

**A Strategic Plan for Shepherd University  
Campus Internationalization  
2012 – 2022\*  
January 13, 2012**

**I. Introduction.** In the spring of 2010, the Shepherd University *Internationalization Committee* was charged by President Suzanne Shipley with the development of a strategic plan for the internationalization of the university and undertook its work with the assistance of the Internationalization Laboratory of the American Council of Education. The committee operated within the framework of the university Mission Statement, which states

*Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. \*\**

The American Association of Colleges and Universities states that “A liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. It provides students with broad knowledge of the wider world (www.aacu.org).” Shepherd University has long seen itself as a liberal arts institution, but it has not systematically infused an international/intercultural dimension across all aspects of its mission of teaching, learning research and service. The *Internationalization Committee* Mission Statement directly addresses the need to create a strategic plan that will make Shepherd University “a community of learners committed to global awareness and cultural appreciation through teaching, learning, research, and service.”

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\* Committee members include: Dr. Mark Stern, Chair (Political Science); Dr. Rachel Ritterbusch (English and Modern Languages); Dr. Dawne Burke (Education); Dr. Linda Kinney (Economics); Dr. Weidong Liao (Computer Science, Mathematics and Engineering); Dr. Roland Bergman (Faculty Senate); Dr. Ann Legreid (Dean, School of Business and Social Sciences); Ms. Ann Henriksson (Study Abroad Director & Library); Ms. Elizabeth Cauvel (Study Abroad Office); Ms. Alexis Reed (Financial Aid); Ms. Mary Beth Walling (Student Affairs); Ms. Shannon Zimmerman (Admissions); Mr. Aaron Rock (Graduate Student, CSDA Program); Mr. Michael Bailey (SGA President); Mr. Timothy Leonard (SGA External Affairs Coordinator). Dr Sharon Kipetz (V.P. Student Affairs), Dr. Sean Buckreis (Education), Dr. Gordon DeMeritt (Business Administration), Dr. Clarise Ottley (Nursing Education) and Mr. Frank Oben (undergraduate student) also contributed to the work of the committee.

\*\* The Appendices to this document include: (A) *Liberal Education and America’s Promise* (LEAP) and *Association of American Colleges and Universities* (AAC&U) Learning Outcomes and Intercultural Knowledge and Competence VALUE Rubric; (B) Shepherd University Mission Statement; (C) Shepherd University Strategic Plan Core Values; (D) Shepherd University Strategic Plan Pathways; (E) Shepherd University Strategic Plan Priorities; (F) Assessment Guide for Campus Internationalization; (G) Faculty Questionnaire: Faculty International Experience and Expertise; (H) Percent of Faculty, Students and Staff Responding “Very Important” to Each Listed Internationalization Priority; (I) Student Internationalization Questionnaire.

**II. The Planning Process. (a) The ACE Questions Review.** The committee began its work in the fall of 2010 by responding to ACE's "Questions to Guide an Internationalization Review." (Cited as "Review".) A summary of this Report, paralleling the ACE questions, is as follows:

- (1) The Shepherd University curriculum does not address internationalization in a systemic manner.
- (2) The *West Virginia Higher Education Policy Commission* and the WEST Virginia Consortium for faculty and Course development (FACDIS), a consortium of twenty West Virginia higher education institutions, are very supportive of internationalization efforts. The University, "with its 'Gateway' location and proximity to Washington, D.C., is situated in an environment that is supportive of international efforts."
- (3) Shepherd has no over-all internationalization strategy nor is there any coordinating office to guide international efforts. Uncoordinated internationalization efforts occur with the major effort being in the study abroad area (SEE 7 below).
- (4) There are no over-all "structures, policies and practices" in place for internationalization at Shepherd University.
- (5) There is no systematic effort to recruit international students or to support international students who attend Shepherd. Only fourteen international students are enrolled in the 2010-2011 academic year.
- (6) In the co-curriculum, the very strong Performing Arts Series at Shepherd (PASS) emphasizes diversity, intercultural and international performing arts.
- (7) The *Study Abroad Office* effectively coordinates both short-term study-abroad programs offered on the initiative of Shepherd faculty, and non-Shepherd based semester or longer study abroad efforts by Shepherd University students. There are no Shepherd-sponsored semester-length study abroad programs.
- (8) In a limited fashion (SEE, especially, sections 5 and 7 above) Shepherd has engaged "with institutions in other countries." and is broadening this engagement.
- (9) There is a campus culture that is supportive of internationalization. The faculty have proposed an International Studies major, but this has been placed on hold until the work of this committee is completed. The Political Science Department recently implemented an international track within the major.
- (10) There is a lack of "synergy and connections among discrete [internationalization] activities" at Shepherd.
- (11) The critical review conclusion: "Shepherd is almost wholly underdeveloped in the international area ... [and the *Internationalization Committee*] has a wide-open opportunity to develop and to direct the future of internationalization at Shepherd University."

**(b) The SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis.** During the fall of 2010 and into the spring of 2011 the committee undertook a series of SWOT analyses (Strengths, Weaknesses, Opportunities and Threats) in five key areas of potential internationalization efforts at Shepherd. The SWOT analyses confirmed much of the original findings of the “Response” report, but added depth and specificity in particular internationalization areas. The most consistent weakness cited in these analyses was the lack of an internationalization coordinating office in this area. Below is a brief summary of key findings for each SWOT analysis.

(1) Faculty Policies and support. No incentive structure or policies in support of faculty international efforts. Faculty support for internationalization is a key strength.

(2) International students. No apparent effort to recruit international students or to provide in-depth support services for these students. A major drop-off has occurred in the presence of international students, with only 14 fulltime international students currently enrolled at Shepherd.

(3) Student Affairs. The PASS series (Performing Arts Series at Shepherd) is a major contributor to international, intercultural and diversity efforts at Shepherd University. There is a need for increased activity by the Office of Student Affairs to develop internationalization efforts. The Office of Multicultural Affairs needs to devote more effort to this area.

(4) Study Abroad. The *Study Abroad Office* is the one campus area with consistent effort and attention paid to international efforts. There is a need for a full-time director.

(5) Language Instruction. Very capable and committed faculty with continuing efforts made to enhance foreign language instruction. Need for more diverse languages, especially in the non-European areas.

**(c) Faculty, Student and Staff Surveys and Interviews.** In the spring of 2011 the *Internationalization Committee* developed and administered a faculty internationalization survey instrument. (All surveys administered by the *Internationalization Committee* have received university IRB approval prior to distribution.) A committee member from each of the university schools contacted the department chairs in his or her school and had the survey instrument distributed to the faculty members in each department. The survey was discussed with the school deans, as a group, prior to its distribution to the faculty. There are 129 full-time faculty members in the Shepherd academic departments (fall 2011 count), including four full-time librarians, and 57 of them (44%) completed the survey. For each of ten items related to possible efforts to be undertaken in internationalizing the university faculty members were asked to “Place a check mark next to the level of importance [Very Important, Somewhat Important, Not Important] that you would deem to be appropriate for each item.” Widespread faculty support for internationalization is evidenced by the fact that a majority of the

responses, 339 out of a possible 560 (60%) for all ten questions answered by the 57 faculty members, were check-marked in the “Very Important” category. Only 38 responses (6.8%) were check-marked in the “Not Important” category. Only two items, “Expanding the number of faculty who teach or do research in internationally related areas” (with 22 check-marks), and “Establishing a major in international studies” (with 27 check-marks), had less than a majority of the faculty’s support as “Very Important.” Thus, there is a wide-spread faculty consensus on the importance of internationalization needing to be addressed.

The rank-order of the faculty indicating each international effort as “Very Important” (with the percent indicated in parentheses) is as follows: (1) the need for financial support of faculty development in international study and research (74%); (2) the need for recognition of faculty international efforts in merit, promotion and tenure decisions (72%); (3) increasing support for two to four week study-abroad programs for Shepherd students (68%); (4) bringing international students to study at Shepherd (63%); (5) increasing support for semester abroad or longer programs for Shepherd students (67%); (6) expanding non-English languages in “critical needs” areas (58%); (7.5) establishing an office for coordination and oversight of international efforts (56%); (7.5) expanding international opportunities for student internships and co-op experiences (56%); (9) establishing an International Studies major (47%); (10) expanding the number of faculty in internationally related areas (39%).

