This report highlights the progress of the Task Force for Comprehensive Internationalization during the 2012-2013 academic year. It examines the current strengths and opportunities for internationalizing Virginia Commonwealth University.
Executive Summary

On December 19, 2011 the Provost and Senior Vice President for Academic Affairs, Dr. Beverley Warren, charged a university-wide task force to begin the process of an institution-wide analysis on internationalization. The task force submitted a preliminary report to the Provost June 2012 highlighting the university’s current best practices regarding internationalization. With guidance from the preliminary report, the task force reconvened in fall 2013 to continue identifying best practices for internationalization at VCU. The current task force is comprised of 50 members representing undergraduate and graduate students, faculty, and staff from across the university. The task force is divided into four subcommittees: Campus Culture and Community Engagement; International Students and Scholars; Teaching and Curriculum/Education Abroad; and Strategic Partnerships and Research. The current report highlights the interim findings of the task force’s work during the 2012-2013 academic year.

SUMMARY OF CONCLUSIONS

Through its research, the task force subcommittees identified several areas in which VCU must devote effort and resources to move forward in its efforts to internationalize the campus.

Clarify and strengthen faculty incentives and rewards for engaging in activities that help internationalize the university: Faculty and administration perceive their time as “maxed out”: there are few internal incentives for faculty to add international activity, including spearheading an education abroad program, adding an international dimension to an existing course, or conducting research with an international partner. In order to increase international activity among faculty at VCU, the university must create pathways and reduce barriers to such participation, including valuing international work in promotion and tenure decisions.

Capture and highlight international activities and efforts: Despite limited incentives, there is considerable international activity across campus. However, it is not well identified, coordinated or publicized. The university must do a better job identifying and highlighting existing international research, collaborations, and programs, along with the importance of these activities to the institution and the value to its students. With more visibility the interest among faculty and students, and support among departments is likely to increase.

Create a campus culture that supports international students and enhances intercultural experiences for faculty, students and staff: We must work to create a culture in which assisting our international students feel welcome at VCU is seen as a shared responsibility across campus. This will include educating faculty and staff about the challenges faced by international students confronted with
learning and living in a culture and setting unlike that from which they came. Creating a more internationalized campus culture also means increasing the opportunities for faculty, staff and students to participate in intercultural events that enhance their understanding and appreciation of cultural differences.

**Focus Strategic Partnerships:** In 2005 VCU identified 15 international partnership universities with which to assertively work to build relationships that would facilitate faculty and student involvement, and designated funding support. It is now time to examine what makes for success, and to establish criteria for designating those that will be identified as “strategic” university partnership universities as we move forward. It will also be important to facilitate and support the establishment of those international partnerships that will best equip academic units to advance their strategic international priorities within the context of *Quest*.

**Introduction**

**OVERVIEW**

During the Provost’s initial charge to the task force, she made the following points: Our new strategic plan, *Quest for Distinction*, clearly asserts that, as the premiere, urban public research university in Virginia our overarching goal is to graduate students who are prepared to engage in a 21st century global environment. Our goal is to “internationalize” the university in a systemic, meaningful, and sustainable way. That means addressing our commitment to global education as it relates to each *Quest* theme.

**Theme One** articulates our determination to become a leader among national research universities in providing all students with high quality learning/living experiences focused on inquiry, discovery and innovation in a global environment. What are we doing to provide our students with the knowledge, skills and experiences they will need upon graduation to succeed in an increasingly global environment?

**Theme Two** states our intention to attain preeminence as an urban, public research university by making contributions in research, scholarship, creative expression and clinical practice that brings national and international recognition. VCU aims to become a research leader on, in, and with other parts of the world. What structures are in place to support our faculty in gaining international recognition for research, scholarship, creative expression and clinical practice?

**Theme Three** says that we will achieve national recognition as a fully integrated research university with a commitment to human health. Human health is a global concern, affected by regional economic, social and cultural
trends. How can we use our international contacts to enrich our research, teaching and service related to health?

**Theme Four** envisions VCU as a national model for community engagement and regional impact. Our community, like those around the world, is increasingly shaped by the global movement of people, goods and ideas. How might VCU serve as a bridge connecting the emerging needs in our communities with resources and expertise of our network of international partner universities?

**THE PROVOST'S CHARGE**
The Provost’s charge to the task force was threefold:

1) Identify national best practices that merit emulation.

2) Inventory current goals, practices and resources to determine strengths and areas for growth and convergence at the institutional level.

3) Establish goals and benchmarks as well as the strategies to achieve them.

**TASK FORCE STRUCTURE**
With guidance from the preliminary report submitted to the Provost and Senior Vice President for Academic Affairs in June 2012, the task force reconvened in fall 2013 to continue identifying best practices for internationalization at VCU. The current task force is comprised of 50 members representing undergraduate and graduate students, faculty, and staff from the Monroe Park and Medical College of Virginia campuses. The task force is divided into four subcommittees, each chaired by a member of the executive committee. Sub-committees include Campus Culture and Community Engagement; International Students and Scholars; Teaching and Curriculum/Education Abroad; and Strategic Partnerships and Research. Listed below are members of each sub-committee, with executive committee and sub-committee chairs designated with an asterisk.

**Campus Culture and Community Engagement**
The campus culture and community engagement sub-committee was charged with identifying methods to engage students in high impact extra-curricular international activities both on and off-campus and identifying strategies to develop sustainable partnerships with the Richmond international community.

*Lynn Pelco, Associate Vice Provost of Community Engagement
Leslie Bozeman, Assistant Director for Global Engagement, VCU Globe
Chezdan Baker, undergraduate student
Amy Gray, Director of Student and Young Alumni Engagement, Alumni Relations*
James McLeskey, Associate Professor, Mechanical and Nuclear Engineering
Isaac Rodriguez, Ph.D. Biomedical Engineering, VCU 2013 and President, Students Today Alumni Tomorrow (STAT)
Reuban Rodriguez, Associate Vice Provost and Dean Student Affairs
Mary Slade, Director of ASPIRE
Jerusalem Solomon, President, Filipino Americans Coming Together
Beverley Walker, Interim Associate Director, Programs and Educational Services
Faith Wilkerson, Interim Director, Office of Multicultural Student Affairs

International Students and Scholars

The international students and scholars sub-committee was charged with identifying strategies to recruit and retain talented international scholars and international visiting scholars in a range of disciplines and increasing the visibility and contributions of international students and scholars at VCU.

*Jan Chlebowski, Associate Dean for Graduate Education, School of Medicine
Mariam Bello, international undergraduate student
Doug Boudinot, Dean, Graduate School
Andrekaia Branch, Coordinator of Postdoctoral Services
Blair Brown, Assistant Director of International and Graduate Admissions
Maryanne Collinson, Professor of Chemistry
Haotian Guo, International Undergraduate Student
Amber Hill, Director of International Student and Scholar Programs, Global Education Office
Sai Sudha Koka, Post-Doctoral Associate, Internal Medicine
Laura Moriarty, Vice Provost for Academic Affairs
Angelina Overvold, Executive Committee, School of World Studies
Napoleon Peoples, Associate Dean of Student Affairs, MCV Campus
Divya Varier, international doctoral student

Teaching and Curriculum/Education Abroad

The teaching and curriculum/education abroad subcommittee was charged with identifying strategies to support and enhance high-quality scholarship and teaching in foreign languages, international relations, and area studies. The sub-committee was also charged with identifying strategies to increase the number of students studying abroad and to increase the international engagement of VCU faculty in an effort to provide all students with a quality education that prepares them for a 21st century global environment.

*Judy Twigg, Professor, Political Science
Krzysztof Cios, Chair, Computer Science
Robert Godwin-Jones, Professor, World Studies
Strategic Partnerships and Research

The strategic partnerships and research subcommittee was charged with increasing the visibility of internationally-focused sponsored research, increasing the number of faculty engaged in high-impact international scholarship, and developing a partnership strategy to support the international priorities of academic units.

*Ann Nichols-Casebolt, Associate Vice President for Research
Omar Abubaker, Chair, Oral Surgery
Cristina Bares, Assistant Professor, Social Work
Massimo (Max) Bertino, Associate Professor, Physics
Kathleen Chapman, Assistant Professor, Art History
Nick Farrell, Professor, Chemistry
Babette Fuss, Professor, Anatomy
Randy Koch, Executive Director, Institute for Drug and Alcohol Studies
Maghboeba Mosavel, Associate Professor, Social and Behavioral Health
Raj Rao, Associate Professor, Chemical and Life Science Engineering
Nancy Scott, Associate Dean, School of the Arts
Bhavna Shroff, Professor, Dentistry (Orthodontics)
Rob Tombes, Associate Dean for Research, Humanities and Sciences

TIMELINE OF ACTIVITIES

In early January 2013, with the support of GEO, the task force created the Comprehensive Internationalization Task Force Website ([http://www.global.vcu.edu/outreach/internationalization.html](http://www.global.vcu.edu/outreach/internationalization.html)). The website provides the VCU community with an opportunity to learn about the task force's mission and goals, incorporates "success stories" as a starting point for informing the VCU community about international activities on campus, offers resources related to internationalization, and provides an opportunity for individuals to submit feedback or comments regarding internationalization on campus.

