

**RIDER UNIVERSITY
INTERNATIONALIZATION STRATEGIC PLAN
“Internationalizing the Rider Experience”**

REPORT

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I. Executive Summary

Preamble:

In today's globalized economy and multicultural environment, American universities have a moral obligation to prepare global citizens and socially responsible leaders. An analysis of Rider University's competitive position with regard to internationalization reveals a substantial lag behind similar colleges and universities, and at best, uneven and fragmented activity. To address this deficit and comply with the University Strategic Plan Direction 4 that calls for the establishment of a comprehensive international education program, the Internationalization Task Force has developed a five-year strategic plan that incorporates deliberately developed structures, centralized communication mechanisms, and curricular and co-curricular reform. The Plan integrates international education into institutional, curricular and co-curricular activities.

Leadership, Resources and Key Benchmarks:

Successful implementation requires both dynamic administrative leadership, involving support and monitoring of college, school and department progress toward internationalization goals, and the dedication of significant financial resources. Success also requires achievement of four key benchmarks for internationalization:

1. a significant phased increase in semester or year-long education abroad participation from the current 1.1% or 40 students (2007-08) to 5% (190 full-time students) by year 5, and an expansion of exchange programs, affiliate study abroad sites, joint degree programs, and faculty-led semesters and campus(es) abroad
2. an increase in international student (non-resident) enrollment from approximately 130 undergraduate and graduate students (F1 and J1; additional students raise the total to 175 or 3.5%) to 5% of all full-time students or 250
3. integration of education abroad and international and global issues into the curriculum of all students
4. an increase in the international competencies of the faculty through hiring and reward practices, establishment of faculty development programs aimed at internationalization, research partnerships, a visiting global scholars program and faculty exchanges

International Learning Goals:

The Strategic Plan has established the following international learning goals by which Rider University will graduate globally literate students who:

1. engage in other cultures
2. communicate effectively in cross-cultural environments
3. are sensitive to commonalities and differences within and among cultures
4. understand multiple cultural perspectives
5. are knowledgeable about global forces, human and material
6. contribute responsibly to humane and positive change

Strategic Directions:

The Plan addresses three strategic directions for internationalization: institutional, curricular and co-curricular. The Plan also establishes criteria for the measurement of student and faculty outcomes.

Strategic Direction 1: Institutional

This Direction calls for the establishment of institutional structures, processes and incentives to promote internationalization. Key goals include: establishment of a Center for International Education; significant expansion of education abroad and international student enrollments; creation of “domestic” international experiences in ethnic communities and multi-national corporations for students who cannot or do not go abroad; creation of diverse international opportunities such as additional study-abroad sites, faculty-led semesters abroad, research partnerships, faculty exchanges, joint degree programs with foreign universities and campuses abroad; faculty development and hiring of faculty with international competencies; establishment of an Institute for International Studies; creation of a Visiting Global Scholars Program; and creation of a comprehensive faculty reward system for internationalization

Strategic Direction 2: Curricular

This Direction calls for making international and global issues an integral component of all students’ curricula. Key goals include: the creation of international pathways in all departments and programs; creation of new programs, majors and courses such as area studies, international education, peace studies, sustainability studies, a global conversations program of video-conferencing courses between Rider students and students at foreign universities; a global leadership certificate program modeled after that of the Center for Leadership Development Skills; freshman curricular and co-curricular initiatives including a freshman semester abroad; a global literacy requirement and a global literacy certificate program; enhancement and expansion of foreign-language based instruction including critical languages and foreign-languages-across-the-curriculum; and creation of an English-as-a-second language program for international students and TOEFL training and certification.

Strategic Direction 3: Co-curricular

This Direction effects integration of international/global perspectives and experiences into the social and cultural life of students. Key goals include: education and engagement of student organizations and entire student body about the benefits of internationalization; redesign and financial enhancement of International Week; development and expansion of the International Residence Hall for both international and domestic students; and cultural programming (international/world music series, lecture series, a visiting artists and performers program).

This Strategic Plan has been conceptualized as a five-year process, and a proposed year-by-year action plan is included. It is assumed that the process will not end nor reach all of its potential in a five-year period, but that internationalization will continue as a deliberate and deliberative effort well beyond that date. The Plan’s specificity facilitates implementation, assessment and evaluation.

II. Introduction

A. Higher Education and Internationalization

Internationalization in higher education is increasingly indispensable as university students prepare to engage and succeed in a globalized social, economic and political society. According to the American Council on Education (ACE), “the impact of globalization, the changing role of the United States in international relations, the expansion of business and commerce, increasing mobility in the workplace, and the information technology revolution have placed increased demands on higher education. In the last few years, these demands have become even more critical, requiring higher education to respond in an international and comprehensive way” (“Mapping Internationalization on U. S. Campuses,” ACE Final Report, 2003).

Besides ACE, organizations such as NAFSA (Association of International Educators), the Forum on Education Abroad, and ACTFL (American Council on the Teaching of Foreign Languages) have become instrumental players in promoting education abroad and curricular internationalization at the K-12 and university levels. In addition, the United States government has undertaken a variety of initiatives—either implemented or still in the planning stages. For example, the Department of Education National Security Language Initiative (NSLI) has recognized the strategic importance of foreign language education, and has created a Foreign Language Assistance Program (\$22 million funded) for so-called critical languages. Pending senate approval is the Paul Simon Study Abroad Foundation Act of 2007 (H. R. 1469 and S. 991), one of whose principal goals is to make study abroad a cornerstone of today’s higher education. Other initiatives supporting international education include the 21st Century National Economic and Defense Education Bill sponsored by Congressman Silvestre Reyes of Texas.

These initiatives find broad support among Americans, who, by numbers ranging from 77 percent to more than 90 percent, believe that it is important for their children to learn other languages, study abroad, attend a college where they can interact with international students, learn about other countries and cultures, and generally be prepared for a global age, according to a national survey conducted by Lake Research Partners and the Tarrance Group (http://www.nafsa.org/public_policy.sec/commission_on_the_abraham/).

Such initiatives and national data provide clear and compelling evidence to support a broad and comprehensive internationalization initiative at Rider University. In addition to the current enhancement of the University Honors Program and the creation of a First-Year Experience, the latter of which will include a global perspectives course as part of the curriculum, internationalization will position Rider University to strengthen the institution’s academic stature and reputation and to achieve its strategic directions of advancing academic achievement and leadership, and fostering diverse perspectives and social responsibility, the latter including the establishment of a comprehensive international education program.

B. Rider University's Position and Challenges

Until the development and implementation of the current Strategic Plan, Rider University did not incorporate international perspectives or what is today called “global literacy” into its institutional mission, although the acquisition of “multi-cultural perspectives” and a respect for “diversity” were championed. As a result, while some internationally-oriented academic programs and co-curricular activities have been developed and, in fact, flourish, these have been limited in scope and disconnected from one another, and there is no requirement that students achieve global literacy. This lack of institutional focus and commitment is reflected in limited and decentralized institutional structures, communications and marketing mechanisms, and administrative support. An examination of the current education abroad and international student enrollments, curricular offering, faculty support and development, and co-curricular opportunities reveals generally limited, uneven, shallow and fragmented activity.

Education abroad, for example, has modest enrollments, and the numbers for semester study abroad (so-called “mid-length” programs) is very low, with approximately 40 students studying abroad for a semester in 2007-08 (1.1% of undergraduate full-time student enrollment). Our short-term study abroad numbers are significantly better, with an estimated 200-225 (5.3-5.9%) doing short-term study abroad in 2007-2008. Short-term programs are defined statistically as those of less than 8 weeks in duration, inclusive of 2-3 week faculty-led travel projects or traditional summer study abroad programs of one month. In total some 6.4% to 7% of our students participate in study abroad.

A positive phenomenon this year has been a substantial increase in faculty-led short-term programs of 2-3 weeks. A significant portion of this growth will take place in summer of 2008 (fy 2008-09) in 7 upcoming courses in Fuzhou, China; El Escorial, Spain; Sweden and Norway; Honduras; London; and Florence, Italy, site of two Westminster programs. Such summer faculty-led programs have little historic precedent on the Lawrenceville campus, and this development is an encouraging sign of both student and faculty engagement. Whether it continues at the same high level of offerings in 2009 is, of course, unclear. January intersession courses abroad, which typically count as spring credits, continue to be offered as they were during the former Interim Studies Program, and the number of courses offered over the last five years appears stable. These include the annual Nature's Business course, the Global Business Study Tour, Arts Abroad in London, a community service course in Jamaica and a not-for-credit service-learning trip to Santo Domingo. Drs. Materna and Seldes have led annual credit bearing course in Europe since the late 1980s. In general, the designing of summer and January courses through the College of Liberal Arts and Sciences has been made easier by the creation of the short-term study abroad course IND210: Global Encounters, which can be taught at any location; the same is true for the two aforementioned CBA courses abroad. The upcoming freshman honors trip to London in summer of 2008 is also a new program, which, if continued will add some 60-80 students to our short-term study abroad numbers.

Study abroad enrollment in semester and yearlong programs, as stated above, is minimal at 1.1% (40 students). In addition, even our total education abroad enrollment (including short-term at approximately 7%) is below and in some instances far below that of most of our competitor and aspirant institutions. For example, in its annual survey of regional master's and doctoral colleges and universities, the Open Doors 2007 “Report on

International Educational Exchange” indicates that among the top 40 master’s institutions in 2005/06, Arcadia sends 96.2% of its undergraduate students abroad, Villanova 35.6%, Marist 33.8%, and Loyola College in Maryland 69%. For semester or quarter programs, our 1.1% in 2007-08 (comparable to our 2005/06 statistics) compares poorly to Arcadia (with 185 of 383 students or 48% of students going abroad), Villanova (303 of 639 or 47.4%), 196 of 386 (50%) for Marist, and 349 of 562 (62%) for Loyola College of Maryland. This extremely low percentage of mid-length study abroad participation at Rider undoubtedly has multiple roots, prominent among a previous lack of institutional support including funding for program promotion; the absence of dedicated scholarships; and the absence of international pathways and requirements for education abroad in most majors and programs.