The faculty also responded to questions relating to personal and background items and interest in internationalism. Twenty-four percent (n=15) of the respondents were born outside of the United States, with seven of them originally from Europe, five from Asia, and the remaining six individuals from other locales. Of the faculty surveyed, twenty-six percent (n=19) were found to have achieved a degree outside of the United States, with fourteen percent (n=8) receiving their graduate degree from another country. (Note: As an aside, we suggest that the reader bear in mind that there is a likely bias in that responders are more likely than the average faculty member to be individuals with a background in international area or have a strong interest in this area.) The instrument proceeded with questions that sought the extent to which faculty members have expertise and experiences with international colleagues and research with an international dimension. Fifty-one percent (n=29) of the faculty responders have areas of international expertise, and forty-seven percent (n=27) have worked on some form of research related to their area of expertise. Forty-seven percent (n=27) indicate that they have significant professional development in the international area. Sixteen of the faculty respondents (28%) state that they have interaction with professional colleagues outside of the United States and fifteen out of these sixteen respondents indicate that this relationship includes collaborative research. Many of the faculty members, forty-nine percent (n=28), state

that their courses have “significant” international course content. However, the survey instrument did not pursue the meaning of the term “significant” in an in-depth manner.

Many Shepherd faculty members have a background in the international arena, such as language fluency, travel, study tours, living abroad experience and international scholarship interests. Forty-two percent (n=24) of the faculty surveyed state that they had fluency in at least one language, with many having fluency in more than one language other than English, and sixty-one percent (n=31) state that they had some ability with one or more non-English languages. Every academic department but one had over fifty percent (total n=29) of the faculty state that they had achieved fluency and/or ability in another language. Faculty (28%, N=16) have lead a variety of short-term study tours, ranging from one to twenty-two different tours. However, the faculty-led tours were mainly concentrated in a handful of departments, i.e., English and Modern Languages, Art, Music, History and Business. Forty-two percent (n=24) of the faculty has had some form of long-term international experience, not including achieving a degree outside of the United States. These experiences range from time spent in the Peace Corps, academic and non-academic-related travel, teaching abroad, Fulbright Scholarship, working as a journalist, taking part in faculty/student exchanges and working abroad for the United States government. Lastly, fifty-one percent (n=29) of the faculty had at some point lived for longer than four months in a country outside the United States. In sum, there is a depth of support for internationalization efforts, broad interest in international/intercultural activities, and a wide-range of international experiences among the Shepherd faculty.

During the spring of 2011 the *Student Government Association* (SGA) participated in a focus group interview and survey. The survey employed the same ten internationalization area questions as in the faculty survey. Of the 36 SGA members present, 35 responded to the survey questions. SGA focus group participants were very concerned about the cost of semester or longer study abroad programs. This group agreed on the need for international learning and study in preparation for future job opportunities. Out of a possible 360 total responses, 190 (53%) were marked in the “Very Important” category. The SGA apparently deemed fewer areas of internationalization as critical since “Very Important,” was marked less often than by faculty or staff members. Only five of the ten items received majority support from the SGA, whereas eight items received majority support from the faculty, and seven items received majority support from the Council. For the SGA members the four “Most Important” items, noted below, gained a clear margin of support compared with all other items. The rank-order of the SGA members indicating each item as “Very Important,” with the percent of respondents indicated in parentheses, is as follows: (1) expanding non-English languages in “critical needs” areas (86%); (2) establishing an international studies major (78%); (3) bringing international students to study at Shepherd (75%); (4) expanding opportunities for student internships and

coop experiences (69%); (5) establishing an office for coordination and oversight of international efforts (58%); (6) establishing semester or longer study abroad programs (47%); (7) increasing support for two to four week study abroad programs for Shepherd students (42%); (8) expanding the number of faculty in internationally related areas (19%); (9) increasing financial support for faculty development in international study and research (14%); (9) increasing recognition of faculty international efforts in merit, promotion and tenure decisions (14%). The SGA leadership appears to be especially interested in supporting such international/intercultural efforts as non-traditional languages, international studies, bringing international students to study at the university, international internships and cooperative education experiences, and establishing an office in support of university international efforts.

During the spring of 2011 the *University Classified Staff Council* participated in a focus group interview and survey. Of the 9 *Classified Staff Council* members present 8 responded to the survey questions. The survey employed the same ten internationalization area questions as in the faculty survey instrument. The *Classified Staff Council* focus group discussion emphasized the changes needed in student learning, with a new emphasis on international competencies expected for student job opportunities. There was a consensus on having internationalization efforts as a university goal, and the need to seek external grant support for this development. As with the faculty, the completed *Classified Staff Council* survey instrument provides strong emphasis of support for internationalization efforts: out of a possible 80 total responses 51 (64%) were marked in the “Very Important” category and none were marked in the “Not Important” category. As noted below, four of the items were marked “Very Important” by all of the surveyed Council members. The rank-order of the Council members indicating each item as “Very Important,” with the percent indicated in parentheses, is as follows: (1) semester or longer study-abroad programs (100%); (1) bringing international students to study at Shepherd (100%); (1) expanding opportunities for student internships and coop experiences (100%); (1) establishing an office for coordination and oversight of international efforts (100%); (5) expanding the number of faculty in internationally related areas (87.5%); (6) establishing a major in international studies (75%); (7) expanding non-English languages in “critical needs” areas (62.5%); (8) the need for recognition of faculty international efforts in merit, promotion and tenure decisions (37.5%); (9) two to four week study-abroad programs for Shepherd students (0%); (9) the need for financial support of faculty development in international study and research (0%). As with the above constituencies, the *Classified Staff Council* appears to solidly support internationalization at Shepherd University, with a special emphasis on the need for this effort in light of the expanded need for the education of students in global competencies.

**(d) Committee Communication with Faculty, Staff and Students.** The *Internationalization Committee* established a process for continuous communication with major campus constituencies as its work progressed. At the monthly meeting of each school a faculty member from the committee verbally updated the school faculty on the committee's work. At each meeting of the Faculty senate the senate appointed member of the *Internationalization Committee* reported on the work of the committee. The *University Classified Staff Council* was regularly updated on the committee's work through communication between the *Classified Staff Council* chair and the chair of the *Internationalization Committee*. Members of the *Student Government Association* serve on the committee and update the SGA. In late August of 2011, the *Internationalization Committee* chair addressed an all-university faculty meeting and provided each faculty member with an updated summary report of the committee's work. Agendas, minutes and other information provided to committee members were provided to the *Vice President for Academic Affairs*. The *University President* is updated with regards to committee discussions and decisions.

**(e) Your First College Year Survey instrument.** During the summer of 2011 a large sample of the first-time in college Shepherd students were administered a survey instrument which will provide the university with information regarding: international experiences, e.g., travel abroad, study abroad, living abroad, etc.; international education exposure, including foreign language, and fluency in non-English language; tolerance for individuals from a different culture; familiarity with international news; interest in international news; and interest in international matters. This survey instrument will also be administered to members of this class, and future classes, when they are graduating seniors, to assess whether or not there have been changes in their knowledge, ideas, experiences and attitudes in these matters. The last section of this instrument asks the first-year, first-time in college students to rank the importance of questions 1, 2, 3, 6, 7, 8, and 9 that were utilized for the faculty, students and staff.

**(f) New Core Curriculum.** Effective in the fall 2011 semester, Shepherd University established a new *Core Curriculum* that requires all students to have competencies in "Global Understanding and Respect" and "Multiculturalism and Diversity." (The definition of these competencies may be found at: [http://www.shepherd.edu/employees/senate/general\\_studies/framework.pdf](http://www.shepherd.edu/employees/senate/general_studies/framework.pdf)). The competencies are based on the AAC&U LEAP standards. They are specifically required within six course credits of the Humanities and nine course credits within the Social Sciences in the Level Two Core Studies curriculum. There is thus in-place a systematic curriculum requirement in globalism, multiculturalism and diversity.

