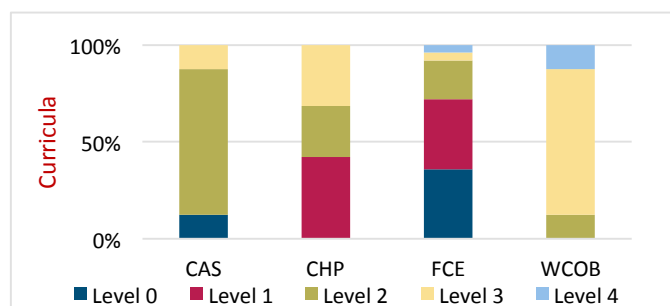


Figure 4. Undergraduate course information.

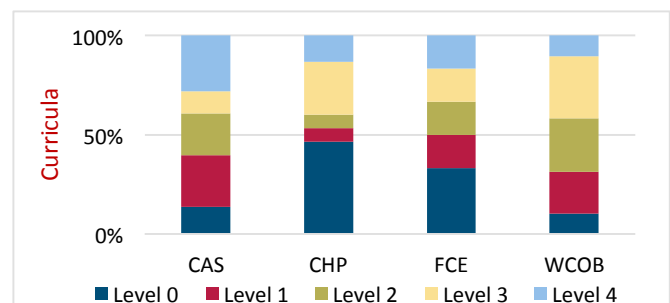


Figure 5. Graduate course internationalization.

Collaborative online international learning. Collaborative Online International Learning (COIL) is an educational methodology that combines technology and classroom learning across geographic boundaries. Embedding COIL into courses and the curriculum affords students the opportunity to explore academic content while developing skills in intercultural communication and collaboration. In AY 2013/14, the WCOB, in collaboration with the Office of Digital Learning, piloted several COIL courses. COIL courses included:

- Global Experience Project: IS272 – Dynamic of Information Technologies:
 - Partner: University of Bangkok in Thailand
 - Structure: Course project, the U.S. team designed business processes and the UB database students designed a working database to support the business processes.
- WGB 612 – Leading and Influencing with Integrity
 - *Partner:* (a) SHU Luxembourg, MBA program; (b) St. Joseph University in Macau, China
 - *Structure:* (a) Course project with Luxembourg-based and U.S.-based MBA students taking the same course working in pairs; 26 students at each site; (b) Course project with 26 U.S. MBA students worked with 36 MBA students at SJU. U.S. teams were paired with partner teams at SJU to complete a four-week course project.

Benchmarking. The subcommittee gathered information from three comparable universities to benchmark the institution: Fairfield University, Quinnipiac University, and University of New Haven. This section discusses standards these universities have, if known, in the following areas: Global major or track and Foreign languages.

Global major or track. Fairfield University offers area programs for undergraduate students in the following areas: Black; Asian; Judaic; Irish; Italian; Latin; American/Caribbean; Russian/Eastern Europe; International Studies (offered both as a major and minor); and International Business (undergraduate major only). The University of New Haven promotes cultural and global understanding with their Experiential Education opportunity, which is required for obtaining a Baccalaureate Degree.

SHU recently relaunched a major in Global Studies. Concentrations include: Asian area studies, Middle Eastern and African studies, European area studies, Latin American area studies, and International Systems. Majors are required to take 6-credits of foreign language and are strongly encouraged to participate in semester study abroad. Prior to this program, a minor in Global Studies was available.

Foreign languages. The Fairfield University full-time, foreign language faculty, of whom seven are tenured or tenure tracked while six are instructors or visiting professors, teach the following languages: Spanish, Arabic, Chinese, French, German, Italian, Portuguese, Brazilian Portuguese, and Russian. Six-credits of language must be fulfilled as a core requirement for all students except Business School students. Majors and minors are offered in the following programs: French; German; Italian; and Spanish. Quinnipiac University's six full-time faculty members teach courses: Spanish, French, Italian, German, Japanese, Arabic, and Chinese, while only offering a Spanish major, as well as minors in Spanish, French, and Italian. A language requirement must be met for International Business students, Arts and Science students, as well as for Communications students.

SHU's department of Foreign Languages and Cultures includes three full-time faculty. Spanish is available as a major, while minors and certificates are available in French, Italian and Spanish. Courses are also offered in Arabic, Chinese, Japanese, and Latin. The department has partnered with the CHP to offer specialized courses, such as Spanish for medical professionals. Unlike peers, SHU does not have a foreign language graduation requirement. In addition, language courses will not count towards the new AY 2015/16 core curriculum. Language courses will only count towards free electives unless a degree mandates language learning. This means there is little incentive for study abroad students to learn a host country's language.

SWOT analysis.

CAS

Strengths. Internal strengths include:

1. Many globally themed courses, especially in Theology and Religious Studies (TRS), Sociology, and Biology
2. Teaching regularly in Ireland (especially in TRS, Sociology, History, and Biology)
3. The Computer Science department has a very large number of international graduate students. They have been teaching FT graduate internationals since 2008 and the population has been growing exponentially
4. The Chemistry department also has international students in the master's program
5. Faculty-led Summer Study abroad courses at both SHU global campuses and beyond
6. Semester and short-term international research opportunities for undergraduate students (Biology)
7. Undergraduate summer internships at the Dingle Oceanworld Aquarium (Biology)
8. Visiting international students and faculty (Biology)
9. Willingness of current faculty to offer study abroad opportunities
10. Some accreditation agencies require global/international content (e.g. Social Work)
11. The new Global Studies major is interdisciplinary and contains global/international content

Weaknesses. Internal weaknesses include:

1. No systematic incorporation of intercultural or international courses or experience in the honors curriculum
2. We have not recruited international students and doing so could pose a challenge, as many majors are not in high demand
3. Few faculty partnerships abroad and few international faculty members
4. Many majors (e.g. Criminal Justice) are not included in the foundational core, which makes it difficult to offer courses and attract students to study abroad

Opportunities. External opportunities include:

1. Honors courses and research opportunities available at the SHU Global Campuses and in several study abroad locations
2. Several young and energetic faculty may lead opportunities abroad (in TRS)
3. Some faculty have research and professional connections abroad, especially in Germany (in TRS)
4. Work with other small liberal arts disciplines, the Office of Global Affairs (OGA), and the Internationalization Task Force to develop new programs and opportunities
5. Attract more qualified international students to both undergraduate and graduate programs

Threats. External threats include:

1. Faculty's available time (e.g. increasing demands of on-campus instruction and service commitments)
2. Students often have not considered it early enough in their education to plan according with course offerings
3. Many of the students are 'career-oriented' and have not truly considered spending a year of post-graduate study abroad
4. Most international students seek computer science, health care, or business--rarely humanities

CHP

Strengths. Internal strengths include:

1. Each health profession requires teaching through a global lens and cultural diversity
2. All accreditation agencies require intercultural orientated content and practice

3. Willingness of faculty to offer study abroad or clinical field experiences
4. Students choose SHU CHP because of international opportunities
5. CHP has a college global director
6. Faculty-led International Inter-professional Clinical Experiences to Jamaica and Guatemala (e.g. Nursing, OT, PT, and Speech Language Pathology); as well as Faculty-led international experience to Mexico
7. Study abroad summer courses at the Global Campuses (e.g. Nursing, Exercise Science, Physical Therapy)
8. Faculty and student scholarship results from study abroad opportunities
9. Partnership with Institute of Technology, Tralee, Ireland for faculty scholarship, faculty exchange, student exchange (e.g. Nursing)
10. Partnership with Danbury Hospital Global Health Program

Weaknesses. Internal weaknesses include:

1. More students than budget and faculty resources available to support additional clinical experiences (e.g. Nursing)
2. Health Professions require accreditation hours that limit accepting courses taught internationally if appropriate content is not covered
3. Very few international students enrolled in the programs
4. Different visions for service learning and clinical experiences between programs

Opportunities. External strengths include:

1. Many new initiatives being explored for clinical field experiences and study abroad courses
2. Energetic faculty who want to offer study abroad and clinical experiences
3. Large enrollment in the School of Nursing, and high interest from students
4. Physician Assistant Program

Threats. External threats include:

1. School of Nursing faculty unable to support other inter-professional programs abroad for clinical experiences

FCE

Strengths. Internal strengths include:

1. Faculty who have extensive international experiences (e.g. research, language)
2. The college pays great attention to issues related to diversity
3. Faculty-led study abroad opportunity in Costa Rica
4. All accreditation agencies require intercultural oriented content and practice
5. Faculty are engaged in Volunteer Programs and Service Learning (VPSL) international service programs

Weaknesses. Internal weaknesses include:

1. Limited language skills among the faculty
2. Lack of personal contact with foreign educational system
3. Very few international students enrolled in the FCE

Opportunities. External opportunities include:

1. Develop programs for language development in a foreign language (e.g. Spanish)
2. Provide cultural experiences that complement the language
3. Develop a Master's degree in "Global Education" for those candidates who come to the program and are already certified teachers

4. Develop a concentration area on the topic of “Diversity/Global Education” for Elementary teacher certification program

Threats. External threats include:

1. Limited room for internationalization because the FCE has to prepare educators for services in Connecticut according to the regulations set by the State Department of Education

WCOB

Strengths. Internal strengths include:

1. A large group of international faculty (18/44)
2. International Business related knowledge and teaching experience
3. New building and facilities, as well as 5 new graduate programs (4 master, 1 doctoral)
4. Master degrees offered at the SHU in Luxembourg campus, as well as local connections/students
5. Welch brand
6. Small class size
7. International accreditation (AACSB)

Weaknesses. Internal weaknesses include:

1. Website does not currently capture all the international initiatives going on in the WCOB

Opportunities. External opportunities include:

1. Internship and employment opportunity in Fairfield County, as well as student recruitment opportunity from the tri-state area
2. Cooperation interests from other universities, domestic and international
3. Global mindset in the Northeast region
4. Global economy recovery
5. Strong foreign student interests in business education in U.S.
6. Highlight faculty strength and build student testimonial in the WCOB website

Threats. External threats include:

1. Regional competition from other schools
2. Geopolitics in Ukraine /Middle East
3. Ebola
4. Local regulation

University-wide

Strengths. Internal strengths include:

1. Stamford campus, with access to international corporations
2. Proximity to New York City

Weaknesses. Internal weaknesses include:

1. Curricular internationalization depends on the initiative of individual Colleges and departments
2. Lack of support for curriculum internationalization development (e.g. training, financial, etc.)
3. SHU does not have a universal language requirement, a staple at most universities. Additionally, a language course does not fulfill Core elective requirements

4. Budget constraints
5. Many initiatives lead to concerns regarding sustainability
6. No financial support for faculty exchange opportunities
7. No guidance assistance for departments interested in developing opportunities for international students to study at SHU
8. Limited research support
9. Homogeneous student body
10. Lack of strong alumni support

Opportunities. External opportunities include:

1. Extend inter-professional opportunities to include cross-College disciplines
2. Some faculty have research and personal connections abroad which can be leveraged in the classroom
3. Proximity to New York City
4. Further development of the Stamford Campus and nearby resources
5. Digital/mobile and collaboration technologies

Threats. External threats include:

1. It is unclear at times, what it means to internationalize the curriculum, aside from having courses that easily transfer in from abroad, particularly in majors like math
2. Colleges budget alignment to support internationalization initiatives is unclear
3. Too many initiatives without sustainable vision and faculty/staff resources
4. Many of the students are 'career-oriented' and have not truly considered spending a year of post-graduate study abroad (e.g. distinguished fellowships)
5. Some programs make study abroad difficult because of curricular or accreditation requirements

Recommendations. The first step towards greater course internationalization distributed equally across the Colleges is to build awareness about the importance of integrating substantial and meaningful elements of internationalization into curriculum planning and teaching practices. Additional recommendations include:

1. *Curricular development*
 - a. Establish a coordinating body that oversees the internationalization of the curriculum at the University level
 - b. Create a College committees with representation from each undergraduate and graduate program to discuss pedagogical strategies to bolster and emphasize internationalization in the curriculum
 - c. Finance and initiate a program for curriculum development that internationalizes current courses and encourage development of new internationalized courses
 - d. Develop a budget for faculty and resources to develop and operate new initiatives and experiences abroad
 - e. Encourage the incorporation of intercultural or international experience in the curriculum through grants and workshops
 - f. Encourage faculty participation in workshop and seminar related to international curriculum development, as well as Involvement of Departments in Engaged and Active Learning (IDEAL) discussions
2. *Leveraging technology*
 - a. Foster the internationalization of the curriculum through more robust applications of technology, for example, SHU square's virtual hub to strengthen global curriculum
 - b. Examine ways of educational technology for exporting SHU classes aboard or enhancing domestic courses vial COIL pedagogy
 - c. Encourage course collaboration with other universities (e.g. University of St. John in Macau)

3. *Professional engagement*
 - a. Create faculty partnerships with institutions abroad
 - b. Extend inter-professional opportunities to include disciplines in Arts and Sciences, Business, and Health Professions, Education. Provide funds for supporting international exchange programs for faculty and students and encourage greater collaboration with universities abroad
 - c. Provide funds to invite foreign faculty to interact with faculty and student
 - d. Develop short-term faculty development seminars at home and abroad
4. *Expanded world view*
 - a. Invite more international scholars and visiting scholars (e.g. Nathan Lewis Skype project)
 - b. Expand current initiatives to maximize abroad opportunities to improve sustainability and relationships
 - c. Recruit more students that are international in an effort to diversity classroom discussion

Future action items related to Teaching and the Curriculum should include (a) exploring options to add an international or global systems component to the existing SHU curriculum, and discuss obstacles and potential opportunities; (b) evaluating the visibility of international/global coursework, space for it within various majors, etc.; and, (c) identifying and documenting proper procedures for development of international courses or modification of courses to include an international or global systems component.

Research, Grants, and Contracts

The breadth and charge of this committee is to: (a) evaluate current status of SHU research with an international focus; (b) assess scope of current grant funded research with international focus; (c) examine opportunities and barriers for undergraduate and graduate students to engage in international research; (d) identify opportunities and barriers to expanded international research, including availability of resources; (e) recommend mechanisms to encourage or support international research and engagement, including awards and recognition for global research or global engagement; and, (f) identify and document proper procedures for developing and implementing research projects that have an international focus, including IRB and Export Control concerns.

Scholarly research is a critical component of any academic institution. Freedom of thought is a vital part of the academic endeavor, particularly in private colleges and universities, which allows fascinating new ideas to incubate and eventually expand the human knowledge base. Much of our understanding of this planet (and beyond) comes from scholarly research performed at academic institutions. Meanwhile as globalization, for lack of a better word, continues its steamroll towards the future, the importance of global research at the university level cannot be understated. A 2014 study on the impact factor of journal articles performed by Dan Morgan of Elsevier found that papers written on a global topic or with an authorship containing authors housed in two or more countries are twice as likely to be cited as domestic papers⁴. Indeed, the United States is no longer in an ivory tower when it comes to scholarly research- many of the most important findings are now coming from overseas. Therefore, it is vital for SHU to also increase its exposure to international research, if we are to continue to improve our status as a leading regional university.

As will be made clear in the data presented below, SHU has a broader international research profile than expected by the subcommittee before data collection. However much of the international research is performed by a few active faculty, and many faculty have no experience whatsoever in the field of international research.

Before progressing to the body of this report, the following caveat should be noted, while a push towards an improvement in the SHU international research profile is generally required, it must be done with care. Many faculty and fields of study will not necessarily benefit from international collaboration. These faculty should not be penalized or ostracized for not trying to expand their own personal international research profiles; the decision to collaborate internationally should be made at the personal rather than the administrative level.

Defining international research. Much of the activity of the international research subcommittee surrounded a struggle to define what is meant by international research and scholarship. Subcommittee member Karl Lorenz (2014) produced a manuscript in response to this task that includes the following proposal:

The immediate charge of the Research, Grants and Contracts (RGC) Subcommittee of the Internationalization Task Force is to survey the SHU community on the state of ‘international research’. For this purpose, a working definition of ‘research’ would be useful in identifying the substance of the survey. The definition requires an understanding of two concepts: ‘international’ and ‘research’ (see Appendix D)⁵.

⁴ Morgan, D. (2014). AIEA Thematic Forum: Developing Institutional Strategies for Growing Global Research. Tampa Bay, Florida April 6-8, 2014. Retrieved from: http://global.usf.edu/globalforum/download/presentations/DanMorgan_Elsevier__Bridging_the_Divide.pdf

⁵It was not an easy task to define the term ‘International Research’— or ‘Scholarship’ for that matter and the Task Force applaud the work of Dr. Lorenz for pushing this forward.

Hudzik's (2011) definition of 'internationalization' highlights the "international, intercultural, and global dimensions" of cross-border activities⁶ (p. 10). Knight (2008) also makes a tripartite distinction of the cross-border reach of internationalization⁷. The distinction is fundamental to an understanding of the 'international dimension' of research and scholarship. In her view:

International carries the sense of relationships between and among nations, cultures, or countries. However, internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions, and classrooms, so *intercultural* seems the best term for addressing aspects of cultural diversity. Finally, *global* is included to provide the sense of worldwide scope. These three terms complement each other and together give richness both in breadth and depth to the process of internationalization. (Knight, 2008, p. 21-22)

Creswell (2008) elaborates this notion, stating "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue" which include posing a question, collecting data or information on the question, and deriving from the data an answer to the question⁸ (p. 3).

Notwithstanding these definitions, the literature categorizes research in numerous ways. Depending upon the typology adopted, research can be exploratory, constructivist, empirical; formal, informal and non-formal. It can be field-based or bibliographic, pure or applied, ideographic or nomothetic, quantitative or qualitative. It can be descriptive, associational, experimental; or interpretive, semiotic, hermeneutic. Research is not a uniform activity in view of the variety of disciplines and areas of study offered in the university.

Based on Knight's (2008) representation of the international dimension of scholarship and the concepts explored in sections I - III, the subcommittee proposes the following definition of 'International Scholarship': "International Scholarship is an individual or collaborative cross-border activity that contributes to the generation and/or dissemination of a validated product that is national-, cultural- or global-specific (Lorenz, 2014, p. 11⁹)."

Data collection. Data collection was a very difficult task. After the Task Force sent out the original survey in the fall of 2013, few faculty responded to more pointed surveys sent to department chairs asking for additional information. Indeed, our next step was to approach individuals who had responded "Yes" to any of the questions regarding international experience in the fall 2013 survey. The subcommittee received sparse information from this attempt at data collection. Finally, data from the fall 2013 survey was organized and split into individual colleges/departments. Faculty members who had not previously responded to our inquiries were investigated for international research activity via citations through SHU digital commons, Google Scholar, and Web of Knowledge. This data was organized in an excel file and analyzed in ArcGIS 10.2. Although this is by no means an exhaustive analysis, the committee was able to gain good representation of the type and distribution of research activities at SHU. Moving forward the development of a user-friendly, clickable, and interactive website should encourage faculty to continue to update their scholarly activity.

⁶ Hudzik, J. (2011) *Comprehensive Internationalization: From Concept to Action*. Washington, D.C.: NAFSA. Retrieved from: http://www.nafsa.org/_/File/_/2011_izn_contributions.pdf

⁷ Knight, J. (2008). *Higher Education in Turmoil. The Changing World of Internationalization*. Rotterdam: Sense Publishers, 2008. Retrieved from: <https://www.sensepublishers.com/media/475-higher-education-in-turmoil.pdf>

⁸ Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, N.J.: Pearson.

⁹ Lorenz, K. (2014, May 9). *International research and scholarship: Concepts and definitions*. Retrieved from <http://www.sacredheart.edu/media/sacredheart/studyabroad/International-Scholarship-Paper-KML-5-12-2014.pdf>

Data analysis.

Who, what, and where. A total of 60 faculty and staff participated in some form of international research that resulted in a scholarly product. Between the years of 2009-2014, 186 total scholarly products were found in 39 countries on all six major continents (see Figure 6). A limited number of faculty produced much of the scholarly materials.

Much of the international research activity at SHU is focused on three general regions: Western Europe; China and Southeast Asia; and North America. This is a common trend in U.S. colleges and universities. As discussed below, different colleges and departments have varying locations of heavy international research activity. Much of SHU's international research activity over the last four years has focused on Western Europe (see Figure 7).

Many faculty/staff focus their international research activity in Ireland, the United Kingdom, Germany, and Italy. Given the lack of a language barrier, the focus on Ireland and England is not surprising. Italy and Ireland may hold research appeal as Roman Catholic countries. Germany is the leading economy in Europe, as well as a global leader in international research collaboration. SHU also has a broad presence throughout Eastern Europe; however, this may be limited to a few faculty members who work extensively in and throughout the region.

Roughly ~10 % of the SHU faculty engage in international research with one to three publications (see Figure 8), while less than 2% of the faculty are heavily involved in international research. Only five faculty are highly productive in international research (>2 publications per year). The subcommittee found it surprising that so many SHU faculty members had a connection to international research, yet the research produced little scholarly output. Some SHU faculty may not have had recent research output. The percentage of SHU faculty who are active researchers and work internationally may be higher than the data suggests.

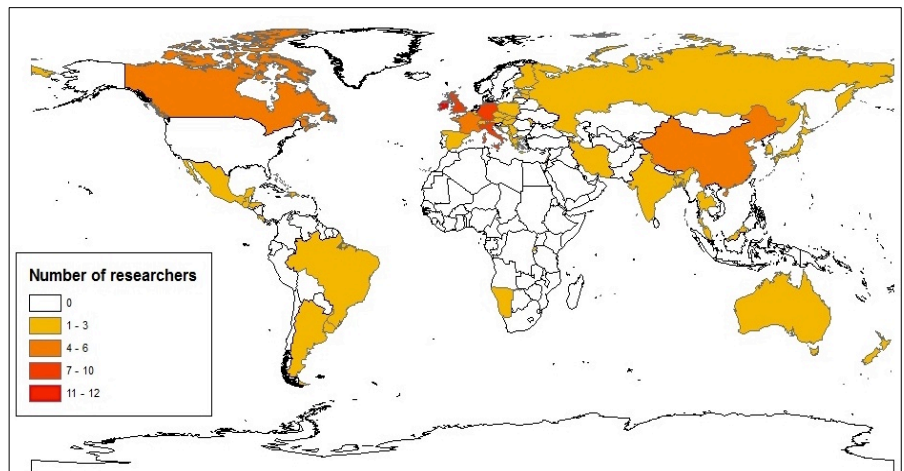


Figure 6. Global research activity of SHU faculty and staff by country.

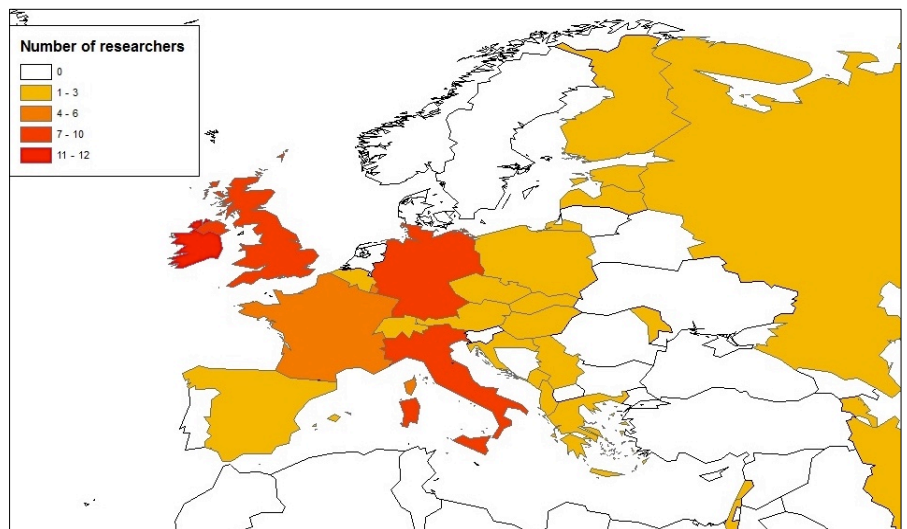


Figure 7. Spatial distribution of international research activity by SHU faculty and /staff, per European country.

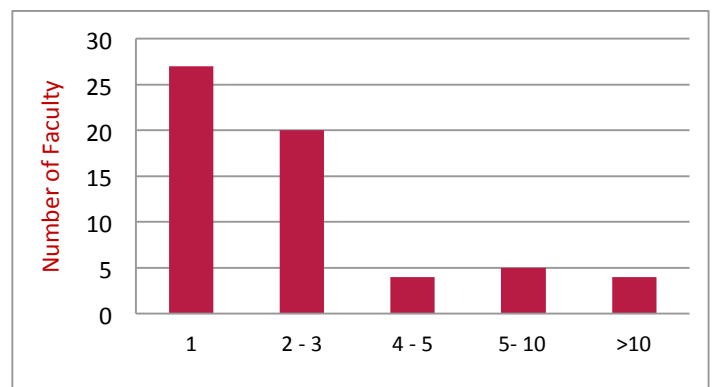


Figure 8. International research activity among faculty

Analysis by country/region. International research activity at SHU spans across 39 countries and is dominated by work performed in Western Europe. Over 40% of the total scholarly products are conducted in that region (see Figure 9). As previously discussed, much of the research activity is focused in Italy, Germany, Ireland, and the United Kingdom. It is interesting to note that Spain is not well represented by the number of active researchers, yet the amount of scholarly products resulting from the country is high. The second most active research region is East Asia. This region is dominated by work conducted in China, with 16 of 21 scholarly products focused on the country. Southeast Asia is well represented, with much of the work performed in Singapore. The remaining international research activity seems to be equally distributed among the seven other regions. Note there is some activity in all global regions listed herein.

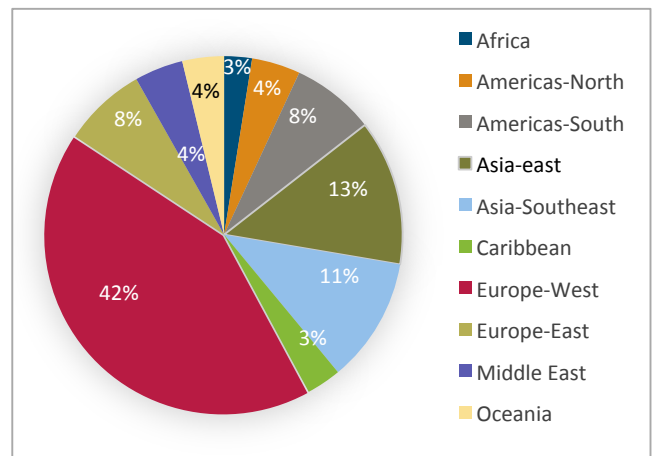


Figure 9. Distribution of research activity by global region.

Analysis by country/department. While all colleges have faculty conducting research internationally, the activity varies. The CAS holds the most active number of projects (74) with the CHP showing only six active international research projects. The following chart indicates the distribution of international research products by country and college. Note, this list only includes the research work, which is specific to three or less countries. Several research activity products are focused on entire regions and not included in this (see Figure 10; Appendix E).

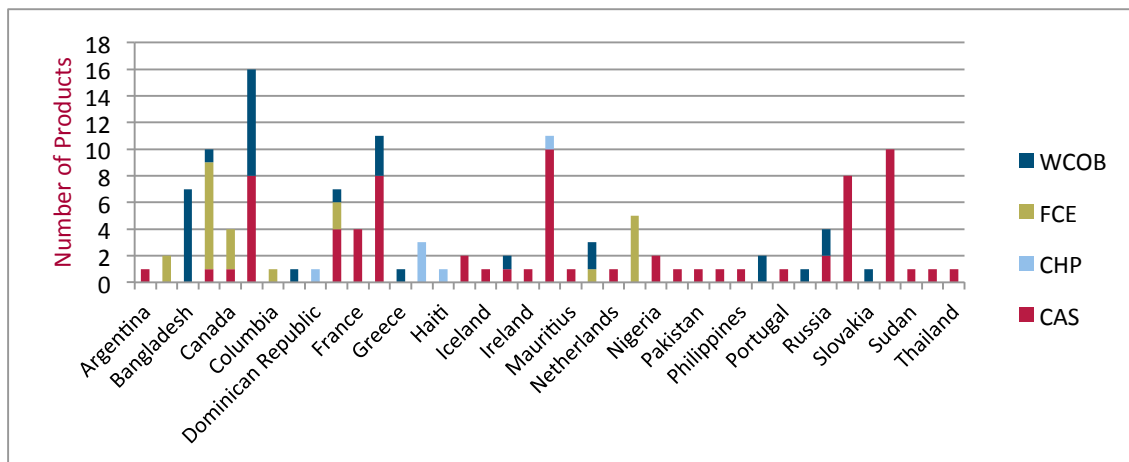


Figure 10. Distribution of international research products by country and college

Analysis by college/department. While all colleges have faculty conducting research internationally, the activity varies. The CAS holds the most active number of projects (74) with the CHP showing only six active international research projects. International research activity has taken place within the last five years in each of the four colleges (see Figure 11). The CAS has the widest distribution of scholar activity, as research products were completed in 26 different countries. In terms of total scholarly products, the CAS and WCOB lead the way with 89 and 76 scholarly research products respectively. The FCE follows with 24 products, followed by CHP with 11¹⁰ products (see Figure 12). Once again, this list is not exhaustive. The breakdown of scholarly activity is interesting, yet not surprising. The CAS dominates research activity in North America, Western Europe and Africa, while research activity in Asia, Southeast Asia, and Eastern Europe is generally led by the WCOB and accompanied by the CAS. Research activity in Oceania and South America is led by FCE. The CHP leads research activity in the Caribbean.

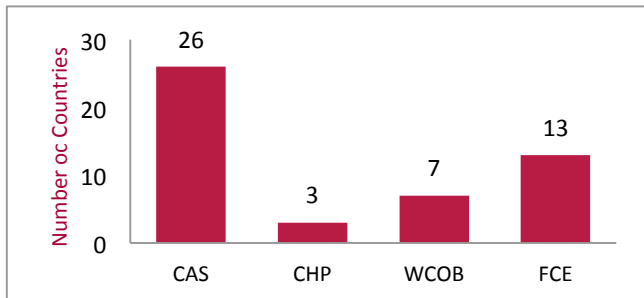


Figure 11. International distribution of scholarly products by college between 2009-2014.

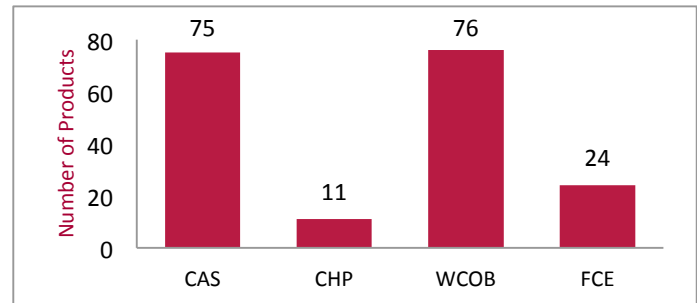


Figure 12. Total scholarly products by college between 2009-2014.

The breakdown of scholarly products by department is of note (see Figure 13). Nineteen departments have produced a scholarly output in the last five years, led by the finance and economics department in the WCOB with 43 found scholarly products. The departments of Foreign Languages and Cultures, Education, Biology, and Management followed, with 24, 19, and 18 products respectively. Each of these departments houses at least one faculty member who is extremely active in international research. Other departments with heavy activity include the departments of History, Computer Science, and Information Technology in the CAS.

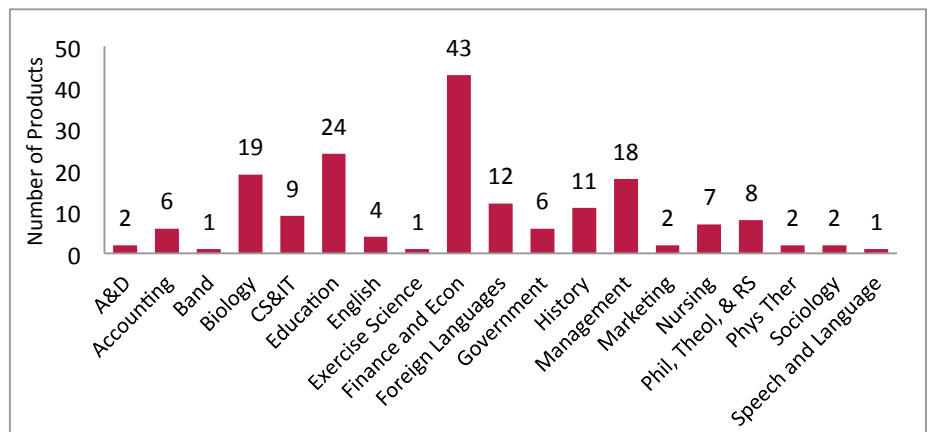


Figure 13. Scholarly Products by Department between 2009-2014.

Current developments. SHU is making a concerted push to increase its international research profile. One example of this is its current activity in Southwest Ireland. In the fall of 2014, the university agreed to purchase a building in the

¹⁰ The discrepancy in CHP products reported exists because those papers did not list a country or region, but they were general international research.

town of Dingle, Ireland. In doing so, SHU has greatly increased its opportunities to collaborate on research activity with multiple excellent research institutes including UCC, and the National University of Ireland in Galway. Coincident with this purchase, an interdisciplinary collection of faculty at SHU has applied for a NSF grant to formally launch these collaborations in Ireland. If awarded, the grant will link faculty and students at SHU with their counterparts at Irish as well as other European institutions.

SWOT analysis.

Strengths. Internal strengths include:

1. A number of foreign faculty already in place at SHU
2. The total number of international research products produced in the last five years at SHU is impressive given the fact that we are a primary undergraduate research institution
3. Several of our faculty have very strong backgrounds in international research, and have developed many international research collaborations
4. A significant number of faculty and alumni have received Fulbright research grants and other prestigious international research awards
5. There is a strong push towards increasing our international research profile. Several faculty have begun to propose interdisciplinary, international research projects

Weaknesses. Internal weaknesses include:

1. The role of international research is not well defined within each department/college
2. Low percentage of students who participate in international research
3. Lack of university-wide incentives for international research
4. Incentives are not equal across departments/universities
5. No network to identify in house experts of different geographical areas
6. International research is not being done at the department, college, or university level>all international research done at the individual faculty level
7. There is no extra incentive to support international collaboration from the administration/university level, which is needed as international research/collaboration/visits, often require extra time/money/support.
8. There is no infrastructure to support visiting researchers. This includes: housing, Fairfield County is very expensive, particularly in regards to short-term housing; office space; and administrative/financial/institutional support; currently hosting visiting researchers is an extreme individual burden and burden on the department
9. The vast majority of faculty/staff at SHU are not involved in international research in any way
10. SHU has had little success in securing externally funded international research grants

Opportunities. External opportunities include:

1. Articulation of the role of international research on a department-by-department basis would encourage these activities
2. There should be a social network to identify whom to contact regarding different geographical areas
3. There has been a national push to support primary undergraduate institutions to increase the international research profile
4. Increase our international research profile through virtual collaboration
5. If incentivized properly, we have a large number of faculty who would likely increase their international research profile, given better access and understanding of what is available, (i.e. who is doing what and where)

6. SHU is a member of a global network of Catholic universities; this should be exploited to enhance international research
7. Our location! Between NYC and Boston and on Long Island Sound, could be a great drawing point for international researchers. If we establish critical infrastructure to support these visiting researchers
8. Luxembourg and Dingle. These could be focal points for SHU faculty to start/expand international research. This will be an even greater possibility if SHU moves ahead and purchases the Christian Brothers School in Dingle
9. Other faculty have the opportunity to build off the strong collaborations already established by faculty heavily involved in international research

Threats. External threats include:

1. No incentive structure in place to encourage the extra effort/cost of international research
2. Heavy teaching load, very little administrative infrastructure regarding course release to support international research dissuades research activity
3. No language requirement on the curriculum devalues the importance of international research
4. Loss of researchers/students income when overseas
5. No J-1 visa: prevents researchers from coming here
Very little, if any, university support in place for improving our international research activities

Recommendations. SHU must clearly define both the role and importance of international research on a university-wide scale. By clarifying the current message, SHU can ensure international research is a university priority and not only a departmental suggestion. To support this goal, there must also be an addition of course release/buyout options for both general research and international research. As the initiative grows within the university culture, an overarching graduate school should be founded to oversee research activities and products. To aid in this expansion, an on-campus international research forum should be established, which may take the form of a faculty seminar series on international research. To support the forum and graduate school foundation, a new position should be created in the OGA or department of Foundations and Grants, which would work solely with international research activities and products, as well as to support those involved and interested in such initiatives. This expansion will require an increased infrastructure and funding for visiting researchers. This infrastructure should include logistical support and short-term, campus managed faculty housing. In addition, by combining study abroad with joint programs between SHU and foreign universities a driving force for international research will be created. These collaborations and connections must be utilized fully for the success of the initiative¹¹.

¹¹ Based on the experience of the WCOB, it is not easy for SHU to create joint degree programs because of the unique liberal art common core requirements.

Strategic Partnerships

The breadth and charge of this committee is to: (a) Identify “strategic partnerships” in which SHU is currently engaged; (b) identify and evaluate existing partnerships in the key areas for the university, and examine opportunities to grow current partnerships or establish new partnerships; (c) identify and evaluate strategic partnerships for individual colleges, departments, or faculty, and examine opportunities to grow current partnerships or establish new partnerships; (d) evaluate university practices for identifying and evaluating new opportunities for strategic partnerships, and recommend strategies for evaluating new partnerships; and, (e) document appropriate mechanisms and administrative contacts for development and approval of international strategic partnerships.

The subcommittee has accounted for 25 active, eight in process, one informal, two retired, and five historic partnerships as of October, 2014. Partnerships in process after this date have not been captured in this data (see Figure 14). The worldwide partnerships include universities and organizations in both developing and developed nations. Partnership organizations can be classified as educational institution, community organization, research institute, healthcare facility or third party provider; 15 of the partner organizations fall under the educational institution category (see Appendix F).

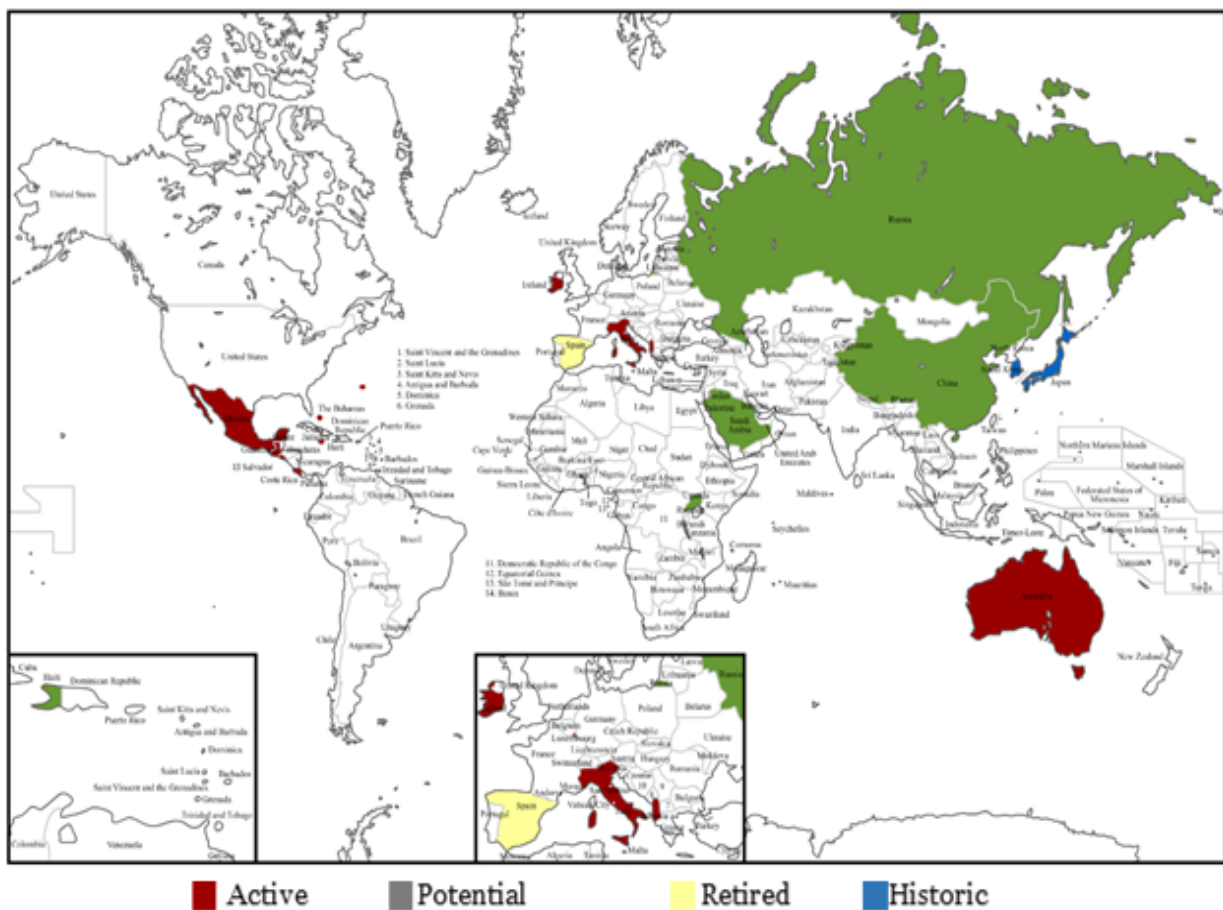


Figure 14. Partnership locations.