Our international student population has grown somewhat with the signing of a partnership agreement with Sanda University and the arrival in January of 2005 of the first cohort of Sanda students to study business, but our numbers remain modest. In 2007-2008 we have a total of approximately 175 international students of approximately 5,000 full-time undergraduate and graduate students (3.5%), with 30-35 on the Westminster campus, and 140-145 on the Lawrenceville campus (approximately 40 from Sanda). Of these students approximately 100 are “true” internationals (the rest are permanent residents) and two thirds (2/3) are graduate students. We have five exchange programs; with three of these we regularly exchange students, though in small numbers (usually 10-12 per year). They are the American Business School (Paris), Karl-Franzens University (Graz), and Nebrija University (Madrid). We have just established an exchange program with the Universität für Musik und Darstellende Kunst (University for Music and Dramatic Arts) in Graz, principally for our Westminster students and programs. No students from either the United States or Ecuador has participated in an exchange created some five years ago with the Universidad de San Francisco de Quito (Ecuador).

It should be noted also that the three “active” exchanges, while potentially financially beneficial to the University in terms of retention of some tuition income, have been imbalanced for at least as long as 5 years, with fewer Rider students than foreign students participating. In absolute terms, a 3.5% international student population is relatively small. In addition, its concentration in two institutional areas—business and music—means that this population, which has also not been adequately integrated into university life, has little transformative effect on the social and academic experience of the domestic student body. Finally, since most are graduate students, the undergraduate academic experience is even less affected. A percentage of 5% of total enrollment and with greater undergraduate representation, even without major efforts to create such interactive mechanisms as an international residence hall with international and domestic students sharing living space, would effect greater change. In addition, and depending upon financial aide provision, it could bring additional income to the University.

An examination of the curriculum shows that academic programs evince an uneven and somewhat limited focus on international issues, and they do not systematically or even characteristically require global literacy through “global perspectives” course requirements or foreign language study. Only the School of Liberal Arts and Sciences, for example, requires the equivalent of one-year of a foreign language in a state in which ¼ of the resident population 5 years and over speak at home a language other than English, with approximately 970,000 speaking Spanish or Spanish Creole, 660,000

speaking other Indo-European languages, 275,000 Asian and Pacific Island languages and 100,000 “other” languages including 47,000 with Arabic and 21,000 with African languages (U.S. Census Bureau. Census 2000 [revised 2/06]).

A comprehensive look at the School of Liberal Arts and Sciences curriculum reveals one that is, despite these pockets of diversification, highly focused on Europe and America, with little offered on Latin America and Asia and almost nothing on Africa. Exceptions are the Asian and Latin American courses offered by the History Department, the Philosophy Department’s Asian philosophy courses, and the Middle Eastern, Asian politics course, new Latin American course, and Student Global Village videoconferencing course with the American University in Cairo of the Global and Multinational Studies program. No departments, however, offer courses on Islam. Foreign languages majors in the Department of Foreign Languages and Literatures can study Chinese, Latin American, Caribbean and Francophone cultures and literatures, and they gain foreign language competency and cross-cultural literacy, but the Department does not require them to study abroad. In addition, the only critical language taught is Chinese. The only other program requiring an intermediate level of foreign language competency is Global and Multinational Studies. Science majors must fulfill the one-year language requirement but, only some field marine courses and the Nature’s Business course offered with the College of Business involve study abroad. Global issues are incorporated of necessity in some courses, but they are not the central focus.

The College of Business Administration has made the most deliberate commitment among the colleges and schools to internationalize. Its International Advisory Board works closely with the College for program development. The College’s new Center for International Business is intended to become a hub in Central New Jersey for innovative, international business education programs through its curriculum, faculty development programs and ongoing strategic business and community outreach initiatives. In addition, the Global Business major recently has been reconfigured as an International Business major, with an academically enhanced curricular track. However, while this program requires an experiential course abroad to prepare students for success in the global economy, there is no foreign language requirement for international business students, although language study is an option. Students who enroll in the College’s semester abroad program at the American Business School in Paris are not required to study French language either before enrollment or while in France.

The School of Education curriculum does not focus on cross-cultural literacy or global issues. It does not have a core requirement for a foreign language or a course requirement focused on multi-cultural or international content. This absence of a language requirement or cross-cultural course means that education majors have no curricular component to prepare them to teach the increasingly multi-cultural student population in the tri-state area K-12 schools. With regard to study abroad, and unlike our nearby competitor, The College of New Jersey, the School does not have a global practicum program for education students, either during the academic year or in the summer.

Westminster Choir College requires two to four course sequences in a foreign language for their performance majors, however Music Education requires no foreign language. No education abroad is required nor are there any requirements for global or international literacy. The recent agreement signed with the Graz University for Music and Dramatic

Arts represents an effort to create semester abroad opportunities for music and voice students, while meeting the challenge of maintaining quality control of curriculum taken abroad in response to the College's unique programs. This exchange offers the potential to bring more international students to the campus. Besides this new agreement for semester study abroad, Westminster offers two short international program opportunities during the summer, administered from the Westminster Office of Continuing Education. They include the Florence Voice Seminar, a three-week solo vocal program in Florence, Italy and the Florence Chamber Choir. Both enroll current students and auditioned guests.

The international profile of the faculty is another area that needs development. While the Internationalization Task Force Survey of Spring 2007 reveals that a number of full-time faculty (136) are interested in being actively engaged in international education, the University has not encouraged the hiring of international faculty and /or faculty with international expertise, nor has it sought to have such expertise constitute a criterion for promotion and tenure. In addition, there has been no program for faculty development of education abroad tours or curricular integration of education abroad, nor for faculty exchanges and international faculty research partnerships. Likewise there is no global scholars program to bring international faculty to teach to our students and interact with our faculty. This number 136 represents approximately 50% of full-time faculty. Given their engagement in various aspects of internationalization during their careers—25% teaching courses or in programs focused on international issues/global literacy; 35% having worked with international students; 34% speaking another language than English; 21% having conducted research abroad; 17% having taught abroad—this constitutes a significant number of faculty members experienced and interested in promoting the internationalization of the institution, if given the opportunity and support.

Co-curricular internationally focused activities are currently limited. International Week is an exception to this limitation, however its events have become increasingly under-attended, and they are usually organized and supported by only a few academic units (e.g. Foreign Languages and Literatures, Global and Multinational Studies and Global Business), a number of student ethnic clubs, and the Woodrow Wilson Visiting Scholars program. Besides the student ethnic clubs, there are foreign language clubs and an international club. The last is organized and run by international students, although this single student population focus runs contrary to the goal of integrating international students with domestic students. Faculty, departments and programs, often with little synergy and communication, typically organize other international programs.

Conclusion

Based on its survey of current international practices at Rider and research on the role of international education in higher education today, including the hiring of a consultant to evaluate our current engagement and to recommend changes, the Internationalization Task Force has developed a comprehensive five-year strategic plan for internationalization. Administrative leadership and a commitment of institutional funds are fundamental for Rider University to become, in the words of President Rozanski a "premier provider of international education" (American Council on Education: <http://www.acenet.edu/resources/chairs/index.cfm>). It should be emphasized that this plan is open to modifications as necessary and appropriate given changes in institutional policies and conditions.

III. Mission Statement

Rider University's international vision is guided by a commitment that our graduates will be prepared as global citizens and socially responsible leaders in an increasingly interdependent, diverse and complex world. Curricular and co-curricular experiences emphasize experiential engagement with foreign cultures through residential living experiences, study, service learning or internships abroad or domestically, and through the presence and exchange of foreign faculty and students. The University provides an international experience woven into the fabric of our academic mission and culture that equips students with a knowledge and understanding of foreign cultures, languages, geography and global perspectives.

IV. Institutional Support

Successful implementation of this Strategic Plan depends upon centralization of international education through deliberately developed structures and centralized communication mechanisms, faculty support and curricular and co-curricular reform. Above all it depends upon dynamic administrative leadership, involving support and monitoring of college, school and department progress toward internationalization goals. Success depends equally upon significant financial resources, and should include capital campaign funds earmarked for international education.

V. Key Benchmarks for Successful Implementation

Success also requires that four key benchmarks for internationalization be met:

1. a significant phased increase in semester or year-long education abroad participation from the current 1.1% or 40 students (2007-08) to 5% (190 full-time students) by year 5, and an expansion of exchange programs, affiliate study abroad sites, joint degree programs, and faculty-led semesters and campus(es) abroad
2. an increase in international student (non-resident) enrollment from approximately 130 undergraduate and graduate students (F1 and J1; additional students raise the total to 175 or 3.5%) to 5% of all full-time students or 250
3. integration of education abroad and international and global issues into the curriculum of all students
4. an increase in the international competencies of the faculty through hiring and reward practices, establishment of faculty development programs aimed at internationalization, research partnerships, a visiting global scholars program and faculty exchanges

VI. International Learning Goals

Rider University will graduate globally literate students who:

1. engage in other cultures
2. communicate effectively in cross-cultural environments
3. are sensitive to commonalities and differences within and among cultures
4. understand multiple cultural perspectives
5. are knowledgeable about global forces, human and material
6. contribute responsibly to humane and positive change

These goals align with the University Strategic Plan, in particular Strategic Direction 4: “Fostering diverse perspectives and social responsibility.” They specifically support the “Global/Multicultural Perspectives” learning goals articulated in the final report of the Task Force on Undergraduate Student Learning Objectives and Competencies. Recommendations of the Task Force on the First-Year Experience address these international learning goals in their Foundation I and II and global issues course requirements.

VII. Strategic Directions: Goals, Objectives and Strategies

VII. A. Strategic Direction 1: Institutional

Establishing institutional structures, processes, and incentives to promote internationalization

Justification:

Successful internationalization and the education of globally literate students require the creation of new institutional academic and administrative structures and processes, the re-alignment of current structures and processes, and faculty incentive initiatives. This re-imagining necessitates as well the involvement of campus leaders and the infusion of significant financial resources.

