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# Beyond the Numbers: Comprehensive Internationalization at Miami University

Andres Oliver  
*SIT Graduate Institute*

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Beyond the Numbers:  
Comprehensive Internationalization at Miami University

Andres Oliver

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A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in  
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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Advisor: Sora Friedman, PhD

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Student Name: Andres Oliver

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### Abstract

Marketing materials for Miami University, a public doctoral university in Oxford, Ohio, frequently reference the caliber and popularity of the university's outbound student mobility programs. With almost sixty percent of undergraduates studying abroad or away before graduation, outbound mobility has become a core element of both the Miami student experience and the university's vision for global engagement. This study seeks to go beyond the numbers (i.e. student mobility rates) in examining whether the success of outbound student mobility programs is indicative of successful internationalization across the university as a whole. Using the American Council on Education (ACE) Center for International and Global Engagement (CIGE) Model for Comprehensive Internationalization, this study analyzes Miami University's internationalization progress since 2012 according to six "pillars" of internationalization: 1) articulated institutional commitment; 2) administrative leadership, structure, and staffing; 3) curriculum, co-curriculum, and learning outcomes; 4) faculty policies and practices; 5) student mobility, and 6) collaboration and partnerships. Findings revealed a clear institutional commitment to internationalization in the form of *Miami 2020*, the university's most recent strategic plan, as well as the presence of international, intercultural, and multicultural elements in areas such as faculty hiring, promotion, and tenure policies; inbound and outbound student mobility opportunities; and requirements of the core curriculum. At the same time, the implementation of certain internationalization initiatives continues to present challenges, including cultural, social, and academic issues faced by international students; questions surrounding sustainable leadership in Global Initiatives, the university's centralized internationalization hub; and the overabundance of short-term, faculty-led programs.

## Introduction

The benefits, challenges, and drivers of internationalization in higher education have been well documented in scholarly discourse (Altbach & Knight, 2007; Knight, 2013, 2015; Seeber, Cattaneo, Huisman, & Paleari, 2016). Institutional internationalization can take many forms, and may include global or intercultural components of a core curriculum, partnerships with institutions abroad, and campus diversity initiatives, among other elements. While only one facet of internationalization, student mobility serves as an especially powerful marketing tool for higher education institutions, with these vying to send and receive ever greater numbers of students to and from abroad (Knight, 2012). Miami University (MU), a public doctoral university in Oxford, Ohio, has certainly recognized the value of student mobility. With 49.1 percent of undergraduates studying abroad between 2014 and 2015, and 46.3 percent between 2015 and 2016 (Institute of International Education, 2016, 2017), MU frequently markets itself as a top university for undergraduate study abroad participation. A long-running study center in Luxembourg epitomizes the university's global reach and vision, while growing numbers of international students speak to the allure of the Miami brand abroad (Office of Institutional Research, 2014, 2015, 2016).

In June of 2017, I embarked upon a practicum at MU with the Study Abroad and Away<sup>1</sup> unit of Global Initiatives, a hub for five offices and centers with a multicultural, intercultural, or global focus. I was immediately struck by both the large numbers of international students on campus and the apparent popularity of study abroad among domestic students. Clearly, the university was not lacking for participants in its student mobility initiatives. Over the next few

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<sup>1</sup> "Study Away" refers to mobility programs operating outside of Oxford or any of the regional campuses, yet still within the continental United States. All subsequent references to "outbound student mobility" should be understood to include both study abroad and study away programs.

months, I began seeing a more nuanced picture of student mobility and internationalization at MU. I learned that though MU has undergone significant expansion of its short-term, faculty-led study abroad and away programs, assessment of these programs has failed to demonstrate comparable growth in students' global awareness and intercultural competence. Furthermore, while MU hosts a growing number of international students, these students may be poorly integrated due to a variety of reasons. My review of *Miami 2020*, the university's most recent strategic plan, placed student mobility within the larger context of institutional policy. With one foundational goal dedicated entirely to internationalization, *Miami 2020* conveys a vision for comprehensive internationalization through not only student mobility, but also student and staff diversity, international collaboration, and other strategies (Miami University, 2013). Informal conversations with Global Initiatives staff shed light on the challenges of translating broad institutional policy (e.g. internationalization) into effective practice. In this way, I settled on a research question that would allow me to examine whether the success of MU's student mobility programs is truly indicative of broader progress toward comprehensive internationalization.

The American Council on Education (ACE) Center for International and Global Engagement (CIGE) Model for Comprehensive Internationalization defines comprehensive internationalization as “a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected institutions” (Brajkovic, Helms, & Struthers, 2017, p. 1). The CIGE Model specifies six “pillars” that form the foundation of comprehensive internationalization:

1. Articulated institutional commitment
2. Administrative leadership, structure, and staffing
3. Curriculum, co-curriculum, and learning outcomes
4. Faculty policies and practices
5. Student mobility
6. Collaboration and partnerships (Brajkovic et al., 2017, p.1)

2012-2013 marked a pivotal stage in MU's internationalization efforts. Though MU pursued different elements of internationalization prior to these dates, 2012-2013 witnessed two milestones in the university's internationalization progress. Between 2012 and 2013, five offices and centers with a multicultural, intercultural, or global focus consolidated into Global Initiatives. 2013 also saw the drafting of the *Miami 2020* strategic plan. With one foundational goal, Foundational Goal 2, dedicated entirely to internationalization, this plan represented the university's first concerted effort toward comprehensive internationalization. Furthermore, Foundational Goal 2 set ambitious targets for student mobility, student and faculty diversity, and global engagement, among other areas (see *Appendix A*).

Taking the CIGE Model as a theoretical foundation, this study examines MU's internationalization progress since 2012. As noted in a later section on *Practitioner Inquiry Design*, this study focuses heavily on internationalization within the context of Global Initiatives, whose units coordinate, assess, and develop a range of programs related to internationalization. Findings revealed the presence of an articulated institutional commitment to internationalization in the form of *Miami 2020*, the university's most recent strategic plan, as well as in the strategic plans of individual academic divisions. Other signs of internationalization progress include: active assessment of MU's internationalization initiatives; improved collaboration between the

three study abroad and away units as a result of administrative centralization; incentives for international engagement in the faculty tenure and promotion standards for teaching and service; integration of study abroad and intercultural learning into the core curriculum; a broad study abroad and away portfolio; and a new co-curricular program aimed at expanding and capitalizing upon on-campus opportunities for intercultural learning. Challenges include: questions surrounding sustainable leadership in Global Initiatives; an overabundance of faculty-led programs; limited integration between international and domestic students; limited cultural sensitivity among faculty; a lack of incentives for faculty participation in cultural sensitivity trainings; limited diversity among MU's international students, study abroad and away participants, and international partners; and uncertainty surrounding proposed policy changes related to study abroad and away.

### **Institutional Context**

#### **Miami University**

Founded in 1809, MU is a four-year, public doctoral university in Oxford, Ohio, with regional campuses in Hamilton, Middletown, and West Chester, and a study center in Differdanges, Luxembourg. The Oxford campus hosts 17,147 undergraduates and 2,305 graduate students, with the three regional campuses hosting another 4,972 undergraduates and graduate students between themselves. The Miami University Dolibois European Center (MUDEC) in Differdanges typically hosts between 100 and 150 undergraduates per semester. MU's academic divisions include the College of Arts and Science, the College of Engineering and Computing, and the highly ranked Farmer School of Business. MU has received particular recognition for its commitment to undergraduate teaching, ranking first among public doctoral universities nationwide in *U.S. News and World Report* (2018), and for its high undergraduate study abroad

participation rate, the third highest of all public doctoral institutions nationwide according to the most recent *Open Doors* report (Institute of International Education, 2017).

All MU students must fulfill the requirements of the *Global Miami Plan for Liberal Education*, which aims to help students “develop mental agility and problem-solving ability to think for [themselves] and adapt to a changing world” (“Core Curriculum,” 2018). This core curriculum includes courses in the arts and sciences, an experiential component, and a capstone course, all of which comprise about 30 percent of a student’s total undergraduate coursework. Students interested in pursuing additional academic, research, and service learning opportunities can apply to the University Academic Scholars Program or the University Honors Program, both of which connect students with internships, scholars, faculty members, and fellowships.

As of 2017, undergraduates and graduate students identifying as “white and unknown” made up 74 percent of MU’s enrollment across all campuses, at 18,207 (“One Miami: Diversity and Inclusion—Enrollment,” 2018). Non-white domestic students (American Indian/Alaska Native; Asian; Black/African American; Native Hawaiian/Pacific Islander; Hispanic/Latino; Multi-Racial) made up 14 percent, at 3,459, while “Non-Resident Aliens” (international students) made up 12 percent, at 3,006. In 2016, female undergraduates and graduate students outnumbered male undergraduates and graduate students 13,114 to 11,391 across all campuses (“Miami University Fact Sheet 2016,” 2016). In 2016, faculty identifying as “white and unknown” made up 81 percent of full-time faculty across all campuses, at 917. Non-white, full-time faculty (see above) made up 19 percent, at 215 (“Full-Time Faculty,” 2018). Male full-time faculty outnumbered their female counterparts 606 to 526.

As shown by the above data, MU students and faculty exhibit a relatively low degree of diversity. However, these demographics generally align with those of surrounding Butler

County, which is 85.7 percent white (U.S. Census Bureau, 2016), as well as of Ohio, which is 82.5 percent white (U.S. Census Bureau, 2016). Other variables, such as cost and socio-cultural factors, may also play a part in determining student and faculty diversity. MU's limited diversity is relevant to a discussion of internationalization in two respects. Firstly, the lack of diversity among study abroad and away participants has been a historic area of concern for both MU and the wider higher education community. The makeup of MU's student body as a whole suggests that limited diversity among study abroad and away participants is symptomatic of a more general problem across the institution, rather than something unique to student mobility. Secondly, the limited diversity of MU faculty and students highlights the importance of comprehensive internationalization, which can include increasing diversity among its aims. That said, institutions may differ in their interpretation of diversity. While responding institutions in the 2016 *Mapping* study cited "diversifying students, faculty, and staff at the home campus" as the number-two motivation for pursuing internationalization (Brajkovic et al., 2017, p. 5), and recruiting international students as the number-two priority activity for internationalization, institutions made no mention of recruiting diverse *domestic* students, faculty, and staff. In other words, some institutions may either: 1) view diversity as arising from inbound mobility alone, and not from racial and/or ethnic variance among domestic students, faculty, and staff, or 2) view the diversity of domestic students, faculty, and staff as being unrelated to internationalization. The prevalence of "intercultural competence" as a desired outcome of many institutional internationalization plans, combined with the wealth of intercultural, if not necessarily international, perspectives among diverse domestic students, faculty, and staff, suggests that the diversity of domestic populations is, in fact, highly pertinent to the internationalization process.

## **Global Initiatives**

In 2012, Provost Bobby Gempesaw tasked then-Director of Extended and Global Studies Cheryl Young with consolidating several independent offices and centers with a global, multicultural, or intercultural focus into one front-facing unit. Operating under the CIGE Model of Comprehensive Internationalization, Young reorganized Continuing Education, International Education and Lifelong Learning, and other offices and centers into Global Initiatives, of which she became associate director. As MU's premier internationalization hub, Global Initiatives coordinates, develops, and assesses a range of programs related to institutional internationalization. What follows is a brief profile of each of the units comprising Global Initiatives.

Global Initiatives' Continuing Education unit administers credit and non-credit programs catering to audiences outside of the traditional classroom ("Continuing Education," 2018). For example, Continuing Education's Corporate and Community Institute provides training workshops for industry professionals, with workshops staffed by MU faculty or outside instructors/consultants. In partnership with ed2go, an online education service, Continuing Education offers non-credit online career and professional development programs. The Global Partners Summer School brings students and accompanying faculty from around the world to campus, where students take courses approved by their home institution and participate in scheduled cultural excursions. Continuing Education also extends learning opportunities to local Ohio residents through both the Senior Citizen Audit program and a variety of credit workshops, including faculty-led study abroad and away.

Originating in 2007 from a partnership between MU and the Ohio and Liaoning Normal University in Dalian, China, the Confucius Institute at Miami University promotes harmony and

collaboration between the United States and China through a range of programs and services (“Confucius Institute—About,” 2018). The Confucius China Studies Program offers six subprograms in the area of Humanities and Social Sciences, including a joint PhD fellowship, a PhD in China fellowship, and an international conference grant. The Confucius Institute Scholarship Program provides funding for students, scholars, and Chinese language teachers to undertake a Chinese language studies program at Chinese universities or pursue majors in Chinese Language and Literature, Chinese History, and other areas. The China Visit Program and Chinese Bridge Summer Camp for High School Students take MU students and high school students, respectively, to China for a two-week program dealing with Chinese language and culture. The Confucius Institute also administers Chinese language proficiency exams, runs a Chinese language and culture summer camp for children, offers non-credit, conversational Chinese language classes, hosts a weekly Chinese Corner, and organizes a variety of events aimed at bringing Chinese culture to the local Miami and Oxford communities.

Having undergone a major restructuring between 2015 and 2016, the Center for American and World Cultures now serves as a clearinghouse for programs and activities aimed at celebrating “racial, ethnic, religious, social, and lifestyle differences” (“Center for American and World Cultures—About,” 2018). Recent programs include the César Chavez Celebration, the Genocide and Holocaust Education Program, and the UniDiversity Festival. The Center also administers a changing roster of courses, including Introduction to Study Abroad, Study Abroad Re-Entry, Strength through Cultural Diversity, and Introduction to the Miami Tribe of Oklahoma.

Study Abroad and Away administers and develops credit and non-credit study abroad and away programs at MU (“Study Abroad and Away—About,” 2018). Consisting of three smaller

units corresponding to the three types of outbound student mobility—faculty-led, transfer credit, and the Miami University Dolibois European Center (MUDEC)—Study Abroad and Away advises students, faculty directors, and local, non-Miami program participants (e.g. senior citizens) on all aspects of the study abroad and away process. Study Abroad and Away conducts study abroad marketing and outreach through student orientations, online media campaigns, tabling, and the annual study abroad fair. Study Abroad and Away also collects and reports data on outbound student mobility for use with *Miami 2020* and *Open Doors*, in addition to serving as a passport center for students and local residents.

International Students and Scholar Services supports inbound students and scholars through orientation and transition services, immigration advising and reporting, and academic monitoring (“International Students and Scholar Services—About,” 2018). Staff advise students and scholars regarding U.S. immigration and work authorization policies, in addition to hosting a number of events throughout the year aimed at supporting the well-being of MU’s international community. Sample events include the annual Thanksgiving dinner, day trips to Cincinnati, interviewing skills workshops, and international tea tastings.

### **Literature Review**

Though this study uses the CIGE Model for Comprehensive Internationalization as its theoretical framework, other scholars have proposed different models for, and definitions of, comprehensive internationalization. Altbach and Knight (2007) distinguish between globalization and internationalization, with globalization being the “economic, political, and societal forces pushing 21st century higher education toward greater international involvement,” and internationalization being the “policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment” (p. 290).

However, globalization can influence elements of an internationalization campaign, as seen in the following discussion of internationalization motivations.