Evaluation. Partnerships connected to study abroad, SHU in Dingle, CHP clinical programs, and service learning abroad are the most active. The CAS, CHP, and the WCOB are actively pursuing partnerships, mostly in developing countries. Many historic relationships were connected to admissions and English language recruiting efforts, as well as study abroad programming in Asia. The partnerships were initiated or active during the 1980s and 1990s. Most of these partnerships lack any documentation or other official information. The committee relied on the historic knowledge of committee members and other members of the University to document these past relationships.

Definition of “strategic”. The breadth and depth of partnerships must be taken into account when considering a partnership’s strategic quality. A partnership that garners strong faculty support, with demonstrable mutual organization benefit, are those that are the most strategic for the University. Partnerships must also be sustainable, not only financially but also academically, and fit within the University’s internationalization goals. Academic quality must be aligned with and of equal caliber to SHU course offerings.

Peer and aspirant benchmarking. Our peer and aspirant institutions all boast international partnerships with organizations classified as an educational institution, community organization, or third party provider. Partnerships exist in Europe, Africa, Asia, the Middle East, and Oceania. It is not possible for the committee to determine the strength of the partnerships or if the partnerships are considered strategic to peer and aspirant institutions.

Obstacles. Various internal and external obstacles exist that may threaten successful partnerships with international organizations. Obstacles may or may not be avoidable, depending on the partnership, University department, leadership or faculty.

SWOT analysis.

Strengths. Internal strengths include:

1. Faculty involvement and interest in international partnerships and research
2. Good existing partnerships
3. Faculty with historical knowledge of University partnerships
4. Strong executive leadership support ACE Internationalization Lab
5. Show recognition and appreciation for international partnerships

Weaknesses. Internal weaknesses include:

1. Internal funding – seed money for development and sustainability
2. Limited technological resources for COIL
3. Level of support for faculty varies at the department level
4. Lack of online database to house partnership
5. MOUs/contracts and other information
6. Limited opportunities for faculty to develop relationships with international institutions
7. Focus on developed nations

Opportunities. External opportunities include:

1. Faculty fulfilling tenure track obligations with international partners
2. Leadership support to expand partnerships to developing and emerging nations
3. Good partnerships that will strengthen international student recruitment
4. University wide lunch & learn re: globalization and international partnerships

Threats. External threats include:

1. Funding
2. Inconsistent commitment from leadership between disciplines
3. Economic uncertainty
4. Global health outbreaks limiting travel between partners

Recommendations.

Objectives in classifying a partnership as strategic. To assess a partnership, or potential partnership, as strategic to the University’s internationalization goals, it is vital to consider the following objectives: (a) similar scope of activities;

(b) historical and existing connections; (c) mutual interest and commitment; (d) compatible administrative structures; (e) faculty connections; (f) student interest; (g) potential for consortia activities; (h) potential for thematic focus; (i) logistics and practical considerations; and, (j) fundraising opportunities or financial contribution.

Actions. To create and document partnership agreements, the following guidelines should be in place: (a) best practices for identifying valuable partnerships – either strategic or transactional; (b) chain of action guidelines for initiating agreements; (c) institutional requirements for drafting agreements; (d) review and approval process; and (e) housing of partnership documentation.

Best practices for identifying/growing partnerships¹². There are a number of preliminary questions that are important to answer before enacting an agreement. A list of questions for faculty to use as a reference includes: (a) is this an appropriate country in which to establish a formal relationship?; (b) is this an appropriate institution with which to cooperate?; (c) does SHU maintain a similar relationship with a different institution but within the same country?; (d) do opportunities already exist that would permit the proposed activities or that could be expanded to include them?; (e) does the proposed agreement serve the mission and needs of the proposing unit and the university?; (f) will the agreement positively impact students and faculty of the proposing unit?; (g) does the agreement fit into the scholarly mission of the university?; (h) what risks, if any, might there be to the proposing unit and the university?; (i) how will the agreement impact the internationalization of the proposing unit and of the university?; (j) what costs to the unit proposing the agreement, to other units, and to the university, will be involved in the agreement?; (k) will there be true mutual benefits from the agreement for the proposing unit as well as for the partner institution?; (l) does the proposing unit have the necessary resources (human and material) to carry out the responsibilities that are part of the agreement?; (m) does the dean of the college support this initiative?; (n) what other units of the university, besides the initiating unit, will be affected by the agreement?; and, (o) do the deans of other affected units know about and support the agreement?.

Chain of action/guidelines for initiating agreements. In considering any linkage agreement with institutions or organizations abroad, faculty/staff must keep in mind the following principles: (a) the agreement must provide opportunities for faculty international development, for study abroad, or for attracting international students to SHU, or some combination of these; (b) the agreement must complement the SHU effort to internationalize its campus; (c) the agreement must assure an appropriate return on investment if the agreement involves SHU financial and/or human resource commitment; and, (d) an initiation agreement form must be completed with appropriate department chair and dean's signatures obtained indicating approval.

Drafting agreements. Each agreement will be specific to the goals and objectives of the partnership arrangement. However, all proposed international agreements or contracts must incorporate certain components, as well as follow an agreement review and approval process (see Appendix G) :

Housing of documentation. A general location for housing partnership agreements and information is needed that is accessible, in part, to all interested parties within the University. The committee recommends a software system capable of housing partnership data. Two programs are available: MoveOn and UCosmic. Both software applications charge an initial set-up fee and per agreement fee. Initial set-up fees are approximately \$2,000 with per partnership agreement charges of \$25 each. Current student application software used by Study Abroad, CHP Clinical Programs and Volunteer Programs and Service Learning was deemed inappropriate for use as a partnership agreement database service.

¹² (Adapted from Questions to ask (from the Handbook for International Linkages: A Step-By-Step Guide for Planning International Linkage Agreements (October 2011), Roger Williams University)

Partner engagement framework. The committee recommends that a partnership engagement framework tool with information on developing international partnerships should be housed on the Provost's webpage, or in the absence of such a page, on the *Global Initiatives* web page. The framework will allow SHU to assess areas of current strength, potential future engagement and where further development is needed to maximize the mutual benefit made possible by our current and potential partnerships.

Measures such as engagement or potential of future engagement, strength of partnership, whether the partnership is strategic or transactional should be used as indicators related to various aspects of institutional collaboration and linkages. This will allow SHU to maximize the mutual benefit made possible by our partnerships.

Community Engagement

The breadth and charge of this committee is to: (a) identify the existing ways in which SHU engages with the Fairfield/CT community on international matters and evaluate this engagement in terms of the scope of the activity and potential impact on the University community; (b) identify potential partners and opportunities for the University in the local and broader global community; (c) identify barriers and opportunities for engagement with community partners; (d) evaluate how the local and regional community views SHU as a partner for international activities; and, (e) document proper procedural pathways for engaging the broader community.

The first actions taken by the subcommittee were to understand the cultural heritage of the area community and the presence of foreign investment in the region. The U.S. Census Bureau's 2008-2012 American Community Survey¹³ provides an overview of social characteristics relevant to this research. In Fairfield County, 20% of the population is foreign born, of which 51% were born in Latin America (see Figure 15). In addition, 28% of people living in the county speak a language at home other than English¹⁴ (see Figure 16).

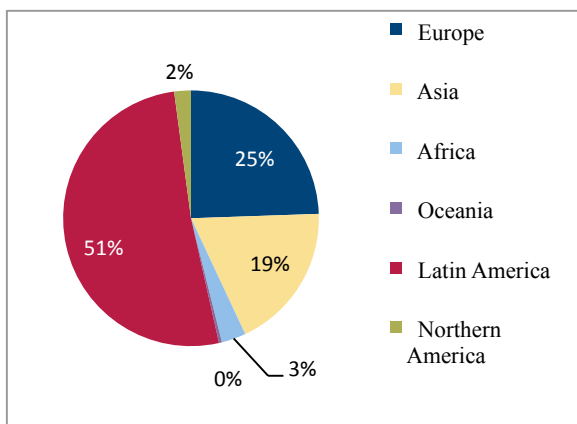


Figure 15. Foreign born population- World region of birth.

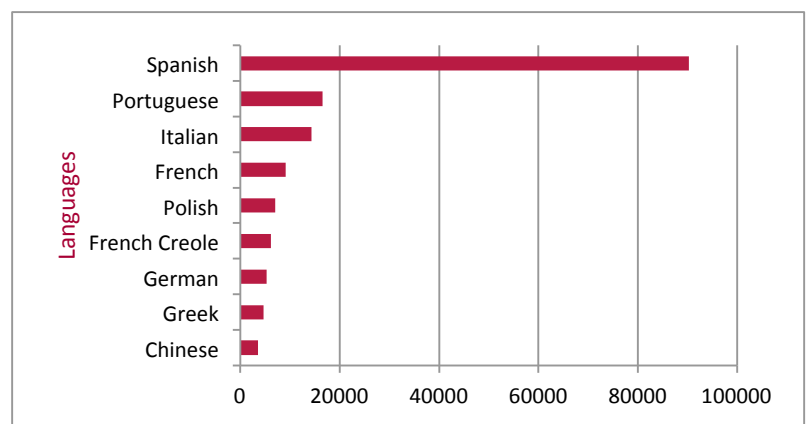


Figure 16. Top 10 languages spoken in county other than English.

In a recent study¹⁵ conducted by the Brookings Institution, Fairfield County tops the list of foreign directed investment (FDI) in the nation. Over 50,000 jobs are based in foreign-owned establishments with corporate headquarters in the Netherlands, Switzerland, England, France, and Germany, placing the County 19th in the nation. The top five industries are in the area of securities brokerage, computer systems design, administrative services, grocery stores, and snack, coffee, and condiments¹⁶.

Civic Engagement. One of SHU's most valuable contributions to the local community is its civic engagement. SHU students, faculty, and staff volunteer over 53,000 hours annually. Several of these volunteer placements connect to international or intercultural communities and these relationships can be further developed to support SHU's international initiatives. In addition to engagement through volunteerism, the University hosts Civility in America public lecture series.

¹³United States Census Bureau. (2014). American fact finder. Retrieved from <http://factfinder2.census.gov/>

¹⁴ Centers for Disease Control and Protection. (2014). Fairfield County, Connecticut Languages at home detail. Retrieved from http://www.bt.cdc.gov/snaps/data/09/09001_lang.htm

¹⁵ Saha, D., Fikri, K., & Marchio, N. (2014). FDI in U.S. Metro Areas: The Geography of Jobs in Foreign-Owned Establishments. Retrieved from <http://www.brookings.edu/research/reports/2014/06/20-fdi-us-metro-areas-saha-fikri-marchio>

¹⁶ see Appendix H

During the AY 2013/14 the FCE connected University students to culturally and linguistically diverse schools. In total, education majors were engaged for over 87,000 hours. The WCOB students offer tax and accounting services through the Center for Non-Profit Organizations.

Definition of “community engagement.” The sub-committee reviewed how best to define the term in order to provide an accurate reflection of the University, and, maintain the integrity of the breadth and charge. In the context of the Internationalization Task Force, “community engagement” refers to the University’s partnership with regionally local organizations whose mission is internationally focused.

Evaluation. Identifying an organizations that are contextualized as local and international was difficult. That said, there are partnerships that University faculty work with that reflects this definition. These partnerships are exclusive to each other, as there are few connections among the lot. Though, the common aspect they share is that there is a mission to assist communities and/or individuals of need. This aligns with the University’s mission which states, “The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world.”

The Community Engagement survey had 26 participants. Of those 26, 17 responded that they do work with an organization that has an international focus. There were nine respondents that stated that they did not, thus ending their participation in the survey. Within the scope of the 17 participants four represented the CHP, three were staff from varying departments, two from the CAS, two from the FCE, and one from the WCOB.

The data show that SHU faculty and staff are broadly engaged with regionally local organizations that have international operations. The types of engagement ranges from fundraising (n=3) to volunteering (n=11) for the organization. There were six participants who stated that SHU students were also engaged with the organization. Overall, data demonstrate that faculty and staff are connected to a broad range of organizations that span a broad range of professional areas. Furthermore, there was a broad range of the number of years the faculty or staff member had worked with the organization (i.e. <1 year to >20 years).

Organizations represented in the survey include (a) Comparative and International Education Society, (b) ORT America, (c) International Institute of Connecticut, (d) Haiti Lumiere de Demain, (e) Distressed Children & Infants International, and (f) Mercy Learning Center.

Obstacles. To develop strong and sustained collaborations with international focused organizations the specialization of the faculty should be aligned with the goal and mission of the organization. This “fit” requires administrative support that initiates the pairing. Administratively, prioritization of creating an up-to-date clearinghouse of organizations will need to take place in order to move forward with connecting faculty.

SWOT analysis.

Strengths. Internal strengths include:

1. Faculty involvement and interest in local partnerships with international focus is evident
2. Current faculty-organization relationships are productive and strong
3. Strong executive leadership support of fulfilling the University’s mission through community engagement

Weaknesses. Internal weaknesses include:

1. International organization identification and pairing with faculty
2. Limited funding (internal / external) for developing relationships
3. Partnerships are independent. There is limit cohesion and collaboration
4. No existing clearinghouse or forum for faculty to explore partnership development
5. Partnership development (MOU’s, course development, needs assessment) is not supported

Opportunities. External opportunities include:

1. Academic department and career services can support students through internships
2. Provides faculty opportunity to strengthen tenure and promotion application
3. Marketing and branding of the University framed within an international setting
4. Faculty professional development (service learning, volunteerism, peer mentoring, and study abroad)

Threats. External threats include:

1. Funding
2. Inconsistent commitment from leadership among disciplines
3. Non-profit interest and sustainability
4. Faculty interest and sustainability

Recommendations.

Developing community engagement. In order for a University-wide development of partnerships with local, internationally focused organizations, an explicit and generalized vision should be presented from senior leadership. Partnering organizations with academic area specific faculty requires strategic planning and administrative support. Furthermore, funding is required for coursework development, travel, scholarships and faculty training.

Actions. To create sustained and meaningful partnerships with organizations, the follow are recommended:

- Organization identification
- Development of workshops to train and support faculty
- Explicit protocols and processes required by University policy (legal, bureaucratic, financial)
- Centrally located faculty opportunities and accomplishments (website)

University Life and Culture

The breadth and charge of this committee is to: (a) document and evaluate current activities as related to “Internationalization at Home” and identify opportunities for students not participating in education abroad programs to engage with internationalization; (b) evaluate current level of staff interest/familiarity/readiness to support internationalization, as well as identify barriers/opportunities to expand staff familiarity with internationalization; (c) examine the relationship between multiculturalism and internationalization and how they intersect; (d) evaluate the extracurricular programs as related to internationalization goals and identify barriers/opportunities exist for the extracurricular to better support internationalization goals; and, (e) evaluate SHU’s current activities vis-à-vis alumni.

Extracurricular programming. The subcommittee took an inventory of all extracurricular programming that occurs on campus. SHU has over 120 opportunities for students to become involved including: participation in student clubs and government; leadership programs; faith-based activities; living and learning communities; the performing arts; pre-fall programming; and volunteer opportunities. Of the full spectrum of extracurricular options, 11% specifically focus on cultural or international themes¹⁷; however, 31% of these extracurricular activities are not officially recognized by SHU¹⁸. As previously mentioned, the inability for Graduate students to form their own clubs, such as the Indian Student Association, severely limits the creation of new internationalization opportunities among SHU’s campus. The subcommittee did identified opportunities for possible internationalization intersections in an additional 46% of extracurricular activities.

As part of a nation-wide celebration, SHU hosted its second annual International Education Week. International Education Week celebrates the benefits of international education and exchange worldwide. This planning committee included members from the OGA, English Learning Initiative (ELI), International Admissions, and Graduate Admissions. Contributors included Student Life and the Department of Foreign Languages and Cultures. Over 15 free academic and cultural events were available to the SHU community including: lectures; exhibits; music; dance; and film screenings.

Alumni/ae Relations. SHU has over 500 living alumni/ae currently living overseas, of which, approximately 200 completed an undergraduate program while 300 completed a graduate program (see Figure 17). These include former international students and American expatriates. While the records from the Office of Alumni Relations do not currently note the citizenship of those living overseas, an analysis of the data shows that most of the 500 were indeed non-U.S. citizens during their time at SHU. Note, this statistic does not include the number of international alumni who remained in the U.S. after receiving their degrees, information which can be helpful.

Not surprisingly, due to SHU’s presence in the country, the highest number of international alumni/ae reside in Luxembourg. There is an active Luxembourg alumni association to which the Fairfield-based Alumni Relations office is working to develop deeper connections. Other countries with large SHU alumni/ae populations include: Canada; Japan; Germany; France; Belgium; England; Qatar; Switzerland; India; Thailand; and Sweden.

Maintaining up-to-date records of alumni located overseas, as well as non-U.S. citizens living in the U.S., is challenging since mailing and email addresses change frequently for this population. Acquiring a tool to aid in efforts to capture alumni information, such as software that monitors social media to find and communicate with this population would be beneficial. Until tracking software can be purchased, the Alumni Relations could collaborate with the SEVIS Coordinator

¹⁷ Global Ambassadors; Politics & International Studies Club, Celtic Club, Italian Club, La Hispanidad, UMOJA, Muslim Student Awareness Club, Saudi Student Club, Club Lespwa, Capoeira, Irish Step Ensemble, the Interfaith worship room, and International Education Week.

¹⁸ Muslim Student Awareness Club, Saudi Student Club, Club Lespwa.

to obtain permanent foreign home addresses of alumni, as records are required to be held for a period of three to seven years.

In addition to connecting with alumni/ae abroad, Alumni Relations shares information on social media and in the alumni e-newsletter pertaining to international initiatives such as band trips, athletics teams, and students studying abroad. Recently, Alumni Relations has worked with Admissions staff to reach out to not only alumni in Japan and South America for recruiting purposes but also with Dr. Mary Trefry of the WCOB, and with the Luxembourg Alumni Association.

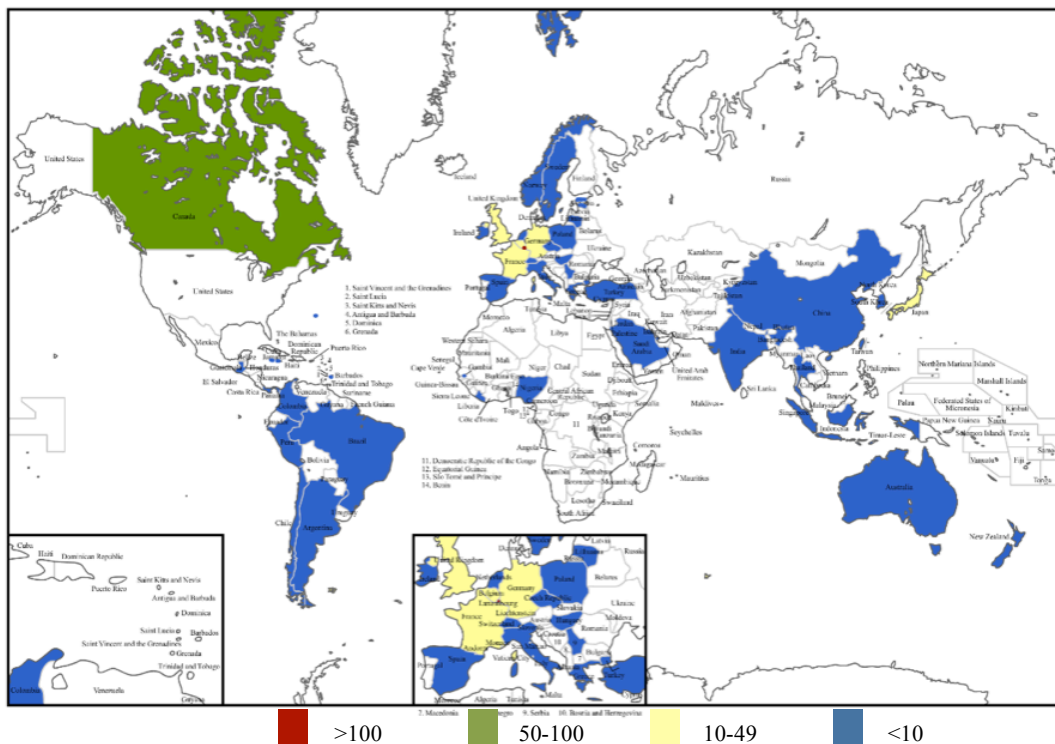
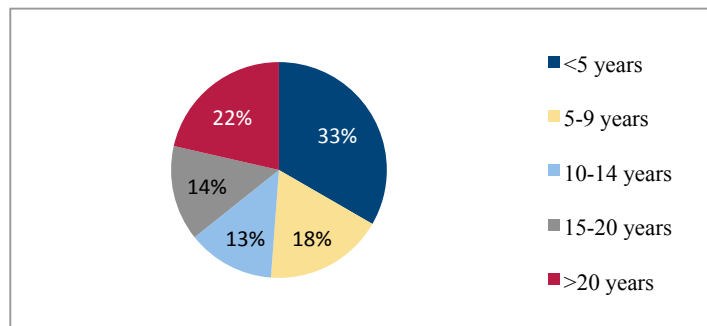
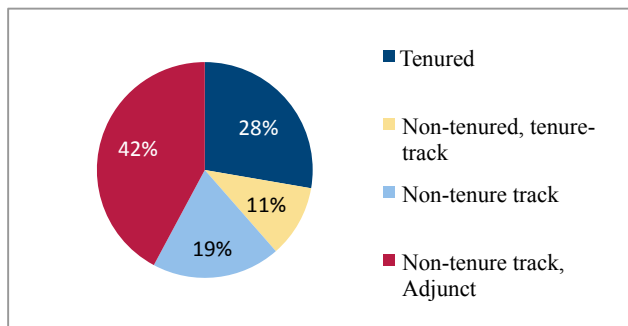


Figure 17. Alumni/ae Residing Abroad.

The office’s internationalization activities have included several travel initiatives, which have been met with mixed results. In 2010, working with Collette Travel, the office organized three travel programs, one of which ran successfully (to Italy, with ten alumni participants) and two of which did not (Ireland and Central Europe). In collaboration with Dr. Jerry Reid, director of SHU’s Center for Irish Cultural Studies, a travel program for SHU in Dingle alumni ran successfully in 2012 with ten participants. In 2013, Alumni Relations worked with Fr. Anthony Ciorra, of SHU’s Office of Mission and Catholic Identity, on a travel program to the Holy Land. Many alumni inquired about the program, but none deposited. Alumni Relations plans to re-launched alumni travel program, after extensive review of alumni interest.

Interests and perceptions surveys. The subcommittee disseminated surveys to collect valuable information related to the international and intercultural interests and perceptions of SHU community members.¹⁹

Faculty interests and perceptions survey. A survey was disseminated to faculty to collect information on the international and intercultural interests and perceptions of SHU faculty. The survey achieved a 13% response rate (n=692). Most respondents self-identified as Caucasian and female, and the majority of respondents were under 35 years of age or above 50 years of age. Of the 261 full-time faculty, 20% (n=53) participated in the survey and, of the 431 part-



time faculty, 6% (n=27) participated. An additional 13% (n=12) did not indicate employment status. The figures below provide a more detailed understanding of the range and demographic of the faculty participants (see Figures 18-19).

Figure 18. Tenure status.

Figure 19. Number of years teaching following terminal degree.

The survey responses, as a whole, demonstrate strong support of international engagement by faculty. The survey results should be contextualized within the scope of the respondents' self-selection to participate. With the adjustment of the negative items data on the Likert scale (strongly disagree, disagree, agree, strongly agree), 70% of faculty participants responded positively - either agree or strongly agree. Open-end questions were provided for participants to give written responses²⁰. Those three questions were as follows:

1. Please comment on some of the challenges you may have experienced when discussing world issues or other countries/cultural perspectives in class
2. Please comment on some of the challenges you may have experienced when teaching to international students or students whose first language is not English
3. If you have any further questions and/or suggestions about the topics in this survey please provide your comments below

In summary, responses to these questions demonstrated faculty's concern and dedication to domestic students' understanding of the world in terms of intercultural competency and geo-political awareness. Furthermore, this qualitative data showed particular interest in international students' engagement on campus and in the classroom, as well as overall academic support.

The overall results from the responses to the items utilizing a Likert scale exhibit a positive perception of internationalization²¹. Highlights from the quantitative data show the following:

¹⁹ The Faculty and Staff Interests and Perceptions Survey captured data for multiple subcommittees: University Life and Culture; Education Abroad; and International Student and Scholar supports. Data pertaining to each subcommittee is reported separately.

²⁰ Qualitative data responses are available by request.

²¹ For specific item data please see Appendix I.

- 53% believe that learning a foreign language is essential for an undergraduate education, 26% do not, and 21% were neutral
- 49% responded positively (agree or strongly agree) in an interest in developing collaborative online courses
- 74% are not in agreement with the statement “individuals who background differs from my own is **not** an essential part of education”
- In response to whether SHU strongly promotes faculty engagement in internationalization, 48% concurred, 13% disagreed, and 39% were neutral
- 81% are supportive of more awareness/sensitivity workshops or programs geared towards becoming more aware of the needs of racial/ethnic minorities
- 82% support requiring all students to take at least one general education course that focuses on issues, research, and perspectives on racial/ethnic minorities

Student interests and perceptions survey. This survey gathered data in the following areas: demographics; international travel experiences; language; campus activities; organizations; curriculum and classes; perceptions; and the SHU international climate.²²

A total of 837 respondents participated in the Student Interests and Perceptions Survey, which is a 10% rate of response. The majority were female, White, Christian, and full-time undergraduate. Nearly one-third of the respondents were part-time or full-time graduate students. Undergraduate respondents were evenly distributed across the cohort years, across majors, rural, suburban, and urban backgrounds; 65% of the respondents were Pell Grant recipients. It is important to keep this demographic in mind as the data is presented; the minority student representation is much smaller in this survey, thus smaller percentages and fewer answers to specific culture and perspective questions should be noted.

A large proportion of respondents reported they travelled outside of the U.S.; however, the majority indicated the main purpose of this travel was non-academically related. For those who had engaged in academic-related travel outside the U.S., most did so for a relatively short period. The main perceived benefits of such travel were that it increased their understanding of other cultures and made them more well-rounded. Only 1% indicated that their academic travel abroad would help them get a better job. A relatively small proportion have either lived outside of the U.S. or participated in an education abroad program. Of the respondents who had previously traveled outside the U.S., no significant correlation was found indicating their beliefs that undergraduate students should participate in a study abroad course or participate in a course covering international topics. This data shows relative inexperience with education abroad and hardly any perceived value for future career options.

While nearly all students had studied a foreign language in high school, only 30% studied language in college. Relatively few identified themselves as native speakers of another language or that they come from bilingual homes. About 42% reported that they could speak and read in English only; another 41% indicate they could speak and read in one other language, while 30%

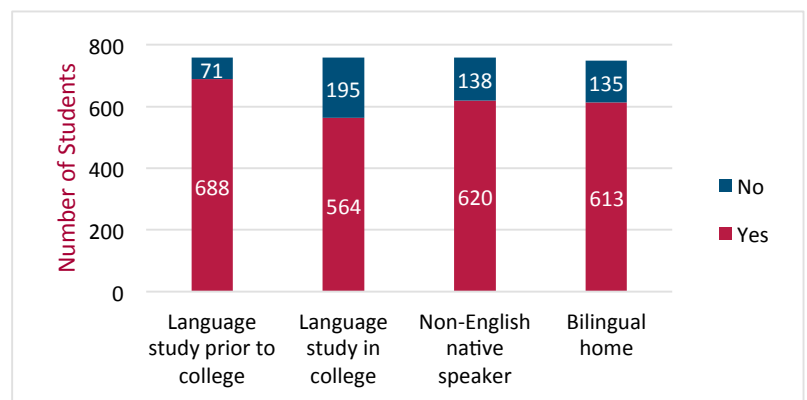


Figure 20. Language questions.

²² The Student Interests and Perceptions Survey captured data for multiple subcommittees: University Life and Culture; Education Abroad; and International Student and Scholar supports. Data pertaining to each subcommittee is reported separately.

of the respondents consider themselves bicultural (see Figure 20).

SHU students show an ability to engage in languages other than English, which should support the opportunity for the majority of students to engage in intercultural and international language experiences with others. Interestingly, the students who indicated that the study of language is an important factor in understanding other cultures also believe it is the responsibility of all faculty to help students become aware of other countries, cultures, or global issues ($r(649) = .34$, $p < .01$).

Half of the survey respondents reported they have participated, or planned to participate, in an on-campus international/intercultural festival; 39% indicated that they had participated, or planned to participate, in an international/intercultural club/organization. Roughly one third of the respondents indicated that they had participated, or planned to participate, in a buddy program or study group with an international student. It should be noted that few buddy programs currently exist, thus the data demonstrates interest and intent. While there is interest from a number of students who responded, the majority of students are not engaging in international activities or with international people on campus.

Nearly half of the survey respondents perceived that none of their SHU courses focused on international perspectives, issues, or event; another half indicated that only one to four of their courses focused on international perspectives.

Nearly all respondents indicated that of their SHU courses, “none” or only “one to four courses” focused on a non-U.S. international content (see Figure 21). Nearly three-quarters of respondents indicated that they were not currently enrolled in any classes with a large number of international students; about one-third said they were in classes with no international students; and another third indicated they were not sure. This data speaks to the need of integration of international aspects in SHU’s curriculum. In addition, the perceived lack of international students in the classroom could be specific to this group of respondents; however, international students may not be making themselves overtly known in their classes.

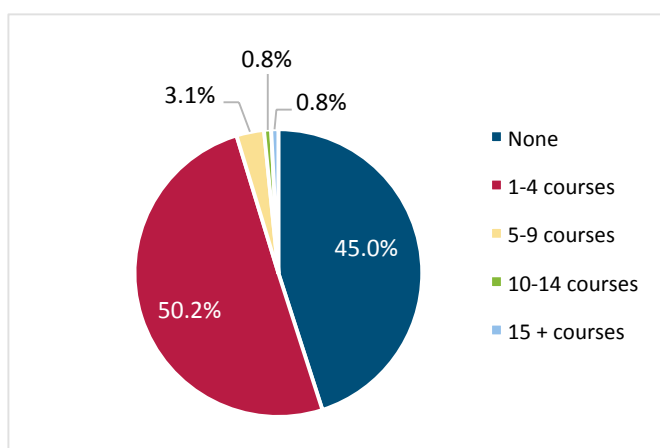


Figure 21. Courses taken by students which included international perspectives.

About a third of the survey respondents believed that ability to speak a foreign language was important in job competition and half agreed that intercultural understanding and knowledge of international issues was important. Nearly half of the survey respondents reported they agreed that more time spent in courses on learning about other peoples and countries resulted in less time to cover course basics. About 40% of the respondents agreed that learning about other peoples was a useful, but not a necessary part of their education. A majority agreed to the following statements:

- the presence of international students on U.S. campuses enriches the educational experience
- language study is important to the understanding of other cultures
- it is the responsibility of all faculty to help students better understand global issues and other cultures and countries
- traditional age undergraduates should have a study abroad experience and be required to take courses covering international topics

While this information depicts students’ belief in foreign language and study abroad experiences, it also contradicts their willingness to participate in such programs. A contradiction is presented here about belief in education abroad as a relevant component to future job search success. SHU needs to place greater emphasis on the future impact of these skills and the competitive advantage students have in the job market.

A majority of the survey respondents reported that they “never” or “rarely” heard a SHU student or faculty or staff member make a disparaging remark about others who are culturally different. However, nearly a third indicated that they heard such remarks “occasionally” or “frequently.” More than half agreed they had been present at SHU events where they believe non-native English speakers would not feel welcome, while nearly a third said they had attended an event where they believed people of particular ethnic or religious backgrounds would not feel welcome. These responses indicate that SHU appears to be a polite, socially and culturally accepting, and welcoming community; however, people of the non-dominant culture may not feel welcome, safe, or secure at some on campus events.

Only about 6% of the survey respondents reported they ever felt discriminated against or harassed at SHU because of their language, culture, religion, or racial/ethnic background; for those who did, the significant majority said it was because of their racial/ethnic background. The most common place for this discrimination or harassment was a residence hall followed by the classroom. By far, the primary source of the discrimination was other students. The majority of the survey respondents reported they would refuse to participate in or repeat comments or jokes about a culture, group, or religion different from their own. However, a majority also indicated they were “somewhat or very unlikely” to challenge others who made racially, ethnically or culturally derogatory comment. It is compelling to note here that a significant correlation exists between students who indicate that the presence of international students on U.S. campuses enriches the experience and the refusal to participate in comments or jokes that are derogatory to any group or culture ($r(557) = .22$, $p < .01$).

While most respondents reported “frequent” or “very frequent” contact with others of non-white or different religious backgrounds contact prior to arriving at SHU was very limited. Nevertheless, a majority said they would be comfortable with others of any racial, ethnic, or religious background as friends, roommates, and, to a lesser extent, dates. A majority of respondents rated themselves as “good” or “excellent” in terms of understanding/respecting/appreciating/interacting with other cultures and people from other cultures, yet the students indicate that they do not have a great opportunity to interact with other cultures on campus. The students may perceive themselves as having good intercultural skills if presented with the opportunity to interact with others from different cultural backgrounds

A majority of survey respondents say that their attitude towards various ethnic/racial/religious groups and international students has not changed since coming to SHU. A large number of the respondents also indicated that the campus climate for diversity and intercultural exchange would improve with more cultural awareness events, programs, and curriculum. About half of respondents reported they are satisfied with the environment of multiculturalism at SHU; however, 36% were neutral on this issue. A majority reported a sense of belonging at SHU to “some” or a “great” extent; however, 18% said felt it only to a small extent and 5% not at all. Over half of respondents agreed with the statements that SHU thoroughly addresses issues related to cultural difference and awareness, has visible leadership in this area from the president and other administrators, and that there is campus climate accepting of cultural difference. As mentioned at the start of this section, the demographics of the respondents must be taken into consideration. The majority of respondents to this survey were female (73%) and white (78%) indicating possible selection effects. When scrutinizing international topics, and sensitivities with which the minority cultures at SHU are faced, further comparison to general university demographics must be made to properly analyze the results of particular self-perceptions.

SWOT analysis.

Strengths. Internal strengths include:

1. International-related extracurricular programming across university life
2. Alumni network in over 50 countries
3. Active alumni association organization in Luxembourg
4. Alumni Relations has worked with Admissions staff to reach out to alumni in Japan and South America for recruiting purposes
5. A large number of students have travelled outside the U.S.

6. Many students have studied a foreign language or indicate some fluency in another language
7. A high percentage of students participate in on-campus international groups and activities
8. Students recognize the importance for foreign language fluency and intercultural understanding for personal growth and academic and career success
9. Students note the infrequency of disparaging remarks about those who are culturally different on campus
10. A small percent of students reported they experienced discrimination or harassment based on cultural difference
11. A majority of students indicate they are comfortable with those who are culturally different
12. A majority of students report SHU thoroughly addresses issues of cultural diversity and awareness and that there is visible leadership from the senior administration
13. A majority of students report the campus climate is accepting of cultural diversity
14. A very high proportion of students reported a sense of belonging at SHU

Weaknesses. Internal weaknesses include:

1. International Education Week is a high-profile event, yet attendance is low
2. SHU does not officially recognize a high proportion of international-related extracurricular events
3. Limited involvement of academic departments
4. Alumni Relations has difficulty maintaining current contact information for international alumni
5. Proposed international travel programs for alumni have not launched, despite alumni interest
6. Most students travel outside the U.S. for non-academic reasons
7. Most students who travel outside the U.S. for academic reasons have done so for short periods of time
8. A relatively small number of students have studied a foreign language in college
9. A high percentage of students indicate a lack of focus on international perspectives, issues, and events in the curriculum
10. Students perceive the international student representation in the classroom is extremely limited, yet international presence enriches the educational experience
11. A high percentage of students attended extracurricular events where they believe those who were culturally different/spoke another language would not feel welcome
12. The source/locations of discrimination or harassment based on cultural difference tended to be other students and in residence halls
13. Prior to coming to SHU, most students had limited interactions with those who are culturally/racially different from themselves

Opportunities. External opportunities include:

1. Establish processes and structure to recognize, document, and support all international-related extracurricular activities and events
2. Expand beyond cultural events and engage academic departments
3. Collaborate with SEVIS record coordinator to obtain permanent foreign addresses of international alumni/ae
4. Develop or purchase a system to capture expatriate and international alumni/ae contact information
5. Organize international association for alumni in other countries
6. Increase likelihood of international travel programs by identifying alumni interests and priorities
7. Involve alumni in other countries in recruiting for undergraduate and graduate programs
8. A significant proportion of students indicated that the campus diversity climate would improve with more cultural awareness events, programs, and curricula

Threats. External threats include:

1. Student perceptions may inhibit academics or values of language programs/non-English speaking destinations

2. Students believe foreign language skills and education abroad are important, however they do not believe the courses and programs should be required
3. Perceived lack of international acceptance from minority culture students
4. Competitive edge of non-SHU students who have international and additional language experiences

Recommendations. In a continued effort to enhance international and intercultural programming it is incumbent that there is grassroots involvement at the departmental and student group level with program planning and implementation. To a large extent, students indicate that there are sufficient co-curricular international and diversity related opportunities and programming on campus, but that the same is perceived as limited within the curriculum and the student composition of their classes. Faculty receptiveness to internationalization is positive and there is ample interest in the continued enhancement of international and intercultural competency integration into syllabi and overarching curricula. In turn, and with continued incorporation of international and intercultural material, students are anticipated to be more comfortable and proactive in seeking out new cultural experiences, study abroad, international service programming, and international professional engagement.

Many students indicated that there is limited experience with individuals that do not represent their cultural identity or are similar in ethnicity. Yet notably, students stated that there is support from senior administration in addressing issues of diversity, though, they believed that more curricular and co-curricular events, activities and opportunities would be beneficial. Within this vein, international and intercultural awareness can be integrated into student life, residential life, and classroom experiences for students, and in turn, have a positive effect on the campus climate for students of non-dominant cultures. The incorporation of international and intercultural awareness through the high participation of residential life student leaders will foster higher levels of belonging for all students. Furthermore, there will be increased cultural sensitivity of culturally dominant students.

In an effort to increase international and expatriate alumni engagement with SHU in respect to alumni donations, alumni trip participation, and scholarship endowments, it is pertinent that Alumni Relations, the Office of International Admissions, the SEVIS coordinator, and education abroad program managers (OGA, CHP, VPSL) create a network of collaboration and information accessibility. The purchase or development of a system to capture expatriate and international alumni/ae contact information would assist in this process.

Education Abroad

The breadth and charge of this committee is to: (a) evaluate current levels of participation in education abroad, including destination countries; (b) compare and contrast levels of participation among undergraduate versus graduate students; (c) evaluate current opportunities for education abroad: study, work, clinical, internship, and volunteer programs; (d) document the diversity of opportunities including: study, work, and volunteer programs; (e) examine the quality of current education abroad programs, and their level of integration into existing SHU curriculum; (f) identify obstacles for increasing participation in abroad programs; (g) benchmark SHU participation in abroad programs against peer and aspirant institutions; and, (h) recommend target levels for participation in abroad programs.

SHU encourages students to take advantage of education abroad programming. The university offers a variety of opportunities around the world for students, which includes programming that supports a broad range of educational, professional, and personal objectives. The university's program portfolio includes traditional, credit-bearing semesters abroad; short-term study abroad; exchange programming; several internship opportunities; and short-term credit and non-credit bearing options in clinical health profession and service learning. SHU operates two campuses abroad, in Dingle, Ireland and Luxembourg City, Luxembourg.

Summaries of education abroad programming.

Study abroad. The OGA manages the traditional, credit-bearing study abroad program portfolio. Programs include study abroad, exchange, and faculty-led programming. Programs are offered via consortia, providers, partner institutions abroad, as well as in-house developed programming at our global campuses or other locations. In total, over 100 programs are available in 30 countries around the world (see Appendix J). Students may choose to study on a short-term program, ranging between two to six weeks, a semester program, or an academic year. Depending on the program of choice, students may choose to study abroad as incoming freshmen through the winter of their senior year. Contingent on program choice, grades²³ and financial aid²⁴ may or may not transfer. Most programs offer a variety of content courses in English. Where available, students may choose to take a combination major/minor/general education/elective courses abroad.

Clinical health programs abroad. Students in the health professions have international opportunities for earning clinical credit hours or Capstone project credit. Required clinical hours attached to courses are provided to students in Nursing and Speech Language Pathology while Capstone project opportunities are available to Occupational Therapy graduate students. Doctor of Nursing practice students also have project credit opportunities. Other students experience service learning opportunities. Most programs are interdisciplinary in nature in order to provide all students with an opportunity to engage with students in other disciplines and work as team to provide the best care for each patient.

International service learning and volunteerism. Student civic engagement has developed rapidly over the past three years. Program partners, countries, and the diversity of student engagement have expanded. All colleges on campus are represented in international volunteerism. Students are engaged in the areas of primary school educational activities, community development, health education, and non-profit staff professional development.

