

## Final Report of WG #4: Enhancing Internationalization

*“Enter the campus, engage with the world”*

### *Working Group Charge*

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Our fifteen member working group was given the charge to determine “how SU will provide an education that prepares our graduates superbly for personal and professional success in a complex, globally interconnected world and how we attract the best possible faculty and student body from around the world.”

### *Discovery*

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With this mandate in mind we (a) talked to over thirty university officials (VPs, Deans, Directors, and Chairs); (b) a group of international students and American students who have studied abroad; (c) collected a wide range of data on international activities taking place at SU and at peer institutions; and (d) completed a SWOT analysis.

### *Vision*

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Syracuse University must dedicate itself to preparing students to succeed as professionals and leaders in our globally interconnected world. This will enable us to compete effectively for the best students and the best faculty. We should ensure that all of our students have experiences in both the curriculum and the co-curriculum that allow them to understand the globalized world.

We should provide substantive and affordable study, research, and intern abroad opportunities for all students and should support an internationalized faculty, as they collaborate with other scholars and teachers across the globe and across the campus. We must integrate international students into the campus through the curriculum and support services, and should work strategically to identify key regional studies strengths and key international partner institutions. In order to remain competitive, it is imperative that we improve our global rankings. We can deploy international alumni to support these efforts through networking and resources.

The recommendations outlined below will allow Syracuse University to meet the growing demands of our international and domestic students and to remain competitive with our peer institutions in an increasingly global market for higher education. By implementing our recommendations, Syracuse University will fully embrace the tremendous increase of 315% in undergraduate international enrollment and 74% increase in graduate international enrollment since 2006. It will also allow us to leverage SU Abroad and increase the proportion of our students studying abroad. With internationalization as a strategic focus and imperative, Syracuse University will be able

to systematically gain market share in competition with our peer institutions, which have already made significant advances in their internationalization strategy (e.g., BU, GWU, NYU, Northeastern, Northwestern, WU St. Louis). It will enable our students—whether from the Northeast or the Far East—to “enter the campus, engage with the world.”

To accomplish these ambitions, we must prioritize the international by: [1] centralizing and resourcing those units with international responsibilities under a university-wide administrative structure; [2] internationalizing the curriculum; [3] establishing key University-wide regional studies centers/programs; [4] making education abroad opportunities more substantive and more affordable; [5] improving international student and scholar support services.

### *Administrative Structure*

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In the course of our discovery process it became clear that one of the most significant barriers to the pursuit of a coherent and unified internationalization strategy was a lack of coordination among the units engaged with international programs and students. To realize the implementation of our vision “enter the campus, engage with the world” we propose a new administrative structure that will bring us into line with best practices pursued by our peers and aspirational peers.

### **Recommendations**

1. The roles and responsibilities associated with the position of the Associate Provost for International Education should be reformulated and enhanced. The Associate Provost would continue to report to the Provost. The Associate Provost would be charged with the oversight of all research initiatives and curricular matters with regards to our internationalization strategy. Under the Associate Provost for International Education, there would be a consolidation of the following programs and services: University-wide regional centers, English Language Institute (non-credit housed at UC), SU Abroad with an executive director (new position), the Director for the new Global Center for Living and Learning (see below; new position), and Slutzker Center for International Services (currently under Student Affairs).

A principal function of the Associate Provost for International Education would be to coordinate curriculum development in support of internationalization. The Associate Provost would work with a center for teaching innovation (as proposed by other working groups) to support faculty and curricular internationalization efforts. The International Teaching Assistant program should fall under this new center’s purview.

2. We propose the creation of a new position, Vice President for Global Engagement, who would report to the Chancellor. This position is essential to the pursuit of a coherent internationalization strategy and already exists at most of

our peer and aspirational peer institutions. The VP for Global Engagement would be responsible for providing administrative services to support, promote, and implement the University's internationalization strategy. The Office of the VP for Global Engagement would be tasked with strengthening SU's position in the higher education landscape and coordinating numerous international activities.

