As articulated in the university’s 2009 strategic plan, Columbus State University strives for excellence in the education of its students. A vital component of a quality 21st century undergraduate education is international learning that promotes global competencies of graduates. A CSU graduate must be able to function effectively in the culturally, economically and politically inter-connected world community.

Campus internationalization is a coherent ongoing strategy to develop students’ global learning through an intentional approach that integrates all aspects of international education to promote a unified and holistic process of student learning. At the core of internationalization are the academic elements of curriculum and study abroad. In addition, the university must develop its campus programming, facilities, service learning and internships to integrate and support global learning. The success of a campus internationalization plan also depends heavily upon faculty members and staff. They are essential to all successful campus internationalization efforts, particularly those related to curriculum and study abroad. Campus internationalization must be pursued in unison, building a holistic global learning experience for students that is greater than the sum of the individual campus experiences.

A. CURRICULUM

Goal 1: Increase International Learning Community (“I” designated) courses across the curriculum.

Recommendation

- Increase numbers of students taking ‘I’ designated courses from 9% (2008-2009) to 25% by 2013-14
- Increase core “I” (1000 and 2000) classes from 20 in 2008-09 to 40 by 2013-14
- Increase upper level “I” (3000-4000) classes from 5 in 2008-2009 to 20 by 2013-14
- Increase class offering from all colleges

Goal 2: Promote more extensive foreign language learning.

Recommendation

- Increase numbers of students enrolling in 4 semester intensive language instruction from 1.5% in 2008-09 to 5% students in 2013-14
- Provide more varied array of foreign language courses through campus and online instruction (NASLIP)

Goal 3: To promote more effective international and area studies programs.
Recommendation

- Measure effectiveness of area studies minors and certificates. Identify strengths and weaknesses in minors and certificates. Look at human capital servicing the various programs and identify if staffing is sufficient.
- Propose a Global Studies Certificate by fall 2010. Such a certificate might include optional concentrations such as African Studies, Asian Studies, European Studies and Latin American Studies as well as additional separate options incorporating International Learning Community classes and study abroad (or internships).
- Establish a certificate program in American Studies to facilitate international student learning in combination with other degree programs.

Goal 4: Expand English as a Second Language program

Recommendation

- Develop broad-based language and culture-oriented American Studies and ESL
- Develop and expand the TOSEL program

Goal 5: Support faculty who develop international collaborative courses

Recommendation

- Link classes electronically with classes in other countries. For example, students might interview or work with students on group projects through partner universities abroad.
- Develop collaborative courses with visiting or exchange international faculty. For example, if faculty is here for one year, develop a collaborative, team-taught course in the spring semester.

Goal 6: Integrate the internationalization process across disciplines, schools, departments, colleges.

Recommendation

- Ensure that international education is fully represented in campus-wide decision-making by strengthening CIE representation in meetings of academic leaders and the university’s senior leadership.
- Consider the most appropriate reporting structure to ensure that international education is central to academic strategic and planning.
- Consider ways to strengthen the International Education Committee.
- Support instructors in FYSR 1105 – First Year Seminar as they develop a foundations of global learning unit in this core class.

Timeline

Responsible Units or Persons

Assessment Strategy
B. STUDY ABROAD

Goal 1: Increase number of programs offered and numbers of students studying abroad

Recommendation

- Seek to offer more core curriculum classes in study abroad programs
- Increase programs with courses in underrepresented disciplines such as health science, nursing education, history, political science, and music
- Seek a range of programs including one-week embedded programs
- Explore the full range of entry points for short-term study abroad including Fall Break, Christmas Break, Spring Break, Maymester and Summer Break (between summer and fall semester)
- Pursue a revised academic calendar with possible January term and a consolidated summer schedule (students then don’t have to choose study abroad over other classes)

Goal 2: Diversify demographics of CSU students participating in study abroad programs

