

REDEFINING LIBERAL ARTS EDUCATION: GLOBAL LEARNING FOR WASHINGTON AND LEE IN THE 21ST CENTURY

**Prepared and Submitted by the Steering Committee for the International
Education Strategic Plan, June 2010**

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INTRODUCTION

Liberal arts education has traditionally assumed that educated students must be brought into contact with ideas, beliefs, and habits beyond their own experience and within some global context. In the not-too-distant past, this objective was realized primarily by introducing students to conversation among great minds within great books, or by focusing on what were once referred to as “universal” ideas and problems, or by acquainting students with the “cultures” of other lands. In recent years, Washington and Lee and its peers have engaged in a burst of activity in international education that has produced positive results, but change has been incremental rather than transformational. After a two-year examination, we are presenting a plan that goes far beyond the piecemeal efforts of the past, and with its implementation will yield nothing less than a re-definition of the liberal arts for the 21st century. With the integration of global learning and engagement into every level of a W&L education we seek a new model for the liberal arts.

Among the more than 100 students, faculty, administrators, alumni, and friends who have contributed directly to the planning process there has been a clear sense of both excitement and urgency: excitement at working together on something important and creative for W&L; urgency owing to the awareness that, whatever we have claimed about preparing our students for global citizenship until now can no longer be thought of as an ambitious aspiration. Instead, it has become our central responsibility

In seeking to fulfill Washington and Lee’s stated mission, the goal of the following proposal is to provide the University with a plan for an innovative, coherent, and comprehensive program in international education that will prepare our students for the specific challenges they will encounter as global citizens. It will require an institutional commitment that will elevate global learning beyond the category of an attractive addition for a portion of the faculty and students to something essential for every Washington and Lee student. The seven recommendations that make up the core of the proposal define a process of integration in three distinct phases that address what will be necessary to realize this transformation within each of five sectors: 1) Students; 2) Faculty; 3) Administration; 4) Curriculum, and; 5) Policy. Three appendices detail the Planning Process, provide the list of its various participants, and summarize the issues addressed by each of five Task Groups.

. The Steering Committee is grateful for the enthusiastic participation and support from so many faculty, students, and staff members. We are confident that this proposal represents the best thinking available to us regarding the potential for global learning at Washington and Lee and we look forward to continuing our active participation in its realization.

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WASHINGTON AND LEE'S COMMITMENT

“Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and *engaged citizenship in a global and diverse society*.”

This bold claim from the University's Mission Statement serves as the principal anchor for the seven recommendations which follow. Currently, this part of our Mission remains an aspiration, not a reality. The entire planning proposal, therefore, is meant to offer a coherent and comprehensive response to the question of *how* we will educate Washington and Lee students to fulfill the promise of our Mission and by what means we propose to accomplish it. This initial recommendation calls for the University to develop a specific identity as an institution dedicated to global learning and to communicate that commitment to all constituencies as effectively and as consistently as possible.

Recommendation #1

In order to support that part of the Mission Statement that ensures that Washington and Lee graduates will be prepared for “*engaged citizenship in a global and diverse society*”, the University needs to articulate clearly, both internally and externally, an institutional commitment to global learning.

Consolidation Phase (1-3 years)

- Develop a definition of global learning consistent with the Mission Statement and the values of Washington and Lee;
- Incorporate an articulation of W&L's commitment to global learning into admissions materials, University publications and appropriate websites;
- Include information about international education in a wider variety of reporting forums including: Board of Trustees, President's Council, Department and Program Head meetings, Alumni programs, Parent's programs, Admissions recruitment;
- Develop a Catalogue statement that will reflect the University's commitment to global learning and establish guidelines regarding curricular and student life that can be followed in order to ensure its objectives.

Developmental Phase (2-5 years)

- Establish institutional objectives for global learning that may be applied to curricular and co-curricular life including specific learning outcomes and the means to measure them.

FACULTY DEVELOPMENT

One of the key elements identified early in the process as essential to the implementation of strategic initiatives was the support of the faculty. If the University is going to be successful in integrating global learning, it will be essential that the contribution come from a broad spectrum of faculty from across the disciplines. Faculty represent the constant in every area of increased internationalization from curricular planning and student advising, to professional development and institutional relationships. Currently, a portion of the faculty are committed to internationalization and routinely integrate it into their teaching and research. Yet the efforts of only a portion of faculty will not further our aims for a coherent, integrative program for global learning. Our planning process revealed that generally within the University no priority is given to faculty specifically engaged in internationalism through their research or teaching and there exist few incentives within our rewards system. It is also clear that with regard to student-faculty relationships including advising, career planning, or the value of study abroad, for example, there is an uneven mix of faculty prepared and sufficiently informed to assist students effectively.

The following recommendations are aimed at preparing better our faculty in every aspect of their responsibilities at Washington and Lee for adopting and communicating an international perspective to students within and outside the classroom and for providing the on-going conversation about the importance of global engagement for future leaders.

Recommendation #2

The University can increase its efforts to prepare, cultivate, and nurture the engagement of faculty in international learning.

Consolidation Phase (1-3 years)

- Actively encourage departments to include in their searches applicants with evidence of significant interest and/or experience in international issues and global learning;
- Organize an annual Faculty “Study Abroad Fair” early in the year as an appropriate follow-up for faculty who have been abroad at any time during the previous year as well as an introduction to new faculty to possibilities for integrating global learning strategies into professional development;
- Seek ways to give faculty with international experience and interests greater visibility within their departments and their respective schools. Some ways of achieving this might be through representation on websites, departmental presentations, Faculty Academy, departmental receptions, addresses to alumni, parents, prospective students;
- Give greater visibility to and make better use of visiting international scholars making them available to the wider community to discuss viewpoints related to issues with international content even if those issues are outside their disciplinary interest;

- Establish a formal faculty liaison program that would place an informed faculty member in each academic department or groups of departments to serve as an initial point of contact for students and faculty interested in global opportunities and to stimulate on-going discussion of international education issues within the department. The liaison service would be equivalent to a major committee appointment;
- Add a section on international learning initiatives to the annual Faculty Activities Report.

