CAMPUSS INTERNATIONALIZATION STRATEGIC PLAN

Implementation

During the past two years the International Education Committee (IEC) has prepared a Statement of Global Competency Learning Outcomes and a preliminary report on suggested elements of campus internationalization. Both of these have been heartily endorsed by the committee. In addition, CIE has used a portion of the 2008-2009 USG Internationalization of the Campus Grant to fund two CSU departments pursuing internationalization.

However, the IEC represents a small cross-section of our faculty, particularly those who are committed to international education and often have participated in international programs. In addition, there has been an absence of campus-wide academic direction and leadership for more than a year, making it difficult to launch any new campus-wide academic initiatives. During the past two years it has been difficult to engage academic or administrative units in the process. Consequently, the Global Competency Learning Outcomes Statement was referred to the Academic Council, then the Senate and finally the General Education Committee but was not endorsed by any of these bodies.

In order to ensure campus-wide commitment and engagement to the process of developing CSU’s first internationalization plan, there are a number of elements that are recommended by the American Council on Education (ACE) A Handbook for Advancing Comprehensive Internationalization (2006).

Campus Leadership
According to ACE, the most important element of a successful internationalization effort is the involvement of the president or chief academic officer. Without the engagement of the provost or president, individual faculty and staff and campus units are unlikely to participate and to follow through with the final plan. As a campus-wide initiative, it is essential that the effort be launched by a high-level administrator rather than by an individual academic unit or a campus committee.

Campus Internationalization Task Force
ACE strongly recommends the creation of a Campus Internationalization Task Force (or another appropriately named group). It is critical that the Task Force include representatives from across the campus rather than just from the IEC.

Suggested Membership of the Campus Internationalization Task Force
- Provost or representative of the Provost
- International Education Committee members
- Center for International Education administrators or staff
- Senior faculty with international expertise and interest in international education
- Senior administrators
- Deans or Associate Deans
- Administrator representing planning and assessment
• Representative from curriculum review
• Faculty from academic units that have not embraced internationalization (“skeptics”)
• Student representatives
• Staff representatives

Guiding the Task Force
• The Task Force and its chair should be appointed by the Provost. The Task Force chair should be a respected senior faculty member and (usually) should not be the chief international officer.
• Task Force should receive a clear charge and timeline from the Provost.
• A retreat could be a helpful way to kick-start the process and enable the Task Force to develop an institutional vision.
• Hiring a consultant can be useful in providing an outside, objective perspective of CSU. There are several possible candidates in the USG or from ACE.
• ACE argues that the Task Force members should be supported to encourage them in their work. Possible support might include release time (especially for the chair), stipends and secretarial support.
• CSU should consider providing copies of the ACE Handbook to all Task Force members ($36 per copy).

Campus Dialogue and Communication
• ACE suggests creating a “Communications Matrix” with clear expectations of the method, manner and frequency of communication between the Task Force and campus leaders and committees
• Included on the matrix should be the President, Provost and Academic Affairs, Deans and Deans’ Council, Faculty Senate, Department Chairs, Student Government, Curriculum Committee, General Education Committee, Assessment Committee, etc.
• In additional there should be open forums for faculty, staff and students to hear from the Task Force and provide feedback.

Based on the ACE Handbook, the Task Force should then proceed to articulate Global Learning Outcomes and Conduct a Campus Internationalization Inventory. From these efforts the Task Force will be able to develop a Campus Internationalization Plan. It may resemble the previous work of the IEC but may look somewhat different. The plan is likely to include multi-year goals set at 1-year, 3-year, 5-year and, possibly, 10-year intervals. It should prioritize goals, include performance indicators, and establish responsibilities for fulfillment.