



INTERNATIONAL
STRATEGIC
ILLINOIS STATE
UNIVERSITY **PLAN**

2014-2018

A strategic goal of
Educating Illinois 2013-2018:
Individualized Attention,
Shared Aspirations



**ILLINOIS STATE
UNIVERSITY**

Illinois' first public university

Illinois State University (ISU), the oldest public university in Illinois, sends its graduates into the world with the singing of the Alma Mater at each commencement. The song concludes with the lines:

So shalt thou in years increasing send thy grads of honest worth, forth to bear with zeal unceasing wisdom's torch throughout the earth.

We affirm in song with each graduating class that we intend to inspire our graduates to serve not just Illinois, but the world. In this International Strategic Plan, which is an outcome of *Educating Illinois*, we outline our strategies for enhancing and supporting participation by students, faculty, and staff in international study, and our plans for increasing enrollment and enhancing the experience of international students in programs of study at Illinois State University.

Executive summary

The report that follows is an initial step in fulfilling Goal 2, Strategy 5 of the current strategic plan for Illinois State University: *Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations*.

Vision

Illinois State University serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

The above vision statement, from *Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations*, challenges the University to increase its influence and outreach within and far beyond beyond our geographic region. The call to action is clear. Further the goals, strategy, and desired outcomes give guidance as the committee proceeds.

Initial charge from *Educating Illinois*

Goal 2

Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.

Strategy 5

Develop a university-wide plan that enhances globalization of the campus and the curriculum.

The strategy is followed by five desired outcomes:

- A. Increase the number and variety of opportunities for students to study abroad
- B. Increase the number of international students and visiting scholars on campus
- C. Increase the number of research, teaching, and service partnerships with institutions in other countries
- D. Enhance administrative supports, recognition, and professional development opportunities for faculty and staff involved in international programs and partnerships
- E. Increase the number of English Language Institute participants who transition to university academic programs

The International Strategic Planning Committee of Illinois State University (ISU ISP) charged with fulfilling Goal 2 by carrying out Strategy 5 faced a challenge. The committee's initial fact-finding led it to the overarching recommendation that the University needs first to build a streamlined foundation (e.g., transparent policies and procedures, sufficient resources toward sustainability, supportive systems and practices) for international study. While the University offers many fine international study opportunities, access to the programs, information about programs and processes, and assessment of programs is fairly decentralized and fragmented. In the spirit of shared governance, the campus must participate in the development of necessary infrastructure and the goals it sets. *Illinois State International* was chosen as the brand mark for the internationalization

process and related activities. The recommendations set forth how the new foundation for *Illinois State International* will be built.

The committee believes that action item A is being fulfilled. Further, a streamlined foundation will allow action items B, C, D, and E to be met. It recommends that the *Illinois State International* Implementation Team take up the setting of action plans for goals (including numerical goals) in its Year I activities. It also recommends increasing the percentage of students who participate in study abroad programs and international learning activities.

In addition to the vision, goals, strategies and desired outcomes specified in *Educating Illinois, 2013–2018*, the committee was guided by several relevant themes identified by participants in an international conference held on November 30, 2012. Faculty, staff, students, and administrators worked together at this conference to shape a vision for internationalization efforts at Illinois State University. From this collaboration, common themes for building internationalization at Illinois State University were developed:

1. Plan: Develop a strategic plan that defines, executes, assesses, and refines Illinois State's international programs.
2. Enhance curriculum: Build upon existing curricular initiatives to prepare students to excel in a globally competitive, culturally diverse, and changing environment.
3. Optimize technology: Adapt and use new and existing technologies to facilitate growth and support internationalization efforts.
4. Provide support: Refine policies and procedures to facilitate international programs and provide high quality supports.
5. Market: Build internal and external marketing networks for international programs and initiatives.

Following this conference, Provost and Vice President Sheri Noren Everts and Vice President for Student Affairs Larry Dietz appointed a University Wide Committee to fulfill the directive of *Educating Illinois* and the vision of the International Conference.

Committee recommendations

The committee's analysis of the current state coalesced around three overarching themes. These themes will help us begin strategic planning to enhance international programming: Streamline, Communicate, and Build Meaningful Connections. Before specific learning outcomes and goals can be set to achieve the vision of *Educating Illinois*, a university-wide structure must be built.

Foundation for success: In order to accomplish the strategic goal of enhancing the internationalization of Illinois State University, the ISU ISP Committee recommends that the vice presidents name an ISP implementation team. Team members should include representatives of those units responsible for international programs in OISP and across campus. The team will ideally report to the assistant provost, within the Office of the Provost, and have representation from both academic and non-academic units. This team will carry forward the goals of the International Strategic Planning Committee. They will be responsible for setting action plans for annual goals and making an annual progress report to the campus community, using the ISP and additional data gathered during the process to prioritize and guide their actions.