Developmental Phase (2-5 years)

- Establish concrete incentives and rewards for faculty engaged in international learning through their teaching, research, and/or professional development;
- Provide support for a Faculty Seminar program aimed to introduce faculty to the benefits of adopting global learning attitudes and strategies into the respective disciplines. The seminars might draw faculty from different disciplines, include extensive preparation (weekly meetings, common readings, etc.) as well as a visit abroad to culminate the seminar preparation. Specific follow-up strategies can be developed to ensure that what was learned is incorporated into teaching and campus activity;
- Dedicate a portion of Lenfest funds to faculty for curricular development and professional development in global learning.

Visionary phase (5 years and beyond)

- Provide funding for a Residence program abroad for faculty during the spring term.

Recommendation #3

The University can encourage a variety of measures to attract international scholars for short-, mid-, and long-term engagements at the University.

Consolidation Phase (1-3 years)

- Pursue the development of specific institutional relationships with international universities in order to provide additional opportunities for global learning for faculty and students. Aspects of such relationships might include: faculty exchange, a base for spring term courses abroad, research opportunities for students and faculty, short-term visits, etc;
- Designate a portion of funds available for visiting scholars, lecturers, and performers to visitors from abroad.

Developmental Phase (2-5 years)

- Cultivate actively undergraduate research opportunities abroad, ideally as a result of faculty collaboration with foreign colleagues.

CURRICULUM

Rather than isolate certain areas of the curriculum as “international”, the University can seek to be truly innovative in its approach to global learning by integrating the ways and means of acquiring its associated skills throughout the breadth of the curriculum including the foundation and general education requirements, disciplinary and program majors and minors, and multiple opportunities for study abroad accessible to all students. While certain sectors of the curriculum currently address internationalism within some disciplines, the objectives of global learning for all students cannot be realized without a significantly fuller integration. By building on the positive results of a better prepared faculty, both course-content and, equally important, the attitudes and methods employed to approach that content can assist students in acquiring the basic learning outcomes associated with global learning.

Study abroad experiences can be especially useful in preparing students for global citizenship but there remains much to be done in order that these experiences reach their full potential as academic instruments for internationalism. The recommendations for study abroad follow from a fairly simple but, if achieved, innovative set of concepts: 1) not all study abroad experiences offer the same potential for global learning; 2) certain kinds of study abroad experience are appropriate at certain moments during a four-year undergraduate career; 3) each study abroad experience is composed of a preparation, an applied, and a reflective stage and each of those stages should be formally addressed within the University’s curriculum; 4) study abroad should be accessible and available to all students and the University should make every effort to ensure that all students take advantage of the opportunities presented to them.

Recommendation #4

The Faculty can seek appropriate ways to integrate global learning into the undergraduate curriculum to ensure that all students develop the skills required for global citizenship.

Consolidation phase (1-3 years)

- Develop a set of institutional objectives for global learning that can be incorporated into proposed departmental and individual learning outcomes;
- Examine current general education and FDR requirements to determine if they appropriately encourage global learning and the skills required for global citizenship;
- Incorporate current technology beyond foreign languages to expand the campus globally and to bring the world onto our campus more effectively. Possibilities include curricular connections with classrooms abroad, on-going contact with our institutional partners

Developmental phase (2-5 years)

- Establish a seminar program over the first two years dedicated to global learning objectives and skills to count among the FDR requirement;
- Advise students in each discipline on the advantages of adopting global perspectives on the discipline.

Recommendation #5

The University shall provide opportunities for learning abroad consistent with the goals of the Mission and, to the extent possible, as an integral part of the Washington and Lee undergraduate experience.

Consolidation phase (1-3 years)

- Enhance the current Learning Outcomes for Study Abroad to include specific, measurable objectives and examples of how they might be achieved;
- Establish a formal faculty liaison program to work with the Center for International Education and the Office of Career Services as an additional contact for faculty and students regarding international opportunities for study, internships, research, and employment;
- Ensure that First-Year Student advisors are made aware of the global learning priority as stated in the Mission, that they have knowledge of study abroad and global learning opportunities appropriate for first-year students;
- Include a question about interest in study abroad and/or global learning on the Faculty Advisor preference sheet issued to first-year students;
- Encourage first-year students to pursue Spring Term Abroad courses and provide information about STA's and other opportunities abroad through a variety of means including faculty advising, the Study Abroad Fair, information sessions specific to first-year students;
- Review major requirements in each department to identify and remove potential obstacles to study abroad for majors;
- With the Center for International Education, encourage departments to cultivate the experience of students who have studied abroad;

- Require students who have studied abroad to demonstrate satisfaction of the Learning Outcomes for Study Abroad through papers, journals or presentations organized at the departmental or university level;
- Employ the experience of students who have studied abroad in the recruitment and preparation of students planning to go abroad.

Developmental phase (2-5 years)

- Develop first-year pre-orientation programs that introduce global learning skills;
- Expand summer research and internship opportunities abroad for qualified students;
- Establish specific institutional relationships with international universities and colleges that may include faculty and student exchange, Spring Term Abroad sites, research opportunities for students and faculty, short-term faculty exchanges, collaborative administrative efforts;
- Increase the amount of financial *grants* available to students for Spring Term Abroad course;
- Focus Spring Term Abroad courses on first- and second-year students as an introduction to experiential global learning;
- Create summer internship, study, and service opportunities abroad as specific complements to Spring Term Abroad courses;
- Define specific kinds of study abroad opportunities appropriate for each level of study during the four undergraduate years;
- Develop criteria for assigning a specific value to the study abroad experience within the curriculum.

Visionary phase (5 years and beyond)

- Alleviate the additional financial burden of Spring Term Abroad courses;
- Broaden international interdisciplinary opportunities aimed primarily at juniors and seniors as part of a coherent sequence of global learning opportunities.

ADMINISTRATION

The basic structures for the implementation of the priorities of international education are currently in place but can be strengthened and modified to better assist in the process of realizing the goals of internationalization of the campus. Better communication, a more clear definition and delegation of duties and responsibilities, a higher profile for the activities associated with international education, and a more central role for the Center for International Education can all serve to integrate internationalism into the W&L community.