Goals, Objectives and Strategies

Goal 1) Establish a Center for International Education

Objectives and Strategies:

1. partner with faculty and administrative units to facilitate internationalization and programmatic synergies and to achieve curricular and co-curricular transformation
 - a. partner with faculty, departments and programs to integrate education abroad and international pathways into the curriculum, including creation of a faculty development program
 - b. encourage and facilitate student participation in education abroad—foreign and domestic opportunities
 - c. partner with Student Affairs in the creation of internationally-oriented activities and the integration of international with domestic students

2. engage with newly created councils, advisory board and alumni associations to promote internationalization and Center education abroad and international student goals (see Goal 2)
 - a. International Education Council
 - b. International Education Coordinating Council
 - c. International Education Advisory Board
 - d. Study Abroad Alumni Association
 - e. International Student Alumni Associations: Sanda and Non-Sanda

3. work with appropriate individuals to create and coordinate communication and marketing mechanisms for internationalization:
 - a. *Quick Link* (“International Gateway”) with links to pages for study abroad, international students, an international events calendar, and the internationalization initiative
 - b. International and education abroad students in “virtual tours” on the webpage
 - c. Slogan and logo for internationalization
 - d. Marketing brochures for international opportunities and programs
 - e. Monthly calendar and newsletter
 - f. Alumni communiqué through “Net Community”

4. administer and develop a comprehensive education abroad program with increased enrollment and an international presence abroad
 - a. work with necessary individuals to set benchmarks for annual education abroad enrollment expansion and financial sustainability
 - b. target significant increase in semester or year-long education abroad participation from the current 1% to at least a 20% level (750 of approximately 3,764 FTF)
 - c. create scholarships for education abroad
 - d. expand current models for education abroad, including joint degree programs and proprietary sites, and explore and implement new models including:
 - 1) affiliate and exchange agreements
 - 2) dual-degree programs
 - 3) “domestic” education abroad programs in ethnic communities and multi-national companies
 - 4) campus(es) abroad
 - 5) faculty-led semesters abroad
 - 6) freshman semester abroad
 - 7) faculty-led short-term education abroad tours
 - e. work with departments to establish departmental study abroad advisors and train them to advise students on education abroad
 - f. facilitate participation: “education abroad ‘one-stop’”
 - g. cultivate international research partnerships and faculty exchanges

5. expand international student enrollment and integrate international students with domestic students into university curricular and co-curricular life
 - a. achieve a significant increase in international student (non-resident) enrollment from approximately 100 students (including graduate students) to 7-8% of all students (405-465)
 - b. establish an International Baccalaureate advanced credit policy to increase enrollment by international (and domestic) students who complete this program in high school American high schools increasingly offer IB courses along with or in substitution for AP courses (American universities increasingly offer systematic credit equivalencies to attract IB students)
 - c. assess international student services programming using the Council for the Advancement of Standards (CAS) guidelines

6. create campus visibility markers for internationalization
 - a. Rosetta Stone for faculty, students, administrators and staff
 - b. field of flags
 - c. world map with pins locating nation of origin of international students and faculty, and current study abroad and faculty abroad locations
 - d. world peace garden
 - e. annual international theme: country/region/continent to which International Week and other key international events are linked; theme covers all continents over students’ four-year academic career

7. partner with faculty, administrators and other entities to seek external funding for internationalization initiatives
 - a. grants for internationalization, new programs and school for international and area studies, faculty development, co-curricular activities and international student and education abroad student scholarships
 - b. consortia with area colleges/universities and K-12 districts to seek collective funding for synergistic initiatives

Goal 2) Establish administrative, advisory and alumni entities affiliated with the Center for International Education

Objectives and Strategies:

1. administrate, advise and support internationalization with specific recommended responsibilities for each entity:
 - a. International Education Council: membership to include Director and Assistant Director of CIE, Provost or Associate Provost, selected faculty from Internationalization Task Force, faculty from key constituencies (e.g. International Business; Global and Multinational Studies; Foreign Languages & Literatures; Education; sciences; WCC); Student Affairs; Student Government; Career Services; University Enhancement, Enrollment Management and Finance Divisions (ex officio)
 - 1) ensure implementation of Internationalization Strategic Plan, including inventory of current programs and resources and establishment of guidelines for student global literacy
 - 2) create a sub-committee to work with Center administrators to review and approve study abroad applications
 - 3) encourage and work with faculty, students and staff on specific internationalization initiatives and creation of international pathways in majors and programs
 - 4) serve as faculty resource for internationalization
 - 5) develop assessment tools and conduct assessment of student and faculty learning outcomes
 - b. International Education Coordinating Council: membership to include Director and Assistant Director CIE; Associate Provost; selected chairs, program directors representatives; Dean of Students; Dean of Continuing Studies; Directors of Admissions, University Advancement, Alumni Affairs, Student Financial Services, Finance, Enrollment Management
 - 1) communicate and resolve issues related to operation of and financial and academic support for CIE
 - c. External International Education Advisory Board: membership to include Director and Assistant Director CIE, University President (ex officio), Provost (ex officio), Alumni Relations, University Advancement, Board of Trustees member, members from local businesses, government and community organizations

- 1) work with CIE and other entities to create scholarships for education abroad, and international internship and service-learning opportunities for students
 - 2) establish international teaching and research opportunities abroad
 - 3) support internationalization initiatives
- d. Education Abroad Alumni Association: membership to include Director and Assistant Director CIE, University President (ex officio), Provost (ex officio), Alumni Relations, Education Abroad alumni, University Advancement
- 1) enhance alumni identification with Rider University
 - 2) gain financial and job networking support for study abroad
- e. International Student Alumni Associations. Sanda and Non-Sanda: membership to include Director and Assistant Director CIE, University President (ex officio), Provost (ex officio), Enrollment Management, Alumni Relations, International Student alumni, University Advancement
- 1) enhance international student alumni identification with Rider University
 - 2) recruit international students
 - 3) mentor Rider students studying abroad
 - 4) act as international internship and job network for Rider students

Goal 3) Establish Institute for International Studies and identify a director

Objectives and Strategies:

1. create an attractive academic entity for the purposes of:
 - a. student and faculty recruitment
 - b. institutional stature and reputation
 - c. academic and financial synergies
 - d. interdisciplinarity
 - e. global leadership training
 - f. cross-college and school collaborations
 - g. external funding opportunities for international programs, scholarships and research
 - h. faculty exchanges and visiting scholars
2. foster collaboration among internationally focused departments and programs such as Foreign Languages and Literatures, Global and Multinational Studies, Area Studies, International Business and Multicultural Studies

Goal 4) Increase international competencies of faculty

Objectives and Strategies:

1. explore opportunities for hiring of international faculty and faculty engaged in international research and teaching
2. increase collaboration in research and teaching with faculty at institutions abroad

3. create faculty development programs and incentives for faculty and departments to internationalize courses and programs, including education abroad and “domestic” international experiences in ethnic communities. Examples of programs and incentives, include:
 - a. Multi-year faculty development program: mini-grants (cf. BRIDGE, WAC etc.)
 - b. Course/program re-design with faculty course release or stipend
 - c. Faculty global conversation program: video-conferencing program with faculty from a foreign institution on topic(s) related to curricular issues, research and global concerns
 - d. Annual Faculty-Administrator Trip Abroad aimed at familiarizing personnel with education abroad and promoting internationalization and the development of education abroad programs
 - e. Faculty development day and other professional experiences dedicated to international education development
 - f. Faculty exchanges, fully or partially subsidized
4. create databases and workshops for faculty exchange, teaching and research opportunities and grants related to internationalization
5. sponsor an international research and/or teaching conference to be held in year 5 to highlight faculty accomplishments

Goal 5) Create a comprehensive reward system related to internationalization

Objectives and Strategies

1. consider the incorporation of internationalization activity in promotion and tenure criteria and faculty hiring

VII. B. Strategic Direction 2: Curricular

Make international and global issues a meaningful component of all students' curricula

Justification:

Successful internationalization and the education of globally literate students requires a significant infusion of resources, and deliberate and coordinated revision of core, program and major/minor requirements to include global literacy outcomes, new globally and internationally oriented curricula, required education abroad, and international pathways in the major and minor curricula of all students.

Goals, Objectives and Strategies

Goal 1) Develop and expand a list of internationalized courses, majors and programs, and create international pathways across the curriculum that align with student global literacy outcomes (see Section VIII).

Objectives and Strategies:

1. Freshman curricular initiatives:
 - a. global issues course proposed for the First-Year Experience
 - b. freshman faculty-led semester abroad for select group of students
 - i. possible paradigms of fall honors group abroad and spring general student population abroad
2. Education abroad initiatives:
 - a. Faculty-led semester abroad
 - b. Short-term education abroad (2-4 weeks)
3. Domestic international experiences in organizations that support ethnic communities
4. New programs, majors and courses such as:
 - a. International Education major/minor
 - b. Global Leadership program (undergraduate certificate and M.A.)
 - c. Global Scholars Program
 - d. Global Conversations Program
 - e. Peace Studies
 - f. Sustainability Studies
5. Student conferences regularly scheduled to highlight internationally focused research and education abroad experiences

Goal 2) Establish a student global literacy requirement to be met through curricular and co-curricular activities

Objective and Strategy:

1. Create a global literacy certificate for students modeled after the Center for Leadership Developments Skills program
2. Create a core requirement for global literacy

Goal 3) Enhance and expand foreign-language based curriculum*Objectives and Strategies:*

1. Expand and/or create an institution-wide foreign language requirement for intermediate low foreign language competency
2. Create a foreign-languages-across-the-curriculum program (FLAC) with foreign language one-credit courses articulated with core, major and minor courses in other disciplines
3. Expand offerings of so-called “critical languages” (e.g. Farsi, Korean, Arabic)

Goal 4) Enhance English-as-a-Second-Language instruction*Objectives and Strategies:*

1. Create an English-as-a-Second-Language program for international students
2. Create English for business courses for international business students
3. Offer TOEFL training and certification

VII. C. Strategic Direction 3: Co-curricular

Integrate international/global perspectives and experiences into the social and cultural life of students

Justification

Successful internationalization and the education of globally literate students require the creation of opportunities on campus for them to engage in internationalizing experiences beyond the curriculum. This is especially true for those students who do not go abroad.

