

# THE NEW GLOBAL SALISBURY UNIVERSITY:

FROM COASTAL MARYLAND TO THE WORLD



American Council for Education  
Internationalization Laboratory  
13th Cohort • (2015-17)



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## Executive Summary

Since the turn of the century, Salisbury University has radically transformed itself from a regional public university serving the needs of the Eastern Shore of Maryland to a global higher education institution with its roots in coastal Maryland and a reach around the world. Literally, the sun never sets on SU students studying around the world. On main campus in Salisbury, MD, the global diversity of the student body has increased exponentially. The faculty has been transformed as professors engage in teaching, publishing and lecturing around the world. A few examples of this transformational growth illustrate the larger narrative:

- In 1999, SU offered instruction in four modern languages. In 2016, we offered instruction in nine languages, including strategic lesser-taught languages.
- In 1999, SU faculty offered three short-term faculty-led study abroad programs during winter or summer sessions. In 2014, the faculty offered 19 such programs on five continents.
- In 1999, there were no semester-long bilateral exchange programs, operating with a balance of foreign students entering and American students studying abroad as non-degree students. In 2016, we operated 10 such programs on three continents.
- Between 1999 and 2010, the number of non-immigrant international students as a percentage of the SU student population decreased by 20 percent. From 2010-15, the enrollment of international students increased by 300 percent.
- In 1999, SU had no authority from the U.S. Department of State to sponsor the J-1 Exchange Visitor program to invite visiting scholars from around the world. Between 2012-16, we hosted more than 60 such global scholars through the J-1 Exchange Visitor Program.

SU has internalized the principle that to serve its constituents on the Eastern Shore of Maryland it must be engaged globally at all levels. Teaching and learning about the great challenges of our time – the global economy, global warming, poverty, immigration, public health, education, peace and conflict – demand such a level of comprehensive internationalization. Likewise, decreases in state-funded support for regional public higher education mean that the University must generate revenues from the global marketplace in order for SU to have the resources to continue its historic mission of higher education in coastal Maryland.

SU has arrived at a critical juncture in its process of comprehensive internationalization. For reasons of legal liability, academic integrity and financial accountability, the University has reached the limits of its ability to engage globally given current levels of resource and organizational structure. After years of double digit growth in all measures of internationalization – international student enrollment, study abroad participation, global scholar mobility, curricular development – activity in all areas has plateaued in the past three years. Does SU want to take its global engagement to the next level? Are we ready to prioritize international education and make the investment to continue to move forward?

If the answer to these questions is in the affirmative, the ACE Internationalization Laboratory report offers a path forward with a recommendation of 15 specific action items in five strategic areas of comprehensive internationalization. The report also makes specific recommendations about three administrative units on campus: Center for International Education, Office of Admissions and English Language Institute. These three units specifically need to continue to expand in order to build and manage the infrastructure that a further expansion of international activities would require.





## Introduction to the American Council on Education Internationalization Laboratory

During 2010-15, SU achieved extraordinary advances in the Comprehensive Internationalization of the University, but since 2015, we have hit major obstacles for further growth and expansion. Therefore, we applied for membership in the American Council on Education's (ACE) 13th Internationalization Laboratory Cohort to help us move forward. ACE leadership selected SU for participation in the program based on the strength of its ongoing international initiatives. SU was one of 13 colleges and universities nationwide participating in the ACE 13th Internationalization Laboratory Cohort.

Since 2002, 105 institutions have participated in the program. The other institutions in the 13th Internationalization Laboratory Cohort were:

- Brenau University (GA)
- Bridgewater State University (MA)
- California State University, Monterey Bay (CA)
- City University of New York LaGuardia Community College (NY)
- Fort Hays State University (KS)
- Hofstra University (NY)
- Inter American University of Puerto Rico, Arecibo Campus (PR)
- Inter American University of Puerto Rico, San German Campus (PR)
- McMurry University (TX)
- Miami University of Ohio (OH)
- Northern Illinois University (IL)
- Syracuse University (NY)

Dr. Brian Stiegler, Assistant Provost for International Education, and Dr. Celine Carayon, Associate Professor of History, began the Internationalization Laboratory process with a cohort meeting in Washington, D.C., in August 2015. Dr. Barbara Hill, Senior Associate for Internationalization at ACE, visited SU's campus in November 2015 on the first of two official site visits that are part of the program. Dr. Hill met with leaders across campus to discuss SU's ongoing international initiatives. Stiegler returned to Washington, D.C., for two additional cohort meetings during spring and fall semesters 2016.

During spring semester 2016, the Center for International Education (CIE) and the International Education Committee (IEC) of the Faculty Senate met multiple times to meet the initial ACE goal of self-study of current internationalization efforts by designing an approach to collaborate in shared governance on the self-study and production of a final report for the Internationalization Laboratory. The Faculty Senate approved the collaboration of the IEC with the CIE in the completion of the project.

The SU Internationalization Laboratory joint leadership team divided the self-study into five different components. Each component provides an aspirational goal and a series of questions to attempt to guide the self-evaluation in that area. In addition, each component is mapped to the existing 2015-19 SU Strategic Plan and the 2015-19 International Education Strategic Plan.

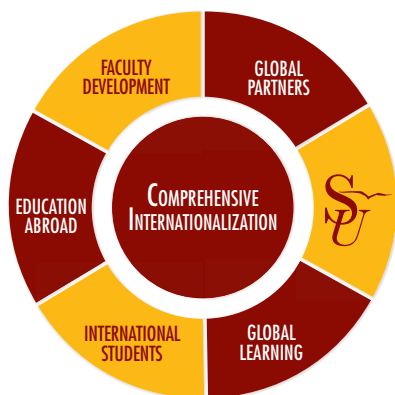
Throughout fall semester 2016, the Internationalization Laboratory hosted weekly receptions every Tuesday evening, offering food and drink to faculty and staff who joined in the discussion of Comprehensive Internationalization at SU.



The meetings were designed to highlight achievements from the past decade in the expansion of Comprehensive Internationalization on campus, to identify opportunities for growth and improvement, and to brainstorm the strategies to achieve them. Over the semester, a core group of 10-15 faculty and staff attended multiple conversations. Altogether, more than 50 different members of the faculty and staff from the Academic Affairs and Student Affairs divisions attended meetings and generated nearly 30 pages of group notes on Comprehensive Internationalization. Additional faculty and staff members contributed input to the Internationalization Laboratory through department meetings, private meetings and emails. The elected faculty membership of the IEC of the Faculty Senate under the leadership of the chairperson, Dr. Carayon, was integral to the process.

The report was drafted by Dr. Stiegler and edited by the IEC of the Faculty Senate and Internationalization Laboratory team leaders during winter 2017. Dr. Eric Liebgold, Assistant Professor of Biological Sciences was particularly helpful in editing the early drafts. Recognition is due to the following key team leaders in compiling this report: from the faculty, Dr. Celine Carayon (History), Dr. Art Lembo (Geography) and Dr. Taehyun Nam (Political Science); and from the administration, Dr. Brian Stiegler and Aaron Basko (Enrollment Management). The draft report was then shared with Dr. Barbara Hill, Senior Associate for Internationalization at ACE, and two outside reviewers. The two outside reviewers were Dr. Vicki Hamblin, Executive Director, Institute for Global Engagement, Western Washington University; and Dr. Mark Shaub, Chief International Officer, Padnos International Center, Grand Valley State University. The reviewers were selected by Hill in consultation with Stiegler. They were selected based on their individual expertise in areas that the self-study had begun to suggest SU needed more consulting support. The Internationalization Laboratory strives to have external reviewers with years of experience at similar institutions to the current university conducting the self-study.





# The Five Components of Comprehensive Internationalization

## 1. EDUCATION ABROAD

### Aspiration

SU aspires to be one of the top 10 public master's universities in the country for study abroad participation, with more than 500 students per year earning credit on academic programs abroad.

### Overview

In 2015, Salisbury University signed on as a partner in Generation Study Abroad, a five-year initiative of the national organization the Institute of International Education (IIE) to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade. Since its inception in 2015, IIE has inspired 700 partners to sign on, including SU. IIE has referred to its own initiative as a “moon shot” in the sense that the goal of doubling study abroad participation in American higher education is a radically ambitious notion.

This ambitious national study abroad initiative provides a broader context for the accomplishments that SU has made in study abroad over the past decade. During the first decade of the 21st century – five years before IIE launched its initiative – SU had already doubled its study abroad participation. As IIE was announcing its “moon shot” initiative in 2015, SU had just doubled its study abroad participation again for the second time in a little more than a decade. The breadth and depth of this achievement cannot be understated. Increases in study abroad participation have come from two major programs: the Global Seminars Program and the Salisbury Abroad Program.