Throughout February 2013, open town hall fora were held on the Monroe Park campus (February 7, 21) and on the Medical College of Virginia campus (February
The goal of the fora was to elicit information from the university community regarding the current state and potential future orientation of international activities at VCU. Approximately 20 VCU students, faculty, and staff attended each of the four town hall fora. For each forum, task force co-chairs offered six questions as a guide to facilitate discussion. Questions included the following:

1. How do we increase awareness of international opportunities and services at VCU among current and potential students?
2. How might VCU capitalize on its multicultural urban setting to deepen international experiences for students, faculty and staff?
3. How do we assure international students and scholars have a smooth transition to the university, and a successful experience at VCU and in the Richmond community?
4. What are the facilitators and barriers to incorporating expanded international content into the curriculum?
5. What are the facilitators and barriers to engaging in international research?
6. If there were no resource constraints, what would internationalization look like at VCU?

In March 2013, each of the four sub-committees convened to use the information gathered from the town halls to construct potential survey questions for a university-wide survey on internationalization. Each sub-committee was tasked with identifying key questions their group wanted included on the survey. The survey’s scheduled release was late April 2013. However, because several other surveys were sent to the VCU community during this same time period, the executive committee decided to suspend the release of the survey until early fall 2013. The executive committee is confident an early fall release of the survey will garner a greater response rate than a late April distribution.

VCU Strengths and Opportunities

Using data gathered from in-person meetings and online discussion of subcommittee members, review of input received through campus forums, and focus group interviews with undergraduate students, the executive committee determined that VCU has many internationally-focused strengths. These are strengths and opportunities on which the university can draw as it strives to increase its international presence through international scholarship and research, intercultural exchange, curriculum and education abroad, and support of international students and scholars. These include:

- *Internationalization as a key focus in Quest provides high-level support for increasing all facets of internationalization related to teaching, research, and engagement at the university.*
As noted in the introduction to this report, all four Quest themes have a global component. In addition, on many occasions the President and members of his leadership team have publically noted the importance of internationalizing the university.

• **VCU has designated university-level administrative units that operate intercultural initiatives and events, as well as a large number (N=34) of student cultural clubs to foster cultural awareness (See Appendix 2).**

In addition to the VCU Global Education Office (GEO), which supports international initiatives throughout the university, the Office of Multicultural Student Affairs (OMSA) and the Division of Community Engagement offer programming in support of internationalization. For example, OMSA partners with the Monroe Park Campus Student Government Association to present the annual Intercultural Festival. The Division of Community Engagement partners with GEO to offer service-learning courses as part of Study Abroad programs.

• **VCU hosts a number of annual, high profile local intercultural events, such as the Intercultural Festival, VCUQ Day, and the French Film Festival (See Appendix 2).**

These events serve to bring together the VCU and Richmond communities to celebrate the broad diversity of cultures in Richmond. The public nature of these events also serves as a form of outreach to educate university and community members about diverse cultural groups.

• **Support for internationalization is strengthened through a centralized international office (GEO).** GEO currently has 33 full-time employees supporting programming in VCU Globe, International Student and Scholar Services, Education Abroad, English Language Program and Global Strategies. GEO is currently in the process of hiring five English Language Program teachers, an Assistant Director for International Student Scholar Programs, and an Assistant Director for VCU Globe totaling 40 employees by August 2013.

• **Among faculty and administrators, near universal acknowledgment exists that international awareness and exposure are important for all of VCU’s students.**

Anecdotal evidence gathered during this planning process suggests that there is general agreement that it is essential to prepare our students for a global environment, and with that comes a willingness to consider innovative means to incorporate awareness and exposure into curricula.

• **VCU’s large student population is one of the most diverse in the country.**
As of Fall 2012, VCU’s had a total student body of 31,752, of which just under 47% self-identified as non-white. Among those, 4.5% were international students representing more than 100 countries.

- **VCU’s new living-learning communities, ASPiRE and VCU Globe, provide on-campus synergies to increase intercultural experiences and learning, having the potential to engage large numbers of students.**

  ASPiRE, a living-learning community focused on community engagement opened in the Fall of 2012. ASPiRE students engage in a co-curriculum between five required courses and 100 hours of community service which often involves diverse communities over their time in the program. VCU Globe, a globally-focused living learning community, will open in Fall 2013. Globe students engage in a co-curriculum between six required courses and structured service as peer mentors, conversation partners and tutors with incoming international students at VCU and with limited English proficiency populations in the community.

- **VCU’s campus locations in the heart of a vibrant multicultural urban center increase students’ exposure to diverse cultural backgrounds.**

  Richmond is an extremely racially and socio-economically diverse city offering many opportunities for students to engage in “glocal” experiences, and VCU has as successful record of enriching student learning through structured engagement with many diverse populations in the community.

- **The university has pockets of faculty with strengths in international relations, international studies, area studies, and world languages (see Appendix 7).**

  VCU’s School of World Studies offers a B.A. in International Studies with several concentrations and minors, instruction in 11 languages, and internationally focused courses of study in Anthropology, Religious Studies, and Area Studies covering all regions of the world. Additionally, the B.A. program in Political Science in the College of Humanities and Sciences offers a concentration in International Relations and many country- and region-specific courses in Comparative Politics. Courses focusing on Asia, Latin America, and other world regions are also offered in the Departments of English and History. The School of Business offers the B.S. in Business Administration and Management with an International Management Track.

- **VCU benefits from the international diversity of our faculty and postdoctoral scholars.**

  Over 65% of the postdoctoral scholars at VCU are from other countries, and a significant number of faculty have been born, lived or worked in another
This diversity provides considerable opportunity for networking and collaboration across borders.

- **VCU has several international partners with whom we have developed or are developing robust collaborations.**

  In 2005 VCU identified 15 international partnership universities with which to assertively work to build relationships that would facilitate faculty and student involvement, and designated funding support. Collaborations with our partners have resulted in research projects, as well as student exchange, dual-degree programs and collaborative teaching projects. (See Appendices 3 & 4 for a description of various partnership projects) ([http://www.global.vcu.edu/partners/index.html#universities](http://www.global.vcu.edu/partners/index.html#universities)).

- **Almost a decade of experience with the original 15 partners equips us to develop a more flexible partnership strategy that better responds to the evolving priorities of academic units as they advance their global goals in the context of Quest.**

  It has been eight years since the original 15 universities were established as partners. There has been considerably broad activity in some, whereas in others the involvement of faculty and students has been limited to a single department or School. With this history we can now begin to examine what makes for success, and to establish criteria for designating those that will be identified as “strategic” university partnership universities and facilitate and support the establishment of those international partnerships that will best equip academic units to advance their strategic international priorities within the context of Quest.

- **Internal funding opportunities at the university provide support for the ongoing growth of international research.**

  In particular, the International Strategic Initiative Awards strive to increase the global reach and visibility of VCU while linking teaching, research, and community engagement. (See Appendix 3 for a listing of the awards that have been given in the last few years)

- **Based on anecdotal evidence, we can conclude that a considerable amount of international research is already occurring at VCU.**

  We do not have good data on the number of faculty who are currently involved in international research (see challenges below in international partnerships and research sub-committee report), however, there is anecdotal evidence that many faculty are – or have been – involved in international research activities. In addition, even among those who haven’t engaged in international research there is considerable interest in getting involved in such activities.
Challenges and Next Steps

While there are numerous strengths, there are also challenges that will need to be addressed as VCU moves forward. Again, using input from subcommittee members and the campus community, each of the four sub-committees (Campus and Community Culture; International Students and Scholars; Teaching and Curriculum/Education Abroad; Strategic Partnerships and Research) identified challenges, and next steps for further internationalizing VCU.

Campus and Community Culture

Challenges:

- *Insufficient communication infrastructures to facilitate the exchange and dissemination of information about local intercultural events and organizations.*

- *Student financial need (impacts availability of free time, access to transportation).*

- *Lack of campus culture amongst academic units of shared responsibility for enhancing intercultural experiences.*

- *Limited knowledge about internal stakeholders’ (i.e., students, faculty, staff) current beliefs, values, and behaviors with regard to local intercultural experiences.*

Next Steps

- Define “local intercultural experience” and develop strategies for measuring how many students, faculty, and staff members are currently engaging in these types of experiences each year.
  - Convene a stakeholder group to assist with definitions
  - Design mechanisms for annually capturing this information

- Survey and conduct focus groups of students, faculty, and staff to help identify:
  - Current levels of engagement in local intercultural experiences for each group.
  - Barriers to engagement in local intercultural experiences for each group.
  - Ideas for expanding local intercultural experiences for each group.