Goals, Objectives and Strategies:

Goal 1) Educate and engage student organizations and the entire student body about the benefits of internationalizing

Objective and Strategy:

1. Create partnerships with student organizations to assist with the goal of internationalizing the University

Goal 2) Engage freshmen in international co-curricular experiences

Objectives and Strategies:

1. Create international awareness session during summer orientation for incoming students and parents
2. Fall orientation:
 - a. incorporate study abroad information into college, school and department orientations
 - b. provide an off-campus trip with an international focus
3. Disseminate education abroad information in freshman seminars
4. Require freshmen to participate in International Week events (link to freshman seminars)

Goal 3) Develop and expand the International Residence Hall for both international and domestic students

Goal 4) Redevelop the concept of International Week and move it to the fall semester

Objectives and Strategies:

1. Use annual international theme country or region to structure events
2. Expand funding to include major performance event and speaker
3. Consider consolidation of key events into one day to maximize impact and engagement
4. Create a gala “Open House” style event featuring music, food, clubs, education abroad information and other internationally oriented entities

Goal 5) Enhance international cultural programming and excursions***Objectives and Strategies:***

1. Expand Rider University Lecture Series to include an international component
2. Develop international/world music series in conjunction with the current weekly Coffee House music series
3. Work with Westminster Choir College, the School of Fine and Performing Arts and student organizations to expand the number of international artistic programs (performance and visual arts)
4. Establish a series of internationally linked/related off-campus excursions
5. Development of a large-scale monthly program (late night or weekend) with an international theme

Goal 6) Strengthen the international student co-curricular experience***Objectives and Strategies:***

1. Strengthen the current International Student Club
2. Intentionally integrate international students into student organizations and clubs

VIII. Assessment: Student and faculty outcomes

Justification:

Successful internationalization and the education of globally literate students require both the creation of institutional, curricular and co-curricular initiatives, objectives and goals as well as the assessment of student and faculty outcomes. Such assessment will ensure that the internationalization plan is successful and that student global literacy is achieved.

VIII. A. Student Outcomes

In order to evaluate the progress toward achieving student learning goals, the following outcomes may be monitored:

1. Students participation in education abroad
2. Student participation in domestic international experiences, e.g. model U.N., service learning in ethnic communities and internships in multinational corporations
3. Courses and programs with global, international and/or cross-cultural components
4. Global perspectives in First Year Experience
5. Increased international student enrollment and interaction with domestic students in curricular and co-curricular activities
6. Student engagement in internationalization development and initiatives.
7. Foreign and domestic faculty and student integration and exchange.
8. Curricular assignments and activities that address global, international and cross-cultural issues, e.g. research, papers, projects, performances.
9. Student engagement in communication activities through foreign language acquisition and activities such as video conferencing.
10. Student participation in humanitarian and political endeavors.
11. Global literacy requirement.
12. Global literacy and leadership certificate programs.
13. Enrollment of graduates in graduate and pre-professional programs with a global and/or international focus.

VIII. B. Faculty Outcomes

In order to evaluate the progress faculty increased international competencies, the following outcomes and benchmarks may be monitored:

1. Participation in global/international development programs, e.g. conferences, workshops, committee work
2. Development of and teaching in University education abroad experiences
3. Development of and teaching in domestic international experiences
4. Teaching, research and conference presentations abroad
5. Grant writing and awards for internationalization activity
6. Course and program modification and development to integrate global an international content
7. International requirements and/or opportunities for all majors, minors and programs
8. Awards for international and internationalization activity

IX. Proposed Five-Year Action Plan

A. Year 1: 2008-2009

I. Institutional

1. Opening of Center for International Education and creation of International Education Council and International Education Coordinating Council
2. Create and secure funding for Faculty Development Program for curricular transformation of education abroad and courses and programs (launch fall '09)
3. Secure budgetary funding and earmarking of upcoming capital campaign funds; seek grant money
4. Establishment of education abroad scholarship fund
5. Develop or begin to develop comprehensive plan for education abroad and international students enrollments
6. Begin to develop plan for expansion of education abroad models (including domestic international experiences), and other forms of international presence including faculty-led semesters abroad, joint degree programs, and campuses abroad for implementation over 5-year period
7. Establish Education Abroad advisors in departments and provide training
8. Identify faculty exchange and research partnership opportunities and explore to implement '09
9. Database for faculty exchanges, research and teaching abroad and grants
10. Begin to develop Institute for International Studies
11. Creation of communications mechanisms: internationalization webpage; QUICK LINK for all international sub links; virtual tours with international and study abroad students; monthly calendar; newsletter; alumni updates and "Net Community"
12. Campus visibility markers: logo & icon; Rosetta Stone; field of flags; world map
13. Develop marketing and admissions recruitment plan and materials
14. Establish annual theme—related to country/region/continent and linked to International Week and other events
15. Develop plan for hiring of international faculty and incorporation of internationalization activities as "significant" in "value" for promotion and tenure

II. Curricular

1. Recommend curricular changes and begin to develop international pathways in majors, programs, schools, colleges and align with desired outcomes
2. Launch Area Studies
3. Develop global literacy certificate program
4. Explore "core" requirement for global literacy and international experiences
5. Explore expansion of foreign languages requirement, offering of additional critical languages and foreign-languages-across-the-curriculum
6. Begin to develop "Global Conversations" program
7. Develop Visiting Global Scholars program and seek funding
8. Work with First-Year Experience Task force for infusion of international initiative to include summer and fall orientations and course integration

III. Co-curricular

1. Redesign International Week and launch in fall '08
2. Expand University Lecture Series to include international

3. Develop international/world music series with coffee house series
4. Expand international artistic programs—seek funds for Visiting Artists and Performers Series (for spring 09-fall 10 launch)
5. Development and expansion of International Residence Hall
6. Educate student organizations and create partnerships
7. Strengthen International Student Organization
8. Integrate international students into organizations and clubs
9. Create series of internationally related off campus trips
10. Develop comprehensive website for co-curricular international opportunities (fall '08)
11. Develop large-scale monthly program with international themes (spring '09)

YEAR 2: 2009-2010

I. Institutional

1. Implement or complete plan for increase in education abroad and international student enrollments and expanded models, study abroad sites, exchanges
2. Launch Freshman International Initiative
3. Explore Freshman semester abroad
4. Fall launch of faculty development program for internationalization of the curriculum
5. Develop faculty-administrator trip abroad as educational and promotional tool
6. Fall launch or continued development Faculty-led semester abroad
7. Continue plans for Institute for International Studies for fall 2010 opening
8. Establish one (1) faculty exchange
9. Continue creation of databases and exploration of faculty exchanges, visiting professorships, research abroad, research partnerships, and grants
10. Development Project: World Peace Garden (for spring '09 or fall '10)
11. Explore creation of RU (domestic students) Education Abroad Alumni Association
12. Explore creation of International Alumni Association-Sanda only

II. Curricular

1. Seek funding for Visiting Global Scholars Program
2. Explore “Visiting Program Pilot for China”
3. Expansion of international courses and majors/programs pathways
4. Exploration the creation of English-as-a-second-language program for international students, including English for business courses and TOEFL training and certification
5. Seek “core” requirement for global literacy
6. Create RU award(s) for internationalized departments, programs, courses and individual contributions for '10-'11
7. Seek expansion of foreign languages requirements
8. Create FLAC pilot program for '10-'11 launch
9. Implement (if curriculum is sufficient) Global Literacy Certificate
10. Create database for student research and conference opportunities abroad and work with faculty
11. Explore creation of online courses to sell abroad
12. Finalize development and implement Global Conversations program

III. Co-curricular

1. “Fine-tuning” of new format for Fall International Week
2. Ongoing enhancement of University Lecture Series
3. Ongoing enhancement of international/world music series re coffeehouse music series
4. Ongoing enhancement of international artistic programs: launching of Visiting Artists/Performers Series
5. Ongoing enhancement of International Residence Hall
6. Ongoing education of student organizations and creation of partnerships
7. Ongoing development of International Student Organization
8. Ongoing integration of international students into student organizations and clubs
9. Ongoing development and delivery of internationally related off-campus trips
10. Refining of co-curricular international opportunities on website or in larger international website
11. Ongoing enhancement and delivery of larger scale international monthly program

YEAR 3: 2010-2011

I. Institutional

1. Continued increase in education abroad and international student enrollment
2. Launch of faculty-administrator trip abroad
3. Fall launch or continued development Faculty-led semester abroad
4. Fine-tuning Freshman International Initiative
5. Implement pilot Freshman semester abroad
6. Faculty Development Program continues (to continue through 5 years)
7. Potential fall ‘10 launch of World Peace Garden (if not spring ‘09)
8. Launch RU (domestic students) Study Abroad Alumni Association
9. Establish International Alumni Association- Sanda only
10. Launch Institute for International Studies
11. Establishment of 2nd faculty exchange
12. Exploration of campus abroad

II. Curricular

1. Ongoing development of curricular international pathways in majors and programs
2. Implementation of ESL business courses for international students
3. Continued development of ESL and TOEFL programs Visiting Global Scholars Program begins
4. Continue to create or launch “Visiting Professor Program Pilot for China”
5. Explore Global Leadership Program with Year 4 launch
6. Launch global literacy certificate if not done in Year 2
7. Implement RU Award(s) for Internationalization
8. Continued development of Global Conversations Programs with grant writing as appropriate
9. Ongoing creation of online courses for international market
10. Launch FLAC pilot
11. Continue to seek increase of foreign languages requirement
12. Offer critical language-Arabic-and develop Middle Eastern Studies minor
13. Begin to set core curriculum requirements for international/global literacy

III. Co-curricular

Continued development of Year 2 goals

Year 4: 2011-2012**I. Institutional**

1. Implementation plan for increase in education abroad and international student enrollments
2. Fall launch if not done so already) of Faculty-led semester abroad
3. Enhance RU (domestic students) Study Abroad Alumni Association
4. Establish integrated RU International Alumni Association, including Sanda and other international alumni
5. Explore creation of External International Education Advisory Board
6. Establishment of campus abroad
7. Development of Internationalization Assessment Tool for Year 5

II. Curricular

1. Establish 3rd faculty exchange
2. Continued development of ESL and TOEFL programs Visiting Global Scholars Program begins
3. Launch “Visiting Professor Program Pilot for China”
4. Launch Global Leadership Program
5. Ongoing curricular expansion of international pathways to achieve universal practice in Year 5
6. Core requirements complete/near complete for international/global literacy requirement

III. Co-curricular

Continuing development of Year 2 goals

YEAR 5: 2012-2013**I. Institutional**

1. Achievement of study abroad and international student enrollment targets
2. Development of 2nd faculty-led semester abroad program
3. Establishment of campus abroad
4. Creation of External International Advisory Board
5. Internationalization Five-year Assessment and Celebration of Five-year Mark

II. Curricular

1. Achievement of universal curricular integration
2. Finalization of core requirements for global literacy and two-year foreign language requirement

III. Co-curricular

Achievement of co-curricular goals

X. Appendices

Appendix A: Executive Summary: Internationalization Task Force Spring 2007 Survey Results

To: The Internationalization Task Force (ITF)
 From: Michael Brogan
 Re: Executive Summary of ITF Spring Survey Results
 Date: October 22, 2007

Introduction

During spring 2007, the Internationalization Task Force (ITF) implemented a survey to faculty and staff at Rider University. The survey was designed to illicit responses from faculty and staff members regarding their internationalization activities, experiences, and skills. The survey was administered as an online survey. It was sent to 821 individuals. There were three invitations to fill out the survey from February 23, 2007 to March 23, 2007. The total response rate from the survey was 273 (33%).