The Office would be responsible for institutional protocols, communications (external and internal), assisting visitors, compliance (state and federal), intellectual property, and international organization representation. The Office should also maintain a database of visitors and would develop a comprehensive marketing and recruitment plan aligned with the institutional mission in concert with Enrollment Management and the individual schools/colleges' graduate recruitment officers. The VP would work with the Division of Advancement and External Affairs to develop strategies to nurture and engage alumni.

3. To facilitate communications among stakeholders and support the development of an internationalization strategy, we recommend the creation of an Internationalization Council (the IC). The Associate Provost for International Education and the Vice President for Global Engagement would serve as co-chairs. The IC would have representation from the School and Colleges and relevant units to include Enrollment Management, the Division of Student Affairs, the Director of the proposed Center for Global Learning and Living, and Advancement and External Affairs.

## **Metrics**

The IC should review the results of the internationalization strategy/new administrative structure on an annual basis, to ensure accountability and allow for modifications as necessary. To perform this review, the IC with the assistance of OIRA (as appropriate) should compile data from all reporting units. Surveys of students, faculty, and staff should also be undertaken to measure success.

## *Internationalizing the Curriculum*

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The challenge facing higher education is "to instill international, global, and comparative dimensions not only in the classroom but also in field and experiential learning" in order to produce "a new generation of global citizens capable of advancing social and economic development for all" (John K. Hudzik, "Comprehensive Internationalization: From Concept to Action"). Under the leadership of the Associate Provost for International Education, and with the support of a center for teaching innovation suggested by other working groups, we propose the following actions to initiate a long-term commitment to a campus curriculum and an education abroad education experience for students that will fully prepare them as global citizens and professionals.

## **Recommendations**

1. The University should adopt a globally-focused set of core competencies that will manifest as a sequence of courses and projects that strengthens 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.
2. As students prepare to study abroad, we must provide more possibilities for them to develop the necessary language skills; an understanding of the history, culture, art, and politics of the country that they will study in; the ethnographic and participant-observation skills necessary to maximize experiential learning opportunities abroad; and intercultural training. It would also be valuable to build in ways for students to identify and access local knowledge from SU student peers and local community networks.
3. Advisors in the schools and colleges should be provided professional development and training about how to access and use data that will help them better understand the international opportunities available at Syracuse University. The focus should be on assisting students as they "enter campus" in planning their college career in a way that encourages their identity as global citizens.
4. The university should find ways to incentivize schools and colleges to develop courses and projects with international content and perspectives.

### *Regional Studies Centers and Programs*

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The seven regional or area studies programs currently housed in the Maxwell School's Moynihan Institute (Europe, Latin America & Caribbean, Middle East, South Asia, East Asia, Korean Peninsula, and Africa) constitute the University's largest resource of human capital to support internationalization. The interdisciplinary regional studies programs serve as a research incubator for international education and provide funding and mentoring for students as they do internships and engage in field research outside the U.S. They create student discussion groups where researchers of a particular region meet and share their experiences and scholarly work and facilitate student education about current events and culture as they practice regional languages. They also facilitate interaction with experts from both inside and outside the University.

### **Recommendations**

1. We recognize that the University does not currently have the resources to support all of these seven programs equally. Thus, we propose identifying 2 or 3 regions that are of strategic significance to us and support them at an appropriate level. We could consider the following set of criteria: (a) student interest (number of international students from each region, number of students studying abroad in each region, number of students currently pursuing majors/minors/graduate certificates pertaining to each region, and corresponding enrollment figures in

content and language courses); b) our current “assets” (alumni base, existing faculty, development prospects, institutional ties with universities and organizations); (c) long term political/economic significance of various regions; and (d) other comparative advantages that Syracuse University enjoys with each region vis-à-vis other colleges in Upstate New York.

2. Once the 2-3 regions have been chosen the University should work to build a robust endowment for each and channel resources (i.e., faculty hiring, administrative support) toward them so that they can operate effectively. With proper endowments, these programs can apply for Title VI grants and become National Resource Centers (NRC).
3. These programs should be interdisciplinary in nature and embody the “one university” philosophy. Therefore, we recommend that these centers be all-University centers (not the sole province of A&S/Maxwell). Thus, funding, hiring faculty across disciplines, and attracting graduate students should be coordinated by the Associate Provost for International Education in collaboration with the relevant Deans to promote a coherent strategy.

