

A Multi-year Phased Strategy for the Internationalization of Harper College

When William Rainey Harper helped launch the community college movement in the early 1900s, he couldn't have dreamed of the difficult and complex challenges higher education faces today. But like our namesake, we believe in thinking boldly, challenging the status quo and advancing new and innovative solutions to help students achieve success in a fast-changing and ever-changing world ("Building the 21st Century Community College," *Harper College Strategic Plan: 2010-2015*, 3).

Research has shown that for an educational institution to be great in the 21st century, it needs to have global reach and distinction in international offerings (Dwyer 2004; Childress 2010; Hudzik 2011). According to a 2007 national poll by NAFSA, over 90 percent of Americans believe it is important to prepare future generations for a global society ("An International Education Policy"). In 2008-2009, the Institute of International Education and the Dilenschneider Group conducted a survey of over 200 senior-level U.S. and international business leaders to gauge their perceptions of international education, including the potential skills and experience gained through study abroad ("The Value of International Education to U.S. Business and Industry Leaders"). Sixty percent of the respondents reported that the hiring and promotion strategies of their companies incorporate the importance of intercultural knowledge and a study abroad experience (2). Moreover, many respondents indicated that the fundamental value of international education lies in the opportunity it provides for students to develop intercultural and language skills. In a sobering report published last year, the Committee for Economic Development documented the myriad ways in which the U.S. educational system fails to produce graduates with the knowledge and skills required for a global workforce (Farkas, 2011). Ultimately, U.S. competitiveness is at stake and in order for the U.S. to remain competitive in the global marketplace, American colleges and universities need to internationalize.

The internationalization of an educational institution begins with a shared vision of the future of the institution and all of its constituents (administration, faculty, staff, students, and community) as a global resource in its regional context. Such a global vision should be reflected in broader institutional mission priorities and strategic planning. It also involves the integration and coordination of institutional initiatives to encourage global opportunities across and among organizational units.

In the spirit of the quote from Harper College's *Strategic Plan*, International Studies and Programs (ISP) has been engaged in a vigorous process of self-analysis and review with the aim of positioning Harper College as a premier regional purveyor of international education opportunities. With the support of the Provost and other institutional leaders, ISP commissioned a three-person team of International Education experts to conduct a comprehensive review of the present state of our internationalization efforts. The attached report, *Status of Internationalization at Harper College*, contains their observations and recommendations (see Appendix C). This document, "A Multi-year Phased Strategy for the Internationalization of Harper College," represents a synthesis of the recommendations of the internationalization report and those of International Committee and its Faculty Liaisons, and proposes a multi-year strategy for achieving the comprehensive internationalization of Harper College.

Year One: 2012-2013

Goal: Foster a campus culture and environment conducive to comprehensive internationalization by seeking buy-in from a variety of campus stakeholders.

General initiatives:

- Administer Internationalization survey/questionnaire to all faculty and staff to gauge levels of interest and background qualifications in international education.
- Host a Marketing and Recruitment international intern through AIESEC to establish and launch an on-going marketing and recruitment campaign to expand involvement with international education for faculty and students.
- Develop plan to expose all new degree seeking students to international education options and benefits (working in conjunction with the strategic plan initiatives and the new student success seminar).
- Collaborate with Center for Multicultural Learning on intercultural programs.
- Compile list of Global Learning Outcomes with aim of identifying Harper courses whose core content include global objectives and meet the Global Learning Outcomes.
- Initiate partnership with local community colleges to seek funding through US Department of Education Title VI grant.
- Seek a dedicated physical space on campus for international education activities, including workshops, presentations, and coordinator activities.
- Research the Mission Statements and Strategic Plans of a variety of other educational institutions with aim of creating working definitions for consideration in next iteration of the Harper College Strategic Plan.
- Propose fundraising initiative(s) for International Education Scholarships.
- Monitor progress of the International Perspectives Distinction through full implementation in 2013.
- Complete and submit an application to host a Fulbright Scholar-In-Residence for the academic year 2013-14.
- Conduct annual evaluation of Year One progress and determine refinements as needed for Year Two Goals. Evaluation and recommendation reports due by June 30, 2013.

Faculty Development:

- Conduct a series of Campus Conversations on a variety of subjects, including Faculty Engagement in International Education, Merit Recognition for International Education activity, Curricular Adaptation and Infusion, Goals and Metrics for Global Outcomes, Funding for International Education opportunities.

- Increase number of “Infuse This! International Curriculum Infusion Workshops” for faculty with goal of increasing the number of faculty who apply for international education grants, such as Fulbright-Hays.
- Collaborate with Center for Innovative Instruction and Teaching and Learning Center to facilitate on-going discussions and faculty development workshops.
- Consult with appropriate campus constituencies on tying demonstrable internationalization efforts to promotion and tenure decisions.
- Investigate a Comprehensive Internationalization module into New Faculty Course.
- Establish a joint professional development opportunity for Harper faculty, staff, and local high schools focused on International Education.

Study Abroad:

- Formalize the position of Study Abroad Coordinator with responsibility for counseling students, advising faculty on study abroad opportunities, devising and implementing protocols for faculty-led study abroad courses, and representing the college in the Illinois Consortium of International Studies Programs (ICISP).
- Increase number of faculty-led study abroad opportunities from three to five (5) programs in Year One.
- Continue to increase the number of students participating in study abroad programs from 44 to 75 in Year One.
- Seek funding for Scholarships for economically disadvantaged students to study abroad.
- Establish a database of Harper College Study Abroad alumni.

Year Two: 2013-2014

Goal: Implement opportunities for curriculum infusion, faculty/staff development, and for student participation in study abroad.

General Initiatives:

- Develop a multi-year strategic action plan to recruit and retain high-quality International Students, better integrating them into the campus learning environments.
- Explore opportunities for International Students to engage in work-study programs on campus.
- Consult appropriate stakeholders with working Mission Statements and Strategic Goals for consideration in next iteration of the Harper College Strategic Plan.
- Focus campus programming around annual themes and geographic areas.

- Establish social, civic, and business partnerships both in the local community and internationally for the purpose of internships, scholarships, exchanges, and faculty and staff professional development opportunities.
- Institutionalize a mechanism to assist faculty with course internationalization, with particular focus on Math, Sciences, and Business Administration.
- Based upon evaluation of AIESEC internship from Year One, formalize an annual international internship to assist with International Studies and Programs.
- Host Fulbright Scholar-in-Residence.
- Implement fundraising initiative(s) for International Education Scholarships.
- Initiate an International Lecture Series.
- Conduct annual evaluation of Year Two progress and determine refinements as needed for Year Three Goals. Evaluation and recommendation reports due by June 30, 2014.

Faculty development:

- Identify and track (ie, “map”) all Harper courses for Global Learning Outcomes.
- Introduce a Comprehensive Internationalization module into New Faculty Course.
- Formalize incentives for internationalization efforts, such as a “portfolio method” for evaluating internationalization goals by collecting/documenting work and related material that charts the course of faculty development in international education.
- Conduct a yearly assessment of the development of internationalized curriculum materials and Faculty Development activities in International Education.
- Recommend preferred qualifications for hiring of new faculty and staff that have international backgrounds and experience, and create opportunities to share their knowledge and expertise with other faculty.
- Fund Teaching & Learning grants for internationalization of curriculum.
- Establish a “Teaching and Learning Day” to showcase International Education efforts by Faculty.
- Identify mentors with international experience for New Faculty members.

Study Abroad:

- Create a “Second-Year International Experience” (SYE Abroad): during winter intersession of student’s second year (January) students will have the opportunity to participate in a study abroad cohort in one of three programs (England; France/Spain; Italy/Greece). The program will offer students the opportunity to earn Gen Ed curriculum credit in a variety of disciplines, including art, history, English, sciences, theater, world languages, and philosophy. Students will travel with Harper faculty and staff to their

chosen destination and, in addition to taking a course, also engage in the local community through community service.

- Launch a standardized orientation for faculty interested in creating study abroad opportunities, covering institutional procedures regarding risk and liability issues, insurance coverage, student and faculty codes of conduct, and best practices in managing programs.
- Create a mentoring program of faculty who have led classes abroad to counsel faculty who have not.
- Fund a Travel Supplement mini-grant of \$500 each for faculty taking classes overseas.

Year Three: 2014-2015

Goal: Formalize centralized administrative unit dedicated to International Education and advisory support mechanisms.

General Initiatives:

- Create a “central” campus-wide entity to serve as a focal point for coordination and leadership of all internationalization efforts, such as a Center for Global Studies and Programs. The Center would
 - provide essential and coordinating services for study abroad, internationalization of the curricula, and serve as a point for external communications and partnerships,
 - promote and advance faculty development through international scholarship and research/study opportunities,
 - coordinate campus event-planning,
 - oversee curriculum development and articulation,
 - recruit and support international students and scholars, and
 - seek out international development opportunities and partnerships locally and internationally.

See Appendices A and B for Center description.

- Conduct annual evaluation of Year Three progress and determine refinements as needed for Year Four Goals. Evaluation and recommendation reports due by June 30, 2015.

