

DRAFT Internationalization Plan

UMass Amherst/American Council on Education (ACE) Internationalization Committee
Joseph B. Berger, Mzamo P. Mangaliso, Co-Chairs
Jack Ahern, Vice Provost

Comments/Questions: jfa@ipo.umass.edu
April 5, 2015

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1. Introduction and Background: Internationalization Planning in the Context of UMass Amherst Joint Task Force on Strategic Oversight (JTFSO) Strategic Planning

The UMass Amherst Phase 1 Joint Task Force on Strategic Oversight (JTFSO) Strategic Plan (May 2013) identified internationalization as one of three cross-cutting themes that support multiple strategic priorities and objectives—the others were diversity and resource allocation.

Internationalization includes the international diversity of our faculty, students, and staff as a growing and important aspect of our identity and strength—one that adds a “special richness” to our immersive educational experience. The value of enhancing our international culture on campus was specifically recognized in the JTFSO Phase 1 report as a desirable asset and strength of the University of Massachusetts Amherst.

This draft report recommends adopting the goal of comprehensive campus internationalization to offer UMA students a “rich choice of opportunities” in support of our overarching goal to become a “destination of choice” for future students. This may be accomplished through “balancing disciplinary perspectives with broad institutional objectives,” including internationalization. The rich choice of opportunities is also supported by “high-impact” educational practices including education abroad and international research, strategic partnerships, and international internship opportunities.

The report also supports the Phase 1 JTFSO theme of making UMA an “investment of choice” by increasingly engaging UMA faculty in international research and outreach through strategic international partnerships involving Massachusetts industries, and by pursuing scholarly projects that extend our land-grant mission to include an increasingly global society as our expertise contributes to addressing some of the most serious challenges throughout the world, including diversity, social justice, climate change, and sustainability.

In addition to being aligned with the campus-wide JTFSO strategic planning effort, the “internationalization” planning process, for the past 18 months, was conducted in parallel with the University’s participation in the American Council on Education’s (ACE) Internationalization Laboratory (<http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>).

The UMA/ACE Internationalization Steering Committee was formed in September 2013, with over 60 UMA faculty, students, staff, and administrators representing a cross section of campus units. The Faculty Senate’s International Studies Council (ISC) was represented on the ACE Internationalization Committee and was regularly advised of the committee’s progress. The UMA/ACE Internationalization Committee received its charge from Chancellor Subbaswamy at its inaugural meeting in October 2013. The charge was to carry out the directives of Phase I of the University’s Strategic Plan, which, inter alia, calls for mobilizing the strength of our community by advancing diversity, social justice throughout the institution and *building a stronger international culture* on campus.

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Chaired by Professors Joseph B. Berger (Education), and Mzamo P. Mangaliso (ISOM), the UMA/ACE Internationalization Committee was organized into six subcommittees to address internationalization from multiple perspectives. The Internationalization Committee held monthly meetings beginning in December 2013 and throughout the Spring 2014 semester. In addition, each of the subcommittees met between the plenary group meetings. The aim was to take stock of the extent of internationalization in their areas and develop recommendations for strengthening internationalization where necessary.

In the Spring 2014 semester, the ACE Internationalization Committee presented the draft UMA/ACE internationalization recommendations to several campus stakeholders to solicit their input and modify the draft accordingly. The stakeholders included several campus administrative groups; a number of Faculty Senate Councils such as the International Studies Council, Outreach Council, General Education Council, Research Council, Status of Diversity Council; and student governance bodies such as the Student Government Association and Graduate Student Senate. The ACE process paused during the Fall of 2014 while the colleges and departments prepared JTFSO, Phase 3 unit plans which included three specific “prompts” to address internationalization.

This report includes key findings and responses to the three internationalization prompts from the JTFSO Phase 3 “Unit Planning” Fall 2014:

1. How is education abroad supported, enabled, and encouraged in departments and programs? (*Here, education abroad includes study abroad, internships, and service learning.*)
2. How are international students supported in departments and programs and integrated with the domestic student population?
3. How are global perspectives and knowledge incorporated with department and program learning objectives and outcomes?

The ACE Internationalization Committee has prepared this “DRAFT Internationalization Plan” for continued discussion in the context of JTFSO Phase 3 unit planning—including the three internationalization prompts above, focusing on undergraduate education—and the Spring 2015, JTFSO Phase 3 unit planning to focus on research and graduate education. We expect the discussion to deepen as the departments and programs within each of our Colleges and Schools returns to questions of curriculum and advising, subjects for continued planning attention in the Fall of 2015. This is where the greatest future impact is likely to emerge with respect to internationalization and hence the current report should be understood as a first step in more ambitious goals that will be outlined in the course of the 2015-16 academic year.