While it will be necessary for each administrative unit to contribute more actively, the *resources* for international education at W&L clearly reach beyond faculty and students to include staff, alumni, parents, and friends. Each of these constituencies can be recruited into the efforts to make international education a visible part of a Washington and Lee education as the University develops its global learning strategies.

Recommendation #6

Through increased cooperation and communication with the CIE, all administrative units can participate more directly in internationalization efforts on and off campus. The Center for International Education should become a major resource in the evolution of internationalism on campus through increased visibility, wider engagement with all aspects of the University community, increased services, and as a first-stop clearing house for information about international services, activities, and opportunities at Washington and Lee.

Consolidation phase (1-3 years)

- Expand efforts to include staff and auxiliary services in the overall communication of international issues on campus;
- Increase contributions to publications and presentations to departments in order to broaden the base of informed constituents;
- Designate a person or office in the School of Law to serve as liaison to the CIE to ensure that all aspects of internationalism within the University are subject to a consistent pattern of attention;
- Through the Director, communicate directly to those administrative constituencies represented on the President's Council to ensure open communication and effective implementation of international strategies especially in the areas of Development, Alumni Relations, and Admissions;
- Improve the CIE website and develop strategies with Publications to increase internal and external traffic;

- Provide basic information regarding visas, insurance, and safety instructions to faculty planning to travel abroad for research or sabbatical leaves;
- With Human Resources, redefine current staff positions to reflect increased responsibilities owing to implementation of Strategic Plan;
- Develop orientation procedures and a university calendar for international travel to include faculty, staff and students for the purpose of facilitating alumni and/or admissions cultivation abroad;
- Assign fund-raising responsibilities for international education to a specific Development officer according to the current model for the Williams School, College, Law School, and Athletics;
- ***Developmental phase (2-5 years)***
- Establish an Advisory Board for International Education to include alumni, parents and friends of the University whose experience and interest can provide counsel and guidance to the Director of the CIE;
- Work with Admissions on materials specific to international education for recruitment of all students;
- Identify characteristics for leadership of the CIE beyond the consolidation phase of the Strategic Plan;
- Centralize information related to internationalism including policies and procedures, opportunities for travel and study, services available to faculty, students and staff, related events.

Visionary phase (5 years and beyond)

- Relocation of the Center for International Education to reflect the priority of internationalism as central to a W&L education.

STUDENTS

An essential factor for internationalization deals specifically with the relationship between W&L's international student population that currently composes approximately 6% of the overall student enrollment, and the rest of Washington and Lee. Our international students possess tremendous potential for providing a significant impact on academic and student life at W&L, yet our finding reveal that that potential is far from being realized. An important aspect of this relationship has to do with the experience and attitudes of our domestic students and our faculty, and has been addressed in the sections devoted to Curriculum and Faculty. This section primarily explores issues related to international students and their place within the overall

Washington and Lee community. While clearly aiming to benefit from W&L's academic strengths and the liberal arts experience, owing to background, educational priorities, economic status, and cultural differences, international students are often either not attracted to many of the principal aspects of mainstream student life at W&L or are discouraged by the narrow attitudes sometimes expressed by their student peers. While this proposal overall seeks to address the latter aspect through the integration of global learning skills into a Washington and Lee education, the University can be more intentional with regard to international students and their experience beginning with their recruitment and admission, and more attentive to exploiting the specific strengths that they bring to the classroom and to our campus. Finally, W&L must ensure the quality of the resources dedicated to cultivating the lives of international students on campus.

Recommendation #7

In order to strengthen the overall efforts at internationalization and help ensure a campus climate that favors diversity, Washington and Lee can increase its efforts to attract strong international students and provide campus resources appropriate to their interests.

Consolidation phase (1-3 years)

- Before implementing the strategic initiative to increase the number international students, examine closely issues such as student support, accommodation, campus integration and overall impact on classroom and campus life of our current international student population;
- Develop a clear strategy for the recruitment and admission of international students consistent with the University's commitment to international education;
- Include international students among those groups identified as admission priorities;
- Provide faculty advisors with information regarding international experience of entering students;
- Determine the function and purpose of international theme houses and ensure equity of resources and commitment with other residential and student life facilities.
- Review club and activity funding related to international education and ensure that it is supporting the priorities of the University mission statement.

Developmental phase (2 to5 years)

- Significantly increase the amount of financial aid designated for international students.

APPENDIX A

Planning Calendar

July 2009	Submit planning proposal to Provost for approval
September – December 2009	Presentation of planning proposal to faculty, staff, and students
	Appointment of Steering Committee members
	Appointment of Task Groups
	Preparation of Task Group guides
January – March 2010	Task Groups meet and file Suggestions
April – May 2010	Steering Committee develops recommendations and 3-phase implementation plan
	Focus groups
June 2010	Elaboration of final proposal
	Submit proposal to Provost

APPENDIX B

Proposal for Strategic Planning for International Education at Washington and Lee August 2009

Washington and Lee University provides a liberal arts education that develops students' capacity to think freely, critically, and humanely and to conduct themselves with honor, integrity and civility. Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

Executive Summary

Washington and Lee University's Mission Statement lays out a bold vision for a liberal arts education in which global learning and engagement are central to the development of the W&L student. Washington and Lee recognized and rearticulated this obligation in its most recent Strategic Plan, produced in 2007.¹ The plan elaborated a vision of a fully integrated, globalized curriculum that would:

- Attract permanent and visiting international scholars.
- Increase international student population.
- Introduce more courses related to globalization.
- Provide resources for faculty development in global issues.
- Establish additional exchange programs with international institutions.
- Increase international internship opportunities for students.
- Facilitate cross-cultural experience for each student.
- Strengthen the International Studies program.

As the University moves to implement the targets and initiatives contained in the Strategic Plan, the Provost charged the Center for International Education (CIE) in 2008 to undertake a broad and far-reaching strategic planning process for an international education program that will help enable the University to fulfill its responsibilities to its students (and the wider campus community) in the 21st century. This proposal is our initial response to that charge, and is intended to set the stage for strategic planning in the year ahead.