Internships abroad. The Office of Career Development and Placement Center offers assistance on internship search, resume building, and interview preparation for those seeking opportunities to intern abroad.

²³ Grades and institutional financial aid do not transfer for consortia programs

²⁴ On average, all academic loans, scholarships, and grants that students receive are applicable for SHU and SHU-Affiliated (partner and approved provider) semester programs

Global campuses.

SHU in Dingle. SHU in Dingle is the university's principal study abroad program in Ireland. Established in 2004 and based in Dingle, County Kerry, SHU in Dingle operates through a partnership with the Discart Centre of Irish Spirituality and Culture and offers unique, experientially based short-term intensive and semester-long study abroad programs in the heart of the West Kerry Gaeltacht region. Major research and grant-writing initiatives for undergraduate, graduate, and faculty research have been initiated as part of this development and an international scholarly conference is being planned for June of 2016. SHU in Dingle has also initiated a partnership with Listowel Writers Week as part of its initiative to develop undergraduate literature, writing, and performing arts programs at its base in Dingle.

SHU in Luxembourg. Graduate degree programs and undergraduate and graduate short-term programs from the U.S. operate at the SHU in Luxembourg campus. The graduate programs in Luxembourg (attended by students who reside full-time in Luxembourg or the nearby surrounding regions) and its opportunities for students to study abroad are described and evaluated first. Then the following section describes and evaluates opportunities for U.S. students to study short-term or long-term in Luxembourg.

SHU has operated in Luxembourg since 1991, offering graduate level programs tailored to the needs of the working individual and to full-time students for the past two years. It was the first institution in the country to offer continuing higher education in the form of evening classes at a time when Luxembourg was dealing with a dramatic change in its economic structure. Located in the Chamber of Commerce Luxembourg-Kirchberg, the campus educates students from over thirty different countries and offers three types of programs: a part-time MBA, a full-time MBA with Internship, and 5 Graduate Professional Certificates. These programs are accredited by AACSB, as are business programs in Connecticut. In August 2007, the university earned the Grand Ducal Decree that provides recognition of SHU diplomas conferred in Luxembourg, providing the opportunity to register diplomas with the Luxembourg Ministry of Higher Education. The graduate faculty at Luxembourg is composed of visiting faculty from the U.S. plus a full-time Luxembourg-based Management faculty member and numerous Luxembourg adjuncts.

SHU has been offering opportunities for its undergraduate and graduate students to study abroad in Luxembourg for more than a decade. In 2000, a small group of undergraduate students studied in Luxembourg for a semester in a program coordinated by Dr. John Roney. The program was discontinued after the 9/11 terrorist attacks and no semester long program for undergraduates have been offered since then. SHU graduate students have always had the opportunity to take part or all of their MBA in Luxembourg, although over the years only a handful of students have taken advantage of doing so.

Short-term (two-weeks) study abroad courses in Luxembourg for U.S. MBA students began around 2004 and have continued every year since then, with participation ranging from as few as two students to a maximum of thirteen students. Short-term two-week courses for undergraduate business students began around 2009. Enrollment in short-term programs has grown steadily to include participants from multiple colleges, with enrollment reaching a high of 44 undergraduate students and six graduate studying in Luxembourg in May/June 2014. Since 2012, serious effort has been made to attract students from other colleges within SHU.

Participation rates. Between AY 2009/10 and AY 2013/14, total education abroad enrollments has increased by 106% (n=165; n=340) – semester enrollments have increased by 26% (n=31; n=39), and short-term enrollments have increased by 125%. The total participation rate have increased 81% during this time.

Study abroad. Students' interest in study abroad programming continued to rise in AY 2013/14. Credit bearing 'study abroad' programs again enrolled a record number of students, including a small population of students from other area universities. Both fall and spring semester enrollments experienced sizable increases, leading to a total semester enrollment increase of 95%. Short-term program enrollments continue to dominate with 84% of students selecting this program type. AY 2013/14 short-term program enrollments (pre-fall, winter, and summer) increased by 1%, although

several programs experienced dramatic increases in enrollments. In total, all study abroad enrollments during the academic year increased by 9%. The number of students studying abroad at SHU has grown by 111% over the past five years (see Figure 22).

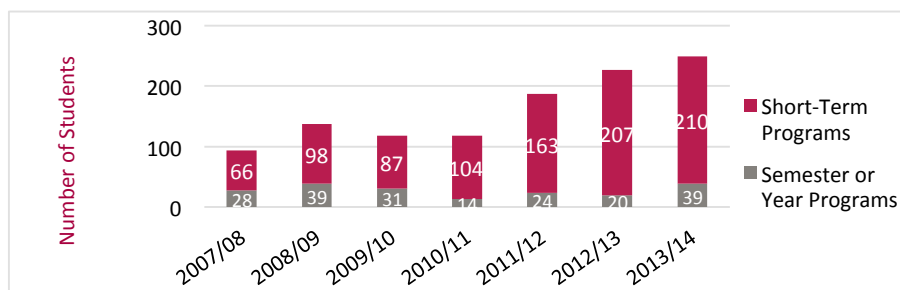


Figure 22. SHU study abroad enrollments in the year AY 2007-2013.

Clinical health programs

abroad. In addition to traditional study abroad opportunities, the subcommittee collected data on international service work, clinical programming, and internships. Over 90 students participated in one of these experiential learning opportunities abroad. The CHP offers multiple weeklong opportunities for students to gain clinical hours throughout the Caribbean and Latin America. Nursing, Physical Therapy, Occupational Therapy and Speech Language Pathology students at the undergraduate and graduate levels are able to participate in the programs. Total enrollments have increased 93% over the past five years (see Figure 23).

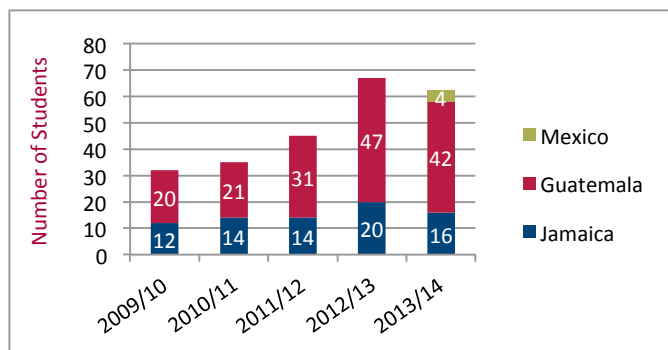


Figure 23. International Clinical Program Enrollments.

International service learning and volunteerism.

SHU students also participate in several international service learning and volunteer programs available during spring break. After many successful years running a program in El Salvador, volunteer opportunities were expanded to Guatemala and Costa Rica. Enrollments have increased by 93% over the past five years (See Figure 24).

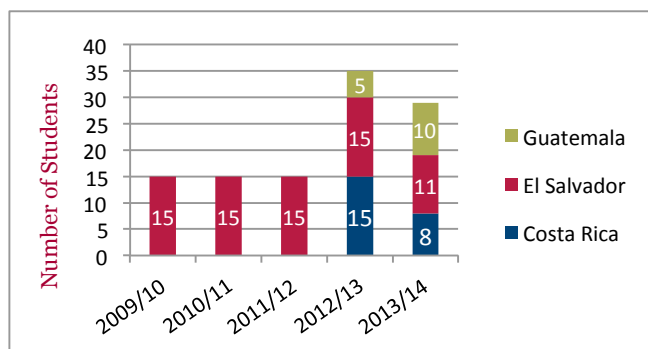


Figure 24. International Service Program Enrollments.

At SHU, undergraduate students are targeted for international service programs. Due to the nature of traveling internationally, applicants are vetted by their experience in volunteerism, leadership, and travel. This vetting process tends to remove many freshman from participation. In turn, freshman applicants are provided advising within these areas and encouraged to apply their sophomore year. There is strong participation of female students. Male applicants are limited. This is a national trend. There has been increased participation of Latino Spanish speaking students.

Internships abroad. SHU does not currently offer any internships abroad outside of offerings at host institutions (University of Notre Dame; John Cabot University). To date, records do not indicate that any SHU student has participated in an OGA or Career Services internship abroad. There is also no means of capturing such data, including distinction between undergraduate and graduate participation.

Fulbright awards. Historically, three SHU students have been awarded Fulbright awards: in 1973 to study in West Germany (topic unavailable); in 2011 to study Information Sciences and Systems in Albania; and in 2013 to study Computer Science in Albania. The timing of awards, fields of study and destination of Albania for the 2011 and 2013 recipients represents a possible faculty connection, push for Fulbright applications, or stress for global study in this field.

Global campuses.

SHU in Dingle. Beginning with just 12 students ten years ago, today SHU in Dingle enrolls more than 120 students each year in multiple programs. Consistently successful short-term courses (those operating more than once with over 10 participants) include religion, marketing, coastal ecology, and nursing courses.

SHU in Luxembourg. SHU Luxembourg graduate programs across four academic years averaged a total enrollment of 66 students per year. The MBA program continues to be the foundational academic offering; however, the new full-time MBA+Internship program enrollments are increasing year by year (see Figures 25-26).

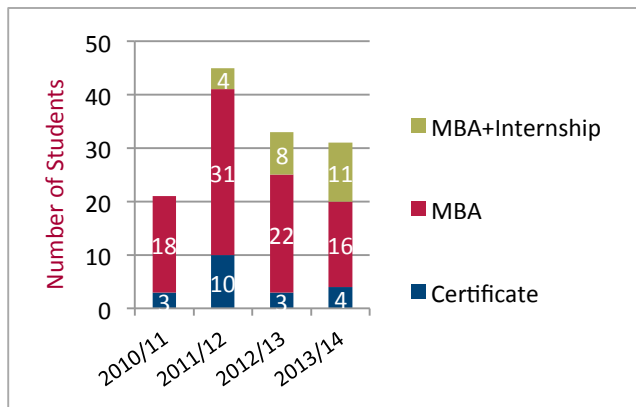


Figure 25. Luxembourg Graduate Program Enrollments.

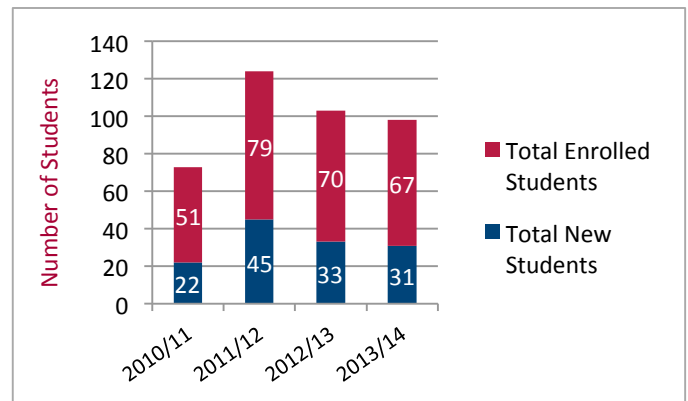


Figure 26. Luxembourg Graduate Total Enrollments.

In AY 2013/14, degree-seeking Luxembourg-based graduate students hailed from 30 countries. While 90% of these students could be considered international students (i.e. either living outside Luxembourg but nearby in neighboring countries - the so-called *Grande Region* - while they take classes in Luxembourg or with origins in countries worldwide). 73% of the total degree-seeking population is European. The top places of international student origin are the U.S., France, Germany, Belgium, and Italy. The majority of international students were living and working in Luxembourg prior to beginning their degrees; however, a growing number of MBA+Internship students are international students who are specifically moving to Luxembourg to attend the program (see Figure 27).

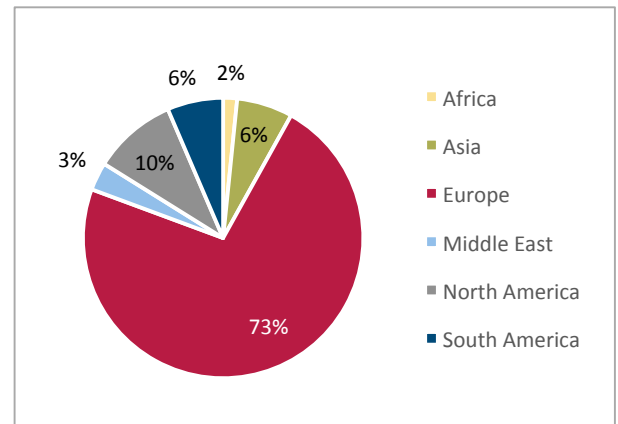


Figure 27. Luxembourg Student Population by Region.

Participation in courses offered in Luxembourg for undergraduates has steadily risen, especially with the support of the OGA, which now handles everything from advertising the programs to all documentation to orientation for students to travel arrangements and support for faculty. The efforts to attract students from other colleges are slowly having an impact. In AY 2010/11, 100% of students were part of the WCOB, while in AY 2013/14, 79% of students were part of WCOB, and 21% of students resided in other colleges.

Levels of participation are higher among undergraduates than among graduate students, although the CHP has offered a cross-disciplinary course for their Nursing and Physical Therapy students for the past two summers. The numbers of U.S. MBA students studying in short-duration courses in Luxembourg has actually decreased from a decade ago. That decrease is partly due to the revised structure of the MBA program that makes it very difficult for students to take one of these courses while also taking the intensive integrated core courses of the MBA.

Peer and national trends.

Study abroad. National study abroad data²⁵ illustrates that the types of study abroad programs students choose are different at SHU (see Figure 28). SHU students choose short-term programs in greater numbers than the national average. A review²⁶ of overall study abroad enrollments at peer and aspirant institutions was conducted as a part of a larger internationalization review (see Figure 29). The purpose of this review was to benchmark the degree to which SHU students are engaging in study abroad. SHU study abroad enrollments are close to most of its peer institutions; however, SHU lags behind successful peers and aspirant institutions. An interview with these institutions indicated that dramatic gains in enrollment were made when study abroad was made an institutional priority with appropriate resources allocated to support that priority (a 97% increase in one year and a 167% increase in five years).

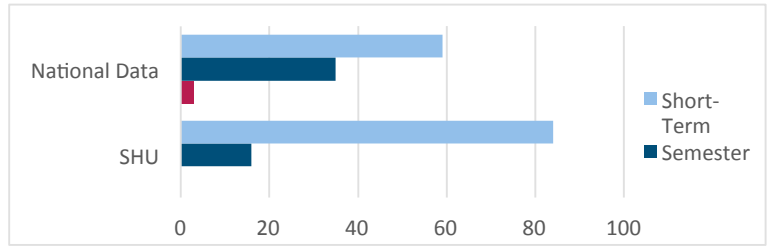


Figure 28. Study abroad enrollments, AY 2012/13.

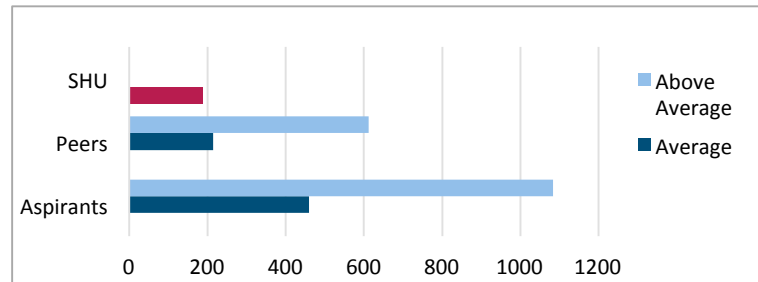


Figure 29. Peer and aspirant enrollment, AY 2012/13.

Clinical health programs abroad. Half of the peer institutions surveyed provide international opportunities for their healthcare professions students, while only two aspirant institutions have international healthcare short-term programs. Programs are offered in both developed and developing countries. Only one peer institution and no aspirant institutions offer interdisciplinary international healthcare programs (see Appendix L).

International service learning and volunteerism. Nationally, there has been an upward trend in developing international service programs and increasing civic engagement within education abroad. Institutions vary greatly in offering international service learning and volunteer programs. Due to the funding commitment and the risk/liability involved, many institutions allow third party providers to market to students. This does not have significant impact on the student population as a whole. Peer institutions tend to offer few opportunities, though the participation rate of undergraduate students is equivalent of SHU (see Appendix M).

In AY 2014/15, SHU's peer institutions ranged from nine participating students (Marist College) to 88 participating students (Fairfield University). Bryant University had eight each of undergraduate and graduate participants (undergraduate traveling to Peru and the Dominican Republic, while the graduate students traveled to Haiti). A large jump in participation followed with Saint Joseph's University, Iona College and Quinnipiac University having 50, 73 and 70 undergraduates participating respectively. Seaton Hall University offers many different service learning programs, but as the university is not centralized in this respect the report of 44 undergraduate participants may not be accurate.

²⁵ See Appendix K

²⁶ Institute of International Education. (2013). Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

SHU's aspirant institutions only report undergraduate student participants on the available programs; however, there was a wide range of enrollments. Loyola University Maryland had 30 participants across two service learning trips to Mexico and El Salvador; Providence College had 33 participants in their programs, while Villanova University had slightly more participants at 55. There was a spike in participation at several aspirant schools. Fordham University and Boston College had 185 and 275 undergraduate participants respectively take advantage of the presented opportunities. With 29 participants across the offered service learning programs SHU ranks lowest as compared to its peer and aspirant institution student participants, though only slightly.

Internships abroad. Quinnipiac University offers a combined internship and study abroad opportunity through their International Business major. This includes top companies such as American Skandia, Bayer AG, The Dage Corp., Johnson and Johnson, and Perrier. This is not a mandatory requirement of the major.

Marist offers a program through the Foundation for International Education (FIE) in locations such as London and Dublin, where an internship is required as part of their experience. FIE staff supervise placement arrangements. It counts towards an elective and/or fieldwork credit, depending on the major. In addition, Marist international participants must complete either community service, service learning, research program or an internship. However, internships are available on an optional basis based on the program.

Fairfield University offers an International Studies Program, that partner with the Dolan School of Business and the Career Planning Center to support internships in multinational organizations. Students do receive academic credit for their internships, recent placements include UBS, Kate Spade, Fisher International (however it is unclear as to whether these are international internships or not).

Fulbright awards. Available online Fulbright data dates back to 1973. Since that time, three SHU students have received Fulbright awards – two awards were received since AY 2010/11. In the last five years, AY 2007/08 to AY 2012/13, peer institutions received an average of 32 student Fulbright awards and aspirant institutions received an average of 54 awards. In AY 2012/13, the average number of student Fulbright awards received was 5 for peer and 10 for aspirant institutions. During this time, peer institution recipients represented three countries on average and aspirant institutions represented 10 countries on average. One SHU student received a Fulbright award this same year – both awards were to Albania thanks to a faculty connection.

Global campuses.

SHU in Dingle. In the AY 2013/14 IIE Open Doors²⁷ report, with 3% of the population, Ireland was one of ten leading destinations of U.S. study abroad students. There are few competitors for study abroad programs in Dingle. Apart from SHU, no American college or university has an established program in Dingle or the West Kerry region. There are some institutions that offer a Dingle component to their study abroad programs and others that operate an occasional program based in the area. These include the University of Missouri-Kansas City Law School (they are in Ireland for a month, with two weeks in Dingle; they rent space at the Disart), Washington and Lee University (they were last in Dingle in 2012 and will be there in 2015; they rent classroom space at the Disart; their stay is about four weeks), and SUNY-Cortland may run a month-long art course based outside of Dingle. American International College attempted to establish a program in Dingle about 8 years ago, but it only last two to three years; it was a one-person operation and could not sustain itself.

²⁷ Institute of International Education. (2014). A Quick Look at U.S. Students Studying Abroad. Retrieved from <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2014/2014-11-17-Open-Doors-Data>

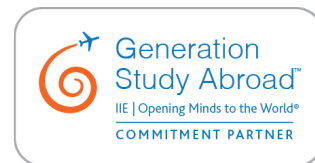
SHU in Luxembourg. Participation comparisons to other institutions are difficult, as there are no comparable private institutions in the region. Most other universities offering an MBA program nearby in Europe are public and state-supported institutions with minimal tuition fees.

The only U.S. undergraduate institution in Luxembourg is University of Miami (Ohio), which offers a study-abroad semester in Luxembourg with arts and sciences courses plus limited business courses. The University of Miami also offers a seven-week summer program. Although invitations have already been offered to have University of Miami (Luxembourg) students participate in our late May/June undergraduate short-term courses, their spring semester academic schedule does not permit their participation. One potential collaboration could involve having SHU students attend a University of Miami semester abroad program in Luxembourg and offering SHU's short-term programs to University of Miami's students who cannot attend their own university's full semester or seven-week summer program.

Target participation. SHU has committed increase the number of students studying abroad over the next five years to 45%. This equates to 379 students going abroad by the end of AY 2017/18, up from the 259 students who went abroad in AY 2013/14²⁸. The figure includes students participating in programs offered by the OGA, Volunteer Programs and Service Learning, Clinical Health Programs Abroad, Internships Abroad, and at the Global Campuses.

CHP service programs need additional consideration when considering target participation rates. To cover faculty travel expenses, the recommended student to faculty ratio is 5:1 because tuition is not captured in student payments. Ratios for student-to-faculty clinical supervision vary per discipline. The ratio mostly effects the School of Nursing. Target level participation is department-specific dependent upon demand and clinical rotation space needed.

Generation Study Abroad Initiative. SHU has joined the Institute of International Education's (IIE) Generation Study Abroad initiative to double the number of American students who study abroad by the end of the decade. The Generation Study Abroad commitment to study abroad encourages purposeful, innovative action to get more Americans to undertake a meaningful international experience through academic study abroad programs, as well as internships, service learning, and non-credit educational experiences. The initiative also focuses on increasing the diversity of the students who study abroad by ensuring quality and removing barriers to participation. Nearly 300 higher education institutions have made pledges towards the initiative. SHU has pledged to increase the number of students who study abroad by 45% over the next five years, inclusive of OGA, CHP, VPSL, Internships, and Global Campuses (n=370 380).



²⁸ Total number of students abroad not based on IIE Open Doors submitted data.

Current opportunities.

Study abroad. The OGA manages more than 30 programs abroad in over 30 countries (see Figure 30). Semester students typically chose to study in Australia, Italy, England, or Spain. Short-term programs continue to be popular with SHU students. Summer faculty-led, short-term programs are offered in the Bahamas, Bermuda, China, Costa Rica, the Dominican Republic, and multiple European countries.



Figure 30. Countries of Study Abroad Enrollment, AY 2013/14.

Clinical health programs abroad. Current opportunities for clinical health programs abroad include:

Guatemala. Twice yearly, nursing, physical therapy, and occupational therapy and speech-language pathology undergraduate and graduate students travel to Guatemala to provide free healthcare clinics to the marginalized populations of the Greater Panchoy Valley surrounding Antigua, Guatemala. Students participate in and experience: (a) Free clinics for underserved populations that focus on Obstetrics/Pediatrics/Public Health/Pain/Rehabilitation/Literacy/General Medicine; (b) Provide free medication to each patient as required; Wheelchair fitting at a local wheelchair factory; (c) Wound care for the homeless; and, (d) Home visits.

Haiti. Occupational Therapy graduate students travel to Gros Morne, Haiti to explore global health issues, cultural awareness and competence, social justice and healthcare development. The first program took place in October 2014. Students participate in and experience: (a) target community needs based on assessments with local leaders; (b) collaboration with the local community; (c) Haiti's health delivery model; and, (d) provide free healthcare clinics to the underserved populations in this rural area.

Jamaica. Undergraduate and graduate nursing students travel to Jamaica to provide free medical and surgical care to the impoverished communities in Kingston and St. Elizabeth's counties. Teams travel annually in the fall semester. Students participate in and experience: (a) Interdisciplinary teams of nursing faculty, physicians, surgeons, anesthesiologists, nurses, nurse practitioners and physician assistants that care for over 900 adult and pediatric patients that cross the lifespan; (b) Provide free medication to each patient; Performing free major surgeries in a local Kingston hospital; and, (c) Work in make-shift clinics, educating communities on disease prevention and providing in-home care.

Mexico. This service learning program was launched in March 2014 in partnership with Simply Smiles out of Westport, Connecticut and the Exercise Science Department. Undergraduate students experience rural life in Oaxaca, Mexico including time in a Zapotec village in the jungles of Santa María Tepexipana. This will be a clinical service learning program that will focus on exercise science learning objectives for undergraduate students, or offered through the office of Volunteer Programs and Service Learning to all students on years when Exercise Science does not offer the program.

Dominican Republic (new in AY 2014/15). A team of Family Nurse Practitioner graduate students will travel with faculty to provide a four-day clinic at Hospital PAP in Paraiso, Barahona, Dominican Republic. The group provides healthcare clinics to the underserved populations in this rural area including free medication as needed. The intention is to: (a) serve targeted community needs based on assessments with local leaders; (b) collaborate with the local community; and, (c) integrate our missions into our health professions curriculum. In addition to the clinic, home visits may be conducted.

Cheyenne River Sioux Tribe Reservation (new in AY 2014/15). The Lakota Tribe Mission is open to RN-BSN and MSN Nursing students, Occupational Therapy graduate students and SLP graduate students. The School of Business, the Social Work department and Art and Design Department will join the CHP group to provide interdisciplinary workshops in physical and mental health, microfinance and design projects for the Lakota. Students also work on community projects that include afternoon camp for children, community meals, building, gardening and various other development work.

International service learning and volunteerism. Current opportunities for international service learning and volunteerism abroad include:

Costa Rica. Working closely with the Institute of Technology of Costa Rica (TEC), SHU has developed programming that includes multiple departments, colleges and student groups. The Office of Volunteer Programs and Service Learning supports multiple aspects of the collaboration between the two universities. As an alternative spring break, VPSL coordinates a group of SHU students, accompanied by faculty advisors, to the San Carlos campus. Unique to this international program is that SHU students are paired with TEC students while doing volunteer work and biological research. SHU students, in groups of two, are placed in a Costa Rican home where they become part of a Costa Rica family. SHU students share meals, go on local outings and learn firsthand about Costa Rica culture from their host families. Volunteer work includes working one-on-one with Costa Rica elementary students, participating in playground re-construction, reforestation projects and assisting with biological research (crocodile egg relocation and assessment).

El Salvador. SHU's commitment to the people of El Salvador spans several decades and has influenced many facets of the university community. Currently, the Office of Volunteer Programs and Service Learning coordinates a delegation of SHU students and advisors to travel to Tierra Blanca, El Salvador during spring break. The goal of this service program is to learn and listen to survivors' stories of the El Salvadorian civil war. While in El Salvador SHU, students live at the Oscar Romero Center in Tierra Blanca. From there, the group visits local communities that were significantly impacted by the civil war. This service program has a significant cultural exchange component that has led to building strong relationship between the SHU community and the people of El Salvador.

Guatemala. As an alternative spring break, the Guatemalan service program travels to the province of Chimaltenango, Guatemala, to support the Guatemalan non-profit CERNE. The CERNE nutrition center and schools are located in a rural area of the province that is surrounded by sugarcane and rubber tree plantations. SHU students, along with advisors, aim to support CERNE as it meets the educational and community needs of the local households. SHU students plan physical education activities, teach English and assist with remodeling the small, one-room school. Past projects have included painting the school and helping out with the reconstruction of the school's roof. In addition, SHU students provide local children with games and organized activities, as well as spend time getting to know the families

that live nearby. The SHU delegation spends a day in the town of Antigua where they explore and learn about various aspects of Guatemalan colonization by the Spanish, the sociological impact of natural disasters (volcano) and the rich and complex Guatemalan indigenous history.

Bangladesh (new in AY 2014/15). In collaboration with the 501(c) 3 non-profit organization Distressed Children and Infants International (DCI) and the WCOB, the Office of Volunteer Programs and Service Learning supports the goals of DCI through fundraising, volunteer staffing at DCI fundraising events (USA) and supporting their programming in Bangladesh. In December 2014 six undergraduate students, the director of VPSL and Prof. Mamun (WCOB – accounting) will travel to Dhaka, Bangladesh where they will live in the DCI orphanage and provide educational activities for the children. In addition, the SHU delegation will travel to Patuakhali, Bangladesh where they will work at a charter school supported by DCI. There, SHU students will teach the elementary students English through instructional technology and digital learning.

Dominican Republic (new in AY 2014/15). During winter break, a SHU student group, along with two faculty advisors, travel to Santo Domingo, Dominican Republic, then on to the town of Barahona. This group of students and advisors work in collaboration with Community Partners, Inc. (COPA), a non-profit organization based in the United Kingdom. Working alongside COPA leaders, teachers and youth, the SHU delegation supports COPA's charter school in the rural community La Bombita. This community is located on the edge of a sugarcane plantation and its residents are majority Haitian or of Haitian descent. Activities for the community are focused on engaging local elementary students in digital technology, physical education and health education. Unique to this alternative winter break is the environmental education component. Traveling with COPA leaders and youth from La Bombita, the SHU group will visit Bahia de las Aguilas (Eagle's Bay). There, the combined groups explore part of the Jaragua National Park, learn about its environmental importance and participate in a trash pickup along the beach.

Internships abroad. Students may participate in an internship while on a semester study abroad program (University of Notre Dame; John Cabot University). Students are free to pursue other semester and short-term opportunities independently. Internship opportunities in various industries are also available on the spring semester SHU in Dingle program, as well as a summer biology internship at the Dingle Aquarium.

Global campuses.

SHU in Dingle. Currently, SHU in Dingle offers undergraduate students full semester (15 weeks) and intensive (two weeks) study abroad options. SHU in Dingle courses include: Irish language; literature; music; history and spirituality; anthropology; sociology; media studies; business; nursing; and education. A coastal ecology research center partnership between SHU's Department of Biology and Dingle's Oceanworld Aquarium provides 10-week summer internship opportunities for several students. In addition, SHU in Dingle organizes and support public cultural programming in Dingle (e.g.: Abbey Theatre, Seamus Heaney Night, and Listowel Writers' Week).

SHU in Luxembourg. SHU in Luxembourg offers two graduate degree programs (MBA and MBA+Internship), five graduate business certificate programs (Corporate Finance, Global Investments, Leadership, Modern Business Management, and Risk Management), and several short-term study abroad opportunities for Luxembourg and Fairfield MBA students, as well other Fairfield student populations. The study abroad SHU in Luxembourg program offers upwards of four undergraduate humanities and business courses to SHU and visiting study abroad students. Each course includes local site visits that provide students the opportunity to learn firsthand the lessons and theories of the classroom, as well as mandatory cultural enrichment overnight excursions to locations in Paris, Strasbourg, and Brussels. AY 2015/16 is the third year of courses beyond the WCOB. CAS and CHP courses have been available since the summer of 2013. In addition, a short-term, summer graduate course in Physical Therapy has been taught in Luxembourg for the past three years.

Diversity of opportunities.

Study abroad. A list of all study abroad programs and countries is listed below. In AY 2013/14, (discounting CCIS programs, which are not considered SHU-affiliated programs) the OGA advised on 39 programs, 68% of which are located in Europe (see Appendix J). Only two academic degree programs require a study abroad experience. The new Global Studies major requires a semester of study abroad or an internationally focused internship and the Irish Studies minor requires at least a short-term experience in Ireland. Of the 76 academic degree programs offered by the university at least 33% encourage a study abroad experience for their students (see Appendix N).

Clinical health programs abroad. Current opportunities exist for clinical credit hours or Capstone project credit only. Research and project opportunities for graduate students and faculty are in the development phase in Ghana and Uganda.

International service learning and volunteerism. With the expansion of third party providers and partnerships with host country organizations, student opportunities have significantly increased. As new host countries were developed, so has the differing types of civic engagement. Currently, students participate in the following civic engagement activities: reforestation, elementary and middle school tutoring/educational activities, health education, environmental education, youth development and information technology (see Table 1).

Table 1

Partner organizations

Country	Organization	Areas of Service	3 rd Party Provider
Bangladesh	Distressed Children & Infants International	Health education, community development, primary school	
Columbia	Rise and Walk Foundation	Community development, primary school	✓
Costa Rica	Tecnologico de Costa Rica	Reforestation, primary school, biological research	
Dominican Republic	Community Partners, Inc.	Teacher education, information technology, primary school	
El Salvador	Sisters of St. Joseph of Orange	Community development, cultural exchange	
Haiti	Haiti Plunge, Inc.	Community development, youth development, construction	✓
Guatemala	CERNE, Inc.	Community development, construction, primary school	
Nicaragua	Center for Social Justice and Cultural Understanding	Social work (in development)	✓

Internships abroad. A select few students utilized Career Development’s resources while obtaining internships based on personal connections. These internships were primarily accomplished during the summer, at companies such as Euro RSCG in London, Goldman Sachs in London, MLB in London, Tetra Pak in Spain, and Flightshop in Sweden.

Global campuses.

SHU in Dingle. SHU proposed a significant expansion of its presence and programs in Dingle and has plans to purchase its own building. The main elements of this expansion focus on (a) the full-term traditional semester and Freshman Fall Abroad programs; (b) development of new summer semester study programs; (c) low-residency MFA program in creative writing and performing arts partnerships; (d) establishment of a Center for Coastal Research in partnership with the Dingle Oceanworld Aquarium; (e) adult and alumni/ae programming; and (f) development of SHU in Dingle as a host and coordinating partner for secondary-level (high school) Irish studies programs.

Planned expansion allows for the development of a set of internship opportunities that would appeal to students with interests in business, marketing, advertising, graphic design, social media, tourism and hotel management. In addition, there are plans to develop a year-round ESL program offering intensive language training to an international population of graduate students to prepare them for continued graduate studies in English.

The university is engaged in the development of a partnership, entitled "Project Draiocht," with four other Irish educational institutions and organization that will provide the basis for an academic hub in Dingle based at a property owned and managed by SHU. Partners includes UCC, Cork Institute of Technology, and Tralee Institute of Technology, all third-level institutions of higher education, and the Kerry Education and Training Board, which provides vocational and job training to the residents of Dingle and the surrounding area of County Kerry. The primary purpose of the academic hub will be to provide undergraduate and graduate academic, internship, and research programs and opportunities for students from SHU, other colleges and universities in the U.S., Ireland, and other EU nations. The academic hub will also provide teaching, research, and collaborative opportunities for the faculties of the partner institutions. Once developed, the individually and jointly offered programming will provide for maximal utilization of the hub's facilities and a predictable revenue stream for SHU.

SHU in Luxembourg. Beyond the significant advantage of student diversity, both the MBA and MBA+Internship programs offer international study abroad components. Luxembourg MBA students have several opportunities to study abroad during their program. They may participate in bi-annual, two-week faculty-led courses in Asia and/or the U.S. During the Asia course students visit three or four countries in Asia and the Middle East and have opportunities for corporate visits and sight-seeing. In the U.S. program Luxembourg, students participate in class, corporate visits, and sight-seeing with U.S. MBA students. On average, eight to 15 Luxembourg students participate annually in such programs (see Figure 31).

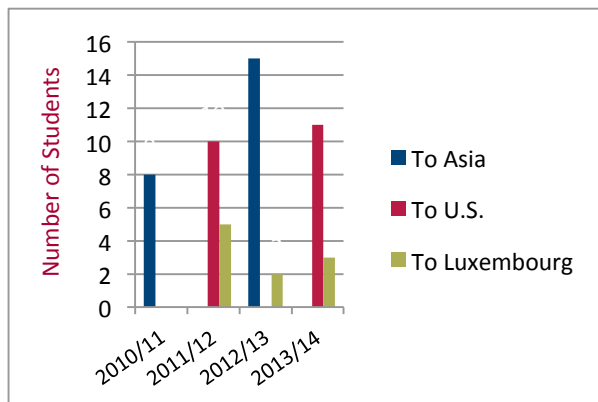


Figure 31. MBA student Mobility.

The MBA+Internship program combines Welch MBA requirements with a paid, six to nine month full-time internship in well-known and well-respected organizations, many of which have a global footprint, including companies like Arcelor Mittal, ATOZ, Banque Internationale à Luxembourg, Brown Brothers Harriman, Cargolux Airlines International S.A., Lombard International Assurance S.A., PricewaterhouseCoopers, SES, and UBS. Non-European Union students graduating with the MBA are entitled to obtain a two-year work permit in Luxembourg post-graduation, as long as they have a job offer. These full-time students also have the option to take their MBA courses on two continents. Students can choose to spend the last four months in the U.S. on SHU's main campus. Indeed any Luxembourg MBA student may choose the U.S. to do part of their studies in. For example, in fall 2012, one Luxembourg student took four courses at the Fairfield campus of SHU.

The variety of short-duration courses for U.S. undergraduates offered in Luxembourg has increased slightly (to three or four summer courses) and the variety of courses now includes courses attractive to CAS students, as well as WCOB students.

The variety of short-duration courses that U.S. MBA students may take is actually quite limited because the two-week in-class courses (with deliverables due up to six weeks later) also serve the Luxembourg MBA students. The Luxembourg staff are somewhat reluctant to have their students take the two-week intense courses because their students are also probably taking another course at the same time and doing both feels quite pressured. U.S. students do have the opportunity to take the full-time with internship MBA program in Luxembourg and could arrange to study for a trimester in Luxembourg. So far, in the three cohorts who have entered the full-time MBA with internship program only two SHU undergraduates have entered the program. There currently are no opportunities for U.S. students to volunteer or to take an internship, unless they are in the full-time MBA with internship program.

Currently no volunteer opportunities exist for SHU Luxembourg graduate degree seeking or U.S. study abroad students. Internship opportunities only exist for degree-seeking MBA Luxembourg graduate students.

Program quality and integration.

Study abroad. In relation to intercultural development and cultural familiarity, few study abroad programs include elements that encourage interaction with difference. Housing options on most programs tend to be with other study abroad students, course content is taught in English, and few students partake in language courses. That being stated, many short-term programs do take advantage of the local surroundings, whether that be through interactions with local populations or through student research.

A study abroad experience is recommended, but not required, for nearly all degree programs, with the exception of Global Studies and Irish Studies (see Appendix O). An analysis of courses offered abroad indicates that the most prevalent subjects available include Business, Foreign Languages, Communications, Political Science, Religion/Philosophy, and Literature. These subjects each make up approximately 10% each of the study abroad program portfolio. History and Psychology follow, each at 6%. These subjects are also offered at the widest availability of program locations. Several non-traditional study abroad subjects, yet popular at SHU (Exercise Science and Computer Science) are offered at only one or two program locations.

When compared to fall 2014 major data, the portfolio of courses available abroad only partially aligns. The largest percentage of total majors at SHU, 63%, are part of the CAS, followed by the CHP at 20%, and the WCOB at 17%. Students within all colleges are required to take a set of liberal arts core courses, which are housed in the CAS. The study abroad course portfolio as divided by college indicates that 81% of courses could be housed within the CAS, followed by 19% in the WCOB. Trailing at less than 1% are CHP courses, which is unsurprising based on strict degree requirements.

Overwhelmingly, the most popular major at SHU is Nursing, at 19% of the total undergraduate population. Other popular majors include Psychology, Exercise Science, Business Administration, and Marketing (between 6-10%) and Health Science, Accounting, Finance, Biology, Criminal Justice, and Computer Science (between 3-4%). Business, Accounting, Finance, Marketing, and Psychology courses are plentiful and offered at a variety of locations. Computer Science, Biology, Health Science, and Exercise Science courses exist in limited numbers and only at select schools, often only one. The study abroad course portfolio does not include any major courses in Nursing or Criminal Justice. Students with these majors could take core or elective courses abroad; however, since many students still tend to study abroad in the junior year, students have often already taken these courses domestically. Nursing, indeed most allied health courses, prove difficult to find abroad based on discipline-specific criteria such as clinical hours and course sequence.

Curricular integration. The curriculum integration project will organize, map, and evaluate home and host course offerings, including areas that need focus and opportunities for additional growth. The project will utilize Terra Dotta software and include a searchable database. A goal of the project is to develop ways to display and disseminate equivalency and integration information, thus building awareness of how study abroad courses and programs can be integrated into SHU's undergraduate degree programs. A second goal of the project is the production of innovative advising materials for use in the academic units and in the OGA to aid SHU's comprehensive internationalization efforts. An outcome of the integration project will be mapped 'global pathway' tracks for each major and minor.

Freshman fall abroad. The Freshman Fall Abroad (FFA) programs are a new, signature experience of SHU. Rome, Italy was founded in fall 2014 while Dingle, Ireland is slated to start in fall 2015. FFA students spend their first semester in one of two places - Dingle, Ireland at the SHU campus or Rome, Italy at John Cabot University, SHU's partner - before enrolling in classes on SHU's home campus in the spring semester. The FFA program is fully integrated into the freshmen curriculum. Students take between 12 to 15 credits, all of which fulfill foundational and elective core degree requirements.

Clinical health programs abroad. The program quality is excellent and provides students with, at times, more comprehensive clinical opportunities than are available in the U.S. due to space limitations, restrictions and/or lack of interdisciplinary programs. Accreditation guidelines are followed for all nursing and speech language pathology clinical

credit hours awarded. All clinical opportunities are attached to course objectives in which students are enrolled. Full integration into courses has been not considered at present, as not all students enrolled in courses participate in programs abroad. Integration into courses is recommended so that all students may experience the learning outcomes of the international opportunities. Cultural awareness training is provided to all students participating in CHP international programs.