### Global Seminars Program

SU has achieved this expansive growth in large part due to short-term faculty-led study abroad programs (Global Seminars) offered during winter and summer terms. Professors emeriti like Dr. Ray Thompson (History), Klaudia Thompson (Modern Languages), Dr. Joan Maloof (Biology), Dr. Gerald St. Martin (Modern Languages), Dr. Karin Johnson (Nursing) and the late Dr. Robert Dombrowski (Accounting) were early leaders, taking groups of students all over the world. Senior members of the SU faculty like Dr. Ann Barse (Biology), Dr. Richard Hoffman (Management) and Dr. Patricia Dean (Teacher Education) have led hundreds of students abroad each over many years of sustained activity, leading dozens of Global Seminars in winter and summer term. SU mourned the unexpected loss in fall 2016 of Dr. Ernie Bond (Teacher Education) who led hundreds of students abroad on his International Children's Literature seminar to places as diverse as Brazil, Australia, Italy and Iceland.

These early faculty leaders set the path that many colleagues have followed in recent years, and the size of the Global Seminar program has increased exponentially. Just 10 years ago, we were offering three or four Global Seminars each year. During AY 2014-15, we peaked with a total of 19 Global Seminars – a 500 percent increase. However, the quintupling of this program did not result in additional support staff to support the growing number of programs. Unsurprisingly,

the number of Global Seminars has since fallen to 14 seminars in AY 2015-16 – a 30 percent decrease from the peak in 2014-15. For AY 2017-18, the number of Global Seminars offered is expected to decrease again. The Global Seminars are struggling in a myriad of ways due to a lack of support staff, including:

- Very little faculty development support for faculty directors
- Faculty handbook for faculty leaders has not been updated since 2012
- No standard global learning assessment instrument to assess the courses
- No active program to recruit and support new faculty directors
- No printed materials to promote Global Seminars program
- No centralized student orientation program for Global Seminars
- Few opportunities for faculty to share their experiences with colleagues

To increase study abroad participation numbers, the Global Seminars program must be supplied with the staff necessary to support such growth. The faculty leaders who make the Global Seminars program happen are being asked to carry too much of the load without adequate support, and new faculty leaders cannot be brought along without more staff support.

Finally, faculty-led experiential learning abroad is a best-practice example of transformational learning. However, Global Seminars also expose the University to the greatest liability and financial risk. Proper staffing is necessary to effectively manage the many risks associated with these programs.

## Salisbury Abroad Program

While the success of the Global Seminars program has been remarkable, SU's work in this area reflects that of the industry widely. At the national level, more than 60 percent of students who study abroad do so on programs of six weeks or shorter. SU's growth in short-term programming is not surprising given this larger national context. The much greater challenge proposed by the Generation Study Abroad initiative is to double the participation on mid-term and longer programs, that is programs of a duration of a semester or longer. The immersive nature of these programs really facilitates the ability of SU students to increase their global knowledge and cultural understanding. In this area, SU's success has been even more remarkable.

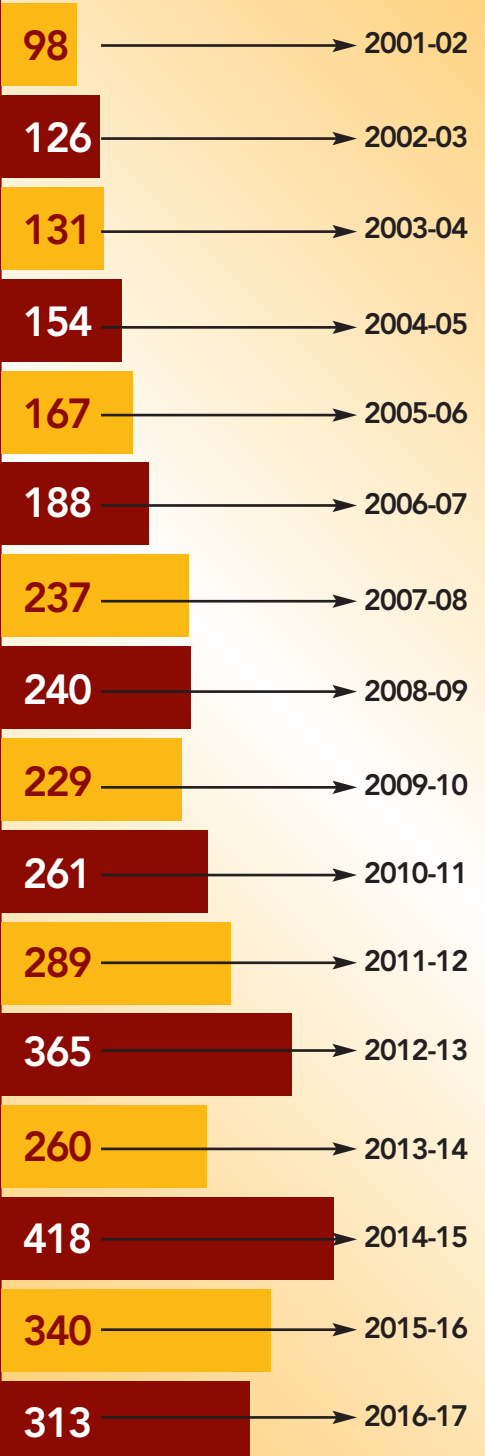
In 2006, SU regularly managed no semester-long study abroad programs on its own. Around that time, on average, 20 SU students studied abroad for full semesters each year. All students studied on programs managed by third-party provider organizations with whom SU had partnerships like the American Institute for Foreign Study (AIFS), International Studies Abroad (ISA) and Academic Programs International (API).

Ten years later, we have quadrupled semester study abroad participation numbers. We operate 10 bilateral student exchange programs on three continents that allow students to study abroad for a semester for the same cost as a semester on main campus in Salisbury. In addition, we have collaborated with other organizations and institutions to expand the sites to the point that SU students can study a semester abroad on every continent except Antarctica.

Of greater importance than the number of our partners abroad is our work

## TOTAL STUDY ABROAD ENROLLMENTS

(XXI Century)







integrating semesters abroad into our academic programs. Innovative faculty members have pre-approved courses all over the world as meaningful parts of SU departmental minors and majors. Majors that have incorporated semester study abroad programs into their curricula include Spanish, French, Environmental Studies, International Business and Biology. New interdisciplinary Area Studies Minors in European Studies, Latin American Studies, East Asian Studies and African Studies have likewise incorporated semesters abroad into the curricula. Department chairs have approved General Education courses in Scotland, Ecuador, South Korea and England.

Additional major programs that have not fully incorporated pre-approved courses into their curricula but are actively engaged in promoting semester abroad programs for their students include International Studies, Management, Marketing, Finance, Computer Science, Political Science and Communication Arts.

Two initiatives that deserve special celebration are the Cyber Security Program in Estonia led by the Department of Mathematics and Computer Science and the Dual-degree Program in International Business in France led by the Perdue School of Business. These two programs are our most ambitious outward-bound student mobility initiatives.

The Department of Mathematics and Computer Science has arranged for the faculty in the master's degree program in cyber security at Tallinn Technical University and the University of Tartu, the two leading universities in Estonia, to allow SU majors in these fields to enroll as visiting students in the first year of the graduate program during their fourth year of their undergraduate program. SU's department recognizes the credits from the cyber security master's program to complete the SU undergraduate degree as a study abroad experience. If students are successful, they may apply for admission to Tallinn Technical University and complete a fifth year in Estonia to earn the master's degree in cyber security from one of the world leaders in the field. This 3+2 undergraduate to graduate articulation program has the potential to be world-renown because of its international collaboration and its strategic academic importance.

The Perdue School of Business also has embarked on an elite global program. With the leadership of Dr. Olivier Roche, Associate Dean, the International Business major has negotiated an MOU with the Grenoble Ecole de Management (GEM) in Grenoble, France. GEM is one of the top 10 business schools in Europe. According to the agreement, students in the SU major can complete the junior year in France and complete the coursework for the Bachelor in International Business (B.I.B.) from GEM. Students then return to SU for their senior year. They complete a research project for the GEM degree and their coursework for the B.S. in international business from SU. In this way, the students earn two degrees from two universities in four years.

Both these initiatives have the potential to bring global renown to SU. However, they are complicated because they involve dual degrees and combined curricula. The two units have not yet managed to fully integrate the foreign curricula into the SU curricula. Moreover, neither of the schools nor the University has proactively promoted either program to high school seniors with the goal of enrolling cohorts of Honors-quality students to these elite global programs. In short, the two programs have the potential to be internationally distinctive with more attention and effort.



## Internships and Field Research Abroad

Special mention must also be made of global internships. The Department of Teacher Education was a leader on campus, offering six weeks of the mandatory semester-long teaching internship in New Zealand for Elementary and Early Childhood Education majors beginning in the late 1990s. The New Zealand Global Teaching Internship Program has evolved over its nearly two decades, but it continues to thrive under the leadership of Dr. Claudia Burgess in its new home at the University of Waikato.

