

STETSON UNIVERSITY

ANNUAL REPORT: 2018-2019 INTERNATIONAL LEARNING COMMITTEE

Submitted: *May 24, 2019*

Members: Dejan Magoc, chair (A&S)
Rachel Core (A&S), vice chair
Asal Johnson (A&S)
Chris Bell (A&S)
Sylvain Daudel (SoBA)
Petros Xanthopoulos (SoBA)
Jean Wald (Library)
Jesus Alfonzo (SoM)
Paula Hentz (Director of International Learning)
Jr Swanegan (College of Law)

I. OFFICIAL CHARGE:

1. To help establish policy for international learning programs, organization and administration of the university

- a. Establish Stetson University's core identity and the role of internationalization in advancing the institution's identity
- b. Design and develop essential learning outcomes for international learning and intercultural competency that map to Stetson's core identity, mission, and General Learning Outcomes (where appropriate)
- c. Inventory, assess and evaluate the status of international learning; develop benchmarks to measure and ensure continuous improvement of internationalization efforts
- d. Review courses and approve coursework and curricular activities to ensure that they meet core essential learning outcomes for international learning
- e. Advocate and promote international learning and internationalization of the curriculum
- f. Make recommendations to the Provost on the academic merit, overall value, and viability of international learning program at Stetson University

2. To provide recommendations to the Executive Director of International Learning in administering study abroad, travel courses, and international recruitment and enrollment

- a. Provide recommendations on immediate and long-term directions for the growth and development of international learning activities
- b. Ensure continuous engagement of faculty in international learning activities
- c. Advocate for continuous integration of curricula and co-curricular international learning activities at Stetson

3. To recommend allocations of available funding for international programs

- a. Work with the Office of the Provost and deans to determine strategic priorities for international learning
- b. Make recommendations for funding and other resource allocations to support comprehensive internationalization initiatives

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II. ILC INITIATIVES DURING 2018-2019

The mission of the United States Department of Education is “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.” In order to advance global competitiveness -- skills and factors that support individuals’ personal and professional productivity in their communities and in the world -- among Stetson students, the International Learning Committee (ILC) has focused its work on comprehensive internationalization, “a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.” [CIGE Model for Comprehensive Internationalization](#). Since being globally competitive requires developing global competencies, ILC has primarily worked on curricular and co-curricular activities, including but not limited to developing students learning outcomes and advancing opportunities for developing globally competent students. Global competence is often defined as “the ability to interact positively and effectively with anyone in the world,” and uses a variety of experiences that enable students to understand and appreciate cultural differences as well as apply this knowledge to become vital citizens and workers.

In order to accomplish the aforementioned tasks, the ILC has identified two subcommittees who worked together on specific assignments.

* **ILC Sub-Committee(s):**

1. *Global Learning Outcomes* sub-committee
 - a. Develop a set of learning outcomes that will be directly linked to campus internationalization model.
 - b. Propose changes to the university curriculum based on newly developed learning outcomes.
 - c. Link the newly developed learning outcomes to the Stetson University Strategic Map and propose changes (as appropriate).
2. *Alumni Engagement* sub-committee
 - a. Develop a model for International Alumni outreach.
 - b. Develop a program that would reunite international alumni every other year (for instance) and honor those alumni who exemplify Stetson University’s definition of global citizen.
 - c. Develop the nomination criteria and a list of nomination materials for the selection purposes.

III. ACCOMPLISHMENTS

➤ **ILC – Subcommittee on Global Learning Outcomes**

Meeting dates:

- October 12, 2018
- November 28, 2018

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- January 16, 2019
- February 7, 2019 (2 hour mini-retreat with Brown Center)
- March 20, 2019 (2 hour mini-retreat with Brown Center)

The subcommittee spent the fall semester discussing the Stetson curriculum and comparing the level of internationalization to our peer institutions, as given to the committee by the Office of Institutional Research. The group looked at Stetson's peer institutions to see if any of them had any of the following:

1. A required global general education course;
2. If the words "global" or "international" were present in any of their missions or values statements;
3. If the university had an experiential learning requirement;
4. If the university had a required capstone experience, and if so, what it was;
5. If the university had a foreign language requirement.