Select Findings

The following items provide a brief summary of select findings from the survey results:

- Overall, about 62% of respondents indicated they would be interested in being actively involved in “new and renewed internationalization initiatives.”

A total of 136 (49.8% of total respondents) full-time faculty responded to the survey. This includes: College of Business Administration (39 or 28.7% of full-time faculty respondents); School of Liberal Arts and Sciences (59 or 43.4%); School of Education (19 or 14%); and Westminster Choir College (19 or 14%).

- Roughly a quarter of respondents indicated the principle objectives of courses taught or programs they direct are “students acquisition of an international perspective;” and “analysis and valuing of other cultural perspectives.”
 - Of the 69 (25% of total respondents) respondents who indicated “students acquisition of an international perspective” the breakdown of responses by college are:
 - School of Liberal Arts (32 or 46%)
 - College of Business Administration (19 or 27.5%)
 - Westminster Choir College (7 or 10%)
 - School of Education (4 or 5.8%)
 - Academic Affairs (4 or 5.8%)
 - Student Affairs (3 or 4.3%)
 - Of the 73 (26.7% of total respondents) respondents who indicated “Analysis and valuing of other cultural perspectives” the breakdown of responses by college are:

- School of Liberal Arts (38 or 52%)
 - College of Business Administration (13 or 17.8%)
 - School of Education (7 or 9.6%)
 - Westminster Choir College (7 or 9.6%)
 - Student Affairs (7 or 9.6%)
 - Academic Affairs (1 or 1.4%)
- Of the 55 full-faculty (40% of total full-time faculty respondents) respondents who indicated “students acquisition of an international perspective” the breakdown of responses by college are:
 - School of Liberal Arts (28 or 50.9%)
 - College of Business Administration (16 or 29.09%)
 - Westminster Choir College (7 or 12.7%)
 - School of Education (4 or 7.3%)
 - Of the 57 full-faculty (42% of total full-time faculty respondents) respondents who indicated “students acquisition of an international perspective” the breakdown of responses by college are:
 - School of Liberal Arts (32 or 56.1%)
 - College of Business Administration (11 or 19.3%)
 - Westminster Choir College (7 or 12.2%)
 - School of Education (7 or 12.2%)
- A majority of respondents have not held a position as director, creator, or advisor for education abroad programs at the university. This includes the following activities: Semester study-abroad (2.6%), Summer study-abroad (3.3%), Short-term (1-2 week) study-abroad (travel projects) (8.4%), Service Learning abroad (1%), and Internships abroad (1%).
 - Approximately 36% of respondents have been involved in any significant capacity either at Rider or another institution of higher learning with international students.
 - About 34% of respondents indicated they have a communicative language other than English. Most popular languages spoken by respondents include French (27); German (21); Spanish (21); and Italian (12).
 - Most popular countries referenced by respondents include: France (18); United Kingdom of Great Britain and Northern Ireland (18); China (17); Germany (15); and Italy (13).
 - Most referenced skills and/or expertise among respondents include: Working International Students (52); Program Evaluation (38); Program Development (37); and Committee Work (29). **Summary of Responses by Question**
1. Question: “Do you teach courses or direct and or teach in a program whose principle objectives are the following items”:

<u>Item</u>	<u>Count</u>	<u>%</u>
Students acquisition of an international perspective	69	25.2%
Analysis and valuing of other cultural perspectives	73	26.7%
Preparation of students for global citizenry	49	17.9%
Professional opportunities	59	21.6%
Other	45	16.5%

2. Question: “Have you held the role(s) of creator, director and/or advisor for any of the following education abroad programs at Rider University?”

<u>Item</u>	<u>Count</u>	<u>%</u>
Semester study-abroad	7	2.6%
Summer study-abroad	9	3.3%
Short-term(1-2 week) study-abroad (travel projects)	23	8.4%
Service Learning abroad	3	1.1%
Internships abroad	3	1.1%
Other	18	6.6%

3. Question: Internationalization and Education Abroad, International Expertise, Co-Curricular Activities, Student Life, and International Student Activity

<u>Item</u>	<u>Yes</u>	<u>No</u>	<u>% “Yes”</u>
Have you been involved in any significant capacity either at Rider or another institution of higher learning with international students?	98	170	35.9%
Have you conducted research abroad while at Rider University or another institution of higher education?	59	207	21.6%
Have you ever taught abroad at a university or like entity?	45	217	16.5%
Have you ever participated in a faculty exchange with a professor from abroad?	11	251	4%
Have you held employment positions abroad prior to or while at Rider University?	54	207	19.8%
Have you traveled abroad to a significant degree in specific countries such that you would be able to serve as a resource to the Rider University education abroad activities in that those countries?	92	169	33.7%
Do you have communicative competency in any languages other than English?	92	137	33.7%
Do you have any other expertise that pertains to the internationalization initiative?	71	183	26%
Have you initiated, directed or otherwise been involved in a significant role in on-campus internationalization activities such as speakers, cultural events, excursions, or student life organizations and residence life?	69	193	25.3%
Have you ever sought and or received grants linked to internationalization either for students yourself your department college or the universities at which you have	31	225	11.4%

been involved?			
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4. Question: “Finally, would you be interested in being actively involved in new and renewed internationalization initiatives?”

<u>Item</u>	<u>Count</u>	<u>%</u>
Yes	168	61.5%
No	95	34.8%

5. Demographics:

Gender: 54% female; 46% male

Respondents by Division (Descending order by respondents):

<u>Division</u>	<u>Count</u>	<u>%</u>
SLAS	72	26.4
CBA	47	17.2
VPAA	30	11
WCC	28	10.3
Student Affairs	26	9.5
SED	21	7.7
Finance and Admin	18	6.6
Athletics	10	3.7
Advancement	9	3.3
Enrollment Management	7	2.6
CCS	4	1.5
Total	272	99.6
Missing	1	0.4
Total	273	100

6. Countries referenced to by respondents:

<u>Country</u>	<u>Count</u>
France	18
United Kingdom of Great Britain and Northern Ireland	18
China	17
Germany	15
Italy	13
Japan	8
Israel	7
Switzerland	7
Australia	6
Austria	6
Greece	6
Russian Federation	6
Democratic People's Republic of Korea	5

Ireland	5
Spain	5
India	4
Thailand	4
Canada	3
Poland	3
Argentina	2
Brazil	2
Egypt	2
Hungary	2
Iceland	2
Morocco	2
Norway	2
Portugal	2
Sweden	2
Belgium	1
Bolivia	1
Cambodia	1
Costa Rica	1
Croatia	1
Ecuador	1
Finland	1
Honduras	1
Iran, Islamic Republic of...	1
Jamaica	1
Mexico	1
New Zealand	1
Niger	1
Singapore	1
South Africa	1
United States of America	1
Viet Nam	1
Zimbabwe	1
Total	19

7. Communicative competency in languages other than English:

<u>Language</u>	<u>Count</u>
French	27
German	21
Spanish	21
Italian	12
Russian	5
Korean	4

Mandarin	3
Chinook Jargon	2
Croatian	2
Greek	2
Hebrew	2
Japanese	2
Polish	2
Portuguese	2
Thai	2
Arabic (Egyptian)	1
English	1
Hungarian	1
Sanskrit	1
Ukrainian	1
Total	114

8. Skills and/or expertise referenced by respondents for international initiatives:

<u>Skills and/or Expertise</u>	<u>Count</u>
International Students	52
Program Evaluation	38
Program Development	37
Committee Work	29
Tour Guide Leader	9
Travel Experience	9
Total	174

9. Full-time faculty responses by school:

<u>School</u>	<u>Count</u>	<u>%</u>
College of Business Administration	39	28.7%
School of Liberal Arts and Sciences	59	43.4%
School of Education	19	14%
Westminster Choir College	19	14%
Total	136	

10. Full-Time Faculty Only

Do you teach courses or direct and or teach in a program whose principle objectives are the following items

	CBA	SLAS	SED	WCC	Total
Students acquisition of an international perspective	16	28	4	7	55
Analysis and valuing of other cultural perspectives	11	32	7	7	57

Preparation of students for global citizenry	11	25	4	0	40
Professional opportunities	7	16	8	10	41
Other	5	5	2	2	14

Have you held the role(s) of creator, director and/or advisor for any of the following education abroad programs at Rider University? (please mark all that apply)

	CBA	SLAS	SED	WCC	Total
Semester study-abroad	0	2	0	1	3
Summer study-abroad	0	3	0	2	5
Short-term(1-2 week) study-abroad (travel projects)	5	12	0	3	20
Service Learning abroad	0	0	0	0	0
Internships abroad	0	0	0	0	0
Other	2	4	0	0	6