International service learning and volunteerism. International service programming was developed to create opportunities that provide students with an array of activities and cultural exchange with the scope of civic engagement. Fundamentally, the goals of the international service programs are the following:

- Develop students' understanding of social justice and critical thinking through civic engagement and reflection.
- Develop students' intercultural communication competency.
- Positively influence communities through bilateral partnership and collaboration.
- Support the mission of partner organizations.

Internships abroad. A few departments require internships (domestic or international) as part of their curricula (i.e. business majors, psychology majors, etc.). Yet, there is no clear encouragement for students to complete that requirement on an international scale. This may be due to the lack of interest by the student body.

Global campuses.

SHU in Dingle. With the development of the minor in Irish Studies and the success short-term study abroad programs as a foundation, in AY 2011/12 the University supported an expansion of Irish studies-related cultural and scholarly programming at the Fairfield campus. The programming includes conferences, guest lectures, and musical performances that have attracted a wide audience from within and outside of the University. The most significant component of the expanded cultural programming has been in the area of the performing arts, in particular, Irish traditional music.

SHU in Luxembourg. The embedded courses in both the Asia and U.S. study abroad programs are credit-bearing MBA electives. As such, they are subject to the same quality and integration criteria in place for all WCOB courses, in line with expectations necessary to maintain the college's AACSB accreditation. In addition, Luxembourg MBA students are able to interact with U.S.-based MBA students coming to participate in SHU Luxembourg courses (e.g. WGB 612, BU 621, and BU 632)²⁹.

Any study abroad business courses offered in Luxembourg to U.S. students, whether undergraduate or graduate, are credit-bearing electives. As such, they are subject to the same quality and integration criteria in place for all Welch College of Business courses, in line with expectations necessary to maintain the college's AACSB accreditation.

Interests and perceptions surveys. The subcommittee disseminated surveys to collect valuable information related to the faculty and students' interests and perceptions as related to education abroad.

Faculty interests and perceptions survey. As a part of the larger Interests and Perceptions Survey, faculty were asked their opinions regarding education abroad programming. 89% of respondents agreed or strongly agreed that international learning is an important element of the educational process. The same percentage of responding faculty

²⁹ e.g. :WGB 612 Leading and Influencing with Integrity; BU 621 Comparative Management and Intercultural Communication; BU 632 Managing Change. For additional information, see the COIL section of the Teaching and Curriculum subcommittee report.

agreed that students can understand their own culture more fully if they have studied in another culture. Additionally, 88% of respondents agreed or strongly agreed that SHU's study abroad programs foster internationalization of instruction, research, collaboration, and service learning, while 76% agreed or strongly agreed that study abroad programs are the best way for students to encounter another culture.

Student interests and perceptions survey. A total of 837 respondents participated in the Student Interests and Perceptions Survey, which is 10% rate of response. Similar to the overall SHU population, 73% of respondents were females born in the 1990s. 64% of respondents were full-time undergraduate students – almost equally spread across class years (22% freshmen; and 15% each of sophomores, juniors, and seniors). 42% of respondents belonged to the CAS, 24% to the CHPO, 15% to the WCOB, and 6% to the FCE.

Many students have traveled outside the country, but not on an education abroad program – 79% of respondents have traveled abroad and ~80% have never participated in a study, volunteer, or intern abroad prior to or during college. Of the students who had traveled abroad for academic purposes, 72% were abroad for less than a month and the most traveled to countries included Italy(22%) and Ireland (21%). When asked if traditional-aged undergraduate students should participate in a study abroad experience 78% indicated that they agreed or strongly agreed.

Factors influencing the decision to study, volunteer, or intern abroad were ranked by respondents in the following order: affordability (59%), timing (11%), and academics (10%). Of the 215 students who were planning on participating in an education abroad program prior to graduation, 72% planned to study abroad, followed by volunteering abroad at 21% and interning abroad at 7%. Of the 41% (n=218) of respondents who indicated they would not want to go abroad, 64% indicated it was too expensive, 37% indicated they could not take time off from work, 23% indicated family obligations prevented them from participating, 22% indicated activities abroad would delay graduation, and small percentage indicated athletic obligations were an inhibiting factor. Many respondents indicated the need for scholarships and grant money to help facilitate study abroad experiences.

65% of the total respondents indicated a preference for winter/summer study abroad for credit, 40-48% of respondents prefer to spend credited time abroad in the following ways: traditional semester; volunteering; doing an internship; or participating in a service program. Overwhelmingly respondents indicated that they are not interested in internship opportunities abroad without receiving credit.

Respondents primarily indicated the desire to study abroad in a two-week summer program (29%), followed by summer program longer than two-weeks (22%), a full semester (27%), and finally a two-week winter program (16%).

Overwhelmingly, students selected Europe, at 68%, as their preferred destination of choice, followed by Central Europe, Oceania (12%), and Asia (7%). Preferred education abroad sites included:

- Europe: Italy (34%); Ireland (19%); Spain (9%); Greece (8%); England (7%); and France and Germany (5% each)
- Asia: Japan (47%) and India (32%)
- Oceania: Australia (74%) and New Zealand (15%)
- Africa: Morocco (40%) and South Africa (36%)
- Americas: Brazil (25%).

Currently, SHU offers programs in six of the 14 preferred locations, with plans to add two additional locations, and feasibility to add three additional locations in the future.

While abroad, 33% of respondents indicated preference for an urban setting, while 11% preferred a rural setting, and 52% of respondents indicated a desire to study at a historic university in a city. Nearly 66% of respondents would prefer to live in a residence hall/student apartment living situation.

While abroad, 57% of respondents indicate wanting to take courses that connected to the host country and 74% of respondents preferred a program where learning was equally divided between classroom time and excursions. . Additionally, 45% of respondents were interested in taking courses with an emphasis in the health sciences, followed by courses in the humanities and social sciences (~30%), and courses in science, business, and education (~20%). Roughly 40% of respondents would prefer to be taught by local or SHU faculty.

Approximately 70% of respondents agreed that studying, interning, or volunteering abroad was valuable to show on a resume and 85% indicated that knowledge of a foreign language was somewhat or very important to be successful in the job market. At the same time, 87% of respondents indicated they would want to learn in English while being surrounded by bilingual speakers, or would prefer a program that exposed them to another language yet one which offered the majority of courses in English.

Challenges and obstacles.

Study abroad. SHU students' identification of real and perceived barriers to studying abroad echo national data³⁰.

Obstacle 1: finances. A major challenge for students and families is financing higher education, which subsequently extends into financing education abroad opportunities. Survey data indicated that 59% of respondents felt that affordability for such opportunities was a primary concern. In addition, to participate in a study abroad program many students must take time off from income-generating activities.

The university offers three opportunities to partially fund a study abroad experience; the Matthew Dalling Scholarship; the Thomas More Honors Program Scholarship; and the Welch Experience Tuition Waiver. The Matthew Dalling Scholarship awards two \$500 scholarships per year for study on a short-term SHU in Dingle program. The Thomas More Honors Program Scholarship awarded two \$500 scholarships to eligible SHU honors students studying abroad on any SHU-approved program. Ten students were awarded an honors scholarship during the AY 2013/14. The Welch Experience Tuition Waiver covers the cost of tuition for one short-term, faculty-taught business course taken on a SHU in Dingle, SHU in Luxembourg, or on a John Cabot University hosted WCOB course. The waiver was granted to 65 business majors in AY 2013/14. In AY 2013/14, SHU awarded \$6000 in study abroad scholarships and \$100,425 in tuition waivers for WCOB students.

Semester and short-term study abroad students are allowed use applicable federal, state, and institutional³¹ financial aid when studying abroad on SHU-affiliated programs. In all, 84% of study abroad students received some type of financial aid assistance: 92% of semester students receive aid and 83% of short-term students receive aid. Precluding the Welch Experience Tuition Waiver, the percent of study abroad students who received some type of financial aid assistance drops to 52% for short-term programs and 57% overall. The waiver profoundly influences the percent of students who receive financial assistance. Student who receive the waiver account for 31% of the total short-term study abroad population.³² Finally, the average Pell grant award allocations in AY 2013/14 were as follows: \$2308 for a semester program (14% of the study abroad population received this award) and \$2175 for a short-term program (10% of the study abroad population received this award). This data provides on the potential Gilman Scholarship applicant pool at SHU.

A summary of program budget modeling provides additional context to this obstacle. Tuition for SHU and SHU-affiliated semester study abroad programs reflects home school tuition and semester program fees are based on host country

³⁰ University of Minnesota . (2012). University of Minnesota model of curriculum integration. Retrieved from <http://umabroad.umn.edu/professionals/curriculumintegration/general/minnesotamodel>

³¹ The University's tuition remission policy does not cover study abroad tuition or program fees.

³² The Welch Experience Tuition Waiver is funded by a \$750 Welch Experience fee, assesses each semester to all WCOB students.

expenses. In an effort to package as many study abroad expenses into a student's financial aid package, when possible housing, meals, and other fees are included in the billable program cost. Tuition captured for short-term faculty-led programs and courses are used to fund faculty salaries and on-site costs. Faculty cost are not rolled into program fees. The program fee for short-term faculty-led programs only includes on-site expenses and health insurance. Any tuition revenue earned goes to support future programming. Finally, the operating budget for the OGA is funded by study abroad fees: \$250 for short-term programs and \$700 for semester programs. This fee has been stable for three years. No planned fee increase is expected in the near future.

Obstacle 2: academics. Survey data indicated the second greatest obstacle for prospective study abroad students is academics. This is both a perceived and a real barrier. The current program portfolio only partially aligns with student demand and well-attended majors. For example, while Nursing majors are the largest population on campus, at 19%, no semester study abroad options and limited short-term options are available. Development at the SHU in Dingle campus is expected begin addressing this issue; however, similar nonalignment exists across the health profession programs and any degree program with strict accreditation requirements. Additionally, courses that do not fill core or major requirements, regardless of how interesting or appropriate they are to take abroad (e.g. foreign languages), are not well attended. In the survey, students indicated a desire to take courses related to the host location in English, while surrounded by non-English speaking populations. Few students have the capacity to study abroad in a foreign language, thus it can present a challenge to find appropriate partner universities abroad – ones that offer comparable degrees and course in English, with the appropriate amount of student supports, and exist in a non-English speaking environment.

The curricular equivalency and pathways project and the creation of faculty liaisons are a means to address perceived academic barriers to studying abroad. The faculty liaison program is a partnership across academics and the OGA, each academic department nominated a faculty member to serve as the Study Abroad Faculty Liaison. In this role, the faculty serves as a champion and resource for both students and their respective departments³³. The faculty liaison is in close contact with the OGA and is apprised of the current study abroad programs portfolio. The liaison assists students in understanding how a study abroad program will fit into the specific major or minor and sometimes with students' academic course selections for their time abroad. The liaison also acts as an information bridge between the academic department and the OGA. In this capacity, the liaison is not expected to be an expert, simply a champion, cheerleader, and trusted guide. Ultimately, the interactions between the liaisons and the students has the opportunity to increase interest, enrollment, and participation in education abroad programs.

Obstacle 3: length and location. While a goal of the OGA and Academic Affairs is to increase semester study abroad participation and send students beyond culturally similar or familiar locations, campus culture largely favors short-term programs and Western destinations. Student survey data suggests that location and length of time abroad play a large role in program selection, perhaps a greater role than individual course offerings. Students also prefer Western European destinations overall. In comparison to survey data, the program portfolio currently includes six of 14 dream study abroad locations. The OGA has plans to add two additional locations and it is feasible to add an additional three more. To encourage programming beyond the average two-week program, more semester study abroad, and more non-Western/non-traditional locations, the University will need to purposefully foster a culture shift. This will include stakeholders and role models placing value in these goals and providing students with the maturity and tools to pursue such opportunities.

³³ Application data indicated that 44% of students learn about study abroad opportunities through their faculty/advisors, while 40% learn from their peers or the OGA global ambassador.

Clinical health programs abroad. The main obstacle for increasing participation is the financial obligation for the School of Nursing. Each CHP department is currently participating on a ratio of five students to one faculty. With this model, student payments cover faculty travel expenses, however, the ratio required by accrediting bodies in Nursing require lower student to faculty ratios (e.g. 3:1 for Family Nurse Practitioner students). Therefore, student payments do not cover faculty travel expenses. The School of Nursing also pays faculty clinical hour credit load that is not covered by student payments.

International service learning and volunteerism. Funding for international service initiatives continues to be a significant factor in creating robust student participation and developing strong programming. Students struggle to meet funding deadline even though there is significant effort to raise funds independently. Internal funding is limited, thus, faculty / staff participation is restricted to one or two advisors per trip with limited preparation. In many cases, this is sufficient, though, there is significant need to have professional development within the areas of risk, liability, student development, community development, logistics and SHU bureaucratic processes. Without offering stipends to faculty/staff advisors, the expected level of responsibility in the coordination of the programs is minimal.

Internships abroad. The majority of SHU students consider affordability as the primary consideration if they intern and/or study abroad. There is also limitation on the amount of paid internships offered versus one for class credit. At this time the career center see's minimal student interest for international internship experiences. Only 39% of students find understanding a foreign language to be successful within the job market. There is a need to place more emphasis on the importance of internationalization within Career Development workshops and individual counseling sessions. Based on experience, some employers have a focus on intern-to-hire programs. Therefore, target students who are local, rather than those studying abroad. SHU's lack of flexibility in curriculum requirements, results in the inability to assure that students who complete an international internship would not extend their undergraduate/graduate expected graduation date. Finally, a lack of current institutional data and a means to capture such data continues to present a challenge.

Global campuses.

SHU in Dingle. Currently, SHU in Dingle programs operate on the basis of the rental of classroom and office space from the Discart Centre in Dingle Town. The limited space and facilities in the Discart Centre impose major constraints on existing programming and do not allow for program growth and expansion. To address this, SHU proposes to purchase the former Christian Brothers secondary school in Dingle to better deliver its existing programs and realize the expansion of SHU in Dingle.

SHU in Luxembourg. Obstacles for offering MBA short-term programs are two-fold. Full-time faculty must be available and willing to offer the Asia program and the U.S. program. The Luxembourg Academic Director who offers the Asia trip counts this course as one of those he is expected to teach. U.S. faculty running such programs are not allowed to count the course in their expected load but receive pay for a three-credits overload course. If two faculty are participating, as typically is the case for the U.S. program, each faculty member receives one-and-a-half credits for the substantial work and responsibility involved. The other obstacle is that we currently have no collaboration agreements with schools in Asia. SHU Luxembourg staff are currently working with The Brazilian Business School to define potential collaboration. Students from Brazil will study in Luxembourg during two weeks in summer 2015 and it may be that Luxembourg students can travel to Brazil in a future year if we can identify a faculty member willing to accompany the students.

Obstacles for Luxembourg students. Participating in short-term, study abroad trips cost both time and money. Students must to take vacation time from work to participate. Moreover, the expenses involved in travel and hotel accommodations are substantial. In summer, 2011 Luxembourg students participating in the Asia program received approximately €1,000 to help with the trip, thanks to the generosity of a Luxembourg Board of Regents member. Otherwise, the students participating have handled all expenses.

Obstacles to increasing participation by part-time or full-time Luxembourg MBA students in *longer-term study abroad programs* stem from financial issues (students pay for their travel, lodging, food and all expenses); family responsibilities; inability to take time away from work; and visa challenges. Full-time MBA+Internship students may face these obstacles as well as even more challenging visa issues, as some of the students already have a student visa to study in Luxembourg only.

Participation comparisons to other institutions are difficult, as there are no comparable private institutions in the region. Most other universities offering an MBA program nearby in Europe are public and state-supported institutions with minimal tuition fees.

Obstacles for Fairfield students. Obstacles to participation include the financial concerns for students, staffing concerns for Luxembourg, as well as some perception issues.

Costs are always a concern for parents and students. Although WCOB students can take one course in Luxembourg without paying extra tuition, in reality that tuition has already been paid through a fee all business students pay each year. Students from other colleges must pay extra tuition for a course taken in Luxembourg. Travel and lodging costs are also expensive.

Increasing the size of the undergraduate groups studying short-duration in Luxembourg seems to be an obstacle for having more students go, at least at the same time, because the corporate partners upon whom the SHU Luxembourg staff rely for corporate visits are not able to receive large groups. The larger the total group, the greater need there is for additional staff to handle more people or handle separate but concurrent activities. While increasing the variety of courses attracts different students, it also means that the visit and sightseeing logistics become more complex. Each faculty member would naturally prefer site visits tailored to the themes of their courses.

There could be expanded periods during the summer to keep the number there at any given time more manageable, although undergraduates prefer that their study abroad opportunities occur immediately following graduation, as many of them have summer jobs. Another issue faced by the Luxembourg staff is that they are concerned about ‘wearing out our welcome’ if we keep asking the same companies to receive our visiting students too frequently.

Obstacles on the advertising and recruitment end are gradually being reduced with the help of the OGA. There has been a perception that Luxembourg undergraduate courses were for business students (and indeed the majority of students who go to Luxembourg are WCOB) but as more CAS students go and tell their friends what a great experience they had, that perception will gradually change.

Obstacles to greater participation by U.S. graduate students are more challenging because of the curricular requirements of the MBA program and other graduate programs that leave all too little flexibility for including study abroad. Yet the initiation of the CHP courses in Luxembourg is a good step to broadening participation across colleges.

SWOT analysis.

Study Abroad

Strengths. Internal strengths include:

1. A growing program portfolio and partnership base
2. Increasingly balanced portfolio between short term and semester options
3. Freshman fall abroad programs
4. Transparency of study abroad programs, policies, and processes via the software platform
5. Newly developed Faculty Liaison program, 44% of students learn about studying abroad from faculty or advisors
6. Growing global ambassador program for marketing and recruitment

7. The OGA attends undergraduate admissions open houses and accepted student days, as well as presents to undergraduate admissions recruiters
8. Faculty willing to develop and teach courses abroad
9. Development of a searchable curricular equivalency database
10. A good support structure at home and abroad in terms of health and safety, advising, orientation, etc.

Weaknesses. Internal weaknesses include:

1. Limited time to study abroad (e.g.: honors students and double majors are over-committed, several demanding majors, majors requiring full-year course sequences, Division I sports, heavy load of co-curricular activities, etc.)
2. More popular majors are traditionally under-represented in study abroad (i.e. health professions, STEM, etc.)
3. Low overall percentage of students who study abroad; majority study abroad for two weeks or less
4. Accreditation requirements can limit study abroad opportunities
5. Few students in highly structured plan far enough ahead to allow incorporation of study abroad opportunities
6. Variable level of understanding of access and value of study abroad for students in some majors
7. Programs abroad not available for all departments (e.g. Criminal Justice; semester Nursing)
8. Students lack capacity to study abroad in a foreign language, are hesitant to study abroad in non-English speaking countries, and rarely take language courses abroad
9. Some majors are not included in the foundational core, which makes it difficult to offer courses and attract students to study abroad in those disciplines (e.g. Criminal Justice, Foreign Languages)
10. Students are not incentivized to study a foreign language while abroad because, in the new core curriculum, languages do not count towards fulfilling core requirements (courses only count to free electives or for foreign language majors)
11. Cost of short- or long-term study abroad (including possible pre-fall or spring break programs) is prohibitive for many students
12. Financial aid may not be available for short-term, 3-credit courses
13. Fiscal year budgeting process for semester programming does not support enrollment growth
14. A combination of tuition and program fees, as well as airfare, makes short term programming expensive, which decreases the likelihood of offering short-term programming in non-traditional, far away locations
15. Students do not always comprehend program costs earlier in the application process, which can sometimes cause them to withdraw late in the application process
16. Students unaware of office location

Opportunities. External opportunities include:

1. Expand our locations and database abroad
2. Develop a culture of semester study abroad
3. Analyze curricular equivalency data in an effort to address curricular gaps and create study abroad paths for each degree program
4. Partner with departments to offer short-term study abroad programming as part of a semester course
5. Develop study abroad programs for CHP and nursing students
6. Connect students to more scholarship opportunities earlier, including national scholarships and peer funding.
7. Increase awareness of Gilman scholarship program, which totals approximately 24% of study abroad participants
8. Leverage the global ambassador program since 40% of students learn about studying abroad through their peers

Threats. External threats include:

1. Student debt crisis
2. The OGA budget, generated from student study abroad fees, is paid ahead at the beginning of the fiscal year but, due to enrollment trends, the budget is earned in April thus funds cannot easily allocate resources towards outreach, development, faculty training, and more

Clinical Health Programs Abroad

Strengths. Internal strengths include:

1. Faculty involvement and interest
2. Student interest
3. Good existing programs for clinical hours
4. Strong leadership support
5. Accreditation policies are followed for clinical credit
6. Interdisciplinary opportunities
7. Partnership with Danbury Hospital Global Health Program

Weaknesses. Internal weaknesses include:

1. Level of support for faculty varies at the department level
2. Currently no semester long, internship, or medical language opportunities

Opportunities. External opportunities include:

1. Develop additional clinical health programs abroad for CHP and nursing students

Threats. External threats include:

1. Inconsistent commitment from leadership between disciplines
2. Discipline accreditation for clinical rotation hours

International Service Learning and Volunteerism

Strengths. Internal strengths include:

1. Continued synergy around international student experience, particularly in the area of volunteerism
2. Ongoing campus conversation resulting in program development and increased participation
3. Relative to liability, program development is not expensive

Weaknesses. Internal weaknesses include:

1. Financial commitment

Opportunities. External opportunities include:

1. Expanded program development

Threats. External threats include:

1. Working with poorly scrutinized international organizations and untrained/inexperienced faculty/staff advisers

Internships Abroad

Strengths. Internal strengths include:

1. Consistent host institution locations, enabling stronger ability to create key employer relationships

2. Ability to utilize on-site representatives to expand knowledge of attainable job opportunities based on close radius to campus

Weaknesses. Internal weaknesses include:

1. Large portions of our students choose to study in English speaking countries, therefore shrinking our opportunities to expand employer relationships in several key countries
2. The smaller portion who choose to study in non-English speaking countries, still focus on English-speaking universities; however, there remains a language barrier in the workplace
3. There is a lack of emphasis within the SHU community on international careers and the importance of globalization

Opportunities. External opportunities include:

1. 49% of students wish to go abroad for longer than a two-week term (especially during the summer), which allows a larger variety of internship opportunities based on length of stay
2. Pairing with the WCOB and Luxembourg campus will enable easier access to existing employer relationships, in addition to existing key employers with international offices, which enables expansion of current U.S. opportunities
3. Collaborating with SHU's Dingle campus, creating a dual-experience with a semester of studying/interning abroad
4. Pursuing internship opportunities at Global Campuses and with partner institutions/providers
5. The new Global Studies major will become the pilot for integrating highly recommended and potentially mandated internships into the curriculum
6. Utilizing the Welch Experience as a pilot for training courses on topics such as business culture and etiquette
7. 63% of students wish to study in Central Europe and 71% say they would like to study in Western Europe, enabling Career Development to supply the largest amount of applicants, within these locations, for employers to select
8. Utilizing the Career Development website and the Undergraduate and Graduate Catalogs to discuss international internships/career opportunities
9. Utilizing SHU alumni that are currently internationally based, encouraging them to be an alumni mentor to students seeking a global career

Threats. External threats include:

1. Employers look to hire local, as a platform for full-time employment
2. SHU runs the risk of sending ill-equipped interns over based on not having a large applicant pool
3. Applicants may lack intercultural competence due to lack of resources on international preparation
4. Employers may find SHU students unable to adapt to their professional culture quick enough or may not deem it necessary to invest in a long-term commitment to SHU students
5. Visa requirements may restrict paid internship opportunities abroad

Global Campuses

Strengths. Internal strengths include:

SHU in Dingle

1. Strong local partnerships and interest of the Dingle community
2. Global campus brand is well-established and understood by SHU community
3. All colleges operate programs at SHU in Dingle

SHU in Luxembourg

1. High quality two-week programs in Asia and the U.S. for Luxembourg students
2. U.S. home campus with two campuses (Fairfield & Stamford) providing business education
3. Luxembourg donor has, in the past, offered small scholarship opportunities for short-term programming
4. U.S. staff provide information and support for Luxembourg students pursuing full-time study in Fairfield
5. Luxembourg students are interested in visiting the U.S. home campuses
6. Increasing business with Asia has resulted in increased student interest in study abroad in Asia
7. Increased student buzz, awareness, and interest in comparison to years past

Weaknesses. Internal weaknesses include:

SHU in Dingle

1. Different visions for service-learning and clinical experiences between programs

SHU in Luxembourg

1. Local Luxembourg office staff do not have time to take on handling arrangements of additional programs
2. Low priority given to developing additional programs
3. Limited opportunities for Luxembourg students- study abroad programs currently only available in U.S. and Asia
4. Luxembourg-based adjunct faculty do not know much about opportunities abroad
5. Local faculty are working full-time thus have insufficient interest and time available to lead programs
6. Promotion and visibility of programs limited
7. Vast majority of Luxembourg students work and cannot take time off to study abroad
8. Many students have family responsibilities that prohibit them from studying abroad
9. Cost of programs is high, students pay for travel, hotel, food, all travel incidentals, etc. on their own
10. Luxembourg students' perception of hassle of obtaining travel documents, visas, etc.
11. Few economically viable housing options to accommodate SHU's increase in inbound participants (degree and study abroad), as well as no U.S. housing provided for Luxembourg students who might want to study in U.S. for a term
12. Lack of a dedicated Resident Director to support U.S. study abroad populations

Opportunities. External opportunities include:

SHU in Dingle

1. Development of a Physician Assistant Program, as well as ESL programming
2. Collaboration with local universities and organizations

SHU in Luxembourg

1. Expand opportunities to study abroad in different areas and encourage all colleges to offer programming
2. Use study abroad opportunities to enhance reputation of SHU Luxembourg MBA program, both in Luxembourg and in the region
3. Study abroad programs that include both Luxembourg and U.S. students offer opportunities for life-long networking
4. Study abroad opportunities involving faculty often to lead to connections with faculty and institutions in areas visited

Threats. External threats include:

SHU in Dingle

1. CHP School of Nursing faculty unable to support additional inter-professional programs abroad for clinical experiences

SHU in Luxembourg

1. Competition from new MBA programs in Luxembourg
2. University of Luxembourg program in Finance

Overall Education Abroad

Strengths. Internal strengths include:

1. Existence of global campuses
2. Students and faculty alike recognize SHU branded campuses
3. Increased awareness and interest than in years past
4. Good working relationships with our SHU departments and stakeholders, as well as supportive faculty
5. University commitment to generation study abroad initiative
6. SHU has the software database capacity to handle future growth
7. Good online student health and safety training course
8. SHU program options captures most students' preferred education abroad dates, lengths, and locations
9. Annual study abroad fair and info sessions
10. Global awareness is one of the AAC&U high impact practices supported by the Provost, thus education abroad is important to Academic Affairs
11. Several short-term tuition waivers or scholarships for SHU students

Weaknesses. Internal weaknesses include:

1. Unit funding and human capital
2. Lack of scholarship funding for education abroad opportunities
3. Some graduate or non-traditional students have personal obligations, including family or work (sometimes even full-time) and cannot take time to go abroad
4. A large population of students from tri-state area who prefer to stay close to home
5. Many students are 'career-oriented' and have not truly considered spending a year of post-graduate work/internships/study/fellowship abroad
6. Limited visual representations of education abroad opportunities around campus
7. University community not aware of full spectrum of program offerings and possibilities
8. Parents do not always understand the value of an education abroad experience
9. Students reluctant to take time off from work for an education abroad experience, especially if programs take place in June, July, or August
10. Lack of graduation requirement or competency, such as diversity or intercultural competence, to leverage study abroad

Opportunities. External opportunities include:

1. Integrate more of the high impact practices with spectrum of education abroad opportunities (i.e. undergraduate research, digital learning, etc.)
2. Use COIL courses as a gateway to encourage education abroad
3. Program development, 49% of students wish to go abroad for longer than a two-week term (especially during the summer)

4. Pre-fall and freshman programming has potential to serve as a feeder to additional programs
5. Create strategy to break down perceived barriers toward education abroad
6. While few department or degrees require an experience abroad most, if not all, encourage students to pursue opportunities abroad
7. Connect education abroad to potential university-wide intercultural learning outcomes
8. A unified education abroad social media presence
9. Discussion of education abroad opportunities at new faculty orientation
10. Increase Pell recipient awareness of Gilman scholarship opportunities
11. Education abroad can be leveraged as a talking point to potential donors
12. Seek donor support for student participation
13. Connect students to peer funding opportunities

Threats. External threats include:

1. Student debt influences decision to go abroad during college, or to pursue work/internship/distinguished fellowships after college
2. Loss of students' income when overseas
3. Unit and program funding models
4. Economic uncertainty
5. Perceptions of global safety
6. Participant health issues in non-traditional locations

Recommendations.

Study abroad. Recommendations include addressing the real and perceived barriers related to study abroad programming. Chief among them, academic integration, affordability, and diversity of the program portfolio. To address academic barriers, short-term and semester study abroad courses and programs need to be more fully integrated into individual degree programs and the common core. In addition, more program options need to be added in the Health Sciences and other under-represented degrees, as well as in non-traditional locations. Colleges will also need to purposefully integrate study abroad into their overall academic strategic plans. Affordability is a key concern for students. Every effort should be made to increase awareness of scholarship opportunities and to connect students to funding sources earlier. The Welch Tuition Waiver has proved key to increasing WCOB study abroad numbers and encouraging participation in short-term courses. A similar incentive program across all colleges could positively benefit a large number of students and dramatically increase the number of students who study abroad on short-term, faculty taught courses. Since a goal of the university is to increase semester study abroad numbers, and encourage students to study abroad in non-traditional locations, targeted scholarship opportunities could increase the desired participation.

Clinical health programs. Students in nursing and health sciences have requested semester-long study abroad opportunities. Opportunities for this demand have been investigated and opportunities for development exist. Course approval by department leaders is needed. Currently, no opportunities for internships exist but should be investigated and developed. Clinical service learning programming should be expanded to meet student demand and faculty interest.

International service learning and volunteerism. It is recommended that international service learning programs continue to work with the OGA in developing programs that are both academic and service oriented. Funding for programs needs to be increased in order reduce risk and liability, increase student leadership development, increase student participation and diversify programming through faculty development.

Internships. The Office of Career Development has a large list of “key employers” that consistently offer several domestic opportunities to undergraduate, graduate, and alumni. Quite a few of these employers have international

locations, including companies such as Ernst and Young, Deloitte, IBM, JP Morgan, and WWE. Through these connections, there is opportunity to expand.

When seeking internship opportunities, the focus needs to be on employers willing to pay their intern or provide housing.

Creating a strong awareness on campus of the importance of traveling abroad. Integrating this topic into Career Development workshops, specifically the mandatory “First Year Seminar” provided to freshman. Require students returning from Study Abroad experiences to finalize their experience upon returning home by meeting with an SHU career counselor to understand how to articulate their experience to employers. Mandate this process in order for students to complete international experiences.

During semester meetings with faculty, career coaches should explore faculty’s international exposure (research, sabbatical, conferences they may have attended); creating a charge for professors to be internationally focused.

Career Development should meet regularly with faculty, ensuring internship opportunities will be approved for a substantial amount of credit (potentially more than domestic internships), enabling students to maintain the same expected graduation date.

Incorporate international discussion during Career Developments’ mandatory “First Year Seminar” conducted by our Director of Career Counseling for all freshman students. This would include learning how to find the time to study/intern abroad, how to integrate one’s experience into their resume, and incorporating this into a student’s four-year “action-plan”.

There should be a focus on expanding employer relations within Central and Western Europe.

Within the Office of Career Development, create a set procedure for all academic departments on the process of sharing, approving and, reporting internships. Enabling a cohesive approach to sharing employer opportunities; resulting in a better understanding of the groups of students most likely to attain an internship abroad.

Moving forward, SHU should address the following items:

1. Determine a method for documenting any type of international internships (i.e. by college or individual academic departments, senior year survey, Registrar’s graduation survey, Study Abroad experience exit survey)
2. Further evaluate the actual internship opportunities and process for securing them that are offered through (University of Notre Dame; John Cabot University) and which of these internship opportunities have our students pursued through these institutions
3. Identify an internship contact person from each study abroad location to collaborate with a member of the Career Development and Placement center
4. Create a focus group, expanding on the students who showed interest in interning abroad (based on findings from the survey)

Global campuses.

SHU in Dingle. Opportunities and possibilities have expanded with the acquisition of property in Dingle and the expanded partnerships created by Project Draiocht. Main program goals include the development of successful semester study abroad programs, the expansion of short-term and summer programs, and the development of the SHU in Dingle campus as a host and coordinating partner for other education institutions. In addition, Centers of Excellence will encourage diversification of course offerings, most notably in the natural and health sciences. Furthermore, non-credit experiences focused on adult and alumni markets can be developed, as well as continued organization and support of public cultural programming.

SHU in Luxembourg. To increase education abroad participation rates in graduate Luxembourg programs students should be engaged in preliminary discussions of collaboration with universities in Asia (WCOB and LUX as a package). The staff and faculty in Luxembourg must be fully aware, interested, and properly trained in both possibilities and logistics of bringing U.S. or other short-term international students to the campus. A final recommendation is to pursue a short-term faculty-led programming in Brazil, as it is an up and coming market of interest to students and faculty. Recommendations for short-term U.S.-based study abroad program recommendations mirror those in the study abroad section above.

Education abroad overall. SHU encourages students to take advantage of education abroad programming. The university offers a variety of opportunities around the world for students, which includes programming that supports a broad range of educational, professional, and personal objectives. The university's program portfolio includes traditional, credit-bearing semesters; short-term study abroad; exchange programming; several internship opportunities; and short-term credit and non-credit bearing options in clinical health profession and service learning. SHU operates two campuses abroad, in Dingle, Ireland and Luxembourg City, Luxembourg. Between AY 2009/10 and AY 2013/14, total education abroad enrollments has increased by 106% (n=165; n=340) – semester enrollments have increased by 26% (n=31; n=39), and short-term enrollments have increased by 125%. The total participation rate have increased 81% during this time. The majority of education abroad programming occurs in the realm of traditional study abroad programs – semester and faculty-led – and an overwhelming majority of all education abroad participants elect short-term programs with an average time abroad of two weeks. The majority of students participate in programs where English is the course and program language. Study abroad students prefer to study abroad in an English language setting, while CHP and VPSL students all attend programs in the Caribbean and Latin America.

The Education Abroad Subcommittee recommends encouraging students to have varied international experiences in non-traditional locations, as well as pursuing recommended actions related to academic integration, affordability, and diversity of program portfolio. For example, more programming should be developed and made available for the Health Sciences, based on student demand. International internship programs is another option that could be grown and expanded, as well as the encouragement of Fulbright Scholarship applications. The financial barrier that many students face for all education abroad programming is a real obstacle. The WCOB tuition waiver program has proved to be the most successful in encouraging students to participate in education abroad programs. This model could be expanded across the Colleges allowing for a great number and diversity of students to participate in education abroad opportunities.

International Student and Scholar Services

The breadth and charge of this committee is to: (a) document current patterns of international student and faculty recruitment including degree programs, home countries, emerging trends; (b) identify barriers and opportunities for international student recruitment; (c) evaluate international student and faculty experiences on the SHU campus; (d) inventory the support structures in place for international students and scholars; (e) evaluate the support structures necessary if programs for international students and scholars are to grow and prosper; (f) benchmark data against peer and aspirant institutions; (g) identify barriers and opportunities for increasing recruitment of international scholars; and, (h) document current practices for tracking international alumni and recommend improvements for process.

The international student population can be divided into undergraduate and graduate degree-seeking students and English language students, with the Office of International Admissions responsible for the recruitment and retention of the full-time degree-seeking population and English Language Institute (ELI) responsible for the recruitment of English language learners.

Degree-seeking students. Total international student enrollments have increased 220% over the past five years, and are continuing on an upward trend, after a few years of decreased enrollments. Undergraduate enrollments have remained stagnant, whereas growth occurred in the graduate international student population (see Figures 32-33).

Benchmarking indicated SHU degree-seeking international student enrollments are in line with most of its peer institutions; however, a few peer and aspirant institutions have been much more successful in their recruitment efforts³⁴ (see Figure 34). IIE OpenDoors data³⁵ provides a summary report of international student mobility in the U.S.

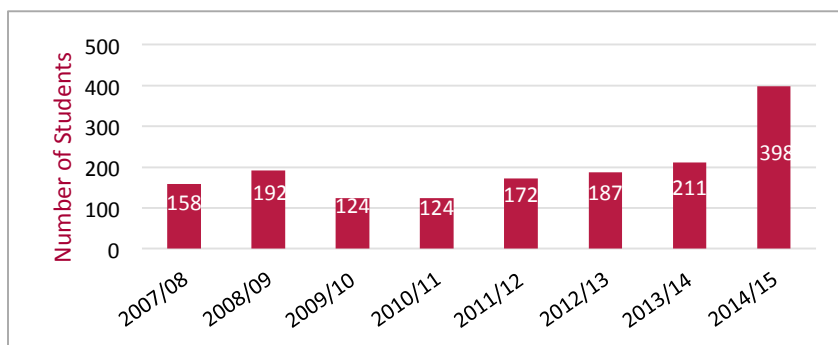


Figure 32. Total undergraduate and graduate international student enrollments, AY 2007-2013.

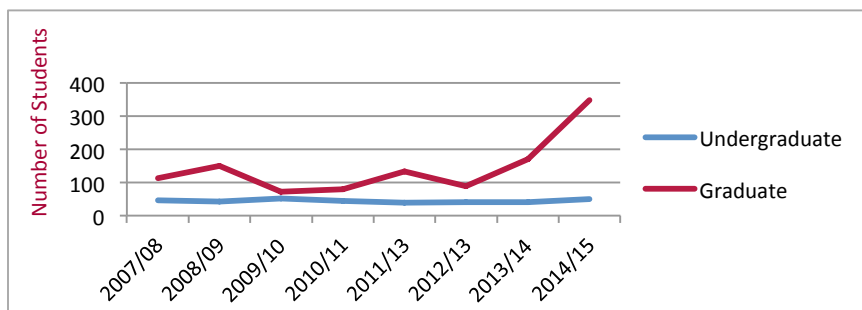


Figure 33. International student enrollments by level, AY 2007-2013.

³⁴ Institute of International Education. (2014). Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

³⁵ See Appendix P

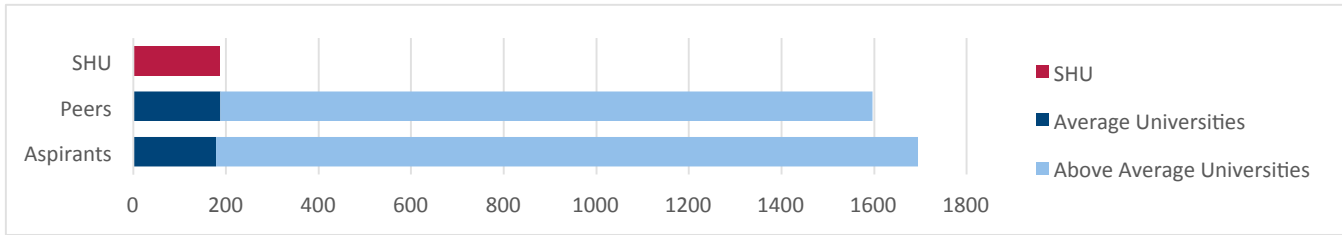


Figure 34. SHU international degree-seeking enrollments compared to peers and national trends, AY 2012/13.

In AY 2013/14, degree-seeking international students from 22 countries enrolled at SHU, with 65% of this population from Asia. Top countries of origin were India, Saudi Arabia, and Canada. Nationwide, the top places of origin in AY 2013/14 were China, India, South Korea, Saudi Arabia, Canada, Taiwan, Japan, Vietnam, and Mexico.

Origin demographics of international students change depending on students' levels of study. Most international undergraduate students at SHU come from North America, of which 54% are from Canada, whereas at the graduate level, 70% of students come from Asia, with the majority coming from India and Saudi Arabia. As an institutional whole, over half of the degree-seeking international student population is from Asia (Figure 35-37). Most international graduate students at SHU enroll in Chemistry and Computer Science programs while most international undergraduate students major in Business.

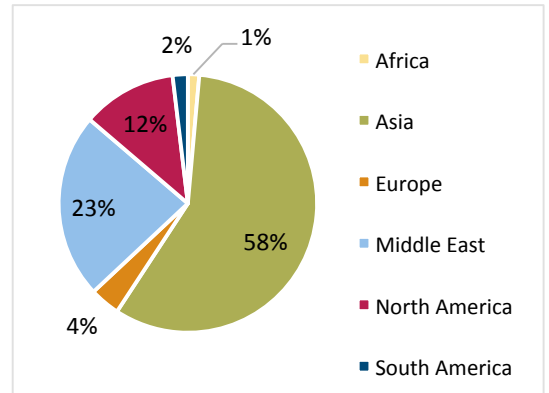


Figure 35. Total International Degree-Seeking Student Population by Region.