After compiling the results into the spreadsheet, the group noticed that at the moment, Stetson is fairly in line with our peers. Some have more of an international focus than Stetson, and some have less. *In the future, the group should also look at Stetson's aspirational schools to see how they are handling internationalization within the curriculum.*

The group also discussed the possibility of implementing a Global Learning Requirement (GLR) for all Stetson students. This would function in a similar way to the Experiential Learning Requirement in the School of Business, but would specifically require that students are exposed to global perspectives through either a study abroad experience, international internship, or certain approved courses on campus. The GLR would be included in the degree audit, and all students would need to complete this requirement in order to graduate. *In the future, the subcommittee would also like to see a Global Citizenship Certificate or minor program, which would offer a more in-depth look at international topics.*

In the spring semester, the subcommittee began to focus its attention on developing university-wide learning outcomes for international learning. In two two-hour sessions with Julia Metzker in the Brown Center, the group began to lay the framing and eventually develop draft learning outcomes.

In the first session, the group tentatively came up with the following student learning outcomes for a Global Overlay:

- evaluate the interdependence of histories and cultures across the world (knowing)
- develop emergent skills communicating in a second language (doing)
- willingness to take action (being)

Other points that came up in the discussion were:

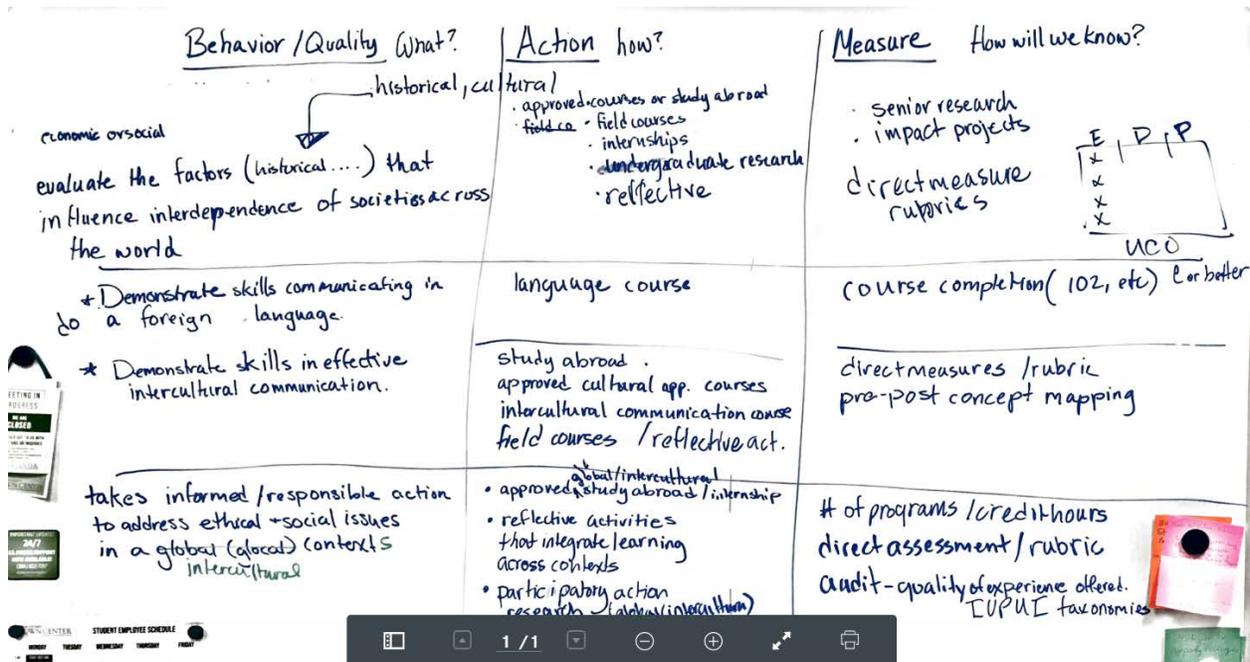
- The global requirement is envisioned as an overlay.
- Departments would have a fair amount of latitude in how they decide to meet the requirement within their curricular offerings, possibly through a curriculum map.

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- A set of criteria for determining if a course or experience would count needs to be developed (ideally from these learning outcomes)
- The ILC will need to conduct a periodic review and revision of the learning outcomes, criteria and assessment plan (2-3 year cycle)
- In terms of assessment, the group discussed that the evidence of student learning collected would be determined by the departments. However the subcommittee also discussed the possibility of using a pre-post survey for student attitudinal shifts over time.

