



GVSU Internationalization Task Force  
2012-13 ACE Internationalization Lab

## 2014 Recommendation Report

15 April 2014

### Executive Summary

Grand Valley State University has embraced extensive internationalization in many ways. But there are two primary areas where GVSU must improve if we are to fully prepare students for success in global communities and workplaces. These areas are:

I. *Global Learning for all Undergraduates.* The first goal is to teach meaningful and measurable global learning to all undergraduate students. The best place for this to occur is in every undergraduate major program. We recommend that a Global GV initiative lead the academic units in each College towards meaningful and measurable global learning goals.

II. *Make GVSU a Global Learning Community.* Global learning will occur if we build a more diverse and multi-cultural student life environment that connects classrooms with other campus spaces. More international students, more intentional engagement between people across campus, and more intentional, international and intercultural experiences by more students (and faculty and staff) are essential to a healthy Global Learning Community.

This report identifies specific priorities for campus-wide improvement, and recommends ways the GVSU can implement them. First, we offer a quick summary of our work to date.

### Summary of the IZN TF's Work Completed

Provost Gayle Davis commissioned the 20-person Internationalization (IZN) Task Force in September 2012. The IZN TF promptly formed five sub-committees to focus on areas that were identified as key to the further internationalization of GVSU. A sixth group was added, the International EDPAC<sup>1</sup> group, because it already existed and had met monthly for several years. International EDPAC submitted a recruiting plan with specific recommendations to the Provost in April 2013.

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<sup>1</sup> EDPAC meets monthly to determine international student recruitment, enrollment, and funding issues.

The six working groups were:

1. Steering Committee, and administrative structures for Internationalization
2. Faculty/Staff Development
3. Integration (and retention) of International Students
4. Curriculum (including study abroad)
5. Co- and Extra-curricular International Education
6. International EDPAC

#### *2012-2013 Academic Year*

The IZN TF gathered secondary data from the subcommittees, and developed three surveys to collect primary data from students, faculty, and staff. With help from GVSU's Institutional Analysis and Statistical Consulting Center, we piloted, revised, and administered the surveys in March/April 2013. Findings suggested a need for global learning for all students, and greater attention to international student recruitment. We developed Global Learning Outcomes for GVSU, with three goal areas containing five objectives each (see Appendix I: Global Learning Outcomes at GVSU).

#### *Spring/Summer 2013*

The IZN TF co-chairs summarized all the data and information collected during the first year into a 50-page 2013 Internationalization Inventory document. We posted the Inventory, with extensive appendices, on the IZN TF website: [www.gvsu.edu/internationalization](http://www.gvsu.edu/internationalization). We received feedback from many stakeholder groups, and we revised the Inventory as appropriate.

#### *Fall 2013*

The IZN TF prioritized the scores of opportunities that were identified in the IZN Inventory. Further discussion with the full IZN TF led to a few central recommendations. Eight GVSU faculty attended the AAC&U Global Learning conference. We developed five Levels of Internationalization of GVSU courses (See Appendix II: Levels of Internationalization of Courses). TF members visited unit heads and academic departments to discuss how faculty might integrate meaningful and measurable global learning outcomes for undergraduates into the majors. Finally, we launched the "Fit the Mitt" program, designed to better integrate international students into the GVSU community, with great success.

#### *Winter 2014*

The TF co-chairs met with key academic program leaders, college-by-college and unit-by-unit about the findings of the Task Force. We learned about their units' global initiatives, listened to their ideas and concerns, and identified ways to fulfill the first recommendation:

## **Recommendation I:** ***Teach Global Learning to All Undergraduate Students***

Most GVSU students take only one course during their degree program that has any measurable global learning. We do note that many GVSU undergraduates receive significant global learning, including:

- Students who major in global-learning rich programs, such as Modern and Classical languages, International Business, International Relations, and others.
- International students, about 370 of them or 1.5% of the student body.
- Students who study abroad, about 750+ per year of them, or 13% of the population. These students gain global learning (and ideally, intercultural competence) through that intentional, high-impact learning experience in another culture/country.
- Students who minor in global-learning rich areas, such as Area Studies and Modern Languages.
- Students who complete the 5-course Intercultural Training Certificate (ITC). In its third year, the ITC had 4 students<sup>2</sup> complete it and graduate.