Until 2012, no other academic program had integrated a global internship experience into its major. The Communication Arts (CMAT) Department with the leadership of Dr. Darrell Mullins has charted new territories for the University with its partnership with Global Experiences (GE). Beginning in 2012, CMAT majors have been able to spend a full semester abroad earning 12 credits in a combination of internship credit in Communication Arts and intensive language credit in Italian. Four credits of the internship count for the major in CMAT, while the other four credits of internship and the four credits of Italian count as free electives for graduation. Dozens of CMAT students already have taken advantage of this innovative global initiative in Florence or Milan, with new sites currently under development with GE.

Beginning in 2014 and 2015, Community Health and Exercise Science majors in the Department of Health and Sports Sciences have followed the lead of Communication Arts and built global internship opportunities with GE as part of the mandatory semester-long internships during the final undergraduate semester. Health and Sports Sciences has moved so quickly in the past two years that initial internship sites in Dublin and Sydney will expand world-wide by fall 2017. Heather Mazzetti and Dr. Deneen Long-White have been instrumental in moving this initiative forward.

The Fulton School of Liberal Arts with the support of Dean Maarten Pereboom will bring global internships to new levels for the fall 2017. A new, eight-credit Interdisciplinary Studies internship will allow students in any major in the Fulton School to spend half of their senior year in a full semester internship abroad with Global Experiences at sites in Shanghai, Sydney, Barcelona, London, Dublin, Florence or Milan. The new school-wide program is nationally innovative, promoting the study of the traditional liberal arts and social sciences as ideal academic preparation for the 21st century global economy. Moreover, the integration of the global internship into a standard fall or spring semester allows students to apply their financial aid to pay for the experience making an entire semester of internship abroad less expensive than the typical two week long Global Seminar.

The departments of Biological Sciences and Environmental Studies have partnered with industry leader the School for Field Studies (SFS) to integrate their full semester international programs involving field research into the undergraduate majors and minors. Led by Dr. Eric Liebgold (Biology) – an SFS alumnus, Dr. Mike Lewis (Environmental Studies) and Dr. Tami Ransom (Environmental Studies), the faculty have transparently mapped the SFS curriculum onto the Biology and Environmental Studies curricula. Students have already spent full semesters and summers earning SU credit at SFS field research sites in Panama, Costa Rica, Australia, Tanzania, Thailand and Bhutan.

## EDUCATION ABROAD TOP THREE RECOMMENDATIONS

### PRIORITY: 1

#### Recommended Action:

Raise \$1 million in the upcoming capital campaign for scholarships for education abroad.

**Responsible Unit:** SU Foundation

**Time Line:** 2020

### PRIORITY: 2

#### Recommended Action:

Restructure Center for International Education to provide separate full-time administrative leadership for Salisbury Abroad program and Global Seminars program.

#### Responsible Unit:

Center for International Education

**Time Line:** 2017

### PRIORITY: 3

#### Recommended Action:

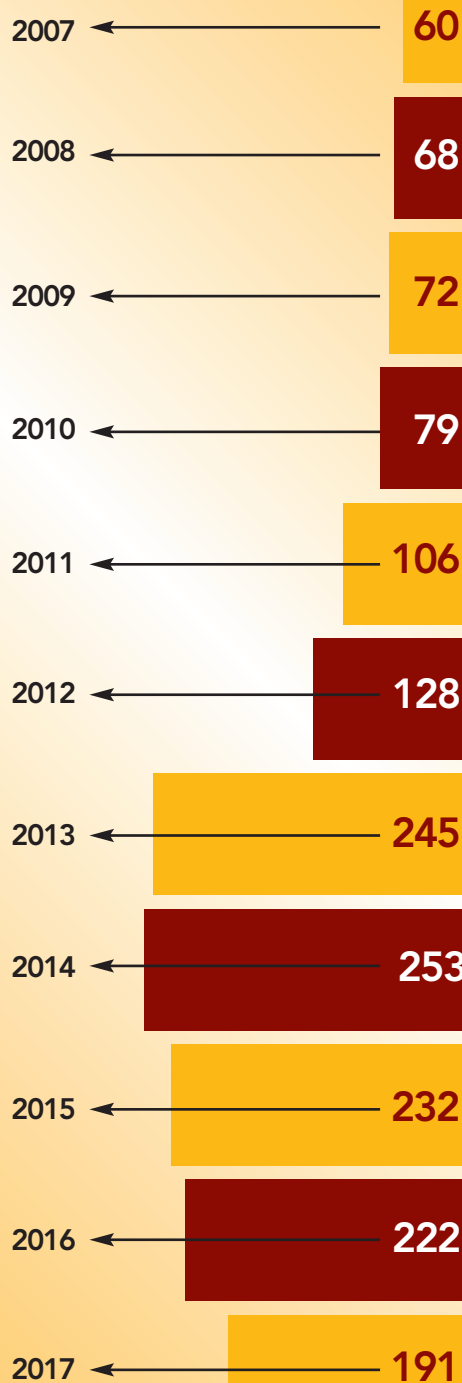
Create structured faculty development programs for faculty who are current leaders of Global Seminars or who might consider doing so. The Global Seminars faculty development series should take place several times each semester to assure opportunity for faculty.

#### Responsible Unit:

Center for International Education

**Time Line:** 2018

## TOTAL INTERNATIONAL STUDENT ENROLLMENTS (FALL CENSUS)



## 2. INTERNATIONAL STUDENTS

### Aspiration

SU aspires to create a global learning environment on main campus in Salisbury, MD, by increasing the percentage of the student body made up of international students from 2 percent to 5 percent of the total student body.

### Overview

During the first decade of the 21st century, international student enrollments in American higher education increased exponentially. There were a few difficult years immediately following the terrorist attacks of September 11, 2001, during which international student enrollment dipped throughout American higher education as the old U.S. Immigration and Naturalization Services (INS) department evolved into the Department of Homeland Security (DHS) and the Student and Scholar Exchange Visitor Program (SEVP) with its corresponding web-based tracking system, the Student and Exchange Visitor Information System (SEVIS). Notwithstanding this important restructuring of U.S. immigration services, the first decade of the 21st century witnessed a global transformation of American higher education.

Of all the successes in Comprehensive Internationalization that SU has enjoyed over the past decade, the growth in the number and diversity of international students is by far the most significant, but it did not start out that way. Salisbury University did not achieve the same increase in international student enrollments during the first decade of the 21st century that was seen throughout American higher education. During these years, the non-immigrant international student population as a percentage of overall enrollment at SU actually decreased by 20 percent. In short, the size of the SU student population grew substantially over those years, while the number of international students remained the same.

However, starting in 2010, we began to recover quickly. From 2010-15, the enrollment of international students increased by 300 percent. These students can be divided into five types of students:

- Degree-seeking undergraduates
- Degree-seeking graduates
- English Language Institute enrollments
- Bi-lateral exchange students
- Optional Practical Training (OPT) students

SU's strong growth was due, at least in part, to the execution of several intentional strategies to maximize international student enrollment:

- The creation of a University-based English Language Institute (ELI);
- The Office of International Student and Scholar Services took over all international admissions processing in addition to immigration services and international student and scholar services;
- Development of a substantial number of new bilateral student exchange partners and increased activity with established partners;
- Building of institutional partnerships around the world designed, not to exchange students but to establish pipelines of visiting paying English language students and degree-seeking transfer students through articulated transfer protocols.



It is equally important to note what strategies we did not engage in achieving our success:

- We did not engage third-party recruiting agents on commission-based contracts;
- We did not expend resources on marketing efforts in foreign markets;
- We did not invest in an international recruiting budget for travel or recruiting fairs.

In short, we recruited heavily in Asia for students in the market for English language training by signing partnership agreements with two-year and four-year institutions. We generated a positive revenue flow in the ELI providing this academic product, and we re-invested that revenue in international travel by staff from the Center for International Education to sign more agreements to bring more students into the University both for degree programs and for English language training. The ELI became the engine that drove the effort.

Several key Asian articulated transfer protocol initiatives deserve special mention. The 2+2 and 3+1 articulated transfer programs with Anqing Normal University provide 10-15 new transfer students to SU each year. Dr. Brian Hill and the Economics Department deserve special recognition for their work integrating students from the International Trade major at Anqing Normal University into the B.A. in Economics program at SU. Catherine Jackson in the Advising Center deserves special recognition for her work advising students from the Business English program at Anqing Normal University through the Interdisciplinary Studies degree.

The 2+2 articulation with Kanda Institute for Foreign Languages in Tokyo helps 3-4 Japanese students transfer primarily into majors in the Fulton School of Liberal Arts. The Center for Advanced Studies manages the Global Studies program at Kanda Institute for Foreign Languages by contract. The Center for Advanced Studies has recently expanded to Yangon, Myanmar, introducing SU to a new partner, the Connect Institute. Beginning fall 2017, SU will enroll its first Myanmar students in transfer from Yangon.