- Identify and implement strategies for promoting local intercultural experiences to key internal audiences, such as incoming first year and transfer students, new faculty, and graduate students.
Campus Culture and Community Engagement Goal:

Increase the number of students, faculty, and staff who participate in campus (do we mean “local” here?) intercultural events.

Metrics:

- The number of students who participate in intercultural experiences each year.
- The number of staff members who participate in local intercultural experiences each year.
- The number of faculty members who participate in local intercultural experiences each year.

International Students and Scholars

Challenges:

- *International students have low rates of participation on the task force and task force town hall meetings. International students and scholars have responded in good numbers to previous university surveys (22% in 2011-12; 28% in 2012-13).*

In order to obtain information from international students and scholars, we will need to deploy additional strategies to encourage, engage and secure input from this key source of information. Encouraging graduate program directors, department chairs, and international student organizations to promote the annual survey, as well as offering rewards for participation would increase participation to even higher levels and would do so as well for other strategies such as town hall meetings and focus groups. GEO’s Office of International Student and Scholar Programs already partners with the Division of Strategic Enrollment Management on these efforts to good effect, and expanding partnerships would likely yield good results. Opportunities for providing feedback in native languages might also be of utility. Also crucial is building a high level of international student and scholar engagement, beginning with International Student Orientation and continuing through to international student and scholar alumni outreach.

- *There is a range of awareness among faculty and advisors about the needs of international students enrolled in their classes. Faculty and advisors should be aware of the challenges faced by students confronted with learning in a non-native language and in a culture and setting unlike that from which they came. Faculty and advisors should also be aware of the constraints imposed upon international students and scholars by federal immigration regulations.*
There was a high level of participation in the latest biennial faculty survey (29% in 2011-12), the contents of which will be revised for the next survey to be conducted in 2013-14. The results of the 2011-12 Faculty Survey suggested that faculty believed that international students were generally equal to their domestic peers in terms of overall academic skills and critical thinking skills, but that non-native speakers faced special challenges in written and oral communications. Outreach from GEO, especially its Office of International Student and Scholar Programs, to faculty and advisors should continue and grow, with the office of International Student and Scholar Programs providing timely and useful information and serving as a resource to faculty and advisors in developing and implementing curricula and programming. Initiatives like the 2013–14 Faculty Learning Community focused on supporting international students in achieving academic wellness and success should be supported, developed, and increased.

• Communication between GEO and embassy/consular offices that sponsor students to VCU. Although strong, can be further strengthened.

VCU has strong and developing relationships with embassies and cultural missions representing many nations. GEO’s Office of International Student and Scholar Programs advisors talk and email regularly with advisors at embassies and missions, and visits between the two are common. That said, there is always room to expand and deepen these relationships. Clear communication between both parties, increases the likelihood of embassies sending more students to VCU. One possible way to achieve this would be through an “international round table” hosting numerous embassy officials to meet with VCU officers, faculty and staff to discuss aspects of the international student experience including the perspectives of the sponsors. Deliberately linking on-campus international student groups to their embassies would deepen relationships on campus and beyond. Support for strategic travel to nations with whom we have good embassies relationships would also serve to develop those relationships.

• There is finite appropriate on-campus and nearby off-campus housing for international students and scholars. Awareness of options and resources for housing could be improved.

Information about and guidance for securing on- and off-campus housing options is available in GEO’s Office of International Student and Scholar Programs for all international students and scholars, and many take advantage of this resource. Increasing awareness of the resources and options through a variety of media is recommended, as is partnering with Residential Life and Housing and outreach to local landlords. Workshops and information should be provided to international students regarding leasing agreements and rights and responsibilities as a tenant. International students and scholars are often accompanied by partners and families and may have special cultural needs.
relative to housing. Cost is also a factor to be considered. Efforts should be made to take full advantage of the addition of the West Grace North Residence Hall (the “Globe”). All parties should be encouraged to provide and participate in diverse housing communities, so that international students and scholars share common residence space with their domestic peers.

- Insufficient GEO staffing in all areas, including Education Abroad and International Student and Scholar Programs, especially on the MCV Campus. GEO services, including ELP, should extend to the MCV Campus for those unable to leave the MCV Campus mid-day. These could include international cafés, academic advising and support, and immigration advising, all of which are scheduled for implementation by GEO’s Office of International Student and Scholar Programs in 2013-14. Support in securing space for these programs is essential. Similarly, ELP courses, especially those targeting disciplines based on the MCV campus, should be offered.

Challenges/Next Steps:

- Creation of a short course for intercultural communication for faculty, staff and students, similar to the “Safe Zone” and “Green Zone” initiatives. A simple icon (perhaps a globe) could be used to identify offices around campus as places where cultural awareness of international students and scholars is found. This would also provide a simple and visible metric for monitoring the extent to which internationalization of the campus is proceeding. GEO’s Office of International Student and Scholar Programs can create the curriculum for this short course, perhaps offered in partnership with the Division of Community Engagement.

- Thought might also be given to identifying an “International Ombudsperson” or a small group of individuals who would be identified as a confidential point of contact for internationals seeking advice with problems. International scholars may be subject to abuse owing to the perception that a faculty supervisor holds total power over the individual and that there is no avenue by which real or perceived issues can be discussed.

- To increase VCU’s visibility internationally, VCU faculty going to international events/conferences could take VCU brochures/bookmarks (preferably with short messages about VCU in several different languages). Enhance VCU’s reputation as a place that “takes care of” its international visitors.

- A system of peer/buddy relationships that pair new international students/scholars with U.S. counterparts would be a good starting point to help acclimate new international visitors and provide international exposure to domestic students.
• Expanding the current peer educator and conversation services for undergraduate international students to include graduate students, post-docs and scholars, perhaps in partnership with the Graduate School.

• Opportunities should be provided to faculty members to become more sensitized to the communications patterns between faculty and students in other cultures/countries and to the ways those patterns shape the dynamics of international students’ experiences at VCU; faculty will have to reach out to international students.

• Ensure that the community is aware of the stresses specific to the international scholar community and that our international scholars are made aware of the variety of support services available to them. This may be a particular challenge owing to differing cultural norms with respect to seeking and following counseling assistance and the need for counselors to be culturally sensitive and aware to these challenges.

• Ensure that current information provided to graduating students includes content of value and relevance for international graduates, such as seminars on visa issues, the job market, career planning in the US, negotiating with employers in the US workplace environment, health benefits, retirement planning.

• Harness social media to engage meaningfully with international visitors (at all levels) prior to their arrival at VCU.

• Expand the use of international peer groups (matching students/postdocs/scholars of similar ages and interests) could help with the socialization process. These groups could also include domestic students.

Metrics:

Enrollment (are there strategies corresponding to these metrics?)

• Monitor application, acceptance and matriculation numbers by country and by academic program; aggregate performance data should be collected (i.e. “GPA”, standardized test scores; information should be communicated to academic units to enhance decision-making process).

• Monitor number of students applying and enrolling with financial support from their government or other scholarship sources (are we being recognized as a favored destination by government bodies overseas?)
• Monitor “hits” on international admissions pages on the Division of Strategic Enrollment Planning website, as well as on feeder pages such as on the GEO or Grad School websites.

Engagement

• Monitor the number and attendance at “orientation/assimilation” activities held during the year.

• Modify annual international scholar survey conducted by GEO to serve as a measure of scholar satisfaction; monitor both response rate and a satisfaction index as measures of the engagement of the international community.

• Identify several “indicator” events (e.g. the “Café” meetings) as measures of student engagement and collect attendance information (consider acquisition of card reader to facilitate data collection); attendance by international and domestic students would be monitored on an annual aggregate basis.

• Monitor the average stipend/salary provided to international post-doctoral scholars.

• Monitor the number of international students participating in peer mentoring, conversation partner programs, etc.

Success

• Deploy an “exit survey” (possibly electronic) to collect information on the student experience with a derivative “success” parameter as a measure of the perceived experience

• Monitor retention and time-to-degree data for international students

• Monitor publications in peer-reviewed instruments listing a VCU international student or scholar as a contributing author

Teaching and Curriculum/Education Abroad

Challenges:

• Anecdotal evidence gathered during this planning process suggests that there are numerous barriers to increasing student participation in study abroad.
o Financial, family and work responsibilities
o Apprehension about immersion in other cultures
o Inadequate foreign language skills
o Lack of awareness about education abroad opportunities
o Perception that education abroad “interrupts” progress toward completion of degree programs
o Scarcity of programs closely interwoven with program of study
o Current overreliance on faculty-led programs that require significant subsidizing and present capacity limitations.

GEO is already understaffed compared to peer institutions to support Education Abroad efforts. It will be difficult to support additional activity, particularly in expanding new models of programs without staff growth.