Yet most students do not. The only documented global learning most students receive is one course in the World Perspectives requirement in the General Education (GE) Foundation. This leads to the following recommendations:

### **Part 1. Global Learning for All Undergraduates**

Every GVSU undergraduate major should imbed meaningful and measurable and visible global learning content into its requirements, link the content to global learning outcomes, and assess student progress on global learning outcomes. We recommend that specific academic avenues for global learning be created in every undergraduate major, so that every student is exposed to meaningful and measurable global learning, as defined by the GVSU global learning outcomes. GVSU global learning outcomes address the knowledge, skills, and attitudes that students need to be successful in globalized careers. (Appendix 1).

This recommendation is:

1. *Feasible*. It is not new work, but a way of doing existing work in a focused way
2. *Impactful*. It is measurable and can make a real difference in student learning.
3. *Affordable*. It does not add any new requirements to existing major programs.
4. *Distinctive*. It gives GVSU a distinct competitive advantage. It is unique in its simplicity, as most comparable institutions are not doing this.

### **Part 2: General Education**

1. *Update World Perspectives*. The Task Force notes that the existing “World Perspectives” (WP) requirement in the General Education (GE) program is a global learning asset—yet could benefit from a review by the General Education Committee. As the Internationalization Review

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<sup>2</sup> Source: Dept. of Liberal Studies, Feb. 2014

document pointed out, the majority of GVSU students complete the WP as a double-dip with another GE course. There has not been a comprehensive review of the learning objectives since its inception, nor has there been a change in the language used to describe that requirement. Therefore, we believe it is in students' interest for there to be a comprehensive review.

2. *Enhance Science-focused Global Learning in Issues.* Add interdisciplinary science courses to GE Issues options, so that students in STEM fields will have additional opportunity for global learning in the sciences, as part of their GE experience. We commend the GE Committee for including a "Globalization" category in the upper-level Issues options. But there is concern—particularly in the scientific disciplines, about relatively few options for STEM majors in Issues, that address global learning in the sciences (there is a heavy representation in Issues options from Social Sciences). Several STEM department faculty and unit heads noted the rather limited viability of global learning in their core majors courses (beyond the capstone, for example), and they find the idea of interdisciplinary global learning courses in Issues very appealing—as preferred options for science majors. Tracking STEM majors into interdisciplinary Issues courses, that focus on global learning across the sciences, would be an appropriate avenue for these students to gain the additional global learning we aim for.

### **Part 3: Systematically Recommend More Global Learning to All Majors**

1. *Encourage all students to Study Abroad* ([www.gvsu.edu/studyabroad](http://www.gvsu.edu/studyabroad)).

Study abroad must be valuable and relevant to students if we want them to participate. The courses students take during study abroad should count toward a student's major. Academic advisors, faculty, and unit heads must meet with students prior to their study abroad to review together the courses students will take and how they will meet degree requirements. Some courses taken during study abroad may not match the GVSU curriculum exactly. But students who study abroad gain additional and valuable global learning: a global perspective on course content, course delivery in a unique cultural learning environment, and the perspectives of non-U.S. classmates and faculty. Within reason, advisors, faculty, and unit heads should be willing to count many of these courses towards a student's degree requirements.

Each undergraduate major program will:

- Create a "Study Abroad Advising Sheet" for the major
- Identify best times for study abroad in the degree timeline
- Promote study abroad in print and online materials (curricular plans, catalog copy, etc.)
- Evaluate courses and decide which courses, if any, may not be fulfilled abroad
- Send advisors and faculty to PIC workshops to train them how to evaluate courses and on academic policies and study abroad process(es).