Faculty Development:

- Create an Internationalization Advisory Committee of faculty, staff, and local business leaders to inform and advise Center for Global Studies and Programs.
- Initiate Internationalization Mentors: These individuals will have substantial experience infusing their curricula with international content, will have led study abroad programs, and/or will have participated in overseas research opportunities. These individuals will

serve as international education champions and mentors to faculty interested in internationalization.

Year Four & Beyond: 2015-2020

Goal: Consolidate successes of initial stages of internationalization and pursue strategic relationships to ensure future success of international education at Harper College.

- Incorporate statement of commitment to international education goals in the 2015-2020 iteration of the Harper College Strategic Plan.
- Pursue grant opportunities to leverage resources for professional and curriculum development, study abroad scholarships, exchanges, visiting scholars, and other international initiatives.
- Develop strategic partnerships locally and internationally for the purpose of internships, scholarships, exchanges, and faculty and staff professional development opportunities.
- Partner with local/regional businesses to fund an award for Outstanding International Educator of the year.
- Assure that all students are exposed to global and comparative content and perspective as a key component of general education studies, including world language study, and an experiential component abroad (e.g., study abroad, internships, service learning).

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Appendix A

Proposed Center for Global Studies and Programs

Center for Global Studies and Programs

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International Curriculum Coordination:	Intercultural Campus Programming:	International Exchange:	International Students and Services:
Responsible for oversight of International Perspectives Distinction, and development of international education curricula; graduation requirements, and transfer agreements.	Responsible for collaborative educational programs to promote awareness of intercultural and international issues and creation of an inclusive campus environment.	Responsible for forging partnerships with international institutions and seeking exchange opportunities for faculty and staff; and for oversight of existing student study abroad opportunities and implementation of new Harper-based study abroad opportunities.	Responsible for recruitment and placement of international students.

The Center for Global Studies and Programs would have a central coordinator and staff with reporting structures to the Associate Provost. The Center staff would

- coordinate faculty development in international education (with CII),
- seek out and direct international internships for students,
- oversee International Perspectives Distinction,
- coordinate international curriculum development and campus programming,
- coordinate international exchanges for faculty and students, and
- oversee International Students and Services.

Appendix B

Proposal for establishment of a

Center for Global Studies and Programs at Harper College

Globalization is an unparalleled economic and political force. Advances in technology, reductions in transportation costs, and declining government barriers to trade and investment have all increased the integration of international markets. The Center for Global Studies and Programs at Harper College (CGSP) strives to bring an understanding of this complex, multi-faceted process to the Harper community by offering an innovative global curriculum and dynamic campus programming.

The CGSP sponsors speakers and provides other on-campus initiatives as well as facilitating off-campus programs for Harper students and faculty that support the internationalization of Harper's educational program.

Mission:

The mission of the Center for Global Studies and Programs is to promote the internationalization of the students, faculty, curricula, programs, and community of Harper College. The Center will

- offer an innovative curriculum of courses that will provide students with the cultural, economic, political, and historical foundations for understanding global issues,
- initiate the development of international programs and projects,
- provide a forum for the discussion of issues of global significance, and
- create opportunities for student, faculty, staff, administration, and community experiences abroad.

The CGSP will support and coordinate international activities of campus units, utilize campus resources efficiently and effectively, and maximize support for and results of all efforts at internationalization on campus.

Goals:

The goals of the CGSP are to

- shape tomorrow's leaders with values-centered global perspectives,
- sponsor and promote the study of contemporary global issues with special attention to values: dignity of the individual, peace and justice, reconciliation, and responsible stewardship,
- bridge disciplinary boundaries to generate diverse perspectives,
- establish new study, research and training opportunities abroad, especially for students who have been traditionally underrepresented in these activities,
- develop global content in a variety of courses, and
- advance interdisciplinary collaboration through faculty working groups, conferences, workshops and funding opportunities.

CGSP plans for course development:

Working closely with the advising of students who plan to major in areas such as history, political science, international affairs and other areas in the liberal arts and sciences, the Center will develop a series of courses that will offer students a foundation in international interdisciplinary studies. This may be incorporated within the new student success seminar as well as stand-alone courses. Examples include;

Introduction to Globalization (3-0):

This course introduces students to the structures and processes of globalization. It is an interdisciplinary course that builds on maps, both concrete and metaphorical, as a means to understand these processes. Vigorous discussion of prominent writings and contemporary examples of globalization will cover physical, environmental, historical, political, economic, social and cultural perspectives on the global system.

Global Society and Citizenship (3-0):

This course will provide the cultural, economic, political, and historical foundations for understanding global issues.

In addition, CGSP would oversee and coordinate the following campus activities:

The CGSP would choose areas of focus each year. These areas of focus might include themes such as Peace and Conflict Resolution, Global Health, Migration, Citizenship and Identity, and the Globalization of the Third World.

The CGSP's goal is to provide educators and community leaders with the tools to integrate global content into curricular and community programs, increasing awareness of global issues and better preparing a citizenry for an increasingly interconnected world.

The CGSP will offer K-12 educators numerous resources for classroom use and opportunities to develop their own global knowledge and skills and curriculum, including teacher workshops throughout the year, campus events and statewide conference presentations.

The CGSP would also administer the campus Fulbright Program, and offer competitive funding opportunities such as Curriculum Development, International Internships, and Conference Participation.

Appendix C

Report on the State of Internationalization at Harper College

Submitted by the International Review Team

Dr. Zinta Konrad

Dr. Linda Gruber

Dr. Tod Treat

March 15, 2012

- I. Executive Summary
- II. Report on the State of Internationalization at Harper College
- III. Appendices
 - A. Recommendations on Faculty Development and Curriculum Development
 - B. Study Abroad Recommendations
 - C. Rationale for Ad hoc International Education Council
 - D. Strategic Framework for International Activities
 - E. Study Abroad General Guidelines

I. Executive Summary

The International Review Team would like to thank the college for the opportunity to spend time at the institution exploring the wealth of activity and commitment towards international education, the connections between various activities, and the governance structures that provide oversight and effectiveness for these activities. Harper College has the potential to structure international education to give it the prominence it needs and that students deserve in order to prepare them for global citizenship and the global workforce. This executive summary highlights some of the strengths, challenges, and next steps Harper College may consider in order to move the college's international education agenda forward.

Harper College has many strengths on which to build a vibrant program in international education. The commitment of faculty and staff are clear. Additionally, Harper benefits from a district that is oriented towards global activity by virtue of international corporate activity and proximity to substantial international mobility. Harper's diverse international education initiatives over the years include curriculum development, faculty development, international students, student activities, international scholars, and both faculty and student study abroad programs. Financially, Harper has provided resources to support these various activities. Thus, the college has a strong foundation on which to build effective programs in the future.

At the same time, the college is hampered by fragmentation at all levels, making it difficult to focus efforts, build momentum, and engage in strategic planning for the future. Philosophical debates have contributed to this fragmentation. Strengthening international education requires a reallocation of resources, both human and financial, to consolidate key international education functions. Consolidation efforts need full buy-in from the faculty. This requires developing a common vision and a strategy that reflects input from key constituencies. The effort will benefit from campus wide conversations that allow faculty to identify common interests, develop a shared vocabulary, and agree on competencies they believe students graduating from Harper should be able to demonstrate.

As to next steps, it is important that various stakeholder ideas, time and effort, and financial resources be leveraged through a more focused effort on common goals. Recognizing that Harper College's leadership is exploring the current governance structure and may modify it, we are hesitant to suggest a formal reorganization immediately. Such decisions require greater knowledge of the internal processes and contexts that shape Harper than this review would allow. As an intermediary step, we suggest that the international coordinator responsibilities include coordination of an *ad hoc* council of decision makers who, through a process of ongoing dialogue and nonthreatening leadership, must be aligned in their efforts. Such efforts may require situating the effort under a leader who is committed to international education and who has wide faculty support. As internal alignment leads to enthusiasm, we urge Harper to consider a self-study and produce a strategic plan in the area of international education that translates enthusiasm into momentum, momentum into action, and action into measurable outcomes.

While the full report goes into greater detail and scope, a potential plan of action might include the following elements:

- Organize a series of catalytic (campus wide) conversations
- Create a shared vision and align internal stakeholders
- Increase the allocated time and responsibility of the international education coordinator
- Convene an ad hoc council of decision makers to prioritize current activities and leverage existing resources
- Initiate a self study
- Produce an international education strategic plan

The team wishes Harper College well in this endeavor and respectfully submits this report on the State of Internationalization at Harper College.

Zinta Konrad, Linda Gruber, and Tod Treat

II. Report on the State of Internationalization at Harper College

On October 18, 2011 a team of three community college administrators and faculty with many years of experience in international education met with President Ender, Provost Judy Marwick, and Associate Provost Joan Kindle to identify the concerns of the leadership at Harper College concerning international education. The team returned on Nov. 8-10 and conducted on-site interviews with faculty, administrators, and staff members involved in a wide variety of aspects of international education.

The team was put together by Dr. Richard F. Johnson, Coordinator of International Studies and Programs, and Assoc. Provost Joan Kindle and consisted of Dr. Linda Gruber, former Coordinator of International Education at Kishwaukee College and Moraine Valley Community College and current board member of the Fulbright Association-Chicago Chapter; Mr. John Halder, immediate past President of Community Colleges for International Development, Inc; and team leader Dr. Zinta Konrad, former Director of International Education at College of DuPage.