Figure 1 below presents two comparable models of internationalization. Though Paige's (2005) model is more comprehensive than that of the Institute of International Education (2009), with the former including co-curricular programs, infrastructure, and monitoring among its key performance categories, both share the essence of Knight's (2003) revised definition of internationalization—namely, that internationalization is a process, rather than an end goal, and that it must be integrated across an institution's programs and policies. As Brustein (2017) argues, incorporating internationalization-oriented goals into an institutional strategic plan is unlikely to bring about lasting, systemic change without a corresponding effort on the part of individual colleges, departments, and schools.

<b>Figure 1: Comparable Internationalization Models</b>	
Internationalization Model: Key Performance Categories (reproduced from Paige, R.M., 2005, p. 109)	Internationalization Strategies (reproduced from Institute of International Education, 2009, p. 3)
<ol style="list-style-type: none"> <li>1. University Leadership for Internationalization</li> <li>2. Internationalization Strategic Plan</li> <li>3. Institutionalization of International Education</li> <li>4. Infrastructure – Professional International Education Units and Staff</li> <li>5. Internationalized Curriculum</li> <li>6. International Students and Scholars</li> <li>7. Study Abroad</li> <li>8. Faculty Involvement in International Activities</li> <li>9. Campus Life: Co-Curricular Programs</li> <li>10. Monitoring the Process</li> </ol>	<ol style="list-style-type: none"> <li>1. Take a strategic approach</li> <li>2. Articulate an international vision and commitment</li> <li>3. Facilitate faculty and curriculum integration</li> <li>4. Develop international institutional partnerships</li> <li>5. Attract international students</li> <li>6. Promote study abroad</li> </ol>

Just as higher education institutions can subscribe to different models of internationalization, they can also be influenced by different motivations at the micro and macro levels. In their study of 400 European higher education institutions, Seeber et al. (2016) found that those operating in a global context more frequently cited prestige as a motivation for internationalization. Rankings are among the most well-known sources of institutional prestige, with annual publications such as the *Times Higher Education World University Rankings* assessing excellence across a variety of areas, including diversity, research, and citations. Though not a ranking in itself, the Institute of International Education's annual *Open Doors* report enables institutions to assess how their inbound and outbound student mobility rates compare with those of other institutions. Coelen (2009) views rankings and internationalization as complementary; higher rankings facilitate recruitment of international students and scholars, which in turn leads to higher rankings. Interestingly, in their study of the top 50 universities in the *Times Higher Education World Reputation Rankings*,<sup>2</sup> Delgado-Márquez, Bondar, and Delgado-Márquez (2012) found that while investment in teaching and research contributed positively to universities' reputation, internationalization appeared to have no significant effect on reputation. In other words, the world's most prestigious universities may not necessarily be the most internationalized.

Economic considerations can also be a powerful driver of internationalization. Student mobility provides tangible benefits in the form of revenue, as shown by the \$37 billion international students contributed to the U.S. economy during the 2016-2017 academic year (NAFSA, 2018). Universities can reinvest this revenue in different areas of internationalization

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<sup>2</sup> This is distinct from the *Times Higher Education World University Rankings*. While both the *World Reputation Rankings* and the *World University Rankings* allot points for teaching and research, only the latter allots points for citations, industry income, and international outlook.

or use it to subsidize unrelated institutional initiatives (Knight, 2004). However, revenue generation need not be the only, or even the primary motivation for engaging in student mobility and other elements of internationalization. In his study of internationalization among European higher education institutions, Hudson (2016) found that perceived benefits of internationalization such as increased cultural understanding and improved quality of teaching, learning, and research played a greater part in driving internationalization than did economic considerations. Hill and Helms (2012) uncovered similar motivations behind inbound and outbound student mobility initiatives. Of course, teaching and learning objectives do not exist in a vacuum. With the growth of the “customer service” model of education, in which higher education institutions are increasingly called upon to provide “value for money” (as cited in Hudzik & Stohl, 2009, p.11), internationalization outcomes such as increased intercultural awareness and global competency represent a return on investment for students and parents.

As key stakeholders in any institution, faculty and students may also share an interest in engaging with different aspects of internationalization. Faculty can engage with internationalization through international committees and projects, faculty-led study abroad programs, international partnerships, and teaching and lecturing abroad (Dewey & Duff, 2009). Friesen (2013) found that “personal motivations... primarily based on a commitment to furthering intercultural understanding at an individual level, both for themselves [faculty] and their students” can influence faculty’s willingness to participate in international opportunities (p. 222). Alignment between individual and institutional rationales for internationalization appeared to contribute positively to faculty engagement with internationalization, as did a shared understanding and definition of internationalization.

Having once made the choice to pursue higher education, students arguably became passive participants in, and recipients of, certain institutional aspects of internationalization, such as global or intercultural course requirements of a core curriculum; institutional diversity policies regarding hiring and admissions practices; and international partnerships. In contrast, students become active participants in internationalization when choosing to study abroad or away. In their study of U.S., French, and Chinese students, Sánchez, Fornerino, and Zhang (2006) found that the desire to “search for a new experience” and “search for liberty/pleasure” both influenced the intention to study abroad among U.S. and French students, while the desire to “improve a social situation” influenced the same among students from all three countries (p. 46). In a separate study, Anderson & Lawton (2015) assessed U.S. students’ motivations for studying abroad across four dimensions: world enlightenment (learning about the world); personal growth; career development; and entertainment. World enlightenment and personal growth figured most prominently in the results. The authors failed to establish a relationship between motivations for studying abroad and the degree of improvement in students’ cultural competence—a surprising finding, given the authors’ hypothesis that students motivated by a desire for personal or professional growth would see greater benefits than would students motivated by a desire for entertainment.

The expansion of internationalization initiatives has uncovered a number of challenges facing higher education institutions. Hill and Helms (2014) discuss how inadequate resources and low participation in student mobility opportunities can hamper internationalization at many institutions. Neither is student mobility in itself a guarantee of increased cultural competency; the authors note that social isolation and a lack of institutional support can limit international students’ interactions with their local communities. Though international students with high

satisfaction rates can be valuable “brand ambassadors” for their host institutions (Roy, Lu, & Loo, 2016, iv), they face significant challenges in the form of low English proficiency, limited social and professional networks, discrimination, and feelings of loneliness and homesickness. Regarding faculty-centered internationalization initiatives, Brustein (2017) argues that higher education institutions must do more to incentivize faculty to pursue international opportunities. As it stands, faculty may perceive teaching abroad and other international opportunities as detrimental to their advancement within their respective departments.

While curricula and learning outcomes play a significant role in comprehensive internationalization initiatives (Brajkovic et al., 2017), Svensson and Wihlborg (2010) believe that research into curriculum issues and the practice of internationalization in the classroom is currently lacking. The authors highlight the contrast between concrete language and thinking surrounding organizational and administrative aspects of internationalization, and vague language and thinking surrounding curricular aspects. For example, institutional stakeholders may hold wildly different views of what constitutes ““world citizen[ship]”” (as cited in Svensson & Wihlborg, 2010, p. 602). Clarifying curricular learning outcomes becomes all the more pressing when one considers that many students in the United States may be developing their international awareness and competency through on-campus courses with an international component (Wamboye, Adekola, & Sergi, 2015, p. 389), such as courses requiring students to conduct research on a foreign country or those featuring a foreign guest speaker.

The challenges of internationalization arguably become most evident when examining the ways in which higher education institutions assess, monitor, and evaluate their internationalization. While the 2016 *Mapping* survey (Brajkovic et al., 2017) revealed an unexpected drop in the number of U.S. institutions reporting having conducted formal

assessments of their internationalization progress or impact, assessment can serve several important functions, including providing quality assurance; holding institutions accountable to stakeholders; and supplying data for rankings and league tables (Beerkens, Brandenburg, Evers, van Gaalen, Leichsenring, & Zimmermann, 2010). In their survey of higher education institutions in the European Higher Education Area, Engel, Sandstrom, van der Aa, and Glass (2015) found a positive correlation between the presence of an international strategy and high levels of monitoring and evaluation. That said, an institution's motivations for pursuing internationalization will influence the ways in which it assesses its progress, with some conducting self-evaluations, in which "an internal situation is tested against objective indicators that have been established internally," and others using tools such as benchmarking, in which "internal processes are measured and compared with those of other institutions" (Beerkens et al., 2010, pp. 21-22).

Deardorff et al. (2009) suggest using the "SMART goal format (Specific, Measurable, Action-oriented, Realistic, and Time-delineated)" when developing goals and objectives for internationalization (p. 24). In this model, measurable quantities, such as the number of students participating in education abroad programs, serve as inputs leading to meaningful outcomes, such as "a heightened sense of global interconnections and interdependencies... new abilities to describe the host country from the inside out... [and the ability to] describe a social problem requiring collective remedies that transcend national boundaries" (p. 26). However, some scholars worry that meeting numerical targets has become an end in itself. Whether it is signing more international agreements or chasing a higher ranking in global league tables (Knight, 2013, 2015), some institutions have "confuse[d] an international marketing campaign with an internationalization plan" (Knight, 2013, p. 89). In response to this perceived overemphasis on

numbers and branding, some scholars are calling for greater focus on quality over quantity in internationalization. As Beerkens et al. (2010) contend,

It is not just about more internationalization, but also about better internationalization, and the choice of indicators and measurement methodologies needs to reflect this (p. 12).

### **Research Methodology**

This study aims to draw connections between comprehensive internationalization as a broad institutional policy and practices and initiatives on the ground, including student mobility schemes and curricular frameworks. The inquiry process relies heavily on the participation of Global Initiatives staff, who offer both ease of access and direct insight into how internationalization is being implemented at MU. The following staff participated in interviews for the purpose of this study:

1. Assistant Provost of Global Initiatives Cheryl Young: Young has played a pivotal role in shaping MU's vision for internationalization, with over 15 years of continuous service at the university. As senior internationalization officer at MU, Young made internationalization a pillar of the *Miami 2020* strategic plan, in addition to coordinating the consolidation of various offices and centers into one centralized internationalization hub, Global Initiatives. Until spring 2018, which saw the hiring of a new director for the Center for American and World Cultures, Young served as director of all of Global Initiatives' individual units (i.e. Study Abroad and Away, International Students and Scholar Services, Continuing Education, Center for American and World Cultures), with the exception of the Confucius Institute. Young collaborates with offices, departments, centers, and divisions across the university to manage and coordinate programs,

particularly in the areas of study abroad and away, e-learning, and adult/professional education.

2. Global Learning Program Specialist Martha (Marty) Petrone: A former humanities professor with several decades of service at MU, Petrone now provides leadership, advising, and assistance to support embedding global learning outcomes and assessment into curricular and co-curricular global programming. As Global Initiatives' global learning program specialist, Petrone audits and assesses current programming and curricula; provides instructional design support for the development of a study abroad/away curriculum aligned with the existing Global Miami Plan; and develops and implements assessments for study abroad/away and international student programs. Most recently, Petrone has spearheaded the development and implementation of a global leadership program known as the Global Readiness Passport Program.
3. Director of Global Partnerships Karla Guinigundo: Guinigundo coordinates the drafting, approval, and tracking of Memoranda of Understanding and other agreements related to the establishment of new partnerships abroad. Other duties include serving as coordinator and host for visiting international delegations; advising students regarding national scholarship opportunities such as the Benjamin A. Gilman Scholarship, the Fulbright Scholarship, and the Freeman-Asia Scholarship; writing grants and managing funded projects in support of campus internationalization; coordinating International Education Week; and representing Assistant Provost Cheryl Young in Young's absence. Guinigundo is a MU alum and has been with the university in a professional capacity since 2012.

4. Associate Director of International Students and Scholar Services Molly Heidemann:  
Having worked at Miami University since 2008, first as senior international student and scholar advisor and then as associate director of international student and scholar services, Heidemann now heads a staff of three advisors and one program coordinator at Global Initiatives. Heidemann and her staff are responsible for supporting over 3000 international students and scholars across all of MU'S campuses. As associate director, Heidemann advocates for the university's international population, manages inbound mobility and enrollment data for internal and external reporting purposes, and oversees orientations, programs, and activities for international students and scholars.
5. Staff E: Staff E chose to remain anonymous. Though Staff E served as a resource for certain elements of this study, this paper refrains from citing Staff E directly to minimize the possibility of identification.

This study also employed document analysis of various materials related to internationalization, including:

- *Miami 2020 (see Appendix A)*
- Divisional strategic plans (see *Appendix B* and *Appendix C*)
- Sample faculty job postings (see *Appendix D*)
- Miami University promotion and tenure guidelines and templates (see *Appendix E* and *Appendix F*)
- *Global Assessment Project: Initial Report and Recommendations of the Pilot Phase* (Curme et al., 2013)
- *Global Assessment Project: Initial Report and Recommendations of the Pilot Study Abroad and Study Away Figures* (Guinigundo, 2017)

- *Global Initiatives Miami 2020 Study Abroad Summary* (Guinigundo, 2017)
- *Miami University Global Initiatives Study Abroad Open Doors History* (Guinigundo, 2017)
- *Global Readiness Passport Program Proposal* (Petrone, 2018)
- Global Miami Plan (“Global Miami Plan—Fall 2015,” 2015)
- Miami University web pages

### **Limitations**

Being comprehensive in scope, internationalization at MU has brought about varying results, both profound and superficial, across a range of colleges, departments, and offices. A correspondingly comprehensive analysis of these results might have included interviews with stakeholders from these locations (e.g. administrators, faculty, students). However, an analysis of this nature would have required a degree of time, resources, and access beyond the bounds of this two- to three-month study.

### **Findings**

Findings are presented below in six sections corresponding to the six pillars of the CIGE Model for Comprehensive Internationalization. Each section begins by highlighting relevant data from the *2016 Mapping Internationalization on U.S. Campuses* study (Brajkovic et al., 2017) before moving into an analysis of my own interviews and document review. Sections conclude with a brief summary of findings, as well as insights into, and recommendations regarding, the state of each internationalization pillar at MU.

**Pillar 1: Articulated Institutional Commitment**

The American Council on Education (ACE) defines articulated institutional commitment, the first pillar of the CIGE Model of Comprehensive Internationalization, as “mission statements; strategic plans; funding allocation; [and] formal assessment mechanisms” (Brajkovic et al., 2017, p. 1). *Mapping Internationalization on U.S. Campuses* (Brajkovic et al., 2017) provides context on what articulated institutional commitment looks like at other institutions:

- 47 percent of responding institutions listed internationalization or related activities among their top five priorities in their strategic plans.
- 27 percent of institutions had separate strategic plans in place to address internationalization.
- Over 70 percent of institutions saw internal funding for internationalization increase or stay the same over the past three years.
- 29 percent of institutions recently carried out formal assessment of their internationalization progress or impact.