In the second meeting with the Brown Center, the group further developed the initial draft the outcomes and broke them down based on the behavior, the action, and how to measure the learning. The following is a picture of the group's notes:



At the end of the session, the group came up with the following draft of learning outcomes, which were later presented to the full committee:

- Evaluate the factors (historical, cultural, economic, or social) that influence the interdependence of societies across the world;
- Demonstrate skills in communicating in a foreign language;
 - The subcommittee acknowledges that this will likely be controversial, so the group developed a second learning outcome around communication
- Demonstrate skills in effective intercultural communication;
- Takes informed/responsible action to address ethical and social issues in intercultural contexts.

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These draft learning outcomes were presented to the full International Learning Committee for discussion. After the group discussion, only slight changes were made. The revised learning outcomes are as follows:

1. Evaluate the factors that influence the interdependence of societies across the world. This may include historical, cultural, economic, or social forces.
2. Demonstrate skills in communicating in a foreign language OR Demonstrate skills in effective intercultural communication.
3. Take informed, responsible action to address ethical and social issues in intercultural contexts.

➤ **ILC - Alumni Engagement Subcommittee**

This subcommittee arose to develop strategies for better engaging international alumni. While the School of Law has had successful international alumni programming, the DeLand schools have been historically less successful in helping international alumni to feel connected. Better engaging international alumni would help to raise Stetson's profile abroad—potentially aiding recruitment of international students and retention of current students, through enhanced overseas opportunities. As a starting place, we determined that 'international alumni' covers both Stetson alumni who are U.S. citizens living abroad and international students who graduated from Stetson. The subcommittee reached out to the Alumni and Admissions offices to gather databases to begin to assess Stetson's international footprint. In the next year, the subcommittee will develop criteria for an international alumni award. As a potential first event, Rachel Core will be working with the alumni and admissions offices and would like to have an alumni and accepted students' reception during her Spring Break 2020 study abroad program to Shanghai.

IV. PROFESSIONAL DEVELOPMENT

1. External (AIEA Conference AIEA)

Paula, JR, and Dejan attended the Association of International Education Administrators (AIEA) conference held in San Francisco, January 20-23. AIEA focuses on advancing the international dimensions of higher education, and the theme of the conference was "possibilities and probabilities in the future of international higher education". The information received at the conference helped us frame the work of ILC in the area of comprehensive internationalization and global learning, specifically looking at the global competencies and global competitiveness and their role in higher education.

2. Internal

Several members of ILC participated in WORLD Class Lunch & Learn series that focused on advancing internationalization on campus. In addition, the ILC members worked with Brown Center on developing

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global learning outcomes. Moreover, numerous reading materials, focusing on successful models of campus internationalization were distributed throughout the year and were reviewed by ILC committee members during regular meetings.

3. Presentations to University constituencies

On February 14, 2019, Paula, JR, and Dejan presented the work of ILC and the WORLD office to the Board of Trustees, focusing primarily on the use of comprehensive internationalization model at Stetson and new WORLD initiatives (Academic Affairs Committee of the Board of Trustees). During the meeting, some challenges were discussed as well, such as student mobility, which mainly refers to support structures to help effectively facilitate and maximize students' learning. It reflects both, the outward flow of domestic students to other countries and the inward flow of international students to study at U.S. campuses. Without an adequate ongoing financial support, it becomes challenging for students to actively participate in those programs that promote life-long learning experiences. For instance, domestic students often find study abroad and exchange programs not affordable while international students might rather select other campuses in the U.S. that would provide lodging with no cost, at minimum. In order for comprehensive internationalization's full integration into campus life, financial aid and ongoing support for domestic and international students are necessity as is compensation for faculty who agree to lead international programs. Moreover, resources for visiting international scholars (e.g. housing options for visiting short-term scholars) are necessity – it would directly benefit faculty mobility, allowing Stetson to partner with more universities around the world to bring international scholars to campus to give guest lectures and work with Stetson faculty on collaborative projects and research.

On April 26, 2019, Rachel and Dejan provided highlights of ILC's work and new initiatives at the University faculty meeting.

V. CHANGES IN ILC COMMITTEE/NEW MEMBERSHIP

Three ILC members (Swanegan – College of Law, Daudel – SoBA, and Bell – A&S) will not return in the fall; thus, the ILC committee is in need of their replacement. We have already received the notification (May 20, 2019) about the new members on the committee, which include Jason Palmer – CoL, Chris Jimenez – English Department, and Jon Carrick – SoBA.

