

**INTERNATIONALIZATION OF  
HIGHER EDUCATION INSTITUTIONS  
HIED 76670 ~ Fall 2015**

**Saturdays, 8 am to 1:10 pm**

**E-reserve password: higher15**

(With the new system, you should not need a password, but the new system may not be in operation at the beginning of the semester.)

Contact information for Dr. Merrill:

- White Hall 411B
- [mmerril@kent.edu](mailto:mmerril@kent.edu) (Note: One “L” in my e-mail, two “Ls” in my name.)
- 330-672-0646 (E-mail is almost always a quicker way to reach me than is calling.)

Office hours:

- Wednesdays, 1-2, Thursdays 3-5, Saturdays of class days 1:15-2:15 (prior appointment preferred)
- And other times by appointment

Class information:

- Saturdays, 8 am to 1:10
  - Class meets on August 29, September 12 and 26, October 10 and 24, November 7 and 21, and December 5.
  - HIED will hold the Ph.D. potluck and orientation on September 12 after class.
  - Dr. Warren is visiting class from 9-10 on November 21.
- White Hall 115

**Catalogue course description:**

Students study the historical and current development of the internationalization of higher education institutions; explore higher education administrative leadership characteristics, social/political/economic factors, and national and international relationships that have affected various countries and regions; and examine rationales behind internationalization of higher education institutions, its meaning and approaches, and the different strategies and organizational models in different types of higher education institutions.

**LEARNING OUTCOMES:**

Learning is an iterative process. That means that it does not proceed in a straight line – you may be introduced to a concept one week, but gain a deeper understanding of it when you apply it to a specific institution in your case study group, and think about it in a slightly different way when you are giving peer feedback to classmates in a different case study group. So you likely will not “complete” a course objective in one session.

Students who successfully complete the course will be able to:

1. Define and explain the differences between internationalization, globalization, transnational education, intercultural education and multicultural education, as US practitioners generally use the terms.
2. Explain the different rationales for internationalization that may motivate different stakeholders in higher education, as well the reasons behind the growing critique among some observers regarding the focus on economic rationales and whose needs are being served by internationalization.
3. Define and be able to give examples of macro, mezzo, and micro-level influences on campus internationalization. (Macro = broad societal trends, like the 2008 financial crisis or technological change; Mezzo = trends affecting HE in general, like massification and privatization; Micro = issues at that institution or in that system. Note that different authors use these terms differently. The idea is for you to consider multiple causes and influences – don't look just on the campus you are analyzing for reasons for both current practice and for change. Put those practices in their national, international, and higher education contexts.)
4. Give an overview of the history of internationalization efforts in higher education in the US and the rationales underlying them, with an emphasis on the post-World War II era; explain what is changing in the 21<sup>st</sup> century and why.
5. List the components of a comprehensive internationalization plan for a college or university in the US, and describe how these elements and their interactions may differ depending upon institutional mission, type, and other factors. You will work on a specific case, but you should understand the broader contexts that influence how internationalization is carried out at that institution.
6. Describe each relevant component of internationalization, such as the mission statement, education abroad, the roles of various stakeholders, internationalizing the curriculum, etc., and explain the interactions between them, such as the implications of increasing numbers of international students on student services and faculty development.
7. Analyze a specific US college or university in terms of its current internationalization plans, activities, and needs, and what influences all of those.
8. Determine what internationalization goals and activities might be appropriate for a particular college or university, given its mission, strategic plan, student body, faculty skills, curricular emphases, external environment, leadership, budget, and other factors.
9. Analyze an institution's internationalization goals and activities in terms of both an institutional strategy and in terms of student learning outcomes.
10. Explain how internationalization operates at levels other than that of the institution – as Jane Knight (2008) would say, “programs and providers on the move.” (In the last few years, this has come to be called “transnational education.”)
11. Exhibit increased skills for working effectively in professional teams with

diverse membership.

## **GENERAL INFORMATION**

**Academic Integrity:** The HIED program *Student Handbook* provides you with information about and links to Kent State's policies on academic honesty. Academic integrity, using the definitions common in Western academic institutions, is taken very seriously in this class. Failure to observe appropriate standards of academic integrity can mean failure in the class – and failure in your career. If you have any concerns about APA style and the kinds of citations that are needed, please visit KSU's Writing Center or consult the APA's website (see <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for a tutorial on the basics) or Purdue's Online Writing Lab section on APA. <http://owl.english.purdue.edu/owl/resource/560/01/>

**Accommodation:** Ch. 3, Policy 01.3 of the University Policy Register requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact Dr. Merrill at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; this office can be reached at 330-672-3391 and is located on the ground floor of the DeWeese Health Center on the Kent campus. For more information about your rights and responsibilities on this issue, see:

- <http://www.kent.edu/policyreg/administrative-policy-regarding-nondiscrimination-and-access-university-programs-qualified>
- <http://www.kent.edu/sas>

**Electronics:** Out of courtesy to classmates, please remember to turn off cell phones and other electronic devices prior to class. Laptops are welcome for note-taking and doing research related to class, but not for non-course-related work.

**Holidays:** If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let Dr. Merrill know in advance.

- Ashura begins at sundown on Friday, Oct. 23.
- Hanukkah begins on Dec. 6, the Sunday after our last class, when you will be finalizing your papers (they are due on Tuesday, Dec. 8.)

**Statement of Inclusion:** Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated, and an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which

individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See University Policy Register, Ch. 5, Policy 16)

**Technology:** This course is supported by Blackboard LEARN. I will post selected readings and other materials on LEARN and/or on e-reserves. You and your classmates may use LEARN to e-mail each other. If you send anything to the whole class, please click “all users” instead of “all students” so that I receive a copy, too!

**Writing Commons:** Kent State has a Writing Commons designed to help you with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It’s located on the fourth floor of the library. You can schedule an appointment online. If you can’t get there, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit your paper for you, but will advise you to help you improve your work. Check the website for details. Contact information:

- (330)-672-1787
- E-mail: [writing@kent.edu](mailto:writing@kent.edu)
- <http://www.kent.edu/writingcommons>

I will post on LEARN a list of grammatical errors students often make, the abbreviations I use for them in commenting on your papers, and sources for information to assist you.

### **HIED and Class Policies**

**Absences and extensions:** Because the class relies on everyone’s expertise and perspectives, each class session depends upon everyone being in class. This is particularly important in a class that meets only eight times during the semester. I am aware that life happens, that it snows in Ohio, and that it is possible that upon occasion you may be *forced* to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class. Please also contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade, because it *will* affect you in your professional life.

**Citations:** The HIED Program, like most programs in the social sciences, uses APA style.

The new edition of the *APA Publication Manual* (6<sup>th</sup> ed.) came out in July 2009. It had many mistakes and has since been reissued. If you do not have a copy, I strongly suggest that you buy one. *Be sure you get the second printing, which corrects the mistakes that were in the first edition.* On the APA website, as of August 2015, the *Manual* costs \$29.95.

<http://www.apa.org/pubs/books/4200066.aspx>) Online bookstores likely have it

for less. You will use APA style not only for classes, but also in your professional writing. (The *APA Manual* actually is designed for writers who wish to publish.) You can find information online (Purdue's "OWL" – Online Writing Lab – is particularly well known <http://owl.english.purdue.edu/>), but having the original source is helpful. (The APA's own website I find rather cumbersome for looking up answers to specific style questions.)

American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: APA [2<sup>nd</sup> printing, October 2009. ISBN-10: 1-4338-0561-8]

You *must* cite the sources you have used; otherwise, you are a thief: you have stolen someone else's work. This can result in failure of that assignment or of the course. (See Ch. 6 of the *APA Manual* for additional information on what you must provide citations for – basically, anything that is not "common knowledge.") Your in-text citation must provide enough information for the reader to find the full reference in your Reference List (usually the author and publication date). Your Reference List must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's exact words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

### **Discussion guidelines:**

1. Come to class with the readings done and with your questions, disagreements, applications, interests, connections to other readings or your work, and more. Be ready to listen as well as to speak.
2. I will occasionally ask you to write a "one-minute essay" (Angelo and Cross, 1993) on the day's readings, asking you, for example, to name one question you have, an assumption you disagreed with, a connection to another reading, a way the reading is relevant to your context, or something similar. Source: Angelo, T.A. and Cross, P. (1993) *Classroom Assessment Techniques: A Handbook for College Teachers* (2e) San Francisco: Jossey-Bass
3. Walvoord and Anderson (2010, p. 68) suggest that you think of your goal for class discussion as being "to contribute effectively to the high quality of the group's discussion rather than just to demonstrate [your] own excellence." (Remember that in an academic discussion, as well as in an essay, in a US low-context classroom, you need *evidence* for any point you make, not just opinion.) Walvoord and Anderson further suggest (p. 68, direct quote) that, as you think about your contributions to the class, you try to do one of the following:
  - a. Start the group on a rich, productive track by posing a question or position that is not too obvious, but richly debatable, dealing with a significant question or aspect of the work.

- b. Respond to others' contributions by:
- i. Asking for clarification or evidence
  - ii. Helping to support the point by offering evidence or examples
  - iii. Linking the point creatively to other readings or issues
  - iv. Pointing out unspoken assumptions behind the other person's point
  - v. Raising a problem or complication for the other person's point
  - vi. Synthesizing or pulling together the discussion so far in order to help the group see where [we] are
  - vii. Stating a different point of view and backing it up

Reference:

Walvoord, B. and Anderson, V. J. (2010) *Effective Grading: A Tool for Learning and Assessment in College* (2e) San Francisco: Jossey-Bass

**Feedback:** I will ask you, both in the middle of the semester and at the end of the course, what readings and activities have most helped your learning. Please keep notes on what works for you – not what you “like,” but what made you learn the most. I change my syllabi every semester, based on both new material in the field and on what previous students have told me helped them to learn. Help your colleagues who will take this class next time – please give me thoughtful and specific feedback!