Shortly after the team conducted onsite interviews, Mr. Halder had to withdraw from the project. He was replaced by Dr. Tod Treat, Vice President of Student and Academic Services at Richland College, who stepped in and spent the day at Harper on Feb. 3, 2012 interviewing faculty, deans, and staff involved in higher administration.

The “charge” for the team was developed by Dr. Johnson and consisted of a report outlining the strengths, weaknesses, and opportunities of Harper College’s internationalization efforts followed by recommendations. The team was asked to focus on three primary areas of concentration: 1) organizational structure/strategic planning (including external partnerships, both local and international, as appropriate) 2) study abroad and international students 3) faculty development and curriculum infusion/campus programming .

Arrangements were made by Dr. Johnson with the able assistance of Sarina Walczynski and Laurene Miller in the Provost’s and Associate Provost’s offices, respectively.

The team thanks Dr. Johnson, the faculty, staff, and administrators who gave generously of their time speaking with members of the International Review Team and answering their many questions. The observations and insights from a broad spectrum of staff members at Harper College inform the final report, which is divided into three sections:

1. Discussion of general observations noted by team members
2. Short term recommendations
3. Long-term recommendations

The appendix contains additional details about faculty development, curriculum development, study abroad, strategic planning, and other topics explored in the course of the on-campus interviews.

It should be noted that the Review Team spent a limited amount of time on campus conducting face-to-face interviews with staff and students. At best, the result was a snapshot of the institution, supported by written documents made available to the Review Team. Team members are confident, nonetheless, that the recommendations made in this report are borne out by the data available to the Team.

The short and long term recommendations are intended to begin the process of operationalizing objectives. Implementation will take time, therefore on-campus leadership will need to further prioritize the short and long -term recommendations and construct a timeline that moves goals forward so as not to lose momentum, nor the interest and support of faculty and administrators.

The team members are grateful to Harper College for the opportunity to visit the campus, interact with staff members, and provide an analytic framework for strategic planning designed to take advantage of the college's many strengths, address its weakness, realign its mission with resources both human and financial, and position Harper to play a leadership role in international education at the local, state, and national levels.

1. Observations

- **History of International Education at Harper**

Harper College has a proud history of involvement in international education. In the late 80's Harper was one of the founding members of ICISP and through the efforts of Martin Ryan and Janet Westney, Harper was instrumental in starting key initiatives such as the study abroad program in Canterbury, UK, still in existence today, and the earliest attempts at staff exchanges and partnerships with Taiwan, Thailand, and the Netherlands. Faculty such as Martha Simonsen, Donald Sedik, and Jacque Mott were early champions of international education and left indelible footprints on Harper's international landscape.

Harper lost momentum in the mid 90's and through leadership changes at the top, support for international education waned. International education efforts lost visibility, yet a small but dedicated group of faculty continued to work diligently through the last decade and produced some remarkable and significant programs despite limited resources and staffing.

- **Range of International Activities and Events**

Harper has moved beyond a simplistic notion of international activities marked by heroes, flags, and festivals. Significant programming has resulted in impressive professional development initiatives such as Harambee for Africa-Hope for the Future, thought-provoking and engaging International Education Week activities, celebration of Peace Corp's 50th Anniversary, the college's first Summit in International Education, study abroad programs, small but steady international student enrollments, and the International Perspectives Distinction awarded to students.

- **Budget**

Harper College generously supports a variety of international education initiatives and dedicates considerable resources to programming and faculty development. The resources, however, are spread amongst a wide variety of entities, including CML, Honors, International Committee, ISO, ISP, and other offices, which ultimately reduces the impact of existing funds.

- **Mission Statement**

After 18 months of input gathering from a variety of internal and external stakeholders, international education is not a strategic priority in the strategic plan nor is it mentioned in the mission, vision, or values statement or any other official document produced by the college.

Administrators at the highest levels are supportive of comprehensive internationalization. There is a common - - but unwritten- - vision of internationalization in which international students are recognized and integrated into the college community and there is a stated desire for every Harper student to have an international experience. Unfortunately, none of these goals are reflected in key strategic documents.

- **Focus on “completion”**

The institution has a strategic focus on student completion and academic success, consistent with Complete College America and other national policy goals. This executive priority is laudable but creates a challenge for advocates of international education because the link between student completion and international education goals is weak at best. As a result, the current strategic focus on completion mitigates against advocacy and strong leadership in the arena of internationalization.

- **Fragmentation**

In contrast to the potential that international education offers students in terms of curriculum and preparation for the global workforce, fragmentation limits progress in international education at Harper and is expressed at many different levels.

- The faculty voice is not unified in terms of what an appropriate vision for international education might be.

- The tension between academic and student services suggests that, rather than developing cooperative approaches to advancing international education at Harper, various groups have attempted to “own” portions of the activity and, in doing so, have limited the ability of the institution to move forward. Competing international constituencies across organizational structures are counterproductive and sap the institution of focused creative activity that typically marks international education and is necessary to propel internationalization efforts forward.

- Faculty are skeptical about the commitment of both past administrations and the current administration with respect to international education. For example, Administrative decisions regarding the number of students necessary for international classes/trips to take place has become more restrictive and interpreted by some faculty as (1) the administration’s unwillingness to support worthwhile programs and (2) the administration values revenue more than learning.

Similarly, the college’s tendency to “reorganize ” every time there is a change in administration is generally met with skepticism as faculty choose to “wait it out,” confident that “this too will pass.”

- The sense of fragmentation and alienation was mirrored by the deans and associate deans who felt they were excluded from the decision making process, were “the last to know,” and informed only after decisions had been made. They were particularly vocal

- about feeling “powerless” with respect to faculty whom they perceived to be more powerful and encouraged by higher administration to do “end runs” when faculty didn’t like or agree with decisions that the deans and associate deans made.

- The sense of fragmentation was largely attributed to a lack of communication and coordination among divisions and departments resulting in a great deal of activity but uncoordinated and poorly publicized programs.

- **Four Major Silos**

There is strong commitment to international education in four major areas:

International Studies and Programs , the Multicultural Center, the International Committee, and a variety of services and instruction focusing on international students that reports to the Dean of Academic Enrichment & Engagement. These areas are complemented by smaller pockets of potential support for international education in the library, the Center for Innovative Instruction (CII), and the Committee on Teaching and Learning. Emblematic of the overall lack of structure of international education, these elements too are disconnected and the faculty committee lacks a direct role, advisory or reporting, with CII.

- **Administrative Leadership**

The leadership recognizes the degree of fragmentation and “silozation” present in the area of internationalization and would like to reduce redundancies. The top leadership team embraced the idea to invite a Review Team to propose solutions to revive and reposition international education to a place of prominence consistent with institutional mission, goals, and values.

- **Governance**

Harper College operates governance on a system of academic, assembly, and programmatic committees. Each committee has a specific charge role but there is a great deal of overlap of international connections that is confusing and often uncoordinated. Likewise, roles among committee members are often not clearly defined.

- Academic Standards subcommittee on International Perspectives Distinction (Academic, teaching-learning)
- Diversity (Assembly, policy and budget)
- Honors/Phi Theta Kappa (programmatic, activities)
- International Studies (programmatic, activities)
- Teaching and Learning (programmatic, activities)

Formal reorganization and a review of the governance structure are ongoing activities in which the leadership has a strong interest, however, the priorities and thinking governing proposed changes have not been shared with faculty.

- **Board of Trustees**

While Harper College has Board members who have traveled internationally, they have done this privately, not as part of their responsibilities as Board members. Within their ranks there appears to be no advocacy for international education either from the Board as a whole or members individually.

- **Faculty/Staff/Curriculum Development**

Faculty and staff development, like other international education initiatives, is uncoordinated. Although programs like the Multicultural Center Fellow afford faculty richly rewarding experiences, these programs are relatively few in number and lack organized occasions in which faculty can share their professional development accomplishments and experiences.

There is evidence of the development of “infusion” modules, primarily in the Humanities, and resources exist on campus to assist faculty with some aspects of curriculum development. However, there is no formal system to assist faculty in internationalizing their courses and no organized effort to share, evaluate, and disseminate newly internationalized curricula. The internationalization process appears to be missing in many disciplines, including subject areas as important as Business.

Importantly, the incentives for faculty involvement are purely intrinsic. There are no incentives such as stipends, awards, tenure and promotion, reduced tuition, or other forms of recognition to encourage in-depth learning and promote cultural understanding by faculty at more than a superficial level.

On a positive note, adjunct faculty appear to be acknowledged and included in international education initiatives, whenever possible.

- **International Students**

International students enjoy excellent support services from the International Student Adviser. F-1 students interviewed could not speak highly enough of the care and attention they receive from the International Student Coordinator and their loyalty to Harper, despite the extraordinarily high tuition they pay.

A number of clubs and organizations such as the ISO and weekly Conversation Cafes provide popular and well-subscribed social outlets for these students. Yet, international students said they feel isolated and invisible with respect to the larger college community. This was reflected in similar observations made by faculty, who said they generally were not aware of the international student population and felt they had little presence in the institution as a whole.