From 2015-17, the growth of international students slowed. There is little mystery in this enrollment plateau. As is the case with participation numbers in education abroad programs, the University simply has reached the maximum enrollment possible with the human, physical and fiscal resources it has allocated to the recruitment and retention of international students. As we increased our international enrollments and did not invest in staffing to process and support international students, the same human resources that had been dedicated to recruiting were used to support the international students that we already had recruited.

SU has not exhausted its global opportunities to recruit more international students. The section on Global Partners that follows details numerous agreements with other international institutions that would result in more international student enrollment that remain unexecuted because of a lack of human resources to process them. The well has not gone dry. We simply have absorbed all that we can absorb with the resources at our disposal.

In order to return to the double digit annual growth to which the institution had become accustomed during the period 2010-15, SU must invest more in the infrastructure to recruit, admit, house, support, retain and graduate students, as well as facilitate their post-graduate transition to career paths.



## INTERNATIONAL STUDENTS TOP THREE RECOMMENDATIONS

### PRIORITY: 1

#### Recommended Action:

Establish a full-time permanent and professional international admissions program within Enrollment Management.

#### Responsible Unit:

Enrollment Management

Time Line: 2017

### PRIORITY: 2

#### Recommended Action:

Triple the size of the Office of International Student and Scholar Services (ISSS) with a Director, Manager of Immigration Services, and Coordinator of International Student Success.

#### Responsible Unit:

Center for International Education

Time Line: 2017

### PRIORITY: 3

#### Recommended Action:

Continue to invest in and support the growth of the English Language Institute, including the hiring of a new full-time Director.

#### Responsible Unit:

Center for International Education

Time Line: 2017

Even with increased investment, there will come a point at which SU will struggle to recruit more international students. Absent a school of engineering, a medical school and a law school, SU cannot offer many of the most popular academic programs sought in the global market. Moreover, programs in STEM fields, business and health sciences, which are quite strong at SU, are already at maximum enrollment with domestic students. Therefore, it will be hard to build large international student enrollments in these fields. Given SU's size and program offerings, it can be presumed that recruiting an international student enrollment in excess of 7-10 percent of the total student body may be quite difficult, regardless of the investment made in the effort. However, between the 2 percent international student enrollment in AY 2016-17 and the 5 percent goal described in the University Strategic Plan 2014-18, the only hurdle is SU's own commitment to the task. If we build it, they will come.



### 3. FACULTY DEVELOPMENT

#### Aspiration

SU aspires to create a global learning environment on main campus in Salisbury, MD, by having a faculty that actively participates in global teaching, scholarship and service, and receives the support of the administration in these endeavors.

#### Overview

Members of the faculty have lead SU's transformation from a public regional university to a global institution. The faculty leadership of Comprehensive Internationalization is evidenced in numerous ways.

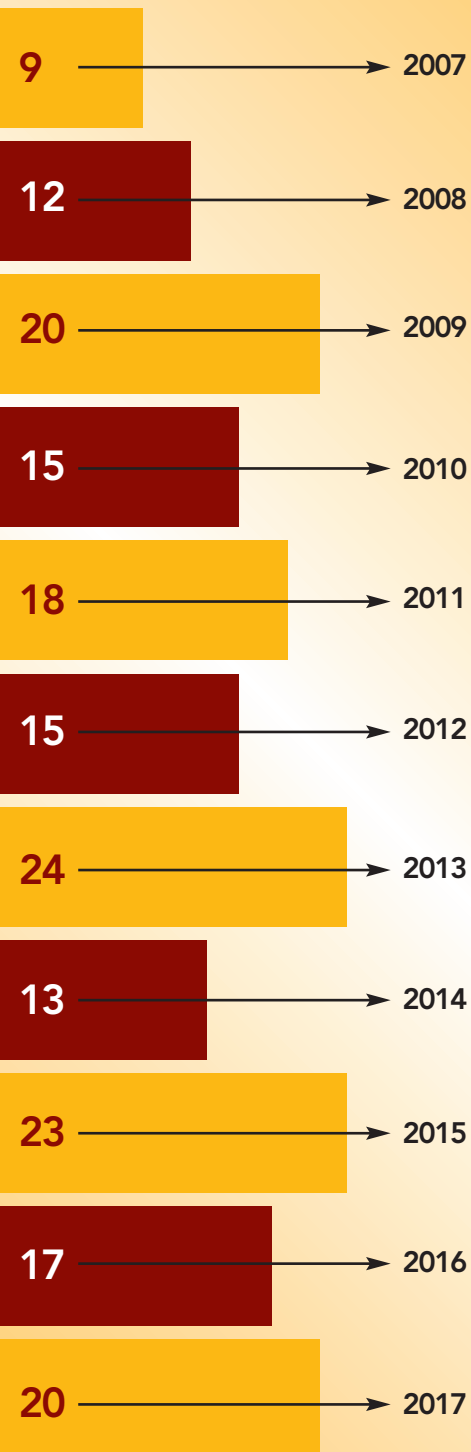
SU faculty members continue to win Fulbright Scholar fellowships at an impressive pace. Averaging two-three Fulbright scholars each year, the SU faculty has been recognized multiple times over the past decade as national leaders in the program. Three SU faculty members – Dr. Andrew Sharma (Communication Arts), Dr. Gary Harrington (English) and Dr. Dean Kotlowski (History) were awarded multiple Fulbright fellowships during the past decade. Brian Polkinghorn (Conflict Analysis and Dispute Resolution) was named a Fulbright Ambassador in 2015. SU administrators have joined the parade of distinction in recent years with three full-time administrators – Aaron Basko, Assistant Vice-President for Enrollment Management; Dane Foust, Vice-President for Student Affairs and Maarten Pereboom, Dean of Fulton School of Liberal Arts – winning prestigious Fulbright Administrator awards.

The growth in the Global Seminar program has been a direct result of tremendous faculty energy. In 2000, there were less than 10 faculty members who regularly led students abroad on approved Global Seminars. At that point, the faculty offered an average of 3-4 Global Seminars each year. By 2014, that number had grown to more than 30 faculty members offering 12-19 Global Seminars each year on every continent except Antarctica. These extraordinary faculty members come from all four academic schools and have taken global experiential learning to new heights. Like Fulbright scholars, faculty who teach Global Seminars regularly disseminate their experiences to non-traveling students in other classes they teach.

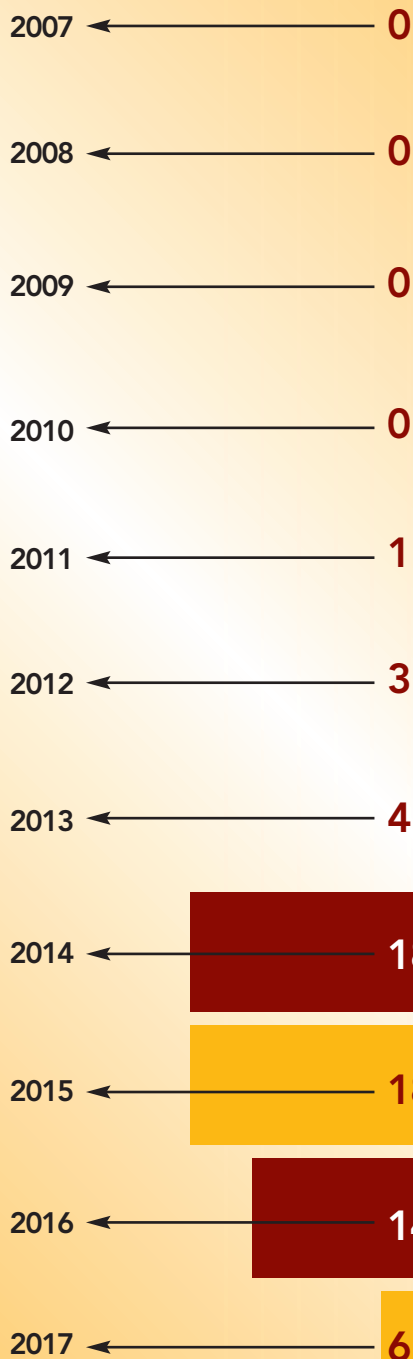
A new era began for the SU faculty when the University finally achieved recognition by the U.S. Department of State to sponsor J-1 visas as part of the Exchange Visitor Program. For the first time ever, SU faculty could invite faculty from around the world to be in temporary residence on main campus in Salisbury. From 2000-10, SU sponsored one visiting global scholar, a Fulbright in residence from Mexico in the Department of Sociology. From 2010-17, the SU faculty has welcomed more than 60 global scholars in residence and two more Fulbright fellows in residence from Estonia and Sri Lanka. The J-1 Exchange Visitors in the Professor and Short-term Scholar designations have taught classes, conducted research, pursued creative activities, attended classes and provided excellent global perspective to students and faculty. Each one of the four academic schools has hosted multiple J-1 Exchange Visitors in the faculty categories.