**Sources for research:** Although you will use the institutional website as a source for your case study, in general you should use scholarly journals and other scholarly sources for your research in this class, although articles from reliable HE news sources, such as *The Chronicle of Higher Education* and *Inside Higher Education* will be appropriate for certain assignments. For doctoral work overall, you will want to use *peer-reviewed* periodicals, which means that other experts in the field (academic peers of the writer) have read the article before it was published and believe it has sufficient merit to warrant publication. For books, you should look at the author's biography to determine his or her expertise on the topic you are interested in. Wikipedia is *never* an acceptable source, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry. (In late August 2009, Wikipedia announced that it would provide editorial oversight of some entries. This does *not* mean that the entries will be written by experts in the field. You still should *never* use Wikipedia in your research, for this class or any other class in the HIED program.)

**TEACHING & LEARNING PHILOSOPHY:**

In August of 1994, when I was one of the “Founding Faculty” planning the New College for Global Studies at Radford University in Virginia (it never came into existence, but that's another story), I attended a workshop given by Dr. Barbara

Walvoord, an expert on teaching and learning in US colleges and universities, who has consulted at more than 300 higher education institutions. Dr. Walvoord said that learning takes place in many spaces: when a student is working alone, reading, writing, or researching; when a student is working with other students, listening to their ideas and responding with his or her own; when the student is meeting one-on-one with the professor; when the professor is meeting with a group of students; and, finally, when the whole class and the professor are meeting together. She stated further that *class time thus should be used for learning activities that can not take place in any of those other spaces*, and that the implication of that is that class time should never be used to introduce new material, since students can read or watch or find new material on their own. Class time should be used to *do something* with the material: debate it with classmates, apply it to a real or hypothetical case, contrast it with other material, combine it with other material to come up with an abstract principle, etc. – something that makes use of all of the minds that are in the room, both the students' and the professor's. This is what Bob Barr and John Tagg, who created "The Learning Paradigm" called "teaching as if the students were present." (See [http://cet.usc.edu/resources/teaching\\_learning/docs/teaching\\_to\\_learning.pdf](http://cet.usc.edu/resources/teaching_learning/docs/teaching_to_learning.pdf).) Whether or not you are in class makes a difference. YOU are part of the teaching and learning for all of us.

What "doing something with the course material in class" of course means is that you must come to class having done the reading and other assignments, so that you can *participate* in class, including bringing your own perspectives and experience to the discussion. Mary Field Belenky and her colleagues, in *Women's Ways of Knowing* (1986, 1997), distinguished between *received knowledge* and *constructed knowledge*. *Received knowledge* means that you sit passively, like an empty glass, and knowledge is poured into you. *Constructed knowledge* means that you combine what you read and hear in class with your own knowledge from other sources and your professional and personal experience, and you *construct* knowledge, together with your classmates, subject to rigorous (but kind!) questioning and challenges from all of us, to help you strengthen and refine your thinking.

What we are aiming for is what Chris Argyris (in the *Harvard Business Review*, September-October 1977) has termed "double-loop learning" – that is, challenging and perhaps changing the *underlying assumptions* of actions, as well as changing the actions themselves.

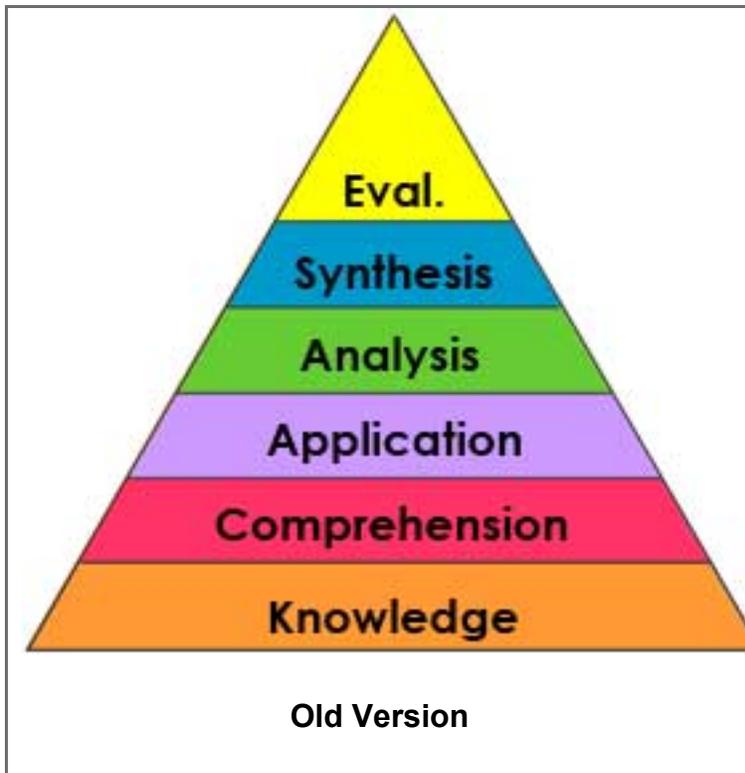
These concepts, in turn, suggest two more ideas about your learning.

First, to construct knowledge, you need to engage the higher order thinking skills suggested in Bloom et al's *Taxonomy of Educational Objectives* (1956) and since updated by Anderson et al.

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*, New York: Longman.

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Bloom, B. S. et al (eds.) (1956) *Taxonomy of Educational Objectives. Vol. 1: Cognitive Domain*. New York: McKay



**New Version**

Verbs describing thinking and learning activities associated with each level of Bloom's Taxonomy:

<b>Remembering:</b> can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
<b>Understanding:</b> can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<b>Applying:</b> can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
<b>Analyzing:</b> can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
<b>Evaluating:</b> can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<b>Creating:</b> can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Source:

Richard C. Overbaugh and Lynn Schultz, Old Dominion University  
[http://ww2.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Second, in order to comprehend ideas as well as to simply recall facts, to apply knowledge to new situations, to analyze those situations, to synthesize material from multiple sources, and to evaluate the quality of the materials and the results in your own work and that of others, or to create something new, you need to listen to and collaborate with your classmates. (Therefore, you need to attend class!) You all have different ideas and experiences, and we all can learn from each other.

What follows from this notion of collaboration and sharing -- education is not a competitive sport! -- is my use of critterion-referenced grading. That is, I have constructed criteria for what I would like you to know and be able to do by the end of the semester (and we can discuss whether the criteria, or learning outcomes, I have listed reflect your learning goals as well, and perhaps modify them if not). It is entirely possible that everyone in the class will meet all of those criteria (achieve all of those learning outcomes) in an exemplary way, and that everyone therefore will receive an A. In norm-referenced grading, the students who do "best" receive an A, and the rest receive lower grades, with the grades often distributed in a bell-shaped curve. That is, "the norm" for the class would be a B or a C, and those who do better than "the norm" earn As. This leads to student competition, as only a few students can receive that top grade. That is not how this class works. The field of higher education changes every day. No

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one person can know everything you need to know. You need your classmates and their brains, not just now, but as a continuing network throughout your career. Cooperation and not competition will help everyone to learn and to contribute more in his or her career.

### **COURSE REQUIREMENTS**

- Regular attendance is expected. Please let Dr. Merrill know in advance if you will need to miss class. Your Internationalization Review Group is counting on you and your work – let them know, too!
- Active participation in class, with evidence of engagement with the readings and with the thoughts of your classmates, is expected.
- Each student is expected to be an active and contributing member in his or her Internationalization Review Group, throughout the semester, in the final presentation, and in production of the written product.
- Perfection and being “right” are NOT expected. Willingness to think, listen, and learn, to provide evidence for one’s own point of view, and to listen respectfully to the points of view expressed by others, are essential. The point of the class is learning, not “getting it right” immediately. Please try to take on some element of the case study that you *don’t* know much about – the budget, accreditation issues, international student recruiting, or anything else that may be new to you. If the person in your group who already has the most expertise in a particular field handles that part of your report, then everyone loses a chance to learn.
- **Thinking in Progress** (T.I.P. Reflections) (adapted from Susan Iverson)  
On the weeks when we do not meet in person, you should post to the Learn discussion board (or other forum we decide on) by Saturday morning your ‘thinking in progress.’ These TIP reflections will offer all of us insight into your thinking about what you are reading or some issue that came up while you were working on your case study that is relevant to the whole class, or a link to a relevant article you saw (and your thoughts) or a current issue related to the class. The reflections are not a summary of what you are reading; they’re a higher level on Bloom’s Taxonomy than simple “knowledge.” I am interested in what you are *learning*. Rather, TIP reflections might offer a particular quote from the reading that has left you ruminating, and then, a paragraph, following the quote, in which you would share your comments, critiques, or questions. Or you could critique a line of argument, or note a concept or observation that you found puzzling, or something that startled you. These reflections need not be long (i.e. a couple of paragraphs), but they will provide all of us with a window into your thinking about what we’re reading, and a bridge into our subsequent discussion when we meet in person. The discussion board also affords an outlet for dialogue with classmates, should you wish to engage that option. Since the reflections are “thinking in progress,” meant to let all of us know what others are thinking about and asking questions about, in order to

enrich our discussion when we get back together, I will not be grading the *content* of your reflections. But I will be looking for some kind of substantive comments, reflecting engagement with course material, every week. (You get Thanksgiving off! ☺) If you are not posting regularly, that *will* affect your grade.