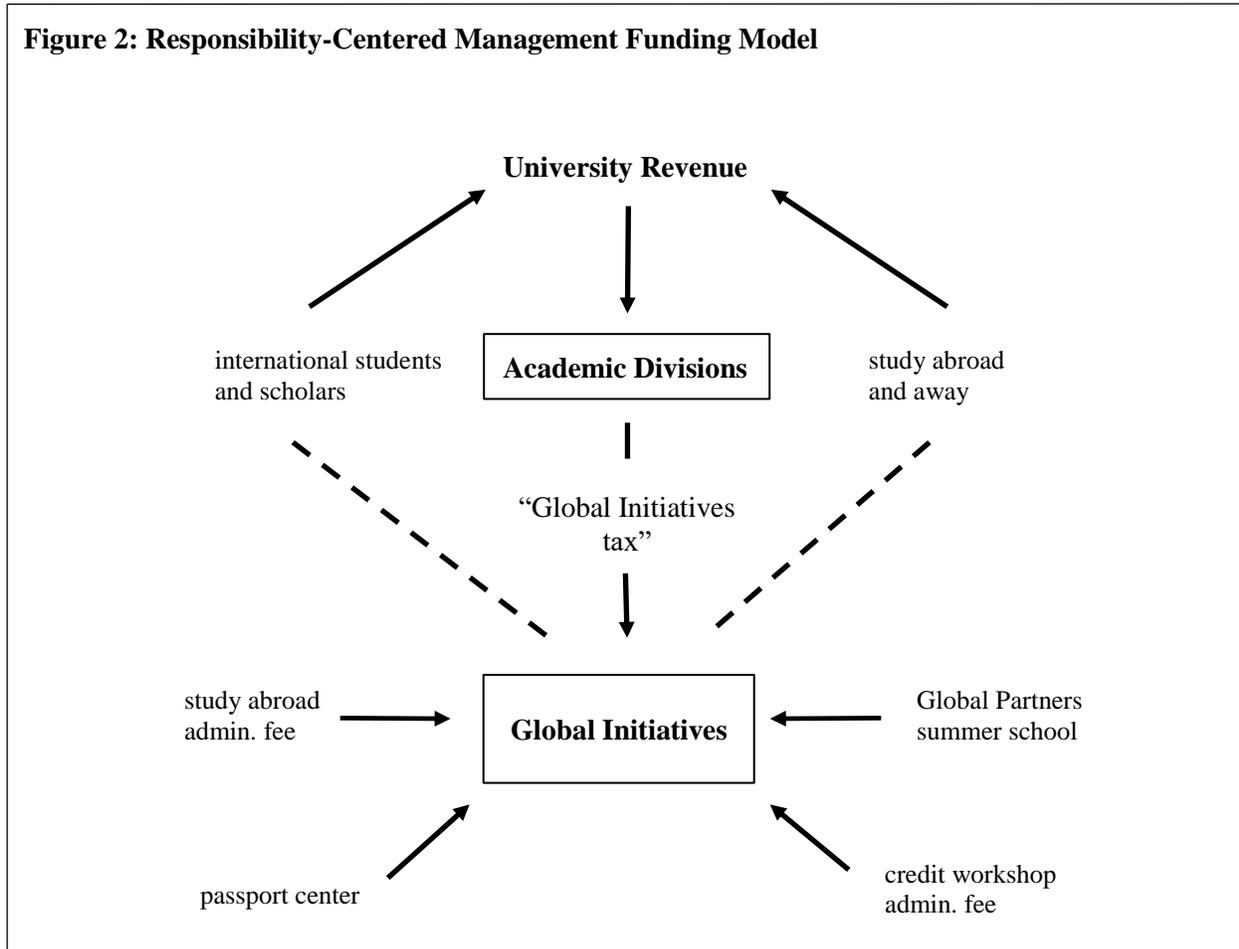
Interviews with Assistant Provost of Global Initiatives Cheryl Young, Global Learning Program Specialist Martha (Marty) Petrone, and Director of Global Partnerships Karla Guinigundo (see *Practitioner Inquiry Design*), combined with document review of *Miami 2020* and official university web pages, shed light on the genesis of *Miami 2020* and the ways in which MU has made an articulated institutional commitment to internationalization. In 2012, David C. Hodge, MU’s president at the time, brought together a number of senior-level faculty and administrators with the goal of drafting a 2020 plan. This plan represented the university’s response to a rapidly evolving higher education landscape, as noted in President Hodge’s 2012

Annual Address (“Annual Address 2012,” 2018). Areas of concern included “increasing budget constraints... growing global competition... changing demographics... rapid technological change... [and] degree valuation and assessment of learning.” The drafting process brought together 20 individuals from throughout the university into one Coordinating Team. Five Target Goal Teams, each comprising four members of the Coordinating Team and six community members with relevant expertise, were tasked with developing the following three elements of what would ultimately become the Foundational Goals of *Miami 2020*: 1) an aspirational statement; 2) three to five specific and measurable objectives, and 3) metrics, timetables, and action plans for achieving the goals.

As head of her Target Goal Team, Young helped incorporate internationalization-focused outcomes into what would later become Foundational Goal 2 of *Miami 2020*, making internationalization a core element of MU’s institutional strategy (see *Appendix A*). Young went one step further by calling for each of the university’s academic divisions to develop strategic plans addressing internationalization. In doing so, Young echoed Hudzik’s and Stohl’s (2009) view that internationalization must be more than simply “one of the shops in the university mall from which some elect to purchase a product, [but rather] something to which all shops in the mall contribute in unique ways” (p.9). Young’s push to infuse internationalization at all levels of the university resulted in divisional strategic plans that reflect the language and vision of *Miami 2020* (see *Appendix B* and *Appendix C*). Individual departments within these academic divisions developed their own strategic plans in the style of *Miami 2020*. Having internationalization-focused strategic plans in place at each level of the university → academic division → department hierarchy helps break down far-reaching goals and objectives of *Miami 2020*, such as

Foundational Goal 2, Objective 1—“Attract and retain a diverse community of students, faculty, staff, and administrators” (Miami University, 2013, p.4)—into actionable strategies.

Young also highlighted how Global Initiatives is funding its internationalization activities, on the one hand, and how these activities help fund the university at large, on the other. Between 2013 and 2014, MU rolled out a new budget model known as Responsibility-Centered Management. Drawing on the budget model Young had adopted as head of Continuing Education, Responsibility-Centered Management established the funding mechanisms shown in Figure 1 below. Under this model, university revenue, which may include state subsidies, study abroad tuition, and domestic and international student tuition, is first divided among the academic divisions. Each academic division pays a so-called “Global Initiatives tax,” with higher divisional revenue resulting in a higher tax. This tax, along with revenue from the Global Initiatives-administered passport center, the Global Partners summer school, and credit workshop administrative fees, funds Global Initiatives’ activities from year to year. The dotted lines in Figure 1 denote Global Initiatives’ investment of time and resources toward inbound and outbound mobility initiatives, which contribute revenue to the university in the form of tuition. Young noted that even though Global Initiatives, specifically its International Students and Scholar Services and Study Abroad and Away units, now supports an unprecedented number of international students and scholars and study abroad and away programs, Global Initiatives lacks the resources to increase staff in these units. In other words, though Global Initiatives invests heavily in student mobility, which in turn contributes tuition revenue to the university as a whole, it receives no direct share of this revenue under the current budget model.

**Figure 2: Responsibility-Centered Management Funding Model**

Though under a third of responding institutions in the 2016 *Mapping* study reported conducting formal assessment of their internationalization progress or impact (Brajkovic et al., 2017), assessment plays an important part in comprehensive internationalization. If mission statements and strategic plans represent an institution’s verbal commitment to internationalization, the goals, metrics, objectives, and outcomes (i.e. indicators) associated with formal assessment help translate this verbal commitment into action, while also holding institutions accountable to themselves and their stakeholders. At MU, a handful of offices and staff are responsible for assessing the university’s progress toward different aspects of internationalization. For example, MU’s Office of Institutional Research assesses the university’s

progress toward the *Miami 2020* goals, including Foundational Goal 2. Sample datasets include “student race/ethnicity by level, division, and department” and “historical study abroad participation rates” (“Resources for the 2020 Metrics,” 2013), both for use with Metric 18 of *Miami 2020* (see *Appendix A*). The Office of Institutional Research also provides goals and metrics response templates for use by divisions and departments in aligning their individual strategies with the goals of *Miami 2020*.

Global Initiatives Director of Global Partnerships Karla Guinigundo contributes to ongoing assessment by managing data related to objectives and metrics of Foundational Goal 2, including Metric 20—“60% of Miami students will study abroad or study away”—and Metric 23—“Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage” (Miami University, 2013, p. 7). Metric 20 serves as both a self-evaluation and benchmarking tool, with different data collection methods for each. When calculating student mobility numbers for use with Metric 20, Guinigundo includes international students studying abroad in a third country (i.e. somewhere other than their home country), as well as any domestic or international programs with a learning component. When reporting MU’s student mobility numbers to an external body, such as *Open Doors*, Guinigundo tailors her data to the recipient’s criteria. In the case of *Open Doors*, neither international students nor non-credit programs are taken into account when calculating study abroad participation rates. As a result, many Global Initiatives staff feel that the *Open Doors* report, though a useful marketing and assessment tool, fails to accurately represent mobility rates at MU.

A more recent addition to the Global Initiatives team, Global Learning Program Specialist Martha (Marty) Petrone has been heavily involved in internationalization assessment

at MU. Petrone discussed how an early assessment tool implemented in 2013, the Global Perspectives Inventory, examined the impact of different elements of the MU curriculum on students' global and intercultural awareness. The *Global Assessment Project Report* (Curme et al., 2013), which summarized the findings of the Global Perspectives Inventory as well as those of other assessments, revealed that curricular components such as study abroad, global courses, and foreign language requirements had no significant impact on students' global and intercultural awareness. Petrone later experimented with self-assessment tools, allowing students on study abroad programs to assess their learning through her own adaptation of the Global Competence Inventory. Often used among executives and other senior staff at companies and institutions, the Global Competence Inventory is ordinarily both time-consuming and expensive. Petrone's adaptation slimmed down the assessment categories and allowed students to develop personal development plans based on their results. For example, students scoring low in the area of self-awareness could commit to checking in with friends regarding their behavior.

MU has made a clear verbal commitment to internationalization in its current strategic plan, *Miami 2020*. Foundational Goal 2 touches on several aspects of comprehensive internationalization, including student and faculty diversity, student mobility, and global partnerships, and provides actionable targets and strategies for individual colleges and academic departments. Taking *Miami 2020* as a model, these same colleges and departments have developed their own strategic plans with internationalization goals in mind. MU has also established mechanisms for assessing its internationalization progress through the combined efforts of the Office of Institutional Research and assessment specialists within Global Initiatives, including Director of Global Partnerships Karla Guiniguno and Global Learning Program Specialist Martha (Marty) Petrone. That said, assessment is not without its pitfalls.

While quantifying learning outcomes, mobility rates, and international partnerships enables institutions to track and assess their progress toward certain aspects of internationalization, there exists a danger of becoming enamored of rankings, percentages, and targets. For example, the desire to maintain or improve upon MU's standing in the annual *Open Doors* report, which compiles and presents data on student mobility rates, among other areas, should not outweigh the need to develop quality student mobility programs and support staff responsible for managing those same programs. The topic of assessment as it relates to student mobility programs will be discussed in further detail in the section on *Student Mobility*.

## **Pillar 2: Administrative Leadership, Structure, and Staffing**

ACE defines the second comprehensive internationalization pillar, “administrative leadership, structure, and staffing,” as “reporting structures [and] staff and office configurations” (Brajkovic et al., 2017, p. 1). These elements are important given the increasingly “administrative-intensive” nature of internationalization (p. 10). According to the *Mapping* study:

- 58 percent of colleges and universities reported having a single office in charge of internationalization activities and programs.
- 53 percent of institutions had a full-time administrator, such as a senior internationalization officer, in a supervisory role over multiple internationalization activities or programs.
- The aforementioned administrator most commonly reported either to the university's chief academic officer or to the president.

The *Mapping* study also found that reporting institutions viewed institutional presidents as the main drivers of internationalization. Though both *Miami 2020* and Global Initiatives came into existence during President Hodge's administration, with significant implications for the progress of internationalization at MU, Young noted that internationalization was not a top institutional priority at that time. Perhaps owing partly to this lack of higher leadership in the area of internationalization, Young took on the mantle of senior internationalization officer, a title she carries to this day. As senior internationalization officer, Young focuses on "sustaining and expanding student mobility, international partnerships, faculty globally focused efforts, and diverse co-curricular programming" ("Provost and Staff," 2018). Reporting to Phyllis Callahan, provost and executive vice president for academic affairs, Young works across the entire institution to advance internationalization, as seen in her work helping shape the strategic plans of MU's academic divisions. Now moving toward retirement, Young envisions a future in which the university president will adopt the role of senior internationalization officer—an idea supported by the findings of the *Mapping* study. While recognizing that the current president, President Crawford, has proven eager to engage with internationalization, Young believes that "globally focused" should become a standard part of any president's job description.

The establishment of Global Initiatives arguably represents the greatest shift in administrative leadership, structure, and staffing as it relates to internationalization since 2012. The shift is particularly pronounced in the case of Study Abroad and Away. Prior to 2012, faculty-led study abroad was housed under Continuing Education in McGuffey Hall, with transfer credit programs operating separately. Though transfer credit programs shared a wing with the Luxembourg (MUDEC) program, Young saw little, if any, collaboration taking place between the two offices. For example, MUDEC advisors did not provide backup for transfer credit

program advisors, and vice versa. This divide between faculty-led, transfer credit, and MUDEC extended to their respective budget models. Whereas faculty-led study abroad brought in funding for staff development and other projects through administrative fees attached to each program, the other two offices saw no such returns. Since coming together as Study Abroad and Away in 2012, the three study abroad units have seen immediate benefits in the form of shared revenue and increased collaboration. All study abroad advisors now have access to professional development opportunities, such as NAFSA and Forum on Education Abroad conferences. Equally important, advisors can conduct site visits abroad, allowing them to offer more in-depth guidance during advising sessions. With all study abroad and away advising now housed in one wing of Macmillan Hall, advisors for each of the three study abroad units—faculty-led, transfer credit, and MUDEC—are able to provide backup for each other during peak advising times.

Like Study Abroad and Away, International Students and Scholar Services has undergone structural and operational changes since 2012/2013. Originally known as the Office of International Education, International Students and Scholar Services became incorporated into Global Initiatives around 2012, followed by a roughly two-year transition period. Associate Director Molly Heidemann described experiencing some uncertainty during this period as new roles and reporting structures came into effect. For example, David Keitges's retirement from the role of International Students and Scholar Services Director meant that Heidemann now reported to Cheryl Young, who represented an unknown quantity for Heidemann and her staff. Young's comments on the transition period hinted at a similar state of flux. For example, Young spoke of the difficulty of shifting International Students and Scholar Services' focus away from the staff member (e.g. work-life balance) and toward the student—a shift which Young admits may have driven away some former staff. Nonetheless, both Young and Heidemann reported a

normalization of roles and expectations since the end of the transition period. Both also expressed a desire for greater collaboration between International Students and Scholar Services and Study Abroad and Away, with Heidemann citing the example of having returned study abroad students participate in international student programming. However, Heidemann does not necessarily share Young's interpretation of greater collaboration between International Students and Scholar Services and Study Abroad and Away. Whereas Young feels that Study Abroad and Away should be able to provide coverage for International Students and Scholar Services when the latter are away for trainings and conferences, Heidemann believes an advising model of this nature would require an unrealistic amount of cross-training.