The UMA/ACE Committee has made recommendations on international research, outreach and communication, and issues that are important to international faculty and staff success. The UMA/ACE committee will discuss this draft report, including its specific recommendations, with university administration, Faculty Senate Councils and Committees, student governance and other stakeholder groups.

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A team of international educational experts organized by ACE will visit the campus on April 9-10, 2015 to review and discuss this Draft UMA/ACE Internationalization Plan with campus leadership, faculty and students. The results of this review, along with comments from other campus constituencies and stakeholders will inform a revised Internationalization Plan—in coordination with Phase 3 of JTFISO that will be discussed during the 2015-16 Academic Year. It is expected that a Final Internationalization Plan will be adopted during the 2015-16 Academic year.

2. Goals for Comprehensive Internationalization for UMass Amherst

With guidance, advice, and reference materials from ACE, the UMA/ACE Internationalization Committee has pursued a plan with the goal of “comprehensive internationalization” for the UMass Amherst Campus, as defined here:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.”

Hudzik, John K. 2011. Comprehensive Internationalization: from Concept to Action. NAFSA, Association of International Educators, Washington DC. p.6.

Achieving comprehensive internationalization at UMass Amherst will require support and involvement of all major units of the University, new models of collaboration and responsibility, additional resources, and relevant goals and metrics to measure progress. However, a key strategy in moving this ambitious agenda forward is to identify, highlight and build on existing strengths and models of best practice across the UMA campus as the foundation for a more intentional and purposeful approach to internationalization.

We see internationalization as an essential and defining characteristic of higher education in the flagship university, consonant with being a world-class institution with a global footprint in research, teaching, and outreach. We support the efforts of our faculty and students to be fully engaged in the transformations developing around the world, and recognize they have powerful advantages in addressing complex global issues in a research-rich university environment.

It is our responsibility to provide our students, with the intercultural and global competencies they will need to succeed in a globalized world—and to assess the outcomes of learning these competencies.

UMass Amherst has a long, active and effective history of internationalization, starting with President William S. Clark, whose innovative academic leadership led to the establishment of the then Sapporo Agricultural College (now Hokkaido University) in Hokkaido, Japan, to achieve the rapid modernization of the country in the wake of the Meiji Restoration in 1876.

Internationalization is a recognized component of UMA's identity and is reflected in our substantial international teaching, research and outreach missions. The UMA/ACE process included an inventory of international activity in: education abroad, international students and scholars, international research activity, and prestigious

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international awards. The inventory displays an impressive record across our tripartite mission and suggests areas where improvement/expansion would be worth exploring. The inventory has been supplemented with the findings of the JTFSO Phase 3 Unit Planning “internationalization prompts.”

The following DRAFT goals outline a vision of global education informed by: the internationalization inventory, the JTFSO internationalization prompts and the work of the entire UMA/ACE Committee, and the six UMA/ACE subcommittees. These goals will be discussed and revised with input from campus leadership, Faculty Senate Councils and Committees, graduate and undergraduate students, and other stakeholder groups.

Specific strategic goals include:

1. Institutional Commitment: Continue to build and sustain an institutional culture in which international community-engaged research, teaching and public service are valued and infused within the academic fabric of the campus, and by making a formal institutional commitment to internationalization as a cross-cutting support for making UMass Amherst a destination of choice for students and an investment of choice for multiple key constituencies throughout the Commonwealth, the nation, and the world.
2. Education Abroad: To foster and communicate a culture of internationalization for UMA students by offering a broad portfolio of high quality education abroad programs, including exchange opportunities, faculty-led programs, UMA and partner programs, and research and internship opportunities throughout the world—including undergraduate research opportunities. Alan Goodman, President and CEO of the Institute for International Education (IIE) notes: *“International experience is one of the most important components of a 21st century resume.”* In 2014 UMA signed a pledge with the IIE’s “Generation Study Abroad” to substantially increase the numbers of UMA students who participate in EA by the end of this decade. (<http://www.iie.org/Programs/Generation-Study-Abroad/About>)
3. International Students and Scholars: To increase and diversify the undergraduate international student profile at UMA; to maintain the current international graduate student demographic profile; to provide the appropriate and necessary support services for these students to foster their success in the UMA community. To intentionally engage and integrate international students with the UMA domestic population to increase opportunities for productive intercultural connections and collaborations between students from different backgrounds, better preparing all students for an increasingly globalized workforce.
4. International Faculty and Staff: To attract and retain international faculty and staff to UMA to play a vital and essential role in continuing to internationalize the intellectual and cultural environment of the University and of the Pioneer Valley, and to support and welcome these faculty and staff to thrive and succeed at UMass Amherst.