• **Faculty and administration in many programs perceive their curricula as “maxed out” with little or no room to add additional course requirements, instructional material, or learning outcomes. Faculty and administration perceive their time as overloaded: there are few internal incentives for faculty to add international activity, including spearheading an education abroad program or adding an international dimension to an existing course, to their workloads.**

• **International relations, international studies, area studies, and foreign language instruction are fragmented at VCU across several units, without strong communication and collaboration among the disciplines, programs, and administrative units.**

  o As a result, there is not a coherent approach to strategic planning, curriculum development, and resource allocation to ensure that academic offerings closely match student interests and workplace demands. The International Studies major currently enrolls almost 300 majors with limited full-time faculty.

• **VCU, compared to our SCHEV and Virginia peer institutions, has very limited resources for international language instruction. Language training is an essential underpinning and prerequisite to all of VCU’s internationalization efforts.**

VCU language faculty includes 4 Professors, 5 Associate Professors, 4 Assistant Professors, 1 Visiting Professor, 1 Emeritus Professor, 5 Instructors and 38 Adjunct Faculty (see Appendix 8).
Next steps:

• Explore the possibility of including an internationally focused requirement as part of the six-nine credits still undetermined in the university General Education curriculum.

• Consider the parameters of a possible “badging” or “certificate” program through which VCU students who take courses with international focus, study abroad, participate in international or “glocal” events, or otherwise gain international expertise and exposure can be formally recognized. Such a program may require a process through which courses are “certified” as containing international content.

• Expand opportunities for student participation in courses that provide local intercultural experiential learning, such as service-learning courses and internships. Such courses provide opportunities for students to build intercultural competence locally and also serve to increase students’ interests in study abroad. Service learning courses, in particular, benefit from a university-wide support structure and higher capacity to meet potential enrollment demands.

• Explore strategies for increasing the number of department-based study abroad programs that explicitly and substantively contribute to completion of degree programs, across academic disciplines at all levels. Many of these may be short-stay programs taking place over spring break or intersession, embedded into existing courses. This may require the designation of school or departmental “champions” to spearhead these efforts, with appropriate incentives and rewards for participation.

• Explore additional efficiencies in the process for mounting and launching faculty led study abroad programs.

• Explore strategies for encouraging University College and departmental advisors to increase awareness of education abroad opportunities early in a student’s time at VCU. Similarly, explore strategies for more visible use of the experience of current and returning study abroad students, including social media, as incentives for others to participate.

• Explore options for developing international internships, using existing university partnership and alumni connections.

• Explore mechanisms for increasing strategic collaboration among units across the university involved in teaching international relations, international studies, and area studies, including options for external
support. These conversations should include academic units and GEO/VCU Globe.

- Examine demand for foreign language instruction at VCU and explore opportunities to attract additional resources in this area, particularly for those languages and regions of growing strategic interest.

**Metrics:**

- Number and percentage of VCU students studying abroad.

- Number and percentage of VCU students enrolled in experiential learning such as internships and service-learning courses abroad or involving significant intercultural learning.

- Number of new department-based education abroad programs.

- Development of coherent vision for international/area/language studies at VCU, involving all stakeholders.

**International Research and Strategic Partnerships**

**International Research**

**Challenges:**

- *Lack of data on the current level of international research activity at VCU.*

  We currently do not have consistent data on the international research that is being conducted at VCU or who is conducting international research. Part of the difficulty in capturing these data is that we do not have a definition of what we mean by “international research.” Is it research conducted with someone in another country? Is it research that is funded by a sponsor based in another country? Is it research conducted in or about another country, or about relations between countries and the global social, economic, cultural, and political environment? Having these data will be important both for setting benchmarks, as well as identifying where we currently have strengths on which to draw.

- *Insufficient infrastructure to facilitate and support international research.*

  The infrastructure needs that were identified included:
• Assistance with navigating the subjects protection issues in the U.S. and other countries, including the regulations related to IRB & IACUC approval;
• Assistance in managing payments in and out of the country
• Institutional supports for students conducting research in another country (e.g., safety, etc.)

• Limited support from some departments for faculty to conduct international research.

Because involvement in international research can be relatively resource intensive, both in terms of money and time, when departments are faced with significant teaching demands and limited budgets, they are likely to place a low priority on engagement in international research projects. Thus, to grow the international research portfolio will require additional resources and an increased emphasis on the value of these activities.

• Limited awareness among internal audiences about international research activities occurring at VCU.

Related to the perceived lack of support among some departments was a concern that the university did not do enough to highlight the international research of its faculty, and the importance of this research to the institution and to advancing knowledge in a global environment. With more visibility the interest among faculty and support among departments is likely to increase. There also needs to be a greater presence for international research on the Global Education website.

• Limited international awareness of VCU and its research strengths.

Enhancing the visibility of VCU globally increases the possibility that researchers in other countries will seek out VCU faculty when they are looking for collaborators in the U.S.

• Limited knowledge among faculty about international research funding opportunities, and potential international partners for collaboration and research.

It was identified that many faculty are not familiar with where to obtain funding for international projects, or how to identify and build collaborations for conducting international research. The lack of a centralized information source that was easily accessible and navigable was identified as a challenge.
Next Steps:

- Survey faculty to help identify the interest in international research and the most important barriers that need to be addressed to increase research in this area.

- Identify and promote the value of engaging in international research.

- VCU workshop on international health research.

- Continue addressing some of the areas in which it was identified that faculty lacked information.
  - The Office of Research has already started to address this by creating a special section on its website related to international research. [http://www.research.vcu.edu/vpr/resources/international.htm](http://www.research.vcu.edu/vpr/resources/international.htm)

- Define “international research” and develop strategies for measuring how much international research is occurring.

- Convene a stakeholder group to assist with definitions.

- Work with Office of Research staff to design mechanisms for capturing this information through their electronic systems.

- Explore the potential for comparing the international research activity at VCU with its research peers.

- Identify and implement strategies for highlighting international research activity that is occurring at VCU to internal and local audiences.

- Identify and implement strategies for highlighting VCU research strengths to global audiences.

- Explore adapting faculty annual performance report system to include specific categories for international research activities.

- Expand faculty development opportunities.

- Recognize and reward faculty and student international research.

- Seek out broad themes (e.g. Global Health) around which to build synergies.
Research Goal:

Increase the numbers and visibility of faculty involved in internationally-focused research

Metrics:

- The number of research grants that involve international partnerships.

- The number of news stories about international research partnerships.

- The number of publications about other countries or involving international social, economic, political, or cultural subject matter.

Strategic Partnerships

As academic units develop specific strategies to advance their international priorities within the context of Quest, the current slate and structure of international partnerships will need to adapt.

Challenges:

- *We do not have a consistent partnership evaluation system in place*

  Given limited resources, it is important that we assure each of our designated partnerships is setting and achieving goals and objectives that fit with the university’s strategic plan, *Quest for Distinction*. To do that, we need to establish a process that will require each of the partnerships to annually measure progress against established goals and objectives. Implementing such a process in a way that values the contributions that have been made to date, while recognizing that such a process will necessarily mean that some areas are likely to receive more resources and some less (or none), will present a challenge.

- *Establishing “strategic university partners” while also valuing international collaborations that may occur outside those strategic partners*

  Our goal in designating strategic partnership universities is not to make it harder to partner with institutions that are not strategic partners, but rather to make it easier to partner with those we identify as strategic. The current structure of relying on a single faculty member to impact the entire university is flawed. We need to look at ways to broaden support and oversight. We will need to find the balance between a focus on our strategic partners and supporting those who develop collaborations outside those institutions and between those that are university-wide and those that specific academic units identify to help them advance their goals in support of Quest.*
Current structure of relying on a single faculty member as partnership director to impact entire university is insufficient.

Develop structures that will broaden support and oversight.

Next Steps:

- Develop goals and objectives for each partnership that support the VCU Quest for Distinction

While each partnership director is asked to complete an annual report that outlines the activities of the previous year, there has not been a procedure established that requires each partnership to have established annual goals and objectives that are in support of the university’s strategic plan. We need to develop a taxonomy of partnership types and develop a process for proposal, review, approval and evaluation to be made accessible to the university community.

- Establish a partnership evaluation process

With the establishment of goals and objectives, the groundwork would be set to begin a process for evaluating the performance of each partnership. A rigorous evaluation process will help us determine which partnerships should continue with the designation of a “strategic partner.”

Strategic Partnership Goal:

Facilitate and support successful strategic international partnerships

Metrics:
- Amount of extramural funding received by projects with partner universities.
- Number of student and faculty exchanges with partner universities.
- Number of students and faculty engaged in projects with the partner universities.

Summary

To date, the Task Force for Comprehensive Internationalization obtained information from a variety of sources including university-wide town hall fora on the Monroe Park and Medical College of Virginia campuses, outreach to key departments and faculty, focus groups with students, task force sub-committee
meetings, and comments submitted via the task force’s website. In September the task force will administer a survey to all university faculty to assess the university's current state of international research, knowledge and participation in glocal events on campus (See Appendix 1). Data will also be collected from the annual GEO survey of international students and scholars and focus groups will be held with international students and scholars.