Additional structural changes since 2012/2013 include the revamping of the Center for American and World Cultures. Between 2015 and 2016, the Center for American and World Cultures underwent a program review by Dawn Whitehead of the Association of American Colleges and Universities and Chris Cartwright of the Intercultural Communication Institute in Portland. Under its previous programming model, the Center for American and World Cultures coordinated and promoted multicultural events, including the UniDiversity Festival and Freedom Summer Lectures. Young described this model as "tired," with little change in the roster of events from year to year. Since the end of the program review, the Center for American and World Cultures has transitioned into more of a clearinghouse for multicultural, intercultural, and global events across campus. These events, in turn, will become incorporated into the co-curricular Global Readiness Passport Program. Students participating in this multi-year program will be required to seek out opportunities for cross-cultural learning on campus with the aim of developing global readiness through cultural understanding, cultural intelligence, and

intercultural communication (Petrone, 2018). A later section on *Curriculum, Co-Curriculum, and Learning Outcomes* will discuss the Global Readiness Passport Program in further detail.

Whether in the form of a single internationalization hub (i.e. Global Initiatives) or a single senior internationalization officer (i.e. Cheryl Young), centralization and consolidation have allowed MU to better focus its resources toward internationalization since 2012/2013. As mentioned previously, bringing in future university presidents as sole or additional senior internationalization officers may prove a more sustainable leadership model as Young approaches retirement. Though this study was limited in its ability to gain extensive, in-depth insight into the daily challenges faced by the Global Initiatives units, my work with Study Abroad and Away did highlight one area of concern as it relates to staffing. MU currently offers over 100 faculty-led programs during the winter, fall, spring, and summer terms (see *Student Mobility*). Two full-time staff shoulder responsibility for managing this broad portfolio—reviewing and approving proposals, liaising with faculty directors, meeting with students, managing student applications, communicating with students regarding pre- and post-departure requirements, etc. Given the prospect of continued growth in faculty-led program enrollment, the university should consider increasing coordinating staff for these programs. That said, the current iteration of the Responsibility-Centered Management budget model may limit Young’s (or her successor’s) ability to take on additional staff.

### **Pillar 3: Curriculum, Co-Curriculum, and Learning Outcomes**

ACE defines the third internationalization pillar as “general education and language requirements... co-curricular activities and programs... [and] specified student learning outcomes” (Brajkovic et al., 2017, p. 1). Whether through required language courses,

international festivals, or student mobility programs, curricular and co-curricular components of an internationalization plan make global, intercultural, and multicultural learning a core element of the student experience. According to the *Mapping* study:

- The number of institutions with specified international or global student learning outcomes increased by nine percent, to a total of 64 percent.
- Over half of all participating institutions reported engaging in efforts to internationalize the curriculum—up from around 45 percent in 2011.
- Among fields of study, business offered the most options for international/global tracks, concentrations, or certificates, while physical and natural sciences offered the least.
- More institutions are requiring varying degrees of foreign language study.

Since 2012/2013, MU has implemented initiatives aimed at internationalizing its curriculum and co-curriculum. Prominent among these was a major revision between 2012 and 2014 of its core curriculum, the *Global Miami Plan*. As mentioned previously in the section on *Institutional Context*, MU's core curriculum comprises about 30 percent of a student's total undergraduate coursework, with the remaining 70 percent devoted to courses for one's major, divisional requirements, and electives ("Core Curriculum," 2018). Figure 3 below illustrates how intercultural, global, and/or multicultural components are integrated into the core curriculum through the Global Perspectives requirement, itself a component of the required Foundation Courses.

**Figure 3: *Global Miami Plan* (“Requirements of the Global Miami Plan,” 2018)**

Core Requirements	Foundation Requirements	Global Perspectives Requirements
Foundation Courses (27-28 credits)	Global Perspectives (6 cr.)	A. Study Abroad (6 cr.), OR
Thematic Courses (9 cr.)	Fine Arts, Humanities, Social Science (9 cr.)	B. Global Courses (6 cr.)
Advanced Writing Course (3 cr.)	Natural Science (6 cr.)	
Intercultural Perspectives (3 cr.)	Mathematics, Formal Reasoning, Technology (3 cr.)	
Capstone Course (3 cr.)	English Composition (3 cr.)	
Experiential Learning (0 or more cr.)		

Students can fulfill the Global Perspectives requirement through study abroad, Global Courses (i.e. courses taken on campus), or a combination of both. While all courses taken abroad grant credit toward Global Perspectives, regardless of the subject matter, students may choose to participate in short-term study abroad programs that only offer three credits. In such cases, students must also take at least one Global Course on campus to fulfill the Global Perspectives requirement. Courses fulfilling the Global Perspectives requirement include:

- Introduction to Asian/Asian American Studies
- Arts of Africa, Oceania, and Native America
- Lost Cities and Ancient Civilization
- Metal on Metal: Engineering and Globalization in Heavy Metal Music
- The Rise of Industrialism in East Asia
- Introduction to Global Health

- Understanding Jazz: Its History and Content
- Global Perspectives of Sport
- Intro. to Women's Studies (“Foundation III—Global Perspectives,” 2018)

As shown by the course list above, MU has designated a broad array of courses across a range of departments as fulfilling the Global Perspectives requirement. This diversity of choice reflects Young’s vision of “internationalization at home,” a vision predicated on the practical assumption that not all student want or are able to study abroad. Courses such as Global Perspectives of Sport and Introduction to Global Health extend opportunities for global, intercultural, and/or multicultural learning to students in the physical or natural sciences, two fields often considered uncondusive to international or global learning opportunities (Brajkovic et al., 2017). Moving forward, Young aims to make such opportunities more accessible on the home campus through the use of innovative technology. Taking SUNY’s Center for Online International Learning (COIL) as a model, Young hopes to transform the Great Room in Macmillan Hall, a space currently being used as a regular classroom, into a “global classroom of the future” that will use cutting-edge technology to connect MU students to students around the world.

Recently, there has been discussion about reviewing the practice of allowing all study abroad courses to count toward Global Perspectives. Some question whether students are truly gaining a global perspective by merely taking one or more classes abroad. Indeed, Petrone’s early assessment work with the Global Perspectives Inventory (see *Articulated Institutional Commitment*) suggests that *none* of MU’s pre-2012/2013 efforts at internationalizing the curriculum or co-curriculum, whether through study abroad or through Global Courses, effected significant change in students’ cultural competence. Young is now in the early stages of

overhauling the existing policy regarding study abroad courses and fulfillment of the Global Perspectives requirement. Though the particulars of this new policy remain unclear, it has been suggested that all study abroad or away programs will be required to undergo an evaluation process to determine whether they meet MU's academic standards for fulfilling Global Perspectives.

Young's proposed policy presents two major areas of concern. Firstly, it is unclear who will be charged with vetting programs. Likely candidates include Study Abroad and Away or the Office of Liberal Education, the latter of which currently handles petitions for new *Global Miami Plan*-approved courses. Regardless of who ultimately takes on this responsibility, vetting programs will be a daunting task, to say the least. MU offers over 100 faculty-led programs and several hundred transfer credit programs, with programs in both categories changing regularly from year to year. Secondly, this policy may present a further barrier to potential study abroad participants. Though this study was unable to obtain data on study abroad participation rates by major, anecdotal evidence, including my advising work with Study Abroad and Away, suggests that being able to automatically fulfill the Global Perspectives requirement can be a major factor in students' decision to study abroad, particularly for: 1) students in fields such as kinesiology that offer fewer global or intercultural curricular tie-ins, and 2) students considering six- to nine-credit short-term faculty-led programs. A later section on *Student Mobility* will discuss additional barriers to student mobility.

In its 2015-2016 program review of the Center for American and World Cultures (see *Administrative Leadership, Structure, and Staffing*), the Association of American Colleges and Universities recommended that MU develop a co-curricular distinction program to both maximize on Center for American and World Cultures programming and "take the *Global Miami*

*Plan* to the next level,” as Young described it. Building on this recommendation, and having conducted a benchmarking assessment of 35 comparable distinction programs at higher education institutions in the United States and abroad, Global Learning Program Specialist Martha (Marty) Petrone has developed the co-curricular *Global Readiness Passport Program*. This program is structured to align with the goals and objectives Foundational Goal 2 of *Miami 2020* (see *Appendix A*), and aims to cultivate cultural intelligence through knowledge, attitudes/dispositions, and skills. Students can apply as early as the second semester of their freshman year. If accepted, students commit to the following requirements and components of the program:

- “Orientation Experience: Workshop, course, or weeklong laboratory
- Coursework: 15 hours selected from approved list will fulfill *Global Miami Plan* requirements
- ICC Lectures or Programs: At least 2 per semester for 3 semesters for a total of six
- Transcending & Within Borders: Affinity group and Intergroup Dialogue or diverse (to) student organization participation
- Community Engagement: Volunteerism or service learning
- Off-Campus Sustained Cross-Cultural Experience: Approved study abroad or away, or internship
- Assessment: Integrated, multiple direct and indirect measures of student learning and program effectiveness” (M. Petrone, personal communication, February 2018)

Though certain aspects of this program are still in development, the assessment component will include a review of students' e-portfolios summarizing their learning while in the program. Depending on the results of the final assessment, students receive either a designation or a distinction on their diploma.

The *Global Readiness Passport Program* provides a promising model of co-curricular learning, for several reasons. Though the application process is lengthy, requiring proof of prerequisites, an autobiography, and an essay of intent, the program is designed to be less exclusive than the university honors program, allowing for a broader base of participation. The program also balances required components with those open to student choice. For example, students are free to choose which Intercultural Center (ICC) lectures or programs to attend, so long as their total attendance fulfills the per-semester attendance requirement. Students can also choose between joining an inherently diverse student organization, such as the Black Student Action Association, or joining an affinity group (e.g. fraternities, sororities, recreational sports) and attending an Intergroup Dialogue. This freedom of choice, combined with built-in opportunities for dialogue and self-reflection, allow participants to build cultural intelligence in a variety of groups and situations. Lastly, the *Global Readiness Passport Program* provides a captive audience, so to speak, for intercultural, international, and multicultural events on campus.

MU has made progress in internationalizing its curriculum, co-curriculum, and learning outcomes through programs and initiatives such as the Global Miami Plan and the *Global Readiness Passport Program*. The former in particular establishes a sustainable framework for intercultural, global, or multicultural learning, while also extending such learning opportunities to students who may be unwilling or unable to study abroad. However, efforts to revise the

current policy regarding the fulfillment of the Global Perspectives requirement may present challenges to the continued popularity of student mobility opportunities.

#### **Pillar 4: Faculty Policies and Practices**

ACE defines the fourth internationalization pillar, faculty policies and practices, as “hiring guidelines; tenure and promotion policies; [and] faculty development opportunities” (Brajkovic et al., 2017, p. 1). Though faculty policies and practices have received less attention relative to other areas targeted for internationalization, “faculty are the lynchpins of student learning... [and] must be globally competent themselves... in order for students to achieve global learning goals” (p. 38). According to the *Mapping* study:

- 2016 marked the first time in ten years that institutions reported specifying international work or experience as a factor in faculty promotion and tenure policies.
- 47 percent of responding institutions reported giving occasional or frequent preference to candidates with international background, experience, or interests when hiring faculty outside of fields with a distinct international or global focus.
- Over the last five years, the percentage of institutions recognizing international engagement through faculty awards rose from 8 to 11 percent.
- 28 percent of responding institutions offered faculty workshops on teaching and integrating international students.

This study began its analysis of faculty policies and practices by reviewing a (non-representative) sample of online postings for faculty positions at MU. In doing so, this study sought to examine whether postings for faculty positions made explicit reference to “international background, experience, or interests” (Brajkovic et al., 2017, p. 1). Excluding

postings for positions with a clear international or global focus, this study selected four recent online postings for full-time, tenure-track assistant professor, assistant or associate professor, and visiting assistant professor/instructor positions in the following departments: Architecture and Interior Design; Interactive Media Studies; Chemical, Paper, and Biomedical Engineering; and Justice and Community Studies (see *Appendix D*). A review of minimum and preferred qualifications for each of these positions revealed no explicit references to international engagement. It may be that these postings convey only a snapshot of explicit criteria used by hiring managers when reviewing applicants. On the other hand, it may also be that international engagement is neither a primary nor an explicit criterion, but rather one of many secondary, unofficial criteria taken into account during the hiring process.

Recent changes to MU's tenure and promotion policies have led to the establishment of new standards, with faculty now earning credit toward tenure from international activities related to teaching and service. A review of the online documents *Tenured and Tenure-Track Faculty Promotion and Tenure Guidelines* (Miami University, 2018) and *Template for Tenure/Tenure-Track Annual Activity Report* (Miami University, 2018) revealed international, intercultural, and multicultural tie-ins in the standards for teaching and service, though not for research (see *Appendix E* and *Appendix F*). Sample criteria for faculty promotion or tenure included:

- “Embedding study abroad activities into a course of study
- Serving as a leader or member of... international organizations
- Enhanc[ing] diversity or cultural awareness in courses
- Incorporat[ing] intercultural learning experiences, or study abroad activities into... courses

- Participation in state or regional, national or international programs or special assignments
- Service or initiatives related to the enhancement of diversity or cultural awareness in the profession
- Service on committees or initiatives related to the enhancement of diversity or cultural awareness at the university
- Special activities related to student recruitment contributing to the diversity of the student body
- Engagement activities related to the enhancement of diversity or cultural awareness in the community
- Outreach activities related to the enhancement of diversity or cultural awareness in the community” (“Tenured and Tenure-Track Faculty Promotion and Tenure Guidelines,” 2018; “Template for Tenure/Tenure-Track Annual Activity Report,” 2018)

As seen in the examples above, study abroad and the enhancement of diversity or cultural awareness feature prominently in MU’s faculty tenure and promotion guidelines. These elements align most closely with Objectives 1, 2, and 3 of *Miami 2020* (see Appendix A). Surprisingly, the guidelines make no mention of either published work in international journals or collaboration with international faculty—both potential areas of alignment with Foundational Goal 2, Objective 4: “Expand, virtually and physically, Miami’s global involvement” (Miami University, 2013, p. 4).

The *Mapping* study (Brajkovic et al., 2017) notes that less than a third of responding institutions offered faculty workshops on teaching and integrating international students.

Associate Director of International Students and Scholar Services Molly Heidemann suggested that MU may need to do more to incentivize faculty participation in such workshops. Heidemann highlighted a number of challenges surrounding international students and their academic success at MU. While these challenges will be covered in further detail in the section on *Student Mobility*, examples include poor English proficiency, limited integration, and differing cultural notions of academic integrity. In some cases, faculty may be reluctant to adjust their teaching styles to accommodate international students. While Heidemann sometimes receives requests from non-academic departments (e.g. Human Resources) or academic units for training workshops on cross-cultural competence and cultural sensitivity, Heidemann concedes that these workshops reach only a small percentage of faculty and staff. In addition, the annual Center for Teaching Excellence workshop on understanding the international student population reaches only some 20 faculty, many of whom may already be disposed to adjust their teaching styles. Though a section on curriculum development in the *Template for Tenure/Tenure-Track Annual Activity Report* (Miami University, 2018) provides space for faculty to “list and describe efforts to enhance diversity or cultural awareness in courses [they] teach” (see *Appendix F*), the language is unclear as to whose cultural awareness should be enhanced: the students’ or the instructor’s.