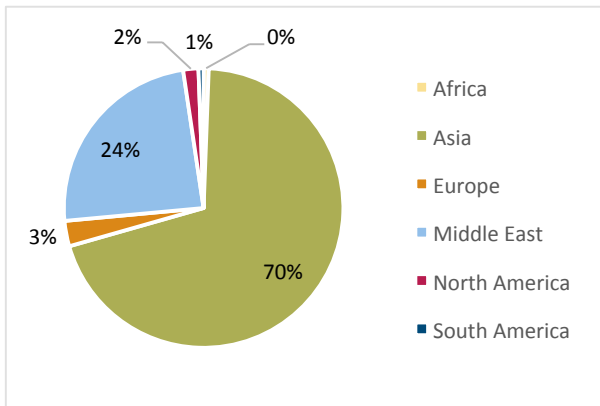


Figure 36. International Degree-Seeking Graduate Student Population by Region.

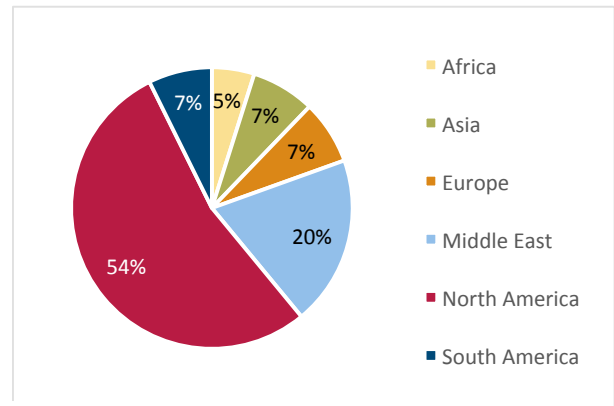


Figure 37. International Degree-Seeking Undergraduate Student Population by Region.

International student recruitment. SHU has been actively engaged with the recruitment of international students since the late 1980's when the inaugural residential community was introduced. For decades to follow, an international admission officer was assigned to focus on the recruitment and retention of undergraduate and graduate populations, with the physical location of such personnel located in the Office of Student Life rather than the Office of Admissions. The purpose of locating the counselor in Student Life allowed for the multiple roles of recruiter, retention officer, student service officer, DSO, and Multicultural Club Advisor. Over the years, the focus on student life diminished the focus on recruitment, and when enrollment declined and budget cuts were necessary in 2008, the position was eliminated. Although the position of international counselor was dismantled in its former design, the responsibility of

recruiting international students became an added assignment to a counselor in the Office of Undergraduate Admissions and a counselor in the Office of Graduate Admissions.

Two key turning points in the University's efforts to recruit international students occurred in 2008 and 2012. In 2008, a trip to India was instigated by a recruitment consultant for the purpose of enrolling graduate students. The trip included the consultant, Senior Vice President of Student Services and Athletics, Chair of the Computer Science Department, and then Dean of Graduate Admissions. Evidence of this long standing relationship continues today with the significant percentage of enrolled graduate students from India studying Computer Science. In 2012, the Office of International Admissions was formally established with the assignment of an Executive Director of International Admissions and a part-time Director of Admissions. To date, one full-time Director has been added to the office, who is responsible for the recruitment of undergraduate students, and a new position will be hired as a Director to focus on the recruitment of graduate students in the spring 2015.

The purpose of the Office of International Admissions is to recruit, enroll, and retain international students, with the intentional outcome of adding valuable diversity to SHU. Keeping in mind SHU's fundamental mission to prepare its students to live in and make contributions to the global community, the primary goal of the Office of International Admissions is to enrich the campus experience for all students by welcoming individuals to campus who reflect the global community. To assist SHU in positioning itself for the 21st century, the office's priority is to develop relationships with prospective students and constituents who also share our value of international education. These efforts enhance the University's ability to recruit full-time undergraduate and graduate students, as well as increase SHU's reputation in targeted markets overseas. The office collaborates with departments across campus such as ESL, Global Affairs, Academic Deans, Athletics, Student Life, Student Accounts, and Alumni Relations in coordinated efforts to recruit and retain international students. The Office of International Admissions seeks a meaningful and successful campus experience for all international students from their transition in Orientation through their participation as alumni ambassadors who may extend the reach of the office to future generations of Pioneers.

With a current undergraduate international enrollment of 50, and the identified goal in the Strategic Plan to reach a total undergraduate population of 3-4%, combined with the current graduate international enrollment of nearly 400, and the goal listed in the Strategic Plan to achieve a total international population of 10-15% of the total graduate enrollment, the Office of International Admissions recognizes the opportunity for growth and is constantly identifying and implementing strategies to reach above and beyond the goals indicated in the Strategic Plan. In addition to overachieving the percentage goals set forth in the Strategic Plan, the Office of International Admissions strives to diversify the geographic representation. For example, as indicated earlier, SHU has a significant number of Indian graduate students enrolled, over 300 at this time, mostly from the city of Hyderabad. Clearly efforts in India have been profitable but there is room for growth and geographic diversity within India alone, as well as beyond this one particular country.

Barriers and opportunities for international student recruitment and success. The Office of International Admissions has had as many as 80 contractually established relationships with recruitment agents around the globe. Through experience and deliberate efforts the office has since narrowed focus and currently works with a 20 select agents. Since there are thousands of agent possibilities worldwide, the office continues to seek relationships with agencies who fit SHU's mission and recruitment needs. Through participation in networking conferences and reaching out to USA-based education consulting agencies with overseas offices, the office is establishing SHU's status with a number of reputable, AIRC-certified educational consultants. For example, through one agency relationship with offices in Boston, Beijing, Shanghai and Tokyo, the University has been represented at one of the largest recruitment fairs in China, has participated in an exclusive recruitment tour of China, and has enrolled two Japanese transfer undergraduate students in SHU's Art & Design major.

Each agency relationship takes time to develop, and requires a two way learning curve for the University to understand each agent's recruitment strengths and trends within each agent's market, and the agent must understand the University's

mission, personality, program offerings, and so on. For example, a country like India currently exports mostly graduate students interested in graduate computer science while other agents have many students seeking a summer ESL experience, and everything in between. The Office of International Admissions maintains current information from IIE's Open Doors, recruitment trends published by various online newsletters, and EducationUSA, as well as updates through personal interactions with agents. It tends to take up to five years to reap the results and gain the confidence of agents. This was the case with the SHU trip to India in 2008, which took some years to establish and SHU is reaping the benefits of those relationships now. It is the goal of the Office of International Admissions to establish meaningful relationships with agencies deemed reputable and most helpful in identifying academically qualified candidates for full-time undergraduate and graduate programs at SHU.

A primary barrier in recruiting international undergraduate students is SHU's educational cost of \$55,000. Although tuition and additional expenses are comparable to peer and aspirant institutions, the University is deficient in the opportunity to issue scholarship funds that are comparable with the same set of institutions. In most cases, competitors offer a tuition discount of more than 40% with many offering as high as 50%. Within the past two years, SHU has been able to offer the maximum of \$10,000 grant aid to an undergraduate international student. These awards, began for AY 2013/14 and AY 2014/15, were in amounts up to \$10,000 but based on a scale of academic merit. Very few awards at the full \$10,000 were given last year with the resulting analysis and comparison to peer institutions that it was an insufficient amount to impact recruitment. For AY 2015/16, SHU has begun awarding the full \$10,000 to more academically qualified students with the intention of enrolling more of them and not losing as many to peer institutions who gave much higher percentage tuition discounts. The University must continue to seek students who have an appreciation for the value a degree from SHU will offer them while having the financial means to afford the experience.

SHU will continue to have Saudi Arabian students up to the maximum allowed by the Saudi Arabian Cultural Mission (SACM); however, there is room to grow this population by appealing to SACM and request their approval of more academic programs, such as Finance, Film, Digital Marketing, and others, into which their students can enroll.

The Office of International Admissions maintains a database of annual overseas travel/tours/college fair opportunities, advertising options, as well as memberships to international recruitment organizations. Participation in many fairs is restricted due to a limited budget. In addition, there is intense competition of many other U.S. universities.

The Office of International Admissions continues to take a proactive role in the support of current international students on the undergraduate and graduate levels with the goals of increased retention and enhanced experience of the individuals; however, the University recognizes the need to increase support services to the international population and has taken the following steps to improve services:

- There is a committee in place to discuss graduate student services such as shuttles and housing
- The Office of Student Life provides support letters for Department of Motor Vehicles, Social Security Numbers, loan letters explaining tuition/fees, letters to have family members come to graduation, and any other specific letter needed by an international student
- The offices of International Admissions and Student Life work together to coordinate one and two day orientation programs each semester designed to disseminate valuable information to the newly arrived international students
- Student Life support hours have been extended to 8:00 p.m. Monday through Thursday
- SHU's Council of Graduate Students does programming for all graduate students, including international students
- The Office of International Admissions communicates individually prior to arrival with students and students' families to discuss everything from how to prepare for their visa interview at the U.S. Consulate, how to pay their tuition, residence life concerns, health office requirements, how to arrive on campus from airport, etc.

This information is included in writing in their acceptance I-20 packets, but many students and their families call and email with individual concerns.

- Such outreach persists during following semesters as international students very often return to the Office of International Admissions for individual help with many of the same concerns as above. In spite of many offices on campus set up to handle such concerns, international students are often more comfortable returning to the familiar, "safe" face of International Admissions counselors to assist them.
- Map Works – The Office of International Admissions participates in utilizing Map Works to monitor current international student adjustment to campus life and actively engages students to encourage involvement, getting assistance from appropriate offices and members of the SHU community including Residence Life, Registrar, Student Accounts, and faculty advisors

Intensive English program. A large portion of SHU's international student population attends courses in the English Language Institute (ELI). Nearly 400 international students enrolled in the English Language Institute during AY 2012/13. Leading countries of origin include Saudi Arabia, China, South Korea, Japan, and Brazil. Over 55% of these students live in countries in the Middle East. This trend is mirrored nationwide. Many of these students are from Saudi Arabia, a country that sponsors a generous scholarship program. Scholarship recipients receive full funding plus a stipend to study in the U.S. Most ELI students at SHU remain in the program for one to two years before enrolling at SHU, returning to their home country, or transferring to another institution. The typical reasons why a student may not remain at SHU after completing the ELI program is because they are inadmissible due to a weak academic foundation in high school or a Bachelor's program, or because SHU does not offer the academic program the student is seeking to study.

The ESL department functions as an International Student Services office for all ESL students. The department provides the following services: (a) Pre departure advising; (b) Visa advising, preparation and rules; (c) Assistance with finding homestay or other housing; (d) Airport pick up if necessary; (e) Pre departure information in translation; (f) on-site full day of orientation, campus tour, English placement test, and acclimation information; and (g) continuous advising regarding visa issues, transfer issues, admissions questions and health concerns.

Collaborative efforts. The Office of International Admissions and ELI work in close collaboration to recruit for one another, for example, should the Office of International Admissions receive an inquiry that needs English language training, the student is referred to ELI. Conversely, should ELI have a student who is able to advance to full-time study, they refer students to Admissions. Also, ELI's testing services, in-person and online, are used often by the Office of International Admissions to measure English proficiency for full-time admission purposes. Other collaborative efforts have included traveling together to Embassy appointments in DC, disseminating informational literature for one another at recruitment events, meetings as needed to touch base and share information regarding efforts and the needs of each student population, presentations delivered by International Admissions to ELI students regarding the application process and transition from ELI to full-time study. A shared goal to monitor that a minimum level of English language proficiency is achieved before undergraduate or graduate students enroll full-time, as well as the planning and execution of several summer programs.

Visiting international students. In AY 2013/14, the OGA expanded opportunities for visiting international students. In collaboration with the CHP and the ELI, SHU was accepted as a host institute for the CAPES/IEE Brazil Scientific Mobility Program (BSMP). The BSMP program is a one-year, non-degree program for Brazilian students to study abroad in the U.S. BSMP is part of the Brazilian government's larger initiative to grant 100,000 Brazilian university students the opportunity to study abroad at the world's best colleges and universities. In AY 2013/14, five BSMP students received fully funded scholarships from to attend SHU's pre-academic intensive English program. In AY 2014/15, one student from AY 2013/14 will remain at SHU to pursue a year of academic study and one new student will study in the pre-academic intensive English program during the fall and in the spring will enroll in academic courses.

As part of the 100,000 Strong in the Americas initiative, the ESL program welcomed the first group of 52 Mexican teachers and medical professionals in the fall of 2014, with additional groups arriving in the spring of 2015. The Mexican government funds the group in an effort to improve English-language acquisition among professionals in that country. Students participate in intensive ESL classes every day and attend academic lectures offered by SHU faculty members.

Via the on-going relationship management of overseas partnerships in China and Japan by the Office of International Admissions, SHU was able to attract two high schools to visit and participate in a summer program which combined pre-college living experience, ESL courses, and cultural immersion on campus for up to two weeks. Over the course of two summers, the University welcomed 50 students and faculty advisors from a private high school in Ningbo, China (2 hours outside Shanghai) and 14 students and teachers from a private high school near Tokyo, Japan. These summer high school groups involve extensive preparation prior to their arrival and around-the-clock attention during their stay. Collaboration with the ELI has resulted in successful programs for international high school students. Continued communication with these high school students has been a focus of the Office of International Admissions and the office intends to offer students from similar programs full-time admission. Relationships with these and similar prominent high schools will assist in establishing brand identity and the potential of future enrollment. Enrollment benefits may not be recognized for three to five years.

Faculty scholars. In the past five years, SHU has welcomed three visiting scholars: a Fulbright scholar in Economics from the Czech Republic, a visiting scholar in Management from China, and a graduate researcher in Biology from Germany. SHU cannot provide J visas, which limits the number of scholars it can host. Current J-1 visiting scholars are hosted externally through IIE or Cultural Vistas. The individual departments provide the body of scholar supports, with limited assistance from the OGA. Additionally, the university rarely sponsors H-1B visa holders.

Interests and perceptions surveys. The subcommittee disseminated an international student experience survey to collect valuable information on the opportunities and challenges experienced by international students at SHU.

Faculty interests and perceptions survey. Faculty interests and perceptions data as related to international students is referenced in the University Life and Culture section of this report. In general, the qualitative data showed particular faculty interest in international students' engagement on campus and in the classroom, as well as overall academic support. There is an ongoing effort to train both faculty and academic staff in best practices for dealing with international students.

SHU student perceptions: SHU students believe they are accepting of international students and want to integrate them into the community. The barriers to mixing international and domestic students are essentially the same as those of any young person integration challenge: students tend to socialize with people like themselves.

International student and faculty experiences at SHU: Generally, the international faculty are accepted and have favorable experiences at SHU. Few international undergraduate students completed, thus generalize remarks regarding their experiences are not possible. By and large, Saudi ELI and graduate students report positive experiences given their fully funded support. The Indian graduate student experience is reported as varied; however, increased support has resulted in more positive Indian student SHU experience.

Challenges. Several challenges exist in both recruiting and supporting the international student population at SHU. Finances continue to be a struggle for non-government sponsored students. The committee discovered that funding levels tied to the overall experience of international students at SHU. For example, the Saudi population tends to express general satisfaction regarding their experience at SHU because they do not have to worry about finances and there are several cultural groups, such as the Saudi Student Club and the Muslim Student Awareness club, which provide certain levels of peer support. Indian students, on the other hand, have expressed varying levels of satisfaction, tied in part to funding and the lack of culture-specific clubs. The Office of International Admissions is aware that students' financial needs become more apparent to them once they have begun to incur living and academic expenses after enrollment. As a

result, International Admissions continues to enhance its communication with students and agents both before and after enrollment regarding the full cost of attendance and payment policies. The office is keenly aware that its recruiters must seek students who have both the desire to receive a bachelor or master's degree from SHU, as well as the ability to afford the cost of attendance.

Many University structures and policies are still being modified to take into account the needs of international students. There is no university housing available for graduate or ELI students, and with the continued enrollment growth of the undergraduate population, it is not likely that housing for graduate and ELI populations will become available. Therefore, the University should seek to establish partnerships with real estate companies who specialize in finding housing for students. One such relationship currently exists informally with the organization WWGSA. Discussions for formalizing the relationship with WWGSA and other such agencies should be investigated. Student shuttle services are in the process of adapting to international needs. As evidenced by the experience of Indian graduate students (SHU's main international population), there is room for improvement in support in place for international students. There is also no international scholar support system in place. At present, SHU is only able to administer F visas, thus restricting opportunities for visiting scholars.

Benchmarking. To review current international student activities, and in an effort to further support our students, the International Student and Scholar Services sub-committee surveyed peer and aspirant institutions' ISSS offices in to understand how these offices perform similar tasks and with the hope that the University can learn how to better accomplish its international goals. The survey achieved a 30% response rate. Some of the data, including enrollment numbers for non-responsive universities, was collected from the AY 2012/13 IIE Open Doors data on International Students.

Survey highlights. SHU is ranked in 13th place out of 20 universities in total number of full-time international students enrolled in AY 2012/13. Some advantages that peer and aspirant institutions have are dedicated International Student and Scholar Offices and the ability to administer multiple visa types.

N.B.: Currently, the Office of International Admissions, in collaboration with the PDSO located in the Office of Student Life, manage pre-arrival information, orientation programming, support with immigration services and government offices (Social Security Administration, Department of Motor Vehicles), cultural and academic programming, as well as additional services such as employment, licenses, etc.

International alumni/ae tracking. The Office of International Admissions has reached out to the Office of Alumni Relations since 2011 to collect contacts of alumni, international, or U.S. citizens, with the specific interest of those living overseas to engage with recruitment activities³⁶. The Office of International Admissions has contacted international alumni in an effort to gain assistance with recruitment initiatives, such as attending a college fair; meeting with a prospective student, contracted agent or Embassy officer; or joining a university representative during in-country travel. Such outreach as happened most recently in Latin America, China and Japan. It is a goal of the Office of International Admissions to engage more and more alumni/ae in recruitment efforts.

SWOT analysis.

Strengths. Internal strengths include:

1. International faculty feel accepted and supported

³⁶ Refer to the University Life and Culture section of the report for specific alumni/ae data.

2. Revenue gained from international students
3. ELI and BSMP program and participation
4. Upward trend in international student enrollments, both undergraduate and graduate, with growth of the Indian student population and consistent enrollment of students from Saudi Arabia
5. Conditional Acceptance program for undergraduate and graduate populations

Weaknesses. Internal weaknesses include:

1. Need to locate and communicate with alumni, both U.S. citizens and non-U.S. citizens living abroad, to assist with recruitment efforts
2. Lack of diversity in country of origin of international students
3. Housing for graduate or ELI students is unlikely
4. Transportation for non-undergraduate students must continue to be improved to meet the specific needs of the graduate population
5. The Council of Graduate Students (COGS) should continue to discuss and address the unique needs of the international student body.
6. The enhancement and delivery system of support services for the international population must continue to be discussed and implemented
7. Few scholarship opportunities for undergraduate international students and few on-campus jobs and/or Graduate Assistanceships for graduate students, coupled with high tuition

Opportunities. External opportunities include:

1. Ongoing development and improvement of University services to meet international student and scholar needs
2. Continue the development of partnerships with universities and/or agents in targeted growth markets, such as but not limited to China, Japan, South Korea, Vietnam, and other BRIC countries
3. Tap into alumni/ae network of U.S. and non U.S. citizens living overseas for recruiting and financial support
4. Create scholarships to ease funding costs for international students
5. Expand international faculty, both visiting and permanent
6. Growth of international student enrollment at U.S. high schools, predominately private boarding schools but also in Catholic high schools, provide recruitment opportunities for the undergraduate population
7. Continue to enhance communication with admitted students, as well as third party recruitment partners, regarding the cost of enrollment and the University's payment policy
8. Offer academic programs which attract international students, such as engineering

Threats. External threats include:

1. Possible caveats of relationship building/maintaining with universities or agents in China and other countries seeking partnerships (MOU, twinning, Pathways)
2. Free, high quality education available in the European Union
3. View of international students as a revenue source

Recommendations. To increase the enrollment of international students at SHU, it is recommended that partnership agreements with Universities and/or agents, most notably in China and other targeted countries, continue to be reviewed. To ensure enrolled international students are retained, are academically and culturally successful, and relate positive experiences to their contact networks, it is recommended that support services are bolstered and put in place where necessary. Advancements with introducing a peer support program enhancements of cultural and academic programming, etc., such as offered at peer and aspirant schools, could be helpful with the integration of SHU's international population, both new and returning.

Faculty and Staff Global Experience Survey

The breadth and charge of this committee is to: a) gather and analyses the global experiences of SHU faculty and staff; b) identify areas of expertise and opportunities on which to expand; and, c) recommend methods for public display and continued data capture.

A Faculty and Staff Survey of Global Experience was disseminated to gather information about the wide array of expertise and talent offered at the University. The information collected will provide the SHU community with a better understanding of the depth of experience and expertise among faculty and staff. Topics of question included international demographics, education, teaching experience and research abroad, language experience, and international institutional connections. Survey data was collected in AY 2013/14.

Limitations include the self-selected nature of participants. In addition, anecdotal feedback suggests that those who felt they had no international or intercultural experience to report did not complete the survey and those who felt they had much to contribute did not report all experience based on the amount of time it would take to report. Thus, the survey represents a median sampling of global experience.

The analysis of data gathered provides a summary highlight the richness of global experience across the SHU employee community.

Response rates. The Faculty and Staff Global Experience survey achieved an 8% response rate for staff (n=143) and a 27% response rate for faculty (n=187). The university division with the highest response rate was Academic Affairs; at 71% (n=234), followed by Student Affairs/Athletics at 13%, and Finance and Administration at 11%. All other divisions had a response rate of one to two%. In Academic Affairs, 79% of respondents indicated they were faculty and 21% indicated they were staff. Overall, response rates within the colleges are as follows: (a) CAS 30%; (b) CHP 15%; (c) WCOB 10%; (d) FCE 7%; and, (e) UC 2% (see Figure 38).

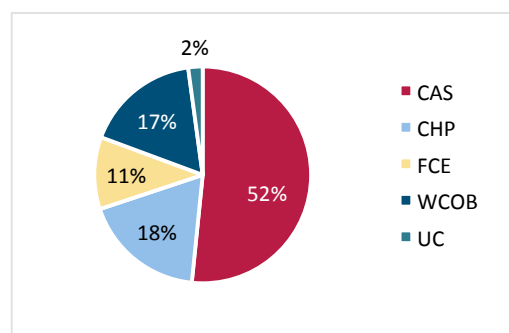


Figure 38. Faculty response rate by college.

Faculty response rates. Of the faculty respondents, 53% were full-time faculty (n=100) and the remaining 47% were adjunct faculty (n=90). In all, 40% of the total full-time faculty population (n=253) and 19% of the overall adjunct population (n=474) responded. In addition, 37% of responding faculty were tenured or tenure track (n=71), which is 48% of the overall tenure or tenure track population (n=147). Faculty response rates within the colleges are as follows: (a) 96% CAS; (b) 71% CHP; (c) 94% WCOB; (d) 91% FCE; and, (e) 50% UC.

The highest faculty response rates per college, by department, are as follows:

- CAS: 14% each in Biology and Philosophy, Theology, and Religious Studies, followed by 8% in History, and 7% each in the departments of Communications & Media Studies, English, and Mathematics
- CHP: 59% in Nursing, followed by 18% in Physical Therapy
- FCE: 70% in Education, followed by 20% in Teacher Education
- WCOB: 34% each in Business Economics and Finance, and Management departments
- UC: 100% in the ELI

In addition, 77% of responding faculty are academic advisors.

Demographics.

Years of service. Of the total respondents, 26% have worked at SHU between one and four years, followed by 15% indicating less than a year of service, or between 10 to 14 years of service. 33% of staff have worked at SHU between one to four years and 33% of faculty have worked at the university between one and four years, followed by 20% between five to nine years.

Nationality. Overall, 81% of respondents indicated being an American national, followed by 1% Canadian or Chinese. Additionally, 8% (n=27) respondents in this population are dual citizens, with the majority holding citizenship in Canada, Germany, Ireland, or the United Kingdom. Of the dual citizens, 74% are faculty (n=20) and 26% are staff (n=7). CAS is the college with the most number of faculty with dual citizenship, at 48% (n=13), followed by WCOB at 11% (n=3). Taking into account both faculty and staff that indicated dual citizenship, 78% (n=21) report to the division of Academic Affairs, followed by Finance and Administration, at 11% (n=3). In addition, 7% of total respondents consider themselves “international” faculty or staff members. Between 9% -18% of this group identified their countries as Bangladesh, China, India, or Ireland. Again, most “international” respondents were faculty.

Race/Ethnicity. Overall, 80% of respondents, both faculty and staff, selected White as their race or ethnicity, followed by 5% Asian, 3% Hispanic of any race, 2% Black or African American, and 4% American/Alaskan Native. Faculty demographics were compared to the IPEDS data on race and ethnicity of faculty at peer and aspirant institutions³⁷ (see Table 2).

Table 2

IPEDS race and ethnicity percentages; AY 2012/13

Type	Institution	N	American Indian / Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Two / more races	Race / ethnicity unknown
	<i>SHU (Survey responses)</i>	190	6%	6%	2%	2%	78%	1%	5%
	SHU (IPEDS)	664		5%	3%		85%		4%
Peer	Iona College	179		8%	4%	2%	84%		1%
Peer	Marist College	227		6%	4%	6%	84%		
Peer	Pace University-NY	416		11%	4%	4%	76%	2%	1%
Peer	Quinnipiac University	388	2%	4%	5%	2%	85%		1%
Peer	St. John's University-NY	643	1%	12%	5%	5%	73%	1%	1%
Peer	Stonehill College	167	1%	5%		4%	87%		
Peer	University of New Haven	231		5%	3%	4%	77%		4%
Aspirant	College of the Holy Cross	270		5%	3%	3%	86%	1%	
Aspirant	Fordham University	582		11%	4%	5%	79%		
Aspirant	Providence College	283		4%	2%	3%	88%		
Aspirant	Villanova University	648		8%	2%	3%	84%	1%	
	Average		0%	7%	3%	3%	82%	0%	1%
	Difference between SHU and other universities			-2%	-1%	-3%	-4%	+1%	+4%

Note. Blank spaces indicate 0%.

International travel and living abroad. Overall, 88% of respondents have an active passport. Of this number, 93% are faculty and 84% are staff. When asked how often they travel internationally, 66% of total respondents indicated

³⁷ N.B. IPEDS data is from AY 2012-13 while survey data is from AY 2013-14

that they traveled one or two times a year, 8% travel between three to five times per year, and 17% do not travel yearly. More faculty travel between one to five times per year, as opposed to staff (75% of faculty as compared to 64% of staff). Overall, 73% of respondents had traveled internationally in the past five years, 84% of which were faculty. 57% of all respondents received some education abroad (K-12, University, Study abroad program, etc.) and 3% were Peace Corps participants.

Language experience. Nearly half of all respondents indicated that they were able to speak, read, or write in a language other than English (45%). Respondents have capacity in 37 different languages, most commonly French (43%) and Spanish (32%). Other languages include German (18%), Italian (12%), Hindi (5%), Japanese (5%), Chinese (4%), and Russian (4%). Of the 45% of respondents that have capacity in a language other than English, 41% have knowledge of two additional languages, 11% have knowledge of three additional languages, 2% have knowledge of four additional languages, and 1% have knowledge of five additional languages (see Figures 39-40).

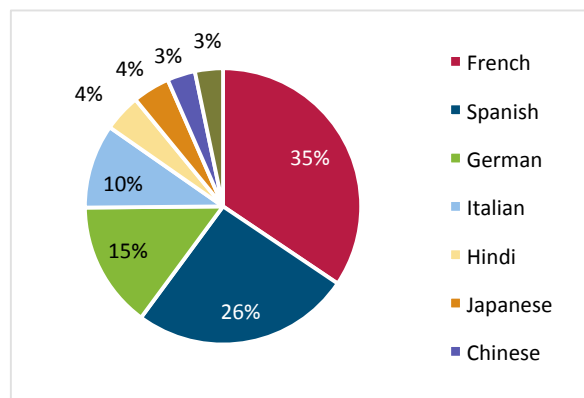


Figure 39. Most commonly spoken languages.

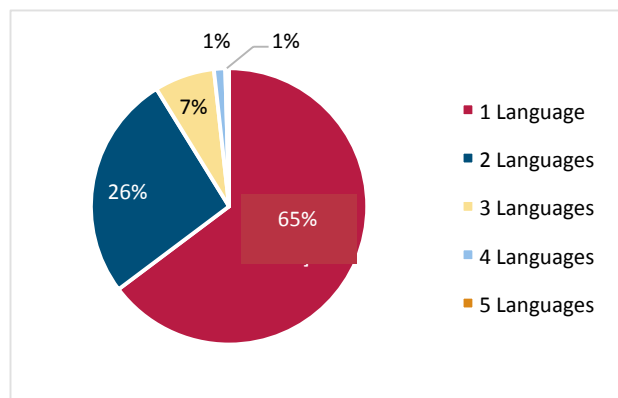


Figure 40. Language capacity in addition to English.

Instructive Curricular Experience. With respect to curricular experience as instructor, 51% of faculty (n=73) reported that they had either taught internationally or taught a globally oriented course or courses at SHU or another U.S. institution (n=143). At a greater level of specificity, 14% (n=22) of 157 faculty and staff respondents reported having taught at an institution abroad. Furthermore, 8% (n=13) of those responding had led a study abroad experience.

Distinguished Scholarships and Programs. Four percent (n=14) of total respondents (n=330) have been awarded one or more of a select number of distinguished scholarships or fellowships. Six of the recipients of Fulbright fellowships also had other scholarships, awards, and/or grants: three respondents had a Fulbright and one other award; one respondent had a Fulbright and two other awards; one respondents had a Fulbright and three other awards. One Fulbright Fellow also received: the Truman, Marshall, Rhodes scholarships in addition to one Mellon fellowship and two research travel grants (see Table 3).

Table 3

Distinguished scholarships and recipients

Scholarship/Fellowship	Number of Award Recipients
Fulbright Fellowship	8
George J. Mitchell Scholarship	1
Harry S. Truman Scholarship	1
Marshall Scholarships	2
Rhodes Scholarship Program	1
Rotary Ambassadorial and World Peace Scholarship	1
Total Awards	14

Respondents were also asked if they had received any other types of internationally focused awards or fellowships. Another 23 respondents reported having received one each of a variety of other internationally focused awards or fellowships while five faculty reported having received an internationally focused grant (total n=311).

The major difficulty in analyzing these numbers is that respondents answered the two questions with similar data, differently. At times, there were multiple entries for what appeared to be the same award. In addition, the respondents to the survey listed over 60 additional awards, and grants. It appears that a number of faculty have multiple awards. A rough estimate indicates a total of 13% of respondents (n=43) who received 60+ awards (see Appendix Q).

Benchmarking. The Institute for International Education (IIE) Fulbright Scholars Archive³⁸ was used to benchmark faculty Fulbright recipients at SHU against peer and aspirant institutions (Figure 41 and Appendix R). AY 2012/13 data compares all awards (core, specialty, new century), while historic data only focuses on core recipients. Average annual data suggests that one to two awards (all awards) are granted to faculty at 57% of institution per year. In terms of core awards, SHU ranks in the lower third tier of peer institution awards and in the lower half when compared to aspirant institutions.

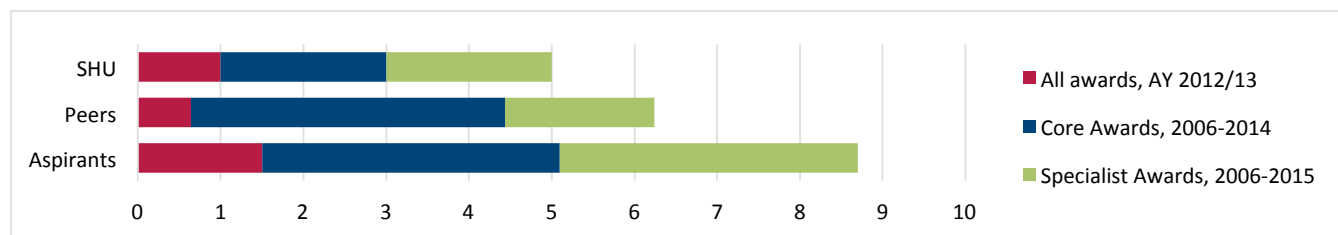


Figure 41. Average faculty Fulbright Awards.

Research and Scholarship. Research and scholarship were separated into three subcategories: conducting research abroad, conducting internationally-oriented research, and grants and journals. The reason for this division is that some faculty may travel abroad for the purposes of meeting an expert in a specific field while the research has no international focus, while others may have international research intentions but do not have the resources to travel. Finally, international awards and publications can be given for various reasons that include the two previous categories.

Conducting Research Abroad. The following information reflects faculty’s responses about their experiences from the past five years (n=157).

- Conducted individual research abroad 25%
- Conducted collaborative research abroad 20%
- Traveled abroad to a conference 32%

Of all the faculty who indicated yes to at least one of the activities above, 24% only acknowledged one of them, 15% acknowledged two of them, and 8% acknowledged doing all three.

³⁸ Council for International Exchange of Scholars. (2014). *Fulbright Scholar List Archive* [Data file]. Retrieved from <http://www.cies.org/fulbright-scholar-list-archive>

Conducted Internationally-Oriented Research. The following information reflects faculty’s responses about their experiences from the past five years (n=322).

- Attended an Internationally-Oriented Conference 17%
- Conducted Internationally Oriented Collaborative Research 9%
- Conducted Internationally-Oriented Research 12%

Of all the faculty who indicated yes to at least one of the activities above, 17% only acknowledged one of them, 7% acknowledged two of them, and 0.3% acknowledged doing all three.

Finally, both categories above were compared. The number of faculty that responded to all six of the sections above was 285 and 13% of faculty indicated that they participated in one of “conducted individual research abroad,” “conducted collaborative research abroad, or “traveled abroad to a conference” and participated in one of “attended an internationally-oriented conference,” “conducted internationally oriented collaborative research,” or “conducted internationally-oriented research.” The following three categories occurred with each other the most: “conducted individual research abroad”, “traveled abroad to a conference”, and “attended and internationally-oriented conference.”

When faculty was later asked in the survey: “Do you have any current or past research areas or projects with an international focus?” 23% responded with yes (n=323). This data is encouraging because the numbers given above are within the past five years. This means that most of the 23% of research has occurred within that period indicating faculty’s increasing international interest.

Grants and Journals. Of all faculty who responded (n=244), 12% of respondents have indicated that they received an international award or fellowship. Such awards include the Benjamin A. Gilman International Scholarship, Fulbright Fellowships, the George J. Mitchell Scholarship, the Harry S. Truman Scholarship, the Marshall Scholarship, and the Rhodes Scholarship.

Of all faculty who responded (n=327), 23% have indicated that they have published in an international journal. This journal accepts articles from authors around the world on internationally focused topics, have international readers, an international editorial board, and are peer-reviewed. This is consistent with the data above (last paragraph in the *Conducting Research Abroad* section). That is, when asked: “Do you have any current or past research areas or projects with an international focus?” 23% of respondents said yes. This is encouraging because it indicates that faculty who have done international research have been published.

Organizational Affiliations. The main question of this section is answered by one question, which asks, “Are you affiliated with any organizations, institutions, or universities abroad?” The response of yes was given by 13% of responding faculty (n=323). Another question that correlates is “Do you have any active professional contacts with universities/departments abroad?” The response of yes for this question was 23% (n=318). This may simply include research collaborators and there is no formal affiliation. However, this could be helpful in setting up future relations internationally.

The survey only lists one specific organization for possible affiliation: the Peace Corps. Only 3% of responding faculty (n=136) acknowledged membership.

Finally, some other questions were asked of faculty with their responses below. The following information reflects experiences from the past five years (n=157).

- Led a study abroad program 8%
- Consulted abroad (for non-government organization, Government organization, business, etc.) 17%
- Internationally-Oriented Consulting in the U.S. 5%

Other International Engagement. Here we offer more data about our faculty and staff that is not focused on scholarship or specific affiliations. Of all faculty and staff that responded (n=343), 6% consider themselves as international. Of all individuals who took the survey (n=431), only four people received some education abroad (K-12, University, Study abroad program, etc.). One general question asked is “Do you have any experience abroad other than what has been previously mentioned?”. Of the respondents for this question (n=338), 47% said yes. In addition, 23% of respondents (n=319) claim that they have a world region of expertise. Lastly, 14% of faculty members (n=157) have taught a course at an institution abroad.

Data Analysis.

Analysis by Country/Region. The 21% (n=68) of the respondents who reported expertise about other countries did so 88 times for a total of 51 countries. Some of the respondents provided answers such as “Europe” for their countries of expertise and with the data; any other teasing out of data was not possible. In general, 45% of faculty have experience in Europe, followed by 18% in the Americas, and 16% in Asia. In terms of sub-regional representation, 28% have experience in Western or Northern Europe, followed by 11% in Central or Eastern Europe and Central and South America respectively (see Figures 42-43).

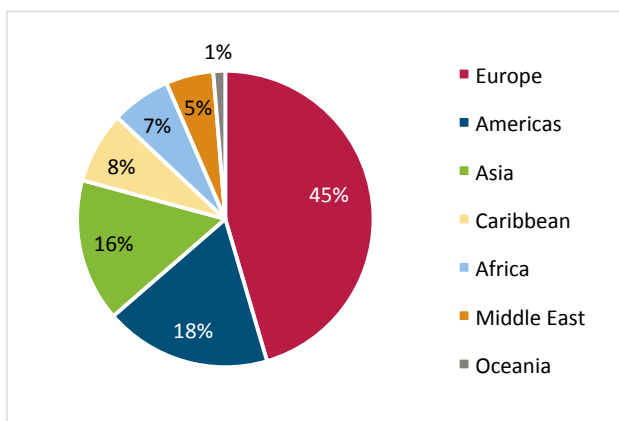


Figure 42. Analysis by country/region.

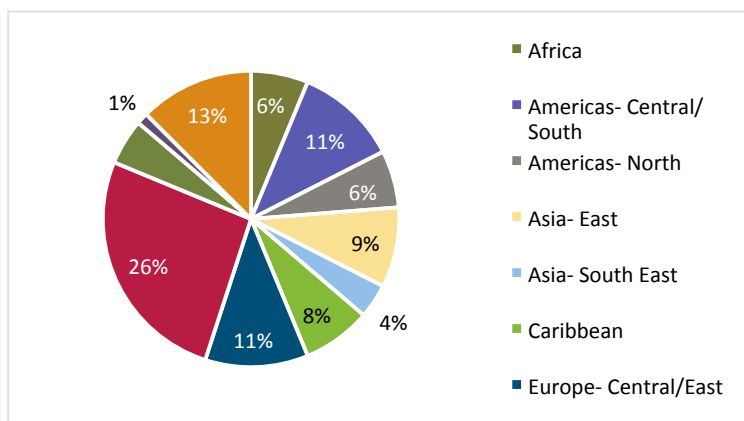


Figure 43. Analysis by sub-region.

Analysis by College/Department/Discipline.

WCOB. To gain a sense of the study abroad/global education experience of WCOB faculty, the subcommittee reviewed the school’s self-study. Of the WCOB self-study respondents, faculty in only four departments report any kind of international experience. These departments are ranked in the following order from most to least study abroad/global education experience: Economics (11); Management (ten); Marketing/Sport Management (eight); and Accounting (three). Three of these four departments were represented by both junior and senior faculty (Economics, Management, and Marketing/Sport Management); this suggests mentorship or affiliation between ranks of faculty. In the Economics department, nine junior faculty compared and two senior faculty had the aforementioned experiences. In Management; six junior faculty and four on the senior faculty had the experiences. In the Marketing/Sport Management department five junior faculty and three senior faculty had study abroad/global education experience. All Accounting faculty, three in total, held senior positions.

UC. The survey results show that two respondents (junior/non-tenured faculty/staff) indicated having experience in study abroad/global education.

FCE. The majority of faculty in the FCE who reported having had international experience are junior/ non-tenured/clinical faculty but, like the WCOB, only a few departments are represented in both junior and senior faculty reports.

The FCE reported the largest number of faculty with international experience: 11 junior faculty and three senior faculty, a total of 14 faculty of all ranks in the department of Education with international experience. Teacher Education was second with two junior faculty and three senior faculty reporting international experience, with a total of five faculty in Teacher Education with international experience. The final department to report international experience was the department of Educational Leadership: no junior faculty but two senior faculty attested to international experience.

CHP. This school was the largest group reporting international experience in the entire survey. In terms of specific departments international experiences can be ranked in the following manner from most to least experiences faculty members: Nursing (26); Physical Therapy (11); Speech Pathology (three); Occupational Therapy (two); Health Sciences, Health Informatics and Exercise Science (one each). In the Nursing department 23 junior/non-tenured faculty and three senior faculty indicated having international experiences. In the Physical Therapy ten junior and one senior indicated such experiences. The remaining departments rank in the following order for type of faculty with the most to least international experience: Speech Pathology (three junior faculty); Occupational Therapy (two senior faculty); Exercise Science (one senior faculty); and finally, Health Informatics and Health Sciences (one junior faculty).