5. International Research and Strategic Partnerships: To enhance recognition and support for international research as an institutional priority. Achieve a significant increase in UMA international research projects at an increasing scale and of increasing diversity. Identify prioritized strategic international partnerships, such as those associated with the Worldwide University Network (WUN) that UMA has recently joined with universities and research institutions of international standing in order to collaborate on topics of mutual/complementary strength, and regional and global importance. These strategic partnerships will involve faculty, graduate and undergraduate students, staff and postdoctoral fellows to the mutual benefit of UMass Amherst, the partner institutions, the nations they serve, and the global community. Strategic partnerships may also involve industry partners, particularly with Massachusetts-based industries and constituencies.
6. Global Curriculum: Plan for further attention to the international dimensions of our undergraduate and graduate curricula by examining course and curricular design, and by articulating desirable “global learning” outcomes, for example: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both the local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably. (AAC&U, value rubric).
7. International Outreach and Communication: Extend UMA’s effective programs of public outreach to, and engagement with, international communities that address significant issues and challenges around the globe as part of a contemporary land-grant mission and a global learning strategy. Engage with international constituents and Massachusetts immigrant communities in ways that contribute to the civic and social improvement of all partners to help campuses meet institutional goals such as student learning outcomes, faculty research, and institutional development.

3. Recommendations for Comprehensive Internationalization for UMass Amherst

Building upon the broad strategic goals identified above, the following DRAFT recommendations are organized into three categories: 1) Immediate Recommendations that can or need to be implemented within the next academic year; 2) Mid-range Recommendations that can or should be implemented in the next two to four years as progress is made on the immediate recommendations and as resources are developed to support these efforts; and 3) Long-range Recommendations that would ideally be realized as further progress is made and if, as necessary, external resources can be garnered to support these initiatives. Each recommendation is followed by a suggestion of the individuals, units, or committees responsible for implementing the recommendation.

Immediate Recommendations:

1. Adopt an official statement/policy that articulates the UMass Amherst “Institutional Commitment to Internationalization.” The following draft is proposed by the UMA/ACE committee:

As a globally engaged, research-intensive University, UMass Amherst is committed to fostering intercultural knowledge and diversity in all aspects of its mission and strives to be a premier destination for international students and scholars. UMass Amherst promotes and supports: a campus culture of diversity, global awareness, intercultural understanding and respect; global learning; research on global and international issues and research collaborations with international partners; and outreach and engagement with international constituencies. We educate and prepare responsible and globally-engaged citizens to succeed locally, nationally and internationally in a highly connected and competitive world.

(Implementation: Chancellors Leadership Council, UMA/ACE Committee, Faculty Senate [ISC, SODC], Student Government Association, Graduate Student Senate)

2. Designate the Faculty Senate’s International Studies Council (ISC) to monitor and report on progress towards internationalization goals and to advocate for internationalization across the mission of UMA. ISC would also work the International Programs Office and academic units to identify model programs and best practices across campus that can serve as models and even potential resources for building similar practices and programs throughout the campus.

(Implementation: Faculty Senate, Provost, International Programs Office)

3. Advocate for education abroad by articulating the value of UMA education abroad and internationalization through printed and electronic media and communications to students, parents, UMA administration, alumni, and the Massachusetts legislature. Document the impact of Study Abroad on retention, graduation, and career placement.

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(Implementation: Chancellor, Provost, Academic Deans, International Programs Office, Office of international Research)

4. Explore possibilities for recruiting non-degree, study abroad international students, for one or two semesters, and in summer periods, to join academic programs that have the teaching capacity to host them.

(Implementation: College Deans, International Studies Council, International Programs Office)

5. Establish a “speakers’ bureau” of international faculty and scholars who can be invited for press inquiries, guest lecturers, and other international programs.

(Implementation: ACE International Faculty Committee, International Programs Office).

6. Explore the feasibility of a program for investigator-initiated international research grants, following the model of Investigator-Initiated Research Grants. This seed funding can be expected to increase international research awards.