Recommendation

- Increase students experiential learning, especially service learning and internships
- Support faculty participation with adequate salary compensation and provision of costs
- Accommodate faculty members’ families whenever possible and appropriate to program type and location
- Encourage student participation by seeking lower cost programs options and defraying costs by seeking additional funding for students particularly the Global Access Awards
- Support underrepresented student demographic groups through early advising and freshman outreach
- Attract students interested in international education with targeted advertising and recruitment in the state and Muscogee schools, as well as the use of electronic media
- Develop study abroad campus marketing through social networking and student organizations as avenues
- Encourage High School seniors to consider international educational experiences while in High School as part of their college experience

Goal 3: Increase number of CSU students participating in exchange or direct enrollment programs for semester or year-long study abroad

Recommendation

- Diversify CSU exchange programs
- Work with departments to develop sets of approved classes and course equivalents for various disciplines with appropriate partner institutions abroad
- Raise aware among incoming and freshmen students at visitation, orientation and advising
- Seek additional funding to promote semester and year programs
- Develop research-based exchange programs to “hands-on” lab and field experiences
- Develop service based opportunities to encourage sensitive, culturally aware future leaders
Engage CSU international faculty and alumni to develop exchange programs with their home institutions.

Goal 4: Ensure students’ study abroad global learning is integrated into a holistic process of student learning.

Recommendation
- Establish and staff a full-time Study Abroad Coordinator position
- Develop ways to offer ITDS 2205: The Re-Entry Experience for Study Abroad Students on a regular basis
- Expand the Student Ambassador Program to enable returnees have ample opportunities to share their learning abroad
- Seek opportunities to increase the number of sections of ITDS 2105: The International Cross-Cultural Experience (currently 1 section per year)

Timeline

Responsible Units or Persons

Assessment Strategy
- Determine number of students participating on an annual basis in each CSU international course. Track student numbers in programs/departments, discipline, length and type of course offered and specific location, student ages, gender, ethnicity, major and number of hours completed (CSU and transfer). Determine number of faculty teaching study abroad courses. Track scholarships (CSU and other) available to students and proportion of costs covered for each program.
- Determine number of students and types of programs/departments with successful exchange agreements. Determine most effective collegiate year to encourage exchange. Determine ethnicity and age of students participating in international exchange.

C. Campus Programming and Facilities

Goal 1: Create and establish marketing and promotion initiatives which will provide more visibility to international education and study abroad programs.

Recommendation
- Work with University Relations to focus on marketing international education event and activities to a broader audience.
- Find ways to great visual awareness of international education through flags, international signposts and other such opportunities.

Goal 2: Provide increased opportunities and support for students who seek to have an experience in international education both on and off campus.

Recommendation
Provide opportunities through funding and exposure for a larger number of students to participate in such events as study abroad activities. Particularly focus on students who are under-privileged financially.

Goal 3: Increase campus support for the International Learning Communities.

**Recommendation**
- Collaborate with Student Affairs to integrate International Learning Communities into other areas of campus life such as residence life and student programming.

Goal 4: Broaden and enhance students’ perceptions and understandings regarding cultures, traditions, and ways of living that are different or unique from their own.

**Recommendation**
- Work more closely with the university community to display the various cultures that we currently have on our campus.

Goal 5: Broaden the range, scope and depth of programs and activities that surround intercultural, intra-cultural, and international experiences.

**Recommendation**
- Work with academic and non-academic entities on campus to develop more campus-wide programmatic opportunities and experiences for campus community.

Goal 6: Foster and promote settings which encourage friendly and inviting environments for international students, faculty, staff and supporters.

**Recommendation**
- Develop learning competencies that could be used in curriculums and university publications with promote tolerances based on social, cultural, political, and economic differences.

Timeline
Responsible Units or Persons
Assessment Strategy

D. Faculty and Faculty Development

Goal 1: Recruit new faculty with interest in and support for international education

**Recommendation**
- Work with departments and colleges to have a voice in hiring. This might include identifying international needs that might be included in job descriptions, placing
members of the International Education Committee on hiring committees, or having CIE included in the interviewing process.