## **Metrics**

We can measure progress toward the stated goals through metrics of successful fundraising, becoming an NRC, improving the job placement of students, and increasing the number of students studying these regions and taking related internships.

## *Education Abroad*

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Syracuse University has a long and excellent study abroad tradition. Using Open Doors data, about 48% of our students (primarily undergraduates) study at one of our eight centers; through short term, summer, and featured programming; and through our roster of World Partners (SU affiliated universities and programs around the world).

Study abroad 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 and global professionalism; understanding how to live and work in a highly interactive, technologically mediated, transnational world; addressing urgent global issues; and embracing new opportunities. Employers are looking for students with literacy in the economic, cultural, and political systems of the world and with the skills to work well and innovate with people from other countries and cultures. Students are increasingly recognizing the value of global experiences, and are expecting them as a part of their education. Faculty also recognize the importance of study abroad, seeking out the opportunity to lead study and research abroad programs, and appreciating the value of having students in class who have studied abroad.

## **Recommendations**

In order to better prepare our students to rise to these new challenges and opportunities, we have four recommendations for improving the study abroad experience:

1. Make education abroad more substantive, meaningful, and transformative. To have an internationalized university, we must integrate study abroad more directly and more substantively with the campus curricula. This should include important new opportunities for students to develop, expand, and apply their learning in comparative, international, and practical ways, as well as to address urgent global issues. The Associate Provost for International Education and SU Abroad must work with Deans and faculty to develop more—and more meaningful—ways for students to study abroad.
2. Make study abroad “cost neutral” (the cost of attendance is the same if the student is abroad or on campus). SU Abroad is already working with Financial Aid and with Enrollment Management to find ways to make study abroad affordable for all students.
3. Increase the percentage of undergraduate students studying, researching, and interning abroad. We envision an increase of 10% over the next decade,
4. Offer more opportunities for graduate students. Increase language-learning, international research, international internship, and study abroad opportunities tailored for graduate students.

## **Metrics**

- Number of students studying abroad, including graduate students.
- New substantive study, research, and intern abroad options.
- Financial resources for education abroad.

## *Services to International Students and Scholars*

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The doubling of the international student population from 2009 to 2014 has not been matched by increased services thereby straining resources and diminishing the quality and efficacy by which services and support are provided.

The services required by international students have substantially grown and increased in complexity. The need for enhanced services include: academic advising, academic support, acculturation assistance, career services, community engagement, cultural programming, ESL courses, health care, housing and residence life support (i.e. culturally competent RAs, considered roommate assignments; off-campus support), family support, especially for graduate students and their dependents, immigration processing, information dissemination, internships, orientation (pre- and upon arrival), peer mentoring, programming, psychological counseling (counselors able to work with non-native English speakers), public safety, re-entry preparation, tax information, and

tutoring. There is also a great need for enhanced services in the areas of transportation and safety. Major users of the evening shuttle services are international students.

In sum, the Syracuse University campus needs to intentionally integrate its faculty, students, and staff through considered and systematic provision of programming, services, and support into the “one university” vision.

## **Recommendations**

1. Establish a Global Living and Learning Center with a Director in residence (see administrative structure outlined above). This Center will provide residential services for domestic and international students as well as globally-oriented programming. Open 365/24/7 it would include: an International café; meeting/reception facilities; visiting scholar/international VIP housing; student housing (domestic and international); language clusters; administrative space as appropriate; a live-in faculty/administrative structure. Dean Karin Ruhlandt of the College of Arts and Sciences has proposed the creation of this Center and she has already secured some funding for this initiative through the Max Kade Foundation.
2. The institution must increase investment in the key areas charged with delivering services for international students. These include: Career Services, Counseling Center, Languages Linguistics & Literatures (ENL courses), Slutzker Center, Writing and Tutoring Centers. The high-touch, one-stop student-centered approach of the Slutzker Center must be supported with additional qualified staffing to better serve our 4,000 international students and 170 scholars. We must retain culturally and linguistically competent staffing across academic and support units.

## **Metrics**

- Campus climate surveys
- Student satisfaction surveys
- National Survey of Student Engagement (campus community engagement)
- International Alumni contributions