CAS. This school houses the largest number of faculty and nearly every department is represented in the responses, thus the number of respondents is much larger than those of the other colleges. 64 junior faculty and 33 senior faculty reported some international experience. The total faculty with international experience breakdown by department is as follows: Philosophy/Theology and Religious Studies and Biology (14 each); English (nine); History (eight); Mathematics (seven); Foreign Language and Culture and Psychology (six each); Chemistry (five); Sociology (four); Computer Science and Performing Arts (three each); Criminal Justice and Government and Politics (two each); Physics, Social Work, and Art and Design (one each). The majority of CAS faculty with international experience is found in the Humanities (37 junior and 14 senior faculty), followed by the Sciences (21 junior and 11 senior faculty), and finally the Social Sciences (seven junior and eight senior faculty). The breakdown and rank of individual departments is as follows: Philosophy/Theology and Religious Studies (11 junior and three senior faculty); Biology (nine junior and five senior faculty); English (seven junior and two senior faculty); History (six junior and two senior faculty); Mathematics (six junior and one senior faculty); Foreign Language and Culture (four junior and two senior faculty) and Psychology (two junior and four senior faculty); Chemistry (five junior faculty only); Sociology (two each of junior and senior faculty); Computer Science (five senior faculty only) and Performing Arts (two junior and one senior faculty); Criminal Justice and Government and Politics (one each of junior and senior faculty); Physics, Social Work, and Art and Design (one junior faculty only each).

Relationship between language skill and experience abroad. To quantify experience abroad, a composite score was calculated by summing all “yes” answers to the relevant survey questions with a range of values of 1-18 experiences. Additionally, language skills was evaluated using two figures: (1) more than one language spoken, and (2) a skill average composite score with dichotomous groupings of low and high. The skill composite score summed all “yes” answers to whether one was proficient in speaking, reading, and writing for each of the languages and then an average score was calculated for a language skill score.

Faculty and staff who spoke more than one language in addition to English ($N = 55$) had significantly more experience abroad than those who reported speaking only English ($N = 38$) ($M = 7.91$, $SD = 4.95$; $M = 4.53$, $SD = 3.37$; $t = -3.921$, $p < .01$). Those who had more language skill had more experience abroad ($M = 8.63$, $SD = 5.03$; $M = 6.29$, $SD = 4.50$).

Relationship to heritage and experience abroad. For analysis of heritage, several variables were considered: race, nationality, dual citizenship, and living abroad. Due to low variability for categories in race and nationality, these variables were grouped dichotomously: non-white/white and American/non-American respectively.

Faculty and staff who were non-white had slightly more experience abroad than whites did ($M = 6.90$, $SD = 3.97$; $M = 6.46$, $SD = 4.91$). For nationality, experience abroad was virtually the same for both groups ($M = 6.90$, $SD = 3.97$; $M = 6.46$, $SD = 4.91$). For those respondents reporting dual citizenship, they had more experience abroad than those who had

single citizenship ($M = 8.36$, $SD = 5.30$; $M = 6.33$, $SD = 4.57$). Fifty-eight respondents reported living abroad compared to 36 respondents who did not. Those who had lived abroad were significantly more likely to have abroad experience as would be expected ($M = 7.98$, $SD = 4.81$; $M = 4.17$, $SD = 3.20$; $t = -4.615$, $p < .01$).

SWOT analysis.

Strengths. Internal strengths include:

1. Growing in the area of diversity
2. Majority of faculty and staff have passports and recent international travel experience
3. More than half of respondents have some level of a language other than English; mostly in romance languages
4. Nearly half of respondents reported additional experiences not included in the survey; meaning there is more global experience in the SHU population than previously captured
5. Faculty travel opportunities through iPUP mini grant, IFDS, and other opportunities when available
6. CIEE International Faculty Development Seminar funds of \$1000-\$2000 per year.

Weaknesses. Internal weaknesses include:

1. Need to continue improving diversity to enhance perspectives in teaching, scholarship, and campus climate
2. Travel is mostly for vacation and tourism, not research, university business, or cultural immersion
3. Respondents are not utilized or celebrated for their non-English language knowledge
4. SHU has only a few non-romance language speakers
5. SHU has only a few distinguished scholar and fellowship recipients
6. Small percentage of faculty implement a global experience into their curriculum/research/publications/ grants
7. There is limited experience in regions other than Western and Northern Europe

Opportunities. External opportunities include:

1. Educating faculty and staff on opportunities to develop global awareness/skills/experience; provide resources to connect them to these opportunities
2. Obtain J visa status to provide opportunities for international short-term scholars
3. Utilize SHU resources to improve/learn language skill (e.g. faculty and staff audit SHU language courses)
4. Build faculty distinguished scholar recipients including: more awareness building; guidance; and support for the process
5. Develop a faculty/staff advisory support system to address opportunities and threats
6. Include intercultural skills, global experience, and global competency in the evaluation and rewards systems of the institution
7. Faculty and staff should incorporate their own global experience into curriculum, co-curricular, and work life
8. Capture and build on the global experiences of SHU faculty and staff

Threats. External threats include:

1. Internal and external funding sources
2. Lack of course/job release time to pursue global/cultural opportunities
3. Time in general
4. Family commitments and concerns
5. World affairs

Recommendations. Each opportunity builds on itself: diversity brings more perspectives and a richer academic dialogue; language brings more Fulbright opportunities; and Fulbright opportunities lead to more research and thereby more curriculum integration and internationalization. 'Global' must be a valued term (relevant to the position) through

the evaluation and reward process. If it included in the tenure process funds should be provided by SHU (not the individual), otherwise disadvantages and tiering will arise and self-selection and de-selection will occur. With this inclusion, the literature for best practices for faculty/staff must be revisited and enhanced to provide a positive experience based on the University's profile. The sub-committee found that more language/heritage increased one's travel and engagement, however the willingness to travel and gain experiences was not evaluated. To have growth in this area more experience is needed, language and competency trainings, grant/curricular support, etc., are ways in which SHU may foster growth and development of faculty/staff. In addition, a public, searchable, and user-modified global experience database should be created to highlight faculty and staff areas of expertise and knowledge. To gain more initial information on international experiences of a faculty/staff member, the onboarding survey should include mandatory drop down menus.

FUTURE DIRECTIONS

This report serves as a self-study of the current state of internationalization at the University. The Internationalization Task Force is poised to develop the SHU's internationalization plan and support global learning opportunities for both faculty and students. The self-study, in addition to the report generated by the ACE Peer Review team, will inform a strategic plan for internationalization³⁹, to be presented to senior administration at the end of the spring 2015 term.

The University's goals for internationalization include:

- a. Moving the institutional culture forward by building global awareness and engagement throughout the university
- b. Infusing global and diverse perspectives throughout the curriculum and connect internationalization to High Impact Practices, including (a) first-year seminars, (b) learning communities, (c) service learning, (d) undergraduate research; and, (e) capstone courses and projects
- c. Growing:
 - i. Fulbright opportunities for faculty and students
 - ii. the international population through the graduate, exchange, and sponsored student programs
 - iii. opportunities for faculty development, research, and exchange abroad
- d. Achieving J-1 visa status
- e. Developing the support structures necessary to support internationalization goals

Strategic Planning

University Strategic Plan, 2011-2017. Multiple current international activities are complementary to both the University's strategic plan and comprehensive internationalization. Mapping current international activities to the University's strategic plan provides an in-depth understanding of the dimensions and integration of international activity on campus, as well as highlight areas for alignment and future development (see Appendix S).

Strategic plan for internationalization. Upon receipt of the ACE Peer Review team's site visit report, the Internationalization Task Force will convene to draft a Strategic Plan for Internationalization. The subcommittees have provided many interrelated, valuable recommendations to advance comprehensive internationalization. Among them:

- Internationalizing the curriculum, and leveraging technology, mobility programs, and community experiences to support this aim
- Developing, fostering, and leveraging faculty and staff global experiences
- Supporting and celebrating faculty professional development, mobility, partnerships, and research
- Expanding the campus community via international students and scholars, as well as through the development of intercultural awareness
- Supporting the campus community in engaging with difference and diverse perspectives in the curriculum and co-curriculum, as well as interprofessional endeavors
- Decreasing the barriers that inhibit education abroad program participation and expanding such opportunities
- Alignment of campus policies, procedures, funding, and planning to support internationalization goals and activities

³⁹ The strategic plan for internationalization will include suggested budget and funding sources

Action items. Actionable items for the next three to five years can include the following:

Internationalizing the curriculum

- Creation of a standing internationalization committee, with significant membership of faculty across colleges
- Identification of international and intercultural competencies for SHU students
- Creation of a student global engagement portfolio or certificate program, encompassing curricular and co-curricular activities
- Develop workshops to help faculty to operationalize internationalizing courses and degree programs, as well as methods for engaging in intercultural conversations, and leveraging experiences of study abroad and international students
- Partner with the ODL, OGA, and SHU Squared to leverage technology and develop COIL courses
- Work towards becoming a J-1 visa granting institution
- Create academic and residential space for visiting international scholars

Scholarship

- Creation of global professional development fund to provide opportunities, funding, and support for faculty mobility and intercultural development
- Increase the number of Fulbright recipients
- Adding international scholarship and engagement as a value-added aspect of the sabbatical, tenure, and promotion processes
- Encourage and assist faculty grant applications with internationalization foci, as well as create boilerplate templates for adding internationalization components to grant applications that may benefit from such inclusion

Strategic partnership development

- Create searchable databases for strategic partnerships and faculty/staff global research and expertise
- Create and publicize structures and supports to develop and review current and potential strategic partnerships, as well as initiating agreements
- Identify a core set of flagship strategic partners in key areas around the world, which include mobility, research, development, etc.
- Encourage faculty and staff to visit partners when abroad via the iPUP mini grant program
- Assess local community and business needs and partner accordingly
- Enhance publication and celebration of internationalization efforts and activities through SHU and local media channels

Alumni engagement

- Improve international, expatriate, and education abroad alumni/ae tracking and donor cultivation.
- Create SHU alumni chapters in key global locations
- Develop avenue for alumni/ae populations to donate to scholarship fund for mobility programs and international/cultural activities

Campus community environment

- Develop more programming to assist the community in engaging with difference, diverse perspectives, and other cultures
- Provide faculty and staff workshops related to academic and cultural differences and support needs
- Provide intercultural development opportunities for the campus community
- Develop further support services and resources for all international student and scholar populations

- Support the on-campus hiring of international students
- Create more clubs and sports that are of interest to international populations and non-dominant cultures (e.g. Indian Students Association, Cricket club, Accompanying spouse club, etc.)
- Create one or more living and learning communities that connect students to internationalization themes, as well as connect domestic and international students
- Develop a peer mentor and language partner program that fosters connections between domestic and international students
- Create a lecture series focused on internationalization topics, with appeal to multiple campus populations
- Continue recruitment of multiple international populations (i.e. undergraduate, graduate, ESL, sponsored, and visiting students)
- Continued review of NSSE and other data to assess student attitudes and behaviors as related to internationalization and intercultural themes

Education abroad

- Align programs with student academic needs, major structures, and desired program elements
- Enhance affordability of education abroad experiences through expanded tuition waiver program and targeted scholarships
- Provide opportunities for more students to take advantage of education abroad programs
- Mapping an education abroad opportunity to every degree
- Expand short-term and semester options for CHP students and underrepresented majors
- Partner with key corporations to provide internship opportunities abroad

Conclusion. The fundamental mission of Sacred Heart University is to assist in the development of human beings and of society by preparing its students to live in and make their contributions to the global community. Consistent with the University's Mission, the Internationalization Task Force has outlined a strategic vision to move the University forward and keep pace with the benchmarks of learning in the 21st century. SHU is fortunate to have strong pockets of international engagement and activities, as well as the support of many faculty. This self-study has highlighted areas of signature distinction as well as opportunities for continued development. SHU is poised to develop and support a distinctive commitment to internationalization, one that embodies the fundamental mission of the University in a global context. Participation in the ACE Internationalization Laboratory process provided university stakeholders a means to coalesce around comprehensive internationalization, and much progress has been made towards this vision. Dialogue must continue around the recommendations of the SHU Internationalization Task Force and external peer reviewers.

APPENDICES

Appendix A: Abbreviations and Acronyms

AAC&U	American Association of Colleges and Universities	MOA	Memorandum of Agreement
AACSB	Association to Advance Collegiate Schools of Business	MOU	Memorandum of Understanding
ACE	American Council on Education	MSN	Master of Science in Nursing
AY	Academic Year	OGA	Office of Global Affairs
BRIC	Brazil, Russia, India, and China	P/T	Part-time
CAS	College of Arts and Sciences	PY2	Second year occupational therapy graduate student
CHP	College of Health Professions	RN	Registered Nurse
COIL	Collaborative Online International Learning	RN-BSN	Registered Nurse to Bachelor of Science in Nursing
ELI	English Language Institute	SACM	Saudi Arabian Cultural Mission
ESL	English as a Second Language	SHU	Sacred Heart University
F/T	Full-time	SLP	Speech Language Pathology
FCE	Farrington College of Education	TRS	Theology and Religious Studies
FFA	Freshman Fall Abroad	UC	University College (part-time students)
FFD	Freshman Fall Dingle	UCC	University College Cork
FFR	Freshman Fall Rome	VPSL	Office of Volunteer Programs and Service Learning
IIE	Institute for International Education	WCOB	Welch College of Business
iPUP	International Partner University and Provider mini grant	WWGSA	World Wide Gold Star Academies

Appendix B: IPEDS Data, AY 2013/14

Institution Characteristics

General information: Academic year 2013-14

Name	Sacred Heart University
City	Fairfield
State	CT
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Private not-for-profit
Level	Four or more years
Institution Category	Degree-granting, primarily baccalaureate or above
Carnegie Classification	Master's Colleges and Universities (larger programs)
Award levels	Less than one year certificate Associate's degree Bachelor's degree Post baccalaureate certificate Master's degree Post-master's certificate Doctor's degree - professional practice
Religious Affiliation	Roman Catholic
Campus Setting	Suburb: Large
Distance Learning	Offers undergraduate courses and/or programs
Calendar System	Semester

Admissions and Test Scores

Number of applicants, admissions, and students enrolled: Fall 2012

	Number applied	Number admitted	Number enrolled
Total	7,781	5,932	865
Men	2,871	2,140	350
Women	4,910	3,792	515

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2013-14

Total Cost

On-campus	\$53,569
Off-campus (not with family)	\$45,510
Off-campus (with family)	\$40,550

Typical tuition and required fees for full-time students: Academic year 2013-14

Level of student	Tuition and required fees
Undergraduate	\$35,050
Graduate	\$22,775

Student Financial Aid

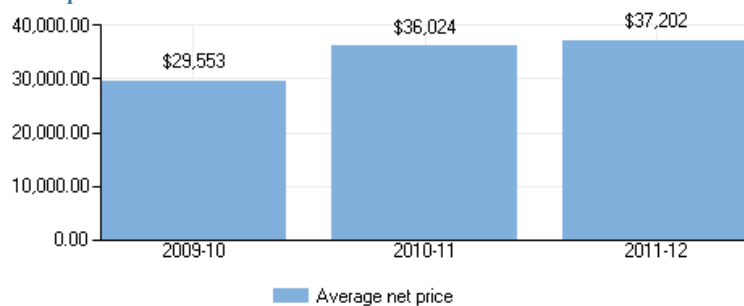
Student Financial Aid, 2011-12

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	77%	\$13,427

Pell grants	17%	\$3,956
Federal student loans	62%	\$6,562
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	97%	
Grants or scholarship aid	96%	\$12,589
Federal grants	19%	\$5,048
Pell grants	18%	\$4,136
Other federal grants	11%	\$1,763
State or local grants and scholarships	19%	\$2,942
Institutional grants and scholarships	96%	\$11,026
Student loan aid	75%	\$8,551
Federal student loans	74%	\$5,302
Other student loans	11%	\$22,910

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2009-10 - 2011-12



Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2009-10 - 2011-12

Income	2009-10	2010-11	2011-12
\$0 - \$30,000	\$21,303	\$28,535	\$30,555
\$30,001 - \$48,000	\$21,538	\$29,170	\$31,205
\$48,001 - \$75,000	\$25,463	\$34,338	\$33,828
\$75,001 - \$110,000	\$28,525	\$35,964	\$36,784
\$110,001 and more	\$33,347	\$39,571	\$39,739

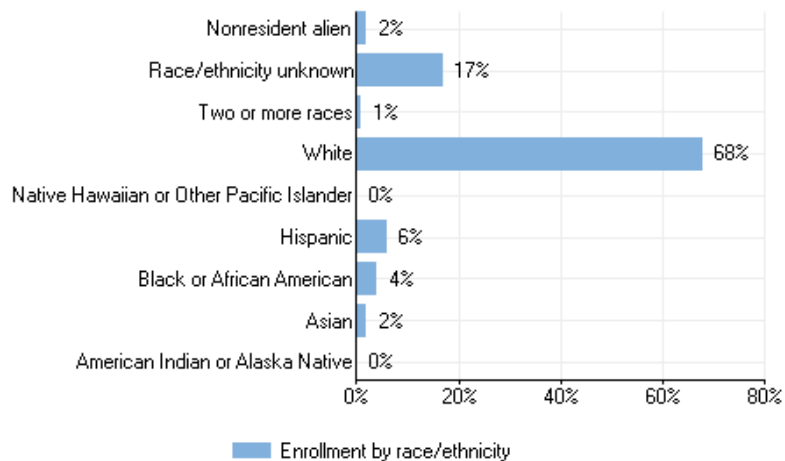
Enrollment

Enrollment by gender, student level, and full- and part-time status: Fall 2013

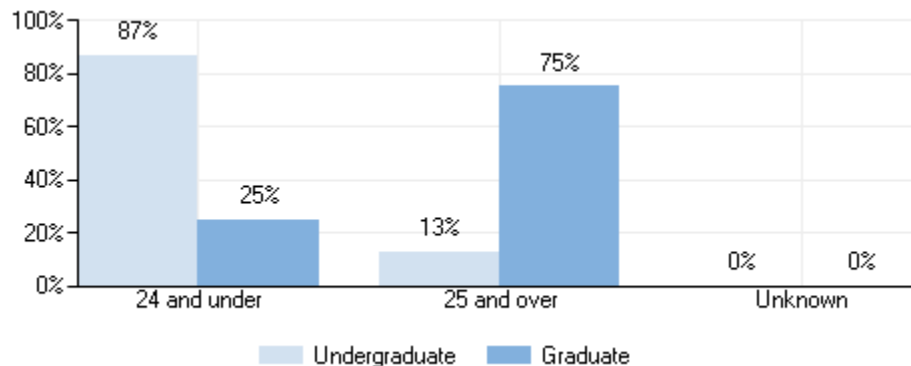
	Total	Men	Women
All students	6,983	2,265	4,718
<i>Undergraduate</i>	4,489	1,621	2,868
Degree/certificate seeking	4,409	1,582	2,827
First-time	1,267	444	823
Transfer-ins	102	51	51
Continuing	3,040	1,087	1,953
Nondegree/certificate seeking	80	39	41

<i>Graduate</i>	2,494	644	1,850
Full-time students	4,542	1,659	2,883
<i>Undergraduate</i>	3,773	1,408	2,365
Degree/certificate seeking	3,771	1,406	2,365
First-time	1,267	444	823
Transfer-ins	97	49	48
Continuing	2,407	913	1,494
Nondegree/certificate seeking	2	2	0
<i>Graduate</i>	769	251	518
Part-time students	2,441	606	1,835
<i>Undergraduate</i>	716	213	503
Degree/certificate seeking	638	176	462
Transfer-ins	5	2	3
Continuing	633	174	459
Nondegree/certificate seeking	78	37	41
<i>Graduate</i>	1,725	393	1,332

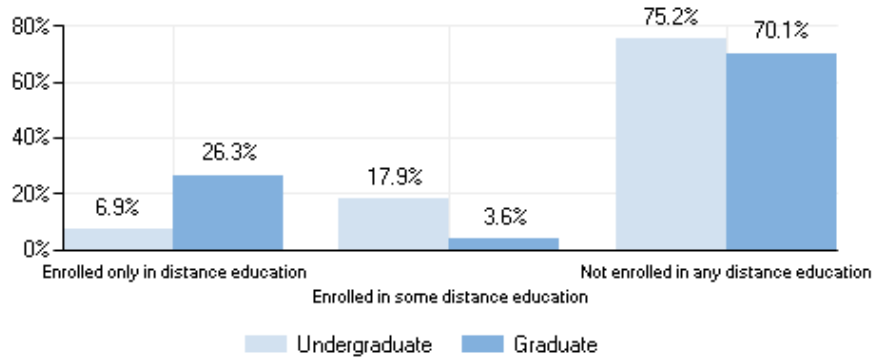
Percent of all students enrolled, by race/ethnicity: Fall 2013



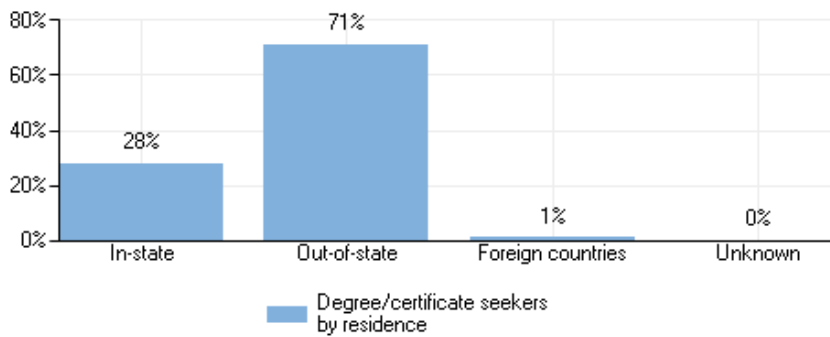
Percent of all students enrolled, by age: Fall 2013



Enrollment by distance education: Fall 2013

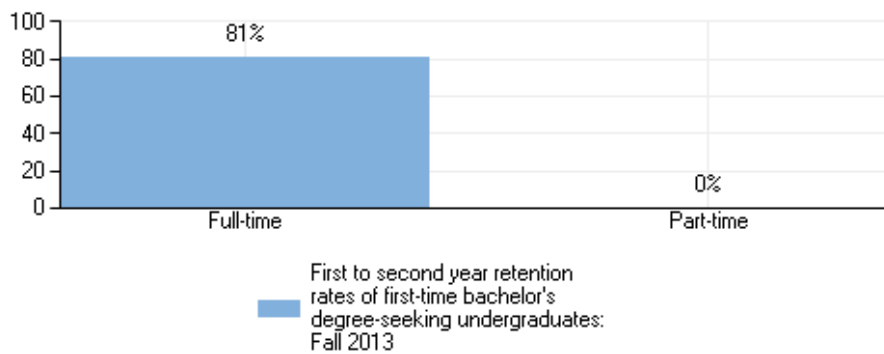


Residence of first-time degree/certificate-seeking undergraduates: Fall 2013

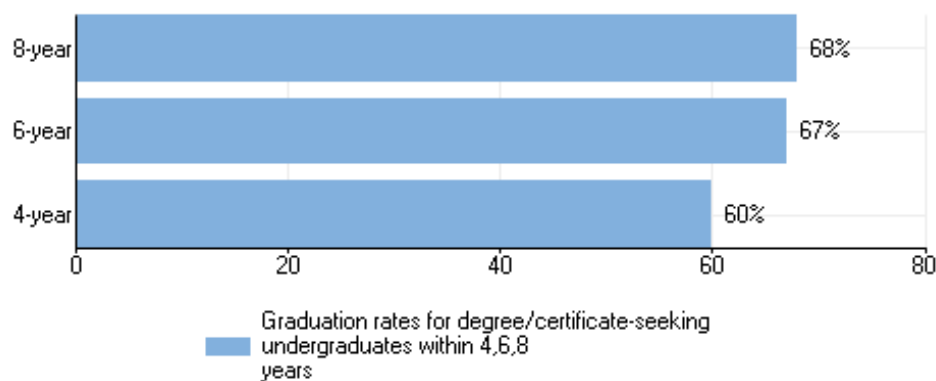


Retention and Graduation

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2013



Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2004 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2006 cohort

	Rate
Overall graduation rates	
Total	63%
Men	60%
Women	64%
American Indian or Alaska Native	50%
Asian	50%
Black or African American	37%
Hispanic or Latino	54%
Native Hawaiian or Other Pacific Islander	0%
White	64%
Two or more races	
Race/ethnicity unknown	100%
Nonresident alien	50%
Transfer out-rate	

Graduation rates are based on the student's completion status as of August 31, 2012.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: 2012-13

Total

Race/ethnicity and Gender	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's professional practice
Grand total	72	8	843	619	68
American Indian or Alaska Native	0	0	1	1	0
Asian	0	0	13	14	2
Black or African American	2	1	43	22	0
Hispanic or Latino	0	2	49	26	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	66	4	613	474	64
Two or more races	0	0	2	1	0
Race/ethnicity unknown	4	1	111	32	2
Nonresident alien	0	0	11	49	0

Number of degrees and certificates awarded, by level and program: 2012-13

Program	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's professional practice
Grand total	72	8	843	619	68
Communication, Journalism, and Related Programs	-	-	36	25	-
Computer and Information Sciences and Support Services	-	0	9	35	-
Education	72	-	-	262	-
Engineering Technologies and Engineering-related Fields	-	-	-	8	-

Foreign Languages, Literatures, and Linguistics	-	-	4	-	-
English Language and Literature/Letters	-	-	31	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	8	35	-	-
Biological and Biomedical Sciences	-	-	40	7	-
Mathematics and Statistics	-	-	10	-	-
Philosophy and Religious Studies	-	-	5	4	-
Physical Sciences	-	-	3	25	-
Psychology	0	-	98	48	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	0	-	43	18	-
Public Administration and Social Service Professions	-	-	24	-	-
Social Sciences	-	-	37	-	-
Visual and Performing Arts	-	-	19	0	-
Health Professions and Related Programs	0	-	173	106	68
Business, Management, Marketing, and Related Support Services	-	0	260	81	-
History	-	-	16	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2013

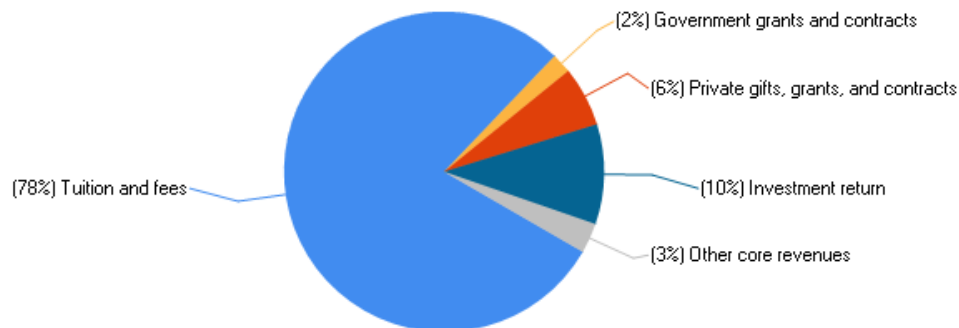
Occupational category	Total	Full-time	Part-time
All staff	1,483	821	662
Instructional Staff	664	249	415
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	18	13	5
Archivists, Curators, and Museum Technicians	1	0	1
Librarians	12	8	4
Library Technicians	5	5	0
Student and Academic Affairs and Other Education Services	138	12	126
Management	152	144	8
Business and Financial Operations	36	34	2
Computer, Engineering, and Science	42	42	0
Community Service, Legal, Arts, and Media	143	90	53
Healthcare Practitioners and Technical	20	13	7
Service Occupations	150	130	20
Sales and Related Occupations	0	0	0
Office and Administrative Support	120	94	26
Natural Resources, Construction, and Maintenance	0	0	0
Production, Transportation, and Material Moving	0	0	0
Graduate Assistants	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2013

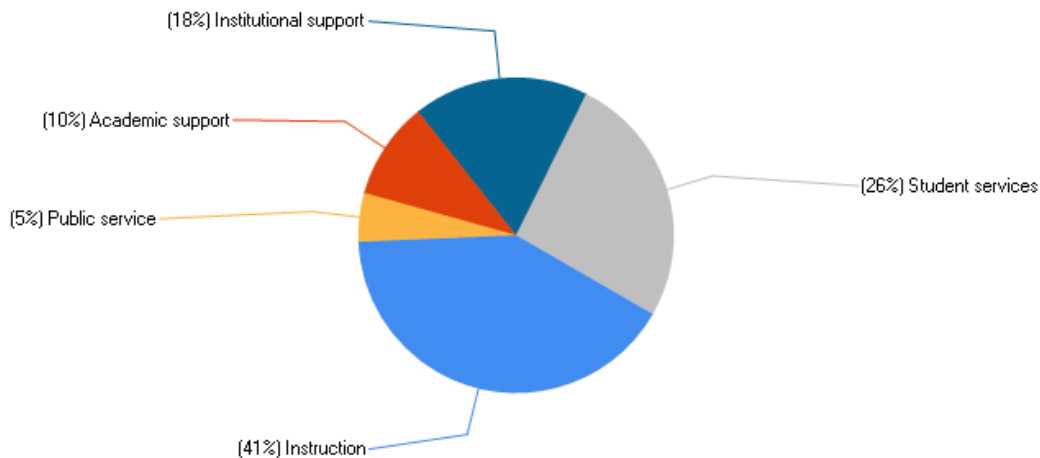
	Total	Instructional Staff	Research	Public Service
Total	249	249	0	0
Tenured	89	89	0	0
On tenure track	56	56	0	0
Not on tenure track	104	104	0	0

Finance

Percent distribution of core revenues, by source: Fiscal year 2013

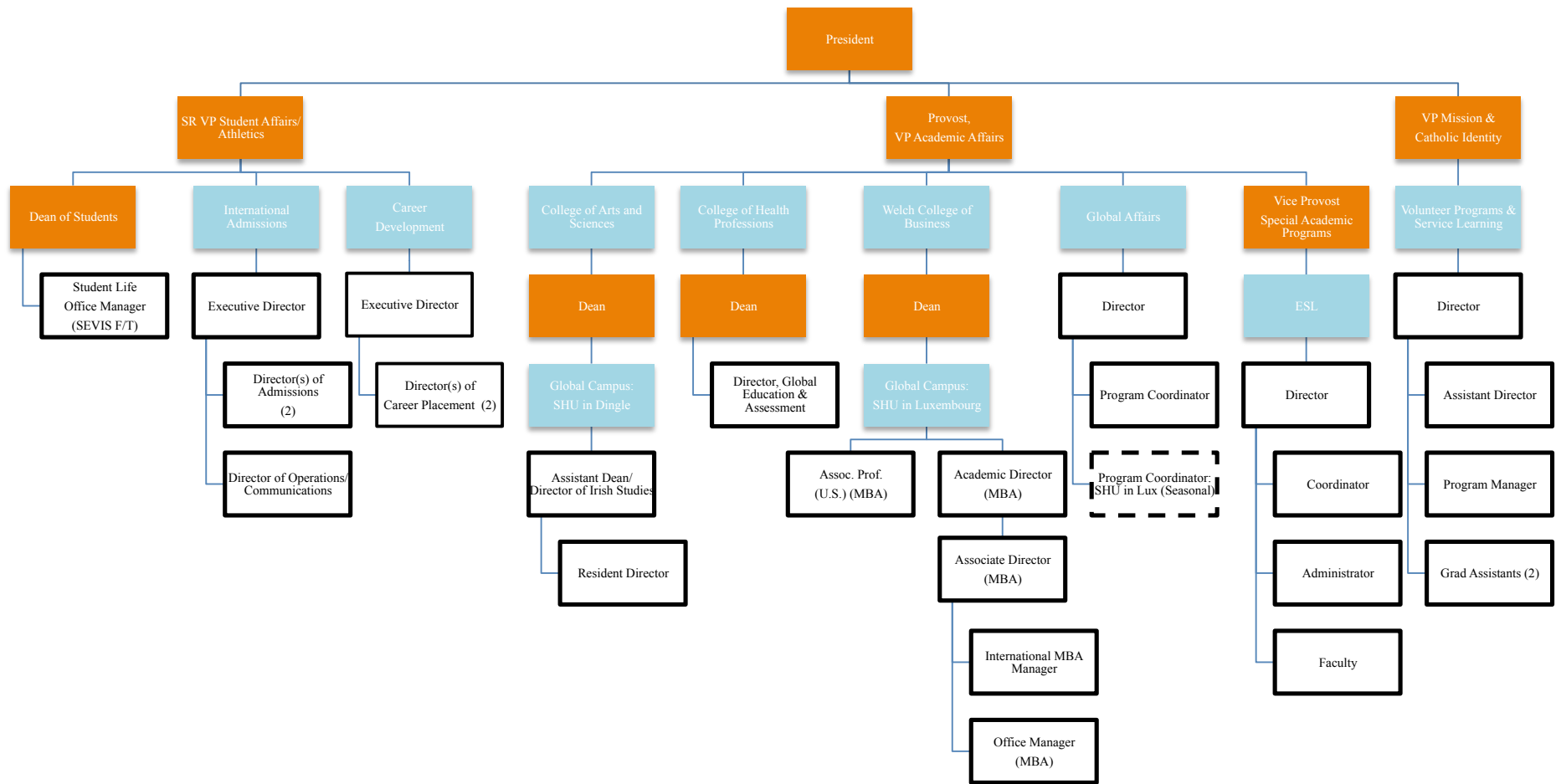


Percent distribution of core expenses, by function: Fiscal year 2013



Integrated Post-Secondary Educational Data System (IPEDS). (2014). IPEDS data center: Sacred Heart University, Academic Year 2013/14). Retrieved February 6, 2015 from <http://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acaeabadb0ae>

Appendix C: Organization Chart



Appendix D: International Research and Scholarship Concepts and Definitions Paper

Karl Lorenz, Ed.D.
Farrington College of Education
May 9, 2014

The immediate charge of the Research, Grants and Contracts (RGC) Subcommittee of the Internationalization Task Force is to survey the SHU community on the state of “international research.” For this purpose a working definition of “research” would be useful in identifying the substance of the survey. The definition requires an understanding of two concepts: “international” and “research”.

John Hudzik, past-president of NAFSA - Association of International Educators, writes that the essential mission of the university is to create and disseminate knowledge: “The business of universities is ideas: the creation of ideas through research and the dissemination of ideas through education and application” (2011, p. 7). These two imperatives are achieved through three categories of activities: teaching, research and service. Internationalization of the university requires that each of these functions assume an “international dimension.”

An interpretation of the concept of “Internationalization” at Sacred Heart University is beyond the scope of this paper. Whatever the meaning attributed to this term by the Internationalization Task Force, there can be no argument that the Internationalization of SHU would result in the professional and personal development of both faculty and students (See Knight, 2008, p. 150). Expanding knowledge, adopting new dispositions, and mastering a wider range of skills in research and scholarship are implicit in the SHU mission statement. These outcomes contribute to the individual’s quest for excellence.

The objective of this paper is to examine several concepts that the literature has shown to be essential to a discussion of “Internationalization” and of “Research.” The purpose of this exercise is to provide a framework that will enable the RGC Subcommittee to conduct a university-wide survey of international research and scholarship at SHU.

The paper amply conveys the reflections of key authors such as Jane knight, Hans de Wit, John Hudzik, and others, on the phenomenon of “Internationalization” in Institutions of Higher Education (HEIs). Their ideas and the brief accompanying narratives are intended to provide material for reflection and discussion by the Committee.

The paper is divided into the following sections: (I) A discussion of internationalization and foundational concepts, among them “cross-border,” “international,” “global” and “collaboration;” (II) A brief survey of the concept of “research,” as defined in select areas of study; (III) An examination of the concept of “scholarship” and its relationship to research; and (IV) The proposal of a definition of “international scholarship,” and (V) The presentation of a list of possible products and activities that could be surveyed at SHU.

I. CONCEPT OF “INTERNATIONALIZATION”

According to Hudzik (2011), “Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships” (p. 10).

The concept of “comprehensive internationalization” advanced by Hudzik echoes the oft-cited definition formulated by Jane Knight for HEIs. In the view of Knight, which traces its origin to the early 1990s and is generally accepted and referenced in the current literature (Brandenburg and de Wit, 2012), the internationalization of higher education is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.” In other words, it is “the process of integrating the international dimension into the teaching, research and service functions of an institution of higher education” (Knight, 1994, p. 2).

This definition of internationalization embraces several key concepts, which are addressed in the following three sections.

“Cross-Border” and “At-Home” Education

Essential to an understanding of Internationalization is the concept of mobility. Concepts such as “cross-border,” “borderless” or “transnational” education are often employed interchangeably when referring to activities that involve some form of movement across borders. According to OECD, this concept refers to “situations where the students, teachers, programmes, institutions/providers, or course materials cross national borders.” UNESCO is more detailed in its characterization of such activities: they are “all types and modes of delivery of higher education programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national “Cross-Border” and “At-Home” Education Education system” (OECD, 2005).

Knight (2008) notes that Internationalization is a “cross-border” phenomenon that has been variously referred to as “abroad,” “borderless,” “transnational” or “offshore.” She prefers the term “crossborder” when referring to education because it emphasizes the “central role that national and regional jurisdiction boundaries play in providing and regulating higher education” (p. ix). Knight characterizes internationalization as the “crossborder delivery of education to other countries through a variety of delivery modes... and through different administrative arrangements” (2003, p. 2). The “crossborder” or “abroad” approach accentuates the linkages with other countries (Knight, 2008, 33).

Hudzik (2011) considers “international mobility” essential to the experience of internationalization. The cross-border flow of students, scholars and ideas characterize many international activities. He states: “The movement of students and faculty across borders for periods of learning and discovery is by its nature the primary experience and active learning component of internationalization. It moves learning and discovery not only off campus, but across borders to different cultures, value systems, and ways of thinking, working, and living” (p. 7, 9).

An important aspect of Internationalization is Hudzik’s allusion to the *cross-border flow of ideas*. Implicit in this notion is that “mobility” no longer requires the physical movement of scholars across borders; it can also be achieved virtually through technology or in print through information outlets. Ideas can transcend borders.

Recognition of this possibility is embedded in the concept of “at-home” internationalization, in which international activities can be conducted on campus, without the necessity of offshore relocation. On-campus activities are varied and expand the possible delivery modes and products of the HEI. As described by the International Association of Universities (2007), “Just as it has become necessary to carve out, in conceptual terms, those activities that involve movement, whether it is of people or the educational opportunity, from other forms of international activities, the concept of internationalisation at home has gained in prominence to underline the fact that there are ways to internationalise higher education that do not necessitate mobility.”

“International, “Global” and “Intercultural” Dimensions

Hudzik’s 2011 definition of “internationalization” highlights the “international, intercultural and global dimensions” of cross-border activities. Knight (2008) also makes a tripartite distinction of the cross-border reach of internationalization. The distinction is fundamental to an understanding of the “international dimension” of research and scholarship. In her view, “*International* carries the sense of relationships between and among nations, cultures, or countries. However, internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions, and classrooms, so *intercultural* seems the best term for addressing aspects of cultural diversity. Finally, *global* is

included to provide the sense of worldwide scope. These three terms complement each other and together give richness both in breadth and depth to the process of internationalization.” (p. 21-22).

Fundamental to this tripartite perspective is an understanding of the difference between *international* and *global* phenomena. This distinction has been thoroughly explored with respect to economic activities.¹ In regards to HEIs, the Centre for Educational Research and Research of the OECD makes a clear distinction between the two concepts. According to Marginson and Wende (2009), “The term ‘international’ refers to any relationship across borders between nations, or between single institutions situated within different national systems. This contrasts with globalization, the processes of worldwide engagement and convergence associated with the growing role of global systems that criss-cross many national borders. Internationalisation can involve as few as two units, whereas globalisation takes in many nations” (p. 21-22).

In summary, internationalization and globalization are two types of cross-border relationships. Whereas internationalization focuses on the interconnectivity of countries, globalization focuses on integration and the intensification of relationships. Internationalization puts the nation-state as the main unit of analysis, whereas globalization looks beyond the nation-state and focuses on the flow of people, knowledge and capital above and beyond the nation-state.

Collaboration

A predominant theme that pervades discussions on internationalization, and by extension international research and scholarship, is *collaboration*. In Hudzik’s definition of “Internationalization” presented in the previous section, he refers to “global networks and partnerships.” From an institutional perspective, “collaboration” implies formalized relationships among institutions and the activities that derive from formal agreements. Knight (2008) states that “strategic alliances” are an important category of bilateral or multilateral educational agreements. The linkages cover a spectrum of purposes, from academic mobility to curriculum and program development to supporting research initiatives (p.30).

From the research perspective, collaboration refers to working arrangements in inter-institutional agreements or individual interaction with other researchers. Jeptoo and Razia (2012) comment that international research collaboration can be achieved through personal contacts, formal agreements, or faculty exchange. The authors note, however, that scholars concern themselves less with specific activities and focus more generally on the “cooperative, inter-organizational relationship that is negotiated in an ongoing communicative process” (p. 370).