2. *Encourage students to earn minors or certificates that teach high-impact global learning*

- The Intercultural Training Certificate (ITC): [www.gvsu.edu/itc](http://www.gvsu.edu/itc)

- Foreign language courses or proficiency (e.g., the CLAS initiative described in the next section)
- Area studies minors (e.g., Latin American Studies; Chinese Studies):  
<http://www.gvsu.edu/areastudies/>

### *3. Create transcript recognition for Language Study*

Implement the proposal of the Departments of Modern Languages & Literatures, and Classics to recognize language study and proficiency outside the formal major and minor programs:

1. Explore possibility for a transcript enhancement, called “Distinction in Foreign Language Study,” that recognizes upper-level accomplishment.
2. Explore a “Foreign Language Incentive (FLI)” to award additional degree credits, in order to encourage foreign language study beyond a minimal level of achievement, or the study of a second foreign language. that These credits would not count toward GPA calculation or program requirements.
3. Communicate these foreign language opportunities to students through academic units, Admissions, Freshman Orientation, and the College Advising Centers.

### *4. Develop Resources to Support Faculty in Efforts to Internationalize Courses & Curriculum*

In order for increased global learning to make its way into majors courses, additional web resources, faculty workshops and seminars, and other avenues for helping faculty add global learning to their teaching will be needed. The Pew Faculty Teaching & Learning Center (FTLC) is the best unit for these resources to be housed.

## **Recommendation II:** ***Make GVSU a Global Learning Community***

GVSU must intentionally strengthen its institutional and community infrastructure to support global learning. It will provide global learning that connects curricular and co-curricular activities by engaging the people, places, and events where global learning will occur. Faculty, staff, and students are the key players in building a global learning community. A globally competent faculty can teach global learning better than one that is not globally competent. A globally competent student body is more receptive to global learning across curricular and co-curricular spaces, than one that is not. A globally competent staff person is more likely to support students from all cultural backgrounds than one that is not.

Academic literature confirms that intercultural education is tightly coupled with international education. GVSU Co-Curricular activities can build global student learning by creating and offering specific program “modules,” including “plug & play” programs to faculty in key areas of global learning, such as:

- Cultural competence,
- Engagement with diverse groups,
- Re-entry after high impact international experiences
  - Study abroad
  - Research abroad
  - Service learning abroad
- Global student leadership
- International information literacy

Modules and programs would be designed to achieve specific global and multicultural learning objectives, making it easy for faculty to incorporate them into existing courses to increase global learning outcomes. The FTLC might provide initiatives for faculty to do this.

GVSU can build a Global Learning Community through work in *three central areas*:

1. **The Civic Engagement Project** Its purpose is to increase campus civic engagement in four areas: university led initiatives, curricular and scholarly engagement, co-curricular and independent initiatives. Global/cultural learning is a significant and natural thread within these areas. Initiatives could include the Community Reading Project, and promotion of the University Libraries as a resource for students and faculty looking to identify and access internationally focused materials. This group is co-chaired by the director of Community Engagement and the Assistant Vice Provost of Student Affairs, and members include the directors of the following units: FTLC, Community Service Learning Center, General Education, Dean of Students’ office, Housing and Residence Life, Student Academic Support Services, and Brooks College.

2. **Develop an Institutional Systems Project to Move the Markers on the 2013 NSSE<sup>3</sup>**

**Report:** This group would engage:

- the Padnos International Center,
- the Office of Inclusion and Equity,
- the FTLC, and
- the three dedicated resource centers (Office of Multicultural Affairs, LGBT Resource Center, Women’s Center).

The group’s members would seek ways to create systems and programs to improve GVSU’s results on the 2013 NSSE Report, particularly on “high engagement” markers, and a more diverse/global student body that enjoys a healthy living & learning campus climate.

3. **The High Impact Experiences Abroad Project** This group includes the GVSU units that work to increase student participation in:

- Study abroad,
- Service learning abroad,
- Research abroad,
- Re-entry of study abroad students.

It should be noted that a significant challenge to increasing participation in many of these activities is the high cost of high-impact experiences abroad. GVSU is expected to continue to be a tuition-funded institution, and because of that financial aid will be limited, and resource reallocation rather than new resources will dominate the funding conversation. A concurrent push for private endowments for study abroad scholarships should be mounted—particularly with study abroad alumni groups.

Building a global learning community means measuring its impact. We will assess GVSU’s progress in this area by benchmarking against the GVSU Climate Study and the 2013 NSSE Report, particularly on those areas that indicate GVSU student results on international and diversity-related items.

Below are other important areas of intervention in the co-curricular space.