Over the past year, staff members at the Center for International Education (CIE) have worked together to produce a portrait of W&L's current efforts toward preparing our students for the responsibilities of global citizenship. The effort has been both rewarding and revealing: rewarding in the sense that much of what we already do in the area of international education is comparable to the best efforts of what the American Council on Education designates as "high

¹ A Liberal Arts Education for the 21st Century: Strategic Plan, Washington and Lee University, May 2007, p. 10.

activity” institutions²; revealing in the sense that there remains much to do in order to build upon that foundation for the future. Our current strengths in international education are impressive in terms of the customary factors that measure strengths: percentage of students who study abroad; our capacity to attract and retain outstanding international students; curricular areas that address international issues; resources available to faculty for professional development in an international arena; and the number of committed and qualified staff dedicated to overseeing our efforts in international education.

In recent years and in keeping with developments in internationalism throughout higher education, these various pieces have emerged primarily as the result of individual faculty or administrative initiative. What is now required is a plan for international education that will result in a *coherent* and *comprehensive* program that is integrated into the very fabric of a Washington and Lee education. Rather than adorning a Washington and Lee experience, global learning would become central to that education and would be present in every aspect of our efforts – academic and co-curricular - to educate our students “for engaged citizenship in a global and diverse society.”³

To these ends, we at CIE propose to undertake an assessment and visioning project that would take place over the course of the 2009-2010 academic year. This strategic planning initiative will consider what we have learned about the current state of international education at W&L but will be focused on envisioning a comprehensive program for global learning and engagement for future generations of W&L students.

This project, described in greater detail in the following sections, would be designed to:

- 1) solicit the participation of a broad range of potential stakeholders among faculty, students, staff and alumni in the planning process;
- 2) identify current strengths and weaknesses in international education efforts on campus and at appropriate peer institutions;
- 3) identify opportunities for sustainable and achievable change; and
- 4) recommend strategies to be implemented in short-, middle-, and long-term time frames to give all Washington and Lee students access to an integrated program of global learning.

Ultimately, by engaging in this broad, far-reaching assessment and analysis of the future of international education at W&L, we at CIE believe that specific mechanisms for change would be established which would ensure that W&L not only can meet its stated objectives for global learning but can assume a leadership role in the area of international education among liberal arts and sciences colleges.

² “Measuring Internationalization at Liberal Arts Colleges”, American Council on Education, Center for Institutional and International Initiatives, June 2005, p. 8. ACE created an internationalization “index” based on six measurable factors: a) articulated commitment; b) academic offerings; c) organizational infrastructure; d) external funding; e) institutional investment in faculty, and; f) international students and student programs. According to the results of their survey of 187 liberal arts institutions, W&L would be ranked in this category.

³ W&L Mission Statement.

Project Plan

The goal of this strategic planning process is to provide W&L with a plan for an innovative, coherent, and comprehensive program in international education that integrates global learning and engagement into every level of the W&L education, from recruitment to curriculum, student life, and development/advancement and will place the University as a recognized leader in the field among other liberal arts institutions. Undertaken over the course of the 2009-2010 academic year, this project will ultimately result in a report delivered to the Provost in May 2010 that will assess current international education practices and initiatives as well as provide recommendations for achieving the University's goals with respect to global learning. Based on a broad and thorough engagement with key stakeholders through the University (including, students, faculty, staff, and administration), these recommendations will ultimately be divided into three categories:

- 1) **Short-Term Recommendations:** These are recommendations whose implementation might take place during the next one to three years and would include basically doing better what we already do. They would require no new resources although might allow for a re-allocation of current resources. Examples of short term recommendations might include new ways to communicate about international education, improvements in the way we integrate W&L international students into life on campus, the identification of potential corporate, foundation, or alumni donors to subsequent efforts in international education, etc.
- 2) **Mid-Term Recommendations:** These recommendations would be implemented during the next two to four years and help to build upon our current foundation in areas such as curricular development for international education, professional development opportunities for faculty and staff, institutional partnerships, expanded study abroad opportunities for students, etc. Some new resources might be required in order to ensure progress toward mid-term recommendations.
- 3) **Long-Term Recommendations:** These recommendations will represent the results of the boldest and most ambitious thinking that we do about how to internationalize W&L. They will reflect where we want to be as an institution six to ten years hence and their implementation will ensure that global learning will become woven into the fabric of a Washington and Lee education in ways that will clearly identify our commitment and establish our leadership. These objectives will rest upon the strength of what we build over the next five years, and may include areas like the faculty reward system, new facilities, additional degree programs, innovative new study abroad opportunities, etc.

In order to succeed in this enterprise, it is important that the project be carried out by engaging and drawing upon the experience, talent, and expertise of a broad range of stakeholders from our campus community so that as many ideas from as many possible sources can be gathered and submitted for consideration. Therefore, we propose that the project be overseen by a Steering Committee composed of faculty, students, and staff as well as ex-officio members from the administration. The Steering Committee would consist of approximately ten individuals and would be headed by the Interim Director of the Center for International Education. The

Committee will be charged with communicating with the Administration, relevant stakeholders, and CIE staff as well as drafting the final report.

During our year of observation several major questions have emerged that help to define the planning process that we propose. These are some of the “big questions” that form the background for the specific issues that we will ask our Steering Committee to address:

- How shall our efforts to internationalize our campus be best represented in our curriculum?
- What kinds of international educational experiences should our students undertake and at what stages of their academic careers?
- How do we prepare students for those experiences, how does our community stand to benefit from them when students return, and what measures do we take to provide that kind of “whole” experience abroad?
- How can we best prepare our faculty and staff for an internationalized campus and how shall we sustain their development?
- How do we communicate openly and effectively among our various constituencies about the everyday issues involved in international education?
- How do we ensure that our international students are making the fullest possible contribution to an internationalized Washington and Lee campus?
- How do we stage our development in internationalism realistically to insure reasonable progress towards our goals and objectives?