- **Study Abroad**

Harper College offers students study abroad programs through membership in ICISP, organizes a number of faculty-led programs, and there is interest in developing more faculty-led programs. Overall, the offerings are relatively few in number and serve a very small number of students.

The Honors Program runs its own study abroad programs and has funds to pay a significant portion of the cost of participation for some students. These programs are excellent but they are selective and serve a relatively small portion of students.

When study abroad programs are offered, student interest is high, especially in faculty led programs, and programs “sell out” sometimes overnight. Top Administration has expressed the desire to provide an international experience for every student. As a result, the potential for developing these opportunities for students is high. However, a number of serious problems need to be addressed immediately before progress can be made. Among these are the lack of coordination between financial aid and the Study Abroad Office and the lack of appropriate risk

management procedures and guidelines to ensure the safety of students and staff participating in these programs.

- **Partnerships**

Although the team was not able to explore partnerships in any depth, both local and international, Harper has major corporations and many local businesses with international

connections in its service area that are potential sources of scholarships, internships, service learning sites, exchanges, and volunteer opportunities abroad for students. Coupled with local

civic and service organizations such as Lions Club, Rotary, and Sister Cities International, there is a gold mine of opportunities for Harper to tap into.

Since most jobs today have important global connections, students need to be aware of those skills that employers want. Partnerships with local businesses afford Harper College an opportunity to provide

students practical experience through internships. Cultivating closer relationships with local business and civic organizations, Harper has access to data that can provide students with a realistic assessment of skills they need to succeed in the global workforce, and revise curricular cultural competency goals accordingly. Businesses will benefit from a pipeline of adequately prepared skilled workers to meet local and possible international employment needs.

Harper also has made initial attempts to develop partnerships/exchanges in Vietnam and China. These attempts showed how difficult this task is and requires a variety of approaches before finding the right combination to a long-term sustainable venture.

2. Short-Term Recommendations

- Convene campus-wide “conversations,” with skilled help, to create an emergent consensus about issues, goals, perspectives, and a common “language” that faculty can share and call their own. Without this, the future of internationalization at Harper is bleak.

- In tandem with the all campus-conversation, bridge the conceptual divide between multicultural education and international education. The two concepts share many points of convergence and are not mutually exclusive. Approached creatively, programming efforts can explore topics such as immigration reform, the environment, the civil rights of minority populations (advocacy and reform), poverty, the effects of brain drain on global economies, the role of the arts, humanities and media on global citizenry - - are examples of topics that can help students (and faculty) understand the interconnectivity of global realities affecting their daily lives.

Harper has begun to bridge this proverbial divide - - faced by all higher education institutions in the US - - in creative ways. The recent documentary video on homelessness produced by a Harper College sociology faculty and shown during International Education Week, is an excellent example of successfully wedding multicultural and international education themes.

The college would benefit, again with skilled help, from a fuller discussion about the intersections between these two concepts, i.e. multicultural and international education, in order to dispel the stereotypes and correct misunderstandings in order to give students a

more balanced view and appreciation of diversity in their own midst before they branch out and leave the borders of the continental U.S.

- Create an inventory of international resources at Harper College. (Some faculty are highly experienced in this arena and have offered to do this work.)

- Consolidate the position of the international education coordinator to provide a locus of coordination, administration, and information related to international education. The position should be faculty based and will require 50% - 100% release time position to be effective. As there is already a great deal of programming taking place and more is likely to come, these efforts will require additional staffing and budgetary resources to sustain quality programming and support new initiatives.

- Create a dedicated physical space for international education, such as a center or, at the very least, an office to provide visibility and signal institutional priority and support.

- Study abroad and international students are closely tied to all internationalization efforts and would benefit from physical proximity to the locus of international efforts at Harper.

- Create an ad-hoc advisory council of decision-makers to provide input to the coordinator of international education for the purpose of developing vision and setting goals for international education. Include in this council representatives of all “cost centers” related to international education to voluntarily create a common strategic plan, allocate pooled resources, and leverage shared activities.
- Review and revise the college’s Mission and Vision Statements to include international perspectives and goals. Create working definitions to serve as precursors to the next iteration of the strategic plan.
- Create tactical connections to the current strategic focus on student completion. Domestic student engagement and completion are enhanced through cultural competency and international experiences and should be tracked and recorded, as should international student engagement and completion also be tracked and reported.
- Continue development of the International Perspectives Distinction and align it as a supplement to degree completion.
- Develop the pool of professional development opportunities for faculty and staff, provide appropriate funding, and communicate these opportunities more effectively to the college community.
- Create an office of study abroad to coordinate student and faculty- led programs.
- Enhance the visibility of study abroad programs at Harper through improved marketing and coordination among departments, especially financial aid, and by tracking student outcomes.
- Use study abroad as a vehicle to provide professional development opportunities for faculty such as teaching abroad and integrate study abroad curricula more closely into existing Harper course requirements to ensure a seamless transfer of credits.
- Address risk management issues by designating an institutional Risk Manager knowledgeable about study abroad. This person should be tasked with developing procedures and guidelines to ensure the safety of students and faculty participating in study abroad programs, exchanges, internships, etc. and to protect the institution from assumed liability in sponsorship and/or promotion of such programs.
- Enhance the visibility of the international student population by sharing the backgrounds and celebrating the achievements of these students and integrating them more fully into the life of the campus. This needs to be done thoughtfully and with sensitivity in order not to “single out” these students but they are currently an underappreciated and underutilized resource, as are other minority students.
- Broaden activities beyond the focus on International Education Week.

3. Long-Term Recommendations

- Advance international education to include it in the strategic plan, mission, and vision of the institution. The next iteration of strategic plan presumably will occur in 2015.
- Use retirements, departures, and institutional review of governance to strategically reposition study abroad, curriculum, international students, and other international education elements into more centralized structures.
- Review the current committee structure to reduce redundancy, streamline goals and objectives, and consolidate budgets to create a more seamless and manageable structure for operationalizing international education.
- Explore and develop social, civic, and business partnerships both in the local community and internationally for the purpose of internships, scholarships, exchanges, and faculty and staff professional development opportunities.

- Institutionalize a mechanism to assist faculty with course internationalization, with particular focus on Math, Sciences, and Business Administration.
- Formalize incentives to entice and reward faculty for internationalization efforts. Consider the “portfolio method” of goal setting and tie international goals to advancement, promotion, and tenure decisions.
- Hire new faculty and staff with international backgrounds and experience and thoughtfully integrate and utilize their knowledge and expertise to build programs.
- Identify and pursue strategically focused grant opportunities to leverage resources for professional and curriculum development, study abroad scholarships, exchanges, visiting scholars, and other international initiatives.
- Conduct an institutional self-study to aid in documenting what has been accomplished and allow the institution to capture important historical touchstones. Historical aspects need to be recorded quickly before institutional memory dies out. The self-study could provide a needed basis from which to build a set of goals and metrics that can be monitored and will aid in celebrating attained goals.
- Cultivate and encourage Board members to become advocates of international education by educating them and providing professional development opportunities geared to their roles and responsibilities.
- Develop sources of funding to improve student access to study abroad so that every Harper student may indeed have an international experience as part of the Harper “experience.” Many sources of funding already exist and need to be identified and shared with students. New opportunities need to be identified by tapping into grants and business connections in the local community.
- International partnerships, albeit difficult to establish and even harder to sustain, are at the same time one of the most effective ways to implement internationalization goals that benefit students, faculty and the local community. If the college wishes to develop a partnership with an institution in China or Africa, for example, it should use the expertise of native faculty on staff at the college and call on other institutions that have successfully sustained working relationships for at least several years and use their expertise to help Harper College in this task. It is a highly worthwhile goal but one that will need additional support and resources.
- Select 2-3 foci on which to build Harper’s reputation in the international education arena. These foci will distinguish Harper from other institutions, give Harper a competitive edge in attracting grant funding, and will take advantage of Harper’s unique strengths and capacities.

In conclusion, Harper College is poised to take advantage of multiple resources to refocus international education and give it the prominence it deserves. These resources include, among others:

- a highly skilled and committed faculty
- supportive administrators at all levels
- healthy finances that allow Harper to undertake initiatives that many other community college in the state are not in a position to do
- programs already in place to support curriculum internationalization and professional development for faculty and staff
- excellent support services for international/ESL students.

The challenge for Harper College is to consolidate and realign programs, review positions and revise job descriptions, coordinate and streamline budgets with an eye to raise the visibility and importance of international education. Harper is in an enviable position to provide leadership for international education not only within the institution and in the local community, but at the State level as well, where there is currently a vacuum in leadership. While implementing this ambitious agenda, it is important for the college administration to keep in mind the need to document outcomes for all

programs, including study abroad, in terms of global competence, then track results and report them systematically for future accreditation purposes.

We caution leadership, however, to proceed with caution with respect to restructuring programs or departments whole cloth. Leadership needs to proceed slowly and ensure that there is systematic faculty input and buy-in along the way. Otherwise, the effort will be met with resistance and continued skepticism, which will preclude success.