**Major assignment:**

- With a group of classmates, you will conduct an internationalization review of a particular college or university, looking at the range of internationalization efforts that are currently in place, such as inclusion of international goals in the institution's strategic plan, faculty development opportunities, curricular requirements, the presence of international students on campus, and more. The specifics will differ with the type of college or university, such as a research university, a liberal arts college, or a community college, and with the institution's specific context – the population served, the institution's history, the vision of its president and/or board of trustees, etc. You will need to review the institution's context as well as its activities. The point is not to *judge* the institution based on some external benchmarks, but rather to *understand* it in terms of its context.
- In past years, students have chosen Carnegie Mellon, Case Western, Michigan State, New York University, Ohio State, Ohio University, Penn State, Rutgers, the University of Akron, the University of Colorado, the University of North Carolina, the University of Texas at Austin, and Yale (research universities); Carleton, Goucher, Hiram, Marietta, Mt. Holyoke, Oberlin, Reed, and St. Olaf's (liberal arts colleges); and Broome, Columbus, Cuyahoga, Houston, Lorain, Lakeland, Northern Virginia, Portland, and Shoreline Community Colleges, and the College of Southern Idaho (community colleges). Since the US has 4706 HEIs, that leaves 4675 degree-granting institutions in the US for you to choose from! (National Center for Education Statistics, 2015. Available: <http://nces.ed.gov/fastfacts/display.asp?id=84>) Past students who chose an institution near enough to visit found that valuable, but those who chose institutions further away chose them for particular reasons (e.g. Goucher requires every student to study abroad) and learned a great deal from analyzing them. Please do not choose Kent State or a place where you work – learn about someplace new!
- Although we all can learn a great deal if groups are looking at different institutional types (community colleges, liberal arts colleges, comprehensive universities, research universities, special purpose institutions, minority-serving institutions, public and private), I understand that, as doctoral students, you may have careers established in a particular institutional type and may be interested in maintaining that focus. Please consider what you can learn from researching an institution different from your own, particularly if you think you might ever want to apply for a position somewhere else. However, I understand that some of you may be committed to particular institutional types.

- To get ideas about institutions to look at:
  - NAFSA: Association of International Educators has recognized colleges and universities, including community colleges, that have shown exemplary efforts in internationalization, since 2003, with the Paul Simon Award. See [http://www.nafsa.org/Explore\\_International\\_Education/Impact/Awards/Senator\\_Paul\\_Simon\\_Award/Simon\\_Award\\_for\\_Campus\\_Internationalization\\_Selected\\_Institutions/](http://www.nafsa.org/Explore_International_Education/Impact/Awards/Senator_Paul_Simon_Award/Simon_Award_for_Campus_Internationalization_Selected_Institutions/) for a list of recipients, year by year. Note the links to additional information underneath the list of each year's institutions.
  - None of the institutions highlighted in the Glass et al book (Elon, Florida International, Indiana University – Bloomington, Northern Arizona University, Old Dominion University, Valencia College, Valparaiso University – see portraits pp. 6-14) has been researched. Of the US institutions with case studies in the Hudzik book, Michigan State has been done and Beloit has not.
  - Take a look at the institutions mentioned on the ACE Center for Internationalization and Global Engagement website: <http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx>
  - Do a search for stories on your possible institutions in the *Chronicle* and *Inside Higher Education*. Or go to the website of each, click on the “Global” tab, and scroll through the stories you find there for idea.
- Once you have completed a thorough review of the institution, you will also briefly indicate the broad goals and objectives for internationalization for the institution and the broad international learning goals you would envision for its students. *The emphasis here is on learning as much about the institution as you can, rather than having you rush into judgments so that you can form recommendations.* Colleges and universities are very complex and have many different stakeholders with many different interests – it's difficult to understand all the factors that influence an institution and its priorities, even with four or five of you working on the case for a semester. Always look for multiple interpretations for the choices a college or university has made, for all the factors that could be influential, and for all the actors who may have been involved in a decision. Be sure to check state agencies that govern or influence higher education (for public institutions) and accreditation requirements, both regional and specialized.
- Each Review Group will make a 20-minute presentation, followed by 10 minutes of questions, answers, and comments, on the last day of class. Please respect this time frame. When you make presentations at work or at conferences, you will need to observe time limits, so working within them in class will help you to gain a professionally-needed skill.
- Your written papers are due three days following your last class (Tuesday,

December 8, by 5 pm). (For your planning purposes: Hanukah starts on December 6, the Sunday after our last class.) Written papers should be no more than about 35 pages, and should include a description of the institutional context, including macro, mezzo, and micro-level factors that impact on internationalization, as well as a description of the relevant activities, policies, and plans that are in place, and a *brief* overview of the recommendations you would make for the future. Focus on describing what exists and analyzing your institution, taking into account all the stakeholders and contexts that may have influenced the choices made, before you make recommendations, and be sure any recommendations you make are realistic, in terms of budget, personnel, student characteristics, and more.

- Every paper should include an Executive Summary of approximately one page. This should be ready for you to distribute when you do your oral presentation. If you have not written an Executive Summary before, you can get assistance from the University of Maryland Writing Resources website:

[https://www.umuc.edu/writingcenter/writingresources/exec\\_summaries.cfm](https://www.umuc.edu/writingcenter/writingresources/exec_summaries.cfm) (note that the print version leads you to how to write for specific audiences instead of how to write an Executive Summary) or from the University of Southern California:

<http://libguides.usc.edu/content.php?pid=83009&sid=1481087>

This is normal practice when you present a report – recipients, such as presidents and deans, may not have time to read it all, so you need to provide highlights of the most important information. Many sources on “how to write an executive summary” refer to business plans where the authors make recommendations. As noted above, you will not be focusing on recommendations.

- Some students in the past have contacted people at the institutions they are studying. If you decide to do this, *please first check all possible sources for information before you bother a staff person or faculty member*. I strongly recommend that you check to see if you can get a copy of the institution’s Strategic Plan and its regional accreditation Self-Study, both of which will give you a considerable amount of information about the institution. You also can check institutional data on IPEDS (the Integrated Postsecondary Education Database, <http://nces.ed.gov/ipeds/> and <http://nces.ed.gov/ipeds/datacenter/Default.aspx>, which permits you to design and generate reports. You should be able to call up data for whatever institution you are working on. And remember to check the institution’s budget (easier for those working on public HEIs than those working on private HEIs). Remember, if an institution doesn’t have a Strategic Plan, or if the planning cycle and the budget cycle are out of sync with each other, then the budget becomes the de facto strategic plan, determining the priorities for the institution.
- Also, if you decide to contact someone at an institution, be wary of relying on the voice of just one person; individuals may have agendas, such as

getting recognition or more funding. You always want to “triangulate” when you are doing research, meaning you want to hear more than one voice or perspective on your research topic.

- In addition, if you contact people at an institution, *be prepared for those people to ask to see a copy of your report*. You may want to discuss in your group what you would be willing to share and what you would not. Also, no one person should make the decision about sharing the work of the full group.
- *You also should clarify with any sources you work with what is confidential and what is not*. Do *not* quote e-mails or other correspondence from any sources you use at the campus you are studying without the author’s express permission, preferably in writing. If someone gives you verbal permission to use an e-mail or other material, please follow up with a confirming e-mail, saying something like: “It is my understanding that you are willing to let our group quote from your e-mail of November 10, for a report that will be seen by our instructor and our peer review group in our graduate class on the Internationalization of Higher Education Institutions.” If you have any thoughts of distributing your work more widely – in particular, if you have any thoughts of publishing some version of it – you *must* have IRB approval and you must have signed consent forms from your participants.
- At both the mid-semester check-in and at the end of the semester, each group should write 2-3 pages summarizing what they are learning from working on the case study. This can be any learning that you find important – something specifically about internationalization, or something about a type of institution, or a source of data, or how to work with colleagues, or integrating your learning, or whatever else is important to you.

### **Individual essay (due October 31)**

Please write an essay of 6-8 pages (not including your title page and reference list), in APA style, addressing one of the following questions, or another topic related to the course content. If you choose another topic, please send me an e-mail with your proposed topic at least several weeks before the essay is due. Students’ initial topics often need to be narrowed and focused, and sometimes I can suggest sources to you.

1. What, of all the issues and topics we have considered this semester, has made you think the most? You may consider readings, class discussions, the work on your case study, or other relevant sources. What have you thought about, and why?
2. In what ways will the issues, topics, concerns, and ideas you encountered in this class affect you in your future career? What do you still need to learn more about? Why?