**(g) International Grant Support.** The committee supported a grant application to the *West Virginia Higher Education Policy Commission* (WVHEPC) in support of non-English language development. The grant was approved in the spring of 2011. This grant directly supports increasing student foreign language proficiency in Spanish and French, the latter being a minor and the former being a major offered at Shepherd University. The grant will create a foreign language immersion learning opportunities beyond the classroom including: (1) the establishment of a formal partnership with the *University of Laval in Quebec, Canada* and the *University of Costa Rica* that will lead to the development of undergraduate and graduate student exchanges, as well as faculty exchanges, between these universities and Shepherd; (2) the establishment of an international language housing area at Shepherd that will provide an immersion environment for foreign language major students; and (3) as of the fall of 2011 Shepherd will installed SCOLA, a televised broadcasting system that retransmits programming in native languages from around the world.

**(h) Student Learning Goals and Outcomes.** The *Internationalization Committee* identified three broad learner-centered objectives for international and intercultural learning. These are linked to the LEAP standards and high-impact practices endorsed by the AAC&U and recently adopted by the Shepherd University community. The campus community also utilizes the six levels of *Bloom's Taxonomy of Educational Objectives*: knowledge, understanding, application, analysis, synthesis, and evaluation.

The broad learner-centered objectives for international and intercultural learning are:

**Knowledge:** Graduates will have knowledge and comprehension of international and intercultural issues, events, and conditions.

**Skills:** Graduates will apply international and intercultural knowledge and understanding to the analysis of issues, questions and problems in both domestic and international settings. Graduates will thus be able to synthesize and evaluate from those analyses.

**Disposition/Attitudes:** Graduates will use their international and intercultural competency to evaluate and value differing perspectives, rethink and reformulate their views, and adapt to new and culturally diverse environments.

International and intercultural competency will be assessed at the course level using the *Shepherd University Core Curriculum "Intended Student Outcomes."*

([http://www.shepherd.edu/employees/senate/general\\_studies/framework.pdf](http://www.shepherd.edu/employees/senate/general_studies/framework.pdf), adopted 2010-2011)

### **Goal 1: Knowledge of Human Cultures and the Physical and Natural World**

- a) Acquire knowledge in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts through progressively more challenging problems, projects, and standards for performance
- b) Engage in both contemporary and enduring questions: international focus

### **Goal 2: Intellectual and Practical Skills throughout the Curriculum**

- a) Engage in inquiry and analysis: international focus
- b) Demonstrate abilities in critical and creative thinking: international focus
- c) Effectively communicate, in both oral and written English: may include communicative competence in additional languages
- d) Acquire quantitative and information literacy: international topics and resources
- e) Demonstrate a capacity for collaboration/teamwork and problem solving: across cultures and boundaries
- f) Integrate the foundations and the skills for lifelong learning and wellness: international topics and perspectives, including the ability to adapt to new and culturally diverse environments

### **Goal 3: Personal and Social Responsibility**

- a) Develop civic knowledge and civic engagement: international topics and activities, including the ability to engage effectively in new and culturally diverse environments
- b) Develop global understanding and respect for cultures and societies outside of the United States
- c) Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- d) Practice professional ethics and ethical reasoning: international and intercultural experiences and issues

### **Goal 4: Integrative Learning**

- a) Demonstrate a synthesis of, and advanced accomplishment across, general and specialized studies through a capstone experience in the chosen discipline: utilization of international and intercultural perspectives, sources, approaches, and environments

## **III. Goals, Objectives, and Strategies for Campus Internationalization**

As noted below, Goal 1, “Creating a Shepherd University organizational structure that supports comprehensive internationalization” is the top priority for internationalization. This priority is viewed by a majority of faculty, students and staff as “very important.” The basis for its emergence as the top priority of the *Internationalization Strategic Plan* emerged from

discussions within the *American Council on Education (ACE)* Internationalization Lab process. Given that Shepherd University is near “ground zero” in the internationalization process, the presence of a guiding office and a key leading administrative officer for such an office, would ensure that a minimum of overlapping efforts, uncoordinated or competing interests, or “silos,” would occur as funding and other major internationalization issues and priorities are implemented. There is no prioritization attached to any of the other plan goals, but such should emerge as the plan is implemented within a shifting environment of resource constraints. Seizing targets of opportunity that fit the plan goals and strategies is critically important in an era of increasing budget constraints and emerging grant opportunities. This is consistent with the very broad support for internationalization evidenced by faculty, students and staff. The particular strategies within each goal are generally supported by multiple constituencies.

Included in the plan are several items that are not broadly supported as “very important” by at least one of the constituent groups to who were surveyed as part of the planning effort. Students and staff are generally not supportive of ensuring financial support for faculty development and efforts in the international area. This plan, however, reflects the assumption that without such support the strengthening of faculty efforts in this domain would be limited. The staff does not regard short-term student study abroad as “very important,” while a very large majority of the students and faculty see it as “very important” or “important.” Short-term study abroad is included within this plan because of the ongoing, integrated development of short-term study abroad efforts with Shepherd University classes and programs. In addition, students expressed strong reservations about the cost of participation in long-term study abroad classes and programs. The use of short-term study abroad classes and programs will provide Shepherd students the opportunity for direct experiences with other countries and cultures at a much more manageable cost than long-term study abroad experiences. Only forty-seven percent of the faculty views the establishment of an International Studies major as “very important.” However, the overwhelming majority of the faculty sees this initiative as either “very important” or “important,” and more than three fourths of the students and staff see this objective as “very important.” The plan proposes the development of an International Studies Major, as it is feasible to develop and implement and is cost effective with all but three courses already in place with significant support from faculty wishing to implement such a major. One item listed in the survey of faculty, students and staff, “Expanding the number of faculty who teach and do research in internationally related areas,” received very little support from faculty and students and is not pursued in the plan.

Below are the five goals of the *Shepherd University Internationalization Strategic Plan*, as well as the objectives, metrics and strategies for implementing each goal. In addition, how each

objective fits within the *Shepherd University Strategic Plan Core Values, Pathways, and Priorities* is also provided.

**Goal 1: Creating a Shepherd University organizational structure that supports comprehensive internationalization**

The *Internationalization Committee* at Shepherd University proposes as the top priority the creation of an organizational structure to lead and support the comprehensive internationalization of the campus. The Committee strongly believes that no other internationalization goal can be accomplished and tied to a long-term internationalization plan without this first goal being realized (SEE above). More specifically, the Committee proposes the establishment of an “*Office of International Studies and Programs*,” a multi-dimensional campus service organization whose primary functions would be communication and coordination in support of international and intercultural initiatives with an initial and sustained focus, once appropriate support structures are in place, on the recruitment of international students, and working with the grants officer and faculty and staff members to seek grants for the development and enhancement of internationalization. The *Office of International Studies and Programs* would assist campus units in the development and conduct of international and intercultural events and activities; provide service as needed for study tours and faculty and student exchanges; promote and support an international student presence at Shepherd University; serve as a campus information resource; and promote and support the comprehensive internationalization of the campus consistent with the university’s mission and core values of learning, engagement, integrity, accessibility, and community. This office will ensure that as internationalization takes hold at Shepherd University it will be an infused, comprehensive process across the university.

**Objective 1.1:** Establish an Office of International Studies and Programs.

**Metric 1.1.1:** Establish a senior administrative position (Director) that will report to the VPAA.

**Strategy 1.1.1.1:** Fund the position via a budget request.

**Strategy 1.1.1.2:** Conduct a national search for a Director who will administer an office with support staff and have minimal teaching responsibilities in International Studies responsibilities in International Studies.