Based on information the task force has obtained thus far, below is a summary of strengths and opportunities, as well as challenges, as VCU continues the process of internationalization in alignment with the goals of *Quest for Distinction*.

**Strengths and Opportunities**

Numerous existing structures at the university facilitate the growth of internationalization at VCU. These include the international diversity of faculty and students, a large number of student cultural clubs, existing international research projects and partnerships, faculty strength in international relations and languages, the location of VCU within the city center, and the support of internationalization within the key themes of *Quest*.

**Challenges**

Challenges for further internationalizing VCU include lack of data on the current level of international research activity, insufficient infrastructure to facilitate and support international research, insufficient communication infrastructure to facilitate information about intercultural events, lack of on-campus housing for international students and scholars, a need for increased staffing in GEO, overcoming hurdles to study abroad (financial, personal, cultural), and the incorporation of international instructional material to already "maxed out" faculty and course material.
APPENDIX 1
FURTHER DATA COLLECTION PLANS

In Fall 2013 the task force will collect data from multiple sources including focus groups with international students and scholars; focus groups with undergraduate students; and the administration of a faculty survey (potential faculty survey questions below). Data will also be obtained from GEO’s annual survey of international students.

POTENTIAL FACULTY SURVEY QUESTIONS

Section 1: GENERAL QUESTIONS

1. How many years have you been at VCU?

2. What College/School is your primary appointment in (drop down for them to select)?

3. What is your primary department? ________________

4. Have you taken a course(s) for credit from an institution of higher education, college or university in a country other than the U.S? Yes or No.
   If yes, what was the most recent year you took a course for credit in another country? [4 digit response required]
   If yes, in what country did you take your most recent course: [drop down menu with countries]

5. Did you receive a degree from an institution of higher education, college or university in a country other than the U.S?
   If yes, what country? [drop down of countries to select] if they studied in more than one country, should we allow for them to select more than one country from the list?

XX. ARE YOU BILINGUAL? YES NO (IF YES, WHAT LANGUAGES)
XX. I HAVE A DEEP UNDERSTANDING OF THE CULTURE OF A COUNTRY OUTSIDE THE UNITED STATES
   1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree

6. Within the last 3 years have you consulted with professional colleagues in another country on a scholarly research or teaching project? Yes No

7. Within the last 3 years have you travelled to another country to conduct research/scholarly work? Yes No
8. Within the last 3 years have you made a scholarly presentation in another country? Yes  No

9. Within the last 3 years have you led a study abroad trip with students? Yes  No

10. Within the last 3 years have you taught a course that had more than 50% international students?  Yes  No

11. Do you have what you would consider a sustained international partner(s)?  Yes  No
    If Yes, identify the partner(s) and the location ________________

Section 2:  RESEARCH -RELATED QUESTIONS

For this section, research is defined as an inquiry, investigation or exploration that makes an intellectual or creative contribution to the discipline.  Research includes scholarship and creative activities.

International research is research that is conducted on or in a country other than the U.S.

1. Have you ever been engaged in international research (i.e., research that is on or in a country other than the U.S.)?  

NO (they skip to Question 11)

YES (they continue with questions 2-4)

2. When was your most recent international research project?
   Within the last year -- what country?  [drop down to select country]
   Within the last 2-3 years -- what country?
   More than 3 years ago -- what country?

3. Have you traveled to another country to carry out a research project?  Yes  No
   If yes, when did you conduct your most recent research project in another country?
   Within the last year -- in what country was your most recent project?
   Within the last 2-3 years -- in what country was your most recent project?
   More than 3 years ago -- in what country was your most recent project?
4. What percentage of your research work within the last 3 years has been international research (i.e., focused on or conducted in another country)?

0% [if they answer 0%, they should skip to question 11]
1-10%
11-25%
26-50%
51-75%
76-99%
100%

If they have a response greater than 0%, they should respond to questions 5 - 10:

5. Within the last 3 years have you produced scholarly publications from your international research project(s)? Yes no

6. Within the last 3 years have made a scholarly presentation(s) from your international research project(s)? Yes no

7. Within the last 3 years have you submitted a proposal for funding to an outside agency/organization to help support your international research project(s)? Yes No

If yes, What funding source (drop down menu):
NSF
NIH
Other (specify) ______________________

Was this project funded yes no still under review

8. Within the last 3 years, did your international research result in recruitment of international students to VCU? Yes no

9. Within the last 3 years, did your international research result in increased opportunities for research experiences abroad for VCU students? Yes no

10. Are there other outcomes from this international research? yes no (please specify)_____________________

[everyone answers the next question]

11. Are you interested in being involved in international research? Yes No [skip to question 13] Not Sure

[If they respond 'yes' or "not sure" they get question 12:]
12. How important are each of the following reasons for why you have not been recently engaged in international research?

Very important    important    somewhat important    not at all important

I don’t know how to get started in international research
I am not sure how to identify relevant international partners
Too costly to do research in another country
I don’t know how to secure funding to support international work
Limited incentives for doing international research
My dean/department chair is not supportive of international collaborations to conduct research
I don’t have time to do international research because of my other university obligations
Other (please specify) _____________________________

[if they respond 'no' they get question 13]

13. How important are each of the following reasons for why you are not interested in international research?

Very important    important    somewhat important    not at all important

I am not currently engaged in any research or scholarly work
International work is not relevant to my area of research
I don’t know how to get started in finding an international partner or making international connections
It takes too much time to develop and maintain international collaborations
It is too complicated to do international research
It is too costly to do research in another country
I am concerned about traveling abroad for safety and/or health reasons
There are limited incentives for doing international research
My dean/department chair is not supportive of international collaborations to conduct research
I don’t have time to do international research because of my other university obligations
Other (please specify) _____________________________

[everyone answers the next questions]

14. VCU is interested in increasing its international research activity. How important do you think each of these are to achieving that goal?

Very important    important    somewhat important    not at all important

More clearly articulating the important of international research
Increasing number of faculty who want to be engaged in international research
More internal funding available for international research projects
More assistance in connecting faculty with international partners
More resources for preparing faculty to conduct international research
More assistance in identifying and applying for external funding for international research
Increased recognition for international research in performance reviews, and promotion and tenure decisions
Addressing logistical difficulties in doing research in foreign sites (e.g., housing, travel issues, etc.)
Addressing research-related issues in doing research in foreign sites (e.g., IRB, export control)
Increasing the language skills of VCU faculty
Other (please specify and rank) __________________

15. General comments about international research:

Section 3: PARTNERSHIP QUESTIONS

1. Are you aware that VCU has designated strategic partnership universities?

2. Have you personally engaged with any of these partnership universities?  Yes  No [skip to question 5]

3. If yes, which ones? [drop down with the list]
   
   For each of the partners they select, there would be a drop down set of questions that would be asked:

4. What was the nature of the engagement?  [Either check all that apply, or make each of these yes/no]
   - Research/scholarly project with faculty from a partnership institution (actually doing work)
   - Presenting a paper/giving a talk at the partnership institution
   - Teaching/training individuals from the partnership institution
     Did you do the teaching training at the partnership site?
   - Mentoring graduate students or postdoctoral scholars from a partnership university
   - Other (please specify) _______________

5. Has your department collaborated with any of the partnership universities?  Yes  No  I don't know [skip to question 7]
   
   If yes, which ones? [drop down with the list]
For each of the partners they select, there would be a drop down set of questions that would be asked:

6. What was the nature of the collaboration? (all that apply)
   Students from our academic program studied at the partner institution
   Students from the partner institution studied at VCU
   Faculty from our unit did teaching/training at the partnership institution
   Faculty from the partner did teaching/training at VCU
   Other (please specify) ________________

7. How important do you think each of these to increasing our engagement with our partnership universities?

   Very important   important   somewhat important   not at all important

   More information about the potential collaborations at these universities
   More resources into facilitating visits to and from the partner universities
   Increasing logistical supports at the partnership sites
   Increasing logistical supports at VCU for partnership visits
   Other (please specify) ________________
   I don’t think we should increase our engagement with these partners (please explain)

8. General comments about having international strategic partners:

Section 4: CURRICULUM-RELATED QUESTIONS

1. Do any of the courses that you teach include content that is international in nature?
   NO (they skip to question 4)
   YES (they proceed to question 2)

2. What kind of international content is included?
   a. The entire course is focused on issues related to a country or countries outside the United States, or to global issues.
   b. The course covers one or a few topic areas that are international in nature, but the course itself is not specifically international.
   c. The course briefly addresses international content, but only marginally.

3. If the fact that this course contains international content is not obvious from the course title and/or description in the VCU Bulletin, please list the course title/number here.
4. Do you think it is important for students in your major field of study to be exposed to international perspectives and issues?
   a. Yes, this is central to my field/discipline and is already integral to our curriculum.
   b. Yes, this is central to my field/discipline but is not currently included in our curriculum to a degree that is appropriate.
   c. Yes. International issues are not central to my field/discipline, but it is still important for all students to be prepared for effective functioning in a 21st century global environment.
   d. No, international issues are not central to my field/discipline and are not centrally relevant to that course of study.