3. Should every student graduating from the HIED program (or your own academic program, for those of you in C&I or some other field) at the level you are studying (Master's, Specialist, Ph.D.) be required to have some knowledge of internationalization issues, or should that be reserved for those who choose to complete the Internationalization certificate? Why? If you think every student should have certain knowledge or skills, what should those be? Frame that knowledge and skills as program-level learning outcomes. (See below for advice on writing learning outcomes.)
4. Should a requirement for international knowledge or skills be included in undergraduate general education requirements? Choose a particular institutional type – e.g. private liberal arts, public comprehensive, HBCU, religiously-affiliated, etc. – and make your argument within that context. If you are arguing for such a requirement, name the specific requirement you would include.
5. Both Marginson (2013) and Karram (2014) argue that international students are deserving of some kinds of protections or citizenship benefits from their host countries. Do you agree? Why or why not? If yes, what do you think those benefits should be, and why?
  - a. Karram, G. (2014, August 15) Lessons from the arrest of Alexander Sodiqov. *University World News*. Issue 330.  
<http://www.universityworldnews.com/article.php?story=20140814094918877>
  - b. Marginson, S. (2012) Equals or other? Mobile students in a nationally bordered world. In S. Sovic and M. Blythman, eds. *International Students Negotiating Higher Education: Critical Perspectives* London and New York: Routledge
6. Choose a population that currently is under-represented in education abroad. Cite the data that provides evidence of that under-representation. Review and evaluate the strategies currently in place to support education abroad for that group, at the national level and, as appropriate, at the sector/institutional type or specific institutional level. If appropriate, suggest alternative strategies.
7. Write a book review of the Sage *Handbook*. Add an introduction naming the journal you are writing the book review for, briefly describing the audience for that journal, and the limitations on length or other issues the journal imposes. If you have never written a book review before, see Karen Kelsky's "How to Write an Honest but Collegial Book Review" <https://chroniclevitae.com/news/652-the-professor-is-in-how-to-write-an-honest-but-collegial-book-review>
8. Should US universities establish campuses in other countries? Why or why not? You may frame your discussion in terms of a particular region of the world.

### **Basic elements of writing an essay:**

(This may be obvious to many of you, but some of you have been away from academic writing for a while, and some of you learned how to write in other rhetorical traditions [“contrastive rhetorics” – what is considered to be an appropriate rhetorical style in different cultural traditions – is actually a field of study.]. So I thought I would make my expectations clear.)

An academic essay in US colleges and universities has three sections: an introduction, a body, and a conclusion. I will expect your essays to follow this format, as it is a style you will need to master for writing in your career.

The introduction includes three parts: a “hook” to gain reader interest, a thesis statement, and a plan of development. The “hook” is an opening that makes the reader want to read the rest of your essay. It can be a question, a setting of your issue in a broader context, a relevant anecdote, or something else you think will interest your audience (you always should analyze your audience before you begin to write: what does the audience already know about the topic? What do you want the audience to know? What do you need to convince the audience of?) The thesis statement both names your topic and gives an idea, attitude, or opinion about that topic. (For example, your topic could be Barack Obama, but your idea could be that he is a wonderful president or that he is a terrible president – and you would have a very different essay depending upon what your idea about him is.) The thesis should not be broader than what you can present evidence for. The plan of development tells your reader how you are going to organize the evidence you present to support your thesis.

The body contains the evidence you present in support of your thesis. You need a topic sentence for each paragraph (topic and idea about the topic) and then concrete evidence – examples, statistics, data, or other evidence. In an academic essay, you must always present evidence to support your reasoning. Your body paragraphs and evidence should be organized in some logical way: your most important reason to your least important reason, chronological order, etc. Explain to your reader in the plan of development how you are organizing your evidence.

The conclusion has two functions. First, you restate your thesis and summarize your evidence. Second, you make some kind of a comment on the significance of what you have written.

### **Sources for Writing and Assessing Learning Outcomes:**

All of these are on e-reserves. They also can help you analyze what kinds of learning outcomes students are achieving at the institution you are reviewing. Chapter 6 of the Hudzik book also focuses on the outcomes of internationalization and how to measure them.

- Deardorff, D. K. and Deardorff, D. L. (2007) An Overview of the Basic Methods of Outcomes Assessment. In Mell C. Bolen, ed. *A Guide to Outcomes Assessment in Education Abroad*. (pp. 89-96) Carlisle, PA: Forum on Education Abroad
- Osters, S. and Tiu, F. S. (n.d.) Writing Measurable Learning Outcomes <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>
- Suskie, L. (2009) Developing Learning Goals. Ch. 8 in *Assessing Student Learning: A Common Sense Guide* (pp.115-134) 2e. San Francisco: Jossey-Bass

The following book is on hard-copy reserve:

- Deardorff, D. K. (2015) *Demystifying Outcomes Assessment for International Educators: A Practical Approach* Sterling, VA: Stylus

You may also want to take a look at AAC&U's Global Learning VALUE Rubric, available in a preview version:

<http://www.aacu.org/sites/default/files/files/VALUE/GlobalLearning.pdf>

**Required books (not on e-reserves but available as hard copies in print reserves).**

Two books that you will need that are FREE are:

- Deardorff, de Wit, Heyl, & Adams, eds. (2012) *The Sage Handbook on International Higher Education* Los Angeles: Sage (536 pp) <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-international-higher-education/book236747>

The KSU Library has an electronic copy of this that you can download – but there's a page limit and a user limit. I think it's 65 pages at a time and I know the maximum number of users at any one time is five. (If you sign out and come back half an hour later, you can download another 65 pages.) We will read most of this book, so I recommend that you download the whole book in some format that lets you find specific chapters.

- Green and Olson (2003) *Internationalizing the Campus: A User's Guide* Washington, DC: American Council on Education

The University of Minnesota made a PDF of this, so you can download it for free from:

<http://www.d.umn.edu/vcaa/intz/users%20guide.pdf>

Two books that unfortunately are not free (the library has hard copies of each – currently on order. I asked about the electronic option for multiple users, but that was not available for either).

- Hudzik, John, ed. (2015) *Comprehensive Internationalization: Institutional pathways to success* Routledge/Taylor and Francis ISBN: 978-1138778542  
Hudzik has written a LOT on comprehensive internationalization, so if you are searching aggregators like allbookstores.com for the cheapest versions, searching by the ISBN number may be the easiest way to find this book. Taylor and Francis, the publisher, offers the paperback for \$53.95; Amazon has it for \$42.80 (as of today) and \$48.44 for a Kindle (or \$11.75 to rent for a Kindle). If you have not used an aggregator like allbookstores.com before, double check what you are ordering – the cheapest prices almost always are rentals.
- Glass, Wongtriat, and Bus (2015) *International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments* Sterling, VA: Stylus  
<https://sty.presswarehouse.com/Books/BookDetail.aspx?productID=376414>  
This book is selling for \$29.95 for the paperback and \$23.99 for the e-book on the publisher's website. Again, check an aggregator for other options.

In the middle of the semester, you will be reading two chapters from:

- Susan B. Twombly, et al. (2012) *Study abroad in the new global century: renewing the promise, refining the purpose*. Hoboken, N.J.: Wiley Periodicals, Inc.; San Francisco, Calif.: Jossey-Bass.

This is available on hard-copy reserve at the library, but it also technically is a periodical (ASHE higher education report; v. 38, no. 4), and is available to you online. Go to “Journal finder” and put in “ASHE Higher Education Report” and search for vol. 38. You will need to be on campus or have the VPN on to access the book this way. The online version is missing the “front matter,” but I can supply that to those who wish.

### **REFERENCES for you to consult for your case study and individual essay:**

#### ACE

- Throughout the semester, check the ACE “Internationalization Toolkit” for sample policies, programs, and procedures in half a dozen broad areas – everything from mission statements and strategic plans to funding sources for international partnerships. <http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx> I have posted a PDF of all the resources available here on your Blackboard-Learn page.
- Click on <http://www.acenet.edu/higher-education/Pages/default.aspx> and follow all the Internationalization links for more ideas about what specific institutions are doing – including, perhaps, the one your group is reviewing!

- If you want to know what institutions across the US do, and how many of them do it, in various areas of internationalization, take a look at *Mapping Internationalization on US Campuses, 2012 Edition* (available here: <http://www.acenet.edu/news-room/Documents/Mapping-Internationalizationon-US-Campuses-2012-full.pdf> . See also the accompanying data tables, downloadable at the same URL.

#### Acronyms:

- “List of Acronyms” (2012) In Deardorff, D. K., et al, eds. *The Sage Handbook of International Higher Education* (pp. 487-490) Los Angeles: Sage (with AIEA and JSIE) (chapter on e-reserves and book on print reserves)

#### Indiana University

- Indiana University International Factbook <http://worldwide.iu.edu/doc/business-docs/fact-book-2013-2014.pdf> For ideas of all the different ways a university can internationalize, including curriculum and partnerships.
- Or see the magazine on its international activities that IU has published twice a year since 1993: <http://worldwide.iu.edu/communications/magazine/index.shtml>

#### Institutional types

- If you are not sure you really understand all the differences between institutional types, take a look at Sylvia Hurtado’s chapter, “Institutional Diversity in American Higher Education,” which is posted on e-reserves.
- Those of you considering community colleges should read:
  - Rosalind Raby’s (2012) “Reimagining International Education at Community Colleges” in *AUDEM: The International Journal of Higher Education and Democracy*, both for its content and for its list of references. (On e-reserves and in KSU’s online journal collection)
  - On print reserves:
    - Hess, Gerhard. *Freshmen and sophomores abroad: Community colleges and overseas academic programs*
    - Valeau, E.J. and Raby, R.L. *International reform efforts and challenges in community colleges*
- Check the website of the association(s) of the kinds of institutions you are interested in, to see what the association is doing with internationalization. You also can check out what institutions are active in various international projects; that may give you ideas about institutions to choose for your case study.
  - AACC American Association of Community Colleges <http://www.aacc.nche.edu/Resources/aaccprograms/international/Pages/default.aspx>
  - APLU Association of Public and Land-Grant Universities

- <http://www.aplu.org/members/commissions/international-initiatives/>
- AASCU American Association of State Colleges and Universities  
<http://www.aascu.org/Programs/InternationalEducation/>
- NAICU National Association of Independent Colleges and Universities <http://www.naicu.edu> NAICU doesn't have a page devoted to internationalization, but if you type "international" into the search box, you will get a number of stories. Note that they are not in chronological order – there's one from 2008 on the first page and one from 2014 on the second page.
- Note that AAC&U, the American Association of Colleges and Universities, is concerned with liberal arts *education*, rather than liberal arts *colleges*. It has many resources for all kinds of institutions. <http://www.aacu.org> (watch the pictures scroll through, and you'll see Paul Gaston's new report on General Education featured) and <http://www.aacu.org/resources/global-learning>
- The American Council on Education represents higher education in the US as a whole; as of August 26, 2015, it has 1696 members.  
<http://www2.acenet.edu/ACEMemberDirectory/> See <http://www.acenet.edu/about-ace/Pages/default.aspx> for its mission.