**Core Values:** 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

**Shepherd University Pathways:** 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

**Shepherd University Priorities:** 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15-strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

**Objective 1.2:** Work with the *ACE International Division* to assure best practices and appropriate responsibilities are placed under this office, e.g. study abroad, student and faculty exchanges, and international students.

**Metric 1.2.1:** Establish an appropriate organizational structure consistent with ACE recommendations.

**Strategy 1.2.1.1:** Meetings and correspondence with the ACE team.

**Strategy 1.2.1.2:** Discussions with Shepherd University administrators, faculty, staff and students.

**Core Values:** 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

**Shepherd University Pathways:** 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

**Shepherd University Priorities:** 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

**Objective 1.3:** Create appropriate space for the *Office of International Studies and Programs* consistent with best practices as developed by ACE.

**Metric 1.3.1:** Space adequate for a reception desk, offices, work tables, storage, displays, and meetings.

**Strategy 1.3.1.1:** Meetings and correspondence with the ACE team and research on existing international offices for optimal layout.

**Strategy 1.3.1.2:** Planning discussions with the campus community, including *Facilities Management*.

**Core Values:** 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

**Shepherd University Pathways:** 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

**Shepherd University Priorities:** 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

**Objective 1.4:** Develop support mechanisms for funding.

**Metric 1.4.1:** Multiple sources of funding for operations, student scholarships, faculty projects/activities and staff development.

**Strategy 1.4.1.1:** Submit annual budget requests for the Shepherd University budget process.

**Strategy 1.4.1.2:** Establish a relationship and pursue grants through the Shepherd University Grants Officer.

**Strategy 1.4.1.3:** Establish relationships and pursue funding from External entities and internal sources.

**Strategy 1.4.1.4:** Establish relationships with faculty and other Shepherd University personnel with an interest in seeking external funding.

*Core Values: 1- learning; 2- engagement; 4- accessibility; 5- community.*

*Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.*

*Shepherd University Priorities: 1- improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11- enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.*

**Objective 1.5:** Establish relationships with campus units in support of international and intercultural initiatives, e.g. *Office of Student Affairs*

**Metric 1.5.1:** A network of linkages and effective communication with campus units

**Strategy 1.5.1.1:** Meetings and correspondence for sharing of information, planning, and evaluation of programs and office services

*Core Values: 1- learning; 2- engagement; 4- accessibility; 5- community.*

*Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.*

*Shepherd University Priorities: 1- improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11- enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.*

**Objective 1.6:** Engage in ongoing assessment of services and strategic planning

**Metric 1.6.1:** Student, staff, and faculty satisfaction with office services

**Strategy 1.6.1.1:** Work sessions and retreats dedicated to assessment and strategic planning (with appropriate adjustments in operations and services; reporting to the university community)

*Core Values: 1- learning; 2- engagement; 4- accessibility; 5- community.*

*Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.*

*Shepherd University Priorities: 1- improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11- enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.*

**Goal 2: Enhance international opportunities for students at Shepherd University**

**Objective 2.1:** Expand and support internationalization across the curriculum.

**Metric 2.1.1:** Determine the current number of courses with international content.

**Strategy 2.1.1.1:** Survey faculty and staff with regard to international content in their courses.

**Metric 2.1.2:** Increase the number of courses with international content across the curriculum.

**Strategy 2.1.2.1:** Encourage disciplines to develop new courses, including additions to the core curriculum.

**Strategy 2.1.2.2:** Identify disciplines where adding internationalized content is more challenging and offer workshops and resources through the *Center for Teaching and Learning (CTL)* and *Study Abroad Office*.

*Core values: 1 - learning; 2 – engagement; 5- community*

*Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff*

*Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students*

**Objective 2.2:** Expand and support modern language offerings at Shepherd.

**Metric 2.2.1:** Increase the range and frequency of courses offered in French and German.

**Strategy 2.2.1.1:** Staff additional courses with adjunct instructors and full-time faculty as student demand warrants.

**Metric 2.2.2:** Create and support a French Major degree (B.A. and secondary education).

**Strategy 2.2.2.1:** Solicit support to conduct a national search for a full-time tenure-track position in French as student demand warrants.

**Metric 2.2.3:** Increase the range and frequency of courses in non-European languages.

**Strategy 2.2.3.1:** Hire qualified adjunct instructors and full-time faculty as student demand warrants.

**Metric 2.2.4:** Expand opportunities for out-of-class language practice.

**Strategy 2.2.4.1:** Purchase multimedia materials (movies, music, books, magazines, etc.) in target languages for the language lab.

**Strategy 2.2.4.2:** Purchase *Rosetta Stone* or similar interactive language software for languages such as German, Italian, Arabic, and Chinese.

**Core values:** 1 - learning; 2 – engagement, 5- community

**Pathways:** 1- inspire student learning and development; 2 - optimize potential for faculty and staff

**Priorities:** 1 - improve the quality of learning across the curriculum; 3 – increase full-time faculty to 75% of instruction; 8 - support professional preparation of students

**Objective 2.3:** Increase student participation in short term (6 weeks and under) study abroad programs.

**Metric 2.3.1:** The number of students participating in short term programs will increase.

**Strategy 2.3.1.1:** Identify and develop sources of scholarships and financial support for students through the *Study Abroad Office*.

**Strategy 2.3.1.2:** Encourage the faculty to plan their trips a minimum of one year in advance and promote the programs through the Study Abroad website so that students will have an opportunity to plan for participation.

**Strategy 2.3.1.3:** The *Study Abroad Office* will promote Shepherd Faculty-led Study Abroad programs at the annual Study Abroad Fair.

**Strategy 2.3.1.4:** All enrollments of students in short term programs will occur electronically through the Study Abroad website, allowing for ease of administration and enhanced, standardized risk management. Information sessions and user guides as well as personalized support will be provided to faculty leaders in the use of the Study Abroad website.

**Strategy 2.3.1.5:** Faculty will encourage returned student to present testimonials in class and to promote attendance at Study Abroad informational events.

**Strategy 2.3.1.6:** Study Abroad staff will promote the WVHEPC sponsored First Year Experience (FYEX) study abroad program to Quebec, Canada to encourage full enrollment (4-5 students annually).

**Strategy 2.3.1.7:** Shepherd will maintain membership in professional organizations such as *NAFSA: Association of International Educators* and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff.

**Core values:** 1 - learning; 2 – engagement

**Pathways:** 1- inspire student learning and development; 2 - optimize potential for faculty and staff; 4 - cultural and economic development

**Priorities:** 8 - support professional preparation of students; 11 - enhance professional development programs; 17 - develop the capacity to secure cultural initiative funds

**Objective 2.4:** Increase student participation in long term (7+ weeks) study abroad programs.

**Metric 2.4.1:** The number of students participating in long term programs will increase.

**Strategy 2.4.1.2:** Identify and develop sources of scholarships and financial support for students through the *Study Abroad Office*.

**Strategy 2.4.1.2:** The *Study Abroad Office* will maintain and update program offerings searchable on the Study Abroad website.

**Strategy 2.4.1.3:** The *Study Abroad Office* will offer information sessions and personalized counseling sessions to students researching study abroad programs.

**Strategy 2.4.1.4:** All students will enroll in study abroad programs electronically through the Study Abroad website, allowing for ease of administration and enhanced, standardized risk management. Information sessions and user guide as well as personalized support will be provided to faculty leaders in the use of the Study Abroad website.

**Strategy 2.4.1.5:** The *Study Abroad Office* will offer a Study Abroad Fair in the Fall semester to promote Study Abroad programs.

**Strategy 2.4.1.6:** The *Study Abroad Office* will partner with the *Office of the Registrar*, the *Office of Financial Aid*, the *Shepherd University Honors Program*, and a variety of academic and co-curricular organizations to target personalized promotional information and events to students.

**Strategy 2.4.1.7:** The *Study Abroad Office* will explore the costs and benefits of joining a non-profit, non-governmental international exchange organization, such as CIEE, to expand cost-conscious program offerings and scholarship opportunities.