The International Review Team stands ready to assist in any way that will be of service to the college leadership. We are happy to provide more details in any area(s), as necessary, and to meet in person at the college leadership's request to discuss the findings and recommendations made in this report.

We wish the college success in its efforts to raise the visibility of international education and reposition its strategic importance in the educational mission of the college.

Appendix A

Recommendations on Faculty Development and Curriculum Development

Introduction:

This section of our team's overall evaluation of International Education efforts at Harper College discusses two key areas of internationalization—Faculty Development and Curriculum Development-- beginning with a brief history of such efforts at the College, followed by a discussion of the methodology used for this part of the evaluation, a mention of the hypotheses relative to these two areas, a description of the data collection utilized for this section of the study, an indication of the strengths and weaknesses that exist in examining the College's current initiatives in International Education as they pertain to these two areas, and concluding with long- and short-term recommendations for the College as it continues to develop, enhance, and assess its International Education programming.

The College is on target in undertaking these efforts at this time, underscoring the findings of a November 2010 NAFSA-commissioned survey which found that “the American public says that International Education is key to future competitiveness and careers” (*NAFSA: Association of International Educators—Policy Brief, Vol. 6, Issue 1*). Teaching American college students about the world is a priority despite our weakened economy according to the study—a point which is beginning to resonate on Harper's campus.

History:

Both faculty and administration recalled major early players in International Education at Harper, Martha Simonsen, Martin Ryan, and Don Sedik—people with vision, contacts, and a plan. Some of these individuals suggested a Global Center specifically tied to internationalism—an item still not fully explored. Early initiatives on Harper's campus offered Study Abroad options, faculty exchanges, ICISP participation and representation plus Fulbrighter Visiting Scholars' visits to campus. Shared governance and a strategic plan gave credence to internationalization in its formative years. Valuing a student-centered approach to education at Harper, the College would strengthen that philosophy by continuing to diversify its campus. In fact, that element—exposing students to others with diverse backgrounds—is a critical characteristic that encourages college freshmen to return for a second year of college (Terenzini, Patrick and Ernest Pascarella, *How College Affects Students: A Third Decade of Research*, 2005).

Methodology:

Three sources aided in the formulation of the hypotheses for this part of the study: an examination of college documents, early discussions with the President, Provost, Associate Provost, and Coordinator of International Studies at Harper as well as an application of “indicators of quality” for internationalizing two-year colleges from a nationally validated study which focused on such types of institutions (*Beyond Borders: Indicators of Quality in International Education Programming in U.S. Two-year Colleges*, Gruber, 1994). In this national study, the areas which International Education experts ranked in the number one and number two slots in terms of overall importance to a college’s internationalization efforts were Faculty Development and Curriculum Development. Thus, it is timely and insightful for Harper to be evaluating these areas in our current study.

Hypotheses:

- 1) The last five to six years have not seen substantial support for International Education;
- 2) The present administration, faculty, and staff are not fully committed to International Education efforts;
- 3) There are not a sufficient number of opportunities to obtain and/or occasions for faculty to share their International Faculty Development accomplishments and experiences;
- 4) Curriculum Development in International Education has not been fully pursued, implemented, and evaluated;
- 5) There is not a central and distinct clearinghouse for the development and execution of present and/or future International Education initiatives.

Data Collection:

Data were collected through the following means: one-on-one, in- person interviews with administrators, professional staff, and program chairs; one-on-one interviews conducted electronically with administrators; focus groups (self-selected participants) with Full-time and Adjunct faculty; and questionnaire surveys (open- and closed-ended questions) distributed during a portion of the focus group sessions with Full-time and Adjunct faculty.

Following is an identification of the strengths and weaknesses of International Education at Harper as they relate to Faculty Development and Curriculum Development at the College and to the hypotheses referred to above in the “Methodology” section.

Strengths:

- 1) Harper's early entry into International Education produced a variety of meaningful International Education activities upon which to currently build;
- 2) Some administrators, faculty, and staff value International Education but recognize that only a small core group sustains interest in it;
- 3) Under Rich Johnson's leadership, International Education has had more visibility;
- 4) Impetus for International Education is student-centered;
- 5) For the most part, communication of International Education activities is comprehensive and timely;
- 6) Funding for faculty on many levels and through different sources is adequate for the International Education activities currently undertaken;
- 7) Incentives for faculty participation in International Education are intrinsic ones;
- 8) Campus programming and faculty-designed, faculty-led Study Abroad offerings are seen as significant contributions toward International Education;
- 9) The importance of involving Adjuncts in International Education efforts is acknowledged;
- 10) Faculty take own initiative in seeking out International Education opportunities;
- 11) Structures are available on campus to assist faculty to pursue professional development in International Education;
- 12) Faculty "champions" of International Education on campus are identifiable;
- 13) Some infusion in courses' modules is taking place as is the development of some new courses, primarily in the Humanities;
- 14) Resources exist on campus to assist faculty with some aspects of Curriculum Development;
- 15) Initiative by and cohesiveness of International Committee members over the last five to six years have increased.

Weaknesses:

- 1) Full support for International Education is not strongly stated in the College's mission and philosophy statements;

- 2) The large turn-over of administrators and faculty over the last five to six years has allowed the history of International Education to fade, thereby reducing International Education efforts at the College;
- 3) The College has not currently convened an Advisory Council of knowledgeable, community-based individuals as resources in planning for International Education initiatives and activities;
- 4) Faculty (new and existing) with International Education experiences are not being sought, recognized, and/or evaluated for their efforts in this field;

Weaknesses continued:

- 5) There has been more emphasis at the College on Multiculturalism than International Education over the last five to six years with an unclear differentiation between each;
- 6) Faculty are not always certain about funding sources to be tapped for their International Education activities;
- 7) Significant accomplishments in International Education are still campus-bound ones due to a lack of a designated physical space and organizational structure for International Education;
- 8) Upper-level administrative support is felt as lacking as is general enthusiasm by them for International Education;
- 10) Faculty are uncertain about where to obtain specific content and instructional design guidance when internationalizing their courses, especially beyond Harper's campus;
- 10) Internationalization in Curriculum Development (particularly in new course design and delivery) has had limited growth beyond mandates and is missing in many disciplines and/or programs;
- 11) No administrator was identified as a "champion" of International Education;
- 12) Consistently recognizable "branding" of International Education activities is missing across campus and community;
- 13) International Week needs to re-ignite itself for interest and value on campus.

Recommendations: Long-term (LT) and Short-term (ST):

- 1) ST: Initiate an immediate and college-wide discussion at all levels on the scope, value, and expansion of International Education at Harper, leading to the formulation of an International Education Plan;
- 2) ST: Conduct a campus-wide survey at all levels of interest and background qualifications in International Education (“International Quotient” instrument), build a database from results, publish results;
- 3) ST: Revise college’s Mission Statement to add depth and specificity: Look at Mission Statement of International Studies and Programs as an example;
- 4) ST: Expand wording in college’s Core Values of “Respect” and “Collaboration” to include an international dimension and audience;
- 5) ST: Revise college document, “Strategic Dimensions,” to articulate and develop programs and partnerships in existing and emerging career areas with an international thrust, doing so in the immediate social, civic, and business communities and then beyond that locale;

Recommendations continued:

- 6) LT: Plan for a joint professional development opportunity for Harper faculty, staff, and District 512 high schools focused on International Education and in keeping with goal #3 of the Strategic Plan Team;
- 7) LT: Carry forward Goal #2 of the “Strategic Directions Curricular Alignment” in Science or Math (P-20 curriculum) to capture growing interest and leadership in International Education within the Math and Science Division at Harper;
- 8) ST: Use the “Accountability” feature in the “Strategic Directions” document to better identify and pursue campus-wide grants in addition to government and private grants to promote International Education; create and sponsor a major fundraiser;
- 9) LT: Extend an invitation to “Choice Scholars” at Harper to assist with the implementation of International Education by participating in a specialized event and/or seminar on internationalism designed for them;
- 10) LT: Offer a graduate course in International Education for faculty through
 Faculty Development collaborating with a current four-year
 institutional
 partner; pursue more outreach with such institutions who have
 proven track

- records in International Education;
- 11) ST: Design and fund an award for Outstanding International Education Educator of the year; partner with local/regional businesses on funding and criteria for selection;
 - 12) ST: Compile a “How to Grow Internationalism at Harper” packet for faculty, staff, and administrators;
 - 13) ST: Present and evaluate yearly a New Faculty orientation session on how to internationalize curricula or on area studies; use outstanding Harper International Educators to present;
 - 14) ST: Schedule sessions on how to internationalize courses by consulting with curriculum experts via the Midwest Institute for International/Intercultural Education in Michigan and/or the Center for International Studies at the University of Chicago;
 - 15) ST: Formulate an Advisory Council on International Education with committee members from local/regional/national business partners;
 - 16) LT: Place Faculty and Staff with International Education experience on all campus-wide committees;
 - 17) LT: Compose and publish a history of International Education at Harper; involve all categories of employees and students, make it a creative endeavor;
 - 18) ST: Hold an Employee Day event centered on internationalism;
 - 19) ST: Sponsor a community-based Media Day to promote Harper’s International Education achievements;
 - 20) LT: Increase the number of internationalized courses overall (go beyond the
- Recommendations continued:

