Internationalizing your Campus

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AGENDA

- The Internationalized Campus
- The Internalization Strategic Plan
- Why Invest?
- Recommendations for Internationalizing the Curriculum
- Articulating Global Learning Goals
- Course Content
- Obstacles
What is YOUR Definition of Internationalization?
Internationalization is the process for integrating international/intercultural content into the teaching, learning, research, and service functions of the institution—

Jane Knight
University of Toronto
How Does this Impact YOU?

The number of international students in the US has increased 40%. It has grown from 586,323 in 2002-03 to 819,644 in 2012-13 (Open Doors, 2013)

Enrollment models (revenue)
Communication elements in recruitment
Class space and allocation
Portability of international credits
Your own cultural competencies
Strategic Plan

- Vision for Internationalization
- Strategic Goals
- Performance Indicators
- Action Steps with Timeline
- Responsible Agents
- Funding
- Plan for Monitoring
International Institutional links

International research collaboration

Internationally focused programs of study

Staff interaction in international context and attendance to international conferences

Staff exchange programs

Student exchange programs

Undergraduate international students

Post graduate international students

Support for international students

Ideal  Current
Why Invest?

• Enhance reputation and competitive position
• Prepare students for global citizenship
• Student positioning in global marketplace
• Generate revenue
• Enhance the research agenda
• Strengthen overall faculty/student engagement
• Make a better and more understanding world
ACE Recommendations

- Ensure active leadership in making internationalization a priority
- Create a strategic framework for action
- Invest in faculty opportunities
- Focus on the curriculum
Internationalizing Curriculum

Curriculum internationalization may involve:

- The introduction of additional electives
- Foreign language requirements
- International majors and minors
- Cross-cultural and comparative elements in existing courses
What do We Even Mean by the Word *Curriculum*

- The syllabus of all programs taught at the university/college
- The structure of the programs
- The mode of delivery
- All aspects of assessment
- Learning in the wider context (personal tutoring, peer-assisted learning, mentoring, volunteering, work-based learning)
Level 1: Individual Courses
- Content
- Materials
- Activities and assignments
- Student learning outcomes

Level 2: Academic Program Components
- Majors
- Minors
- Certificates

Level 3: Degree Programs
- Institution-wide SLOs
- General education requirements
- Language requirements

Level 4: Disciplines
- Global context for content
- Role of discipline associations
Global Learning Goals

- Articulate global learning goals
  - Offers a guideline for aligning curriculum and activities with desired goals
  - Helps prioritize the internationalization plan
  - Helps accreditation
  - Helps stakeholders understand importance

1. What do we want our students to know and be able to do? (knowledge, skills, attitudes)
2. Where would students acquire this knowledge and these skills?
3. What is our evidence we are achieving outcomes?
Sample Global Learning Goals:

• **Knowledge:** Demonstrate knowledge of other cultures (including beliefs, values, perspectives, practices, and products)

• **Skills:** Uses knowledge of diverse cultural frames of reference, alternate perspective to think critically/solve problems

• **Attitudes:** Appreciates the language, art, material culture, politics, and philosophy of different nations
Internationalizing Course Content

- Literature proposes three methods:
  - Add-on
  - Infusion
  - Transformation
Add-on Approach

The add-on approach is the easiest to do and has the most narrow focus:

- Invite a guest speaker
- Add a reading from an author from a different cultural context
- Add an assignment whose focus is an international/intercultural perspective of the subject matter
Infusion Approach

Requires more preparation by the faculty member and involves introducing international/cultural perspectives in all aspects of the course:

- Rethinking course goals to include international/cultural issues and approaches
- Selecting course readings that reflect diverse points of view on events/issues
- Introduce students’ experiences into the course
Transformation

This approach is the most demanding and difficult to achieve. It also produces the greatest results and is closest to an immersion experience:

- Enable student to move between two or more worldviews comfortably
- Embed different ways of seeing and organizing the world in all aspects of the course
- Faculty and students move easily between two world views
How Can you Do This?

Even in Enrollment and Registration Functions, you can help with the internationalization of your campus. Work with a nearby colleague to discuss ways you can implement strategies and be prepared to give one example to the group.
Elements

Activities & Assignments

• Guest lectures by those with international background and experience
• Field trips to local offices of internationally-owned companies
• Participation in campus and local events with an international component (e.g. talks by visiting faculty, museum exhibits, concerts, festivals, etc.)
• Simulations, role-plays, and debates to approach issues from different cultural perspectives
• Analysis of internationally-collected data
• Interviews with international students or professionals who have worked internationally
• Group projects involving teams comprised of both domestic and international students

Learning Outcomes

• Discipline-specific knowledge and skills related to internationalized content presented throughout the course
• Familiarity with specific other cultures, countries, and regions
• Appreciation for the importance of culture and context in decision-making
• Successful navigation of cultural and linguistic differences (e.g. in group projects)
• Greater awareness of students' own cultural identity and place in the world
Regarding Obstacles

- Lack of discussion and debate about critical issues
- Doing more with less or doing things differently
- Most faculty use pedagogical approaches to teaching that usually work against students learning from one another
- Departments are seen to encourage students to go abroad but do little to support internationalization on the campus
- Employees make a strong commitment, but the university does nothing to reward them
Internationalization of Campus is About:

- Institutional Change
- Changing us as Educators/Administrators
- Changing our Students as Learners
- Changing our Relationships with Stakeholders in Business, Industry, and Non-Government Organizations

*Internationalization of the curriculum: A practical guide to support Canadian universities’ efforts.* March 2009. AUCC.