#### Paul Simon Awards

- NAFSA gives Paul Simon Awards for Campus Internationalization every year. The home page is here:  
[http://www.nafsa.org/Explore\\_International\\_Education/Impact/Awards/Senator\\_Paul\\_Simon\\_Award/Simon\\_Award\\_for\\_Campus\\_Internationalization\\_Selected\\_Institutions/](http://www.nafsa.org/Explore_International_Education/Impact/Awards/Senator_Paul_Simon_Award/Simon_Award_for_Campus_Internationalization_Selected_Institutions/)
- Note that underneath the list of winners for each year, there's a link to a PDF with descriptions of the institutions and their activities. The 2013 winners are described in this 65-page e-journal:  
[http://www.nafsa.org/\\_File/\\_itc2013.pdf](http://www.nafsa.org/_File/_itc2013.pdf)

#### Research and resources in international education:

- de Wit, H. and Urias, D. (2012) An Overview and Analysis of International Education Research, Training, and Resources. In Deardorff, D. K., et al, eds. *The Sage Handbook of International Higher Education* (pp. 101-109) Los Angeles: Sage (with AIEA and JSIE) (chapter on e-reserves and book on print reserves)
- IDP Database of Research on International Education. Go to <https://www.idp.com/global/aboutus> → Research → Database of Research, or [http://opac.acer.edu.au/IDP\\_drie/index.html](http://opac.acer.edu.au/IDP_drie/index.html) (This is not loading on August 26, but it *does* exist!) Updated every two months, with a Twitter feed if you can't wait that long: <http://twitter.com/IDPDRIE>
- International Association of Universities Higher Education bibliography (searchable database of 38,000 records): <http://www.iau-aiu.net/content/hedbib-reaches-38000-records>

### Student mobility

- The largest US organization that deals with education abroad and with international students is NAFSA: Association of International Educators [www.nafsa.org](http://www.nafsa.org). Spend some time on its web site. Note particularly its “Knowledge Communities” [http://www.nafsa.org/knowledge\\_community\\_network.sec](http://www.nafsa.org/knowledge_community_network.sec) and its Code of Ethics – available here: [http://www.nafsa.org/Learn\\_About\\_NAFSA/Governance\\_Documents/Ethics\\_And\\_Principles/Statement\\_Of\\_Ethics/NAFSA\\_s\\_Statement\\_of\\_Ethical\\_Principles/](http://www.nafsa.org/Learn_About_NAFSA/Governance_Documents/Ethics_And_Principles/Statement_Of_Ethics/NAFSA_s_Statement_of_Ethical_Principles/) Printable form: [http://www.nafsa.org/\\_File/\\_ethical\\_principles\\_2009.pdf](http://www.nafsa.org/_File/_ethical_principles_2009.pdf)
- A newer organization that is growing rapidly is The Forum on Education Abroad <http://www.forumea.org/>. Forum is trying to position itself as a more scholarly organization than NAFSA and also as one that creates standards of good practice in education abroad. Forum’s *Standards for Good Practice* (5e) are available at <http://www.forumea.org/resources/standards-of-good-practice>. The Standards are not without controversy, as they make certain assumptions about the relationship between the US university and its partners or providers abroad. Nevertheless, you may find the standards useful as you are performing your internationalization review.
- *Frontiers*, the main scholarly journal on education abroad from a US perspective, is available free on line: <http://www.frontiersjournal.com/index.htm> Check it for both issues you are interested in and, occasionally, for articles mentioning specific institutions.

### Terminology: academic, education abroad, and international student:

- Peterson, C. et al. (2007) Defining Terms for Use in Designing Outcomes Projects. In Mell C. Bolen, ed. *A Guide to Outcomes Assessment in Education Abroad*. (pp. 163-203) Carlisle, PA: Forum on Education Abroad
- This is much more comprehensive than the title might indicate. 40 pages of academic terms defined. Take a look and be sure you are using terms correctly. On e-reserves.

## **CLASS CALENDAR**

### **WEEK 1: August 29 (in person)**

- Introduction, Definitions, Rationales
  - Introductions
  - Syllabus overview
  - Definitions
  - Rationales for internationalization
  - Mobility vs. “Internationalization at Home”
  - Mobility of people vs. “Programs and Providers on the Move” (Knight)

- “Quiz” ☺
- Preliminary thoughts on case study groups and peer groups

For the first class, August 29, please read the following:

- In Glass et al, *International Student Engagement*: Introduction, pp. 1-18
- In Green and Olson: Ch. 1, Finding a common language, pp. 1-9
- Jane Knight (2003) Updating the Definition of Internationalization. *International Higher Education*. vol. 33. Spring 2003.

Please think about and be ready to discuss:

- Definitions
  - The Green and Olson book was published in 2003, but the debates about terminology are still pertinent and you will find that different authors use different terms in different ways (and British authors use them differently from how US authors do!). Jane Knight’s 2003 definition of internationalization has become the standard in the field. Be sure you understand (or bring your questions about) the differences between international and global, and between multicultural and intercultural.
- Application
  - As you read the Introduction in the Glass et al book, keep Kent State in the back of your mind. Five years ago, Kent State had about 800 international students. Now it has almost 3000. What has changed, what has not changed, and what should change as a result?
  - How does any (or all) of this apply to you, in the context you currently are working in, or the context you want to work in?
- Project
  - Your major project in this class will be to describe internationalization as it currently exists at a US higher education institution. This is a group project, with four or five of you per group. As you will see – the Glass et al and Hudzik readings, among others, emphasize this -- internationalization goals and strategies differ by institutional type, as well as by specific circumstances. It’s useful for the learning of all of us if there is variety in the institutions you choose – a community college, a liberal arts college, a comprehensive university, a research university, a specialized institution. You might find it helpful to learn something about an institutional type that you don’t know about. On the other hand, I understand that, as doctoral students, you may have made a commitment to a particular institutional type and may wish to focus on that institutional type. In any case, please think a bit about the kind of institution you might like to study this semester.

## WEEK 2: September 5 (Virtual)

- Contexts and causes of the new emphasis on internationalization; Choosing a case study institution
  - Why has internationalization become a priority issue at so many higher education institutions?
  - How and why is internationalization changing?
  - Macro, mezzo, and micro influences on internationalization
  - Forming case study groups and peer groups
  - Reading:
    - Sage Ch. 1 – Rumbley, Altbach, Reisberg. Internationalization within the Higher Education Context (pp. 3-26)
    - Sage, Ch. 2 – Knight. Concepts, Rationales, and Interpretive Frameworks (pp. 27-42)
    - Sage, Ch. 4 – Hudzik and Stohl. Comprehensive and Strategic Internationalization of US Higher Education (pp. 61-80)
    - Scan Hudzik, Ch. 1, on the “roots, aspects, and evolution” of comprehensive internationalization, and Ch. 3, on motivations and rationales for internationalization. You will see some overlap between these chapters and the Hudzik and Stohl chapter in the SAGE *Handbook*, but the Hudzik book looks at comprehensive internationalization internationally, whereas the focus in the SAGE *Handbook* is on the US.
    - Read Ch. 18 of Hudzik to get an idea of what some of the case studies focus on. Then choose one or more case study to read. Write a “Thinking in Progress” post about the case or cases you chose and what you learned from it.
  - Recommended:
    - Ellingboe, Brenda (1998) “Divisional Strategies,” in *Reforming the higher education curriculum: Internationalizing the campus*. The chapter is about the internationalization of various schools at the University of Minnesota. Note that this chapter is based on Brenda’s Master’s thesis, and that she co-edited the book in which this is included with her adviser, Joe Mestenhauser. (on e-reserve and print reserve – print reserve is under Mestenhauser)
  - Planning for your case study:
    - Think about the kind of institution (research university, comprehensive university, liberal arts college, community college) you would like to work on for a case study as well as possible specific institutions.
    - Look at the sources mentioned in “References” above to give you ideas and to help you make choices. Check the Paul Simon Awards for some ideas about institutions.