Reports and records obtained during the data collection phase, as well as individual subcommittee recommendations have been saved for the implementation team's use. These resources will assist the implementation team with data-based recommendations and strategies.

The following summarizes and integrates the recommendations of the seven committees:

Year 1

- Streamline processes for incoming and outgoing students and faculty; shorten the proposal and application process for those programs that are shorter in length and function primarily as study tours.
- Review and refine key OISP written policies and procedures. Identify the role and responsibility of OISP in relation to all international study and travel programs occurring under the sponsorship of Illinois State University or its faculty/staff.
- Make OISP and related university processes clear, transparent, and user-friendly. Bring OISP into greater levels of positive contact with student groups and faculty/staff across campus. Improve on-campus visibility through improved signage and an inviting, updated appearance. Enhance services to students, faculty, and staff. Improve operational efficiency.
- Continue a campus dialogue on the role of internationalization in the curriculum, with a focus on what we want to attain, strategic campus priorities for expansion of international activities, and how we are assessing our programs. Develop campus-wide learning goals for internationalization and an identification system for courses with international emphasis.
- Develop and implement an assessment of faculty/staff professional development needs as related to internationalization.
- Develop a coordinated assessment plan for international programs and activities administered through OISP.
- To assure an accurate account of the University's international activities (beyond those for visitors on J1 visas and OISP study abroad programs), design a streamlined reporting mechanism to define international activities so that informed decisions related to policies, procedures, resources, and supports can be made.
- Centralize and coordinate marketing and communication functions. A few key themes and phrases could be identified and used to develop unified branding for internationalization efforts at Illinois State University. Develop and brand communication and marketing pieces community-wide.
- Develop a greater number of events and activities related to enhancing our ability to create friendships and community involve-

ments with and between international and native students, faculty, and the community at large. Invite the greater Bloomington-Normal community to be involved in more international activities and events. Expand opportunities for interaction, partnerships, and mentorships, such as host family arrangements. Build opportunities for meaningful connections between global, university, and community stakeholders.

- Set quantitative goals for increasing the numbers of students and faculty going abroad and coming from abroad.
- Review the operation of the English Language Institute (ELI)—make it part of the university's branding and marketing efforts toward internationalization and build its programs. Provide financial resources to relocate the program closer to campus with larger facilities, to update recruitment operations, and to provide it the materials necessary to operate efficiently and grow. Build ELI recruitment, create greater connections, implement greater efficiencies in processes for a stronger link from ELI to University enrollment.
- Continue the above activities in Years 2 and 3, and add special foci. There may be a need to examine and adjust staffing and job descriptions, and provide financial resources for additional staff as programs grow and change.

Year 2

- Continue to encourage curricular efforts to enhance internationalization in all colleges. Encourage campus dialogue on our international goals.
- Conduct an annual comprehensive survey of the university's international activities.
- Implement the coordinated assessment program.
- Begin staff and faculty development related to goals, programs, and ideas.
- Build and expand use of marketing and communication tools.
- Identify and focus on key areas of the world. Hone in on key activities and specific types of international programs. Present campus with a report of progress to date and goals for the future.

Current status data: 2012-2013

Number of degree-seeking international students at ISU.....	398
Number of non-degree seeking international students taking ISU classes or participating in short-term programs	130
<i>*This number includes exchange students, but not English Language Institute participants.</i>	
Number of International Visiting Scholars at ISU (short- and longer-term).....	237
<i>*This number includes on-campus Management Development International Students, visiting exchange scholars, American studies visitors, and H-1 B employees.</i>	
Number of English Language Institute (ELI) students enrolled for a full semester or more	86
Number of ELI students who attended short-term programs	56
Percentage of ELI students who were successfully admitted	88%
<i>16 applied, 14 admitted, 12 enrolled</i>	
Percentage of ISU graduates in class of 2012 who studied abroad for credit	9%

The Office of International Studies and Programs (OISP) was created in 1978 as the office to support the University's international activities. ELI, founded in 1988, provides intensive English programs for adult learners of English as a second language.

While OISP facilitates many of ISU's international programs, it is important to note that many international activities and programs also originate in units on campus outside of OISP. For example, the Division of Student Affairs facilitates a number of Registered Student Organizations (RSOs) with international or global themes, and provides a wide variety of international programs and themed events. Aspects of global engagement are apparent in many majors, minors, within a wide variety of courses, and in the Global Studies requirement of the General Education program. In addition, there are several affinity organizations currently available for faculty, staff, and students that have an international focus or theme.