A final element of faculty policies and practices as they relate to internationalization involves “[recognition of] international engagement through faculty awards” (Brajkovic et al., 2017, p. 1). A review of the “Awards and Recognitions” page of the MU Academic Affairs website (Miami University, 2018) failed to pinpoint awards or recognitions with an exclusive focus on international engagement. Rather, a handful of awards and recognitions include international engagement among several other selection criteria. The Benjamin Harrison

Medallion, a highly prestigious, annual award recognizing a single faculty's contributions to teaching, research, and/or service ("Benjamin Harrison Medallion," 2018), lists among its selection criteria "attainment of national and/or international stature in an academic discipline and/or an administrative area." Similarly, the title of University Distinguished Professor is conferred upon a faculty member who has attained "national and international stature," among other achievements ("University Distinguished Professor," 2018). The E. Phillips Knox Distinguished Teaching Award includes "heightened awareness and appreciation of cultural diversity and the importance of global contexts" among its first round selection process criteria ("E. Phillips Knox Distinguished Teaching Award," 2018).

In addition to not being listed on the "Awards and Recognitions" page (Miami University, 2018), the John E. Dolibois Faculty Award for Innovation in Global Programming stands apart from the aforementioned awards and recognitions in its exclusive recognition of international engagement. Launched in 2015, this award recognizes one faculty member "whose leadership of an academic program abroad or away demonstrates innovation, commits to increasing intercultural competency among Miami University students, and contributes to the global objectives of Miami 2020" ("John E. Dolibois Faculty Award for Innovation in Global Programming," 2018). The mention of "increasing cultural competency" is particularly relevant given both the growing number of faculty-led programs and perennial discussions surrounding student learning outcomes on short-term programs, many of which are faculty-led. The following section on *Student Mobility* will provide further analysis of challenges facing inbound and outbound student mobility programs.

Though MU has established faculty tenure and promotion standards which incentivize international, intercultural, or multicultural engagement in the areas of teaching and service, this

study failed to uncover similar standards in the area of research. This finding was unexpected given MU's commitment to global engagement and its high level of research activity (The Carnegie Classification of Institutions of Higher Education, 2017). Similarly, while several faculty awards and recognitions include international engagement among several other selection criteria, only the John E. Dolibois Faculty Award for Innovation in Global Programming names international engagement, specifically engagement through outbound student mobility, as its primary criterion. Finally, MU may need to do more to nurture global competence and sensitivity among faculty in light of the growing numbers of international students on campus. The university should consider establishing new awards and recognitions, or else revising its current tenure and promotion guidelines, to further incentivize faculty participation in cultural sensitivity workshops and trainings.

### **Pillar 5: Student Mobility**

ACE defines the fifth pillar of comprehensive internationalization, student mobility, as “education abroad programs [and] international student recruitment and support” (Brajkovic et al., 2017, p. 1). Together with international partnerships, student mobility is considered a top priority by many institutions, and has thus received increasing resources and attention.

According to the *Mapping* study:

- 48 percent of institutions had an international student recruitment plan in place, with 80 percent of these plans setting enrollment targets for undergraduates, graduate students, or both.
- 58 percent of international student recruitment plans listed China, India, and Vietnam as the top three target recruitment locations.

- 45 percent of institutions reported an increase in study abroad participation.
- Over half of colleges and universities reported offering institutional funds as student scholarships for education abroad.

**i. Inbound Mobility**

Comprising 12 percent of undergraduates and graduate students across all campuses (“One Miami: Diversity and Inclusion—Enrollment,” 2018), international students contribute significantly to MU’s academic, financial, and cultural well-being. Though data is unavailable pertaining to the number of international scholars present at the university, these, too, contribute to the exchange of ideas between MU and the global community. As shown in Figure 4 below, MU has seen steady growth in its international student population, particularly among undergraduates at the Oxford and Middletown campuses. International student recruitment efforts by the MU Office of Admission have played a large part in spurring this growth. In 2008, the Office of Admission began recruiting internationally for the first time. Though MU hosted international students prior to this date, 2008 marked the first year that the Office of Admission recruited onsite in students’ countries of origin; this has now become established practice. For example, MU will make an appearance at the three EducationUSA Fairs in China (Beijing, Wuhan, Chengdu) in 2018, as well as at several events and locations in Kenya (“International Fairs,” 2018). Interestingly, whereas *Miami 2020* sets a concrete target of 60 percent participation in its outbound mobility programs (see *Appendix A*), it sets no such target for participation in inbound mobility programs. The reasons for this lack of a concrete target surrounding international student enrollment and mobility are unclear, and potentially multifaceted.

<b>Figure 4: MU International Student Enrollment 2014-2017 (Office of Institutional Research, 2014, 2015, 2016; “One Miami: Diversity and Inclusion—Enrollment,” 2018)</b>				
	2014	2015	2016	2017
Oxford (undergraduate)	1,427	1,875	2,279	2,543
Hamilton (undergraduate)	12	18	10	20
Middletown (undergraduate)	60	174	222	198
Graduate	242	244	242	241
Total	1,741	2,311	2,753	3,006

While the growth in international students contributes to the diversity of MU’s student population as a whole, the international student population itself reflects a limited degree of diversity. Students from China make up the overwhelming majority of international students, with students from India, Vietnam, and South Korea representing the next-largest demographics. Though outdated, an interactive map on the MU Admission webpage illustrates the imbalance in total representation among students from these countries. The map shows 1,411 students hailing from China; 55 from India; 40 from South Korea; and 19 from Vietnam (“Where in the World,” n.d.). Students from Vietnam recently overtook those from South Korea as the third-largest international student demographic. Efforts to diversify the international student population have seen limited success. On the one hand, MU has benefitted from its dependence on international students from East and Southeast Asia; institutions reliant on revenue from Middle Eastern students have been negatively affected by cutbacks in scholarships for students from this region. On the other hand, fluctuations in international student enrollment from East and Southeast Asia can have a pronounced impact on the university’s operations.

The growth in international students has brought to light a number of challenges facing these populations, including issues with English proficiency, on-campus integration, and academic integrity. Regarding issues with English proficiency, Associate Director of

International Students and Scholar Services Molly Heidemann cited the example of growing requests for translation services in the classroom. In addition, some faculty may perceive international students to be insufficiently prepared, both academically and linguistically, to handle coursework at MU. Such perceptions can lead to resentment toward international students, as shown by a now-infamous letter to the editor in *The Miami Herald* in which the anonymous author, presumably a member of the Miami faculty, referred to international students as “dead weight” (Staff Writer, 2014). While an extreme example of negative perceptions toward international students, the anonymous letter echoes very real concerns among some at MU that the university’s international admissions standards should do more to ensure academic preparedness and adequate English proficiency among international students.

In addition to presenting challenges in the classroom, low English proficiency may also contribute to a lack of integration between domestic students and international students. Comments by domestic students, faculty, and staff, combined with casual observation, suggest that many international students are isolated from their domestic peers in both the classroom and in daily life. The large number of Chinese international students relative to that of international students from other countries makes language barriers and limited integration particularly pronounced among the former population. Furthermore, these challenges are likely self-reinforcing. Whether real or perceived, language issues may push international students to seek out the company of other international students. By retreating to the relative security of fellow international students and their mother tongue, international students may inadvertently strengthen domestic students’ perception of international students as being “other,” while also foregoing opportunities to improve their English.

Though recognizing that language barriers can contribute to issues in the classroom and beyond, Heidemann argues that academic data on international students largely refutes the notion that these students are unprepared for coursework at MU. Having overcome the initial challenges of their first year at MU, the majority of international students appear to perform favorably in their classes. Challenges persisting beyond the adjustment period include issues with academic integrity, conflict between domestic and international roommate pairs in residence halls, and lack of integration with the wider student population. All of these challenges, including those surrounding academic integrity, may owe more to cultural differences than to a lack of academic preparedness.

In light of the challenges faced by international students at MU, on-campus support services play an important part in promoting students' social, emotional, and academic wellbeing. International Students and Scholar Services acts as the primary support service for MU's international population, providing orientation and transition services, immigration advising and reporting, academic monitoring, and a range of cultural activities in and around Oxford ("International Student and Scholar Services—About," 2018). The office currently employs four full-time staff: one associate director, one senior international student advisor, two international student advisors, and one international student coordinator. Student volunteers known as International Peer Orientation Leaders provide additional assistance during international student orientations.

As noted in the section on *Administrative Leadership, Structure, and Staffing*, International Students and Scholar Services became incorporated into Global Initiatives in 2012. Among other changes, this transition effected a shift in focus away from the staff member and onto the student, with Assistant Provost of Global Initiatives Cheryl Young seeking to make

International Students and Scholar Services a more welcoming environment for international populations on campus. Though both Heidemann and Young acknowledged a normalization of roles and expectations since the end of the transition period, continued growth in international student enrollment may necessitate the addition of new staff for International Students and Scholar Services. That said, a handful of offices and centers provide additional academic, professional, social, and emotional support for international students and scholars. Support services include the American Culture and English (ACE) Program, the Howe Center for Writing Excellence, the One Stop, the Rinella Learning Center, and the Student Success Center. *Appendix G* provides a more detailed overview of these on-campus support services and their functions.

## **ii. Outbound Mobility**

Being one of the more easily quantifiable aspects of any internationalization plan, as well as having one of the most ambitious numeric targets of any element of *Miami 2020* (see *Appendix A*), study abroad and study away has arguably become the most prominent indicator of the university's internationalization progress. Though not a ranking in itself, the annual *Open Doors* report is effectively treated as a ranking by MU, with online promotional materials bearing headlines such as "Miami Ranks Among Top National Universities in Study Abroad Participation" (2017). Semantics notwithstanding, there can be no doubt that MU enjoys and enables high participation in its outbound mobility programs. Questions remain, however, regarding the quality, accessibility, and administration of these programs.

MU's outbound mobility programs fall into five categories, as detailed below in Figure 5. Program development, coordination, and advising duties are carried out by a team of six full-time staff—one associate director, three coordinators, and two study abroad advisors—and one

part-time practicum student (myself). As shown in Figure 5, the staff member in charge of transfer-credit programs carries the title of advisor rather than coordinator, perhaps owing to the bulk of coordination duties for these programs falling upon third-party providers. Though the two faculty-led coordinators perform a limited degree of student advising, focusing instead on the management of MU's faculty-led, study away, and non-credit programs, all study abroad and away staff can and do advise on all aspects of outbound student mobility, in addition to participating in various aspects of program promotion and outreach. This system of shared advising responsibility is a direct result of administrative centralization under the Global Initiatives banner, prior to which faculty-led programs, transfer-credit programs, and the MUDEC program operated as separate units.

<b>Figure 5: Study Abroad and Away Program Categories</b>		
<b>Program Type</b>	<b>Program Length</b>	<b>Coordinating Staff</b>
Faculty-led <ul style="list-style-type: none"> <li>• Programs led by one or more MU faculty</li> </ul>	Mostly short-term	Coordinator, Global Programs (1) Coordinator, Global Programs (2)
MUDEC <ul style="list-style-type: none"> <li>• MU's flagship study abroad program in Differdanges, Luxembourg</li> </ul>	Short- and long-term	Coordinator, Miami in Luxembourg
Transfer Credit <ul style="list-style-type: none"> <li>• Direct exchanges, third-party provider programs</li> </ul>	Short- and long-term	Study Abroad Advisor
Study Away <ul style="list-style-type: none"> <li>• Locations include Cincinnati, NYC, and San Francisco</li> </ul>	Mostly short-term	Coordinator, Global Programs (1) Coordinator, Global Programs (2)
Non-credit <ul style="list-style-type: none"> <li>• Include student organization field trips, symposia, and short workshops</li> </ul>	Short-term	Coordinator, Global Programs (1) Coordinator, Global Programs (2)

MU has seen impressive growth in study abroad and away participation, as shown below in Figure 6. While participant counts for the MUDEC program and transfer-credit programs have remained relatively steady, faculty-led, study away, and non-credit programs are bringing in rising numbers of participants. Unsurprisingly, those programs which have seen the greatest growth in participation are primarily short term, many of them running for two to six weeks in the summer or winter. The existence of a winter term, combined with the option to fulfill the six-credit Global Perspectives requirement of the core curriculum through study abroad, make short-term programs a highly attractive option for many students. The growth in short-term study abroad and away program offerings and participant counts at MU reflects wider trends across higher education in the United States, with institutions offering more short-term programs in an effort to increase access to, and revenue from, outbound student mobility opportunities. Also notable in the data below is the dramatic spike in participation between the 2012-13 and 2013-14 terms—an almost 10-percent increase, compared to far more modest increases in subsequent terms. The jump in participation may stem from earlier revisions to the *Global Miami Plan* allowing students to fulfill the Global Perspectives requirement through study abroad.

<b>Figure 6: Study Abroad/Away Participant Count and Total Participation Rate</b> [adapted from <i>Global Initiatives Miami 2020 Study Abroad Summary (Guinigundo, 2017)</i> ]				
	2012-13	2013-14	2014-15	2015-16
Faculty-led	704	958	1036	1003
MUDEC	226	208	240	212
Transfer Credit	458	513	436	475
Study Away	112	249	278	316
Non-credit	67	89	60	129
Total Participation Rate (undergraduate, Oxford only)	46.9 %	56.6%	57.0%	57.9%

Rising participation in faculty-led, study away, and non-credit programs has already necessitated the hiring of an additional coordinator, bringing the number of global programs coordinators up to two (see Figure 5). Both coordinators work closely with new and returning faculty directors to develop, edit, and route program proposals, review budgets, communicate with students regarding pre- and post-departure requirements, and manage student applications. With MU offering almost 150 faculty-led programs throughout the summer, fall, winter, and spring terms—though not all at once (i.e. during a single term)—the global programs coordinators shoulder a heavy workload. The additional burden of managing non-credit programs, some of which recruit non-MU-affiliated applicants, such as retirees or community members, raises the question of whether Global Initiatives should consider trimming its current program offerings, increasing coordinating staff, or even reevaluating its operational focus. For example, some have questioned the rationale behind having Global Initiatives manage study away programs, which lack an inherently global component. Similar questions surround Global Initiatives' management of non-credit programs.

The growth of faculty-led programs serves as a case study in the pitfalls of internationalization. By setting 60 percent study abroad and away participation as one of its main targets, *Miami 2020* allowed for a concerted push toward student recruitment and expansion of program offerings. Though it is difficult to assess how much the rise in participation rates is attributable to the effects of *Miami 2020*, rather than to those of the revised *Global Miami Plan* or other factors, one can assume that the *Miami 2020* targets did, at the very least, make recruitment and program expansion a top priority for the Study Abroad and Away unit of Global Initiatives. This study was also unable to ascertain whether recent years have seen a greater number of faculty-led program proposals being submitted, implying growing interest in leading

programs among MU faculty, or whether the university is merely approving a larger share of proposals each term. Regardless of the cause, the growth in faculty-led programming has brought MU within reach of what once seemed a truly ambitious goal. However, the numbers alone may be an imperfect indication of quality.