- Remember that you can use this case study to learn about a type of institution you are not familiar with as well as to learn about internationalization at that type of institution. Also check the websites of institutions you are considering to see how much information is there and how easy the website is to navigate – although the website should NOT be your only source of information!
- Two other sources to check: the institutional strategic plan and its accreditation self study. If either of those is online, you will have access to lots of information. This is particularly important if you are considering a private institution, which is likely to have less information publically available than a public institution would, especially regarding the budget.
  - You will have a mid-semester check-in on October 10. Take a look at the assignments for that week (Week 7). You may want to keep that assignment in mind as you work.
- Think ahead about group dynamics:
    - You may want to consider how you will record decisions and assignments to group members (either everyone takes a turn, in alphabetical order or some other system, or one well-organized person who usually has a laptop with him or her becomes your regular recorder – *and is relieved of some other work for doing so!*)
    - Groups also often find it useful to appoint someone as the facilitator – someone who has responsibility for noticing who is quiet, who is dominating, etc., and making sure everyone is heard. I suggest that a different person be the facilitator at each meeting – it’s hard work, but it’s a good skill for all of you to develop.
    - You may find it helpful to consider Benjamin Tuckman’s stages of group development: form, storm, norm, perform, and adjourn. See [http://www.changingminds.org/explanations/groups/form\\_storm\\_norm\\_perform.htm](http://www.changingminds.org/explanations/groups/form_storm_norm_perform.htm) for a summary.
  - I will set up a discussion group on Blackboard so that you all can communicate your thoughts as you form groups.
  - If you would like, I can set up discussion groups on Blackboard (Learn) for your groups. In the past, many student groups have preferred to use Google Groups or some other system. You are welcome to do that – but if you do please let me have access! Sometimes I have suggestions or ideas that can save you time. (You also are welcome to have private discussions without me! But I may be able to help if I have access to your “official” group site.)
  - Either now or in the future, one or more people in your group will want to consult the following books, which are on reserve in the library, to read case studies of institutions that in some way resemble the institution you are planning to do a review of: community colleges, liberal arts colleges, research universities, rural universities or colleges, urban ones, HBCUs, HEIs with religious missions, etc. These sources are a bit dated, but may

give you ideas of issues and structures to look at. The options are:

- Backman, Earl, *Approaches to International Education* – 17 cases
- Kelleher, Ann, *Learning from Success: Campus Case Studies in International Program Development* – 25 cases
- O'Meara, Patrick, et al. *Changing Perspectives on International Education* – Robert Scott on Ramapo College in New Jersey; David Trubek on the University of Wisconsin at Madison
- Valeau, Edward J., and Rosalind Latiner Raby, *International Reform Efforts and Challenges in Community Colleges* – Jacob Ng on the Peralta Community College District; Leon Richards and Robert Franco on Kapi'olani Community College

### WEEK 3: September 11 (in person)

- We will finalize groups. Each group will then give a *brief* presentation (3-5 minutes) on the institution you have chosen and why you chose it.
- Elements of comprehensive internationalization; stakeholders
  - Required
    - Green & Olson, Ch. 2 – Why Internationalize? (pp, 11-19)
    - Green & Olson, Ch. 3 – From Tinkering to Deep Change (pp. 21-26)
    - Green & Olson, Appendix A – Questions to Guide an Institutional Internationalization Review (pp. 91-94) (see also pp. 39-40 for the elements of a plan and p. 42 for a chart on doing a SWOT analysis on these topics). This is a source for you to use as you are organizing your institutional review.
    - de Wit's "Internationalization of Higher Education: Nine Misconceptions" in *International Higher Education* (64, 6-7) Summer 2011 On e-reserves; the online version of this article has a printing error. Or go to the online version of the complete Summer 2011 issue of *IHE* at [http://www.bc.edu/content/dam/files/research\\_sites/cihe/pdf/IHEpdfs/ihe64.pdf](http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/IHEpdfs/ihe64.pdf)
    - Brustein (2009) It Takes an Entire Institution: A Blueprint for the Global University. From Lewin, ed. *Handbook of Practice and Research in Study Abroad*. Pp. 249-265. On e-reserves. Although his focus is research universities and comprehensive universities, and some of the specific points and examples may not be applicable to community colleges and liberal arts colleges, the underlying idea of the necessity for institution-wide involvement is relevant for all kinds of institutions.
    - Hudzik, Ch, 2 – Trends, environments, and organization shaping comprehensive internationalization. Hudzik discusses predictions different authors have made for the future of higher education and internationalization, the implications of internationalization, and the ways in which

internationalization can affect various stakeholders. You will want to revisit this chapter at the end of the semester, with specific reference to the institution you are studying.

- Recommended:
  - Read Nelly Stromquist's (2007) "Internationalization as a Response to Globalization: Radical Shifts in University Environments" *Higher Education* 53 (on e-reserves and in the library's journal collection) for a scathing critique of internationalization, as defined by some entrepreneurial universities.
  - Sage, Ch. 3 – de Wit and Merckx. The History of Internationalization of Higher Education (pp. 43-59)
  - Sage, Ch. 6 – de Wit and Urias. An Overview and Analysis of IE Research, Training, and Resources (pp. 101-109)
  - Sage, Ch. 8 – Nolan and Hunter. Institutional Strategies and International Programs: Learning from Experiences of Change (pp. 131-145)
  - Sage, Ch. 11 – Tillman. Employer Perspectives on International Education (pp. 191-206)

#### **WEEK 4: September 19 (virtual)**

- Student Learning
- What can you find out about the international content of the curriculum at the institution you are reviewing? Are there any task forces or study groups or grants on internationalizing the curriculum? A Teaching/Learning Center that has materials or workshops on internationalization? Faculty on release time to study the issue? A faculty liaison in the international office? Do tenure and promotion criteria include any recognition of faculty work on internationalizing the curriculum? Does the institution measure student learning outcomes in some way? How many languages are taught? Are there any "area studies" programs? Are there requirements for every student to take a course that addresses "cultural competency" or something similar? Are there majors or minors that address international issues? What else can you find out? (This information, and the information about faculty expertise and co-curricular offerings, may be difficult to obtain from published materials. Remember to check any accreditation self-studies or strategic plans that may be available. Also take a look at AAC&U's web site and the ACE website to see if the institution you are interested in has participated in any relevant projects sponsored by those organizations. <http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx> and <http://www.aacu.org/resources/globallearning/index.cfm>
- If the curricular information is not readily available, think through how you might obtain it if you were part of an internationalization task force or a similar group on campus. Learning what you *can't* find is still learning! ☺ Not only does a lack of information give you some idea of how the

institution thinks about itself and how it wants to present itself publically, but also that lack of information can help you think about your institution of department and how it presents itself as an internationalizing organization.

- The *ACE Handbook for Advancing Comprehensive Internationalization* (two copies on print reserve) contains a number of questionnaires various campuses have used to gather information about current practice, as well as a listing of assessment instruments available online and assessment criteria various campuses use. Other questionnaires are available in the Appendices of Green and Olson. In addition, in the chapter on curriculum in Green and Olson, there are dozens of questions you can ask to help you think about whether or not the curriculum is internationalized.
- Reading:
  - Sage, Ch. 10 – Deardorff & van Gaalen. Outcomes Assessment in the Internationalization of Higher Education (pp. 167-189)
  - Sage, Ch. 14 – Brewer & Leask. Internationalization of the Curriculum (pp. 245-265)
  - Glass et al, Ch. 1, Recognizing and Addressing Cultural Diversity in the Classroom, pp. 19-37. If your institution – your case study institution or the institution where you work – recruits a large number of international students, and if the institution has a commitment to helping all students learn, do faculty need to change curricula and make different assumptions about knowledge and background of students, and categories and vocabulary of course content, so that all present have an equal chance to learn?
  - See also Glass, Ch. 2, Engaging International Students in Campus Leadership (p. 39-52). If you believe that part of the learning that takes place in higher education is when students not only encounter, but also actually engage with those who are different from themselves, how do you make that happen?
  - Green & Olson, Ch. 7 – The Curriculum: The Heart of the Matter (pp. 57-68)
  - Marion Lundy Dobbert, “The Impossibility of Internationalizing Students by Adding Material to Courses,” pp. 53-68 in *Reforming the higher education curriculum: Internationalizing the campus* (on e-reserve and print reserve) and was voted the most controversial article of the semester by the 2008 students! ☺
  - Hudzik, Ch. 6, Measuring outcomes from institutional comprehensive internationalization. You can revisit this chapter toward the end of the semester as well. Hudzik clearly favors quantitative methodologies over qualitative ones, but he is correct that the majority of studies of internationalization are case studies or theorizing from relatively limited data. Think about how you might research the outcomes or results of internationalization – and for which stakeholders.

### WEEK 5: September 26 (in person)

- Accreditation, Internationalizing the Curriculum, Internationalization at Home, Learning Outcomes
  - *This looks like a lot, but most of it is suggestions of where to start looking for information on the institution you are reviewing.*
  - Be sure that you understand how both regional and specialized accreditation works in the US. See Judith Eaton's "An Overview of US Accreditation" (12 pages) <http://www.chea.org/pdf/Overview%20of%20US%20Accreditation%202012.pdf> As you develop your internationalization review, you will need to know which regional and specialized organizations accredit the institution you are reviewing, and what standards those associations have that your institution must meet. (CHEA is the Council for Higher Education Accreditation in the US, a private organization coordinating US accreditation agencies and policies.)
  - To which organizations does the institution you are reviewing belong? What purposes or standards does that organization have that might affect the internationalization of the institution you are reviewing?
  - Note also any specialized accreditations programs at your case study institution may have, such as AACSB, ABET, CAEP, and many others. (CHEA has a list of specialized accrediting agencies, but as of late August, it is being updated and is not available.) Consider how the criteria of those organizations might affect internationalization policies. For example, are so many courses required in the major by the specialized accrediting agency that it is impossible for the student to spend a semester studying abroad?
  - Take a look at the ACE Toolkit examples on curriculum and co-curricular programs at various institutions: <http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx#curriculum>
  - What can you learn about the international expertise of various faculty? Are there scholars from outside the US on the faculty? Is there any information about the number of faculty who have been on Fulbrights or who have had other kinds of international experiences? Does the institution you are studying feature faculty who have worked/studied/ researched abroad as something important, something incoming students should value? Do the criteria for promotion and tenure seem to reward international experience? Or do those criteria emphasize factors that would make it difficult for a professor to spend time developing relationships abroad and/or adding an international dimension to his or her research and teaching?
  - Look at <http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2013-April.aspx> and <http://www.acenet.edu/news-room/Pages/Internationalization-in-Action.aspx> for a total of eight

chapters on faculty issues in internationalization, many with clickable links to policies and procedures at various institutions.