5. Do you think that the university should require all students to have some kind of exposure to international/intercultural issues, through formal course work or some other mechanism? (choose all that apply)
   a. Yes, absolutely.
   b. Yes, but only if it doesn’t in any way crowd out course work for the students’ major field of study.
   c. Yes, but only if it’s crafted in a way that is directly related to the students’ major field of study.
   d. No, many students already have packed schedules just for their major disciplines; there just isn’t room.
   e. No, international issues just aren’t relevant to some disciplines.

6. Do you think that an education abroad experience (assuming that financial and logistical hurdles can be addressed) is valuable for students in your major field of study?
   a. Yes, and many students in my discipline already do so.
   b. Yes, but students in my discipline do not study abroad regularly.
   c. No, study abroad is not relevant or important for students in my discipline.

7. If the proper opportunities and incentives existed, and if the time commitment were manageable, would you be interested in working with students on a study abroad program that is designed to be integral to the course of study for students in your discipline (for example, a week-long program over spring break for engineering students to engage in collaborative engineering work with faculty and student colleagues in another country)?
   a. Yes, absolutely.
   b. Yes, but I’d need to learn more about the level of support and incentives to do so.
   c. No, but I would support our students having this kind of opportunity.
   d. No, this does not seem to be a productive use of faculty or student time and resources in my discipline.
Section 5: CAMPUS AND COMMUNITY CULTURE QUESTIONS

Many local events occur on campus and in the community that provide faculty members with opportunities to experience international cultures. A 'local global' experience is defined as engagement that occurs on campus or within the Metro-Richmond community that exposes individuals to the languages, culture, and social realities of world populations.

1. Using this definition, did you have a 'local global' experience during the past 12 months? YES NO
   If yes, estimate the number of 'local global' events you have participated in during the past 12 months?______
   Describe these experiences________

2. How do you learn about 'local global' events happening on campus or in the community?
   a. TelegRAM, TV, Internet, Richmond Newspapers, Word of mouth, Other________

3. What do you believe is the biggest barrier to engaging more faculty members in 'local global' experiences?
   a. Faculty members are too busy, Faculty members are not interested, Faculty members often don’t know about these events, Not enough ‘local global’ events are held, ‘Local global’ events are often not held in a place that is convenient, ‘Local global’ events are often not held at a time that is convenient, Other____________________

At the end of the survey:

Please click here if you would you be willing to be contacted for more detailed information about your views and experiences related to international research, teaching and service.

<We should include links to various resources and information at the end of the survey (e.g., link to partnership universities; link to international research resources>
APPENDIX 2  
LOCAL INTERCULTURAL INFORMATION

(a) Organizations within the local Metro-Richmond community that represent immigrant or cultural groups. These can include nonprofits, faith-based, neighborhoods, or government organizations.

- Chesterfield County -
  - Multicultural Advisory Commission
- City of Richmond -
  [http://www.ci.richmond.va.us/HispanicLiaison/index.aspx](http://www.ci.richmond.va.us/HispanicLiaison/index.aspx)

• The following organization’s websites can be found at the above link by clicking on the ‘resources’ link.
  - African Community Network (Please login to Facebook first then click on the link)
  - Asian American Society of Central Virginia (AASOCV)
  - Commonwealth Catholic Charities: Immigrant Services
  - Colaborando Juntos
  - Creando Juntos
  - Elegba Folklore Society
  - Islamic Society of Greater Richmond (ISGR)
  - Latin Ballet of Virginia
  - Merchant’s Club of Virginia
  - Sacred Heart Center
  - Virginia Asian Chamber of Commerce
  - Virginia Hispanic Chamber of Commerce
  - Virginia Latino Advisory Board
  - Windsor Road Walnut Hill

(b) Organizations on campus that represent cultural groups (e.g., student clubs)
- Afghan Student Association
- African Student Union
- Afrikana
- Amazigh Cultural Fusion
- Bangladeshi Student Organization at VCU
- Black Caucus
- Black Student Union
- Caribbean Students Association
- Chinese Student Association
- Chinese Students and Scholars Association at VCU
- Clube Brasil!
- Eritrean Student Association
- Ethiopian Student Union
Filipino Americans Coming Together
French Club
German Club
Global Foundation
Indian Student Association
Intercultural Dialogue Club
Jhoom-Hindi Dance
Jordanian Students Club
Korean Students at VCU
Korean Unity Gathering
Latino Student Association
Mandarin Chinese Studies
National Association for the Advancement of Colored People at VCU
Nepalese Student Association at VCU
Pakistani Student Association
Persian American Students
Raqqas - Fusion Dance
Russian Club
Saudi Students Club at VCU
Students for Total Diversity
Tiranga - Indian Nationals at VCU
Vietnamese Student Association
Japanese Club
STAND at VCU
Qatari Student Club (VCUQ)
Desi Hungama (VCUQ)
Egyptian Student Association in North America - Richmond Unit
Taiwanese Student Association at VCU
Students of Mesopotamia
Thai Student Association
Turkish Student Association
Arab Student Association
Arabic Club
Kuwaiti Student Organization
Desi’s Out Socializing Together
Polish Student Association
Sudanese Student Organization
Iranian Culture Club
Student National Pharmaceutical Association
Native American Student Association
Free Punjab
South Asian Student Association
(c) Metro-Richmond events that celebrate cultural diversity.

- The following links will identify more than 30 events (specifically the 2nd link regarding the multicultural brochure)
  
  - [http://www.visitrichmondva.com/includes/content/docs/media/Multicultural_Brochure.pdf](http://www.visitrichmondva.com/includes/content/docs/media/Multicultural_Brochure.pdf)
FUNDING FOR INTERNATIONAL PARTNERSHIP ACTIVITIES

Funding from the Global Education Office is matched by funding from VCU deans to support ongoing partnerships. In addition, each year, the Global Education Office provides funding for projects that take advantage of VCU’s partnership universities to substantially impact the university and enhance the preparation of VCU students for an increasingly globalized workplace. The awards are focused to support the goals established in the Quest for Distinction. The four categories for awards in 2013 included Collaborative Degree, Study Abroad, Faculty Development Seminar, and Global Visiting Scholar.

The awards that have been granted in the past several years are listed below:

2013 Awardees:

**VCU and the University of KwaZulu - Natal: A Jazz Bridge to Greater Understanding**

School of the Arts University of KwaZulu - Natal (South Africa)
Department of Music $50,000
Professor Antonio J. Garcia

A collaborative research and performance project bringing together students and faculty of the Jazz Studies programs of VCU and UKZN. The grant commissions four new musical works to be recorded and released on a joint CD. This grant seeks to improve the understanding of our underserved communities by bringing scholars and students of African-based music to VCU’s campus to meet with VCU students and scholars, examining curricula that prepare students for a global future, and delivering concerts and recordings that highlight the African influence on jazz in the minds of Richmond’s cultural majorities and minorities.

**Building Global Bridges through Community - Engaged Research**

School of Medicine University of KwaZulu - Natal (South Africa)
Department of Social and Behavioral Health $50,000
Dr. Maghboeba Mosavel

A collaborative research project seeking to contribute and expand upon existing evidence that support engaging students and young people as innovators to effect positive and sustainable change in low income and poor communities. Project will involve VCU, UKZN and the Kenneth Gardens Intervention Project, a sub-economic housing development project in Durban, as well as the Richmond Redevelopment Housing Authority. VCU and UKZN students will be centrally involved in that the project utilizes and international cross-cultural peer mentoring design.
An Emergency Medicine Interdisciplinary Collaboration between PGIMER and VCU's Department of Emergency Medicine with a Focus on Health Administration, Nursing, Medical Education and Emergent Cardiology

School of Medicine Post - Graduate Institute of Medical Education and Research (India) Department of Emergency Medicine
Dr.Harinder Dhindsa

Interdisciplinary clinical and research project promoting the recently recognized and accredited specialty of emergency medicine in India involving a team of experts who will be promoting research, education and clinical emergency medicine as it relates to nursing, emergency cardiology, pediatric critical care, medical education, and health administration. The three main objectives focus on the clinical practice of emergency medicine, the burden of emergency/disaster management in India, and research and didactic collaborations on these primary topics.

VCU and the University of São Paulo in the Era of “Science without Borders”
College of Humanities and Sciences University of São Paulo (Brazil)
Department of Chemistry $35,000
Dr. Nicholas Farrell

This proposal serves as an investigation for possibilities of international collaboration in science, engineering and education funded by US Government granting agencies through the “Science without Borders” initiative. The proposal initiatives will act as outreach tools to the University community, disseminating information on international initiatives in STEM research and education and advertising the possibilities for research collaborations with Brazil by highlighting the quality and diversity of ongoing research.