One of the greatest accomplishments in the area of hosting global scholars on the faculty was the sponsoring of a J-1 Exchange Visitor in the Professor category in collaboration with the Institute for International Education - Scholar Rescue Fund (IIE-SRF) and the Perdue Community Foundation under the direction of Mitzi Perdue. The IIE-SRF actively seeks university hosts around the world for scholars at risk coming from nations where political persecution, societal violence and a lack of intellectual freedom threaten university professors. In AY 2015-16,

#### SU FACULTY TEACHING GLOBAL SEMINARS



## INCOMING J-1 EXCHANGE VISITORS (SHORT-TERM SCHOLARS/PROFESSORS)



SU hosted a scholar fleeing from his hometown of Aleppo, Syria. The SU faculty provided much-needed refuge and security for a distinguished scholar and his family at a desperate time for Syria. SU has been discrete in protecting the identity of the scholar for reasons of protection for his family in Syria. The SU faculty who supported our Scholar Rescue Scholar deserve great credit for playing a role in engaging in this most personal way in the life of a professor threatened by the worst global political violence.

Despite great progress, there are several areas where the SU faculty can be better supported in their efforts to lead Comprehensive Internationalization. Such support can lead to an even richer global teaching and learning environment on campus.

First, the faculty have not been empowered to engage with their colleagues through the growing portfolio of SU institutional partnerships around the world. Our global partners are eager to have SU faculty in residence in their institutions. The University must provide a more intentionally designed structure to provide global mobility for faculty to our partners around the world so they can bring back global experiences to their classrooms.

Second, the faculty need more support integrating Salisbury Abroad semester study abroad programs into their major and minor programs. Only select majors – Spanish, French, Environmental Studies, Biology and International Business – currently have identified courses from their major and minor checklists pre-approved and integrated intentionally into the advising process at SU partners abroad. In these majors, students can see, even as high school seniors, which courses earned abroad can fit into their academic programs, making planning more intelligible and strengthening the academic intentionality of a semester abroad. Many more majors can integrate semester abroad programs in this way into their advising checklists. Faculty must be the driving force behind this integration. Funding for faculty to travel to partner universities abroad to research courses and then to systematically incorporate those equivalent courses into their program checklists would be very helpful. Moreover, faculty need ongoing professional development to encourage them to see the benefit for themselves and for their students in the integration of semester study abroad programs into their degree programs.

Third, the growing number of international students on campus has provided new challenges for all faculty. With more than 90 percent of the world population composed of non-native speakers of English, the number of non-native speakers of English in the student body will continue to grow as the number of international students grows. Non-native speakers of English pose new challenges to faculty. What does it mean to treat all students the same? Are all errors in writing in English equally egregious? How can a professor evaluate fairly students who are attempting to satisfy all course requirements in a foreign language alongside students doing the same work in their native language? How can a professor teach in ways that engage learners with different strengths and weaknesses? How much does culture affect learning and how can a professor tell if cultural difference is affecting learning? These and many other questions like them challenge SU teaching faculty more today than ever in the past. Faculty must have opportunities for continuing professional development to help them to continue to improve their engagement with students from many cultures and language groups. Faculty must have the time and supportive resources to constantly evolve their teaching to engage diverse students, such as during workshops specifically devoted to the topic or during Faculty Development Day.



Finally, the dozens of faculty members who are teaching and leading the SU Global Seminars program, must have more support and professional development. Faculty members carry great responsibility when traveling with and teaching students abroad sometimes 15 hours each day. The University depends on their knowledge, understanding and commitment to keep students safe, to deal with crises, to manage state financial resources and to teach well. The faculty who already are engaged in this work have not had enough resources to achieve all that they might with the Global Seminars program. More faculty members might join the program if more professional development were made available to them to learn how to run Global Seminars. Without the faculty leadership, the Global Seminars program does not happen. The University must provide better support for faculty who make those opportunities available for students.

## FACULTY DEVELOPMENT TOP THREE RECOMMENDATIONS

### PRIORITY: 1

#### Recommended Action:

Establish Global Scholar program in each academic school to fund one SU faculty member to be in residence at one of our institutional partner institutions abroad each year.

#### Responsible Unit:

- Center for International Education
- School Deans

Time Line: 2017

### PRIORITY: 2

#### Recommended Action:

Establish Teaching for Global Diversity faculty professional development program, offering small stipends for faculty to pursue a semester-long curriculum focused on teaching students who are non-native speakers of English and who come from foreign cultures.

#### Responsible Unit:

- Center for International Education
- English Language Institute

Time Line: 2018

### PRIORITY: 3

#### Recommended Action:

Establish Faculty Global Ambassadors program to operate alongside Student Global Ambassadors program. The faculty program would provide small stipends to trained faculty leaders who will support colleagues in the better integration of Salisbury Abroad semesters into academic majors and minors.

#### Responsible Unit:

Center for International Education

Time Line: 2018

## 4. GLOBAL LEARNING

### Aspiration

SU aspires to create a global learning environment on main campus in Salisbury, MD, by embedding global learning throughout the curriculum, including General Education, majors, minors and electives.

### Overview

Global learning on main campus in Salisbury, MD, has never been stronger. Initiatives can be divided into direct on-campus initiatives and indirect on-campus initiatives. The most direct global learning on campus happens in the curriculum. The past seven years have seen major advancements in the quality of the global learning in the on-campus curriculum. Two of the major accomplishments have been the addition of an independent major in International Business in the Perdue School of Business and the development of five interdisciplinary regional Area Studies Minors in the Fulton School of Liberal Arts – European, Latin American, East Asian, South Asian and African Studies.

When combined with existing majors in International Studies and two majors in language, literature and culture taught entirely in a foreign language – French and Spanish, there are now more options than ever for students to gain deep insights into global competencies within the curriculum.

In addition to these intentionally international majors, other majors across campus have enhanced the global aspects of their curricula during the past decade. For example, Political Science and History both require two-three non-U.S.-centric courses as part of the major and the Teacher Education program created a new required diversity course for all juniors that embeds a strong global and multicultural perspective.

One example from the Department of Geography and Geosciences illustrates the benefits and utility of the increasing internationalization of the curriculum. Dr. Daniel Harris offered a course on Amazonia four years ago and had nine students register. He repeated the course two years later to slightly higher enrollment. He is repeating the course again in spring 2017 and it is fully enrolled at 20 students.

Foreign language education has also improved significantly on campus over the past decade. The Department of Modern Languages and Intercultural Studies has doubled the languages that it regularly teaches at least at the lower levels to include lesser-taught languages like Mandarin, Korean and Arabic. At the same time, the Fulton School of Liberal Arts added the first trans-departmental foreign language requirement for all B.A.s earned in the school. The requirement is a modest two semesters of instruction and most students satisfy the requirement with high school instruction. All the same, the new requirement reflects in the curriculum a commitment to global learning that is to be recognized and celebrated.

Another critical improvement to global learning on campus has been the internationalization of the faculty itself. The number of faculty members who are first-generation immigrants has increased dramatically. Almost 15 percent of full-time faculty are either on a foreign worker visa, are permanent residents, or are first-generation naturalized US citizens. In addition, academic units have hired more faculty members with intellectual interests outside the U.S. For example, the Environmental Studies major has hired new faculty with intellectual expertise in the Caribbean, Japan and Africa. This sort of internationalization of the intellectual expertise of the faculty has been repeated across campus.



The conversion of the Bellavance Honors Program into the Honors College under the direction of its Dean, Dr. Jim Buss, is another profound marker of enhanced internationalization in the curriculum. Over the past decade, students in the Honors Program (now the Honors College) have studied abroad at rates greater than that of the student body in total. For the past seven years, students in the Honors College have been able to satisfy the curricular requirement for one of their upper-level Honors electives with a study abroad experience, either semester-length or short-term, with the approval of the Dean.

The growth in the Honors College has been influential as well in the remarkable increase in success of SU students winning competitive global fellowships. For many years, the culture of Fulbright Scholar awards among the faculty did not result in more Fulbright Student fellowships. Prior to 2010, no SU student had ever been awarded a Fulbright Student fellowship under the sponsorship of SU faculty. Since 2010, six SU students have received this prestigious award. The creation of the Nationally Competitive Fellowships Office in 2013 directly under the Office of the Provost with the leadership of Dr. Kristen Walton has injected even more energy into this effort. In the AY 2016-17 competition cycle, four SU students made the preliminary cut for Fulbright Fellowships; three were ultimately selected, nearly doubling in one year the number of Student Fulbright Fellowships we have ever won. Dr. Walton is the driving force behind this success, but SU faculty members from across campus have begun coaching, encouraging and mentoring students to apply and be awarded Fulbright Fellowships. These students do not study abroad as SU students, nor are their international experiences happening in their major or minor curriculum. SU faculty are mentoring them on campus for a prestigious global award that will be pursued only after graduation. However, the effort is directly resulting in a more global perspective among students not only in the Honors College, but across campus.