The Association of Universities and Colleges of Canada (AUCC) summarizes these perspectives when it notes: “By its nature, research is a collaborative activity. Historically [in Canada] this collaboration has always included a robust international orientation....” According to the AUCC, international collaborative research can take on a number of forms: “At its most basic level, collaboration occurs when researchers engage informally in consultancies, provide advice, participate in site visits, conferences or create complimentary research agendas. Other deeper forms of cooperation include joint research projects, the sharing of research facilities and major infrastructure, allowing access to research data and discoveries, and the linking of research center and virtual network. Collaboration also plays a key role in the training

¹ K. Mowatt (n.d.) observes that “Although the terms ‘globalization’ and ‘internationalization’ are sometimes used interchangeably to describe economic, political and or cultural activities throughout the world, there are several key differences between the two words. The term globalization is consistently utilized to describe the dramatic changes the world is undergoing, as new technology and modern economics have led to increasingly interconnected economies and cultures; internationalization more often refers to specific, economic activities certain firms or nations are undertaking internationally.” Also, H. Daily (1999) elaborates on this meaning when he writes: “Internationalization refers to the increasing importance of international trade, international relations, treaties, alliances, etc. Inter-national means, of course between or among nations. The basic unit remains the nation. Globalization refers to global economic integration of many formally national economies into one global economy... It is the effective erasure of national boundaries for economic purposes.”

and development of highly qualified personnel, for example, through the “co-supervision of PhD. students from other countries” (2009, p. 1).

II. CONCEPT OF “RESEARCH”

The word *research* is derived from the Middle French, *recherche*, which means “to go about seeking.” Colloquially, the term suggests an inquiry. The Oxford English Online Dictionary is more specific: “research” is the “systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions,” and it is a systematic process of investigating. The Merriam-Webster Online Dictionary considers research to be “a studious inquiry or examination; especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws”.

With respect to academic areas of study, Shuttleworth (2008) likens research to the process of “gathering of data, information and facts for the advancement of knowledge.” Creswell (2008) elaborates this notion, stating that, “Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue,” which include posing a question, collecting data or information on the question, and deriving from the data an answer to the question.

Notwithstanding these definitions, the literature categorizes research in numerous ways. Depending upon the typology adopted, research can be exploratory, constructivist, empirical; formal, informal and non-formal. It can be field-based or bibliographic, pure or applied, ideographic or nomothetic, quantitative or qualitative. It can be descriptive, associational, experimental; or interpretive, semiotic, hermeneutic. Research is not a uniform activity in view of the variety of disciplines and areas of study offered in the university.

Research Across Areas of Study

Sacred Heart University is comprised of five colleges, with more than 20 departments and programs. According to the SHU website, there are 62 “academic areas of study.” These represent the natural sciences, the social and behavioral sciences, the arts and humanities, the formal sciences, and the professions and applied sciences. Given the large number of disciplines and sub-disciplines offered by the university, the formulation of a working definition of “international research” applicable to all areas and subareas of academic inquiry is a challenge. To illustrate this point, several perspectives on what constitutes “research” are presented below.

Natural Sciences

The formal definition of “research” owes its origin to the method of inquiry in the natural sciences. Research in the physical, life and earth sciences is understood as the systematic application of the scientific method to the study of a problem. Scientific research contributes to the discovery of laws governing natural phenomena and the formulation of theories and conceptual schemes through systematic observation, measurement and experimentation, and the formulation and testing of hypotheses derived from theory.

Social Sciences

C. Ragin (1994) represents inquiry in the social sciences as “the interaction between ideas and evidence.” It attempts to create or validate theories through data collection. Its goal is exploration, description, explanation, and prediction. Social research is modeled on the scientific method. It is systematic, based on empirical observations and quantitative and qualitative methods of investigation, or combinations of both.

One focus of social science research involves behavior. The Office of Behavioral and Social Sciences Research of the National Institute of Health supports studies on the actions or reactions of persons or animals in response to external or internal stimuli. A prominent area of interest involves the behavioral or social processes that predict or influence health outcomes or health risk factors.

The NIH notes that inquiry in this field is characterized by any of the following: “an emphasis on theory-driven research; the search for general principles of behavioral and social functioning; the importance ascribed to a developmental, lifespan perspective; an emphasis on individual variation, and variation across socio-demographic categories such as gender, age, and sociocultural status; and a focus on both the social and biological contexts of behavior.” To achieve any of these ends, a wide range of methodological approaches are employed, such as “surveys and questionnaires, interviews, randomized clinical trials, direct observation, physiological manipulations and recording, descriptive methods, laboratory and field experiments, standardized tests, economic analyses, statistical modeling, ethnography, and evaluation.”²

Historical Research

The historical method comprises techniques in which historians use bibliographic sources and other forms of evidence to research and write history. The purpose of historical research is summarized by Isaac and Michael in their *Handbook in Research and Evaluation* (2007): “To reconstruct the past systematically and objectively by collecting, evaluating, verifying, and synthesizing evidence to establish facts and reach defensible conclusions, often in relation to particular hypotheses” (p. 48). Regardless of the issue being researched, guidelines govern and actions of historians with respect to sources and evidence, such as identification of origin and date, evidence of localization, recognition of authorship, analysis of data, identification of integrity, and attribution of credibility (Garraghan, 1946, p. 168).

Artistic Research

Artistic research aims to enhance knowledge and understanding with the presentation of the arts and design. Artistic research accepts subjectivity in addition to the empiricism of the classical scientific method (Eisner, 1981).

M. Schwab of the Bern University of the Arts in his 2009 proposal for founding the *Journal of Artistic Research* laid out his position with respect to what constitutes research in the arts: “In the context of JAR, artistic research is double defined: in so far as it is research, it enhances knowledge and understanding; because it is artistic, however, the mode of presentation is essential. This definition excludes works of art, for which the mode of presentation is essential, but which do not enhance understanding. It also excludes research that is not dependent upon its presentation.” In acknowledging the diverse forms of artistic presentations, the journal identified texts, images, references to sound and moving images – especially artists' books and artifacts -- exhibitions, performances and events. Schwab goes on to note that the concept of artistic research “should be applied only with caution to general artistic practice, since a definition of artistic research does not necessarily imply a definition of art” (p. 3, 5).

The Social Sciences and Humanities Research Council of Canada (2010) also differentiates research from creation in the arts: “Research-creation refers to any research activity or approach to research that forms an essential part of a creative process or artistic discipline and that directly fosters the creation of literary/artistic works. The research must address clear research questions, offer theoretical contextualization within the relevant field or fields of literary/artistic inquiry, and present a well-considered methodological approach. Both the research and the resulting literary/artistic works must meet peer standards of excellence and be suitable for publication, public performance or viewing.” The SSHRCC’s definition applies to the fields of “architecture, design (including interior design), creative writing, visual arts (e.g., painting, drawing, sculpture, ceramics, textiles), performing arts (dance, music, theatre), film, video, performance art, interdisciplinary arts, media and electronic arts, and new artistic practices.”

Research in the Humanities

In its broadest sense, research in the Humanities involves interpreting literary text (hermeneutics), interpreting signs and symbols (semiotics), and using other relativistic epistemologies. Generally, Humanities’ scholars do not search for the

² N.I.H. (2010). See http://obssr.od.nih.gov/about_obssr/BSSR_CC/BSSR_definition/definition.aspx

ultimate correct answer to a question, but instead explore issues and their social, historical, political, cultural or ethnic contexts.³

The Arts and Humanities Research Council of the UK (2014), when considering funding of projects, understands Humanities research as a systematic process of investigation and as an output. From this dual perspective, inquiry in the Humanities is characterized by “clearly- articulated research questions, issues or problems, set in a clear context of other research in that area, and using appropriate research methods and/or approaches.” Creative products or practices that do not conform to these requirements are ineligible for funding.

The AHRC acknowledges the diversity of interests and focuses of Humanities research: “The precise nature of the research questions, issues or problems, approaches to the research and outputs of the work may vary considerably, embracing basic, strategic and applied research. The research questions, issues, problems, methods and/or approaches may range from intellectual questions that require critical, historical or theoretical investigation, to practical issues or problems that require other approaches such as testing, prototyping, experimental development and evaluation.”

Cultures of Research

The Commission on Research of Emory University, in its report titled *Research at Emory* (2007), presented the results of its deliberations on the meaning of “research” in HEIs. It found that the term was inadequate when applied to the diversity of scholarly activities. In response, the Commission introduced the concept of “culture of research” to “take into account the varying modes of inquiry, collaborative methods, scholarly products, and funding needs... in the humanities, social sciences, sciences, health sciences, business, law and theology.” Each “culture” was characterized by its unique mode of inquiry, the nature of the collaboration among scholars, the nature of the scholarly product, and the economics of research, such as research cost and availability of grants. The Commission concluded that ultimately “each culture of research had its own norms and values for assessing scholarship,” thereby resulting in a wide range of scholarly products (Quotes in Willis, 2008, p. 171).

III. CONCEPT OF “SCHOLARSHIP”

The purpose of this section is to contribute to the discussion on the appropriateness of replacing the term “International Research” with the term “International Scholarship.” Clarifying this distinction will assist the RGC Subcommittee’s task of identifying academic products and activities that demonstrate an “international dimension.” It will assist in evaluating the current status of SHU research that demonstrates an international/intercultural/global focus

In the literature on Internationalization, the terms “research” and “scholarship” appear with regularity; however, no distinction is made between the two. In the works of Hudzik, Knight, de Wit and others, the terms are often used jointly to identify a set of products, arrangements and activities that are research or research-related.

Rocklin, on the other hand, identifies three characteristics of “scholarship.” First, “scholarship stands in relation to what has come before. Scholars begin by studying the work of other people in their field, and they normally summarize some of that work when they report on their own. Second, scholars present their work to a public for criticism. And third, a scholar’s arguments or viewpoints need to be supported by something more than the author’s opinions. Some form of evidence is required. What is accepted as evidence varies from one academic discipline to another.”⁴

A significant contribution to the discussion on the meaning of “scholarship” was introduced in 1990 by the Carnegie Foundation for the Advancement of Teaching. Ernest Boyer, who drafted the document titled “College: The

³ See <http://en.wikipedia.org/wiki/Research>

⁴ Rocklin, T. What “Scholarship” Means. Retrieved from: <http://www.china-nafsa.aief- usa.org/academics/scholarship.ht>

Undergraduate Experience in America,” proposed a conceptual framework redefined the work of faculty, especially in the three traditional areas of Research, Service and Teaching. Boyer’s intention was to present a new perspective on what constitutes a “contribution to knowledge” by acknowledging that scholarship can take place in all three of these areas (Berman, 1998, p. 4).

Boyer’s scheme sought to replace the term *research* with the term *scholarship*. In redefining scholarship, Boyer’s model proposes a typology that consists of four general activities that he identifies as examples of scholarship. First, the *Scholarship of Discovery* refers to what is commonly considered traditional research in that it is content-specific, guided by rigorous methodology, is a significant contribution and is subject to peer-review for divulgation (Berman, 1998, p. 3). Next, the *Scholarship of Integration* focuses on establishing connections among disciplines and multidisciplinary relationships among various forms of knowledge. It brings new insight to bear on original research” (Boyer, 1990, p. 19). The *Scholarship of Application* results in products, characterized by rigor and the accountability associated with traditional research, that arise from service to the community. Thus, “scholarly service” is differentiated from “service” (Boyer, 1990, p. 22). Finally, the *Scholarship of Teaching* takes “one’s teaching as the object of a sustained course of investigation.” It results in a publically examinable product (Berman, 1998, p. 9-10). This form of scholarship is akin to action research, in that it focuses on solving practical problems related to teaching methodologies, materials, innovative practices, etc. (Schulman, 1999).

Numerous colleges and universities have adopted or amended Boyer’s interpretation of scholarship. To assist in these efforts, the Carnegie Foundation in 1994 suggested six standards that all forms of Boyer’s “scholarship” should meet: (1) a clear goal, (2) adequate preparation, (3) an appropriate methodology, (4) significant results, (5) an effective presentation, and (6) a reflective critique (Glassick, 2000, p. 879).

Supporting this broader concept of scholarly activity, the Commission on Research at Emory University observed that often the terms “research” and “scholarship” are used interchangeably in HEIs. For instance, “Some scholars refer to research as those activities funded by external sources, whereas others use the term to refer to a phase in the overall effort of scholarship.” The Commission proposed a less restricted definition of research, one that includes “all scholarly activities that result in the creation and production of knowledge”(Willis, 2008, p. 170).

IV. DEFINITION OF “INTERNATIONAL SCHOLARSHIP”

It is the position of this paper that given the diversity of meanings attributed to “research” across the academic disciplines and areas of study, and the variety of methodologies and products characterizing the scholarly work of the academic community, the term “*international scholarship*” should be used in place of “*international research*” in the *RGC Subcommittee’s survey*. This substitution would result in a broader representation of research and scholarly activities and products at SHU.

Definition

Based on Knight’s representation of the international dimension of scholarship and the concepts explored in sections I - III, the following definition of “International Scholarship” is proposed for consideration:

International Scholarship is an individual or collaborative cross-border activity that contributes to the generation and/or dissemination of a validated product that is international-, intercultural- or global-specific.

This definition portrays international scholarship as an activity conducted individually or in conjunction with other scholars. In so doing, it distinguishes between a scholarly activity/product, and formalized scholar liaisons and institutional alliances. These latter phenomena, while not directly referenced in the definition, are implicit in the meaning of IS; scholarly collaboration and institutional policies and actions contribute to the generation, dissemination and application of scholarship. These factors, therefore, merit consideration when assessing the status of International Scholarship AR in an HEI.

Based on the discussions in the previous sections of this paper -- and, more specifically, on the Carnegie Foundation's standards of scholarship -- the following characteristics of an international-, intercultural- or global-specific scholarly activity are proposed: *it (1) is a cross-border activity, (2) addresses a problem or demonstrates a purpose that has an international, intercultural or global focus, (3) uses an appropriate methodology, and (4) results in a product that is judged useful by an interest group and is disseminated*

The definition and characteristics of "International Scholarship" (IS) incorporate many of the concepts previously addressed in the discussion on "Internationalization," "Research" and "Scholarship." For example:

- IS characterized as a systematic process that addresses a problem or demonstrates a purpose that is meaningful, has a clear goal, uses an appropriate methodology, and results in a product.
- IS a "cross-border" activity that may be conducted outside of the USA. It may also be conducted "at-home", within the USA, using offshore resources. Faculty mobility is not a factor.
- IS exemplifies Knight's perspective on internationalization (1993, p. 21), that an "international/intercultural/global" [I/I/G] outlook should be integrated into the major functions of an HEI (1993, p. 21). In the definition of IS, "International-specific" refers to distinct countries or regions; "Intercultural-specific" refers to distinct cultures and sub-cultures; and "Global-specific" refers to issues that transcend national borders.
- IS demonstrates three characteristics cited by Knight: the production and dissemination of knowledge, and collaboration (2008, p. 34). Implicitly, IS also includes actions of a scholar to support, directly or indirectly, the activities of other scholars.
- IS results in a "validated product," in that it is reviewed and judged useful by an interest group. It contributes to theory, a field of knowledge, policy, performance or practice.
- IS results in a product that is disseminated. This may occur through any number of venues (international, national and institutional), depending upon the nature of the product and the interest group.
- IS can be an *activity* that has terminated or is in process, or a *product* that is complete or in development.

V. SURVEY TOPICS

A number of publications reviewed in this paper provided examples of international "research and scholarship" (Knight and de Wit, 1995; Hudzik, 2011, p. 26; AUCC, 2009, p. 1). The examples represented activities and products generated by the efforts of "researchers," either individually or in collaboration with others. The examples also include formal arrangements and institutionalized alliances that contribute to the generation, dissemination and support of IS.

With respect to the task of the RGC Subcommittee, items of interest that might be surveyed through a questionnaire are presented below. The items include the examples offered by the aforementioned authors, and new entries that are derived from the definition and characterization of international scholarship presented in this paper. The items are suggestions only.

The survey might inquire about products that have been developed and those that are currently being developed; activities that are completed and those in process; representation, and institutional support.

Scholarly Products

The product results from a cross-border activity that addresses a problem or demonstrates a purpose that is specific to a particular culture, nation or region; or that is globally recognized as important. It should ultimately be reviewed and

judged useful by an interest group and disseminated through an appropriate venue. For the purpose of the survey, it may be completed or in-development.

- Book
- Chapter of Book
- Textbook
- Journal Submission (article, research report, literature review, book review, etc)
- Published Conference Paper
- Evidence-based or Data-Based Paper
- Didactic Materials
- Unpublished Text or Manuscript
- Grant Proposal

Scholarly Activities⁵

The IS activity is associated with a scholarly product and meets the criteria proposed previously in this paper. IS activities fall into three categories: those (1) that directly generate a product, (2) that support others in generating a product, and (3) that contribute to the dissemination of a product. For the purpose of the survey, the activities may be concluded or in-development.

- Publishing in international journals*
- Conducting Off-Shore scholarship on I/I/G issues (mobility)*
- Conducting On-Shore scholarship using off-shore sources of I/I/G issues (mobility)*
- Conducting On-Shore scholarship with an I/I/G focus.
- Co-publishing with international colleagues
- Working with international colleagues on I/I/G research or research-related projects*
- Advising post-graduates on theses and dissertations*
- Training or mentoring of international researchers*
- Advising students on international scholarly pursuits.
- Co-supervising Ph.D. students from other countries*
- Reviewing books *
- Reviewing journal submissions*
- Translating publications
- Presenting at international events (conferences, forums, seminars, colloquiums, etc.)*
- Speaking at international events*
- Attending international events*
- Consulting*
- Creating I/I/G communication outlets (journal, newsletter, blog, etc.)*
- Reviewing submission proposals for conferences*
- Organizing conferences
- Organizing information events
- Participating in international R&D programs*
- Establishing centers of excellence or research with an I/I/G focus.*

⁵ In the list of Scholarly Activities in this section, an asterisk (*) indicates that an activity was either specified or implied in the works of Knight, de Wit, Hudzik, or the AUCC

- Incorporating an I/I/G focus in existing research centers and programs*
- Linking of research centers to virtual networks*
- Participating in site visits*

Institutional Support

The following actions provide incentives, institutional support and recognition for IS. They can be supported by a scholar's department, college or university administration.

- Provide incentives and funds for faculty IS projects
- Provide funds for participation in international professional encounters
- Award institutional recognition for IS
- Provide incentive and support for establishing centers with a focus on IS
- Provide incentives and support for establishing institutional alliances.
- Provide incentives and support for IS dissemination outlets and venues.
- Recognize IS for promotion and tenure

Representation (Past and Present)

- Member of an International Organization
- Member of an International Journal Review Boards
- Member of an association of researchers (by discipline and/or specialization}

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Appendix E: Distribution of International Research Products by Country and College

Country	Total Products	CAS	CHP	FCE	WCOB
Argentina	1	1	0	0	0
Australia	2	0	0	2	0
Bangladesh	7	0	0	0	7
Brazil	10	1	0	8	1
Canada	4	1	0	3	0
China	16	8	0	0	8
Columbia	1	0	0	1	0
Czech Republic	1	0	0	0	1
England/UK	8	4	0	2	1
France	8	4	0	0	0
Germany	11	8	0	0	3
Greece	1	0	0	0	1
Guatemala	3	0	3	0	0
Haiti	1	0	1	0	0
Hungary	2	2	0	0	0
Iceland	1	1	0	0	0
India	2	1	0	0	1
Ireland	1	1	0	0	0
Italy	11	10	1	0	0
Mauritius	1	1	0	0	0
Mexico	3	0	0	1	2
Netherlands	1	1	0	0	0
New Zealand	5	0	0	5	0
Nigeria	2	2	0	0	0
Northern Ireland	1	1	0	0	0
Pakistan	1	1	0	0	0
Peru	1	1	0	0	0
Philippines	1	1	0	0	0
Poland	2	0	0	0	2
Portugal	1	1	0	0	0
Romania	1	0	0	0	1
Russia	4	2	0	0	2
Singapore	8	8	0	0	0
Slovakia	1	0	0	0	1
Spain	10	10	0	0	0
Sudan	1	1	0	0	0
Switzerland	1	1	0	0	0
Thailand	1	1	0	0	0
Total	137	74	5	22	31

*Note. This list only includes the research work, which is specific to three or fewer countries. Several research activity products are focused on entire regions and not included in this analysis.

Appendix F: Partnership Database

					SHU		Dates		Type of		
Organization	Type	Division	City	Country	School	Department	Activation	Termination	Partnership	Document	Status
Oceanworld Aquarium	Research Institute	All	Dingle	Ireland	CAS	Biology		N/A	Facilities use; Internships; Research collaboration		Active
Díseart Centre for Irish Spirituality	Community Organization	All	Dingle	Ireland	CAS	Center for Irish Studies		N/A	Facilities use	None	Active
Iglesia del Camino	Community Organization	All	Antigua	Guatemala	CHP	CHP		N/A	Field Experience Agreement	MOU	Active
Institute of Technology, Tralee	University	CHP	Tralee	Ireland	CHP	Nursing		N/A	Research collaboration; Consultation; Clinical Placement	MOU	Active
St. Franciscan's Ministry	Community Organization	All	Kingston	Jamaica	CHP	Nursing		N/A	Field Experience Agreement	MOU	Active
Simply Smiles, Inc.	Community Organization	All	Oaxaca	Mexico	CHP	EX SCI		N/A	Field Experience Agreement	Agreement	Active
Centro Oscar Romero (Tierra Blanca)	Community Organization	All	Tierra Blanca	El Salvador	Mission	VPSL		N/A	Non-Degree or Non-Academic Program		Active
Distressed Children and Infants International	Community Organization	All		Bangladesh	Mission	VPSL		N/A	Non-Degree or Non-Academic Program		In process
Centro de Educación y Recuperación Nutricional Emmanuel (CERNE)	Community Organization		San Miguel Pochuta	Guatemala	Mission	VPSL		N/A	Non-Degree or Non-Academic Program		Active
Haiti Plunge (3rd Party Provider)	Community Organization			Haiti	Mission	VPSL		N/A	Non-Degree or Non-Academic Program		Active
Community Partners Association (COPA)	Community Organization				Mission	VPSL	N/A	Non-Degree or Non-Academic Program			Active
Rise and Walk Foundation (3rd Party Provider)	Community Organization			Colombia	Mission	VPSL		N/A	Non-Degree or Non-Academic Program		Active
University of Shkodra "Luigj Gurakuqi"	University		Shkodër	Albania	Provost	OGA		N/A	Fulbright	MOU	Active

The University of Notre Dame Australia	University	All	Freemantle, Sydney	Australia	Provost	OGA			Study Abroad	MOU	Active
Dolphin Communication Project	Research Institute	All		Bahamas	Provost	OGA		N/A	Vendor agreement	MOU	Active
Bermuda Institute of Ocean Sciences, Inc.	Research Institute	All	St. Georges	Bermuda	Provost	OGA		N/A	Vendor agreement	MOU	Active
Tecnologico de Costa Rica	University	All	Cartago	Costa Rica	Provost	Multiple: ESL, VPSL, OGA (?)		N/A	Volunteer, ELS, Faculty collaboration, Student Exchange; Faculty Exchange	MOU	Active
Mary Immaculate College	University	All	Limerick	Ireland	Provost	OGA		N/A	Student Exchange; Faculty Exchange	MOU	Active
Maynooth University	University	All	Maynooth	Ireland	Provost	OGA		N/A	Study Abroad	MOU	Active
John Cabot University	University	All	Rome	Italy	Provost	OGA		N/A	Study Abroad	MOU	Active
SHU in Luxembourg	University		Luxembourg City	Luxembourg	Provost	WCOB		N/A	Study Abroad/Faculty opportunities		Active
College Consortium for International Studies (CCIS)	Provider	All		Multiple	Provost	OGA		N/A	Study Abroad	Membersh ip Agreement	Active
Council on International Educational Exchange (CIEE)	Provider	All	Multiple	Multiple	Provost	OGA		N/A	Study Abroad	Affiliation Agreement	Active
ISA	Provider	All	Multiple	Multiple	Provost	OGA		N/A	Study Abroad	Affiliation Agreement	Active
Webster University	University	Study Abroad	Multiple	Multiple	Provost	OGA		N/A	Study Abroad/Faculty opportunities	MOU	Active
The Catholic University of Korea	University	All	Bucheon-si, Gyeonggi-do	South Korea	Provost	OGA		N/A	Student Exchange	MOU	Active- Hibernating
Bonsai Gon Qwen				Japan	Admissions	International			2+2		Historic
Bermuda Institute of Ocean Sciences, Inc.	Research Institute	All	St. Georges	Bermuda	FCE				Information unavailable	None	Historic

Yonsei at NYU	University	Stern School of Business	Seoul	South Korea	Provost	OGA	1997	Unknown	Student Exchange	None	Historic
Japan College of Foreign Languages	University		Tokyo	Japan	UC	ELI			ESL; 2+2	None	Historic
Sakura no Seibo Junior College	University		Fukushima	Japan	UC	ELI			2+2	No documentation	Historic
Al Jazan University	University	Chemistry	Jazan	Saudi Arabia	CAS	Chemistry			Summer school at SHU	MOU	In process
The Good Samaritan School and Clinic	Community Organization	All	L'Acuil	Haiti	CHP	OT			TBD	MOU	In process
Danbury Hospital	Hospital		Multiple	Multiple	CHP	Nursing			Service Abroad/Faculty Collaboration		In process
Makerere University - College of Health Sciences	University	College of Health Sciences	Kampala	Uganda	CHP	Nursing			Faculty Collaboration		In process
Southwest University of Finance and Economics	University		Chengdu	China	Provost	WCOB			Executive MBA in US		In process
Udmurt State University	University	Translation Dept.	Udmurtia	Russia	UC	ELI			TBD	Affiliation Agreement	In process
Tianjin Foreign Studies University	University			China	Provost	WCOB	2014	N/A	Summer camp in China	No documentation	Informal
University of Granada	University	Centro de Lenguas Modernas	Grenada	Spain	CAS	FLC		2012	Study Abroad	No documentation	Retired
American University in Rome	University	All	Rome	Italy	Provost	OGA			Study Abroad	MOU	Retired

Appendix G: Sample International Linkages Initiation Sheet

The initiator(s) of the proposed agreement should provide the following information and submit it to the Office of Global Affairs.

I. Name of the initiator including phone and e-mail

II. Parties to the agreement include all departments and colleges involved in the projects.

Name, phone, and e-mail must be included for each party.

- A. SHU
- B. Participating domestic institutions (if any)
- C. Participating foreign institutions or organizations

III. Agreement Involves (Mark all that apply.):

- A. Student Tuition Exchange
 - Degree Non-Degree
 - Study Research
 - Undergraduate Graduate
- B. Student Study/Research Abroad
 - Undergraduate Graduate
- C. Faculty Teaching/Research Abroad
- D. Joint-degree Program at SHU; Abroad
 - Non-degree Program at SHU; Abroad
 - International Development/Training at SHU; Abroad
- E. Other (Specify):
- F. Letter of Intent (Framework/General)

IV. Impact of Agreement on the Department(s)

Describe how the proposed agreement will serve or impact the department(s) that will be part of the agreement (impact on the internationalization of the campus in terms of teaching and research; on each department's students and faculty members, etc.):

Describe how the proposed agreement will lead to the successful fulfillment of one or more SHU core values.

V. Detail the potential cost to SHU.

Type	Amount in \$USD	Source of Funds	Potential Revenue*
A. Tuition and Fees			
B. Stipends			
C. Salaries			
D. Clerical Support			
E. Benefits			
F. Travel			
G. Advising			
H. Facilities			
I. Library			
J. Equipment			
K. Endowment			
L. Other			
Total			

Explain any necessary details about this funding.

VI. Describe how you will evaluate the success of this agreement.

VII. The signature of the Chair/Director below indicates that you have discussed this idea with him/her and s/he supports pursuing this linkage.

Date: _____

Chair/Director Signature

VIII. The signature of the Dean below indicates that you have discussed this idea with him/her and s/he supports pursuing this linkage.

Date: _____

Dean Signature

Drafting Agreements

Each agreement will be specific to the goals and objectives of the partnership arrangement. However, all proposed international agreements or contracts must incorporate the following components:

- **Institutional and/or Organizational Information-** A brief description of both institutions including information about the history, major academic components, size of student body, strengths, ranking/accreditation, program specific information (if applicable), or other information as appropriate.
- **Goal(s) and objectives of the agreement-** A paragraph or more describing the overall purpose of the agreement must be included.
- **Terms and Conditions-** Details the precise items to which the partners are agreeing. This may include timelines, physical or research resources to be provided by each party, frequency and size of exchanges, qualifications of students who will participate, and other details so that it is clear to the reader what is required of each institution. This section also includes a brief description of the specific project or exchange and outlines the related activities.
- **Institution Responsibilities-** This section describes the responsibilities each party will assume within the agreement period. Mutual responsibilities have to be spelled out in enough detail so that there is no ambiguity about who is responsible for what. Responsibilities include, but are not limited to, the following items: (a) costs such as tuition and fee rate, international and/or local transportation, housing, health insurance; (b) programs such as content, grading criteria, length of delivery, credit or no-credit bearing; and (c) transfer of credit and English language testing.
- **Contact Information-** Include a list of names and/or offices from both parties for the on-going management of the agreement after both sides sign it. The contacts from both parties will be responsible for communications and for administering the agreement.
- **Abiding by Institutional Policies-** A section should state that neither partner institution may take any action contrary to established policies, procedures, and practices of the other institution.
- **Agreement Modification-** This section should describe the process by which the agreement can be modified, amended, or supplemented including who would be authorized to modify, amend, or supplement the agreement.
- **Duration-** Describe how long the agreement will be in effect. Agreements must have an expiration date. Most agreements should have a life of three to five years before being renewed for similar periods. Vendors should contract yearly, MOUs should be signed every five years, Letters of Friendship or other less formal agreements should expire after no longer than three years. Some agreements such as joint degree programs may be effective longer than five years because of the nature of the agreement.
- **Extension or Renewal-** Describe the procedure for extending or renewing the agreement, including the minimum length of time that should be used for giving notice by either partner. The method of extending or renewing the agreement can be different for different agreements.
- **Termination-** Detail the procedure for terminating the agreement before the expiration date, including the minimum length of time that should be used for giving notice by either partner that it wants to terminate the agreement. Generally, a period no less than three months or no more than six months should be specified. An agreement for more than 2 years must allow for early termination. Some agreements may state that an agreement will automatically terminate if no activity takes place for a semester, a year, or some specified time. For example, an agreement might specify that if an institution does not send students under the program for two successive semesters, a student exchange agreement will automatically end.

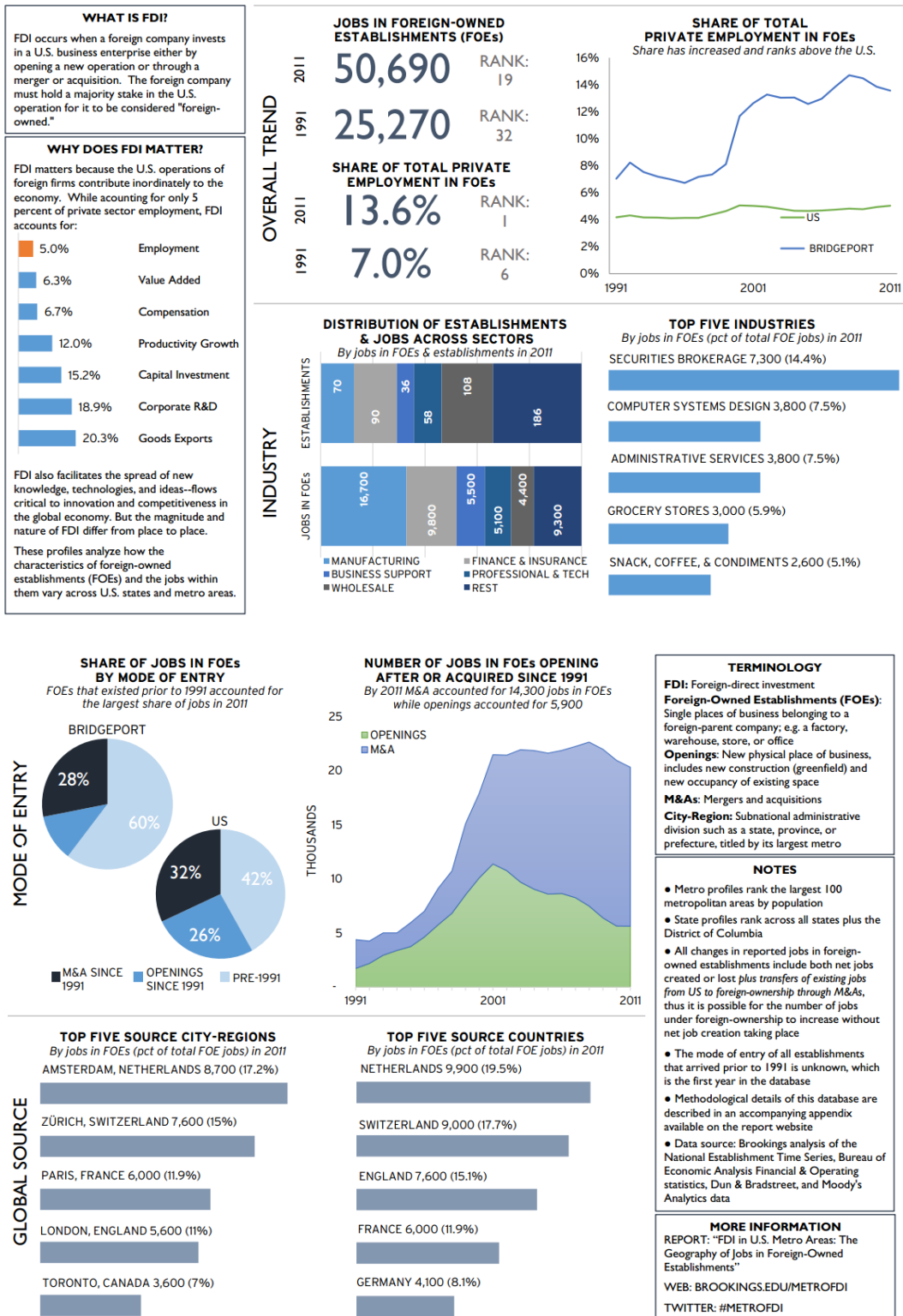
- **Signatures-** All agreements will have a signature section at the end of the document. Both partner institutions sign the agreement. The program director/chair, dean, provost, OGA, and legal must sign all international linkage agreements, letters of Intent, or MOU/As.

Agreement Review and Approval

All agreements of all types must be routed and approved by the appropriate departments as outlined below. Signatures must be obtained on an international partnership agreement routing form.

- **Department Chair or Academic Program Director-** Department chairpersons or academic program directors and deans evaluate any proposed agreement that involves that department or program. Agreements must meet the unit's academic priorities while balancing its resources and commitments. The chairperson or program director must communicate with the college dean and make sure to have the college's endorsement for the program.
- **College Dean-** A college dean is the gatekeeper in evaluating any proposed agreement that relates to the college programs and resources. The dean also needs to make sure that the proposed activities, payment processes, revenue, and spending in the agreement are consistent with university policies.
- **Office of Global Affairs-** The Office of Global Affairs must be informed and review all international agreements to ensure that all international processes are in compliance and planned partnerships match university internationalization goals.
- **Office of Academic Affairs-** The Office of Academic Affairs reviews all international linkage agreements to ensure that they comply with internal University policies and are consistent with accreditation requirements.
- **Office of the General Counsel-** Any formal and new agreement or contract between SHU and institutions/organizations abroad must be reviewed by the university General Counsel. Early review will prevent delays and identify concerns before verbal commitments are made. Allow for sufficient time for agreement review.
- **Offices of the Provost and President-** The president's signature is required when our international counterpart will have or already has its university president's signature on the agreement. In most other cases, the Executive Vice President/Provost may sign the agreement for SHU.