- “World Cultures and Diversity courses”) but, in particular, build on new interest and leadership in the Math and Science Division and the Business Administration program; chronicle results;
- 21) ST: Establish a “Teaching and Learning Day” to showcase International Education efforts by Faculty;
 - 22) ST: Encourage more participation in International Education Week by chairs,

- deans, and program directors;
- 23) ST: Begin an International Education column in *The Harbinger* (campus newspaper) for each issue;
- 24) ST: Re-evaluate the scope of International Week offerings; once evaluated, consider extending similar presentations yearlong;
- 25) ST: Evaluate and refine branding of International Education on all campus and community promotional materials;
- 26) LT: Require an International Education criterion for hiring/tenure/promotion;
- 27) LT: Partner with social, civic, business groups that foster international interaction among working professionals, college students, youth, e.g., World Chicago with U.S. State Department;
- 28) ST: Offer an internship in International Education through a four-year institution's program providing such interns to assist with Harper's International Education Plan, e.g., the University of Illinois-Urbana-Champaign;
- 29) LT: Write a Title VI (A& B) grant for Curriculum Development;
- 30) ST: Have the A-V Department tape all International Education events; catalogue in Resources for Learning (RFL) collection;
- 31) ST: Initiate an International Speakers' Series for yearlong coverage; coordinate when appropriate with International Education Week offerings;
- 32) ST: Identify mentors with international experience for New Faculty members;
- 33) ST: Name and support two representatives to Illinois Consortium for International Studies and Programs (ICISP); maximize participation in ICISP;
- 34) ST: Showcase Study Abroad students who are in non-Humanities programs, e.g., Jonathan Sullivan (Engineering student to Spain);
- 35) LT: Increase cooperation among PTK, Honors, and the RFL to offer more joint projects, more visibility;
- 36) LT: Make Study Abroad or the International Perspectives Distinction a top priority for all students;
- 37) ST: Display International Education more prominently and fully in College Catalogue;

- 38) ST: Schedule face to face time for administrators and faculty to strategize
 about individual faculty/department/division International Education goals;
 Recommendations continued:
- 39) ST: Publicize assessment results across campus of the General Education Learning Outcome on “Diversity and Cross-Cultural Awareness” and highlight outstanding examples;
- 40) ST: Have in-house curriculum specialist conduct a session on “Curriculum Guidelines” at Harper and what constitutes an internationalized course, what is the process of developing one;
- 41) ST: Support development of internationalized courses in Career Programs;
 highlight exemplary courses; support faculty to participate in Community Colleges for International Development (CCID) projects in career and technical fields;
- 42) ST: Encourage the Center for Innovative Instruction (CII) to present a workshop on their services relative to the development of International Education projects for both Full-timers and Adjuncts;
- 43) ST: Increase attendance at International Education Week events by more concretely tying those events to classroom learning with input from classroom instructors as well as assistance from the CCI;
- 44) ST: Expand internationalism at satellite campuses, market on all campuses;
- 45) ST: Support current Harper Fulbrighters to become active in the Fulbright Association-Chicago Chapter and encourage others to apply for Fulbright grants (faculty and administrators); reinstate efforts to bring Fulbright Visiting Professors to campus as speakers and/or curriculum specialists in designing or infusing Harper internationalized courses;
- 46) ST: Request administration to be more prominently involved in International Education at Harper; schedule them into events with a defined role when

- possible;
- 47) ST: Incorporate activities related to the Chicagoland NATO event in May 2012
into International Education at Harper;
- 48) ST: Sponsor a major Harper fundraiser for International Education;
- 49) ST: Conduct a yearly assessment of the development of internationalized curriculum materials and Faculty Development activities in International Education, publish both campuswide;
- 50) ST: Establish an International Education Center under the auspices of a Teaching and Learning Center, allowing International Education its own autonomy with goals, personnel, and projects to carry out its unique mission while working cooperatively with other divisions' initiatives to enrich students' educational and social experiences at Harper.

In short, Harper College has the human and financial resources to make an impact in International Education with successful and lasting outcomes. A recent *Chronicle of High Education* article cautions that if Higher Education does not internationalize, "it runs the risk of irrelevancy"—a risk that Harper can ill afford as a leader in the Illinois community college system ("Internationalize or Risk Irrelevancy...", David McNeill, November 8, 2011, pages 1-3).

Appendix B

Study Abroad Recommendations

Observations

- The college is interested in being able to offer every Harper students an international experience.

- Study Abroad at Harper College is unique in that it continues to be firmly rooted in academic advising. This is a strength in that students receive academic advising at the same time that they learn about study abroad offerings at the college and do not need to go see different individuals, i.e. one person for program specifics and another for course articulation.

- The frequent change in personnel among both the administration and faculty has resulted in placing people without specific study abroad experience in charge of key functions, such as financial aid. This has created a situation where there is incomplete and, in some cases, incorrect information regarding financial aid procedures, student safety, institutional liability, etc. This is a detriment to students and places the institution in a precarious situation should there be any accidents or other dangerous situations during the study abroad experience.

- Faculty-led programs are popular and more faculty are proposing more programs.

Recommendations

- To support continued growth of study abroad programs there needs to be a strategic plan to guide the process whereby new programs are developed and procedures are instituted.

- The study abroad coordinator needs to be recognized and acknowledged as the person responsible for developing and managing study abroad programs and needs to be included in discussions related to students' financial aid, consulted by faculty as they initiate and develop programs, and included in conversations related to risk management and safety concerns.

- An ad-hoc advisory committee should be convened to help the study abroad coordinator set goals such as defining cultural competency, monitoring growth of programs, and assessing effectiveness of these programs.
- The study abroad office should be closely tied to the international education effort in whatever organizational structure the college leadership ultimately decides to create.
- Currently, study abroad programs occur in pockets throughout the institution. These efforts need to be coordinated and information regarding safety and evacuation procedures needs to be tightened, centralized, continually updated, and made readily available to faculty involved in study abroad.
- As interest in study abroad continues to grow, expand the concept of study abroad to include international internships, service learning, volunteer, and work abroad opportunities for students.
- Provide an orientation to faculty interested in running their own programs so they are thoroughly familiar with institutional procedures regarding risk and liability issues, insurance coverage, student and faculty codes of conduct, and best practices in managing programs. Seasoned faculty can mentor first-timers, who should shadow experienced faculty on-site before taking students abroad on their own. A general rule of thumb is to ALWAYS designate co-directors so that in case of an emergency there is always one individual who will stay and take care of the group.
- Faculty-led programs differ considerably from month, semester, or year-long programs. If faculty-led programs continue to increase in number and scope, additional staff and resources will be needed to support this effort.

Faculty-led programs are not all equal. Some models are more effective and more affordable than others. Third-party provider programs tend to be the most expensive and as a result, may be the least affordable for Harper students.

- Study abroad programs for students need to be more actively promoted. This requires improved marketing materials, a marketing plan to identify new study abroad sites and programs, and an assessment plan to measure learning outcomes - all of which can be used to promote study abroad among students and faculty.
- Study abroad outcomes need to be tracked, recorded, and reported for accreditation purposes.
- Develop a network of peer mentors and alumni group to promote study abroad to other students. Nothing is as effective as students talking to other students.
- Promote scholarship opportunities to students. There are many sources of scholarships available to students through national and international networks, civic organizations,

and public and private institutions. New sources should be explored with businesses in Harper's service area. These need to be researched and codified in a single publication to inform students and promote greater participation. Money should not be the primary reason for students not benefiting from a study abroad experience while at Harper College.

Writing competitive applications is an art requiring well written essays. Students generally need help with their writing skills. Design a process, such as designating a cadre of dedicated faculty who themselves are trained to write competitive applications, and in turn, can provide reliable and informed feedback to students.

Appendix C

Rationale for an “Ad hoc” Council of Decision-makers

The International Studies and Programs Committee, a college- wide programmatic committee given responsibility for oversight and coordination of international activities, has only limited responsibility and authority. The broader institutional mission has pockets and agents in many different departments and settings. Often these areas are not fully aware of what other areas are doing, even as they collectively contribute to international education at Harper. Confusion over who “is international education” frustrates efforts to fulfill the mission, and resentments have grown across departmental lines due in part to this confusion. Efforts by various units to be the “place that owns international education” further exacerbate this problem as it places full burden on the unit.

Three preconditions have been identified as necessary to build cohesion:

- A sense of common mission in which preexisting camps, units, and individuals reaffirm their commitment to international students, programs, and opportunities.
- Organizational restructuring to (a) support students, (b) increase efficiency, and (c) diminish the emphasis on individual programs in favor of unit and college cohesion.
- Focus on future progress, rather than past grievances.

All of these preconditions exist in an environment in which faculty are skeptical of administrative reorganizations and administration is in the process of reviewing governance structures. Various scenarios can and should be evaluated as the governance models become clear. Regardless of the scenario selected for the future direction of international education, the international mission at large has not had the leadership, coordination, and stewardship needed to ensure a robust program of partnerships, study abroad, international exchanges, and efforts to internationalize the curriculum. To be clear, these activities have gone on, due to the efforts of individuals within the institution, but the lack of institutional emphasis and oversight has often resulted in individual effort exceeding institutional benefit.