In the past year, three major policy changes related to study abroad and away have come under consideration. The first policy change involves revisions to the current policy of allowing students to automatically fulfill the Global Perspectives requirement through study abroad, regardless of the course content. As mentioned previously, many students may choose to participate in six-credit short-term faculty-led programs for the express purpose of fulfilling their Global Perspectives requirement. In this sense, the existing policy has had a positive effect on student participation. Under the proposed policy revision, study abroad programs will be vetted on a case-by-case basis to determine whether they fulfill the Global Perspectives requirement. Presumably, some are concerned that study abroad in itself may not necessarily confer a global perspective. Such assumptions would not be entirely without merit, given that previous assessments of learning outcomes on study abroad programs have failed to demonstrate significant growth in students' cultural competence. However, as discussed in the section on *Curriculum, Co-Curriculum, and Learning Outcomes*, the sheer number of study abroad and away programs makes vetting individual programs an impractical, if not impossible, means of addressing issues related to learning outcomes. In addition, doing away with the existing policy of allowing students to automatically fulfill Global Perspectives through study abroad may alienate a significant number of potential applicants.

A second proposed change centers on the development of a tier system for faculty-led programs. The result of discussions between Assistant Provost of Global Initiatives Cheryl

Young and Global Learning Program Specialist Martha (Marty) Petrone, this system would confer a “top-tier” designation on faculty-led programs with a proven track record in the area of intercultural competence. Programs designated as “top tier” will receive additional funding for marketing, faculty professional development, cultural immersion, and assessment. The tier system aims to address both the overabundance of faculty-led programs and inherent differences in quality between programs. As with the proposed revision regarding fulfillment of the Global Perspectives requirement, this tier system speaks to valid concerns surrounding quantity versus quality in faculty-led study abroad. However, this system may also further jeopardize enrollment for faculty-led programs excluded from the top-tier designation. As it stands, many faculty-led programs already struggle to meet desired enrollment levels, particularly in the case of programs operating in non-traditional locations (i.e. outside of Western Europe). Programs with low enrollment either ultimately fail to run or run at a financial loss. It should be noted that cancelling a program requires almost as much work from the two global programs coordinators as does managing a program. On the other hand, the tier system may help drive students to programs in non-traditional locations, given that the top-tier designation is predicated on a program’s educational quality, rather than on its potential popularity or financial viability.

The third policy change has come to light relatively recently, and involves a proposed 75-program cap on faculty-led programs. How or why this number was decided upon is unclear. This paper has already presented one argument for reducing the number of faculty-led programs: namely, that the two global programs coordinators are overworked managing the current number of programs. Given that several programs ultimately cancel or run at a loss due to low enrollment, capping programs may be a necessary, if controversial, step toward developing a more manageable and sustainable portfolio. Of course, the suggestion of a program cap raises a

number of questions. Will programs be allotted equally among each of the academic divisions? How will a program cap affect participation in study abroad and away programs, and, by extension, MU's progress toward new participation targets? These and other questions will all require careful consideration as Global Initiatives moves forward with its new policy.

An analysis of study abroad and away at MU would be incomplete without addressing the issue of accessibility. Accessibility in study abroad and away has been a frequent topic of discussion both at MU and through the higher education community. MU is a predominantly white university ("One Miami: Diversity and Inclusion—Enrollment," 2018), located in a predominantly white county (U.S. Census Bureau, 2016), nestled in a predominantly white state (U.S. Census Bureau, 2016). With white students comprising almost 84 percent of all MU study abroad participants between 2015 and 2016 (Guinigundo, 2017), the university's outbound mobility demographics reflect the limited diversity of MU, Butler County, and the state of Ohio. Study Abroad and Away has explored ways of increasing the ethnic diversity of its program participants, including conducting advising sessions at the Office of Diversity Affairs. However, these measures have largely failed to demonstrate a noticeable effect on participant demographics. Indeed, it may be difficult to bring about any degree of lasting change in ethnic diversity among participants in the absence of wider change across the institution as a whole.

Discussions around accessibility must also take into account financial considerations, including scholarships and program costs. Most study abroad and away programs allow students to apply both MU scholarships and federal aid, though scholarships are generally more easily transferrable to semester-long programs than to short-term. Study Abroad and Away also administers a handful of scholarships, including the Faculty-Led Program Scholarship, the Havighurst International Minority Scholarship, Luxembourg Program Scholarships, and the

Study Abroad Airfare Grant. That said, many of these scholarships offer only modest amounts of funding. When taking into account both the number of applications associated with these scholarships and the amount of staff time required to read and make decisions on applications, it bears asking whether modest scholarships, drawn from an inherently limited funding pool, disbursed among a limited number of applicants, represent the best use of MU's time and resources. Regarding program costs, while some programs such as Semester at Sea bear a hefty price tag, others such as the semester-long MUDEC program are highly comparable in cost to a semester at MU. Some students find that they can even save money by studying abroad in non-traditional locations or through a third-party provider, such as the University Study Abroad Consortium (USAC). As such, the breadth of MU's outbound mobility opportunities provides a reasonable degree of financial accessibility.

Considering the rising numbers of international students and the continued popularity of study abroad and away, MU has clearly established a thriving culture of inbound and outbound student mobility. Having secured its participant base, however, MU must now cast a critical eye at the management and quality of its mobility programs. Issues surrounding international students' cultural integration and academic success suggest that the university could do more to elicit "buy-in," so to speak, from domestic students and faculty. For example, institutional incentives for participating in cultural sensitivity workshops may encourage faculty to become more understanding of the international student experience. Regarding outbound student mobility, limited ethnic diversity among participants continues to be an area of concern. Similar concerns at the institutional and local levels suggest that diversity issues will require systemic solutions beyond the scope of any one office or division. Proposed policy changes regarding the fulfillment of the Global Perspectives requirement, the establishment of a tier system for faculty-

led study abroad programs, and the capping of faculty-led programs address valid concerns related to the quality of outbound mobility programs. However, several questions remain regarding the scope and implementation of these proposed initiatives.

### **Pillar 6: Collaboration and Partnerships**

ACE defines the sixth and final internationalization pillar as “institutional partnerships... joint degree and dual/double degree programs... branch campuses... [and] other offshore programs” (Brajkovic et al., 2017, p. 1). As with student mobility, international partnerships are both a highly visible and a highly prioritized component of many internationalization plans.

According to the *Mapping* study:

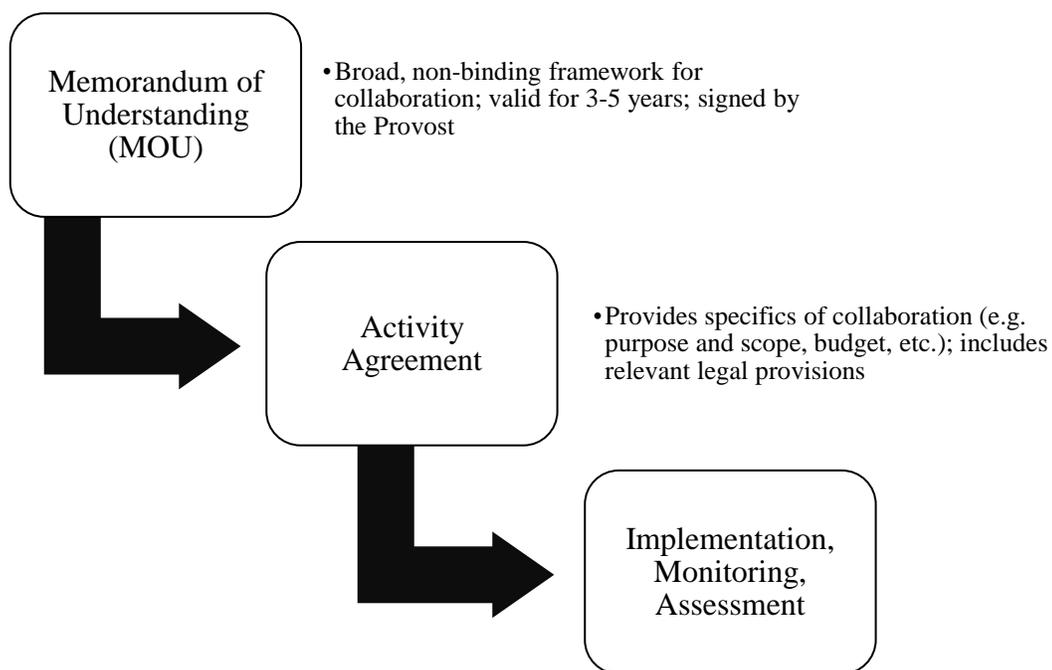
- Almost half of responding institutions began developing, or expanded existing, international partnerships in the last three years.
- 73 percent of institutions maintained partnerships with academic institutions abroad; 34 percent with NGOs; 17 percent with foreign governments; and 12 percent with corporations.
- Responding institutions saw the highest level of international partnership activity with China, Japan, and the United Kingdom; China, India, and Brazil were the top target countries for expanded activity.
- Around 5 percent of institutions operated administrative offices, study centers, or branch campuses abroad.

In keeping with Foundational Goal 2, Objective 4, Metric 23 of *Miami 2020*—“Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage” (Miami University, 2013)—MU currently maintains

partnerships with over 50 institutions abroad (“Global Partnerships,” 2018). Global Initiatives plays a central role in managing these partnerships, “assist[ing] Miami faculty and departments with the establishment of new agreements, facilitat[ing] the approval and signature of agreement documents, and maintain[ing] records of all global partnerships” (“Global Partnerships,” 2018).

Figure 7 below details the process for the development of new global partnerships.

**Figure 7: Development Process for Global Partnerships**



Mirroring the high level of U.S.-China collaboration cited by the 2016 *Mapping* study, the MU Department of English operates several partnerships with Chinese institutions (see *Appendix H, part I*). The *3+1 Undergraduate Program* and *1+1 Undergraduate Program* allow students from Sun-Yat Sen University to enroll in courses in MU, while the Fudan University Graduate Program allows MU graduate students to present their research at the Fudan University Graduate Forum in China. Though three of the four partnerships through the Department of

English focus on inbound mobility, suggesting a lack of reciprocal mobility between the United States and China, the MU Confucius Institute provides a number of opportunities for U.S.-based students, scholars, and instructors to conduct research or pursue coursework in China (see *Institutional Context*). Given the large body of Chinese international students at MU, collaborative education opportunities between the United States and China are both a logical and a welcome means of strengthening ties between the two countries.

Part II of *Appendix H* provides a sampling of MU's existing international agreements with organizations and institutions around the world. These agreements are generally geared toward one or more of the following activities: student and/or faculty exchanges, collaborative research, dual and joint degree programs, e-learning opportunities, and English language training. A review of the international agreement list in its entirety reveals that of 70 total agreements, 38 feature an East or Southeast Asian partner; 18 a European partner; 5 a Middle Eastern partner; 5 a Latin American partner; 2 an African partner; and 2 a Caribbean partner ("Existing Postsecondary Academic Agreements," 2018). The prevalence of European and East/Southeast Asian partner institutions mirrors the prevalence of study abroad programs based in Europe, on the one hand, and of international students hailing from East and Southeast Asia, on the other. Assistant Provost of Global Initiatives Cheryl Young did address the difficulty of maintaining partnerships with institutions in non-traditional locations. For example, though MU has maintained a partnership with the University of Livingston in Malawi, Africa, the University of Livingston recently did away with all of its senior leadership—these being the primary stakeholders in the partnership between MU and the University of Livingston. Though the geographical distribution of MU's international partners will likely continue to reflect the university's primary targets for student mobility (i.e. Europe and East/Southeast Asia), Young's

interest in exploring the use of innovative technology as an internationalization tool may facilitate greater collaboration with partners in non-traditional locations.

A final, yet no less significant, element of MU's international partnerships is the Miami University Dolibois European Center (MUDEC), a study center in Differdanges, Luxembourg. Now entering its fiftieth year, the MUDEC program recruits some 120 MU students each semester, as well as a smaller number during the summer term. Students take classes in Differdanges Castle, an almost 500-year-old structure, and participate in short study tours to countries such as Italy and Portugal. In an era which has seen the failure of several branch campuses around the world, the MUDEC program has succeeded in maintaining relatively steady enrollment. This study took a broad view of MU's outbound mobility programs, and was therefore unable to gain in-depth insight into specific challenges or concerns surrounding the MUDEC program. However, conversations with Study Abroad and Away staff did touch on the difficulty of promoting Differdanges as a study abroad location; some staff feel that Luxembourg City would present a more attractive option given its more metropolitan nature.

MU appears to have avoided a common pitfall of many internationalization initiatives: namely, the temptation to view the signing of more memoranda of understanding as an end in itself. The geographic distribution of MU's partner institutions suggests that the university's existing international agreements are largely facilitating student mobility opportunities or strengthening ties with institutions in key locations. MU's flagship study center in Luxembourg similarly appears to enjoy continued success amid the closing of several branch campuses around the world. MU could improve upon its international collaborations and partnerships by seeking greater geographic diversity among its partner institutions; the use of innovative technology as a collaborative tool presents an avenue for further exploration.

### Conclusion

This study examined MU's internationalization progress since 2012 using the CIGE Model of Comprehensive Internationalization. A review of the findings reveals evidence of institutional progress in each of the six internationalization pillars. The implementation of the *Miami 2020* plan at the institutional and divisional levels has laid a common foundation upon which to build, with Foundational Goal 2 providing the clearest tie-ins to internationalization-oriented goals and outcomes. The *Global Miami Plan* offers students opportunities for intercultural learning through either study abroad or global courses on campus. As with global courses, the recently proposed, co-curricular Global Passport Program presents an example of internationalization at home. Faculty tenure and promotion policies incentivize international engagement through teaching and service, though not through research. In addition, a handful of faculty awards and recognitions include international engagement among their selection criteria; one award features international engagement as its primary criterion.

MU continues to attract rising numbers of international students, with Chinese students making up the clear majority. Previous assessments of academic outcomes among international students paint a generally positive picture of these students' academic preparedness. Regarding outbound mobility, consolidation of the formerly separate study abroad and away units into one unit under Global Initiatives has facilitated greater collaboration and sharing of advising duties. Participation in outbound mobility opportunities also shows no signs of slowing. Though enrollment in MUDEC and transfer-credit programs has remained relatively steady, enrollment in faculty-led, study away, and non-credit programs continues to rise. Furthermore, the breadth and variety of MU's study abroad and away portfolio offers students a reasonable degree of financial flexibility when selecting programs.

This study also shed light on challenges relating to ongoing internationalization at MU. MU continues to struggle to achieve ethnic diversity among a range of populations, with significant implications for the university's international initiatives. For example, the prevalence of international students originating from East and Southeast Asia is both reflected in, and contributes to, the prevalence of international partnerships and agreements with institutions in East and Southeast Asia. In contrast, partnerships with institutions in Africa, the Caribbean, and Central and South America remain limited. Domestic students, too, feature limited ethnic diversity, a problem compounded by the limited diversity found in Butler County and the state of Ohio. Without first addressing diversity at an institutional level, MU is unlikely to improve ethnic diversity among its study abroad and away participants.

