

## ►INTERNATIONALIZATION: Enter the Campus, Engage with the World

Syracuse University, grounded by a tradition of international scholarship and engagement, dedicates itself to fostering and sustaining an international community of scholars that values and supports all students and prepares them to thrive in a globally connected world. We do that not only by advancing global study, research, and internship opportunities—a signature of the Syracuse academic experience—but also by developing and expanding institutional structures, programming, and opportunities in such a way that students engage with the world from the moment they arrive on campus. We will leverage our substantive strengths in global regional studies, international institutional partnerships, and growing multinational body (students/faculty/alumni) to truly internationalize Syracuse University.

We will make internationalization a key strategic priority for the University, recognizing that students and their families value global study and cross-cultural experiences as distinguishing features of an outstanding education, and that employers seek students with the skills to innovate within and navigate through the economic, cultural, and political systems of the world.

**GOAL: Enhance and expand institutional mechanisms to better cultivate, welcome, support, and value the contributions of our international student community, facilitate cross-cultural interaction, and advance cultural understanding.**

“Enter the Campus, Engage with the World” signifies a two-way street of knowledge and understanding. Syracuse’s broad offerings of international education and experiences instill in our students core competencies across global and comparative dimensions—and augment that learning with study abroad, immersion and other activities. At the same time, a growing international student body affords opportunities for deep and sustained engagement across cultures. Campus living-learning options with a global focus, regional studies’ internships and research, campus mentoring, and service activities all promote student, faculty, and staff interaction, contributing to a richer understanding of the world.

Fully recognizing the value and contributions of our international student community, and the challenges they face when entering our campus, we will advance a strategy to improve and better integrate curricular and support services for this ever-expanding population. In addition to academic advising and support, these students require customized career services, health care, counseling, writing and tutoring services, and housing and residence life services, among others. We propose that all units engaged with international programs and students align their efforts within a University-wide administrative structure that will support, promote, implement, and assess this strategy as well as the University’s broader internationalization agenda. (This might entail, for example, reimagining the role of the associate provost for international education to oversee all research and curricular matters, and creating a new position, vice president for global engagement, to

implement a coordinated internationalization strategy at Syracuse.) In this way, units such as SU Abroad, the English Language Institute, a proposed Global Center for Living and Learning (to provide residential services for domestic and international students as well as globally oriented programming), the Slutzker Center for International Services, and our regional centers will assess and prioritize current offerings, and more fully leverage their strengths to collectively forge a path for the future.

We will explore the possibility of creating a University Internationalization Council to foster communication among stakeholders and support the development and accountability of a globalization strategy. The council will have representation from the schools, colleges, and relevant units, including Enrollment Management, the Division of Student Affairs, Advancement and External Affairs, and others.

**GOAL: Facilitate distinctive global learning experiences that expand our students’ capacity to live, work, and thrive in a deeply interconnected world.**

We believe that a long-term commitment to an internationalized campus curriculum and an education abroad experience for students will more fully prepare them as globally attuned professionals. To that end, we will adopt a focused set of core competencies that will manifest as a sequence of courses and projects to strengthen students’ capacities to succeed in their chosen fields and as global citizens. This will ensure that Syracuse students are literate about, and engaged in, the economic, political, social, and cultural systems of the world. As students prepare to study abroad we must provide more possibilities for them to develop the necessary language skills; an understanding of the history, art, culture, and politics of the country in which they will study; the ethnographic



and participant-observation skills necessary to maximize experiential learning opportunities abroad; and intercultural capabilities. Academic advisors must be fully knowledgeable about the range of University international opportunities to assist students in a way that encourages their global identities.

Nearly 49 percent of our students study abroad through short-term, semester, summer, and featured programming. Study abroad at Syracuse has always been about field study, about the importance of experiencing and engaging with other cultures, histories, and languages. But it is also about global interconnectivity: understanding how to live and work in a highly interactive, technologically mediated transnational marketplace and grappling with issues of global scope and consequence.

To make study abroad more meaningful, we will integrate these experiences more directly and substantively with the campus curricula. Utilizing the strengths and talents of our alumni base and partnerships with universities across the globe, we will look for new opportunities to develop, expand, and apply students' learning in comparative, international, and practical ways as they address urgent global issues. We will strive to substantially increase the percentage of undergraduate students studying, researching, and interning abroad (with a long-term goal of 75 percent), and specifically tailor more global study opportunities for graduate students.

**GOAL:** Expand our relevance and impact in global scholarship and further internationalize the curriculum.

The seven regional or area studies programs housed in the Maxwell School's Moynihan Institute of Global Affairs—Europe, Latin America and the Caribbean,

Middle East, South Asia, East Asia, Korean Peninsula, and Africa—constitute the University's largest resource of human capital to support internationalization. These interdisciplinary regional studies programs serve as research incubators for international education and provide funding and mentoring for student internships and field research outside the U.S. Students in these programs might engage in discussion groups where researchers of a particular region interact and share their scholarly work, or learn about current events and culture as they practice regional languages. These intellectual hubs also facilitate interaction with experts from both inside and outside the University, including international scholars from partner institutions and alumni at the top of their fields.

To focus our efforts and adequately resource those programs on the path to excellence, we will identify and invest in select regions of strategic importance, taking into account student demand, current institutional assets, and the long-term political and economic significance of the region. Each regional program will employ an interdisciplinary approach, with multiple engagement points across the campus and a unified strategy for funding, hiring, and student recruitment efforts.

We will further sustain campus internationalization by intentionally infusing global perspectives and content into a greater number of courses across the schools and colleges. We will design incentives for faculty to develop and adapt courses within and across disciplines to expose students to global issues, and provide meaningful integration of academic and learning abroad experiences.