**Strategy 2.4.1.8:** The *Study Abroad Office* will offer information sessions and/or worksheets for faculty advisors detailing the study abroad process.

**Strategy 2.4.1.9:** Faculty will encourage returned student to provide testimonials in class and to promote attendance at Study Abroad informational events.

**Strategy 2.4.1.10:** Returned study abroad students who have received Shepherd based study abroad scholarships will be required to complete a minimum of one promotional activity, such as speaking in class or to a student organization or creating and displaying a promotional item (poster, video, blog, etc) in the semester following their return. Students will work with the *Study Abroad Office* to plan this activity.

**Strategy 2.4.1.11:** Study Abroad staff will offer an FYEX Study Abroad interest group and/or 1 credit Study Abroad 101 courses open to all Shepherd students.

**Strategy 2.4.1.12:** The *Study Abroad Office* will work with academic departments to create a list of "pre-authorized programs" allowing for ease of enrollment.

**Strategy 2.4.1.13:** Shepherd will maintain membership in professional organizations such as NAFSA and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff.

**Strategy 2.4.1.14:** Assess returned student learning outcomes on long term programs using an instrument such as the *Learning from Study Abroad Survey*, the *Intercultural Development Inventory* or the *Beliefs, Events and Values Inventory*.

**Core values:** 1 - learning; 2 – engagement

**Pathways:** 1- inspire student learning and development; 2 - optimize potential for faculty and staff

**Priorities:** 8 - support professional preparation of students; 11 - enhance professional development programs; 17 - develop the capacity to secure cultural initiative funds

**Objective 2.5:** Increase engagement of faculty and departments as study abroad program leaders.

**Metric 2.5.1:** The number of departments and faculty sponsoring study abroad programs will increase.

**Strategy 2.5.1.1:** The *Study Abroad Office* will sponsor sessions, workshops and retreats that support best professional practices for short and long term study abroad programs and detail affiliate provider customized program offerings to faculty staff and administrative personnel.

**Strategy 2.5.1.2:** Provide incentives for faculty to organize and lead short and long term study abroad programs.

**Strategy 2.5.1.3:** Shepherd will maintain membership in professional organizations such as NAFSA and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff engaged in study abroad programming.

**Core values:** 1 - learning; 2 – engagement, 4 – accessibility; 5- community

**Pathways:** 2 - optimize potential for faculty and staff

**Priorities:** 1 - improve the quality of learning across the curriculum; 11 - enhance professional development programs

**Objective 2.6:** Identify and cultivate sources of scholarship funding to benefit study abroad students.

**Metric 2.6.1:** Provide scholarships and financial aid for students studying abroad.

**Strategy 2.6.1.1:** Explore billing affiliate program fees through the Shepherd Business Office to allow for the use of already existing aid, such as the *WV PROMISE Scholarship* and veteran's benefits, on affiliate programs.

**Strategy 2.6.1.2:** The *Study Abroad Office* will partner with the *Office of Financial Aid* to increase awareness of already existing financial resources.

**Strategy 2.6.1.3:** The *Study Abroad Office* will seek out existing scholarship and grant sources and provide this information to students through the Study Abroad website.

**Strategy 2.6.1.4:** The *Study Abroad Office* will explore the costs and benefits of joining a non-profit, non-governmental international exchange organization, such as CIEE, to expand cost-conscious program offerings and scholarship opportunities.

**Core values:** 1 – learning; 2 – engagement; 4 - accessibility

**Pathways:** 1- inspire student learning and development

**Priorities:** 1 - improve the quality of learning across the curriculum; 8 -support professional preparation of students;  
17 - develop the capacity to secure cultural initiative funds

**Objective 2.7:** Develop and promote an inter-disciplinary International Studies Major.

**Metric 2.7.1:** Submit an Intent to Plan for approval by the WVHEPC for an International Studies major to integrate cross-cultural understanding initiatives throughout the curriculum.

**Strategy 2.7.1.1:** Form a committee to plan an International Studies Major.

**Strategy 2.7.1.2:** Implement an inter-disciplinary approach designed to maximize benefit for the greatest number of students in the creation and implementation of this major.

**Metric 2.7.2:** WVHEPC approves an International Studies Major for implementation in the Fall of 2014.

**Strategy 2.7.2.1:** Create a dedicated budget line.

**Strategy 2.7.2.2:** Promote the new major to strengthen global understanding in student learning and development while increasing curricular quality.

**Core values:** 1 – learning; 5- community

**Pathways:** 1- inspire student learning and development; 2 - optimize potential for faculty and staff

**Priorities:** 1 - improve the quality of learning across the curriculum

**Objective 2.8:** Develop and promote a secondary education BA in English as a Second Language (ESL).

**Metric 2.8.1:** Submit an Intent to Plan for approval by the WVHEPC for a secondary education BA in ESL.

**Strategy 2.8.1.1:** Form a committee to plan secondary education ESL program.

**Strategy 2.8.1.2:** Collaborate with members of the *Department of Education* and the *Department of English and Modern Languages* in the creation and implementation of this program to optimize potential for faculty, staff and students.

**Strategy 2.8.1.3:** Produce staffing lines based on student enrollment growth with specific interconnections to the ESL/ Test of English as a Foreign Language (TOEFL) initiatives for non-native English speakers.

**Metric 2.8.2:** Implement a secondary education BA in ESL.

**Strategy 2.8.2.1:** Create a dedicated budget line.

**Strategy 2.8.2.2:** Promote the new program to strengthen global understanding in student learning and development while increasing curricular quality.

**Core values:** 1 – learning; 5- community

**Pathways:** 1- inspire student learning and development

**Priorities:** 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development

**Objective 2.9:** Develop and support international internships, co-ops and service-learning programs

**Metric 2.9.1:** Develop participation in international internships, co-ops and service-learning programs.

**Strategy 2.9.1.1:** The *Study Abroad Office* will partner with academic departments, *Office of Cooperative Education*, *Career Development Center* and *Office of Student Community Services* to expand opportunities and foster collaboration with international organizations, corporations and government entities to provide for a diversity of student learning and development opportunities.

**Strategy 2.9.1.2:** The *Study Abroad Office* will work with academic departments to determine requirements for participation in credit bearing internships, co-ops and service-learning programs.

**Strategy 2.9.1.3:** The *Study Abroad Office* will partner with academic departments, *Office of Cooperative Education*, and *Career Development Center* to create a list of pre-approved credit bearing internships, co-ops and service-learning programs to further embed professional development partnerships.

**Core values:** 1 – learning; 2 – engagement; 5- community

**Pathways:** 1- inspire student learning and development; 4 - cultural and economic development

**Priorities:** 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development

**Goal 3: Increase the number of international students at Shepherd University at the undergraduate and graduate levels.**

Overall, the enhancement of international opportunities for Shepherd University students must always be a primary concern in any internationalization plan. Increasing the number of international students at the university must also be a driving force of the plan. (Appendix H notes that a large majority of the Shepherd faculty, staff and student support this as a top priority for the university.) The presence of increased international students will increase the direct exposure of many Shepherd students to individuals whose lives are bound to a different cultural perspective than theirs, and it will also provide for a source of funding that will enhance the overall internationalization effort at Shepherd. Therefore, the recruitment of international students is a major initial thrust of the campus internationalization process.

**Objective 3.1:** Develop a multidimensional approach for international student recruitment.

**Metric 3.1.1:** Set a projected target range for international student recruitment.

**Strategy 3.1.1.1:** Identify best fit countries for recruitment of international students utilizing WVHEPC resources and Shepherd faculty and staff connections to develop recruitment standards and plan.

**Strategy 3.1.1.2:** Utilize best practices as elucidated by professional organizations in the recruitment of international students.

**Strategy 3.1.1.3:** Develop relationships with local high schools with international student populations.

**Strategy 3.1.1.4:** Develop relationships with community colleges within the region that have a high number of international students.

**Strategy 3.1.1.5:** Designate staff in the *Office of Admissions* to assist with the application and admission processes.