Despite the growing number of international students on campus, these students continue to face challenges in their daily lives and academics. A rise in requests for translation services speaks to the presence of persistent language difficulties in the classroom. The lack of integration between international and domestic students, as well limited cultural sensitivity among certain faculty, may hamper international students' academic and cultural transition at MU. Though International Students and Scholar Services hosts periodic cultural sensitivity trainings, these trainings reach only a small fraction of faculty, and may attract those already disposed to reexamine their teaching styles.

The expansion of study abroad and away offerings, particularly in the category of short-term faculty-led programs, has both brought MU closer to its 60 percent outbound mobility target and placed an increasing burden of management on the two global programs coordinators. In addition, a share of programs term are cancelled each term due to low enrollment or run at a financial loss. A proposed "top-tier" system aimed at marking out those programs with a proven

record of cultivating students' intercultural competence, combined with a proposed 75-program cap on faculty-led programs, may help address the overabundance of programs. An additional proposed policy will require study abroad and away programs to be vetted on a case-by-case basis to determine if they meet the standards for the fulfillment of the Global Perspectives requirement. While all three proposed policies address valid concerns surrounding quantity versus quality in outbound mobility, it is unclear how they will impact students' ability and willingness to participate in study abroad and away programs.

Centralization and consolidation under the banner of Global Initiatives have allowed MU to make better use of its resources when implementing a range of internationalization initiatives. Assistant Provost of Global Initiatives Cheryl Young has stood at the center of this restructuring, serving as director for several of the offices and units housed under Global Initiatives. While Young's vision and direction have: brought the university closer to reaching its outbound mobility targets; led to the revision of faculty promotion and tenure policies to further incentivize international engagement; and resulted in the development of internationalization-oriented strategic plans in MU's academic divisions, to name only a few achievements, the prospect of Young's retirement raises the question of who will assume the role of senior internationalization officer in her absence. Whether it is the university president or some other individual, or whether the role of senior internationalization officer becomes shared among several individuals, one major takeaway from this study is the importance of both institutional leadership and active communication at all levels of internationalization management. For example, while the three proposed policy changes regarding study abroad and away speak to valid concerns, they have come to the table without the input of those who will ultimately be charged with their implementation: namely, Study Abroad and Away staff. As MU begins drafting a new strategic

plan to replace *Miami 2020*, with new targets for student mobility, student and faculty diversity, and other components, the university should seek input from an array of stakeholders, including students, faculty, and staff. Having already achieved numeric results across several of its internationalization initiatives, the university must now consider how to move toward smarter, more sustainable internationalization.

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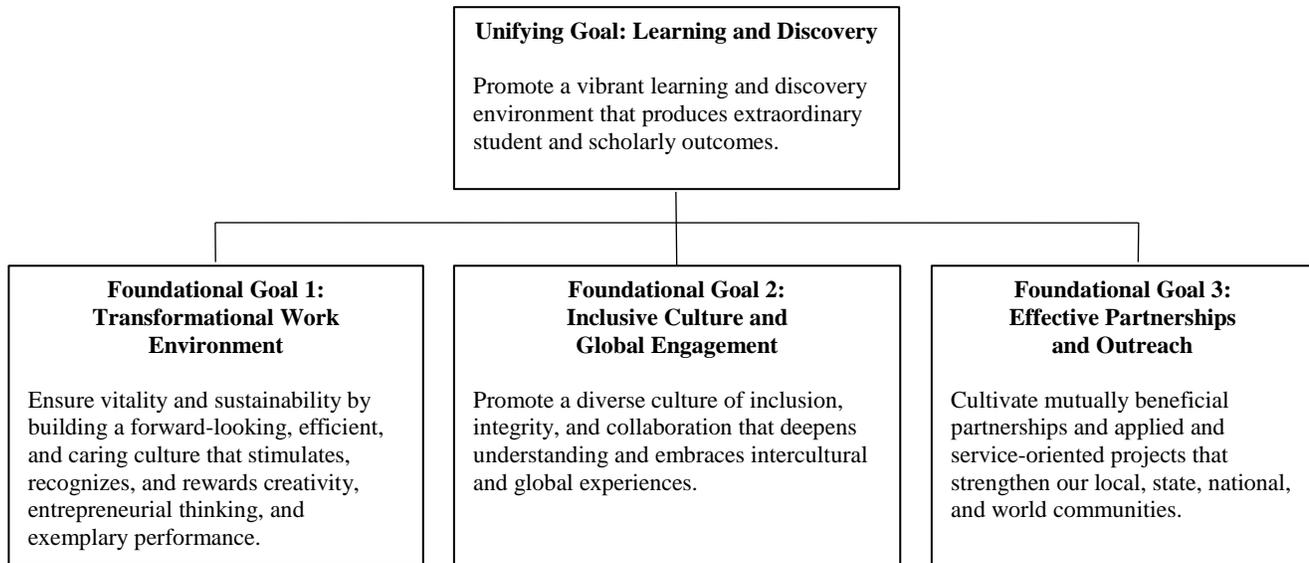
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**Appendix A: *Miami 2020* & Foundational Goal 2, Objectives and Metrics**  
**Reproduced from the original *Miami 2020* text (Miami University, 2013)**



**Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.**

Metric 18: Grow the diversity of our students, faculty, and staff.

**Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.**

Metric 19: 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.

**Objective 3: Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences**

Metric 20: 60% of Miami students will study abroad or study away.

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g. intensive community engagement, service learning experience, intercultural or global learning requirement.

**Objective 4: Expand, virtually and physically, Miami's global involvement.**

Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g. volunteer or community engagement, courses or workshops on global and intercultural topics, professional training on diversity issues).

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage.

**Appendix B: Miami 2020—College of Engineering and Computing (CEC)****Reproduced from Miami University web page  
("College of Engineering and Computing," 2018)**

Foundational Goal 2: Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.

Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.

Metric 18: Grow the diversity of our students, faculty, and staff.

Strategies:

- Forge partnerships with high schools with diverse student populations (e.g., Dater High School in Cincinnati).
- Seek external funding for program transformation focused on increasing diversity (e.g., NSF Advance, NSF S—STEM).
- Get engaged in the new University Summer Program.
- Enhance direct involvement in the Bridges Program.
- Capitalize on having a faculty member serving on the Board of Overseers of M2SE (Minorities in Mathematics, Engineering and Science).
- Capitalize on Miami's participation in the Louis Stokes Alliances for Minority Participation (LSAMP) Program.
- Increase the percentage of CEC female students.
- Follow best practices for diversity hiring in every future faculty and staff search.

Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

Metric 19: 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.

Strategies:

- Enhance global experiences of CEC students.
- Ensure diversity on departmental and college-wide professional organizations, honors societies, and advisory councils.
- Ensure that a significant number of experiential learning activities offered by CEC address directly or indirectly diversity challenges.
- Encourage faculty and staff participation in university multicultural training.
- Ensure that a significant part of the responsibilities of the new part-time CEC director of communications be devoted to creating a welcoming environment described in Objective 2 (see above).

- Ensure that the new part-time CEC director of communication promote university multicultural events and training.

Objective 3: Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.

Metric 20: 60% of Miami students will study abroad or study away.

We project that engineering and computing students' participation in the study abroad programs will lag behind the university's participation by about 10% due to a strong, and growing, competition with experiential learning activities enhanced as a result of implementing CEC 2020 Strategic Plan and due to financial needs of CEC students exceeding those in other academic divisions at Miami. Hence, we aspire to having 50% of our students studying abroad or away.

Strategies:

- Require each department in our college to develop (or enhance if applicable) and sustain international collaboration with two—three international partners.
- Seek to grow philanthropic support for study abroad.
- Focus on developing global internships across the whole globe, particularly in South America and Africa.
- Engage students in research conducted away of the campus.
- Market study abroad/study away opportunities more effectively.
- Capitalize on the establishment of the winter term to develop new international opportunities.
- Encourage participation in MU Study Abroad Fair.
- Develop international internship opportunities.
- Engage the MUDEC (Luxembourg) in developing international internship opportunities.
- Ensure that the new Miami Plan replacing the current Miami Global Plan does not eliminate the incentives to study abroad contained in the latter.
- Seek partnerships with other Miami departments to forge new international collaborations.
- Collaborate with AIMS to involve CEC students in the San Francisco internship program in the spring.

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service learning experience, intercultural or global learning requirement.

Strategies:

Implementing the same strategies listed for metrics five, six, seven, and twenty will result in meeting this goal.

Objective 4: Expand, virtually and physically, Miami's global environment.

Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement, course or workshops on global and intercultural topics, professional training on diversity issues).

Strategies:

- Engage in research collaborations with international scholars.
- Host international scholars.
- Give presentations at international conferences.
- Lead a study abroad program.
- Secure international grant sponsorships and fellowships.
- Help recruit international students.
- Attend programming related to global diversity issues.

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage.

Strategies:

- Require each department in our college to develop (or enhance if applicable) and sustain international collaboration with two—three international partners.

**Appendix C: *Miami 2020*—College of Education, Health, and Society (EHS)**  
**Reproduced from Miami University webpage**  
**(“College of Education, Health, and Society,” 2018)**

Foundational Goal 2: Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.

Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.

Metric 18: Grow the diversity of our students, faculty, and staff.

Strategies:

- Develop or continue to strengthen the following initiatives in the area of faculty and staff diversity:
  - Support at least one Heanon-Wilkins scholar per year with the ultimate goal of hiring those selected as permanent faculty;
  - Develop a diversity handbook and best practices to recruit diverse faculty;
  - Make cluster hires to add diverse faculty;
  - Train diversity advocates through the Women in Science and Engineering Leadership Institute at University of Wisconsin-Madison workshops: “Searching for Excellence in Diversity” and “Implementing Workshops for Search Committees”;
  - Emphasize the importance of working with and contributing to diverse environments in staff position announcements;
  - Develop departmental level plans for attracting underrepresented faculty and staff.
  
- Develop or continue to strengthen the following initiatives in the area of student diversity:
  - Engage current underrepresented students in recruiting additional undergraduate and graduate students of color;
  - Partner with urban schools and agencies to attract diverse students (e.g., teacher academy, KNH science programs);
  - Participate in the Holmes Scholars program to recruit and support diverse doctoral and post doctoral students;
  - Increase number of students in the urban teaching cohort;
  - Establish transfer agreements with two-year institutions having diverse student populations;
  - Create freshman seminars focused on issues of diversity and social justice in EHS fields;
  - Market and recruit for the new Transformative Education M.Ed., focusing particularly on the concentration in social justice and equity education;
  - Develop departmental level plans for recruiting and attracting underrepresented students;

- Emphasize social justice in the mission statement and goals listed on the divisional diversity webpage.

#### Challenges and Opportunities:

- Losing diverse students to the BIS program on the regional campuses
- Competing with Teach for America for diverse students interested in teacher education.

Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

Metric 19: 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.

#### Strategies:

We will develop or strengthen the following initiatives to ensure that EHS is a safe and inviting place for all its members and visitors:

- Establish an EHS faculty & student diversity council which will be responsible for organizing a divisional orientation for new students and faculty as well as planning activities that promote discussion and community building throughout the year.
- Offer cultural intelligence workshops for faculty, staff, and students through the Cultural Intelligence Center.
- Institute Miami and EHS version of the “Expect Respect” program (which originated at the University of Michigan).
- Retrofit one of the EHS restrooms as a gender-neutral bathroom.
- Establish a graduate assistant seminar on multicultural advising and teaching.

#### Challenges and Opportunities:

- Devising a budget for diversity-related programming and workshops.

Objective 3: Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.

Metric 20: By the time of graduation, 60% of Miami students will have studied abroad or studied away.

#### Strategies:

- Partner with other universities to offer study abroad or study away opportunities (similar to what the SAHE program has done with Bowling Green State University, University of Vermont, and Indiana University of Pennsylvania).

- Organize all international initiatives under one umbrella, and develop marketing strategies, including the creation of a new marketing position in EHS.
- Incorporate study abroad components into high demand courses such as FSW 261 and FSW 365; and encourage other departments to target courses with similar appeal and relevance for study abroad.
- Offer faculty incentives to create winter term study away courses that feature a cultural immersion experience (e.g., Miami Tribe, ELL programs in Hamilton, tutoring children of migrant workers).
- Offer faculty incentives to create multidisciplinary study away or study abroad experiences.
- Create short-term study abroad workshops (e.g., Belize) to mesh with tight curricular parameters in professional preparation programs.
- Revise curricular requirements in early childhood education and other teacher education programs to enable time for study abroad or study away.
- Pursue a partnership with the Atlanta University Center Consortium, which would allow student and faculty exchanges with four historically black colleges and universities (Clark Atlanta University, Spellman College, Morehouse College, and Morehouse School of Medicine).

#### Challenges and Opportunities:

- Developing a tracking system for non-credit-bearing study away and study abroad experiences
- Identifying and funding faculty incentives for designing and implementing study abroad and study away experiences.

Metric 21: All Miami students will have a curricular or co-curricular cultural learning experience, (e.g., intensive community engagement, service learning experience, intercultural or global learning requirement) by the time they graduate.

#### Strategies:

- Continue virtual interactions with South African teachers and students.
- Continue Miami Connections program and engagement with EPIC (Chinese) program.
- Encourage other departments to follow FSW example of requiring all majors to complete formal internships or field placements so that students benefit from extensive community engagement and cultural learning experiences.
- Promote two new courses, EDL/FSW/BWS 382 and 383: Service in Urban Communities I & II, which feature fieldwork in local urban communities.
- Following the excellent examples set by SAHE and SLAM, develop additional departmental partnerships with campus offices to engage students in leadership, diversity, and social justice initiatives.
- Include cultural immersion assignments in appropriate curricula (e.g., UTC, SAHE, KNH).
- Place 100% of all teacher preparation students in a diverse school for their field experience.

- Develop new service-learning courses and other opportunities for community engagement (e.g., Oxford Choice Food Pantry, Hueston Woods Trail maintenance).

#### Challenges and Opportunities:

- Securing enough placements to accommodate all students.

Objective 4: Expand, virtually and physically, Miami's global involvement.

Metric 22: All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement, course or workshops on global and intercultural topics, professional training on diversity issues, regular interaction with diverse groups, participation in cultural events) within the past 24 months.

#### Strategies:

- Send administrative staff to Center for American & World Cultures events (even during work hours), and incorporate participation in these events into their development plan and evaluation.
- Institute a 'passport' for international or global experiences and activities which can be 'stamped' each time an activity is completed.
- Develop and teach courses with an international focus or component.
- Engage in research collaborations with international colleagues and venues.
- Support faculty and students who deliver presentations at international conferences.
- Recruit and mentor international students.
- Encourage participation in global diversity programming.
- Provide cultural intelligence training for staff members who work with international students.
- Explore connections with alumni who are based internationally.

#### Challenges and Opportunities:

- Securing more funds to support international travel.

Metric 23: Miami will expand, virtually and physically, by 50%, its international partnerships to increase its impact on the global stage.

#### Strategies:

- Develop or continue to strengthen the following international partnerships and activities:
  - Partnerships with Korean and Chinese universities;
  - Partnership with Bermuda College to develop the M.Ed. in Special Education;
  - Hosting of international scholars;
  - EPIC program exchange and hosting of Chinese delegations;
  - Faculty exchanges on the international level;
  - Partnership with Fengtai Educational District in Beijing;

- Summer institutes for Chinese educators.