Year 3

- Leverage existing resources and increase financial supports for ISP initiatives to a level appropriate for facilitating the creation of a campus center with coordinated supports for students, faculty and staff, campus internationalization activities, and direct services. With streamlined processes, continue to refine focus on key areas of the world and programs, excellent branding and marketing, and facilitate supportive and welcoming facilities and activities. The pieces of an enhanced international footprint for our university should be in place.
- Continue implementation of assessment plan. Revise as needed. React with positive action as needed to issues raised via the assessment tools.
- Analyze and report results of the comprehensive survey of the university's international activities to support informed decisions related to policies, procedures, resources, and supports.

Years 4

- Review, assess, and adjust goals and action plans. Is it time to cast a bigger vision for *Illinois State International?*

Preview group

A Preview Group, made up of individuals who serve on the International Studies Advisory Committee (ISAC) for academic year 2013–2014 and invited undergraduate and graduate student representatives were brought together to preview the draft of the ISP and provide input. Their names appear at the end of this document.

The ISU ISP Committee is grateful for the input of the Preview Group and those who attended two campus-wide forums. The input from the campus community helped shape this final document and the program improvements that it will foster.

Campus-wide open forums

Two campus-wide forums were held in September 2013. The revised ISP draft was presented by the assistant provost and members of the ISP Committee at these forums, and individuals from the campus and community were invited to provide feedback.

Planning process

Good strategic planning begins with a clear description of the current state. In order to look at all facets of international activity connected with ISU, the planning group divided into seven subcommittees. Each subcommittee was asked to begin with fact finding which would lead it to identify issues that might hinder or impede a

streamlined operation and, following analysis, to make recommendations for improvement. The committees undertook their work with the big picture in mind: “Develop a university-wide plan that enhances globalization of the campus and the curriculum.”

Subcommittees and data gathered

Long and short-term programs and opportunities

- Surveyed university departments/schools and international support units in order to collect comprehensive data on all ISU programs abroad.
- Identified ISU faculty who have collaborated on research or service projects with international partners and those who have taken students abroad.
- Sought information about ISU programs serving international students on campus and off campus, as well as international visiting scholars.

Incoming and outgoing student processes

- Reviewed the incoming and outgoing student process from students’ perspectives; those studied included current ISU students who are studying abroad, incoming international students, and incoming and current English Language Institute students.
- Utilized results of student survey data, individual interviews with staff members from offices across campus, and a review of previously created process maps.

Assessment

- Determined current assessment practices for international programs and activities, identifying best practices.
- Identified tools that can be used by ISU to benchmark its programs and compare them to national or international standards.

Program development guidelines, processes, and supports

- Reviewed all current program development guidelines, program processes, and supports available for international activities at ISU.
- Examined documents provided by OISP and interviewed OISP staff. Documents were reviewed for content, ease of use, and when appropriate, their alignment with university policies, guidelines of regulatory entities, and existing laws.

Marketing and communications

- Determined current strategies for marketing and communication of international programs and activities and compared these to comparator universities and best practices.
- Completed a communications audit to determine the formal communication and marketing methods currently used to promote international activities across campus including print, social media, and websites.
- Examined issues related to how the university and international programs and activities are marketed and branded in comparison to like institutions.

Campus and community climate

- Gathered preliminary survey data on the perceptions of international scholars, researchers, and students at ISU. Began to identify methods available for creating a more positive campus and community climate for international students and scholars.

Curriculum and campus life

- Assessed the current state of internationalization within the formal curriculum and campus life program offerings at ISU.
- Reviewed the University catalogs and the newly revised General Education program the goal of which is to graduate students who will have gained “knowledge of diverse human cultures. . . , allowing them to . . .interact competently in a variety of cultural contexts.”
- Researched available majors, minors, and individual courses with content related to international themes.
- Investigated activities and programs available for students through the Division of Student Affairs. Finally, this committee researched professional development opportunities for faculty and staff related to international and global themes.

Academic Senate review

The draft ISP was reviewed and endorsed by the Academic Senate on February 19, 2014.

Review by president, provost, vice presidents, and campus community

Following Senate endorsement, the draft ISP was reviewed and endorsed by the president, provost, and vice presidents.