Global learning has not only improved through direct engagement of the faculty in teaching and learning, it has improved in indirect ways with a shifting of the culture outside of the curriculum.

The formation of the English Language Institute (ELI) in 2010 and the tripling in the number of international students on campus have provided opportunities for co-curricular learning throughout the campus as American students increasingly interact on a daily basis with students from around the world. The ELI particularly has strengthened co-curricular global learning as these students are not just foreign, they come from countries where English is not the native language, and most come from countries outside of Europe, where cultural differences from the dominant American culture are more pronounced. These students bring great global diversity to all facets of university life, from in-class discussions to friendships outside the classroom, and have resulted in countless global learning moments for all students.

Special commendation must be made to the Office of Cultural Affairs and its director, June Krell-Salgado. There has not been a great expansion in the Office of Cultural Affairs over the past decade. Krell-Salgado continues to provide world-class cultural programming with very little budget and even less staff support. However, the global learning provided by Cultural Affairs is exemplary. The world comes to SU in the form of Tibetan monks, Russian ballet, Argentine tango, lectures from ambassadors and foreign films. The programming reaches students



The world comes to SU in the form of Tibetan monks, Russian ballet, Argentine tango, lectures from ambassadors and foreign films. The programming reaches students regardless of major and brings together international elements in the larger Salisbury regional community with the University faculty and students.



## GLOBAL LEARNING TOP THREE RECOMMENDATIONS

### PRIORITY: 1

#### Recommended Action:

Establish upper-class Global Village-themed housing unit to provide housing for limited number of international students and study abroad students prior to and post-study abroad experiences (40 beds total).

#### Responsible Unit:

- Residence Life
- Center for International Education

Time Line: 2018

### PRIORITY: 2

#### Recommended Action:

Create Global Learning assessment metric to be administered as part of each departmental Academic Program Review (APR). The assessment follows the established global competency goals already existing for the undergraduate curriculum.

#### Responsible Unit:

- Provost's Office
- Center for International Education
- Office of Institutional Research and Analysis

Time Line: 2018

### PRIORITY: 3

#### Recommended Action:

Enhance existing Cultural Laureate program with Cultural Laureate Global Passport distinction

#### Responsible Unit:

- Office of Cultural Affairs
- Center for International Education

Time Line: 2018

regardless of major and brings together international elements in the larger Salisbury regional community with the University faculty and students.

There are still significant opportunities for improving global learning on campus. For example, learning goals in the General Education curriculum continue to include global competencies, but there is little assessment of this aspect of the General Education curriculum. There has been no mapping of the General Education curriculum to any defined global learning goals. As a result, although many SU students do actively participate in global learning during their undergraduate education, most do not do so by intentional design through the General Education curriculum.

In the co-curriculum, the two year on-campus residency requirement for all students has had unintended negative consequences for opportunities for global learning in the residence halls. The Office of Residence Life programs almost exclusively serve freshman and sophomore residence halls. Most international students – and all bilateral exchange students – are juniors, seniors or graduate students. As a result, there is little opportunity for Student Affairs to create intentional co-curricular living and learning communities in the residence halls that bring together international students and American students. American students who study abroad for full semesters – almost exclusively in sophomore to senior years – have no programmed living communities to return to after their study abroad experiences to continue to live and learn with each other or with international students. Students who cannot study abroad for many reasons, cannot choose to live in a designed community in their junior or senior year that would bring them into intentional contact with international students or returned study abroad students.

In short, there is much to be proud of in the advancement of global learning on main campus in Salisbury, but there is much room for growth and development as well.

## 5. GLOBAL PARTNERS



### Aspiration

SU aspires to achieve its global ambition by partnering with the most appropriate partners around the world, including universities, technical colleges, high schools, institutes, agencies, corporations and NGOs.

### Overview

Since 2008, SU has experienced transformational growth in global institutional collaborations and partnerships. In the decade from 1996-2006, SU maintained a small portfolio of global institutional partnerships. The RIMS Center at Anthony's Key in Honduras was invaluable for supporting a Global Seminar led by the Biological Sciences Department; Grenoble Ecole de Management in France supported a bi-annual Global Seminar led by the Perdue School; Junior Class Learning in Auckland, New Zealand arranged teaching internship placements for the Teacher Education Department; CEDEI in Ecuador supported the annual Global Seminar led by the Modern Languages and Intercultural Studies Department; University of Málaga in Spain hosted the Summer in Spain Global Seminar also led by the Modern Languages and Intercultural Studies Department. These few select partnerships were valuable for the function that they served but their reach in the SU community was limited.

Beginning in 2008, SU began to build a much more ambitious and transformational network of partnerships around the world. This new network has become so comprehensive that it is best described in terms of regional strategies.

### Pacific Rim Initiatives

SU's partnerships in the Pacific Rim are driven primarily by the strategic value of the sizeable market for U.S.-based higher education in the region. These partnerships are now worth greater than \$1 million in annual revenue to SU and growing. They have transformed our on-campus internationalization efforts by infusing the student body and the faculty with students and visiting scholars. The global diversity that these key strategic partners have created on campus has helped drive more education abroad and foreign language study also.



# GLOBAL PARTNERSHIPS

**2006** ← 8

- Bilateral Exchange of Students: 4
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2007** ← 8

- Bilateral Exchange of Students: 4
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2008** ← 6

- Bilateral Exchange of Students: 2
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2009** ← 6

- Bilateral Exchange of Students: 2
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2010** ← 8

- Bilateral Exchange of Students: 4
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2011** ← 10

- Bilateral Exchange of Students: 4
- Double/Dual Degree (Incoming): 1
- English Language Institute (Incoming): 1
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 1

**2012** ← 13

- Bilateral Exchange of Students: 4
- Double/Dual Degree (Incoming): 2
- English Language Institute (Incoming): 2
- Study Abroad (Outgoing): 3
- Internship (Outgoing): 2

**2013** ← 22

- Bilateral Exchange of Students: 7
- Double/Dual Degree (Incoming): 3
- Articulated Transfer Protocol (Incoming): 1
- English Language Institute (Incoming): 4
- Study Abroad (Outgoing): 4
- Double/Dual Degree (Outgoing): 1
- Internship (Outgoing): 2

**2014** ← 23

- Bilateral Exchange of Students: 8
- Articulated Transfer Protocol (Incoming): 1
- English Language Institute (Incoming): 4
- Study Abroad (Outgoing): 4
- Double/Dual Degree (Incoming): 1
- Internship (Outgoing): 2

**2015** ← 28

- Bilateral Exchange of Students: 9
- Double/Dual Degree (Incoming): 4
- Articulated Transfer Protocol (Incoming): 2
- English Language Institute (Incoming): 4
- Study Abroad (Outgoing): 5
- Double/Dual Degree (Outgoing): 2
- Internship (Outgoing): 2

**2016** ← 27

- Bilateral Exchange of Students: 8
- Double/Dual Degree (Incoming): 4
- Articulated Transfer Protocol (Incoming): 2
- English Language Institute (Incoming): 4
- Study Abroad (Outgoing): 5
- Double/Dual Degree (Outgoing): 2
- Internship (Outgoing): 2

**2017** ← 34

- Bilateral Exchange of Students: 8
- Double/Dual Degree (Incoming): 5
- Articulated Transfer Protocol (Incoming): 5
- English Language Institute (Incoming): 6
- Study Abroad (Outgoing): 6
- Double/Dual Degree (Outgoing): 2
- Internship (Outgoing): 2

Key partners in the region based on current volume of activity, the potential for increased activity, and the global enhancement of multiple units across campus include the following:

- Anqing Normal University, China
- Xinhua College of Sun Yat-Sen University, China
- Kanda Institute for Foreign Languages, Japan
- Connect Institute, Myanmar
- Chonnam National University, South Korea
- Hong Kong Polytechnic University, China
- University of Waikato, New Zealand
- Jeju National University, South Korea
- School for Field Studies, Thailand, Vietnam, Australia

## Latin American Initiatives

The productive, but limited, partnerships in Ecuador and Honduras have grown to a more mature regional strategy. As SU's collaborations in Latin America began with education abroad programming, today's network continues to be focused on those activities. While study abroad in Latin America should continue to be encouraged and celebrated, SU must evolve its strategy in the region to focus more on revenue-generating programming for incoming international students. Latin America is a strong market for U.S.-based higher education and there is great opportunity for SU if we can shift our focus in the region to better resource initiatives that develop such collaborations.