**Strategy 3.1.1.6:** Develop comprehensive, attractive and intuitive web-resources for prospective international students.

**Strategy 3.1.1.7:** Employ *Designated School Official(s)* (DSO) to manage SEVIS and visa requirements and regulatory reporting in support of student enrollment and preparation.

**Strategy 3.1.1.8:** Maintain Shepherd membership in professional organizations such as NAFSA and the *Forum on Education Abroad* to provide funding to allow for faculty and staff professional development.

**Core values:** 4-accessibility; 5- community

**Pathways:** 1- inspire student learning and development

**Priorities:** 1 - improve the quality of learning across the curriculum; 10 - develop partnerships for economic development

**Objective 3.2: Provide a support system for international students who are non-native English language speakers.**

**Metric 3.2.1:** Establish English as a Second Language (ESL) Program.

**Strategy 3.2.1.1:** Establish a dedicated budget line for program coordination.

**Strategy 3.2.1.2:** Determine if any existing staff or faculty have previous experience in ESL/certification in ESL (CELTA/Trinity).

**Strategy 3.2.1.3:** Employ staff who have at least two years experience and certification in ESL (CELTA/Trinity).

**Strategy 3.2.1.4:** Establish FYEX ESL class.

**Strategy 3.2.1.5:** Develop a summer ESL program in preparation of institutional TOEFL requirements.

**Strategy 3.2.1.6:** Purchase licensure for TOEFL testing and identify a testing unit.

**Strategy 3.2.1.7:** Develop for profit ESL program to support the economic needs of the local area.

**Strategy 3.2.1.8:** Develop relationship with local ESL program providers that might service Shepherd University.

**Core values:** 1- learning; 4-accessibility; 5- community.

**Pathways:** 1- inspire student learning and development; 4 - cultural and economic development.

**Priorities:** 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development.

**Objective 3.3: Develop campus support systems for international students to promote a welcoming environment, student retention and chain-recruitment.**

**Metric 3.3.1:** Establish an inter-connected campus support system for international students.

**Strategy 3.3.1.1:** Create a dedicated budget line to support staffing and training as warranted by growing international student population demand.

**Strategy 3.3.1.2:** Maintain Shepherd membership in professional organizations such as NAFSA and the *Forum on Education Abroad* to provide funding to allow for faculty and staff professional development.

**Strategy 3.3.1.3:** Survey current international students to identify underserved support areas.

**Strategy 3.3.1.4:** Develop an incoming international student orientation to assist in the acclimation to Shepherd University which would include: an introduction to the U.S. Higher Education system, banking set-up, local orientation and maps, and an “FAQ” on local laws and customs.

**Strategy 3.3.1.5:** Select and train a group of academic advisors to work with international students during their first year at Shepherd.

**Strategy 3.3.1.6:** Research and adopt an affordable health insurance plan for international students which would be required for enrollment.

**Strategy 3.3.1.7:** Work with the *Office of Student Affairs* to provide housing and dining options to accommodate student needs.

**Strategy 3.3.1.8:** Revitalize International Student Organization

**Strategy:** Evaluate the *Office of Multicultural Student Affairs* to restructure and update programming to reflect Shepherd’s increased global focus.

**Strategy 3.3.1.9:** Research on-campus employment opportunities that comply with visa/immigration regulations.

**Strategy 3.3.1.10:** Offer regular training and workshops to faculty and staff on intercultural sensitivity and issues unique to international students.

**Strategy 3.3.1.11:** Develop appropriate recognition and awards for international students.

**Metric 3.3.2:** Establish a mentorship program targeted to international students, faculty and staff to support the holistic needs of international students and facilitate full integration into the Shepherd community.

**Strategy 3.3.2.1:** Arrange for airport pick-up and drop-off at the beginning and end of semesters.

**Strategy 3.3.2.2:** Create an affordable for purchase move-in kit with bedding/towels/toiletries.

**Strategy 3.3.2.3:** Arrange regular transportation to local shopping areas, medical facilities and to religious services.

**Strategy 3.3.3.3:** Identify supportive students, alumni, faculty and staff who would be interested in engaging with international students.

**Strategy 3.3.3.4:** Identify potential funding sources and develop an international student scholarship program.

**Strategy 3.3.3.5:** Develop relationships with local churches, community and cultural organizations and businesses who wish to work with and/or mentor international students.

**Strategy 3.3.3.6:** Develop relationships with local families to organize a “host family” program.

**Strategy 3.3.3.7:** Develop internship/coop programs with local business and organizations that will work with international students.

*Core values: 1- learning; 2-engagement; 5 - community*

*Pathways: 1- inspire student learning and development; 4 - cultural and economic development*

*Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students*

**Goal 4: Expand globally focused research and engagement at Shepherd University.**

**Objective 4.1:** Establish international partnerships for exchange and/or research collaboration.

**Metric 4.1.1:** Establish and build partnerships between Shepherd and universities outside the U.S. for exchange of faculty.

**Strategy 4.1.1.1:** Negotiate faculty exchange programs.

**Strategy 4.1.1.2:** Establish administrative procedures that facilitate exchange programs.

*Core values: 1- Learning; 2 – Engagement; 5- community*

*Pathways: 1 – Inspire student learning and development; 2 – Optimize potential of faculty and staff.*

*Priorities: 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff.*

**Objective 4.2:** Support international professional development opportunities for Shepherd faculty and staff.

**Metric 4.2.1:** Increase number of Shepherd faculty engaged in research on international topics.

**Strategy 4.2.1.1:** Establish professional development grants and/or mini-grants dedicated to research or course development on international topics.

**Strategy 4.2.1.2:** Facilitate application by faculty for external grants for international research.

**Strategy 4.2.1.3:** Develop stipends to cover expenses associated with international research.

**Metric 4.2.2:** Increase number of Shepherd faculty teaching abroad for a semester or a year.

**Strategy 4.2.2.1:** Establish partnerships between Shepherd and international universities to encourage teaching exchanges.

**Strategy 4.2.2.2:** Establish administrative support systems to facilitate Shepherd faculty applications for teaching fellowships, such as *Fulbright Scholar Programs* and *National Geographic Scholarships*.

**Strategy 4.2.2.3:** Develop stipends to cover expenses associated with teaching exchange programs.

**Core values:** 1- Learning; 2- Engagement; 5-community.

**Pathways:** 1 – Inspire student learning and development; 2 – Optimize potential of faculty and staff.

**Priorities:** 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff.

teaching by faculty.

**Metric 4.3.1.** Create “International Activities” section of the faculty annual report.

**Strategy 4.3.1.1:** A section of the faculty annual report will be devoted specifically to internationally-focused activities.

**Core values:** 1- Learning

**Pathways:** 2 – Optimize potential of faculty and staff

**Priorities:** 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff

**Objective 4.4.** Expand, develop and promote programs and activities on campus with international and intercultural emphases.

**Metric 4.4.1** Increase number of programs and events with international/intercultural focus.

**Strategy 4.4.1:** Collaborate with the *Performing Arts Series at Shepherd* (PASS).

**Strategy 4.4.1.2:** Collaborate with the *Study Abroad Office* on International Education Week programming.

**Strategy 4.4.1.3:** Collaborate with *Office of Student Affairs* to stimulate and promote international programming.

**Strategy 4.4.1.4:** Establish research forums and learning communities with an international/intercultural focus.

**Strategy 4.4.1.5:** Increase funding (external and internal) for international and intercultural programs and activities.

**Core values:** 1- Learning; 2 – Engagement; 5- Community

**Pathways:** Pathways: 1 – Inspire student learning and development; 4 – Stimulate the cultural and economic development of the region.

**Priorities:** 1 – Improve the quality of learning across the curriculum.

**Goal 5: Implement an assessment program that tracks the quantity and efficacy of international and intercultural initiatives (SEE Appendix F)**

**Objective 5.1:** Assess international and intercultural learning across the curriculum.

**Metric 5.1.1:** Use of Shepherd University core curriculum student learning outcomes and rubrics for evaluation of student learning.