Islamic Art History at VCU and UCO: A Curricular Partnership for a Global Future
School of the Arts University of Córdoba (Spain)
Department of Art History $49,500
Dr. Michael Schreffler

Curriculum and research development project focusing on the study of Islamic art and architecture in Spain as well as collections of renowned art museums in the USA. The project includes the creation of an undergraduate course on Islamic art and architecture to be offered at VCU and UCO beginning in Spring 2013, and the development of an undergraduate research conference at UCO in May 2013, where students from VCU and UCO will meet to share their research.

2012 Awardees:

Enhanced Psychiatric Curriculum for Medical Students in Faridkot University, India, and Virginia Commonwealth University (VCU),USA: A Collaborative
Proposal by the Psychiatry Faculty of VCU and PGIMER, India School of Medicine Post-Graduate Institute of Medical Education and Research (India)
Department of Psychiatry $30,000
Dr. Ananda Pandurangi

Enhancing the role of VCU in medical education in India, and enriching the education of VCU medical students in global mental health through the following initiatives: development and teaching of a psychiatric neuroscience course for medical students of Faridkot Medical University, India; development and beta testing an enhanced psychiatry curriculum for medical students at this university; development and adding global mental health content to VCU curriculum; developing and implementing an elective clinical rotation at PGIMER for VCU students.

Virginia Massive Resistance Oral History Project
College of Humanities and Sciences University of KwaZulu - Natal (South Africa)
Department of African American Studies $48,000
Dr. Shawn Utsey

A curricular enhancement project that trains VCU undergraduate students in the Sinomlando methods of oral history and memory work. The content focus of the initial project is aimed at capturing and cataloging the lived experiences and silenced memories of African Americans who endured the legacy of Virginia’s Massive Resistance Movement of 1958. The Sinomlando Center for Oral History and Memory Work at UKZN will train VCU faculty and students in the methods and techniques of collecting oral histories and uncovering silenced memories.

Risk and Resilience in South African Youth: An International Research Collaboration between VCU & UKZN
College of Humanities and Sciences University of KwaZulu - Natal (South Africa)
Department of Psychology $49,509
Dr. Wendy Kliewer

Collaborative research project investigating the risk and resilience among South African youth. The project aims to identify the following: linkages between cumulative risk experienced by South African youth and mental health concerns, behavioral problems, substance use, risky sexual behavior and psychological markers of stress response; the psychological and physiological processes linking cumulative risk and adjustment in these youth; the factors of individuals, families, and communities that attenuate the relation between cumulative risk and adjustment.

Recruiting and Launching a New Joint Degree with Fudan University
College of Humanities and Sciences Fudan University (China)
School of Mass Communications $50,000
Dr. Judy Van Slyke Turk

Launching new Master of Science degree program in Integrated Public Relations and Advertising in Fall 2012. This degree program, which includes both VCU and Fudan University courses, will be delivered entirely in Shanghai with VCU faculty traveling to Shanghai to teach program modules. This program will be unique to communications education in China, providing young professionals working in the public relations, advertising and corporate communications industries with access to a professional graduate education not currently available to them.

**2011 Awardees:**

**Israeli/American Resilience Project: Enhancing Resilience Following Trauma**
School of Allied Health Professions Hadassah Medical Center
School of Medicine $30,462
Dr. Carolyn Hawley

Research examining the resilience and quality of life of subjects injured in politically motivated violence; the exchange of knowledge between researchers and students to facilitate its application across schools and institutions.

**VCU - BFSU2+2 Program**
School of Business Beijing Foreign Studies University
Dr. Weiyong Zhang $7,500

Establishing a permanent faculty exchange between the VCU School of Business and the BFSU International Business School; an annual faculty research seminar series; a VCU student summer study program; and a VCU - BFSU Business School "2+2 program" to recruit high quality, degree seeking Chinese students to study at VCU's School of Business.

**International Partnership Program with the University of Messina**
School of Dentistry University of Messina
Dr. Bhavna Shroff $24,083

Evidence - based didactic exchanges and case - based instructions to introduce faculty and students at UniMe to the current state of the art of U.S. orthodontic practices. Research includes clinical trials and evaluation methods. Regular seminars and case discussions via video conferencing will provide a world - class experience and result in publications and increased international recognition.

**Enhanced Curriculum In Internationalization Through Collaborative Projects Between VCU and IIT - KGP**
School of Engineering Indian Institute of Technology - Kharagpur
Collaborative senior design projects between students and faculty at VCU and IIT - KGP and initiating contact between faculty members that will ultimately lead into collaborative research projects. Another important expected outcome is the potential for projects to directly benefit underprivileged communities with potential for broader global impact.

**The Journey is the Destination: Humanity's Enduring Quest for Meaning**
Honors College University of the West of England
Dr. Timothy Hulsey $28,000

A comprehensive, integrated year-long course of study for selected undergraduates followed by amid-summer immersion course at the University of the West of England (UWE). The faculty member elected to teach the course at home and in Bristol explores research collaborations with UWE colleagues. Alumni and friends gain first-hand knowledge of the value of the program by attending seminars and traveling to Bristol for a portion of the course.

**Transatlantic Studies Initiative**
College of Humanities and Sciences University of the West of England
Dr. Catherine Ingrassia $21,900

An undergraduate concentration in Transatlantic Studies, a Transatlantic Summer Research Initiative engaging students in collaborative research projects with faculty, and a summer program in Bristol for undergraduate and graduate students.

**Internationalizing the Wilder School Annual Student Research Conference**
College of Humanities and Sciences Curtin University, Fudan University, Moscow State University, St. Petersburg State University
Dr. Judyth Twigg Uof Córdoba, Uof Kwazulu - Natal, Uof São Paulo $23,000

Incorporate students and faculty from several International Partnership Universities in the Wilder School student conference including workshops and site visits to enhance collaborations.

**VCU Global Program in Infection Control**
School of Medicine University of Messina, University of the West of England
Dr. Richard Wenzel $25,422

An educational program on infection control for undergraduate and graduate students in hospitals, Schools of Medicine, Nursing, Pharmacy and Public Health. Telemedicine lectures and webinars to review success and encourage research collaborations between students and faculty.
APPENDIX 4
INTERNATIONAL PARTNERSHIP PROJECTS

Dual and Double Degree Programs with Partnership Universities:

Master of Science in Mass Communications/Master of Literature with a concentration in strategic public relations in conjunction with Fudan University in Shanghai, China. This dual and double degree program was established September 2009 and is a three year program where students complete the first three semesters of coursework at Fudan and the last three semesters at VCU. Students are awarded degrees from both Fudan and VCU.

Master of Business Administration and Master of Science program in conjunction with Christ University in Bangalore, India. Students have the opportunity to study at two universities and earn two degrees within two years.

Master of Interdisciplinary Studies in Film and Language in conjunction with University of Cordoba (Spain) and University of Messina (Italy). Six EU students (Three from Cordoba, three from Messina) and six VCU students spend their first semester in Cordoba, Spain, second semester in Messina Italy, and final two semesters at VCU. This program is supported by a four-year grant.

Joint Degrees:

Master of Science in Business with a concentration in global marketing management in conjunction with Fudan University. This joint degree program is taught by VCU and Fudan faculty with all coursework completed at Fudan University. Upon the completion of coursework, students are encouraged to complete a practicum at VCU. Students are awarded a degree from VCU.

Master of Science in Addiction Studies jointly offered by University of Adelaide (Australia), King's College London, and VCU. This master's program is available to students from all countries, though course materials are in English only. This program is completely online and no campus attendance is required. Students may enroll part time (24-month completion) or full time (12-month completion). Students are awarded degrees from all three partner universities.

Student Exchanges:

The VCU-Fudan Summer Chemistry program was established in 2011. Each summer, students from Fudan University spend eight weeks conducting undergraduate lab research in the United States and comparing that with their experience conducting research in China.
APPENDIX 5
RESOURCES

In an effort to explore best practices for internationalization, the task force turned to the American council of Education (ACE), whose Center for Internationalization and Global Engagement offers programs and services that enhance comprehensive internationalization on U.S. campuses and situate U.S. higher education in a global context. As a member of ACE’s tenth internationalization laboratory cohort, VCU received assistance from ACE consultants who visited campus in spring 2012. Task force co-chairs Judy Twigg and Ann Nichols-Casebolt, along with GEO Executive Director McKenna Brown, attended the tenth annual ACE Internationalization Laboratory Cohort workshop in Washington, D.C., on February 1, 2013, where best practices for internationalization from other cohort universities were identified. The task force executive committee also participated in two conference calls (November 19, 2012 and January 30, 2013) with Barbara Hill, Senior Associate with ACE.

**Dr. Barbara A. Hill** is a Senior Associate with the American Council on Education’s Center for Effective Leadership, working with member institutions to promote international learning and to help leaders think strategically about internationalization. Hill served as a senior consultant to the Higher Education for Development program (formerly the Association Liaison Office for University Development), working to develop organizational infrastructure to serve international development through university partnerships and organizing conferences to disseminate expertise in international development. Hill has been a regular participant in the Visiting Advisors Program of the Salzburg Seminar, consulting with universities in Russia and Eastern Europe about governance, management, finance, academic structure, and program quality. Hill continues to moderate the Intellectual Renewal Seminars for Leaders, begun at Radcliffe College/Harvard University, which are seminars on leadership, ethics and the good society for various professional groups.