Key partners in the region based on current volume of activity, the potential for increased activity and the global enhancement of multiple units across campus include the following:

- Centro de Estudios Interamericanos, Ecuador
- Colciencias, Colombia
- Red Internacional de Universidades Colombianas, Nodo Caribe, Colombia
- Universidad Latinoamericana de Ciencias y Tecnología, Costa Rica
- Universidad del Norte, Colombia
- Universidad Colombo, Colombia
- Universidad Peruana de Ciencias y Tecnología, Peru
- Universidad Adolfo Ibañez, Chile
- RIMS at Anthony's Key, Honduras
- School for Field Studies, Panama, Costa Rica
- Universidad de Matanzas, Cuba



## European Initiatives

SU has an advantage over other American universities in that we do not have a historic overdevelopment of global partnerships and collaborations in Europe in relation to other regions. However, Europe continues to be an important region in global politics, economics, and arts and culture. Therefore, we should continue to nurture partnerships in the region.

As in the case of Latin America, SU's partnerships in Europe have emerged from a focus on education abroad programming. Unlike Latin America, however, the continent-wide Erasmus program and unfavorable economic development patterns make Europe a less attractive region in which to pursue partnerships that generate new revenues.

Key partners in the region based on current volume of activity, the potential for increased activity and the global enhancement of multiple units across campus include the following:

- University of Málaga, Spain
- Global Experiences, Italy, Ireland, Spain, England
- University of Stirling, Scotland
- Brunel University, England
- Grenoble Ecole de Management, France
- Université Lumière Lyons 2, France
- University of Tartu, Estonia
- Tallinn University of Technology, Estonia
- University of Marburg, Germany

## Africa, South-East Asia and Middle East Initiatives

Africa, South-East Asia and the Middle East deserve a special section to describe SU's limited engagement in these regions.

India is the world's largest democracy, one of the most dynamic countries in the world and, behind China, the second largest market in the world for U.S.-based higher education. Nevertheless, SU has done little to pursue strategic initiatives in the area. The departments of Philosophy, Environmental Studies and Communication Arts all offer Global Seminars in India on a regular basis. These short-term, faculty-led programs have revealed opportunities both at the University of Pune and at St. Paul's Institute for Communications Education in Mumbai for SU to pursue deeper and more productive partnerships. SU faculty members, Dr. Joerg Tuske (Philosophy), Dr. Andrew Sharma (Communication Arts) and Dr. Michael Lewis (Environmental Studies) and Mou Chakraborty (SU Libraries) have long advocated an even helped build Indian connections. However, to date, the University has not been able to prioritize this potential over other global partnerships. Particularly, the potential at St. Paul's Institute in Mumbai is tremendous. It could be the most lucrative and transformational global partnership that SU develops, rivaling Anqing Normal University in China.

The Department of Nursing and Department of English regularly offer Global Seminars in South Africa and Ghana, respectively. Through the School for Field Studies, students in Environmental Studies and Biology can earn credits during the



## COLLABORATIONS AND PARTNERSHIPS TOP THREE RECOMMENDATIONS

### PRIORITY: 1

#### Recommended Action:

Form a University-wide advisory board, including faculty from each school and key members of three divisions of the administration (academic affairs, student affairs, administration and finance) to meet regularly to approve and recommend new University-wide partnerships, always in conjunction with relevant academic departments when applicable.

#### Responsible Unit:

- Center for International Education (Academic Affairs)
- Office of Student Affairs
- Office of Administration and Finance

Time Line: 2017

### PRIORITY: 2

#### Recommended Action:

Actively seek new partnerships to rectify historic weaknesses in Africa and South Asia.

#### Responsible Unit:

- Center for International Education

Time Line: 2018

### PRIORITY: 3

#### Recommended Action:

When considering any proposal for new partnership, prioritize those partnerships that can generate positive revenue.

#### Responsible Unit:

- Center for International Education

Time Line: 2017

summer and semester in Tanzania. However, like the faculty-led programs in India, we have not been able to capitalize on the faculty initiatives in Africa to develop more substantial partnerships. The contributions of Dr. James King (English) are particularly worthy of note. Dr. King has been a Fulbright scholar hosted at the University of Ghana, Legon in Accra, Ghana, and has led the only Fulbright-Hayes group travel grant ever won by an SU faculty member also in collaboration with the University of Ghana. The University of Ghana, Legon is a leading university in West Africa with a strong infrastructure for exchanging students and faculty. As is the case with St. Paul's in Mumbai, SU has simply been unable to find the focus to prioritize the development of a relationship with the University of Ghana, Legon. There is no good excuse for this failure other than a lack of coordinated effort across campus.

Unlike the Asian, Latin American and Indian markets that hold great potential for revenue, African initiatives are likely to need resource allocation to grow and thrive. However, North, South, East and West Africa all have fascinating histories and cultures and hold strategic value in current socioeconomic and political global affairs. SU must devote some resources to develop partnerships in this region.

Finally, we must note the inability to capitalize on a vibrant higher education market in the Middle East. Political instability in the region makes outgoing student mobility in the form of study abroad and faculty exchange potentially difficult. However, there are major foreign government scholarship programs in the Saudi Kingdom, Jordan, Kuwait and Iran that we have not been able to harness. Moreover, we have well-placed alumni in the United Arab Emirates and Qatar where private funding fuels strong interest in American higher education. In a theme that has been repeated, an inability to prioritize partnerships and collaborations that provide revenue and global diversity on the Salisbury campus has hampered our ability to take advantage of opportunities.



## CONCLUSIONS

Young people in Europe and the U.S. are emerging from university into a Western culture that is increasingly suspicious of the world. This suspicion is tending not to manifest itself in the major metropolitan centers of the West. Whether in London, Brussels, Paris or New York, the elite remain engaged in the global economy and convinced of the value of difference and the worth of the Other. But in the provinces throughout Europe and the U.S. there is a sincere anxiety about the future. Honest people feel uncertain about their place as individuals in a big and complex world that seems smaller and closer to them than they can remember it ever being. They are anxious about the blending of cultures, languages and religions that is becoming so commonplace in their hometowns that they fear losing a world that they think they once knew. This heart-felt anxiety has given rise to a political culture that has not been known in the West for a hundred years.

In the face of cultural fear and political intolerance, American higher education must redouble its efforts to be inclusive, transnational and global. This educational responsibility does not rest only with elite Carnegie Research 1 universities, or colleges and universities located in America's great metropolitan cities. The American comprehensive public regional university must rise to the challenge as well. The public regional university plays a major role in educating the next generation of citizens, voters, members of the workforce and leaders. We must expand our efforts to educate students in public regional universities in a climate in which they are exposed to people, cultures, languages, religions and histories from the whole world. The benefits of global understanding to the American economy and democracy are numerous and our future depends on such understanding.

Salisbury University has already picked up this banner. The decade from 2006-16 has seen a transformational change in global engagement at SU. We have quadrupled study abroad participation numbers, increased international student enrollment by 300 percent, expanded the number of foreign languages taught on campus, developed an active visiting global faculty program, created new majors and minors that focus on global learning, and built global internship and field research programs world-wide and a global partnership network that extends from China to Chile and from New Zealand to Scotland. Salisbury University is more than A Maryland University of National Distinction. It is A Global University Serving Coastal Maryland and the World.

The Comprehensive Internationalization process has already elevated the University's primary mission in key ways, including, but not limited to the following: innovation, transformational learning, student success, diversity, social justice, civic engagement, General Education and student recruiting. Comprehensive Internationalization is not "another thing to do." It is a tide that rises all boats. Excellence cannot be reached without it.

The question for Salisbury University is: Do we aspire to do more? There is much left to do to continue to expand internationalization efforts if the University wants it. International student enrollments are still only half the national average. Education Abroad participation rates are nationally average but not worthy of distinction. There are elements of global learning in the curriculum, but global learning on campus is not exceptional. If we desire to achieve a higher level of global engagement, we have already proven to ourselves that we can do it. We simply must resolve to improve our plans and dedicate the human and financial resources to make our plans work.





# Report of Peer Review Visit for the Internationalization Laboratory

Salisbury University | April 5-7, 2017

## Peer Review Team

- **Dr. Barbara Hill**, Senior Associate for Internationalization, American Council on Education
- **Dr. Vicki Hamblin**, Executive Director of the Institute for Global Engagement and Senior International Officer and Fulbright Scholar Liaison, Western Washington University
- **Dr. Mark Schaub**, Chief International Officer and head of the Padnos International Center, Grand Valley State University (MI)

This report is the result of the peer review visit to Salisbury University (Salisbury) to conclude their participation in the Internationalization Laboratory (Lab) of the American Council on Education (ACE). The peer review team read SU's The New Global Salisbury University from Coastal Maryland to the World, The Strategic Plan 2014-2018, International Education Strategic Plan 2014-2018, Center for International Education Executive Summary 2006-20015, the Resource Packet, Internationalization Laboratory Newsletter, a press release about the Open Doors listing of SU as a top 40 master's level university for study abroad programming, and consulted the institution's website for additional information. During the visit, the peer review team met with the President, the Provost and her staff, the academic Deans (science and technology, liberal arts, business, education and professional studies, graduate studies and research, and the library), the Division of Administration and Finance, the Division of Student Affairs, the International Education Committee, the staff of the Center for International Education (CIE), and students.