Full-Time Faculty Only

		Have you been involved in any significant capacity either at Rider or another institution of higher learning with international students?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	3	3	6
	Biology	1	0	4	5
	Business Pol & Envirnmt	0	1	0	1
	CBA Dean's Office	0	1	0	1
	Chemistry/Physics Dept.	0	0	5	5
	CLAES Dean's Office	0	1	1	2
	Communication/Journalism Dept.	0	3	4	7
	Computer Info Sys Dept.	0	1	1	2
	Dept. of Teacher Education	0	2	8	10
	Economics Dept.	0	2	3	5
	English Dept.	1	3	7	11
	Finance Dept.	0	4	1	5
	Fine Arts Dept.	0	1	5	6
	Foreign Languages	0	3	4	7
	Geo Envir & Marine Science	0	0	3	3
	Graduate Ed	0	4	5	9
	History Dept.	0	2	1	3
	Management Science Dept.	0	4	4	8
	Management/HR Dept.	0	2	3	5
	Marketing Dept.	0	4	2	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	0	2	1	3
	Psychology Dept.	0	1	1	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	1	0	1
	WCC MusComp/Hist/Theory	0	1	4	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	8	4	12
Total		3	55	78	136

Full-Time Faculty Only

		Have you conducted research abroad while at Rider University or another institution of higher education?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	1	5	6
	Biology	1	1	3	5
	Business Pol & Envirmt	0	1	0	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	0	1	4	5
	CLAES Dean's Office	0	0	2	2
	Communication/Journalism Dept.	0	3	4	7
	Computer Info Sys Dept.	0	1	1	2
	Dept. of Teacher Education	0	3	7	10
	Economics Dept.	0	0	5	5
	English Dept.	0	3	8	11
	Finance Dept.	0	1	4	5
	Fine Arts Dept.	0	6	0	6
	Foreign Languages	0	3	4	7
	Geo Envir & Marine Science	0	3	0	3
	Graduate Ed	0	1	8	9
	History Dept.	0	3	0	3
	Management Science Dept.	0	2	6	8
	Management/HR Dept.	0	1	4	5
	Marketing Dept.	0	3	3	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	0	3	0	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	0	1	1
	WCC MusComp/Hist/Theory	1	0	4	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	6	6	12
Total		3	47	86	136

Full-Time Faculty Only

		Have you ever taught abroad at a university or like entity?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	0	6	6
	Biology	1	0	4	5
	Business Pol & Envirmt	0	1	0	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	1	0	4	5
	CLAES Dean's Office	0	0	2	2
	Communication/Journalism Dept.	0	2	5	7
	Computer Info Sys Dept.	0	1	1	2
	Dept. of Teacher Education	0	1	9	10
	Economics Dept.	0	0	5	5
	English Dept.	1	1	9	11
	Finance Dept.	0	1	4	5
	Fine Arts Dept.	0	2	4	6
	Foreign Languages	0	3	4	7
	Geo Envir & Marine Science	1	0	2	3
	Graduate Ed	0	2	7	9
	History Dept.	0	1	2	3
	Management Science Dept.	0	5	3	8
	Management/HR Dept.	0	1	4	5
	Marketing Dept.	0	3	3	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	0	3	0	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	1	0	1
	WCC MusComp/Hist/Theory	1	0	4	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	6	6	12
Total		6	35	95	136

		Have you ever participated in a faculty exchange with a professor from abroad?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	0	6	6
	Biology	1	0	4	5
	Business Pol & Envirmt	0	0	1	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	1	0	4	5
	CLAES Dean's Office	0	0	2	2
	Communication/Journalism Dept.	0	1	6	7
	Computer Info Sys Dept.	0	0	2	2
	Dept. of Teacher Education	0	0	10	10
	Economics Dept.	0	0	5	5
	English Dept.	1	0	10	11
	Finance Dept.	0	0	5	5
	Fine Arts Dept.	0	0	6	6
	Foreign Languages	0	0	7	7
	Geo Envir & Marine Science	1	0	2	3
	Graduate Ed	0	0	9	9
	History Dept.	0	0	3	3
	Management Science Dept.	0	1	7	8
	Management/HR Dept.	0	0	5	5
	Marketing Dept.	0	0	6	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	0	1	2	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	0	1	1
	WCC MusComp/Hist/Theory	0	1	4	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	3	9	12
Total		5	8	123	136

Full-Time Faculty Only

		Have you held employment positions abroad prior to or while at Rider University?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	0	6	6
	Biology	1	0	4	5
	Business Pol & Envirmt	0	1	0	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	0	1	4	5
	CLAES Dean's Office	0	0	2	2
	Communication/Journalism Dept.	0	2	5	7
	Computer Info Sys Dept.	0	1	1	2
	Dept. of Teacher Education	0	4	6	10
	Economics Dept.	0	0	5	5
	English Dept.	1	0	10	11
	Finance Dept.	0	3	2	5
	Fine Arts Dept.	0	2	4	6
	Foreign Languages	0	2	5	7
	Geo Envir & Marine Science	0	1	2	3
	Graduate Ed	0	2	7	9
	History Dept.	0	2	1	3
	Management Science Dept.	0	4	4	8
	Management/HR Dept.	0	0	5	5
	Marketing Dept.	0	3	3	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	1	2	0	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC Conducting/Organ/Sac.Music	0	0	1	1
	WCC MusComp/Hist/Theory	1	1	3	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	4	8	12
Total		5	36	95	136

		Have you traveled abroad to a significant degree in specific countries such that you would be able to serve as a resource to the Rider University education abroad activities in that/those country/is?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	3	3	6
	Biology	1	0	4	5
	Business Pol & Envirmt	0	1	0	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	0	3	2	5
	CLAES Dean's Office	0	1	1	2
	Communication/Journalism Dept.	0	3	4	7
	Computer Info Sys Dept.	0	1	1	2
	Dept. of Teacher Education	0	3	7	10
	Economics Dept.	0	1	4	5
	English Dept.	0	5	6	11
	Finance Dept.	0	0	5	5
	Fine Arts Dept.	0	5	1	6
	Foreign Languages	0	6	1	7
	Geo Envir & Marine Science	0	2	1	3
	Graduate Ed	0	3	6	9
	History Dept.	0	3	0	3
	Management Science Dept.	0	5	3	8
	Management/HR Dept.	1	1	3	5
	Marketing Dept.	0	3	3	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	0	2	3
	Political Science Dept.	0	3	0	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	1	0	1
	WCC MusComp/Hist/Theory	1	1	3	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	7	5	12
Total		4	62	70	136

		Do you have communicative competency in any languages other than English?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	2	4	6
	Biology	1	1	3	5
	Business Pol & Envirmt	0	1	0	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	0	1	4	5
	CLAES Dean's Office	0	0	2	2
	Communication/Journalism Dept.	0	3	4	7
	Computer Info Sys Dept.	0	0	2	2
	Dept. of Teacher Education	0	3	7	10
	Economics Dept.	0	1	4	5
	English Dept.	1	4	6	11
	Finance Dept.	0	2	3	5
	Fine Arts Dept.	0	2	4	6
	Foreign Languages	0	7	0	7
	Geo Envir & Marine Science	0	2	1	3
	Graduate Ed	0	0	9	9
	History Dept.	0	3	0	3
	Management Science Dept.	0	7	1	8
	Management/HR Dept.	0	1	4	5
	Marketing Dept.	0	2	4	6
	Mathematics Department	0	0	1	1
	Philosophy Dept.	1	1	1	3
	Political Science Dept.	0	2	1	3
	Psychology Dept.	0	0	2	2
	Sociology Dept.	0	0	1	1
	WCC				
	Conducting/Organ/Sac.Music	0	1	0	1
	WCC MusComp/Hist/Theory	0	2	3	5
	WCC Music Ed	0	1	0	1
	WCC Piano & Voice	0	10	2	12
Total		3	59	74	136

		Do you have any other expertise that pertains to the internationalization initiative?			Total
		0	Yes	No	
DEPT	Accounting Dept.	1	1	4	6
	Biology	1	1	3	5

Business Pol & Envirmt	0	1	0	1
CBA Dean's Office	0	0	1	1
Chemistry/Physics Dept.	1	0	4	5
CLAES Dean's Office	0	0	2	2
Communication/Journalism Dept.	0	3	4	7
Computer Info Sys Dept.	0	1	1	2
Dept. of Teacher Education	1	2	7	10
Economics Dept.	1	0	4	5
English Dept.	2	3	6	11
Finance Dept.	0	1	4	5
Fine Arts Dept.	0	3	3	6
Foreign Languages	1	4	2	7
Geo Envir & Marine Science	0	2	1	3
Graduate Ed	0	4	5	9
History Dept.	0	1	2	3
Management Science Dept.	0	3	5	8
Management/HR Dept.	0	2	3	5
Marketing Dept.	0	1	5	6
Mathematics Department	0	0	1	1
Philosophy Dept.	1	0	2	3
Political Science Dept.	0	2	1	3
Psychology Dept.	0	0	2	2
Sociology Dept.	0	1	0	1
WCC				
Conducting/Organ/Sac.Music	0	0	1	1
WCC MusComp/Hist/Theory	1	0	4	5
WCC Music Ed	0	1	0	1
WCC Piano & Voice	1	5	6	12
Total	11	42	83	136

		Have you initiated, directed or otherwise been involved in a significant role in on-campus internationalization activities such as speakers, cultural events, excursions, or student life organizations and residence life?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	1	5	6
	Biology	1	0	4	5
	Business Pol & Envirmt	0	0	1	1
	CBA Dean's Office	0	0	1	1

Chemistry/Physics Dept.	1	0	4	5
CLAES Dean's Office	0	0	2	2
Communication/Journalism Dept.	0	2	5	7
Computer Info Sys Dept.	0	0	2	2
Dept. of Teacher Education	0	1	9	10
Economics Dept.	0	1	4	5
English Dept.	0	6	5	11
Finance Dept.	0	0	5	5
Fine Arts Dept.	0	2	4	6
Foreign Languages	0	6	1	7
Geo Envir & Marine Science	1	0	2	3
Graduate Ed	0	1	8	9
History Dept.	0	2	1	3
Management Science Dept.	0	2	6	8
Management/HR Dept.	1	1	3	5
Marketing Dept.	0	1	5	6
Mathematics Department	0	0	1	1
Philosophy Dept.	1	0	2	3
Political Science Dept.	0	2	1	3
Psychology Dept.	0	0	2	2
Sociology Dept.	0	0	1	1
WCC				
Conducting/Organ/Sac.Music	0	0	1	1
WCC MusComp/Hist/Theory	0	1	4	5
WCC Music Ed	0	1	0	1
WCC Piano & Voice	0	3	9	12
Total	5	33	98	136