4. **Increase numbers of international students**

- a. **Dedicated funding for international students.** The International EDPAC group has set a goal to increase international student enrollment, to and beyond the strategic goal of 3% of total enrollment). *Benchmark in Fall 2013: 1.5% of total enrollment.*

The additional funding provided in the 2013-14 year should continue, in order to develop relationships with Education USA advisors, with select/approved agents, and targeted opportunities. Additional staff in Admissions and in the Padnos International Center will be needed to help more international students succeed at GVSU.

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<sup>3</sup> National Survey on Student Engagement. <http://nsse.iub.edu/>

- b. Improve Practices for Advising/Registration in Grad. Programs for International Students.** Academic advising centers communicate with international undergraduate students before the start of the academic year to ensure they are registered for classes before they arrive in the US. This is critical since international students cannot attend Freshmen orientation sessions offered in spring and summer.

We recommend that similar academic advising support be given to international graduate students, so they also are registered for classes before they arrive in the U.S. This will increase student satisfaction and retention, and assures that students fulfill their commitment to attend GVSU.

- c. Leverage International faculty/staff**

Ask the 18% of GVSU faculty with international backgrounds to help increase global learning by:

1. Recruiting international students
2. Joining the International Faculty & Friends group
3. Presenting guest lectures in classes and special events

- d. Leverage International Scholars and other Visitors from outside USA**

Many international scholars and visitors visit GVSU every year. We can increase global learning impact of their visits by:

1. Offering them and their families reliable and appropriate on-campus housing options
2. Promoting their visits, expertise, and contributions more effectively among the campus community.

- 5. Give Internationalization Direct Access to Leadership.** GVSU's current organizational structure houses GVSU's Padnos International Center within a College. That formal structure implies that the Director of PIC does not have direct access to Deans and Academic Affairs leadership, which suggests that GVSU's institutional international goals are not advanced in the most effective manner. As is the case with other important GVSU initiatives (e.g., inclusion and diversity, assessment, health education), internationalization advocates must have more direct access to university leadership than the current structure provides.
- 6. Recognize and Value Internationalization Work.** We recommend that a Faculty Award for Campus Internationalization be made annually at the February faculty awards convocation. The award acknowledges the value of faculty work to develop and lead study abroad programs, internationalize courses, and internationalize curriculum. Awards of this type are common at peer institutions.

## GVSU's Internationalization Priorities & "To-do" list

Priority	Recommended Action	Responsible Persons/Units	Timeline	Additional Resources Needed
1	Each major articulates how students in that major gain global learning. Target: each UG major has articulated Global Learning plan, and assessment methods, by August 2016.	Unit Heads, Deans, Provost	August 2016	Acknowledged work/service
2	Reach university's strategic goal of at least 3% international student enrollment, originally targeted 2012. Target: 3% goal by Sept. 2016 count	Admissions	August 2017	Initial investment of recruiting costs/personnel (offset by tuition revenue)
3	Each undergraduate unit will have a "Study Abroad Advising Sheet" that identifies specific overseas programs that work for courses in the major	Unit Heads, Deans, Provost	August 2016	Acknowledged work/service
4	Each Graduate Program will have a process for registering new international graduate students to the program by 5 August each year	Graduate Program Directors (& Appointing officers for admin. contracts during S/S term)	August 2014	Administrative appointment during Spring/Summer term
5	Science/STEM faculty will encouraged to collaboratively develop interdisciplinary courses that emphasize global learning across the sciences that can be added to the options in GE upper-level Issues	CLAS, CLAS science units, General Education Committee	2 courses added in 2015; 2 courses added in 2016	Faculty workload acknowledgement & Incentives from CLAS Dean and/or GE?
6	Increased donor funding for Study/Internships Abroad. Target: \$250,000 or more in additional endowment for S.A. scholarships, beyond FY14 levels for Padnos and Murray.	University Development	August 2017	Donors & University Development/personnel time
7	Additional focus on International Alumni as potential realm of support (both for recruiting and for funds). Target: at least one international alumni event/gathering per calendar year.	University Development	August 2017	Development & Alumni Affairs personnel time/positions
8	Policy that supports faculty participation in Fulbright Grant	Associate Provost (Jellema)	August 2016	UAS business item