The visit is part of the ACE Internationalization Laboratory (Lab), a project that builds upon the learning from several earlier ACE multi-campus initiatives, including Promising Practices in International Education, Global Learning for All, and the previous twelve cohorts of the Lab itself. Salisbury was part of the 13th cohort of the Internationalization Lab. The other members of this learning community were Brenau University (GA), Bridgewater State University (MA), California State University Monterey Bay, Fort Hays State University (KS), Hofstra University (NY), Inter American University of Puerto Rico-Arecibo, Inter American University of Puerto Rico-San Germán, CUNY LaGuardia Community College, McMurry University (TX),

Miami University (OH), Northern Illinois University, and Syracuse University (NY).

This confidential report to Salisbury is designed to assist the institution with its comprehensive internationalization efforts. In spite of the ample reading material provided to the peer review team, we want to emphasize that this report can only be a snapshot of the university, not a full portrait, because the peer review lasted only 32 hours. Nonetheless, we encourage wide internal distribution of the report so that it can assist the university community in the tasks of comprehensive internationalization. The contents will not be published nor be made public unless the institution chooses to do so or gives ACE permission to do so.

## Strengths

### Senior Leadership

We found the President, Provost, incoming Interim Provost, senior officers in student affairs and finance, academic Deans, faculty, and other stakeholders to be supportive of the internationalization efforts. They were articulate about the issues, and they had all read the report. In addition, there seemed to be a common language and understanding from the grass roots on up of how Salisbury saw the Lab as an investment and saw how the university could benefit from sustaining its focus on internationalization.

### The ACE Laboratory Report and the International Committee

This was a comprehensive report with a wealth of detail. It should be a good blueprint for future directions. The team did a good job of gathering information and wrote a fine analytical report, full of institutional reflection (we were impressed by the candor of the SWOT analysis) and with strong recommendations. The process was remarkably inclusive, which engendered trust in the report. We noted that the Lab combination of a framework, process and timeline yielded such good results.

### Partnerships and International Student Recruitment

Salisbury has a good portfolio of partnerships, which the university uses primarily for recruitment of international students into specific programs. Given this academic focus, it is clear that this recruitment is intended to enhance the diversity in programs and pedagogy.

The movement of international student recruiting out of the Center for International Education, reporting under the Provost, and into the Office of Admissions, reporting under the Vice President of Student Affairs is an important strategic decision. The creation of a new PIN line anticipates the needs of an increased number of applicants. For the record, this is the reporting structure at both Grand Valley State University and Western Washington University. Care should be taken to maintain strategic direction and coordination in this new structure. Greater communication between Student Affairs and Academic Affairs will be necessary to insure that the institution is working efficiently and that international enrollment is playing a proper role in the greater Comprehensive Internationalization strategy.

## Study Abroad

The policies and practices of Salisbury, and for that matter of the State of Maryland, ensure that study abroad is affordable for domestic students, which accounts for the fine showing in the national Open Doors report.

## English Language Institute

This is a mature program, which seems to be well structured. While it recruits students for language learning, it also functions as a pipeline for some of Salisbury's programs. In the last two years, there has been a national diminution of demand for these programs, with little explanation for this decrease. The staff is aware of this and is considering how to be more strategic in marketing.

## Fulbright Fellowships

The number of Fulbrighters, both faculty members from Salisbury and visitors from abroad, is impressive. These are prestigious awards, and the university should be proud of this accomplishment. Two policies contribute to this success: "topping up" of salaries of faculty who receive them so they suffer no financial loss on taking the award and the availability of campus housing for visiting scholars. The planned expansion of services to students is a wise move, both Fulbrights for graduates and Gilmans for assisting students in study abroad. Developing an Nationally Competitive Fellowships Office to provide mentorship is a step in the right direction.

## Faculty Composition

Having a number of international faculty is an advantage, both for campus diversity and for pedagogical range, but we were unclear about how many of them there are. In our

recommendations are a few steps that would give Salisbury useful information in this regard.

## Marketing

We are aware of Salisbury's campaign as *A Maryland University of National Distinction*, having seen the attractive ads in the D.C. Metro system and in the Amtrak Magazine, though there are probably other places that we do not know about. We feel that the university could better emphasize its location and connections to the major urban centers on the East Coast, complete with the small but attractive airport and Amtrak connections. We were especially impressed with the title in the report, The New Global Salisbury University from Coastal Maryland to the World, which emphasizes that the university is part of the East Coast, rather than being on the rural Eastern Shore, which has local resonance but not outside the state. The university has an attractive campus with many new buildings. It is residential, safe and has a very competitive tuition rate. But best, it has a reputation of offering quality instruction in strong programs.

## Passion at All Levels

Because of the inclusive process and the number of people we met on campus, we were aware of a broad range of genuine excitement for the internationalization initiative. This is a great place from which to take the next steps.

## Observations/Suggestions/Recommendations

### Intentionality

As the university community knows, comprehensive internationalization (CI) must be intentional, affecting all aspects of Salisbury. So, it should affect hiring preferences, the content of General Education and the majors in all programs. So, our initial advice is to prioritize, to plan and to take action. The steps you take and the processes you create should be prudent, especially the recruitment of international students.

### Prioritize Recommendations

To make it possible for the university to move forward, we strongly urge that the recommendations be prioritized with a timeline for completion. This will make tracking progress toward goals much easier.

### Unfinished Business

Though the Lab has had good outcomes for Salisbury, there are still a few tasks to take to completion. The faculty survey

should be distributed to departments, and the results analyzed and put into an accessible data bank that can be easily updated. Other data that would be good to track include the number of international faculty, as noted above, and the number of alumni currently living abroad, which would, of course, include international and domestic graduates and participants in the English Language Institute. The university should think about how to serve international students even beyond their campus experiences, as they can be effective advocates for Salisbury on their home visits, if they are trained. The university needs to develop a way of tracking international graduates, not just for fundraising, but to have a cadre of global ambassadors who can assist with student recruitment, international internships and university partnerships

## Student Learning Outcomes

The student learning outcomes that pertain to the acquisition of global perspectives should be made more visible, so they can be used to shape courses, majors, and even expected outcome of study abroad and student affairs programming. This could be a possible task for the International Education Committee, if that is suitable for the university's governance structure.

## International Student Recruitment

If Salisbury wants to recruit a greater number of international students, it needs an international student enrollment management plan, with realistic targets, a reasonable timetable and a way to encourage persistence to degree completion. The application process should continue to be streamlined and coordinated flawlessly, because it has different requirements than recruitment of domestic students, as noted above. Getting international students from academic partners differs from getting new first year students. Where will they live? What will they eat? Perhaps these matters are already addressed on campus, but it is essential to focus on them regularly.

Everyone on campus is a recruiter for international students, alumni, faculty when traveling abroad, international faculty with their connections, even current international students. Construct a list of whom to contact when abroad, such as Education USA offices, USAID missions, etc. Talking points should be provided, and this should be coordinated with the recruitment efforts. Be strategic about the connections you have and use them wisely. Continue to refine marketing to remove what we perceived as language internal to Maryland. In addition, workshops for faculty and staff on intercultural sensitivity and communication would make the international students feel welcome.

## Emergency Plan for Study Abroad

Salisbury needs a plan to deal with emergencies abroad, not just one individual with a cell phone. Models are available to adapt, and various constituencies (student affairs, campus police, public relations, finance) should participate in this process, which should be done as quickly as possible.

## International Faculty

Given that we are living in a difficult political climate, Salisbury must assess what kinds of support your faculty need, as we sensed that they felt somewhat at risk. This is not just the responsibility of the human relations department, though a clearer and more sensitive articulation of processes would be a start. This is an all university issue and can be addressed by mentoring and public statements of support.

## CIE Structure and Name

To signal a new focus on comprehensive internationalization, we recommend that Salisbury consider renaming the CIE as the Office of International Initiatives to reflect its broader responsibilities. The Associate Provost should continue to provide strategic direction, management of partnerships and oversight that should include offices of study abroad, international student services including recruitment, and the English Language Institute. Similarly, the IEC might be retitled to indicate alignment with the new office and serve to advise on articulation agreements, the approval of Global Seminars and oversight of the evolving priorities for comprehensive internationalization.

## Communications

The report did a good job of acknowledging good work by faculty across the schools, and this should continue as the work progresses.

## Campaign

Like all initiatives that broaden the university's brand, this may take new resources. If a new capital campaign is in the near future, we recommend that comprehensive internationalization should be part of it.

## Conclusion

Salisbury is poised to do important work in comprehensive internationalization, but it is a work in process. We urge you to "keep calm and carry on."





[www.salisbury.edu/intled](http://www.salisbury.edu/intled)