*Core values: 1- Learning; 2 – Engagement; 3- Integrity*  
*Pathways: 1 – Inspire student learning and development; 2 – optimize potential of faculty and staff*  
*Priorities: 1 – Improve the quality of learning across the curriculum 8 - Ensure a high degree of professional preparation*

**Objective 5.2:** Assess the efficacy of the *Office of International Studies and Programs*.

**Metric 5.2.1:** Successful provision of services to the campus community and international students with increased levels of participation in international and intercultural courses, programs, and activities.

**Strategy 5.2.1.1:** Incorporate professional standards, such as NAFSA, surveys and other evaluation instruments with ongoing self-evaluation of operations and services.

*Core values: 1- Learning; 2 – Engagement; 3- Integrity; 5- Community*  
*Pathways: 1 – Inspire student learning and development; 2 – optimize potential of faculty and staff*  
*Priorities: 1 – Improve the quality of learning across the curriculum 8 - Ensure a high degree of professional preparation for students, 11- Enhance professional development programs for faculty and staff*

**Objective 5.3:** Assess the efficacy of Office Enrollment Management (Admissions, Financial Aid and Registrar) in international recruitment.

**Metric 5.3.1:** Successful marketing, recruitment, and matriculation of students with an increase in numbers of international students.

**Strategy:** Use of NAFSA standards, surveys and other evaluation instruments with ongoing self-evaluation of operations and services.

**Core values:** 3- Integrity; 4 - Accessibility

**Pathways:** 2 – optimize potential of faculty and staff

**Priorities:** 11 – Enhance professional development for faculty and staff; 14- Develop an integrated marketing program

**Objective 5.4:** Assess progress on campus internationalization.

**Metric 5.4.1:** Documented Progress on each of the five goals for Internationalization.

**Strategy 5.4.1.1:** Use of evaluation forms, surveys, rubrics, and other assessment instruments on an ongoing basis.

**Core values:** 1- Learning, 2- Engagement 3- Integrity; 4 – Accessibility, 5- Community

**Pathways:** 1- Inspire student learning and development, 2 – Optimize potential of faculty and staff, 4 – Stimulate the cultural and economic development of the region

**Priorities:** 1 – Improve the quality of learning across the curriculum, 8- Ensure a high degree of professional development 10 – Develop partnerships to stimulate economic development, 11 – Enhance professional development for faculty and staff, 14- Develop an integrated marketing program, strength and diversity of faculty and staff, 17 – Develop capacity to attract and secure cultural initiative funds

## **Appendices**

### **Appendix A: *American Association of Colleges & Universities: Liberal Education & America's Promise (LEAP)***

#### **LEAP Learning Outcomes (LO) Used in Shepherd University's Core Curriculum**

**LO1:** Knowledge of Human Cultures and the Physical and Natural World.

**LO2:** Intellectual and Practical Skills

**LO3:** Personal and Social Responsibility

**LO4:** Integrative Learning

#### ***Intercultural Knowledge and Competence VALUE Rubric***

**KN1 (knowledge):** cultural self-awareness

**KN2 (knowledge):** cultural world-view frameworks

**SK1 (skill):** empathy

**SK2 (skill):** verbal and nonverbal communication

**AT1 (attitude):** curiosity

**AT2 (attitude):** openness

**°Appendix B. *Shepherd University Mission Statement***

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values.

**°Appendix C. Shepherd University Strategic Plan Core Values (CV)**

**CV1: Learning**...creates a community of learners who integrate teaching, scholarship, and learning into their lives, In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and accesses student learning, We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.

**CV2: Engagement**...fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

**CV3: Integrity**...strives for an environment of honesty and fairness in its actions...seek[ing] input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

**CV4: Accessibility**...provides services to all qualified students...staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

**CV5: Community**...a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance of differences.

**°Appendix D. *Shepherd University Strategic Plan Pathways***

Pathway 1. Inspire student learning and development.

Pathway 2. Optimize potential of faculty and staff.

Pathway 3. Create a beautiful and welcoming campus.

Pathway 4. Stimulate the cultural and economic development of the region.

## **°Appendix E. *Shepherd University Strategic Plan Priorities***

Strategic Priority 1. Improve the quality of learning across the curriculum.

Strategic Priority 2. Inspire student learning and development through the incorporation of technology in teaching.

Strategic Priority 3. Increase full-time faculty to 75 percent of instruction.

Strategic Priority 4. Renovate and expand the Student Center into a Center for Civic Engagement and Student Leadership.

Strategic Priority 5. Enhance campus border definition and focal points.

Strategic Priority 6. Ensure competitive salaries for faculty and staff.

Strategic Priority 7. Enhance buildings and grounds by increasing maintenance staff.

Strategic Priority 8. Ensure a high degree of professional preparation for students.

Strategic Priority 9. Develop a pedestrian-centric campus.

Strategic Priority 10. Develop partnerships to stimulate economic development.

Strategic Priority 11. Enhance professional development programs for faculty and staff.

Strategic Priority 12. Improve our commitment to students with disabilities.

Strategic Priority 13. Fund athletic programs to the level of regional parity.

Strategic Priority 14. Develop an integrated marketing program.

Strategic Priority 15. Strengthen the diversity of faculty and staff.

Strategic Priority 16. Develop and expand faculty office space.

Strategic Priority 17. Develop capacity to attract and secure cultural initiative funds.

Strategic Priority 18. Bring HVAC across all buildings up to standard.

Strategic Priority 19. Create Founder's Day to symbolize our academic stance.

Strategic Priority 20. Enhance retirees' connection to the University.

**°Appendix F. Assessment Guide for Campus Internationalization**

	<b>Expected Outcome</b>	<b>Assessment Tools</b>	<b>Assessment Results</b>	<b>Changes Based on Results</b>
Assess student learning: courses				
	Knowledge	Core Curriculum		
	Skills	Student Outcomes and Rubrics		
	Dispositional			
Assess the efficacy of the Office of International Studies & Programs				
	Effective response to service requests on campus	Feedback from campus units		
	Effective coordination of study tours/exchanges	Feedback from faculty and students; evaluation forms		
	Effective programming of events & activities	Audience evaluation forms		
	Effective advising on international study	Student surveys		
	Effective services for international students	Student surveys; student needs assessment		
	Effective evaluation of transcripts & other international documents	National standards of NAFSA, etc.		
	Effective processing of international students/study abroad students	National standards of NAFSA, etc; feedback from students		
	Effective marketing	Numbers of students; participation in events & activities		
	Effective programming for international faculty	Feedback from faculty		

	Effective grant writing/budget requests	Number & size of grants/funding sources		
Assess efficacy of Admissions Office				
	Effective marketing	Feedback from students		
	Effective recruitment	Numbers of students		
	Effective processing of international students	National standards of NAFSA, etc.		
Assess progress on campus internationalization				
	Effective organizational structure	Evaluation of services & activities		
	Enhanced international educational opportunities	Number of study tours, exchanges, internships, research projects, etc.		
	Increase in numbers of international students at Shepherd	Numbers of students		
	Enhanced international research/engagement, including international partnerships	Number of research projects & partnerships; impact on students & faculty		
	Effective assessment strategies	Rubrics, evaluation forms, surveys, feedback		
	Effective service to university mission	Feedback from campus community		

°Appendix G: Faculty Questionnaire: Faculty International Experience and Expertise

Shepherd University

Spring 2011

Global awareness is one of the initiatives identified in Shepherd University’s Campus Compact and is included in the new general studies program. Consistent with these efforts, a committee composed of faculty, staff and students from across Shepherd University is currently working, with the support of the American Council on Education (ACE), on internationalization planning for Shepherd. The objective is to create a strategic plan for internationalizing the campus. We ask that you please complete the questionnaire below that is both an update of a survey distributed to Shepherd faculty in 2009 and a survey of which internationalization efforts are considered to be important by the faculty. This will allow us to build a database of faculty international teaching, research expertise and experience and provide us with guidance as to faculty preferences with regard to what emphases Shepherd should consider as it internationalizes.