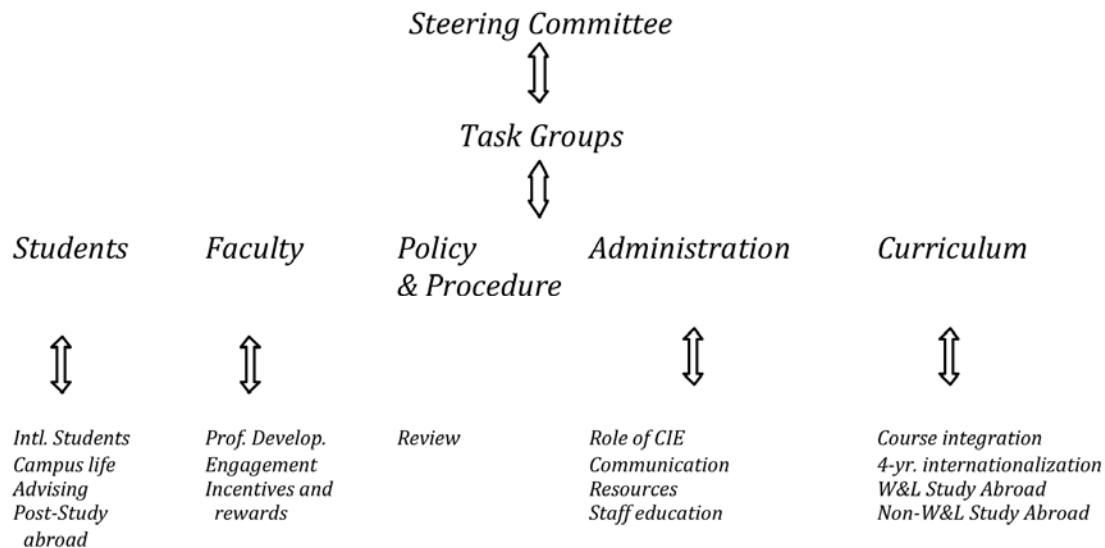
The outline of the planning process that follows attempts to satisfy important considerations based on our review of the current state of internationalization and global engagement on campus and CIE operations, undertaken over the past year. It is meant to include a broad range of representative stakeholders from our campus community. At the same time, it aims to be specific in its objectives and tasks in order that a clear and comprehensive set of recommendations can emerge.

Project Resource Allocation and Structure

As discussed in the Project Plan section of this proposal, a Steering Committee composed of approximately ten individuals will have primary responsibility for undertaking the strategic planning process. The Steering Committee will draft all reports and serve as the primary point of communication between project participants and the larger campus community.

At the beginning of the academic year, the Steering Committee will divide tasks to form five Task Groups, covering the following areas: Students, Faculty, Policy and Procedure, Administration, and Curriculum. Members of the Steering Committee will form the core of each Category group and will solicit representatives from faculty, staff, students, and perhaps other interested parties among W&L constituencies to help examine each subgroup. Recommendations will be made in each major Category and, before being made final, will be submitted for response to campus Focus Groups. The Steering Committee will provide on-going communication through the Faculty Academy, a dedicated website and wiki.

The Committee will divide the various tasks as outlined in the structure below and seek additional assistance from faculty, students, and staff to perform the work of the Task Groups. CIE staff and members of the International Education Committee will serve as liaisons to each of the task group areas. Liaisons will help the Task Groups with questions regarding current procedures and policies and in gathering additional information regarding specific task issues.



Project Tasks and Activities

The following section contains a high-level outline of project tasks and activities. The project is divided into four phases and is designed to be carried out during the Fall and Winter terms 2009-2010 with the goal of delivering a final report to the Provost

Phase I: Project Kickoff

Phase I is dedicated to organization and preparation and is expected to take place over the course of 2-3 weeks at the beginning of the academic year. Such planning will include dividing tasks among Steering Committee members; the formation of the five tasks groups (described in the section above), as well as agreement on the final project schedule (including coordination of project milestones, information gathering, and the scheduling of meetings with key stakeholders). Some Phase I tasks will likely overlap with those proposed for Phase II.

Phase I: Project Kickoff	
1.	Steering Committee Formed in Consultation with Administrative Stakeholders.
2.	Steering Committee Meets with CIE Task Group Liaisons to Articulate Priorities for International Education.
3.	Steering Committee Meets with Administrative Stakeholders to

	Discuss and Agree Upon International Education Priorities.
4.	Members of Steering Committee Divide Tasks
5.	Project Kickoff Meetings Held for Administrators,, Staff, and Faculty
6.	Task Groups are Formed.
7.	Task Groups Schedule Meetings with Appropriate Stakeholders for Phase II Activities.

Phase II: Information Gathering and Current State Analysis

During Phase II the Steering Committee will collect data and reports, such as CIE annual reports, addressing the current state of W&L's internationalization initiatives and CIE operations. The Steering Committee will also be provided with comparative data from peer institutions recognized as leaders in international education. This will allow the Committee to formulate final charges for each of the Task Groups within the guidelines for objectives and goals as worked out in collaboration with the Provost. Task Groups will meet with appropriate stakeholders (including faculty, staff, administrators, and students) to discuss current international education operations and initiatives and elaborate upon information contained in documents delivered to the Steering Committee. At the conclusion of the current state assessment period, the five task groups will report back to the Steering Committee and the Committee will draft a Current State Analysis Report for submission to the Provost.

Phase II: Information Gathering and Current State Analysis	
1.	Steering Committee Collects Data Pertaining to International Education and Disseminates to Relevant Task Groups for Review.
2.	Task Groups Meet with CIE staff.
3.	Task Groups Meet with Appropriate Administrators, Staff, Faculty as Determined in Phase I.
4.	Task Groups Report to Steering Committee.
5.	Steering Committee Drafts International Education Current State Analysis Report.
6.	Current State Analysis Submitted to the Provost for Review and Feedback.

Phase III: International Education Strategic Planning

During Phase III the Task Groups and Steering Committee will begin to elaborate specific recommendations for the future of international education at W&L and submit them to representative focus groups for additional feedback and suggestions.