(Implementation: Vice Chancellor for Research and Engagement, Faculty Senate Research Council, International Programs Office)

7. Work to eliminate any curricular barriers that inhibit or restrict student participation in EA. Curricular integration identifies international partner institutions where specific courses have been pre-approved to replace departmental requirements. To date four UMA departments have completed curricular integration studies: Mechanical and Industrial Engineering, Chemical Engineering, Communications and History.

(Implementation: International Programs Office, College Academic Deans, Registrar, Financial Aid)

8. Pursue support for new faculty-led international programs, including credit-intensive summer and intersession programs. Practice year-round education and teach substantial international summer programs in partnership with host universities integrating service learning, language study, and discipline-specific content.

(Implementation: International Programs Office, Academic Deans, Provost’s Office)

9. Develop and implement a focused and well-defined set of high impact metrics and aspirational targets that will provide formative and summative data regarding our progress towards the goal of enhanced internationalization. The metrics and targets will be designed to support and enhance rather than compete with the companion strategic priorities that are being developed through the current campus-wide strategic planning efforts.

(Implementation: International Studies Council, International Programs Office, Office of Institutional Research, Office of Academic Planning and Assessment, Provost's Office, Deans)

Mid-term Recommendations (2 to 4 years)

1. Study existing programs for co-curricular learning (Residential Academic Programs) with a view toward the possibility of designating parts of campus residences to support: housing for international and domestic students and visiting scholars; and to support intercultural programming, events and provide other resources.

(Implementation: Vice Chancellor for Student Affairs and Campus Life, Provost, Vice Chancellor for Development and Alumni Relations)

2. Promote and recognize receipt of prestigious external international awards for faculty, graduate and undergraduate students for international scholarship and research, including: Fulbright, Truman, Marshall, Rhodes, Gillman, and Boren. These awards bring prestige to the institution, the faculty/students involved and their home academic colleges and departments. These awards visibly demonstrate our international achievements and serve as models for current and future students and faculty. The University's recent listing as a "Top Producing Institution" has become a point of university pride.
(<http://www.umass.edu/gateway/feature/shining-fulbrights>)

(Implementation: Provost's Office, Office of National Scholarship Advancement, University Relations, Graduate School, Research Affairs and Engagement, International Programs Office)

3. Develop appropriate modes of recognition of exemplary international achievements in teaching, research and engagement following the models of current UMA Awards for teaching, research, and outreach. Recognition of exemplary work builds a strong international culture on campus, rewards those who practice internationalization, and provides models for current and future faculty to follow. Explore adding a prompt on Annual Faculty Reports (AFR's) to provide an opportunity for faculty to identify their activities and achievements to promote internationalization on the UMA campus. The recently-added language for community engagement could be used as a model for AFR reporting:

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If the activities described above represent significant contributions to the internationalization of your department or college, or the campus with specific countries or international institutions, please explain here.

(Implementation: Provost, Massachusetts Society of Professors, Vice Chancellor for Research and Engagement, and the relevant Faculty Senate Councils)

4. Increase participation in EA programs across campus, and especially by targeting low-participation populations: STEM majors, men, first generation college students, students from low-income families, and under-represented minorities. Provide grants to develop new faculty-led programs that are designed to appeal to low-participation students. (In support of UMA “Diversity Matters” initiative: <http://www.umass.edu/diversity/>)

(Implementation: Center for Multicultural Advancement and Student Success (CMASS), Academic Deans, International Programs Office)

5. Encourage wherever possible, financial support for students to promote EA participation particularly from low-participation populations and to under-represented locations in the world. The College of SBS has a substantial endowment that supports 20 study abroad scholarships per year.

(Implementation: Vice Chancellor for Development and Alumni Relations, College Development Offices, International Programs Office)

6. Consider the feasibility of an undergraduate international student enrollment plan with goals for: overall international student population, diversity of countries of origin, and disciplines of study at UMA. Explicitly include internationalization goals in the broader campus discussion/planning for diversity and inclusion.

(Implementation: Enrollment Management, International Studies Council, International Programs Office)

7. Continue to develop support services and programming for international students to address: academic success; visa and immigration guidance and advising; career counseling; professional development; housing and financial concerns; and social and academic integration with domestic students.

(Implementation: Student Affairs and Campus Life, International Programs Office, Undergraduate Education, Career Services Office)

8. Strengthen cross-cultural communication and advising expertise across campus departments and units in order to better understand and address discernible culturally-based differences among our international population.