- What can you find out about co-curricular offerings: an international film festival, “Asia Week” in the dining halls, international clubs, residence halls or living/learning communities for students who want to speak a particular language, etc.? Remember the Lundy Dobbert reading as you look for such activities. Is the visible curriculum of your institution in sync with the hidden curriculum?
- Required reading:
  - Sage, Ch. 17 – Olson & Peacock. Globalism and Interculturalism: Where Global and Local Meet (pp. 305-322)
  - Sage, Ch. 19 – Knight & Lee. International Joint, Double, & Consecutive Degree Programs (pp. 343-357)
  - Hovland, Musil, Skilton-Sylvester, and Jamison, (2009) “It Takes a Curriculum: Bringing Global Mindedness Home” in Lewin, R. ed. *The Handbook of Research and Practice in Study Abroad*, (chapter on e-reserves; book on print reserves). The focus is on the liberal education component of the curriculum, but all of you may find it helpful to look at Ann Kelleher’s model (p. 475) and to think about international/intercultural learning on a continuum, from the student’s first year through graduation, with one experience building on another (which of course would require that people across campus TALK to each other! What a novel thought!)
- Recommended:
  - Sage, Ch. 15 – Edwards & Teekens. Leveraging Technology and the International Classroom for Cross-Cultural Learning (pp. 267-282) (Note the reference to the work of Dr. Iverson and your fellow HIED graduate student Amanda Espenschied-Reilly on p. 271, as well as citations of Dr. Cushner’s work in this chapter & Ch. 16.)
  - Sage, Ch. 16 – Deardorff & Jones. Intercultural Competence: An Emerging Focus in International Higher Education (pp. 283–303)

### **WEEK 6: October 3 (virtual)**

- Mission, Budget, Stakeholders
  - What is your institution’s mission?
  - How does internationalization fit into your institution’s mission and strategic plan?
  - Does the budget support the stated mission? Does it support internationalization?
  - Who are all the stakeholders for internationalization at your institution?
  - What interests and priorities might various stakeholders have regarding internationalization?

### ASSIGNMENTS:

1. For the institution you are reviewing, your group should try to find (not

all may be available):

- a. The mission of the institution
  - b. If possible, its strategic plan (any mention of internationalization?)
  - c. If possible, its most recent accreditation self-study (for regional accreditation and any relevant specialized accreditations, such as AACSB <http://www.aacsb.edu> or CAEP, the accreditation organization founded in July 2013 from the merger of NCATE and TEAC – see <http://caepnet.org>)
  - d. The organizational chart
    - i. Who is the most senior person working on international issues?
    - ii. To whom does that person report?
    - iii. What synergies or interactions might be possible? (Hudzik addresses this issue in Ch. 4, Comprehensive internationalization: from rhetoric and concept to reality)
  - e. The members of the Board of Trustees, their biographies, their international interests, any relevant committees of the Board they may serve on (Academic Affairs, Strategic Planning, Budget, etc.)
  - f. The biographies of any administrators who have influence over internationalization efforts
  - g. Any information you can find about the institutional budget and where funds come from (state, county [for community colleges], tuition, grants and contracts, etc.) Look at donations the Development Office has received, and look at what the Grants Office lists, as well as the regular operational budget. (Those of you looking at private institutions may have more difficulty finding budget information than those of you dealing with public institutions.)
2. What external stakeholders might influence the institution's internationalization choices? Parents, employers of graduates, donors, county and state legislators for state-funded institutions, church organizations for religiously-affiliated institutions, etc.? What are the interests of these stakeholders and how powerful are they? To what degree do you think that your institution should respond to the interests of these stakeholders? Remember what Stromquist thought of some of the external stakeholders whose concerns influenced her institution!
  3. With your group, start thinking about the impact of all of the above on the internationalization goals and possibilities for your institution.
- Reading:
    - Hudzik, Ch. 4, Comprehensive internationalization: from rhetoric and concept to reality
    - Hudzik, Ch. 5, Barriers and barrier reduction

## WEEK 7: October 10 (in person)

- Mid-semester check-in
    - Mid-semester feedback forms
    - CASE STUDIES - ASSIGNMENTS
      - Your case study group should prepare an interim report and post it to Learn (or to another forum your classmates and I both have access to) by Wednesday, October 7, at 5 pm. Please also e-mail a copy to Dr. Merrill. ***This is not meant to be a summary of all the content that you have gathered***, but rather an analysis of your process: you should provide a tentative outline of the internationalization review you will present at the end of the semester, with all the areas that you intend to cover listed, along with some information about where you are in the process. The idea is to get a fresh look at your work from colleagues outside your group and to get some ideas about how to deal with any roadblocks you are facing. You will get feedback from others in class.
      - For each area you intend to cover in your final report, note whether:
        - You've pretty well completed gathering data on this topic.
        - You haven't completed gathering the data, but you have a pretty good idea where to go to get it. If this is the case, list those sources you plan to consult.
        - You haven't started to gather data on this topic.
        - You've tried to get information, but you're running into some roadblocks or difficulties.
      - For each area in Category A, write a topic sentence: what will be the main idea you're going to present about this topic? (A topic sentence names your topic and expresses an idea, attitude, or opinion about the topic. The remainder of the paragraph or section, when you write your final report, will be your evidence to prove the assertion you make in your topic sentence.)
      - For each area in Category D, describe the roadblocks or problems. List any specific questions you'd like the class to help you with.
      - List any additional questions you'd like assistance with.
      - READ THE OTHER GROUPS' POSTINGS. Can you offer ideas, assistance, places to look for additional information?
- Students & Student Mobility ASSIGNMENTS:

- See what you can find out about the students at the institution you are reviewing: how many are there, how are they distributed across majors or schools, how many are full-time and how many are part-time, what's the average family income (and/or how many receive financial aid), what proportion are traditional-aged and what proportion are adult, what's the gender/ethnic/racial distribution, what kinds of credentials did they have when they entered (e.g. average high school GPA), what proportion come from the state the institution is located in, what proportion are international students, etc.
- With your group, start (or continue) thinking about what kinds of student learning goals might be appropriate for this group of students and for various subgroups within the college or university. Is there any knowledge and are there any attitudes and skills all graduates ought to have?
- Describe the international student population at the institution you are reviewing. How many are there, is the number increasing or decreasing, where do the students come from, what's the distribution of students in various majors and (if relevant) in undergraduate and graduate programs? What kinds of services are provided to these students?
- Does the institution you are reviewing have an organized plan for recruiting international students? If so, when did it start and what are its goals?
- Recommended: UNESCO has launched a new web site <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx> where you can put in any two countries and see what the student flows are from one to the other. Warning: you probably will spend longer on this site than you planned to!
- Reading:
  - Sage, Ch. 21 – Banks and Bhandari. Global Student Mobility (pp. 379-397)
  - Sage, Ch. 23 – Hawthorne. Designer Immigrants? International Students and Two-Step Migration (pp. 417-435)
  - Twombly et al (2012). Types of Programs and Providers. (pp. 27-36) (see information in the section on “required books” for how to access this online)
- Recommended:
  - Guruz, Kemal. (2008) Ch. 6, “International Student Mobility” in *Higher Education and International Student Mobility in the Global Knowledge Economy* Albany: SUNY Press (Note: This is 75 pages long, much of it tables – a wonderfully rich source of data, not just for student and scholar mobility in and out of the US (IIE's *Open Doors* reports give you only the student data in and out of the US) but also, using UNESCO data, in and out of a variety of countries

worldwide. You can get up-to-date numbers at the UNESCO site referenced above

<http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>, but Guruz sets the context for you. (Book on print reserve and chapter on e-reserve).

### WEEK 8: October 17 (virtual)

- Case study:
  - Does the institution you are researching “walk the walk” as well as “talk the talk” about internationalizing? For example, what are the requirements for faculty promotion and tenure? Do those requirements reward time spent planning education abroad programs or adding an international dimension to the curriculum? What are the procedures in place at the Registrar’s Office for transferring in credits from abroad? Do deans and budget officers discourage partnership agreements, because the home institution loses FTEs? Does the Residential Life Office dislike semester-long education abroad programs, because it is left with empty rooms? (You may not be able to find out the answers to some of these questions, but keep them in mind as you read various policies and think about why they may have come about.)
  - Read “Thi’s Story” below and then think about: What are the messages the institution you are reviewing gives to international students about what “success” means? Does it mean staying in the US to pursue a Ph.D.? Or returning home to teach and/or otherwise be of service in the student’s home nation? Or is the question not that simple, in an era of mobility and “brain circulation”? What information is available about the goals and aspirations of the international students on the campus you are studying? Are international students at the institution you are studying interested in staying in the US or in another host country, or in returning home? If your answer is, “it depends,” on what does it depend?
  - Find out what proportion of the students at the institution you are reviewing study abroad, how many go on short-term programs (less than a semester), whether the institution runs its own programs or uses “third party providers,” what the goals of the education abroad are (or are there different goals for different programs?), what kinds of pre-departure and re-entry programs the college runs, if any, how programs are evaluated, and any other information you can find out.
- Student & Scholar Mobility
  - Fischer, K. (2014, July 14) Universities strive to make sure researchers are included in global efforts. *The Chronicle of Higher Education*. <http://chronicle.com/article/Universities-Strive-to-Make/147665/?cid=at>
  - Teekens, Hanneke (2002) “Thi’s Story” from Grunzweig and

- Rinehart, eds. (2002) *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture*, on e-reserves.
- Marginson, S. (2012) Equals or other? Mobile students in a nationally bordered world. In S. Sovic and M. Blythman, eds. *International Students Negotiating Higher Education: Critical Perspectives* London and New York: Routledge
  - Glass et al (2015), Ch. 3 Friends, Peers, and Social Networks, and Ch. 4, Family Relationships, Technology, and Social Media. What does your institution (case study or where you work) know about from where and from whom your international students get information and support?
  - Critiques of Ed Abroad
    - Twombly et al (2012) Study Abroad: Critical Perspectives (pp. 95-103)
    - Vande Berg, M. (2007) "Intervening in the Learning of US Students Abroad," from the *Journal of Studies in International Education*, vol. 11, no. 3-4, 2007, <http://jsi.sagepub.com/cgi/content/abstract/11/3-4/392> (on e-reserves and in KSU's online journal collection)
  - Recommended:
    - Margaret D. Pusch and Martha Merrill (2008), "Reflection, Reciprocity, Responsibility, and Committed Relativism: Intercultural Development Through International Service-Learning" (book on reserve; chapter on e-reserve).
    - Talya Zemach-Bersin "Selling the World: Study Abroad Marketing and the Privatization of Global Citizenship" from Lewin (2009), (on e-reserves and book on print reserves). (Some students think this replaces Lundy Dobbert as the most provocative reading of the semester!)