Committee members and subcommittee structure

ISP committee chairperson

Rita Bailey, assistant provost

Strategic planning facilitator

Patricia Grogg, professor emerita, Consultant

Long and short-term programs and opportunities subcommittee

Patricia Klass (chair), College of Education

Dawn Beichner, Department of Criminal Justice Sciences

Bruce Burningham, Department of Languages, Literatures and Cultures

Rick Lewis, Dean of Students Office

Incoming and outgoing student processes subcommittee

Rachel Caracci (chair), Office of Admissions

Kasia Witkowska-Stadnik, English Language Institute

Barbara Ribbens, Department of Management and Quantitative Methods

Laura Knoblauch, Student Health Services

Assessment subcommittee

Ryan Smith (chair), University Assessment Services

Kristin Hendrickson, Planning, Research, and Policy Analysis

Impacting the curriculum and campus life subcommittee

Maria Schmeckle (chair), Department of Sociology and Anthropology

Melissa Moody, Mennonite College of Nursing

Claire LaMonica, Center for Teaching, Learning, and Technology

Jan Paterson, Dean of Students Office

Program development guidelines, processes, and supports subcommittee

Greg Simpson (chair), College of Arts and Sciences

Momar Ndiaye, Office of International Studies and Programs

Wendy Smith, Office of General Counsel

Communications and marketing subcommittee

Katy Killian (chair), Student Affairs

Brian Beam, University Marketing and Communications

Steven Barcus, University Marketing and Communications

Campus and community climate for international scholars/researchers and students subcommittee

Dane Ward (chair), Milner Library

Karyl Carlson, School of Music

Laurie Thompson-Merriman, School of Dance

Mboka Mwilambwe, University Housing Services

Preview group

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Aslihan Spaulding, Department of Agriculture

Sharon Zeck, College of Fine Arts

Wendy Woith, Mennonite College of Nursing

Samantha Potempa, Office of International Studies and Programs

Jean MacDonald, Milner Library

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Thanesh Rajandran, graduate student representative, Department of Information Technology

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Steve Croker, faculty-College of Arts and Sciences, Department of Psychology

Paula Crowley, faculty-College of Education, Special Education

Dan Elkins, faculty-College of Applied Science and Technology, School of Kinesiology and Recreation

Alycia Hund, faculty-College of Arts and Sciences, Department of Psychology

Lance Lippert, UCC faculty liaison-College of Arts and Sciences, School of Communication

Susan Kalter, faculty-College of Arts and Sciences, Department of English

Ed Stewart, faculty-College of Fine Art, School of Art

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Maureen Christianson, student

Seanna Fitzpatrick, student

Chris Kendrick, student

Jelymar Mejia, student

Jon Rosenthal, provost associate

Administrative affairs and budget committee

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Alan Lessoff, faculty-College of Arts and Sciences, Department of History

Dan Liechty, faculty-College of Arts and Sciences, School of Social Work

Peter Smudde, faculty-College of Arts and Sciences, School of Communication

Kate Gallagher, student

Leah Urias, student

Dan Layzell, VP Finance and Planning

**Mardell Wilson, assistant vice president of academic fiscal management*

**Additional member: membership composition does not include a provost designee*

Faculty affairs committee

Michaelene Cox, faculty-College of Arts and Sciences, Department of Politics and Government

Mark Hoelscher, faculty-College of Business, Department of Management and Quantitative Methods

Martha Horst, faculty-College of Fine Arts, School of Music

John Huxford, faculty-College of Arts and Sciences, School of Communication

Marilyn Morey, faculty-College of Education, School of Teaching and Learning

Susan Thetard (FA), faculty-College of Education, University High School

Bryce Johnson, student

John Olszewski, student

John Baur, associate provost acting associate VP for research and graduate studies

Planning and finance committee

Nerida Ellerton, faculty

Mike Gizzi, faculty

Daniel Holland, faculty

R.K. Jayaswal, faculty

Borinara Park, faculty

Daniel Rich, faculty

Summer Simmons (AP)

Lois Soeldner (CS)

Caleb Albo, student

Ellen Schumacher, student

Michael Stern, student

Ryan Trompeter, student

Jim Jawahar, associate provost

Rules committee

Peter Bushell, faculty-College of Fine Arts, School of Art

Mary Dyck, faculty-Mennonite College of Nursing

Lucille Eckrich, faculty-College of Education, School of Educational Administration and Foundations

Farzaneh Faazel, faculty

Don LaCasse, faculty-College of Fine Arts, School of Theatre and Dance

David Marx, faculty-College of Arts and Sciences, Department of Physics

Neil Dale, student

David Pequeno, student

Matthew Riley, student

Jessi Shapiro, student

Sam Catanzaro, provost designee

Student Government Association

Aaron Von Qualen, student trustee



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