	projects. Target: policy on faculty leaves for in Faculty Handbook	& UAS		
9	Create the Faculty Award for Internationalization. Target: Award is posted with other GVSU faculty awards, with appropriate nomination and selection process.	Provost's Office	August 2014	\$500 stipend
10	Chief International Officer reports to Provost. Target: reporting line changes.	Provost	August 2015	-
11	Review and update of World Perspectives name, description, and learning objectives	General Education Committee	August 2017	
12	Enhance faculty support resources for internationalization in sections, courses, curricula	Pew Faculty Teaching & Learning Ctr.	August 2015	Resources for FTLC as appropriate

3/18/2014

# Appendix I: Global Learning Outcomes at GVSU

## GLOBAL LEARNING OBJECTIVES

A globally competent graduate of GVSU has:

### KNOWLEDGE

1. Understands his/her culture in global and comparative context. Recognizes that his/her culture is one of many diverse cultures and that alternative perceptions and behaviors may be based in cultural differences.
2. Demonstrates knowledge of global issues, processes, trends, and systems (i.e. economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
3. Demonstrates knowledge of other cultures (beliefs, values, perspectives practices, and products).
4. Understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
5. Demonstrates knowledge of the relationship between local and global issues.

### SKILLS

1. Interprets issues and situations from more than one cultural perspective
2. Uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
3. Identifies and uses information from other languages and/or countries. May demonstrate one or more of the skills listed below:
  - \* Uses language skills to enhance learning in other academic areas.
  - \* Uses the study of a foreign language as a window to cultural understanding.
  - \* Uses learning in other academic areas to enhance language and cultural knowledge.
  - \* Can name ways to maintain or improve his/her language skills over time.
  - \* Uses technology to participate in global exchange of ideas and information.
4. Demonstrates coping and resiliency skills in unfamiliar and challenging situations.
5. Adapts his/her behavior to interact effectively with those who are different

### ATTITUDES

1. Accepts cultural differences and tolerates cultural ambiguity.
2. Demonstrates resistance to cultural stereotyping
3. Is willing to learn from others who are culturally different from him/ her.
4. Is flexible, open to change, and seeks personal growth.
5. Demonstrates an ongoing willingness to seek out international or intercultural opportunities

Source: GVSU IZN Task Force, Curriculum Subcommittee, 2013

## Appendix II: Levels of Internationalization of University Courses

### LEVELS OF INTERNATIONALIZATION OF UNIVERSITY COURSES

#### **Level 1 Course contains an international element.**

*Examples:*

- Analyzing an international website for information.
- Converting values from British (U.S) to metric systems.
- Using photos of various places around the world.
- Referring to developments in your field that come from outside the U.S.

#### **Level 2 One unit in the course is internationally orientated.**

*Examples:*

- Teaching a unit in international marketing in a marketing class.
- Teaching a unit contrasting scientific/technological development between or among different cultures.
- Teaching a unit in a nursing class on medical practices in other parts of the world.

#### **Level 3 International elements are integrated throughout the course.**

*Examples:*

- Contrasting the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the U.S.
- Requiring students to consider an international viewpoint when completing assignments for different units of a course in education, law, engineering, sociology, or whatever courses you teach.
- Using situational research conducted in another country to address local problems in that country/region.

#### **Level 4 The entire course has an international focus.**

*Examples:*

- World language courses.
- Courses on specific cultures and countries.
- World history, geography, health care, bio-environmental, manufacturing, sociology courses, i.e. classes whose main focus is to compare and contrast regions, cultures, issues, etc. of the world.
- Business courses taught with all assignments geared to policies and practices outside the U.S.
- Participation in locally produced international events.

#### **Level 5 The course integrates international experiences and engagement with others.**

*Examples:*

- Study abroad experiences.
- Internship abroad experiences.
- Significant virtual (Skype, ooVoo, webinar) interactions with people in another country.

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Adapted from CCCSU, retrieved from <http://www.acenet.edu/news-room/Documents/Central-Connecticut-State-University's-faculty-assessment-of-internationalization.pdf>. November 20, 2013