1. We recommend increasing the administrative release of the international education coordinator (IEC) to provide managerial oversight of study abroad, exchanges, partnerships, international contracts, international students, curriculum internationalization, and other international education endeavors.
2. A key recommendation in this evaluation is the creation of an “ad-hoc” international education council that meets regularly. Unlike the existing programmatic committee,

the council needs to be populated by decision makers with budgetary authority who can shape, guide, and direct international activity. The council will provide cross-disciplinary communication and strategic direction to international activities, essential to successful implementation of the college's international mission.

The council needs to be representative but small enough to be effective. For this reason, the council can be subdivided into subgroups: international student services, consisting of those involved in recruitment, advising, placement and counseling; curriculum, consisting of faculty who teach courses fulfilling various International Perspectives Distinctions requirements; programmatic activities; and study abroad. The subgroups are encouraged to meet outside of the council with fully-inclusive participation by the relevant faculty and staff in order to gain input and communicate activities. The views of each group can then be communicated by the appropriate representative on the council. The council is critical for ensuring that, while disciplines are managed by different departments, there will be in place the necessary mechanisms for sharing, for encouraging one another, and to prevent redundancy.

3. The council should be charged with a regular review of the structure, processes, and priorities of international activities and should recommend to the IEC suggested improvements and strategic directions. (See attached document: *Strategic Framework for International Activities*)

4. We also recommend elevation of the study abroad coordinator to a college-wide position that participates in and reports to the ad hoc council. The responsibility of this position has been ceded to a localized area whereas the opportunities and benefits are college-wide. The importance of building institution-wide recruiting efforts and broad faculty buy-in should be recognized by making this position college-wide. The study abroad coordinator need not initiate all study abroad at Harper, but should be involved in guiding all faculty initiating study abroad, orienting students, and communicating with family members as outlined in the Appendix related to study abroad.

Appendix D

Strategic Framework for International Activities

(Modified with permission from materials from Swinburne University, Australia, presented at CCID Summer Institute, 2007).

Core Values

Harper insert appropriate references here.

Mission and Purposes

Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society.

Institutional Learning Objectives

Harper insert appropriate references here.

Table 1: The SILC Quality Framework for International Partnerships

<p>1. Strategy</p> <ul style="list-style-type: none"> ▪ Mission ▪ Stakeholders ▪ Business plan ▪ Partner selection ▪ Risk management 	<p>2. Intellectual Property</p> <ul style="list-style-type: none"> ▪ Nature of service ▪ Agreement ▪ Brand ▪ Foreign approvals ▪ Standards
<p>3. Logistics</p> <ul style="list-style-type: none"> ▪ Project management ▪ Resources ▪ Marketing ▪ Finance ▪ QA & compliance 	<p>4. Customer Service</p> <ul style="list-style-type: none"> ▪ Client information ▪ Service standards ▪ Consumer protection ▪ Fees ▪ Equity

CATEGORY 1: Questions for “Strategy”

1.1 Mission

- ⌚ How is the project aligned with your institution’s goals and mission? Does this initiative contribute to your efforts to become an international institution?
- ⌚ Has your institution articulated an internationalisation strategy against which the project can be evaluated? How does this work? If not, what are the issues for the proposal? How can it be evaluated?
- ⌚ How does your international agreements policy align with your institution’s mission?
- ⌚ How does your approvals process assess the strategic significance of the initiative? For the institution? For your department? Which takes precedence? Who decides?
- ⌚ Opportunity evaluation? What is the opportunity cost associated with the project?

1.2 Stakeholders and Networks

- ⌚ What support have you got for this initiative?
- ⌚ Whose support is essential?
- ⌚ Will this initiative add to your reputation with your peers and the networks that you wish to join or remain attached to?
- ⌚ Do your decision making processes satisfy your stakeholders?
- ⌚ Is a business plan in place? What are the main features of a business plan for this type of initiative?

1.3 Business Plan

- ⌚ How will the project be funded?
- ⌚ Will the program be financially viable? What are the main financial goals? Capacity issues?
- ⌚ Market and competitor analysis? How can this be undertaken? What information would you require?
- ⌚ What is the process for approval and monitoring of the business plan?
- ⌚ What is your exit strategy?

1.4 Partner selection strategy

- ⌚ Why this partner? What criteria should be used for choosing a partner for this type of proposal? Are you equal partners?
- ⌚ What should the institution look for in a partner? Reputation? Profile? Resources? Relevant experience in dealing with foreign partners? Location? Networks?
- ⌚ What foreign approvals are required e.g. under the regulations of the foreign government? Do both parties understand the requirements and are they equipped to meet them?
- ⌚ What is your strategy for relationship management over the longer term?

Risk Management

- ⌚ How can risk be identified, managed and mitigated?
- ⌚ What quality assurance strategy should be developed for the proposal and for what purpose?
- ⌚ What due diligence should be undertaken, and for what purpose?
- ⌚ What is the country risk? What is the commercial risk? What is the reputation risk?
- ⌚ What arrangements are needed for contract management (compliance issues, contract review, termination)?
- ⌚ What written agreements are required between you and your partners and third parties?

CATEGORY 2: Questions for “Intellectual Property (IP)”

2.1 Nature of the service

- ⌚ What service is your institution offering under this agreement?
- ⌚ What is reciprocated by your partner?
- ⌚ What value is added by the IP contributed to this project?
- ⌚ Explain the role this service plays in your institution’s core business.
- ⌚ What are the key elements of your institution’s contribution to the project?
- ⌚ How does your approvals process require the nature of the service to be spelt out before proposals are given the go-ahead?

2.2 Agreement

- ⌚ Who drafts and approves the agreement? (Your institution? The partner? Your office? Some other party?)
- ⌚ How does the agreement between the parties specify ownership of intellectual property?
- ⌚ Who approves service content?
- ⌚ Who decides content customisation?
- ⌚ Who appoints consultants/trainers/lecturers?
- ⌚ Who controls or has ownership of agreement outcomes? To what extent do you retain appropriate levels of control over your IP?

2.3 Brand

- ⌚ How is your institutional brand used, licensed, protected? For example, will the other party/ies to the agreement advertise the role of your institution under this agreement, and what will they say?
- ⌚ Who controls client use of the services offered?

2.4 Foreign approvals and legal issues

- ⌚ What official procedures are involved in implementing the agreement in the foreign country?
- ⌚ What legal system applies to the agreement? What expertise and experience do you have with the relevant legal system/s?
- ⌚ Is Government approval required? What are the requirements for this approval?
- ⌚ Are there other legal issues to consider e.g. regulations applying to partnerships?

2.5 Standards and benchmarks

- ⌚ What standards, benchmarks etc apply to the services provided under this agreement?
- ⌚ Who makes the decisions about when standards are met or satisfied?
- ⌚ How are decisions about standards implemented?
- ⌚ Does the service provided under the agreement meet international standards?
- ⌚ How are curriculum, accreditation, teaching/training, assessment and certification standards (where relevant) managed between your institution and your partner?

CATEGORY 3: Questions for “Logistics”

3.1 Project Management

- ⌚ What Project Management system is in place in your institution to implement this agreement? That is: Who is in charge? Are the required leadership and management skills available? Who do they report to?
What is the budget? Who is doing the administration? What support do they have? Are the management procedures transparent and systematized, or personalized and ad hoc?
- ⌚ Who is responsible under the agreement for administration by the Partner? Who is the partner Project Manager? Is a Joint Management Committee needed? If so, who would be on it?
- ⌚ Relationship management: Who are the main players maintaining this relationship?
- ⌚ How will staff briefings be carried out and staff development implemented?
- ⌚ What information is required in your approvals process about project management responsibilities?

3.2 Resources (Capacity issues)

- ⌚ What are the capacity issues? Do you have the (right) resources to do this? Where is the money coming from?
- ⌚ Staffing – do you have the right staff? Enough staff?
- ⌚ Is there a project champion with the capacity to guarantee resources over the life of the project?
- ⌚ How are succession issues managed from the perspective of resources? Is there any irreplaceable person or position crucial to the viability of the project (eg the contact person in the foreign country or a benefactor)?

3.3 Marketing

- ⌚ Who is responsible for marketing?
- ⌚ What Marketing and Promotional Guidelines should be provided to the partner/s? Who approves marketing content?
- ⌚ What cultural issues need to be addressed in marketing strategies?

3.4 Financial Administration

- ⌚ What are the proposed Financial Administration procedures for the project? How will payments be made/received? How will currency fluctuations be accounted for? Who will invoice whom, how and how often?
- ⌚ Who will check that the finances are in order?
- ⌚ Who will monitor the financial health of the project on an ongoing basis?

3.5 Quality Assurance

- ⌚ What quality issues need to be addressed in service delivery?
- ⌚ Do you have a QA system which covers all phases and aspects of the project? How will this work?
- ⌚ Who is responsible for QA e.g. a Joint Management Committee?
- ⌚ How are risk assessment and risk management conducted?
- ⌚ How do you manage compliance?