Phase III: International Education Strategic Planning	
1.	In Consultation with the Deans and the Provost and in light of Current State Analysis Report, Steering Committee re-evaluates international education priorities.
2.	Steering Committee outlines recommendations for coherent, university-wide international education strategy.
3.	Focus Groups test draft recommendations and provide feedback.
4.	Steering Committee analyzes Focus Group results.

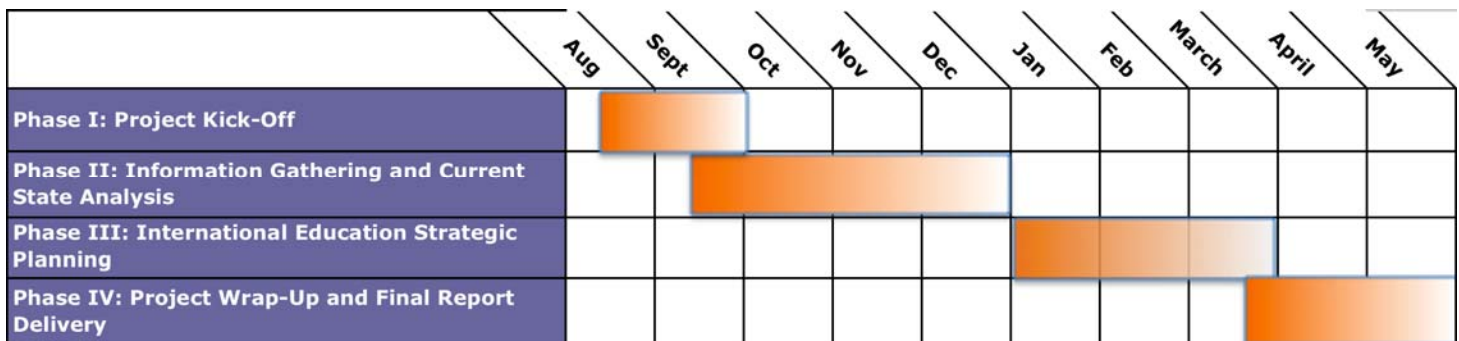
Phase IV: Project Wrap-up and Final Report Delivery

In Phase IV, the Steering Committee will wrap up its assessment and planning activities. Based on the focus group testing completed in Phase III, the Committee will rework, as necessary, international education recommendations. The Committee will then draft a final which report, to be delivered to the Provost by May 2010, which will include a final draft of the current state analysis report delivered initially as part of Phase II activities as well as short-, mid-, and long-term recommendations for achieving a coherent, fully integrated international education strategy. Depending on the wishes of administrative reviewers, this final report may be presented to the Board of Trustees as well as the University Faculty.

Phase IV: Project Wrap-Up and Final Report Delivery	
1.	Steering Committee drafts final recommendations and written report.
2.	Final report presented to the Provost for further action and dissemination.

Project Timeline

The Strategic Planning project proposed herein is designed to take place over a ten month timeframe, beginning in September 2009 and ending by Spring Term 2010. The figure below maps out the project phases outlined in the above section within an illustrative timeline, providing a high-level gauge for how long specific phases and tasks will take.



APPENDIX C

Working Group Memberships

Steering Committee – Liaison: Larry Boetsch

Greg Dresden – Faculty
Susan Franck – Faculty (Law)
John Lambeth – Faculty
Stephanie Mauro Mendez – Student
Jeff Overholtzer – Staff
Holly Pickett – Faculty
Hillary Strasser – Student
Victoria Taylor - Student

Task Groups

Administration - Liaison: Larry Boetsch

Jessica Carter – Staff
Jim Kaster – Staff
Tom Lovell – Staff
Matthew O’Sullivan – Student
Erica Riesback – Staff
Erich Uffelman – Faculty

Curriculum - Liaisons: Larry Boetsch, Kip Brooks, Latha Dawson

Dick Kuettner - Staff
Ellen Mayock - Faculty
Beth Mechlin - Faculty
Van Nguyen - Student
Bethany Reynolds – Student

Faculty – Liaison: Larry Boetsch

Rich Bidlack - Faculty
Marcia France - Faculty
Krzysztof Jasiewicz - Faculty
Andrea LePage - Faculty
Pam Luecke - Faculty

Policy and Procedures

Gaby Albuja - Student
Neils-Hugo Blunch -Faculty
Marc Conner -Faculty
Tyler Dickovick -Faculty
Mohamed Kamara -Faculty
Harvey Markowitz –Faculty
Amanda Micossi -Student
Ayse Zarakol (Faculty)

Ad hoc members: Larry Boetsch
Kip Brooks
Scott Dittman
Janet Ikeda
Amy Richwine
Rob Straughan

** This Task group is composed of the current International Education Committee*

Students – Liaisons: Larry Boetsch, Kip Brooks, Amy Richwine

Matthew Bailey -Faculty
Neil Cunningham -Staff
Silvia Degelmann – Student/Staff
Fran Elrod -Staff
Sarah Horowitz -Faculty
Nay Lin -Student
Jason Rodocker -Staff
Kary Smout –Faculty

Additional Assistance

Bradley Reichek

APPENDIX D

Task Group Guides

ADMINISTRATION

Membership *Jessica Carter (staff) , Jim Kaster (staff), Tom Lovell(staff), Matthew O’Sullivan (student), Erica Riesback (staff), Erich Uffelmann (faculty)*

Liaison *Larry Boetsch*

Resources *Office of the Provost, Office of Financial of Administrative Operations, Office of Student Affairs, Office of University Advancement , CIE*

Mission: The central aim of the strategic planning process is to assist the University in the implementation of its mission to ensure that its students are prepared for “engaged citizenship in a global and diverse society”.

The objective of Globalized Learning is to equip students with a range of traditional and non-traditional educational experiences that cultivate their unique capacities in multiple contexts – whether local, regional, national, international or transnational – in order to engage effectively with others, irrespective of where they are situated globally.

How does the *Administration* contribute to those objectives and what steps might ensure their future development?