		Have you ever sought and or received grants linked to internationalization either for students yourself your department college or the universities at which you have been involved?			Total
		0	Yes	No	
DEPT	Accounting Dept.	0	1	5	6
	Biology	1	0	4	5
	Business Pol & Envirnmt	0	0	1	1
	CBA Dean's Office	0	0	1	1
	Chemistry/Physics Dept.	1	0	4	5
	CLAES Dean's Office	0	0	2	2

Communication/Journalism Dept.	0	2	5	7
Computer Info Sys Dept.	0	1	1	2
Dept. of Teacher Education	0	1	9	10
Economics Dept.	0	0	5	5
English Dept.	1	1	9	11
Finance Dept.	0	1	4	5
Fine Arts Dept.	0	2	4	6
Foreign Languages	1	2	4	7
Geo Envir & Marine Science	0	0	3	3
Graduate Ed	0	0	9	9
History Dept.	0	1	2	3
Management Science Dept.	0	1	7	8
Management/HR Dept.	0	1	4	5
Marketing Dept.	0	0	6	6
Mathematics Department	0	0	1	1
Philosophy Dept.	1	0	2	3
Political Science Dept.	0	2	1	3
Psychology Dept.	0	0	2	2
Sociology Dept.	0	0	1	1
WCC				
Conducting/Organ/Sac.Music	0	0	1	1
WCC MusComp/Hist/Theory	1	0	4	5
WCC Music Ed	0	1	0	1
WCC Piano & Voice	1	3	8	12
Total	7	20	109	136

Appendix B: Education Abroad Models for Rider University: Study, Service Learning and Internships

1. Semester programs:

- a. Rider exchanges (*all courses in foreign language, hybrid (English + foreign language), or all in English, as appropriate*)
 - i. Expand beyond current exchanges in Paris, Madrid and Graz to explore sites in Russia (articulation with our Russian language program), Italy (our Italian program), Germany, Asia, Australia, England/Ireland and Latin America (Mexico, Guatemala or Costa Rica; articulates with Spanish program), Brazil. Explore addition of smaller-city site in Spain.
 - ii. Study programs
- b. Rider island programs (*Rider faculty; local faculty as necessary; immersion [all courses in “foreign language”, hybrid, or all English, as appropriate]*)
 - i. “Europe Campus”: England, France, Italy and Spain
 - ii. “Rider in Asia”: India, China, Vietnam (2 Rider faculty; local faculty as necessary)
 - iii. Explore other potential locations depending upon curricular articulation and program developments on WCC and LAWR campuses
 - iv. Targeted for specific semester rotation based on enrollment estimates (e.g. every 2-3 semester)
 - v. Study and/or service learning internships
 - vi. Could use STI/AHA as provider/partner
- c. Rider Direct Matriculation programs (*through AHA or like affiliates or directly arranged with institutions*)
 - i. With Rider University director/advisor in residence
 - ii. Without Rider resident director (local supervisor; Rider director/advisor possibly present during 1st week)
 - iii. Study and/or service learning/internships
- d. Affiliate programs of Direct Matriculation (*currently AHA*)
 - i. Limited to countries where we do NOT have exchanges
 - ii. Study, service learning and/or internships
- e. Independent study
 - i. Limited to countries where we do NOT have exchanges or affiliate programs
 - ii. Study, service learning and/or internships
- f. Global teaching practica
 - i. Probable location in English speaking countries; possibly those of languages we train teachers in (French, German, Spanish)

2. Summer programs:

- a. Month-long faculty led programs (*could incorporate local faculty*)
 - i. China
 1. Tutoring English
 2. Study
 - ii. Programs develop according to faculty research and curricular interests and development
 - iii. Could use AHA/STI as partner/provider

- b. Rider at Sea: A Caribbean Cross-Cultural Adventure
 - i. Cruise course in Caribbean that incorporates islands and mainland countries of different linguistic and cultural backgrounds (2-4 weeks; could “end” on land; Rider faculty)
 - ii. Could use AHASTI as partner/provider
 - c. Rider Serves The World: service learning projects in underdeveloped countries; could be developed in conjunction with charities and/or foundations
 - d. Border Crossings: American Southwest and Mexico (cross-disciplinary; Rider faculty)
 - e. Doing Global Business: Course work and internships abroad
 - f. Permutations of “b-e” as per faculty interest and expertise
 - g. Affiliate programs (AHA)
 - h. Independent Study (current paradigm)
3. **Short-term programs (less than one month):**
- a. Winter intercession as spring course (current paradigm as practiced by Chmel/Rife; Materna/Seldes, Denbo, Lentz etc.)
 - b. Spring break as spring course component (current paradigm; e.g. Sullivan New Orleans’s course)
 - c. Summer program as fall course
 - d. Summer “mini” program
 - i. Study, service or “mini” internship

Appendix C: American Council on Education Article: Rider University Internationalization

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Appendix D: Consultant Report on Rider University Internationalization Initiative

**Dr. Andrea Byrum, Professor of Spanish
& Faculty Director of Globalization Initiative
Edgewood College
Madison, Wisconsin**

Internationalization of Rider University

**Final Report by Consultant Andrea Byrum to Donald A. Steven, Provost & VPAA
April 7, 2007 (cc to Linda Materna & James Castagnera, Co-Chairs of the ITF)**

I. My Perception of Current Status

I am genuinely impressed with Rider's institutional commitment to internationalization and the organizational dedication I observed at all levels when I visited there on March 23. This bodes well for the future success of this initiative. Here is my perception of the current status:

Institution has determined that internationalization is a priority.

Provost has appointed an International Task Force, with broad institutional representation.

There is also a Task Force on Global and Area Studies.

Task Forces have met and generated some document drafts.

ITF has administered an "Inventory on Faculty & Administration International Ed Activities."

A. Byrum was invited for a one-day consultation visit, to discuss Edgewood College's Internationalization process and to share strategies.

Now Rider is at the stage of articulating its Vision for internationalization, building support for it, and developing an Internationalization Plan.

Key questions I suggest be asked at this critical initiation stage:

What is Rider University's vision of internationalization – why internationalize, how does it fit with Rider's Mission, what are the academic goals, & how does Rider define "global/international learning"?

How will Rider make internationalization integral to its curriculum and pedagogy?

How will Rider engage and incentivize faculty, staff, & students to participate?

How will administrative structures and policies institutionalize global learning?

How will Rider align resources in support of this priority?

II. Strengths, Weaknesses

Strengths

- Internationalization is part of Rider's larger institutional Vision and Mission: "citizenship, life & career success in a diverse, interdependent world", "students with diverse backgrounds from across the nation & around the world & puts them at the center"; "active learners who can apply knowledge within & across disciplines to foster the integrative Thinking required in a complex and rapidly changing world".
- Internationalization is a key in Strategic Plan, especially in Strategic Direction 4 "Fostering diverse perspectives and social responsibility", Goal 1 "Establish a comprehensive international education program"
- Already have significant international programs & personnel in place (to name a few— Foreign Languages, Global Business, Global & Multinational Studies, education abroad programs, faculty-led study abroad, & international programs and faculty expertise in all four Colleges). Now need to coordinate these.
- Have begun to develop an Internationalization Plan*
The Planning Process is off to a good start – team(s) established, setting priorities & building support;

Elements of the Internationalization Plan – vision, goals, objectives, actions/agents, resources/costs – are being worked on.

Have conducted an inventory of current international activities as part of their internationalization review; will help identify strengths and assets.

*This is a key phase; need to carefully articulate Rider's Vision of Internationalization.

Weaknesses

More a challenge than a weakness: I would only caution that you spend time *now* to discuss and plan carefully and build support amongst the various college-wide constituencies that must be involved in comprehensive internationalization, so that the subsequent implementation proceeds smoothly.

I advise that you start with those initiatives that require immediate attention and build from there. Internationalization is a long-term process, best done in phases.

III. Recommendations for Future

As you move forward, I recommend the following for your *immediate consideration*:

- As you develop your Internationalization Plan, think about what Rider wants to accomplish through its global education programs?
What would be a niche for your institution, given your identity and strengths?
[My observation on Rider's niche: a "hybrid" internationalization with a combined domestic & international focus, to expose students to local and global diversity through international communities in New Jersey and abroad.]
- Have short-term, mid-term, and long-term goals & objectives in your Internationalization Plan. Internationalization is a process, with various stages.

The International Task Force could create an Internationalization Plan for 1-5 years. Here is a possible outline of Short-Term Goals (for 2007-2008):

Initiation & Building Support Phase.

Focus on the 3 areas most people agree should be priorities:

- (1) establishing a Center for International Education;
- (2) internationalizing curriculum; and (3) engaging faculty and students.

Possible activities for Year 1:

1. Proposal for creation of a Center for International Education with a Director or Co-Directors
2. Use results of the Inventory to establish working sub-groups
3. Build support internally
4. Showcase current international programs
5. Develop Area Studies & Foreign Languages
6. Schools and departments work on international tracks for majors
7. Faculty development workshops (invite a consultant; faculty stipends)
8. Promote study and internships abroad to count for majors
9. Co-curricula events focusing on international topics.

The ITF would also develop mid-term and long-term goals.

The following are *other recommendations*, for short-, mid-, and long-term:

- To achieve the comprehensive internationalization you seek, a priority should be to establish a Center for International Education, to lead and coordinate Rider's various international initiatives—curriculum, faculty development, education abroad, international students, and international partnerships. Such a high priority program needs

- a visible presence on campus, to show faculty, staff, and students that this is important. The Center would need its own operational budget.
- Rider should discuss the best model for leadership of this Center. It could be Co-Directors, e.g., the International Programs Director and a Rotating Faculty Member. Or it could be one Director.

As you design the various committees, bodies, programs & schools that will be part of the structure for international education, devise clear pathways and distinguishing roles of the personnel in each office; who reports to whom, about what?

Naturally the Center and the supporting offices would need staffing and resources adequate to carry out their college-wide mission.