### **WEEK 9: October 24 (in person)**

- Linkages, consortia, campuses abroad, education cities, transnational higher education, global contexts
  - Remember that Dr. Warren will be visiting us on Nov. 21 to discuss Virginia Commonwealth University's decision to set up a campus abroad in Qatar. This week's readings will give you the background to think about that decision.
  - Required:
    - Sage, Ch. 9 – Sutton, Egginton, & Favela. Collaborating on the Future: Strategic Partnerships and Linkages (pp. 147-165)
    - Sage, Ch. 18 – Burgess & Berquist. Cross-Border Delivery: Projects, Programs, and Providers (pp. 325-342)
    - Croom, P. (2012) Internationalization and Institutional Strategy. In *AUDEM: The International Journal of Higher Education and Democracy*, pp. 99-119. Croom analyzes what changed at an institutional level when a university

decided to consider opening a campus abroad. The cost of the project, the fact that it placed the university in competition with other universities planning campuses abroad, and the potential publicity led the university to implement different administrative structures than it had used otherwise. You may want to ask Dr. Warren about related issues at VCU. Note that this article is based on Croom's dissertation!

- Browse the website of C-BERT, the Cross-Border Educational Research Team, to get an idea about the scope and issues involved in campuses abroad and educational hubs. <http://www.globalhighered.org>
- Lindsey, U. (2012, June 3) NYU-Abu Dhabi Behaves Like Careful Guest in Foreign Land *Chronicle of Higher Education* On e-reserves and <http://chronicle.com/article/A-Careful-Guest-in-a-Foreign/132075/> What is the appropriate role for a US university in another country? To be exactly the same as it is at home? To adapt to local social and academic norms? Or something in between? And why?
- Lane, J. and Kinser, K. (2013, August 26) How Loyal Are Overseas Branch Campuses to Their Host Countries? *Chronicle of Higher Education* Worldwide blog. On e-reserves or [http://chronicle.com/blogs/worldwise/how-loyal-are-overseas-branch-campuses-to-their-host-countries/32723?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/blogs/worldwise/how-loyal-are-overseas-branch-campuses-to-their-host-countries/32723?cid=at&utm_source=at&utm_medium=en) And are those branch campuses just like a store in a shopping mall? They will move wherever they get the best financial deal, with no academic or public good concerns?
- Recommended:
  - Sage, Ch. 5 -- Huisman et al. Europe's Bologna Process and Its Impact on Global Higher Education (pp. 81-100)
  - Redden, E. (2010), "Laying a Liberal Arts Foundation, on Shaky Ground" *Inside Higher Education*, September 1, 2010 <http://www.insidehighered.com/news/2010/09/01/bard> and on e-reserves. While NYU and others head to the UAE and (temporarily) to Singapore, Bard College partners with a Palestinian university in East Jerusalem, a Russian university, a South African one, and the American University of Central Asia in Kyrgyzstan. What are the reasons for Bard's choices? What do you think of those reasons?
  - Kamlet, M. S. (2010), "Offering domestic degrees outside the United States: one university's experiences over the past decade" Chapter 5 in Johnstone, d'Ambrosio, and Yakobski, eds. *Higher Education in a Global Society* Cheltenham, UK and Northampton, MA: Edward Elgar Publishing (on e-reserves)

**WEEK 10: October 31 (virtual)**

- Your individual essays are due. See p. 15 of the syllabus for the assignment.
- Implications and reflections
  - Read the International Association of University's "Affirming Academic Values in the Internationalization of Higher Education: A Call for Action." On e-reserves and available for download at: <http://www.iau-aiu.net/content/affirming-academic-values-internationalization-higher-education-call-action>. Does internationalization, as practiced at the institution you are reviewing, or at Kent State, or at another institution you are familiar with, affirm academic values?
  - Review Ch. 2 of Hudzik, which is about predictions for the future and implications of internationalization.
  - Read Merrill (2010) "Public Good, Private Good, Positional Good: Globalization and Paradigms of Purposes in U.S. Higher Education" In *AUDEM: The International Journal of Higher Education and Democracy*, pp. 47-64. Merrill argues (and you are welcome to disagree with her!) that globalization has changed the definitions of public good, private good, and positional good in US higher education, and that HEIs thus need to rethink their fundamental purposes. What do you think? Are globalization and internationalization just the latest trend, or are they more fundamental issues that are and will cause widespread re-thinking in higher education?

**WEEK 11: November 7 (in person)**

- Critiques, Trends and the Future
  - Sage, Ch. 24 – Green, Marmolejo, Egron-Polak. The Internationalization of HE: Future Prospects
  - Sage, Ch. 25 – Deardorff, de Wit, and Heyl. Bridges to the Future.
  - Hudzik, Ch. 7, Sustainable resources
- Dr. Warren will be visiting us for our next in-person class. Let's discuss what you would like to know about the decision-making process at VCU and what happened when it opened a campus in Qatar.
  - Assignments:
    - Browse the website of VCU in Qatar and note any questions that occur to you. <http://www.qatar.vcu.edu>
    - Read: Ibnouf, Dou, and Knight (2015) The Evolution of Qatar as an Education Hub: Moving to a Knowledge-Based Economy pp. 43-61 in Knight, ed. *International Education Hubs Student, Talent, Knowledge-Innovation Models*. Both the book and the individual chapter are available for free download here:

<http://link.springer.com/book/10.1007%2F978-94-007-7025-6> You will need to have the VPN turned on.

- Read: Ch. 1: Qatar: A New Model for Modernity p. 1-32 in Fromherz, Allen J. (2012) *Qatar: A Modern History* Washington, DC: Georgetown University Press (on e-reserves)
- Other assignments:
  - With your group, determine what you still need help with. Prepare questions for the class. E-mail the questions you have to me and post them on Blackboard (or elsewhere) by class time or earlier if possible. We will have time in class for you to meet with your peers.
  - When you meet with classmates about your case in class, designate one person as the recorder. Please have that person send to me an informal (but comprehensible!) summary of your discussions by shortly after class.

### **WEEK 12: November 14 (virtual)**

#### Reflecting and pulling everything together

- ASSIGNMENTS:
  - Interact with your group to plan your presentation and report. The sources below may be useful.
  - Revisit the SWOT analysis on page 42 of Green and Olson. What do you know about your institution in each of those categories?
  - Revisit the “Questions to Guide an Institutional Internationalization Review” (Appendix A) in Green and Olson. Which of these questions can you answer?
  - Revisit Appendix C, “International/Intercultural Competencies” in Green and Olson. What do you know about which of these, or other competencies you have deemed appropriate, various groups of students at your institution have achieved or work towards? What does internationalization mean at your institution in terms of student learning?
  - Revisit Ch. 3 of Green and Olson. Do you think the institution you are looking at has “tinkered” with internationalization, or has it engaged deeply with the ideas and practices of internationalization?
  - Does the left hand know what the right hand is doing? Does your institution have lots of international programs and policies, or does it have an integrated plan for internationalization?
  - Look at the recommendations in Ch. 6 of Glass et al., Recommendations for practice. Is anything that they say relevant to your case study institution?

### **WEEK 13: November 21 (in person)**

- Dr. Warren will visit class to discuss VCU’s experiences with its branch campus in Qatar.

- After we debrief Dr. Warren's visit and take care of any other business we need to address, you and your group can meet to plan your presentation and work on your final report.

#### **WEEK 14: November 28 (virtual)**

- ASSIGNMENT:
  - Eat leftover turkey.

#### **WEEK 15: December 5 (in person)**

- Group Case Study Presentations
  - Each group will give a 20-minute presentation, followed by a 10-minute Q&A.
  - Because you may want to make some SLIGHT modifications in your paper based upon the Q&A and feedback you receive from the oral presentation, final papers are to be submitted no later than Tuesday, December 8, at 5 pm. Please submit your report by e-mail to Dr. Merrill and also post it to Learn. Please remember to include the Executive Summary and the 2-3 page group reflection on your learning.
- Course feedback forms

### **EVALUATION**

- 15% Informed, active class participation, with evidence of having done the readings and otherwise engaged with the material; respectful and reflective engagement with your classmates' ideas
- 15% TIP postings
- 15% Your individual essay
- 15% Substantive and active participation in your group (your group can choose what technology, meeting schedule, etc. works well for you, but please keep me informed of the process you are using)
- 10% Final presentation
- 30% Final paper (Internationalization Review) including reflection on your learning.