Please take fifteen minutes to complete this survey and return it to your department chair. The chair will send completed questionnaires **by April 29** to: Mark Stern (351 Scarborough Library). **Your participation is voluntary**, and should you not wish to answer some questions skip over them. Thank you very much for your participation.

**I. Faculty Information.**

A. Department: \_\_\_\_\_

B. Your country of birth:

U.S. \_\_\_\_\_ Other (please note country) \_\_\_\_\_

B. If educated outside of the U.S., please note the country or countries, and degree(s) earned.

Not Applicable \_\_\_\_\_ Country \_\_\_\_\_ Degree \_\_\_\_\_

Country \_\_\_\_\_ Degree \_\_\_\_\_

Country \_\_\_\_\_ Degree \_\_\_\_\_

## II. Research and Professional Development.

- A. List your areas of international expertise (regions and topics), e.g. Asian Studies, international trade, etc.:
- B. List the countries in which you have conducted academic research outside of the United States.
- C. List significant professional development experiences you have had outside the U.S., e.g. a short course on the EU in Belgium.
- D. List the countries outside the United States in which you have colleagues with whom you have had, or will likely soon share, professional development activities, e.g., publish, present papers, do research together, exchange student interns, etc. Be as explicit as possible in listing each of these items.

## III. Related Items.

- A. Of the courses you teach at Shepherd University, which ones have significant international content (more than 50%)? List prefix and number.
- B. Language Use.**
  - 1. In addition to English, what language(s) can you use fluently?
  - 2. In addition to English, in what language(s) do you have some ability (but not fluency)?
- C. **Study Tours.** If you have planned and led study tours outside of the U.S., please list the countries, the major tour themes, and when you conducted the study tour, e.g. Italy – art, spring 2010.

## IV. Other.

- A. List any other international experience and/or expertise, e.g. Peace Corps –June 2002-May 2002, Assistant U.S. Counsel-Beijing, China, 2003-05, etc. that you have undertaken.
- B. If you have lived four or more consecutive months outside of the United States please state the country, or countries, you have lived in and the period of time that you lived there. e. g, Panama-July, 2006-December, 2006.

**V. Below are a series of questions related to the importance that you place on various international initiatives that may be undertaken by Shepherd University. Please place a check mark next to the level of importance that you would deem to be appropriate for each**

**item. As you make your choices be aware that many of these initiatives will require the reallocation, or allocation, of university resources.**

1. Short term, two to four weeks, study abroad programs for Shepherd students:  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

2. Long-term, semester or longer, study abroad programs for Shepherd students:  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

3. Bringing international students to study at Shepherd University:  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not important\_\_\_

4. Ensuring financial support is available for faculty development in international study and research:  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

5. Ensuring that faculty efforts in international teaching, professional development and service are given recognition for merit and promotion and tenure:  
IMPORTANCE: Very important\_\_\_ Somewhat Important\_\_\_ Not Important

6. Establishing a major in International Studies:  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

7. Expanding efforts to broaden non-English language offerings, especially in “critical need” areas, e.g., Chinese, Arabic, through special summer offerings, accelerated classes, etc.  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important

8. Expanding the number of faculty who teach and do research in internationally related areas.  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

9. Expanding the opportunities for internationally-based student internships and coop experiences.  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important

10. Establishing an office for coordination and oversight of Shepherd University efforts in the international area.  
IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important

What other suggestions do you have with regards to internationalization development at Shepherd?

**°Appendix H: Percent of Faculty, Students and Staff Responding “Very Important” to each Listed Internationalization Priority**

	<u>Faculty (%)</u>	<u>Students (%)</u>	<u>Staff (%)</u>
1. “Short-term...study abroad programs:	68	42	0
2. “Long-term...study abroad programs:	67	47	100
3. “Bringing international students...to Shepherd.”	63	75	100
4. “Ensuring financial support for faculty development in international study....”	74	14	0
5. “Ensuring that faculty efforts in international teaching, professional development and service are given recognition....”	72	14	37.5
6. “Establishing a major in international studies.”	47	78	75
7. “Expanding efforts to broaden non-English language offerings....”	58	86	62.5
8. “Expanding the number of faculty who teach and do research in internationally related areas.”	39	19	87.5
9. “Expanding the opportunities for internationally based student internships and coop[s]....”	56	69	100
10. “Establishing an office for coordination and Oversight...in the international area.”	56	58	100
	(n=57)	(n=35)	(n=8)

**°Appendix I: Student Internationalization Questionnaire, Shepherd University**

**Summer, 2011**

Increasing student global awareness is a new initiative being undertaken by Shepherd University. Consistent with these efforts, a committee composed of faculty, staff and students from across Shepherd University is working, with the support of the American Council on Education (ACE), on internationalization the campus. We ask that you please complete the questionnaire below that will help Shepherd in this effort. This will allow us to build a database of student experiences, knowledge and interest in the global, international area and what students wish to emphasize as Shepherd internationalizes.

**Your participation is voluntary, and should you not wish to answer some questions skip over them. Thank you very much for your participation.**

**I. General Information.**

A. Your country of birth:

U.S. \_\_\_\_\_ Other (please note country) \_\_\_\_\_

B. If you have previously attended a school outside of the U.S., please note the country or countries, and what level of education you received there, e.g., Ireland, graduated from high school.

Not Applicable \_\_\_\_\_

Country \_\_\_\_\_ Level of education \_\_\_\_\_

Country \_\_\_\_\_ Level of education \_\_\_\_\_

C. Have you taken any high school classes that emphasize or have significant international content, e.g., a class in international relations? YES\_\_\_ NO\_\_\_

If YES, please name or describe the class and describe the class level, e.g., a class in international relations when I was a senior in high school \_\_\_\_\_

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D. In addition to English is there a language that you speak fluently? YES\_\_ NO\_\_  
If YES, please name the language or languages. \_\_\_\_\_

E. Have you been on a study tour outside of the United States? YES\_\_ NO\_\_

If YES, please state where and for how long this study tour, or tours, took place, e.g.,  
Iceland for one week.

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F. Have you lived four or more months outside of the United States? YES\_\_ NO\_\_

If YES, please state the country or countries you have lived in and when this occurred,  
e.g., Panama, July-October,  
2007. \_\_\_\_\_

**V. Below are a series of questions related to the importance that you place on various international initiatives that may be undertaken by Shepherd University. Please place a check mark next to the level of importance that you would deem to be appropriate for each item. As you make your choices be aware that many of these initiatives will require the reallocation, or allocation, of university resources.**

1. Short term, two to four weeks, study abroad programs for Shepherd students:  
IMPORTANCE: Very Important\_\_ Somewhat Important\_\_ Not Important\_\_

2. Long-term, semester or longer, study abroad programs for Shepherd students:  
IMPORTANCE: Very Important\_\_ Somewhat Important\_\_ Not Important\_\_

3. Bringing international students to study at Shepherd University:  
IMPORTANCE: Very Important\_\_ Somewhat Important\_\_ Not important\_\_

4. Ensuring financial support is available for faculty development in international study and research:  
IMPORTANCE: Very Important\_\_ Somewhat Important\_\_ Not Important\_\_

5. Ensuring that faculty efforts in international teaching, professional development and service are given recognition for merit and promotion and tenure:  
IMPORTANCE: Very important\_\_ Somewhat Important\_\_ Not Important

6. Establishing a major in International Studies:

IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

7. Expanding efforts to broaden non-English language offerings, especially in “critical need” areas, e.g., Chinese, Arabic, through special summer offerings, accelerated classes, etc.

IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

8. Expanding the number of faculty who teach and do research in internationally related areas.

IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

9. Expanding the opportunities for internationally-based student internships and coop experiences.

IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

10. Establishing an office for coordination and oversight of Shepherd University efforts in the international area.

IMPORTANCE: Very Important\_\_\_ Somewhat Important\_\_\_ Not Important\_\_\_

What other suggestions do you have with regards to internationalization development at Shepherd?