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VI. ACTION PLAN/RECOMMENDATIONS

The 2018-19 ILC Action Plan is attached.

The following are recommendations on immediate and long-term directions for the growth and development of international learning activities:

Goal I: *Establish policy for international learning programs, organization and administration of the University.*

- Sub-goal: *Design and develop essential learning outcomes for international learning and intercultural competency that map to Stetson's core identity, mission, and General Learning Outcomes (where appropriate)*
- Sub-goal: *Develop a model for alumni outreach and programs that would reunite alumni (international and study abroad graduates)*
 - Establish relationship with Alumni Engagement
 - Create programs and activities for bringing together and recognizing outstanding alumni that exemplify global citizenship – biennial celebration dinner, Open House @ Homecoming, etc.

Goal II: *Make recommendations to the Provost on the academic merit, overall value, and viability of international learning program at Stetson University.*

- Sub-goal: *Create systematic processes for infusing curricular engagement within departments, programs, or disciplines*

Goal III: *Work with the Office of the Provost and deans to determine strategic priorities for international learning*

- Sub-goal: *Strengthen ILC as leadership to accelerate campus internationalization (CIGE)*

Respectfully,

Dejan Magoc, chair ILC

On behalf of the ILC committee

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SUBGOALS	STRATEGY	BENCHMARK/OUTPUT	OUTCOMES (MAY19)	USE OF ASSESSMENT	
GOAL I	<i>Design and develop essential learning outcomes for international learning and intercultural competency that map to Stetson's core identity, mission, and General Learning Outcomes (where appropriate)</i>	<p>Establish subcommittee on global learning outcomes (GLO)</p> <p>Compare global learning outcomes from peer institutions</p> <p>Bring in consultant to help facilitate design of learning outcomes</p> <p>Present preliminary work to University constituencies</p> <p>Develop draft learning outcomes</p>	<p>GLO Subcommittee</p> <p>Comparison data</p> <p>Two (2-hour) workshops facilitated by Brown Center</p> <p>Present to faculty, chairs, deans, CLaSS, etc.</p> <p>Draft Global Learning Outcomes</p>	<p>Poster and panel at Feb 2019 BoT meeting of the Acad. Affairs Committee</p> <p>Professional development</p> <p>PPT presentation to University faculty (4/26/19)</p> <p>First step in providing concrete direction for moving international learning at Stetson ☺</p>	<p>Communicate to Provost</p> <p>Move to faculty for feedback (CUAD, invitations to department/college/school meetings etc.)</p>
	<i>Develop a model for alumni outreach and programs that would reunite alumni (international and study abroad graduates)</i>	<p>Establish relationship with Alumni Engagement</p> <p>Create programs/activities for bringing together and recognizing outstanding alumni that exemplify global citizenship</p>	<p>Program plan for:</p> <ul style="list-style-type: none"> • Biennial recognition dinner • Open House @ Homecoming • Social media presence 		<p>Implement a student committee</p> <p>Work closely with CLaSS and Alumni Engagement</p>
GOAL II	<i>Create systematic processes for infusing curricular engagement within departments, programs, or disciplines</i>	<p>Create a set of programs that elevate international learning and global competencies</p>	<p>Draft plans for:</p> <ul style="list-style-type: none"> • Global Learning Requirement/Curriculum Overlay • Global Learning Certificate 	<p>Planning</p>	<p>Work with CUAD, departments, colleges and schools, etc.</p>
		<p>Review WORLD initiatives that require faculty endorsement as they have impact University curriculum</p>	<p>Initiative plans:</p> <ul style="list-style-type: none"> • First Semester Abroad • International Faculty Development Seminar (DR) • Global Initiative for Inclusive Leadership (GILL) 	<p>Buy-in from stakeholders</p> <p>Inaugural IFDS implemented</p>	<p>Work directly with new deans including CoL</p>
GOAL III	<i>Strengthen ILC as leadership to accelerate campus internationalization (CIGE)</i>	<p>Re-establish ILC with clearly articulated committee structure and expectations</p>	<p>Pre-readings</p> <p>Subcommittees</p> <p>Monthly progress meetings with Associate Provost</p> <p>Presentations to University Annual Report</p>	<p>Clear expectations, structure and processes for the ILC's work</p>	<p>Bylaws?</p>