- Work with colleges and departments to identify cross-disciplinary programs (e.g., Asian Studies or African Studies), for development; then create a collaborative strategy for hiring faculty with appropriate expertise. This strategy might include opening faculty lines across departments.

**Goal 2: Encourage and facilitate existing faculty members to become involved in and contribution to international education.**

**Recommendation**

- Work with departments and colleges to identify ways faculty can contribute to international education.
- Work with departments and colleges to develop ways to recognize and reward within the tenure and promotion process faculty who teach in study abroad, direct study abroad programs and participate in international seminars.
- Work with departments and colleges to identify strategies for including contributions to international education in evaluation and promotion of faculty.
- Work with departments and colleges to identify ways CIE can contribute to faculty development.
- Open a dialogue with departments to identify for each a faculty member to serve as a liaison between the department and CIE. This person would help facilitate communication between the department and CIE on ways to collaborate on commonly-shared goals and would also encourage greater participation in CIE-sponsored activities (ILC, film series, global dialogues, lecture series, etc.).
- Expand the availability of and participation in international faculty exchanges.

**Timeline**

**Responsible Units or Persons**

**Assessment Strategy**

**E. International Student Recruitment**

**Goal 1: Increase international student enrollment from 1% to 3% of the total student population within six years and increase international student involvement in the campus community in order to bring a global perspective to the classroom and social experience of CSU students.**

**Recommendation**

- Identify degree programs to attract international students.
- Encourage retention and graduation of international students through counseling, scholarships, or other programs that promote those ends.
- Encourage international students to participate and contribute their individual experiences.
- Improve the international students’ experience at CSU.
- Provide scholarships for international students to study at CSU.
- Improve the navigability of the CSU website.
- Actively recruit international students by advertising.
- Create bi-lateral agreements with partner schools in China and Chile.
- Improve the coordination with the English Language program.
- Streamline the admissions process to include online a registration and alternative ways fee payment.

Timeline

Responsible Units or Persons

Assessment Strategy
- Annual review of progress on recommendations and their completion on schedule.

F. Service and Internship Initiatives

Goal 1: Collaborate with the Career Center and academic departments for develop international internships and service opportunities.

Recommendation
- Develop a list of recommended internships and service programs by discipline
- Fund development of one or two service programs based in academic departments

Goal 2: Provide increased opportunities for students to complete service abroad programs.

Recommendation
- Focus upon developing Christmas break, spring break and Maymester service learning programs
- Find ways to award academic credit for service learning, especially one-credit courses such as ITDS 2105 (Int’l Cross-Cultural Experience), ITDS 2726 (Intro to Cultural Diversity), ITDS 2748 (Global Issues) or three-credit courses such as ITDS 1156 (Understanding Non-Western Cultures) if academic coursework is fully integrated with an overseas service and there is appropriate faculty oversight of learning.
- Investigate possibility new international experiential service learning course.
- Pursue service learning opportunities on the campus and in community for study abroad returnees (Georgia International Leadership Conference, foreign language or ESOL support in the community, outreach to international organizations, etc.)

Goal 3: Pursue development of internationally focused service programs and internships in the U.S.

Recommendation
With academic departments, Servant Leadership and Honors develop international learning opportunities through work with international or immigration populations in the community or region and the international student population at CSU.

Explore experiential learning through participation in One Cougar World (international student organization) and the CSU Global Village

Timeline

Responsible Units or Persons

Assessment Strategy

G. Staff Initiatives

Goal 1: Promote and cultivate a culturally inclusive and welcoming campus environment.

Recommendation

- Conduct annual cross-cultural communication workshop(s) which also include cultural sensitivity and awareness training for staff, especially those in regular contact with students.

Goal 2: Provide opportunities for staff international development.

Recommendation

- Explore short-term staff exchanges with partner universities and consider funding support
- As appropriate invite staff participation in study abroad programs.
- Include international staff in international faculty receptions.
- Consider hiring international staff in front-line student-related positions as a means of internationalizing those offices.

Timeline

Responsible Units or Persons

Assessment Strategy