CATEGORY 4: Questions for “Customer Service”

4.1 Client information

- ⌚ What information from the provider institution and partners will be required for clients/students?
- ⌚ What local regulations (if any) in the partner country apply to client information, and what are the compliance issues?
- ⌚ When should client information be provided, and by whom?
- ⌚ Who will check for accuracy of information on an ongoing basis?
- ⌚ How can client expectations be managed through this information, particularly where cultural expectations might be an issue?
- ⌚ What cultural differences might apply to information delivered in another country, including matters relating to images?
- ⌚ How will client information be delivered to the clients? Hard copy, web page information? How easy is it for clients to access the information?

4.2 Service standards

- ⌚ How will service standards be established and managed?

- ⌚ What client support needs to be provided?
- ⌚ What systemic differences in the foreign country might affect service delivery eg pay rates, employees' rights, occupational health and safety, legal issues, HR differences, manager/subordinate relationships?
- ⌚ How will reviews be implemented, including review of administration systems, facilities, and outcomes of staff and customer/student surveys (where relevant)?

4.3 Consumer Protection

- ⌚ How will consumer protection be managed (including termination arrangements/exit strategy, grievance procedures)?
- ⌚ How is client consultation and feedback to be conducted?
- ⌚ How is information about clients managed?
- ⌚ What cultural expectations need to be met?

4.4 Fees and charges

- ⌚ What fees are to be charged?
- ⌚ What information about fees should be given to clients?
- ⌚ What policies apply to refunds?

4.5 Equity

- ⌚ What issues should be considered from a cross-cultural perspective with regard to equity (e.g. limited facilities for the disabled where needed)?
- ⌚ What human rights or political issues may impact on the project?
- ⌚ How can expectations be managed where there are significant differences in facilities available?
- ⌚ How does this project contribute to your institution's cultural diversity and the development of your cultural proficiency?

Appendix E

Study Abroad General Guidelines

Responsible Study Abroad: Good Practices for Health & Safety by the Interorganizational Task Force on Safety and Responsibility in Study Abroad

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Statement of Purpose

Because the health and safety of study abroad participants are primary concerns, these statements of good practice have been developed to provide guidance to institutions, participants (including faculty and staff), and parents/guardians/families. These statements are intended to be aspirational in nature. They address issues that merit attention and thoughtful consideration by everyone involved with study abroad. They are intentionally general; they are not intended to account for all the many variations in study abroad programs and actual health, safety, and security cases that will inevitably occur. In dealing with any specific situation, those responsible must also rely upon their collective experience and judgment while considering their specific circumstances.

1. Responsibilities of Program Sponsors

The term "sponsors" refers to all the entities that together develop, offer, and administer study abroad programs. Sponsors include sending institutions, host institutions, program administrators, and placement organizations. To the extent reasonably possible, program sponsors should consider how these statements of good practice may apply. At the same time, it must be noted that the structure of study abroad programs varies widely. Study abroad is usually a cooperative venture that can involve multiple sponsors. Because the role of an organization in a study abroad program may vary considerably from case to case, it is not possible to specify a division of efforts that will be applicable to all cases. Each entity should apply these statements in ways consistent with its respective role.

In general, practices that relate to obtaining health, safety, and security information apply to all parties consistent with their role and involvement in the study abroad program. Much of the basic information is readily available and can be conveyed to participants by distributing it and/or by referring them to—or using materials from—recognized central sources. Statements of good practice that refer to the provision of information and the preparation of participants are intended for parties that advise, refer, nominate, admit, enroll, or place students. Statements of good practice that suggest operating procedures on site apply to entities that are directly involved in the operation of the overseas program.

It is understood that program sponsors that rely heavily on the collaboration of overseas institutions may exercise less direct control over specific program components. In such cases, sponsors are urged to work with their overseas partners to develop plans and procedures for implementing good practices.

The use of letters is provided for ease of reference only and does not imply priority.

Program sponsors should:

A. Conduct periodic assessments of health and safety conditions for their programs, and develop and maintain emergency preparedness processes and a crisis response plan.

B. Provide health and safety information for prospective participants so that they and their parents/guardians/families can make informed decisions concerning preparation, participation, and behavior while on the program.

C. Provide information concerning aspects of home campus services and conditions that cannot be replicated at overseas locations.

D. Provide orientation to participants prior to the program and as needed on site, which includes information on safety, health, legal, environmental, political, cultural, and religious conditions in the host country. In addition to dealing with health and safety issues, the orientation should address potential health and safety risks, and appropriate emergency response measures.

E. Consider health and safety issues in evaluating the appropriateness of an individual's participation in a study abroad program.

F. Determine criteria for an individual's removal from an overseas program, taking into account participant behavior, health, and safety factors.

G. Require that participants be insured. Either provide health and travel accident (emergency evacuation, repatriation) insurance to participants or provide information about how to obtain such coverage.

H. Conduct inquiries regarding the potential health, safety, and security risks of the local environment of the program, including program-sponsored accommodation, events, excursions, and other activities, prior to the program. Monitor possible changes in country conditions. Provide information about changes, and advise participants and their parents/guardians/families as needed.

I. Hire vendors and contractors (e.g., travel and tour agents) that have provided reputable services in the country in which the program takes place. Advise such vendors and contractors of the program sponsor's expectations with respect to their role in the health and safety of participants.

J. Conduct appropriate inquiry regarding available medical and professional services. Provide information about these services for participants and their parents/guardians/families, and help participants obtain the services they may need.

K. Develop and provide health and safety training for program directors and staff, including guidelines with respect to intervention and referral that take into account the nature and location of the study abroad program.

L. Develop codes of conduct for their programs; communicate codes of conduct and the consequences of noncompliance to participants. Take appropriate action when aware that participants are in violation.

M. In cases of serious health problems, injury, or other significant health and safety circumstances, maintain good communication among all program sponsors and others who need to know.

N. In the participant screening process, consider factors such as disciplinary history that may impact on the safety of the individual or the group.

O. Provide information for participants and their parents/guardians/families regarding when and where the sponsor's responsibility ends and the range of aspects of participants' overseas experiences that are beyond the sponsor's control.

In particular, program sponsors generally:

A. Cannot guarantee or assure the safety and/or security of participants or eliminate all risks from the study abroad environments.

B. Cannot monitor or control all of the daily personal decisions, choices, and activities of participants.

C. Cannot prevent participants from engaging in illegal, dangerous, or unwise activities.

D. Cannot assure that U.S. standards of due process apply in overseas legal proceedings, or provide or pay for legal representation for participants.

E. Cannot assume responsibility for actions or for events that are not part of the program, nor for those that are beyond the control of the sponsor and its subcontractors, or for situations that may arise due to the failure of a participant to disclose pertinent information.

F. Cannot assure that home-country cultural values and norms will apply in the host country.

2. Responsibilities of Participants

In study abroad, as in other settings, participants can have a major impact on their own health and safety through the decisions they make before and during their program and by their day-to-day choices and behaviors.

Participants should:

A. Assume responsibility for all the elements necessary for their personal preparation for the program and participate fully in orientations.

B. Read and carefully consider all materials issued by the sponsor that relate to safety, health, legal, environmental, political, cultural, and religious conditions in the host country(ies).

C. Conduct their own research on the country(ies) they plan to visit with particular emphasis on health and safety concerns, as well as the social, cultural, and political situations.

D. Consider their physical and mental health, and other personal circumstances when applying for or accepting a place in a program, and make available to the sponsor accurate and complete physical and mental health information and any other personal data that is necessary in planning for a safe and healthy study abroad experience.

- E. Obtain and maintain appropriate insurance coverage and abide by any conditions imposed by the carriers.
- F. Inform parents/guardians/families and any others who may need to know about their participation in the study abroad program, provide them with emergency contact information, and keep them informed of their whereabouts and activities.
- G. Understand and comply with the terms of participation, codes of conduct, and emergency procedures of the program.
- H. Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the program staff or other appropriate individuals before and/or during the program.
- I. Accept responsibility for their own decisions and actions.
- J. Obey host-country laws.
- K. Behave in a manner that is respectful of the rights and well-being of others, and encourage others to behave in a similar manner.
- L. Avoid illegal drugs and excessive or irresponsible consumption of alcohol.
- M. Follow the program policies for keeping program staff informed of their whereabouts and well-being.
- N. Become familiar with the procedures for obtaining emergency health and legal system services in the host country.

3. Recommendations to Parents/Guardians/Families

In study abroad, as in other settings, parents, guardians, and families can play an important role in the health and safety of participants by helping them make decisions and by influencing their behavior overseas.

Parents/guardians/families should:

- A. Be informed about and involved in the decision of the participant to enroll in a particular program.
- B. Obtain and carefully evaluate participant program materials, as well as related health, safety, and security information.
- C. Discuss with the participant any of his/her travel plans and activities that may be independent of the study abroad program.
- D. Engage the participant in a thorough discussion of safety and behavior issues, insurance needs, and emergency procedures related to living abroad.
- E. Be responsive to requests from the program sponsor for information regarding the participant.

F. Keep in touch with the participant.

G. Be aware that the participant rather than the program may most appropriately provide some information.