- Faculty and Curriculum are Keys to Internationalization.
 - Incentivize faculty participation:
 - Establish summer research grants
 - Give faculty development workshops on *how* to internationalize (including how to develop faculty-led study abroad programs; speakers present on best practices; faculty participants receive stipends)
 - Invite consultant(s) to work with faculty on how to internationalize courses, programs, majors & minors
 - Establish faculty study tours (annually or every 2-3 years; 10-15 faculty go together to a country or region); and faculty exchange programs
 - Consider using internationalization as a criteria for hiring, promotion, & tenure

Develop international curriculum:

- Comprehensive internationalization of the curriculum means infusing international, global & intercultural perspectives across programs. This must be the key strategy – internationalization *in* the classroom, for *all* students. Will need plans & timetable for doing this.
 - Ideally there are developmental & intentional pathways: foundation, milestone & capstone. Integrate global knowledge throughout general education and majors/minors. Can create international certificates & tracks within majors.
 - Establish global student learning outcomes (the knowledge, skills, & attitudes students need to understand the world); how will they be fostered & assessed?
 - Expand foreign language and area studies offerings (consider strengths & niche)
 - Integrate study and internships abroad into the curriculum; count toward major
 - Integrate global/international education into first-year experience (Rider's Student Days & Freshmen Orientation)
- Student Engagement
 - Scholarships for education abroad
 - Count education abroad & internships toward majors
 - Increase the number of international students (consider ISEP)
 - International co-curricular activities (Theme years linked to curriculum; international floors in residence halls)

- Education Abroad & International Partnerships
 - Build on existing & expand international partnerships for locations of Rider education abroad programs
 - Have Rider exchange and “island” programs
 - Offer long-term & short-term options to increase student participation
 - Set participation goals

- Ongoing Monitoring, Assessment, & Possible Revision of Internationalization Plan

- Build Support Internally
 - Make transparent & inclusive the planning & implementation process
 - Incentivize faculty & staff participation through work release/stipends/grants.

- Become Known Externally for International Programs
Showcase international programs on home page of website, through brochures, campus magazines & publications.

- Resources Needed
How will Rider align resources to support internationalization as an institutional priority?
 - Devise a timetable for what actions/programs are needed & what resources they require.
 - Along with internal funding, seek external funding: Title VI UISFL (Undergraduate International Studies & Foreign Language); Freeman Foundation (Asia); Ford Foundation; Fulbright; Henry Luce Foundation; IFSA Foundation; Rotary; ASIANetwork.

Appendix E:**1) International Students by Institutional Type: Top 40 Master's Institutions 2006/07****Table 10****INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 MASTER'S INSTITUTIONS, 2006/07**

Rank	Institution	City	State	Total Int'l Students	Total Enrollment	% Int'l
1	San Francisco State University	San Francisco	CA	2,496	28,950	8.6
2	California State University - Northridge	Northridge	CA	1,963	34,560	5.7
3	San Jose State University	San Jose	CA	1,889	29,975	6.3
4	California State University - Fullerton	Fullerton	CA	1,668	35,921	4.6
5	CUNY Baruch College	New York	NY	1,587	15,756	10.1
6	California State University - Long Beach	Long Beach	CA	1,585	35,576	4.5
7	CUNY Hunter College	New York	NY	1,551	20,679	7.5
8	New York Institute of Technology - Old Westbury	Old Westbury	NY	1,438	11,681	12.3
9	University of Central Oklahoma	Edmond	OK	1,281	15,953	8.0
10	Johnson & Wales University	Providence	RI	1,280	10,171	12.6
11	Hawaii Pacific University	Honolulu	HI	1,247	8,080	15.4
12	Rochester Institute of Technology	Rochester	NY	1,239	15,200	8.2
13	CUNY The City College of New York	New York	NY	1,218	13,244	9.2
14	California State University - East Bay	Hayward	CA	1,173	12,700	9.2
15	Strayer University	Washington	DC	1,138	31,217	3.6
16	Fairleigh Dickinson University	Teaneck	NJ	1,108	12,112	9.1
17	St. Cloud State University	St. Cloud	MN	1,084	16,172	6.7
18	Eastern Michigan University	Ypsilanti	MI	1,009	23,486	4.3
19	University of Texas at San Antonio	San Antonio	TX	976	28,833	3.4
20	University of Texas - Pan American	Edinburg	TX	889	17,337	5.1
21	University of North Carolina - Charlotte	Charlotte	NC	838	22,000	3.8
22	California State University - Los Angeles	Los Angeles	CA	835	19,000	4.4

	Angeles							
23	University of Nebraska at Omaha	Omaha	NE	774	14,693	5.3		
24	California State Polytechnic University - Pomona	Pomona	CA	769	19,885	3.9		
25	Troy University	Troy	AL	767	28,255	2.7		
26	University of the District of Columbia	Washington	DC	759	5,534	13.7		
27	National University	La Jolla	CA	750	26,000	2.9		
28	Suffolk University	Boston	MA	741	7,219	10.3		
29	Montclair State University	Upper Montclair	NJ	737	16,076	4.6		
30	University of North Alabama	Florence	AL	724	6,950	10.4		
31	Liberty University	Lynchburg	VA	715	9,600	7.4		
32	Oklahoma City University	Oklahoma City	OK	701	3,713	18.9		
33	University of Findlay	Findlay	OH	696	4,700	14.8		
34	California State University - Fresno	Fresno	CA	673	22,098	3.0		
35	Towson University	Towson	MD	652	18,921	3.4		
36	Western Kentucky University	Bowling Green	KY	607	18,600	3.3		
37	CUNY Queens College	Flushing	NY	600	17,639	3.4		
38	California State University - Sacramento	Sacramento	CA	589	28,529	2.1		
39	Embry-Riddle Aeronautical University - Daytona Beach	Daytona Beach	FL	573	4,999	11.5		
40	Kennesaw State University	Kennesaw	GA	549	17,183	3.2		

Appendix E:

2) Institutions by Undergraduate Participation in Study Abroad: Top 40 Master's Institutions, 2005/06

***Statistic includes all types of study abroad: short-term (under 8 weeks), mid (semester or quarter) and long-term (year-long)**

**Table 28A
Institutions by Undergraduate Participation in Study Abroad: Top 40 Master's Institutions, 2005/06**

<u>Rank</u>	<u>Institution</u>	<u>City</u>	<u>State</u>	<u>Undergraduate Study Abroad Students</u>	<u>Total UG Degrees Conferred IPEDS 2005</u>	<u>Estimated % UG Participation in Study Abroad</u>
1	Elon University	Elon College	NC	1,056	1,049	100.7
2	Arcadia University	Glenside	PA	383	398	96.2
3	Lynn University	Boca Raton	FL	314	399	78.7
4	Hamline University	Saint Paul	MN	330	452	73.0
5	University of Dubuque	Dubuque	IA	162	222	73.0
6	Warren Wilson College	Ashville	NC	107	152	70.4
7	Loyola College in Maryland	Baltimore	MD	562	815	69.0
8	Pacific Lutheran University	Tacoma	WA	449	733	61.3
9	Franciscan University of Steubenville	Steubenville	OH	275	462	59.5
10	University of Evansville	Evansville	IN	265	499	53.1
11	Whitworth College	Spokane	WA	238	453	52.5
12	Chapman University	Orange	CA	388	764	50.8
13	Loyola Marymount University	Los Angeles	CA	612	1,270	48.2
14	Samford University	Birmingham	AL	266	576	46.2
15	Truman State University	Kirksville	MO	526	1,149	45.8
16	Point Loma Nazarene University	San Diego	CA	237	520	45.6
17	Bethel University	Saint Paul	MN	328	756	43.4
18	Queens University of Charlotte	Charlotte	NC	150	358	41.9
19	University of Portland	Portland	OR	282	678	41.6
20	University of Saint Thomas	Houston	TX	135	339	39.8
21	Rollings College	Winter Park	FL	254	639	39.7
22	Saint Bonaventure University	St. Bonaventure	NY	190	484	39.3
23	Gonzaga University	Spokane	WA	335	894	37.5
24	Meredith College	Raleigh	NC	144	394	36.5
25	Butler University	Indianapolis	IN	236	660	35.8
26	Villanova University	Villanova	PA	639	1,796	35.6
27	Ithaca College	Ithaca	NY	488	1,396	35.0
28	St. Michael's College	Colchester	VT	172	502	34.3
29	Marygrove College	Detroit	MI	36	106	34.0
30	Augsburg College	Minneapolis	MN	164	484	33.9
31	Marist College	Poughkeepsie	NY	386	1,141	33.8
32	Trinity University	San Antonio	TX	196	596	32.9
33	Saint Mary's College of California	Moraga	CA	286	884	32.4
34	Loyola University in New Orleans	New Orleans	LA	170	533	31.9
35	Santa Clara University	Santa Clara	CA	383	1,293	29.6
36	University of Tampa	Tampa	FL	273	925	29.5
37	University of Mary Washington	Fredericksburg	VA	273	933	29.3
38	Slippery Rock University of Pennsylvania	Slippery Rock	PA	346	1,252	27.6
39	Philadelphia University	Philadelphia	PA	142	517	27.5

Appendix E:

3) Leading Institutions by Mid-Length Duration of Study Abroad and Institutional Type, 2005/06 Master's Institutions

***Mid-length is comprised of semester and quarter programs**

Table 30B

**LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY
ABROAD AND INSTITUTIONAL TYPE, 2005/06
MASTER'S INSTITUTIONS**

Rank	Institution	City	State	Study Abroad Students
1	Loyola Marymount University	Los Angeles	CA	420
2	California Polytechnic State University - San Luis Obispo	San Luis Obispo	CA	366
3	James Madison University	Harrisonburg	VA	349
4	Loyola College in Maryland	Baltimore	MD	349
5	Ithaca College	Ithaca	NY	320
6	Santa Clara University	Santa Clara	CA	317
7	University of Wisconsin - Eau Claire	Eau Claire	WI	305
8	Villanova University	Villanova	PA	303
9	Elon University	Elon College	NC	299
10	Truman State University	Kirksville	MO	296
11	Franciscan University of Steubenville	Steubenville	OH	289
12	College of Charleston	Charleston	SC	244
13	Western Washington University	Bellingham	WA	220
14	Bentley College	Waltham	MA	217
15	Fairfield University	Fairfield	CT	203
16	Marist College	Poughkeepsie	NY	196
17	University of Wisconsin – La Crosse	La Crosse	WI	185
18	Arcadia University	Glenside	PA	185
19	University of Redlands	Redlands	CA	180
20	Point Loma Nazzarene University	San Diego	CA	176