Strategic issues: Increase international student population
Provide resources for faculty development in global issues

Related Questions: How can we best prepare our faculty and staff for an internationalized campus and how shall we sustain their development?
How do we communicate openly and effectively among our various constituencies about the everyday issues involved in international education?
How do we stage our development in internationalism realistically to insure reasonable progress towards our goals and objectives?

Examination Points:

Admissions and financial aid

What should be the goal in terms of increasing the international student population and what might be its objectives?

What new strategies, if any, should Admissions employ in the recruitment and admission of international students?

How should financial aid be allocated to international students?

What role, if any, should other campus constituencies have in the recruitment and admission of international students?

Should we seek any adjustment in our policy to allow financial aid to travel for students studying abroad for a term or for a year?

Funding

What should be the strategy for funding global learning initiatives and what priority should it have within the context of overall funding strategies?

What kinds of resources might be necessary for faculty development efforts in global learning?

What role, if any, can students and faculty play in fund raising efforts?

What role, if any, should the CIE have in fund-raising efforts?

What might be the funding priorities within an overall fund-raising strategy for international education?

External Communication

How should the campus community communicate effectively with University Development with regard to global learning activities?

How might the administration communicate effectively global learning initiatives to alumni and others outside the Lexington community?

Should the Alumni Office develop specific strategies for the cultivation of international alumni or alumni living abroad?

How should global learning activities and opportunities be communicated to potential students?

In what ways, if any, should Special Programs, especially Alumni College and Alumni Travel programs with international themes, be related to overall global learning initiatives?

What relationship, if any, should Special Programs have with the Center for International Education ?

What role can alumni play in an internationalization plan and how might the Alumni Office serve such an effort?

How might W&L become better identified as a university with a commitment to global learning?

Internal Communications

What means are available for internal communication about international education and how might they be better employed?

How might the following offices contribute to campus internationalization:

- Human Resources
- Career Services
- General Counsel
- Auxiliary Services
- Business Office
- News Office
- Information Technology
- Office of the Registrar
- Facilities Management

Resources - CIE

How, if at all, should the functions of the Center for International Education be altered?

What should be the organizational structure for the CIE?

How, if at all, should the staffing requirements for the CIE evolve?

How should the CIE relate to other administrative sectors on campus?

CURRICULUM

Membership *Dick Kuettner (Staff), Ellen Mayock (Faculty), Beth Mechlin (Faculty) Van Nguyen (Student), Bethany Reynolds (Student)*

Liaisons *Larry Boetsch, Kip Brooks, Latha Dawson*

Resources *University Registrar, Offices of Dean of the College, Dean of the Williams School, Dean of the School of Law, Office of the Provost, Committee on Courses and Degrees*

Mission: The central aim of the strategic planning process is to assist the University in the implementation of its mission to ensure that its students are prepared for “engaged citizenship in a global and diverse society”.

The objective of Globalized Learning is to equip students with a range of traditional and non-traditional educational experiences that cultivate their unique capacities in multiple contexts – whether local, regional, national, international or transnational – in order to engage effectively with others, irrespective of where they are situated globally.

How does the *Curriculum* contribute to those objectives and what steps might ensure their future development?

Strategic issues: Introduce more courses related to globalization
Establish additional exchange programs with international institutions
Facilitate cross-cultural experience for each student
Increase international internship opportunities for students

Related Questions: How shall our efforts to internationalize our campus be represented in our curriculum?
What kinds of international educational experiences should our students undergo and at what stages of their academic careers?
How do we prepare students for those experiences, how does our community stand to benefit from them when students return, and what measures do we take to provide that kind of “whole” experience abroad?

Examination Points:

General curriculum

Are more courses related to globalization necessary to the curriculum?

If so, what incentives might be provided to introduce more courses related to globalization into the curriculum?

At what level might these courses be introduced?

Given the essentially interdisciplinary nature of global learning objectives, in what ways might global learning be cultivated across the curriculum?

How should the current Learning Outcomes for Study Abroad relate to the overall goals for liberal arts learning outcomes?

Study abroad

How might study abroad experience relate to general education, FDR or major/minor requirements?

Should the University develop its own study abroad courses in addition to the Spring Term Abroad courses? If so, how might they be organized? Might these include summer study abroad?

Are certain forms of study abroad experiences more or less appropriate at particular stages of a student's undergraduate career? (e.g. internship, short-term study, long-term study, summer study, summer research, etc.)

Should the University increase international internship opportunities for students?

Should study abroad be integrated into departmental goals and objectives for majors and minors?

How can a study abroad experience become part of a coherent four-year plan of study and what priority should study abroad have within the degree program for a W&L student?

What value, if any, should be given to a study abroad experience as opposed to any other kind of academic experience?

What should be the learning outcomes for study abroad and how might they be measured?

Institutional relationships

What should be the goals and objectives of relationships with institutions abroad?

Should the University limit its institutional relationships? What criteria might determine the establishment of an institutional relationship?

By what means, if any, can institutional relationships complement the W&L curriculum (e.g. joint degree programs, pedagogy and technology, greater administrative transparency for course approvals, credit transfer, etc.)

FACULTY

Membership *Richard Bidlack (faculty), Krzysztof Jasiewicz (faculty), Marcia France (faculty), Andrea LePage (faculty), Pam Luecke (faculty)*

Liaison *Larry Boetsch*

Resources *Offices of the Dean of the College, Dean of the Williams School, Dean of the School of Law, Office of the Provost*

Mission: The central aim of the strategic planning process is to assist the University in the implementation of its mission to ensure that its students are prepared for “engaged citizenship in a global and diverse society”.

The objective of Globalized Learning is to equip students with a range of traditional and non-traditional educational experiences that cultivate their unique capacities in multiple contexts – whether local, regional, national, international or transnational – in order to engage effectively with others, irrespective of where they are situated globally.

How does the *Faculty* contribute to those objectives and what steps might ensure their future development?

Strategic issues: Attract permanent and visiting international scholars
Provide resources for faculty development in global issues

Related Questions: How can we best prepare our faculty and staff for an internationalized campus and how shall we sustain their development?
How do we communicate openly and effectively among our various constituencies about the everyday issues involved in international education?