(Implementation: International Programs Office, Student Affairs and Campus Life, International Programs Office, Academic Departments)

9. Survey international faculty and staff to identify their needs and recommendations to support and integrate them across all units of the university. Review the survey results and recommendations and develop policies and programs to address concerns and to provide relevant support.

(Implementation: ACE International Faculty Committee, Provost, Human Resources)

10. Establish guidelines and a policy for establishing and managing strategic international partnerships.

(Implementation: Provost's Office, Vice Chancellor for Research and Engagement, Faculty Senate Research Council)

11. Coordinate strategic research partnerships with existing and new area studies programs.

(Implementation: Vice Chancellor for Research and Engagement, Graduate School, Faculty Senate Research Council, International Programs Office)

12. Further develop the capacity of the Office of Research and Engagement, and Colleges and Departments to promote and support international research.

(Implementation: Vice Chancellor for Research and Engagement, Faculty Senate Research Council, International Programs Office)

13. Provide additional support for faculty to engage international issues and content in their teaching, and to develop relevant learning outcomes.

(Implementation: Provost, Center for Teaching and Faculty Development, Academic Deans and Departments, International Studies Council)

14. Review best practices and rubrics for global learning and develop recommended/model global learning outcomes for all UMA academic programs to consider.

(Implementation: Office of Academic Assessment, General Education Council, Undergraduate Studies Council, Office of Teaching and Faculty Development)

15. Engage our existing UMA international student and scholar population to share their expertise and cultural familiarity to contribute to specific curricular content and other academic and cultural activities on campus.

(Implementation: International Programs Office, Academic Deans)

16. Populate the "UMass Amherst Worldwide" website with recent and current international activities of UMA faculty, staff, and students to promote our expertise and research interests worldwide.
<http://www.umass.edu/worldwide/>.

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(Implementation: News Office, UMass Extension, Outreach Council)

17. Review supporting infrastructure for international engagement and communication activities.

(Implementation: International Programs Office, International Studies Council, Outreach Council).

Long-term Recommendations:

1. Establish a “Global Studies preparation program”, which would enrich the impact of the Education Abroad experience by developing intentional intercultural pre- and post-departure pathways to ground and reflect on the study abroad experience.

(Implementation: International Programs Office, Colleges, International Studies Council).

2. Expand development goals and activities to endow scholarships to recruit and support international students and scholars, including from those countries that send few students to UMA. The JTF SO Unit plans note only one college (SBS) that has a specific Study Abroad Scholarship endowment.

(Implementation: Vice Chancellor for Development and Alumni Relations, College Development Offices, International Programs Office)

3. Develop and implement a plan for enhanced and comprehensive English as a Second Language, and Teaching of English as a Second Language programs (ESL/TOESL) on campus that encompasses research on pedagogy and instructor training, as well as delivery of a range of appropriate instruction for both domestic and international students. UMA currently has limited ESL support and this limits our ability to recruit and support international students. Our Office of National Scholarship Advancement recommends offering Teaching of English as a Second Language (TOESL) courses to strengthen our students’ Fulbright applications for ESL Fellowships.

(Implementation: Provost, Graduate School, College of Education)

4. Develop a plan for identifying and engaging international alumni “ambassadors” with UMA activities and events, international student recruitment and placement, and development support. Develop a pilot “branch alumni association” in a country where we have many alumni in various career stages (India). Build on the existing online international alumni database:
<http://umassalumni.com/clubs/international-networks.html>.

(Implementation: Vice Chancellor for Development and Alumni Relations, Enrollment Management, International Programs Office).

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5. Considerations for recruiting, placing and supporting international scholars and visiting researchers, including: additional housing; intentional integration with the campus community; and fostering research, recruitment, and placement relationships in their home country for UMA undergraduate and graduate students and alumni.

(Implementation: International Programs Office, Research Affairs and Engagement, Graduate School)

6. Enable the International Programs Office to offer for-credit courses in the areas of education abroad, and intercultural communication.

(Implementation: Provost, Faculty Senate)

7. Expand Residential Academic Programs to support a co-curricular culture of internationalization as expressed through peer-learning, social activities, and inter-cultural events.

(Implementation: Student Affairs and Campus Life, International Programs Office)

8. Integrate international engagement and communication with research and teaching through international research efforts and international community service learning.

(Implementation: Office of Civic Engagement and Service Learning, Center for Teaching and Faculty Development, International Programs Office, Office of Research and Engagement)

9. Establish K-12 outreach and other programs exploring and valuing immigrant cultures, especially in Springfield and Holyoke, through branch campus and distance education centers.

(Implementation: UMass Extension, Academic units)