Hill serves as chair of the board of directors of the Maryland Humanities Council. She earned a B.A. in English literature with honors from the University of Illinois, Champaign-Urbana, and a M.A. and Ph.D. in English literature from the University of Washington, Seattle. Hill has held senior level administrative 42ask Force for Comprehensive Internationalization positions at several higher education institutions, including acting director of admissions at Hood College (1979-1980), associate dean of the faculty at Barnard College/Columbia University (1983–86), provost of Denison University (1986-1990), and president of Sweet Briar College (1990–1996). Hill was an ACE Fellow in 1979–80.

**ACE INTERNATIONALIZATION LABORATORY**
ACE’s Internationalization Laboratory provides institutions with customized guidance and insight as they review their internationalization goals and develop strategic plans. As part of the Internationalization Laboratory, experts from ACE work with institutions to help them:
• Form an internationalization leadership team on campus

• Review current internationalization activities to clarify institutional goals

• Develop a strategic action plan based on an analysis of current activities on campus

• Participating institutions also have access to:

  • On-campus site visits by ACE staff, involving a roundtable discussion with the leadership team and key stakeholders to facilitate dialogue, define key questions and issues, clarify goals and build support for the internationalization process

  • Three meetings of the entire 2012-2014 Internationalization Laboratory cohort, hosted by ACE in Washington, DC

  • Regular contact with and guidance from ACE staff as the campus conducts its review, analyzes findings and develops its action plan
APPENDIX 6
EXAMPLES

Some examples of the kinds of international research being done are profiled as “Success Stories” on the GEO website.
http://www.global.vcu.edu/outreach/internationalization/success.html
APPENDIX 7
INTERNATIONALLY FOCUSED DEGREE PROGRAMS

B.S. in Anthropology

B.A. in Foreign Languages with concentrations in French, German, or Spanish

B.A. in International Studies

B.A. in Religious Studies

B.S. in Business Administration and Management: International Management Track

B.A. in Political Science with concentration in International Relations
# APPENDIX 8

## LANGUAGE COMPARISONS AMONG SCHEV PEERS

<table>
<thead>
<tr>
<th>Peer Institution</th>
<th>Faculty</th>
<th>Language Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Commonwealth University</td>
<td>38 Adjuncts, 5 Instructors, 4 Assistant, 5 Associate, 4 Professor, 1 Visiting Professor, 2 Emeritus</td>
<td>Arabic, Mandarin, French, German, Italian, Latin, Brazilian Portuguese, Russian, Spanish (Hindi and Swahili discontinued in fall 2013)</td>
</tr>
<tr>
<td>Boston University</td>
<td>17 Adjuncts, 23 Instructors, 5 Assistant, 16 Associate, 11 Professors, 2 Emeritus</td>
<td>German, Spanish, Russian, Hindu-Urdu, Chinese, Japanese, Korean, Arabic, Hebrew, Turkish, Persian</td>
</tr>
<tr>
<td>Drexel University</td>
<td>1 Assistant, 1 Instructor, 5 Associate, 1 Professor</td>
<td>Arabic, Chinese, French, German, Greek, Italian, Russian, Spanish</td>
</tr>
<tr>
<td>Florida State University</td>
<td>2 Adjuncts, 6 Instructors, 10 Assistant, 14 Associate, 8 Professors</td>
<td>Chinese, French, Italian, Japanese, Russian, Spanish, Arabic, Hebrew, Italian, Portuguese, Slavic, Turkish</td>
</tr>
<tr>
<td>New York University</td>
<td>101 Adjuncts, 12 Assistant, 7 Associate</td>
<td>Chinese, French, Italian, Japanese, Spanish, Russian, Hindi-Urdu, Arabic, Persian</td>
</tr>
<tr>
<td>SUNY at Buffalo</td>
<td>1 Adjunct, 8 Instructors, 1 Assistant, 1 Visiting Assistant, 12 Associate, 6 Professors</td>
<td>American Sign Language, Chinese, German, Japanese, Korean, Polish, Russian Portuguese</td>
</tr>
<tr>
<td>University</td>
<td>Total Faculty and Rank Details</td>
<td>Languages</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Temple University</td>
<td>17 total faculty (rank not specified)</td>
<td>Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Vietnamese</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>8 Instructors, 6 Assistant, 4 Associate, 2 Professors, 2 Emeritus</td>
<td>Arabic, Chinese, French, German, Italian, Spanish, Japanese</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>No information available</td>
<td>Arabic, Cantonese, Chechen, Mandarin, French, German, Greek, Hausa, Hebrew, Hindi, Hopi, Hungarian, Irish-Gaelic, Italian, Kurdish, Latin, Navajo, Norwegian, Persian, Polish, Portuguese, Russian, Kurdish, Latin, Navajo, Norwegian, Scots-Gaelic, Spanish, Swahili, Swedish, Tagalog, Thai, Tohono O'odham, Japanese, Korean, Turkish, Ukrainian, Vietnamese</td>
</tr>
<tr>
<td>University of Cincinnati - Main Campus</td>
<td>17 Adjuncts, 2 Instructors, 15 Assistant, 10 Associate, 7 Professors</td>
<td>French, Spanish, Italian, Arabic, Portuguese</td>
</tr>
<tr>
<td>University of Colorado at Denver</td>
<td>2 Instructors, 3 Assistant, 4 Associate</td>
<td>Chinese, German, Latin, Spanish, French</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>6 Instructors, 9 Assistant, 11 Associate, 5 Professors, 2 Visiting Assistant, 1 Post-Doc, 1 Emeritus</td>
<td>Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Lithuanian, Greek, Polish, Russian, Spanish</td>
</tr>
<tr>
<td>Institution</td>
<td>Faculty Composition</td>
<td>Language Offerings</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>14 Instructors, 11 Assistant, 19 Associate, 13 Professors, 3 Emeritus</td>
<td>Chinese, Japanese, Korean, Mongolian, Tibetan, Uyghur, French, Italian, Czech, Bosnian-Serbian-Croatian, Polish, Russian, German, Slovene, Turkish, Ukrainian, Yiddish</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>10 Instructors, 9 Assistant, 13 Associate, 6 Full, 6 Emeritus</td>
<td>Arabic, Chinese, French, German, Greek, Hebrew, Italian, Latin, Russian</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>11 Instructors, 36 Part-time Lecturers, 3 Assistant, 9 Associate, 8 Professors</td>
<td>Arabic, American Sign Language, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish</td>
</tr>
<tr>
<td>University of Miami</td>
<td>6 Assistant, 9 Associate, 4 Professors</td>
<td>Arabic, French, German, Italian, Portuguese, Spanish, Mandarin, Hebrew, Japanese</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>45 Instructors, 6 Assistant, 14 Associate, 6 Professors, 1 Visiting Assistant, 12 Emeritus</td>
<td>Arabic, Chinese, French, Italian, Spanish, Portuguese, Hmong, Japanese, Korean</td>
</tr>
<tr>
<td>University of Missouri - Columbia</td>
<td>7 Instructors, 13 Assistant, 18 Associate, 4 Professors, 10 Emeritus</td>
<td>French, Italian, Portuguese, Spanish, Japanese, Chinese, Korean, German, Russian, Hebrew</td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>No information available</td>
<td>Chinese, French, German, Italian, Spanish, Japanese</td>
</tr>
<tr>
<td>University of New York</td>
<td>6 Instructors, 5 Assistant, 5 Associate, 2 Professor</td>
<td>Arabic, Greek, Latin, French, German, Italian, Russian, Chinese, Japanese</td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| University of Southern California | 32 Instructors, 27 Assistant, 15 Associate, 18 Professors, 5 Emeritus | Chinese, French, Korean, Italian, Russian, German, Japanese, Arabic, Hebrew, Hindi, Persian, Portuguese, Spanish |

| University of Utah | 8 Instructors, 10 Assistant, 16 Associate, 6 Professors, 2 Visiting Assistant | American Sign Language, Ancient Greek, Arabic, Chinese, French, German, Hebrew, Hindi-Urdu, Japanese, Italian, Khmer, Korean, Latin, Modern Greek, Nahuatl, Navajo, Persian, Portuguese, Russian, Spanish, Turkish |

| Wayne State University | 12 Instructors, 8 Assistant, 18 Associate, 7 Professors, 1 Visiting Assistant | Japanese, Chinese, Greek, Latin, German, Slavic, Arabic, Chinese, Hebrew |

| West Virginia University | 4 Instructors, 9 Part-time Lecturers, 9 Assistant, 6 Associate, 1 Professor, 1 Visiting Assistant | Chinese, French, German, Italian, Spanish, Russian, Arabic, Portuguese |