Examination Points

Professional Development

How might faculty be made aware of international opportunities in their own disciplines?

How can faculty learn more about the potential benefits of global learning for students in their disciplines?

How might faculty benefit, if at all, from increased contact with international colleagues?

What resources should the University make available to faculty for the purpose of professional development in global learning?

What kinds of development opportunities might be made available to faculty?

How, if at all, should the University recognize international work within its faculty reward system?

How might faculty benefit from institutional relationships with colleges and universities abroad?

What tools or resources might be made available to faculty who engage in their disciplines internationally? What role, if any, might the CIE play in their implementation?

Faculty building

What weight, if any, should international experience or specific interest in global learning have in faculty hiring decisions?

What role do visiting international scholars play on our campus currently and what is their potential role?

Faculty and students

How might faculty increase the overall awareness of global learning on our campus?

How might faculty be more engaged in the overall study abroad experience for students?

What can faculty do to reinforce study abroad experience among students?

What role should faculty advising play in increasing global learning among students on our campus?

What kind of relationship should exist between faculty and the CIE to further promote the objectives of global learning especially with regard to study and experiential learning abroad?

POLICY AND PROCEDURES

Membership *IEC*

Liaisons *Kip Brooks, Latha Dawson*

Strategic issues: Facilitate cross-cultural experience for each student
Establish additional exchange programs with international institutions

Related Questions: How do we communicate openly and effectively among our various constituencies about issues involved international education?
How do we stage our development in internationalism realistically to insure reasonable progress towards our goals and objectives?

Examination Points:

Policies and procedures

Which current policies and procedures, if any, might be modified to help facilitate study/work abroad for students?

What additional policies related to international education might be necessary?

What criteria should define an “approved” program for study or work abroad?

What limits, if any, should the University place on summer study abroad?

What policies and procedures should govern non-curricular initiatives abroad for club activities (music groups, Outing Club, athletics, etc.).

What changes, if any, should there be in the charge of the IEC?

Should W&L seek to expand its formal institutional relationships? If so, how might additional institutional relationships be established and by what criteria?

To what extent should W&L conform to “best practices” as defined by professional organizations like the Forum on International Education or the Institute for International Education? How should best practices be implemented?

STUDENTS

Membership: *Matthew Bailey (faculty), Neil Cunningham (staff), Fran Elrod (staff), Sarah Horowitz (faculty), Nay Lin (student), Silvia Degelmann, Jason Rodocker (staff), Kary Smout (faculty)*

Liaisons *Amy Richwine, Kip Brooks , Larry Boetsch*

Resources *Office of Student Affairs, CIE*

Mission: The central aim of the strategic planning process is to assist the University in the implementation of its mission to ensure that its students are prepared for “engaged citizenship in a global and diverse society”.

The objective of Globalized Learning is to equip students with a range of traditional and non-traditional educational experiences that cultivate their unique capacities in multiple contexts – whether local, regional, national, international or transnational – in order to engage effectively with others, irrespective of where they are situated globally.

By what means do we currently prepare students to meet the objectives of our Mission and what steps might be necessary to guarantee those objectives?

Strategic issues: Increase international student population
Facilitate cross-cultural experience for each student

Related questions:

How can we best prepare students for international experiences and how might our community stand to benefit from them when students return?

How do we ensure that our international students are making the fullest possible contribution to an internationalized Washington and Lee?

Examination Points

Advising

How might academic and non-academic advising incorporate information about global learning?

How can advising about global learning opportunities on- and off- campus be made more comprehensive and coherent?

How might advisors be prepared and educated for helping students with global learning opportunities?

How might the message about the importance of global learning be made more consistent and pervasive?

Campus life

What kinds of co-curricular activities complement global learning objectives?

How do students who have studied abroad for a term or a year re-integrate into the campus community and how does the campus respond to their return?

What is the impact of international students and faculty within the overall student community?

What impact, if any, does the International House have on campus residential life?

What should be the purpose of the International House? How might it be organized? What considerations should be given to it as a residential facility? How can it best sustain its support?

Are there obstacles to study abroad within the culture of student life at W&L?

What, if any, is the global dimension of student life activities at W&L? What should it be?

In what ways, if any, should our campus reflect a commitment to international education?

What kinds of non-academic activities might encourage and recognize a commitment to internationalism?

What community activities might contribute to the overall internationalization of the campus?

How might campus organizations be encouraged to integrate a more international point of view into their activities?

Study abroad

What kinds of study abroad experiences should be available to our students?

What value should the University place on a study abroad experience and how might that value be recognized?

What priority should study abroad have within the overall academic experience?

What should be the faculty role in advising students about study abroad?

What should be the goals and objectives of study abroad for our students?

What part should study abroad have in the overall four-year curriculum of a W&L student?

Post Study Abroad

In what ways might the University assist students who return from study abroad to sustain their experience on campus?

How might student experience abroad be channeled more effectively on campus inside and outside the classroom?

What role might alumni who have studied abroad play in the overall internationalization of the campus?

How might Career Services develop strategies aimed at students who wish to use their study abroad experience as a potential career asset?

International Students

What should be the university's strategy for recruitment and admission of international students?

Who should determine the goals and objectives of that strategy and by what procedure?

What should be the financial aid strategy for international students?

What, if any, should be the relationship between the demographic patterns of our international students and the places where W&L students choose to study abroad?

What role, if any, should faculty, students, and alumni play in the recruitment and admission of international students?

How should international students be introduced to and prepared for life at Washington and Lee?

What activities might best attract international students to W&L and in which are they most likely to participate?

What attitudes toward international students prevail among the rest of the student population and are those attitudes consistent with the overall institutional values?

How, if at all, can faculty take advantage of the presence of international students on campus?

How can international students be prepared for new and peculiar cultural aspects of life at Washington and Lee like the Honor System and Greek life?

How might international students experience these aspects of W&L?

What measures can ensure a smooth adaptation to student and community life in the United States?

In what ways, if any, should international students be recognized on campus?

How can the experience that international students bring serve the objectives of academic and student life at Washington and Lee?

Are there groups, clubs or activities that best suit the interests and talents of international students?