Appendix H: FDI in Bridgeport, CT



The Brookings Institute. (2014). FDI in Bridgeport, CT. Retrieved from <http://www.brookings.edu/~media/Research/Files/Reports/2014/06/20%20fdi%20us%20metro%20areas/profiles/BRIDGEPORT.pdf>

Appendix I: Faculty Interests and Perceptions Survey Data

Survey Items	Answer Options					Count
	SD	D	N	A	SA	
International learning is an important element of the educational process.	1	0	9	45	37	92
SHU study abroad programs with institutions in other countries foster internationalization of instruction, research, collaboration, and service learning.	1	2	8	49	32	92
Learning a foreign language is not essential for an undergraduate education.	29	20	19	17	7	92
Students can understand their own culture more fully if they have studied in another.	1	2	7	43	39	92
Study abroad programs are the best way for students to encounter another culture.	1	7	13	44	26	91
I am interested in developing collaborative online courses with another class at an institution abroad.	12	15	20	22	23	92
I believe an understanding of international issues is important for success in the workforce.	2	2	13	36	39	92
Learning about people from different cultures is a very important part of education.	1	0	4	30	56	91
Contact with individuals whose background differs from my own is not an essential part of education.	43	25	4	5	14	91
International learning helps prepare students to become responsible global citizens.	1	0	6	32	52	91
International learning makes me appreciate more of other cultures.	1	1	5	34	50	91
The more we know about other countries, the better we will understand our own.	2	2	9	38	40	91
International education helps me recognize and understand the impact other cultures have on American life and vice versa.	1	2	4	43	41	91
Learning other cultures helps me better tolerate ambiguity when communicating with a person from another country.	1	2	11	37	40	91
International education can explain root causes of basic global problems such as population control, poverty, and disease.	1	8	10	40	32	91
SHU strongly promotes faculty engagement in internationalization	2	10	34	37	7	90
I have been encouraged in my department to offer courses that incorporate international or intercultural content.	7	15	31	25	12	90
My courses with international content have provided examples from all regions of the world.	7	15	43	13	9	87
My department/college/school encourages me to participate in study abroad programs.	9	16	34	25	6	90
My department/college/school encourages me to participate in research with colleagues from abroad.	11	25	34	16	4	90
My department/college/school encourages does not take advantage of community resources to enhance the international living experience.	4	16	50	11	3	84
Race or racism	4	21	26	28	10	89
Religious beliefs or harassment	4	13	23	38	11	89
Cultural awareness	4	13	24	37	11	89
SHU has visible leadership from the president and other administrators to foster diversity on campus.	4	19	24	35	8	89
SHU has visible leadership from the president and other administrators to foster cultural awareness on campus.	3	17	23	37	8	88

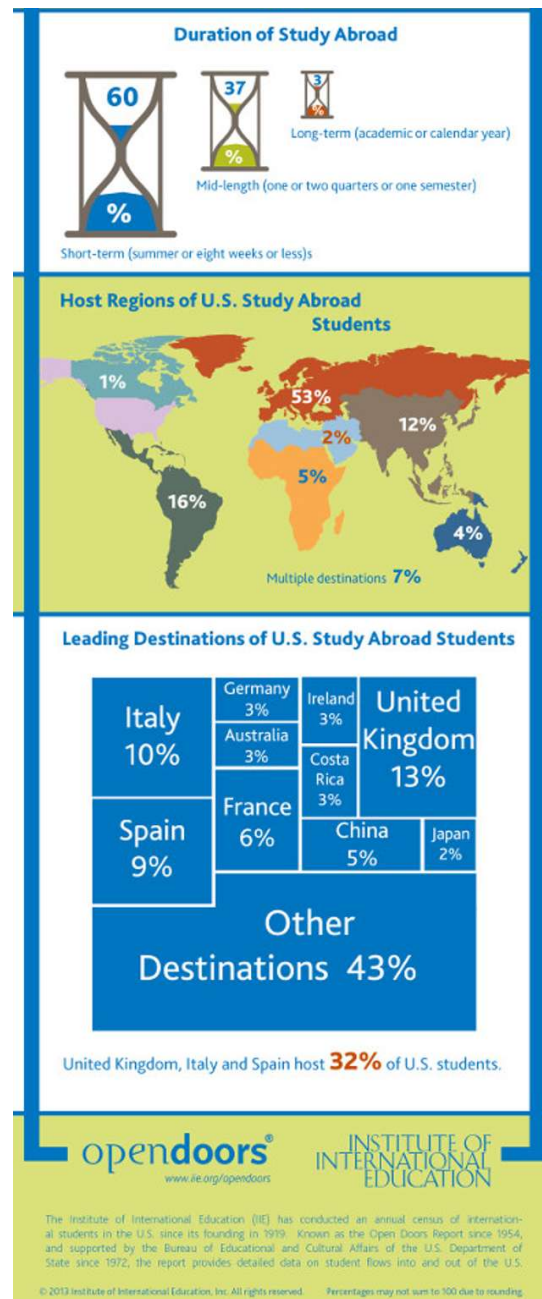
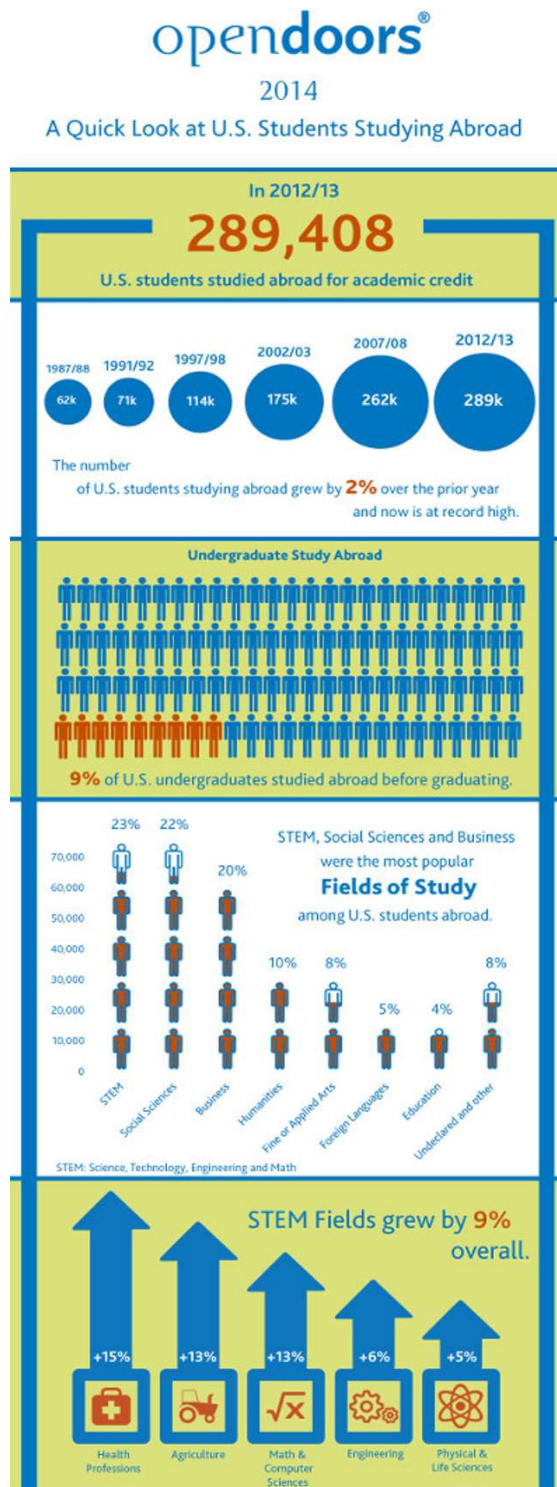
Continued...	SD	D	N	A	SA	Count
Providing more awareness/sensitivity workshops or programs to help the SHU community become more aware of the needs of racial/ethnic minorities	16	0	1	58	14	89
Requiring all students to take at least one general education course that focuses on issues, research, and perspectives on racial/ethnic minorities	13	1	2	48	26	90
Having more art, music, and cultural events that recognize racial/ethnic minorities	11	0	1	54	23	89
Providing more awareness/sensitivity workshops or programs to help the SHU community become more aware of the needs of cultural difference	16	0	4	53	16	89
Requiring all students to take at least one general education course that focuses on issues, research, and perspectives on cultural difference	11	1	4	46	25	87
Having more art, music, and cultural events that recognize cultural difference	10	0	3	56	19	88
Having more art, music, and cultural events that recognize distinctive cultures	10	0	3	52	22	87
I frequently discuss world issues in my courses.	4	13	19	26	27	89
I frequently attend international activities such as international clubs, events, festivals, lectures, and films.	10	20	26	19	12	87
I try to meet people from other cultures when an opportunity arises.	0	2	12	47	28	89
I do not like having friends from foreign countries.	75	9	2	0	2	88
I try to understand others' experiences from their perspective.	0	0	2	37	51	90
I enjoy having discussions with people whose ideas and values are different from my own.	0	0	6	39	43	88
I enjoy having students whose first language is not English in my classes.	1	8	18	38	24	89
I feel awkward around people who are from groups or cultures I have not encountered before.	47	30	6	1	3	87

N.B. Qualitative data available by request

Appendix J: Study Abroad Programs and Locations

Program Name	Country	Region	Term
CIEE in Paris	France	Europe	Semester
CIEE in Alicante	Spain	Europe	Semester
CIEE Service Learning	Dominican Republic	Caribbean	Semester
CCIS Study Abroad	Argentina, Canada, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, Ecuador, France, Germany, Greece, India, Japan, Mexico, Morocco, Namibia, New Zealand, Peru, Russia, Spain, UK	Africa, Americas, Asia, Caribbean, Europe, Oceania	Semester
EuroScholars	Belgium, Finland, Germany, Italy, Netherlands, Sweden, Switzerland	Europe	Semester
John Cabot University	Italy	Europe	Semester
Mary Immaculate College (Exchange)	Ireland	Europe	Semester
Maynooth University	Ireland	Europe	Semester
SHU Freshman Fall in Dingle	Ireland	Europe	Semester
SHU Freshman Fall in Rome	Italy	Europe	Semester
SHU in Dingle	Ireland	Europe	Semester
University of Notre Dame in Fremantle	Australia	Oceania	Semester
University of Notre Dame in Sydney	Australia	Oceania	Semester
Webster University in Austria	Austria	Europe	Semester
Webster University in England	United Kingdom	Europe	Semester
Webster University in Greece	Greece	Europe	Semester
Webster University in Switzerland	Switzerland	Europe	Semester
Webster University in Thailand	Thailand	Asia	Semester
Webster University in the Netherlands	Netherlands	Europe	Semester
Photography and the Living Document	Morocco/India	Africa/Middle East	Winter
SHU in Dingle	Ireland	Europe	Winter
Business in China	China	Asia	Summer
Comparative Health Care Systems	Luxembourg	Europe	Summer
CIEE Language and Culture in Alicante	Spain	Europe	Summer
CIEE Language and Culture in Paris	France	Europe	Summer
CIEE Spanish Language in Buenos Aires	Argentina	South America	Summer
Dolphin Communication Project	Bahamas	Caribbean	Summer
Italian Media Culture- Film to Food	Italy	Europe	Summer
John Cabot University	Italy	Europe	Summer
Int'l Sports Management & Culture	Germany, Luxembourg, Netherlands	Europe	Summer
Managing Urban Coastlines	Germany & Italy	Europe	Summer
SHU in Dingle	Ireland	Europe	Summer
SHU in Dingle Aquarium Internship	Ireland	Europe	Summer
SHU in Luxembourg	Luxembourg	Europe	Summer
Teaching & Learning/Service & Society	Costa Rica	Central America	Summer
The Science of Human Movement	Dominican Republic	Caribbean	Summer
Tropical Geology and Ecology	Bermuda	Caribbean	Summer
SHU in Dingle: The "Heart" in Ireland	Ireland	Europe	Pre-Fall

Appendix K: Open Doors Report on International Educational Exchange: Study Abroad



Institute of International Education. (2013). Open Doors Report on International Educational Exchange. Retrieved from <http://www.iee.org/opendoors>

Appendix L: College of Health Professions Benchmarking

Type	Institution	Global Programs Specifically for Nursing	Global Programs Specifically for PT	Global Programs Specifically for OT	Global Programs Specifically for Health Sciences	Global Programs Specifically for Ex. Science	Interdisciplinary Programs
Peer	Bryant University	NA	NA	NA	NONE	NA	None
Peer	Fairfield University	Nicaragua, Ireland, Australia	NA	NA	NA	NA	NA
Peer	Iona College	NA	NA	NA	NA	NA	NA
Peer	Manhattan College	NA	NA	NA	None	NA	NA
Peer	Marist College	NA	NA	NA	NA	NA	NA
Peer	Pace University	Cyprus	NA	NA	Cyprus	NA	Cyprus, Costa Rica
Peer	Quinnipiac University	Ireland, Australia, Nicaragua	None	Guatemala	Year abroad or clinical placement option	None	None
Peer	University of Saint Joseph	Guyana	NA	NA	NA	NA	NA
Peer	Seton Hall University	Denmark	None	None	None	None	None
Peer	St. John's University*	NA	NA	NA	NA	NA	NA
Peer	Stonehill College	NA	NA	NA	NA	NA	NA
Peer	University of Hartford	S. Africa	None	NA	None	NA	None
Peer	University of New Haven	NA	NA	NA	NA	NA	NA
Peer	University of Scranton	Ireland	None	None	Public Health in Denmark	NA	None
Aspirant	Boston College	Haiti, Ecuador, Lourdes, Nicaragua, Switzerland; global internships (India, Thailand, Tanzania)	NA	NA	NA	NA	NA
Aspirant	College of the Holy Cross	NA	NA	NA	NA	NA	NA
Aspirant	Fordham University	NA	NA	NA	None	NA	NA
Aspirant	Loyola University Maryland	NA	NA	NA	NA	NA	NA
Aspirant	Providence College	NA	NA	NA	NA	NA	NA
Aspirant	Villanova University	Peru, Nicaragua, Dominican Republic, S. Africa, Ghana, Japan, Ireland, Blackfeet Nation in Browning, Montana	NA	NA	NA	NA	NA

*short term program is offered in Guatemala for pediatric dysphagia for SLP students.

Appendix M: International Volunteering Programs

<u>Peer Institutions</u>	<u>Undergraduate students</u>	<u>Graduate students</u>	<u>Total students</u>	<u>Notes</u>
Manhattan College				
Pace University				
Marist College	9	0	9	
Bryant University	7 to 8	8	14 to 15	Undergraduates- Peru, Dominican Republic (this year not enough students to go), Graduates- Haiti
Seton Hall University	44	0	44	Not aggregate because many different departments do service, but no centralized location for data
Saint Joseph's University	50	0	50	
Iona College	73	0	73	
Quinnipiac University	79	0	79	
Fairfield University	83	5	88	48 campus ministry Undergraduates, 35 service learning undergraduates
St. John's University				
Stonehill College				
University of Hartford				
University of New Haven				
University of Scranton				
Aspirant Institutions				
College of the Holy Cross				
Loyola University Maryland	30	0	30	2 immersion trips- Mexico and El Salvador
Providence College	33	0	33	
Villanova University	55	0	55	
Fordham University	185	0	185	Director said 346 but does not think all were international
Boston College	275	0	275	

Appendix N: Education Abroad Program Portfolio

As of fall 2014

SHU Global Campuses

Ireland	Luxembourg
SHU in Dingle: Pre-fall 1 week program; Spring semester; 2 week intercession in January or May; Freshman Fall semester (Fall 2015)	SHU in Luxembourg: 2 – 4 week sessions every May

SHU-Affiliated Programs

Semester Programs
Australia: University of Notre Dame in Fremantle, Sydney
Italy: John Cabot University- Freshman Fall semester and regular semesters abroad
Dominican Republic: CIEE Service Learning in Santiago
Ireland: Mary Immaculate College in Limerick (exchange) & Maynooth University outside of Dublin
France: CIEE Program in Paris (<i>courses in English and French</i>)
Spain: CIEE Program in Alicante (<i>courses in English and Spanish</i>)
Multiple Countries in Europe: EuroScholars Abroad (a research intensive program)
Austria, Switzerland, Thailand, the Netherlands, and United Kingdom (Greece & Ghana in Fa'15): Webster University

Short-Term Programs

Summer Programs <i>SHU faculty taught* & program providers</i>	Winter Programs
Argentina: CIEE Spanish Language in Buenos Aires	Ireland: SHU in Dingle (5-6 classes offered)*
Bahamas: Dolphin Communication Project*	Morocco: Photography and the Living Document*
Bermuda: Tropical Geology and Ecology*	China: Business in China*
Costa Rica: SHU in Costa Rica <ul style="list-style-type: none"> Spanish language Service and Society (pending)* Teaching and Learning in Costa Rica* 	Dominican Republic: <ul style="list-style-type: none"> CIEE Sports & Society: Baseball in Context The Science of Human Movement*
France: CIEE Language and Culture in Paris	Ireland: SHU in Dingle (5-6 classes offered)*
Italy: John Cabot University <ul style="list-style-type: none"> John Cabot Courses Italian Media Culture- From Film to Food * Drawing: Rome Sketchbook* 	Luxembourg: <ul style="list-style-type: none"> SHU in Luxembourg undergraduate program* Analysis of Comparative Health Care Systems*
Spain: CIEE Language and Culture in Alicante	Multicounty: Cities by the Sea- Managing Urban Coastlines*
	Multicounty: Int'l Sport Management & Culture (pending)*

SHU Global Campus Courses in 2014

SHU in Dingle- Winter

MK 299 Tourism and Marketing: A Study of Ireland
MU 106 Introduction to Irish Traditional Music
RS 315 Theology & Native Irish Spirituality

SHU in Dingle- Semester

AN 207 Introduction to Irish Archaeology
BI 299 Oceanography of Ireland
GL 011 Introduction to Irish Language
HI 255 Celtic and Irish History
MU 106 Introduction to Irish Traditional Music
Also, online course, internship, and volunteer opportunities

SHU in Dingle- Summer 2015

BI 299 Coastal Ecology of Ireland
CM 132 / SO 299 Irish Media: From Movies to Music
ENG 253 Introduction to Creative Writing
ENG 299 The Roots of Irish Literature: Myths, Sagas, and Folklore
EX 299 Health and Fitness: An Irish Perspective
NU 370 Nursing Leadership
RS 299 Irish Monasticism
SM 265 Sport Marketing

SHU in Luxembourg- Summer 2015

RS 299 Gargoyles and Angels: The Ways of Faith in Western Europe ()
MK 299 Marketing in the European Union
BU 299/699 Social Entrepreneurship: A Force for Social Change
P0 299 Globalization: Political, Economic and Social Connections
NU 599 / PT 599 Analysis of Comparative Health Care Systems; an International Perspective

Service Learning Abroad

Managed by the Office of Volunteer Programs and Service Learning

Activities abroad include helping to build homes, schools, or medical facilities for people in need. Through service students learn about a new culture, generosity, and the value of service others. Opportunities in Bangladesh, Costa Rica, the Dominican Republic, El Salvador, and Guatemala, as well as credit and not-for-credit options.
<http://www.sacredheart.edu/faithservice/volunteerprogramsservicelearning/volunteerprograms/>

Clinical Services Programs Abroad

Managed by the College of Health Professions

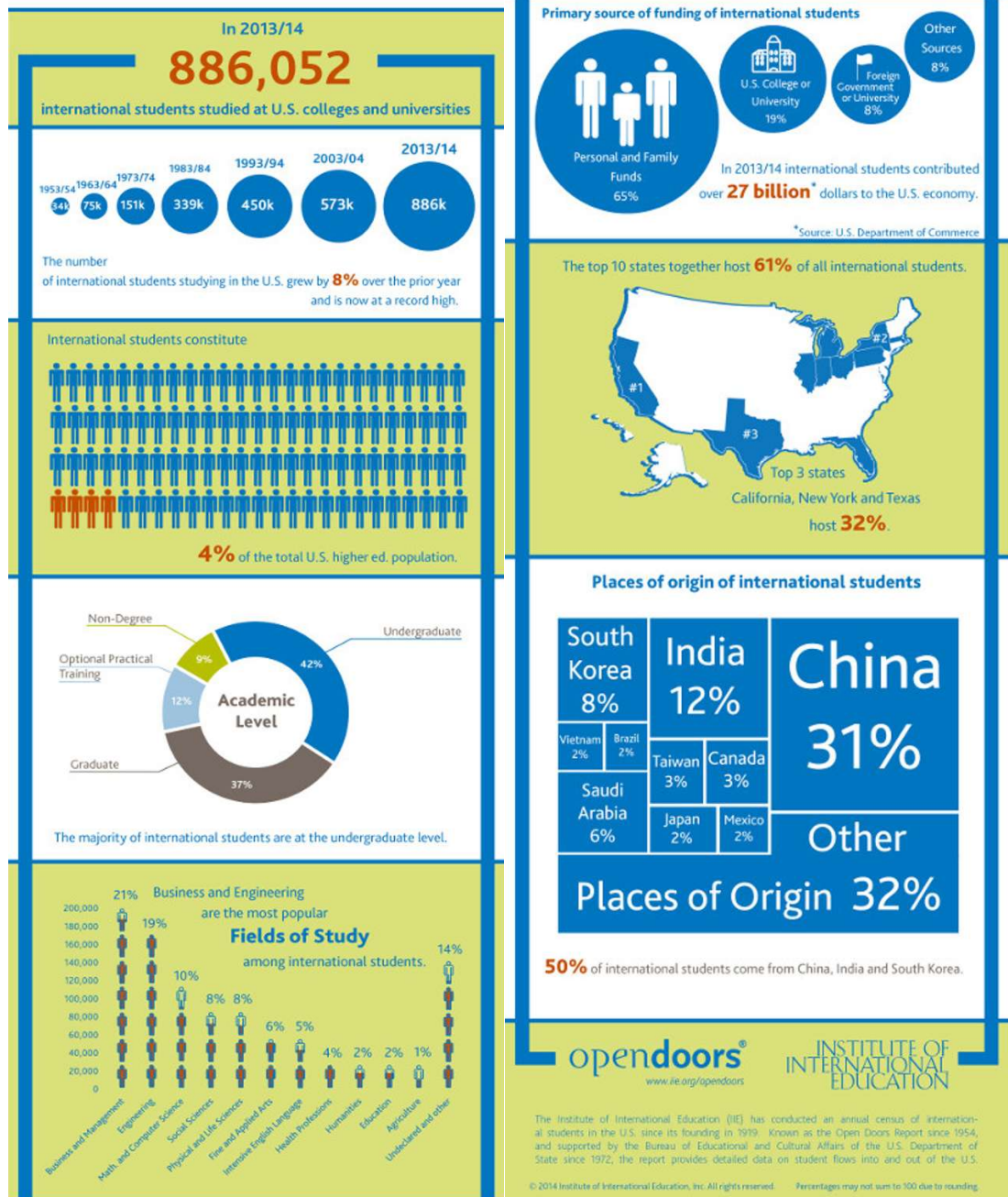
Opportunities to complete clinical service hours abroad or experience the local health care systems in the *Cheyenne River Sioux Tribe Reservation, the Dominican Republic, Haiti, Jamaica, and Mexico*. Options available for nursing, physical therapy, and occupational therapy and speech language pathology students at the undergraduate and graduate levels.
<http://www.sacredheart.edu/academics/collegeofhealthprofessions/chpglobalprograms/>

Appendix P: Open Doors Report on International Educational Exchange: International Students

opendoors®

2014

A Quick Look at International Students in the U.S.



Institute of International Education. (2014). Open Doors Report on International Educational Exchange Retrieved from <http://www.iie.org/opendoors>

Appendix Q: List of “Other” Internationally-Focused Awards or Fellowships

Altria Corporate Services - Documentary on Hunger & Rice in Asia
American Field Service
Andrew W. Mellon Fellowship
Austrian Fulbright Commission for Exchange Teaching (Oesterreichische Fulbright-Stift fuer AustauschLehrassistenz)
Belgian American Educational Foundation
BI-International, of BID, support TPDL 2011 conference travel
Chevalier dans l'Ordre des Palmes Académiques
Comisión nacional de investigación científica y tecnológica de Chile (CONICYT); Chile
Commonwealth Scholarship
DAAD Group Study Visit
Dissertation travel grant - Rome, Italy and Dissertation research at Vatican Library, Rome
English-Speaking Union
Erskine Fellowship, Canterbury University, New Zealand
EU FP7 ARCH project
European Commission, research
Fellow of the Jerusalem Book Fair
Fondo nacional de desarrollo cultural y de las artes (FONDART); Chile
Foreign Language Area Studies (FLAS) Fellowship, U.S. Department of Education
French Government Grant for summer study
German Academic Exchange Service fellowship
German Government, research
ICT research in Albania
Joseph Grau "Action for Justice Award"
King Juan Carlos of Spain-Coca Cola- NYU research grant to study in Barcelona, Spain.
L. Carrington Goodrich Fellowship
Latin American Fellow, Fletcher School of Law and Diplomacy, Tufts University
Lehman Fellowship, Rsoe Martin Scholarship, Syracuse University Fellowship
MICEFA Grant for Summer Study in France
NEA Learning & Leadership Grant
Polish Government, research
Queensland Government
Received a grant to digitized 34 ancient Greek papyri in stewardship of Muhlenberg College
Several grants in New Zealand, all for research focused on K-12 distance education
Sigma Iota Rho National Honor Society Research Scholarship
State of the Nation: K-12 Online Learning in Canada (annually for last five years)
Tadhg Foley Fellowship in Irish Studies, presented by the National University of Ireland Galway
TEMPUS program
The Hispanic Scholarship Fund
URCG grant to study altarpieces in France and Belgium
U.S. Fellowship to attend for MA studies at the East-West Center in Overseas Operations
Wellington Koo Foundation Fellowship
World Bank

Appendix R: Fulbright Scholar Archive: Institutional Benchmarking

Table 4

Fulbright scholar archive: Institutional benchmarking

Type	Institution Name	AY 2012/13	AYs 2006-2014	
		All Awards	Core Awards	Specialist Awards
	Sacred Heart University	1	2	2
Peer	Manhattan College	2	2	0
Peer	Pace University-New York	2	1	2
Peer	Seton Hall University	2	7	9
Peer	Bryant University	1	2	3
Peer	Fairfield University	1	13	0
Peer	Stonehill College	1	1	0
Peer	Iona College	0	3	2
Peer	Marist College	0	3	3
Peer	Quinnipiac University	0	3	2
Peer	St. John's University-New York	0	8	4
Peer	University of Hartford	0	4	1
Peer	University of New Haven	0	2	0
Peer	University of Saint Joseph	0	0	0
Peer	University of Scranton	0	5	0
Aspirant	Boston College	2	4	7
Aspirant	College of the Holy Cross	2	6	0
Aspirant	Providence College	2	3	1
Aspirant	Villanova University	2	3	5
Aspirant	Fordham University	1	2	8
Aspirant	Loyola University Maryland	0	3	1

Appendix S: Mapping Internationalization Activities to the University Strategic Plan

Sacred Heart University Strategic Plan, 2011-2017

Current alignment and strategies are written in blue and potential alignment and strategies are written in orange

Goal 1: Increase Academic Excellence and Distinctiveness: Sacred Heart University will enhance its distinctive commitment to academic excellence demonstrated by the work of students who take responsibility for their learning and who are encouraged and guided by a faculty dedicated to innovative teaching and actively engaged in scholarly and creative work that advances their fields.

Objective 1: Promote Active and Engaged Learning. The Faculty will be challenged to use pedagogy that facilitates any high impact practice that promotes students' autonomous and engaged learning.

Strategy 1: Expand students' opportunities for deeper learning through engagement in high impact practices as well as intensive faculty and staff development to increase opportunities for active and engaged learning by students both in and out of the classroom.

Internationalization activities include:

- Embracing global learning as a high impact practice
- Creation of Provost Award for Global Engagement

Internationalization activities may include:

- Infusing global and diverse perspectives throughout the curriculum and connect internationalization to High Impact Practices, including (a) first-year seminars; (b) learning communities; (c) service learning; (d) undergraduate research; and (e) capstone courses and projects

Strategy 2: Faculty members will challenge students to think beyond the classroom through expanded, vibrant and engaging, learning experiences. Implement the newly revised core curriculum. SHU will institutionalize a greater and more consistent commitment to the development and implementation of scholarship-based, high impact educational practices.

Internationalization activities may include:

- Internationalization of the curriculum
- Greater connections between core/major requirements and study abroad programming

Each major field of study and department will provide opportunities for one or more of the following: undergraduate research, collaborative student-faculty research, independent study research projects, creative research and presentation projects within courses. Faculty evaluations will be modified to include an assessment of the faculty member's ability to evidence these practices.

Internationalization activities may include:

- Providing opportunities for these activities to occur abroad or in an intercultural setting

Strategy 3: Consistent with the increased recruiting goals and new guidelines for acceptance in the program, enhance the academic profile and size of students admitted into the St. Thomas More Honors Program to facilitate more active and engaged learning.

International activities include:

- Thomas Moore scholarship for study abroad

Strategy 4: Establish the McLeod Center for Interactive Learning that supports all campus efforts to develop and promote all high impact practices. The Center will bring together all of the efforts that are focused on faculty development, including digital technology, online learning, assessment of student learning outcomes, service learning, common intellectual experiences such as the common core, global awareness and development of scholarship and teaching. Develop the newly established Office of Digital Learning to provide faculty development in understanding developments in digital technology and how they might increase the learning environment for students.

Internationalization activities may include:

- Developing collaborative online international learning opportunities, as well as leveraging SHU Square platform

Strategy 5: Establish an Office of Assessment to centralize, coordinate, and facilitate appropriate assessment policies, procedures and presentations. An assessment officer will work with department chairs and faculty to ensure adequate assessment in all courses.

Internationalization activities may include:

- Providing an opportunity to develop global competencies through graduation requirements or certificate options

Objective 2: Increase Connectedness of Full-time Undergraduate Students to Full-time Faculty in the Freshman Year.

Strategy 1: Students will be offered the opportunity to connect with full-time faculty through departmental or student life clubs associated with academic areas of interest. Each department will create or have faculty affiliated with an academic club and participate in social events.

International activities include:

- Connecting students and faculty through the OGA faculty liaison program

Objective 3: Develop and increase opportunities and expectations for Faculty development targeted at pedagogical best practice, increased convergence of academic standards, setting and communicating clear expectations, developing research-intensive courses, and facilitating autonomous student achievement of expectations.

Strategy 1: Increase emphasis on faculty scholarship by encouraging and measuring faculty publications in peer-reviewed journals. A demonstrated commitment to improving the quality and quantity of faculty research will require an examination of course-load allocation. Upon the reallocation of course load for faculty with a demonstrated commitment to research more specific evaluation guidelines for tenure and promotion will be employed.

International activities include:

- Faculty are encouraged to apply for distinguished international fellowships (i.e. Fulbright)

Internationalization activities may include:

- Encouraging international/intercultural faculty scholarship, as well as connecting this encouragement to the proper resources and incentives (e.g. grant assistance, course release/buyout, tenure process, etc.)
- Publicizing and increasing strategic partnerships with institutions abroad to enhance faculty network for collaboration

Strategy 2: Increase the quality and scope of University College to increase enrollment growth by 3% each year through community college partnerships, international sectors, corporate recruiting and the military.

International activities include:

- Continued recruitment of international students

Strategy 3: Increase emphasis on integrating faculty research into course content. Incentivize integration of faculty research into courses by reallocating course load for faculty to accomplish research and course preparation. Preparation for such courses will be evaluated in the context of reducing the current 24-credit hours load to as little as 18-credit hours per year, commensurate with demonstrated faculty commitment to research. Such reallocations will allow the University to be more competitive with its peers and allow it to recruit additional quality faculty. Some metrics to include: lower acceptance rates (selectivity), Graduate schools into which alumni accepted, faculty publishing, fellowships, presentation at conferences, quality of production of student work.

Internationalization activities may include:

- Encourage internationalization of the curriculum
- Support international research/travel opportunities and intercultural training
- Provide pedagogic workshops to help faculty connect international experience/learning/research to the classroom

Strategy 5: Expand the autonomy of colleges in the pursuit of excellence in teaching, scholarship and student performance. Hire more full-time faculty to better accomplish Goal One: Increase academic excellence and distinctiveness.

Internationalization activities may include:

- Encourage hiring of diverse faculty with international/intercultural experience and expertise

Strategy 6: Set a university-wide goal for establishing 3-5 endowed faculty chairs within the next five years.

Objective 4: Improve student quality by improving the academic profile of new and returning students to the University.

Strategy 1: Benchmark, assess, and expand institutional merit- and need-based aid programs for Undergraduate and Graduate students.

International activities include:

- Education abroad scholarship funding includes the Matthew Dalling Scholarship, Thomas Moore Honors Scholarship, and the Welsh Tuition Waiver program.

- Encourage and aid students in applying for external funding (e.g. Gilman Scholarship; Fulbright)

Internationalization activities may include:

- Expand education abroad scholarship funding

Strategy 2: Identify distinctive features and benefits of 2-3 academic programs in each college in order to improve targeted recruitment, yield, and retention efforts; and communicate efforts to key constituent groups (parents, alumni, donors, third-party endorsers, companies, school counselors, etc.).

Strategy 3: Benchmark, assess, and develop new distinctive curricular and co-curricular offerings of 2-3 academic programs in each college.

International activities include:

- Development of the Freshman Fall Abroad programs, CHP, and VPSL options abroad.

Strategy 5: Further utilize the University website as the primary tool to communicate distinctiveness, opportunities, and outcomes in each academic program.

International activities include:

- Enhanced study abroad, CHP, and global initiatives web pages

Objective 5: Strengthen the academic reputation of the University, its colleges, departments, and programs by expanding its graduate programs.

Strategy 1: Develop enrollment targets for the expansion of existing graduate programs and expand the number of graduate credit hours at the university. Develop comprehensive plan to support graduate programs and culture in the university. The plan should address issues related to and support needed for faculty workload, infrastructure, recruitment, international students and marketing.

International activities include:

- Recruitment of international students

Internationalization activities may include:

- Development of international student supports and cocurricular activities
- Provide training for faculty and staff engaged with international students

Strategy 2: Increase emphasis on faculty publications in peer-reviewed journals by including publications and citations in a faculty member's promotion and tenure reviews.

Internationalization activities may include:

- Inclusion of international research and collaboration in the promotion and tenure process

Strategy 3: Receive increased support (at least 1 person per college) from University

Advancement for academic units/faculty through research grants/funding and promotion of faculty scholarship.

International activities include:

- Continued application submission to internationally/culturally focused grants

Internationalization activities may include:

- Develop international, expat, and education abroad alumni/ae as future donors

Strategy 4: Increase collaboration of faculty members with the leading external scholarly institutions and research centers; establish visiting faculty positions within each college to bring on campus prominent outside scholars every academic year.

International activities include:

- Hosting of international scholars

Internationalization activities may include:

- Enhanced international scholar hosting capabilities through J-1 visa designation

Objective 6: Increase Global Awareness and Global Learning Opportunities.

Strategy 1: Provide students and faculty members with increased access to travel, study abroad, mission trips, and classroom opportunities that promotes their ability to contribute to an international community. Increase the overall number of students going abroad by 5% each year. These opportunities will include study at three major sites: Dingle, Ireland, Luxembourg City, Luxembourg and Rome, Italy. These opportunities will also include selected partnership with institutions that provide opportunities to students from all of the colleges and institutions that can offer specific partnerships with one of the colleges.

International activities include:

- Education abroad opportunities through the OGA, CHP, VLSL, and Biology department
- Two global campuses: SHU in Dingle/Luxembourg; Several strategic partnerships
- Semester, short-term, and Freshman fall study abroad options
- Pledge to IIE Generation Study Abroad to increase mobility by 45% in five years

Internationalization activities may include:

- Continued expansion of Global Campuses to all colleges, majors, and degree levels
- Integrating education abroad with curricula

Strategy 2: Ensure the development of the University as a J-1 institution so that scholars from abroad and visit Sacred Heart for an extended period of time. SHU will host Fulbright scholars, rescued scholars or other international visiting scholars with the J-1 status.

Internationalization activities may include:

- Enhanced international student and scholar hosting capabilities through J-1 visa designation

Strategy 3: Develop a recruiting strategy to increase the number of international students both in the undergraduate student body and in the graduate student body. The Office of Global Affairs will be responsible for all things global, from study abroad initiatives, facilitating 2+2 programs and other partnerships, and managing the various visa applications for international students and visiting faculty

members. Moreover, this office would provide support for the international students and faculty members while they are here.

International activities include:

- Education abroad programming: OGA, CHP, VLPS
- Administration of F visas
- Recruitment of international students: Degree, ESL, Sponsored, Visiting study abroad
- Host site for Fulbright scholars

Internationalization activities may include:

- Development of 2+2 and joint degree programs
- Increase all international populations
- Host international Fulbright and rescue scholars

Strategy 4: Develop a group (3-5% of freshmen each year) of qualified prospective students from underrepresented populations and recruit and retain them to SHU to cultivate a richer learning environment. Particular emphasis should be paid to developing a competitive financial assistance program and developing support systems to promote the success of the underrepresented and international students.

International activities include:

- Continued enhancement of international student and scholar supports

Internationalization activities may include:

- Increase the intercultural diversity at SHU, as well as leverage diversity in curricula and co-curricula

Goal 2: Develop a structured, mission-driven student development plan that intentionally educates the whole person within a campus-wide living and learning community and is a seamlessly integrated extension of classroom learning.

Objective 1: Create a culture that supports, recognizes, and requires University-wide collaboration in the development and ongoing vitality of a campus-wide living and learning community for students with the explicit goal of freshman retention rate of at least 83%.

Strategy 1: Through collaboration between Student Affairs and Academic Affairs, continue to offer programs and activities throughout each academic year that are integrated into classroom learning.

Internationalization activities include:

- Continued programming for International Education Week, with expansion into Student Affairs

Strategy 4: Repurpose on-campus facilities and pursue off-campus partnerships to allow for the expansion of the Performing Arts programs.

Internationalization activities may include:

- Development of the partnership between SHU in Dingle and the Abbey Theatre

Strategy 5: Continue to develop structured peer mentoring opportunities within the Colleges and in Student Affairs, utilizing current SHU best practices of peer mentoring programs for targeted populations.

Internationalization activities include:

- The OGA Global Ambassador Program, which pairs returned study abroad students with prospective students

Internationalization activities may include:

- Development of the Cultural SHUs buddy program, which pairs returned study abroad, and other interested students, with ESL, visiting, and degree seeking international students

Objective 2: Ensure students develop the knowledge and skills necessary to make informed career choices which reflect their distinctive gifts, values, and goals and lead to professional success.

Strategy 3: Include a required internship, field experience, or other experiential learning experience in the curriculum for every major.

Internationalization activities may include:

- Continue Dingle Oceanworld internship in Dingle and foster opportunities for international internships with a variety of companies in multiple countries

Objective 3: Promote self-knowledge and respect for others by creating a community that engages diverse cultures and ensures that all students are active participants in this aspect of the community.

Strategy 1: Encourage every student at least once a semester to participate in an array of international/multicultural experiences, away or locally, as part of an effort to broaden their horizons and to educate them about the world that they live in.

Internationalization activities include:

- International mobility experiences via study abroad, global campuses, clinical health, volunteer programs, service learning, and interning abroad.

Strategy 2: Review current data and conduct a coordinated, university-wide assessment of the needs and concerns of international and multicultural students in order to formalize and implement a plan to best support these populations.

Internationalization activities may include:

- Expanded international student and scholar supports, as well as development workshops for the campus community

Objective 4: Facilitate students' awareness and fulfillment of their social & civic obligations & the development of a life-long passion for service.

Strategy 3: Provide opportunities for staff, faculty and students to participate together in service programs both internationally and domestically.

Internationalization activities include:

- International service opportunities include programs in Bangladesh, Costa Rica, Dominican Republic, El Salvador, and Guatemala

Objective 5: Create a culture on campus that educates, promotes, and supports mental and physical health and wellness.

Strategy 2: Examine options for additional facilities to allow for an increase the number of students participating in club and intramural sports through increased offerings and expanded programming to support the achievement of retention goals.

Internationalization activities include:

- Creation of a University cricket team

Goal 3: Implement strategies to build new facilities and upgrade/maintain existing infrastructure for the university to be more competitive.

Objective 1: New Construction: Develop and begin implementation of a 10-year master University capital and infrastructure plan based on appropriate opportunities and enrollment and program priorities that inform the budget planning process.

Strategy 1: Align facilities planning with enrollment and program objectives to assure accuracy for usage potential. Develop additional and specialized facilities to meet the needs of the University's growing graduate and adult populations. The following is a list of projects that should be started in the next three years. The priority and timing for these projects should be specified in a 10-Year Master Plan that this Strategic Plan calls for:

- Construct a new building to house the Student Success Center
- Construct housing for 200+ students to enhance the student experience by creating an on campus living and learning community to include both under- and upper-class students.

Internationalization activities include:

- Student Success Center as the new home for the Office of Global Affairs

Internationalization activities may include:

- Creation of living and learning centers focused on international and intercultural themes

Objective 2: Renovation: Develop and begin implementation of a 10-year I.T. and Facilities Renovation and Maintenance Master Plan.

Strategy 3: Develop, prioritize, and publish future needs for collaborative teaching, learning and research spaces that allow for innovation and evolving learning environments in collaboration with Academic Affairs. Renovate the Ryan-Matura Library to a state-of-the-art facility that houses the University's collection, technological resources, private and group learning spaces, and aligns with future patterns of change in libraries.

Internationalization activities include:

- Understanding current and developing new capabilities and resources for COIL

Objective 3: IT Services: Provide a robust infrastructure for campus-wide IT systems needed to support the academic programs and administrative services.

Strategy 1: Continue to implement University wide plan for the use of a digital portfolio system

Internationalization activities may include:

- Using digital portfolios to encourage and showcase global learning

Objective 4: Safety and Security: Ensure a safe and secure campus environment.

Objective 6: Cultivate a systemic approach to risk identification and management that assists in better, more risk-informed, strategic decisions.

Internationalization activities include:

- Coordination and enhancement of international risk management coverage, processes, and procedures.

Goal 4: Strengthen the Long-term Financial Stability of the University: Develop and implement business plans that strengthen the long-term financial health of the University, while optimizing net revenues and ensuring transparent and strategic resource allocation.

Objective 1: Advancement – Position the Office of University Advancement to be a best in class program in support of expanding the University’s capacity to raise philanthropic contributions, from all constituents, in support of the priorities of the University.

Strategy 1: Increase philanthropic support to the University by average of 10% per year, (with the goal of comprehensive fundraising reaching \$10M,) annually, by the end of fiscal year 2017. (FY13 benchmark of \$5.0M).

Internationalization activities may include:

- Developing international, expatriate, and education abroad alumni as future donors to both the university and internationalization programs/initiatives/efforts

Strategy 2: Continue the \$30M five-year comprehensive campaign “One Heart, One Family, One Future” launched in FY12, to successful completion with continued focus on securing support for: Scholarships (\$10M), Faculty Excellence (\$5M), New Academic Building (\$7M), and Fund for Excellence (Annual giving) (\$8M).

Internationalization activities may include:

- Developing scholarship funds for future education abroad students and future/current international students

Strategy 3: Continue to expand the Alumni Relations program for the purpose of engagement with the goal of increasing overall alumni participation to 7.5% (FY14 benchmark of 5.7%) which include an ambitious goal of increasing undergraduate alumni participation to 10% (FY14 benchmark of 6.7%) by FY 17.

Internationalization activities may include:

- Increasing engagement with international, expatriate, and education abroad alumni

Strategy 5: Increase the research awards being received by the University in support of faculty research.

Internationalization activities may include:

- Additional opportunities for international research and scholarship

Objective 2: Enrollment: Develop and implement a Strategic Enrollment Plan that considers academic excellence, infrastructure capacity and projects the economic effect of current and new programs.

Strategy 1: Increase Graduate enrollment growth through development of new and existing academic programs by 5-7% per year by targeting local and international markets and by leveraging the Stamford Graduate Center.

Internationalization activities include:

- Recruiting international students

Strategy 2: Maximize Full-time Undergraduate net revenue from the current levels (use FY 15 as base) using an optimal mix of enrollment growth, financial aid and student quality: in-state, regional and international markets

Internationalization activities include:

- Recruiting international students

Strategy 3: Increase University College enrollment growth by 2% each year through community college partnerships, international sectors, corporate recruiting, and military.

Internationalization activities include:

- Recruiting international students

Strategy 4: Increase SHUOL enrollment by (8%) each year by adding new programs and developing corporate recruiting strategies. Increase internal OL growth by piloting in-house OL program.

Internationalization activities may include:

- Connecting to international corporate businesses
- Partnering with corporations to support their employees' English language learning needs

Strategy 5: Ensure all university divisions have defined responsibilities, accountabilities, performance measures and deliverables to support the achievement of retention goals.

Internationalization activities include:

- Increasing international student supports

Objective 6: Marketing & Communications: Maintain new University branding that is tied to strategic plan and positioning. Review enrollment marketing plans and budgets, particularly in graduate programs, to support enrollment growth called for in strategic plan.

Strategy 3: PR/communications: Continue to shift communications and publicity efforts from print to online mediums, enhancing our focus on web content, social media, and online news outlets.

Internationalization activities may include:

- Leveraging internationalization activities in PR activities

Strategy 4: Multimedia and social media: Increase online engagement of key audiences through multimedia and social media by sharing SHU news and events and graduate program information.

Internationalization activities may include:

- Taking inventory of all internationalization social media and leveraging content

Strategy 5: Branding: Maintain consistency in branding and messaging to drive reputational and enrollment goals. Review current branding in light of increased focus on graduate programs and growth. Leverage University news, events and advertising to drive branding efforts.

Internationalization activities may include:

- Enhancing SHU Global Initiatives web page to more accurately reflect internationalization efforts/resources
- Leveraging internationalization activities in PR activities

Goal 5: Deepen the commitment to the Mission and Catholic Identity in the life of the University Community.

Objective 1: Engage students in a community that understands, appreciates and is committed to the shared mission and Catholic identity of the University in order to foster holistic intellectual, emotional, and spiritual growth.

Strategy 1: To educate all facets of the University community regarding the Catholic identity of the University, from which flows the mission and core values of the University. Accordingly, ensure the religious traditions of all students are acknowledged and respected and that all students have opportunities to share, celebrate and worship within the context of their faith.

Internationalization activities include:

- Multifaith prayer room
- Guest lecturers and colloquia presentations on topics of diverse religious traditions

Strategy 2: Continue to expand and enhance Campus Ministry activities that further education, diversity, and understanding of different faith traditions each semester.

Internationalization activities include:

- Interfaith activities