Challenges and Opportunities:

- Securing funding to support travel and other expenses related to building international partnerships.

**Appendix D: Sample Faculty Job Postings**  
**(adapted from “Search Jobs [Faculty, Staff, Student],” 2018)**

Assistant Professor

Department: Architecture and Interior Design

Minimum Qualifications:

- Ph.D. in Architectural History, or closely related Theory or Material History fields ranging from urban and landscape scale down to industrial design scale, and/or interiors. (Applicants whose dissertation is in process with expected completion of all degree requirements by December 31, 2018 will be considered).
- Architectural or related design field experience.

Preferred Qualifications:

- Consideration may be given to candidates with a completed doctoral dissertation, a publication record, a professional degree in Architecture or related art or design field, experience in digital media, and Architectural or ID licenses; interest in connecting scholarly discipline and design in a collegial, forward-thinking design department.

Assistant Professor

Department: Interactive Media Studies

Minimum Qualifications:

- Ph.D. in computer science, psychology, or related discipline by date of appointment,
- teaching, research, or industry experience in the area of virtual reality research and development.

Preferred Qualifications:

- an accomplished research and teaching record, including a record of significant peer-evaluated scholarship and successful grant writing,
- experience mentoring students on games, virtual reality simulations, and undergraduate/graduate thesis work in virtual reality, games design, development, and studies,
- experience administering a virtual reality laboratory and overseeing staff and student assistants; working knowledge of both CAVE and HMD-based virtual reality systems; experience with multiple game engine and motion tracking technologies.

• experience and/or keen interest in online teaching

Assistant or Associate Professor

Department: Chemical, Paper & Biomedical Engineering

Minimum Qualifications:

- Earned doctorate in bioengineering, biomedical engineering or related field (doctoral candidates will be considered, but the doctorate must be completed by the time of appointment); ability to teach courses in chemical engineering or bioengineering.
- Appointment as associate professor requires a proven record of accomplishment in research, scholarship, teaching and service.

Preferred Qualifications:

- Consideration may be given to candidates with research experience in the fields of bioengineering or biomedical engineering; expertise in the areas of bioinformatics, biomedical instrumentation, biomaterials, or biomedical device design; or teaching experience in higher education.

Visiting Assistant Professor/Instructor

Department: Justice & Community Studies

Minimum Qualifications:

- Master’s in criminal justice or a closely related field by date of appointment (for appointment as Instructor) and the commitment to, and evidence of, teaching excellence; a Ph.D. in criminal justice or closely related field by date of appointment (for appointment as Visiting Assistant Professor); experience or interest using active learning strategies and online teaching is also expected.

Preferred Qualifications:

- Consideration may be given to candidates with substantive experience in the criminal justice field; ability to contribute to teaching research methods and statistics in the graduate program.
- experience and/or keen interest in online teaching

**Appendix E: Tenured and Tenure-Track Faculty  
Promotion and Tenure Guidelines  
(adapted from “Tenured and Tenure-Track Faculty:  
Promotion and Tenure Guidelines,” 2018)**

**PART 2 ACTIVITIES AND APPLICABLE MEASURES OF QUALITY**

**2.1 Teaching and Academic Advising**

A. Classroom teaching. Examples of student work; formal student evaluations of teaching; peer evaluations; nominations for teaching awards; receipt of teaching awards.

B. One-on-one or small group teaching (includes independent studies). List of students' names and titles of their projects, theses, dissertations; examples of student work; indication of quality of projects.

C. Teaching in continuing education programs. (Some departments or divisions may describe these activities as professional service; regular courses taught using a workshop format [such as during the summer] will be considered as teaching). Examples of course materials (e.g., syllabi; handouts; examples of student work; participant evaluations; letters from coordinators; letters from participants).

D. Development of teaching materials and making presentations related to the teaching process. Publications related to the teaching process will usually be listed in Part 2, Section II. Examples of innovative materials; evidence of acceptance of materials beyond the candidate's own classes (e.g., inclusions of materials in books, adoptions of texts, requests for use by other faculty); descriptions of presentations; letters from participants and/or reviewers.

E. Development of courses and curricula. Syllabi, proposals, outlines, with evidence of effectiveness including letters from chairs/program directors, peer evaluation, etc.

F. Embedding service-learning activities, interdisciplinary work, inquiry-based activities, or study abroad activities into a course of study. Syllabi, student projects, student outcomes and reflections, community partners' evaluations, etc.

G. Academic advising. The number of advisees served per semester; hours per week spent in advising; evaluative statements by colleagues, the department chair/program director, advisees, and the regional campus coordinator as appropriate.

**2.2. Research, Scholarship and Creative Achievement**

Evidence of Research and Scholarship: Completed and published or in-press works which have undergone peer review represent the primary evidence of the candidate's research and scholarly contributions. Presentations at professional meetings are another outlet for dissemination of research results. In the case of work disseminated through channels where evaluators are unlikely to know the quality of the outlets, the candidate and chair/program director should provide evidence of the stature of the outlet and the nature and importance of the contribution. It is the responsibility of the candidate to provide a description of his or her contribution to the research or scholarly work cited in the dossier. In the case of work with multiple authors, it is the candidate's responsibility to explain the ordering of authors listed on a publication or research grant and the nature of the contribution by the candidate.

Evidence of Creative Achievement: Candidate's works which have been exhibited or performed and juried or reviewed, candidate performances, competitions entered and/or won, and commissioned works completed represent the primary evidence of the candidate's creative achievement. As above, in the case of works or outlets with which the evaluators might not be familiar or which might be outside the area of the evaluators' expertise, the candidate and chair/program director should provide evidence of the stature of the outlet and the nature and importance of the contribution.

### 2.3. Service

#### A. Service to the profession (includes for example):

- Serving as an appointed or elected officer of an academic or professional association.
- Serving as an organizer or leader of workshops, panels, or meetings in areas of professional competence.
- Refereeing manuscripts or grant proposals submitted to journals, professional meeting program committees, funding organizations, and the like.

#### B. Service to the University (includes for example):

- Serving as an appointed or elected administrator or head of any academic group at the department, division, or University levels.
- Serving as a leader or member of task forces or committees providing service to the department, the division, or the University.
- In some divisions or departments, providing intramural continuing education programs if these are not accounted for in the category of teaching.
- Serving as a member of University Senate or of one of its governing committees.

#### C. Service to students (includes for example):

- Contributing to student welfare through service on the student-faculty committees or as advisor to student organization, and the like.

D. Service to the Community (includes for example):

- Serving as a leader or member of a task force, committee, board or commission providing service to local, state, regional, national, or international organizations.
- Serving as professional consultant to public or private organizations.
- Serving to meet community needs by supervising or mentoring service-learning activities.
- In some divisions or departments, providing extramural continuing education programs, if these are not already accounted for in the category of teaching.

**Appendix F: Template for Tenure/Tenure-Track Annual Activity Report**  
**(Reproduced from “Template for Tenure/Tenure Track Annual Activity Report,” 2018)**

I. Introduction

A. Summary of Education and Professional Experience

- Optional for Annual Activity Report (determined by division)
- Required for P & T Dossier

B. Description of the Relationship of your Teaching, Research, and Service Activities

- Optional for Annual Activity Report (determined by division)
- Required for P & T Dossier

II. Teaching and Academic Advising

*(corresponds with Section 2.1 of the Promotion and Tenure Guidelines)*

A. Classroom Teaching

1. Undergraduate and graduate courses taught

List each course taught in this past year:

- course number, title, and number of credit hours
- office course enrollment
- percentage of course you taught based on proportion of total student contact hours in course
- brief explanation of your role, if not solely responsible for course, including TA supervision, course management, team teaching, etc.
- Do not include in this list independent studies, credit workshops, continuing education, or other non-credit courses.

2. Evaluation of Teaching

Describe how the quality of your teaching has been evaluated (e.g., student evaluation of teaching, peer review, departmental surveys of former students) and how you have used these multiple measures of evaluation to improve the quality of instruction.

A report of the completed evaluation forms for classes evaluated by students should be provided. Include, at a minimum, a summary of responses from the six university wide common questions. The summary for each course evaluation should specify the course number, title, date, and response rate for the evaluations.

Other evaluations of teaching, such as peer evaluations, exit interviews; critiques of syllabi; self-evaluations; reports or evaluations by service-learning, interdisciplinary, study abroad, or assessment partners, or letters from former students solicited by the chair/program director, may be included.

### 3. Awards and formal recognition for teaching

Identify commendations you have received for recognized excellence in teaching. These awards may include citations from academic or professional units (department, division, university, professional association) which have formal procedures and stated criteria for outstanding teaching performance.

#### B. One-on-one/Small Group Teaching, Independent Studies

- Independent studies, directed studies, tutorials, practicum, or other major projects
- Involvement in undergraduate research, scholarship, or creative activities
- Graduate/professional exams, theses, and dissertations
- Graduate Level Status (date ranges)
- Number of completed and number current doctoral students as dissertation adviser
- Number of completed and number current master's students as thesis adviser
- Number of completed and number current doctoral students as committee member
- Number of completed and number current master's students as committee member

#### C. Non-Credit Workshops and Continuing Education Instruction

*Some departments or divisions may describe these activities as professional service.*

Summarize the major instructional activities (workshops, webinars, non-credit course, etc.) that you have conducted. Identify your role in the instruction and the number of participants.

#### D. Development of Pedagogical Methods and Course Delivery

Give specific examples of new teaching methods, materials, or course delivery mechanisms (e.g., on-line or hybrid) you developed.

#### E. Curriculum Development

Give specific examples of your involvement in curriculum development and/or assessment (e.g., your role in the design and implementation of new or revised courses; creation of new programs; your role in assessment data collection or analysis and how it was used to document or improve student learning).

List and describe efforts to enhance diversity or cultural awareness in courses you teach. Include descriptions of new course materials and/or approaches.

#### F. Service-learning, Interdisciplinary Activities, Inquiry-based Activities, or Study Abroad Activities

Give specific examples of the incorporation of service-learning activities, interdisciplinary activities, inquiry-based activities, intercultural learning experiences, or study abroad activities into your courses. List courses developed or taught that have any special designation in one or more of these categories.

#### G. Academic Advising

Describe specific responsibilities in advising. Identify number and level of advisees seen on a regular basis. Include an estimate of the approximate time spent per week. If applicable provide a summary of advising evaluations. Include a description of any advisor training you have received.

#### H. Professional Development

Describe and reflect on previous activities and strategies used, as well as plans for the future, to develop and maintain effective teaching and academic advising skills.

### III. Research, scholarship and creative achievement

*(corresponds with Section 2.2 of the Promotion and Tenure Guidelines)*

*All sections required for Annual Activity Report and for P&T Dossier*

#### A. Publications, Presentations, Performances, etc.

Provide a chronological listing of publications, papers, exhibitions, performances, and other creative or scholarly. Be sure citations are complete and that authorship and the ordering of authors is as listed on the publication or work. Indicate whether the work was refereed or peer reviewed. Indicate the status of the work (e.g., in review, in press, published). Indicate the quality of the publication by noting the impact rating and/or acceptance rate. Describe your contribution to the research or scholarly work including, but not limited to, how authors/contributors are listed on the publication or work and the nature of your contribution. Indicate which authors are Miami University undergraduate or graduate students. Include as separate categories:

- books, chapters
- monographs, bulletins
- articles, notes
- reviews, abstracts
- patents filed or received
- presentations at meetings of learned societies
- performances
- exhibitions
- commissioned works
- other creative or scholarly works

#### B. Editorships

Indicate editorship of journals or other learned publications.

#### C. Sponsored Research and Scholarly Activities

Identify sponsored research and scholarly activities in which you are or have been involved and specify the period. Indicate proposals submitted, status of proposals (in review, funded, not funded), source and amount of funding (proposed or received), funding rates for agency/program, and whether funding is in the form of a contract, research grant, training grant, or commission. List internal and external proposals separately. Include cooperative or interdisciplinary research projects, educational or curriculum development projects, and service-learning/community-based projects. For each project, list your degree of involvement and the degree of involvement by undergraduate or graduate students. Cite prizes and awards where appropriate.

#### D. Research and Scholarship Agenda

Briefly describe your research agenda for the next three (3) to five (5) years.

### E. Professional Development

Describe and reflect on previous activities and strategies used, as well as plans for the future, to develop and maintain a productive research and scholarship program.

## IV. Service

*(corresponds with Section 2.3 of the Promotion and Tenure Guidelines)*

*All sections required for Annual Activity Report and for P&T Dossier*

*For significant service activities, please describe the service, its impact, your involvement or contribution, and indicate how the quality of the service can be assessed.*

### A. Service to the Profession

- Offices held in professional societies. List organization in which office was held or service performed and dates of service. Describe the nature of the organization: i.e., open or elected membership, honorary, etc. Indicate awards received.
- Participation in state or regional, national or international programs or special assignments. List specific activities (e.g., panel discussant, session chair, respondent). Include brief description.
- Continuing education instruction, if not included under teaching. See Part 3, I.C for details.
- Other professional service, if not included elsewhere, such as reviewer of proposals or manuscripts, or external examiner.
- Service or initiatives related to the enhancement of diversity or cultural awareness in the profession.

### B. Service to the University

Indicate dates and degree of responsibility. Include brief description.

- Departmental committees
- Division or University committees
- Administrative positions held
- Other administrative services to/for the University
- Other special assignments
- Service on committees or initiatives related to the enhancement of diversity or cultural awareness at the university.

### C. Service to Students

- Adviser to student groups and organizations.
- Identify name of group or organization and specific responsibilities as adviser. Include estimate of approximate time spent per week in such advising.
- Assisting students in gaining admission to graduate or professional schools or gaining employment
- Other student services.
- Summarize participation in student affairs programs such as fireside discussion, lectures to student groups outside your department, addresses or participation at student orientation. Identify other involvements with or services to students not covered in the above categories.

- Awards or formal recognition for service to students.
- Cite commendations received as recognition for contributions to student affairs, such as election to student honoraries.

#### D. Student Recruitment and Retention

- Identify time and effort spent in new student recruitment, including development of materials, phone and email contact, on-campus meetings, portfolio review, auditions, etc.
- Describe activities or efforts related to retention of students or student success.
- Describe special activities related to student recruitment contributing to the diversity of the student body.

#### E. Community Engagement

Community engagement involves activities that contribute to the public welfare beyond the university community and call upon the faculty member's expertise as scholar, teacher, or administrator. Community engagement demonstrates the principals of reciprocity and mutuality; it meets a need defined by the community, not merely created out of the interests of the faculty member. Note outcomes as a result of your participation, efforts, and involvement within relevant categories.

- Collaborative efforts with schools, industry, or civic agencies.
- Consulting with private or public, profit or non-profit organizations where your expertise has enhanced the efficiency or effectiveness of the organization served.
- Efforts to assist the public through a university clinic, hospital, laboratory, or clinic.
- Efforts to make research understandable and usable in specific professional and applied settings, including any research presentations or workshops in non-academic contexts.
- Public scholarship, such as blog posts related to your expertise, newspaper op-eds, media interviews (radio, television, magazine), etc.
- Efforts to test concepts and processes in real-world situations.
- Evaluating programs, policies, and personnel for agencies.
- Involvement in seminars and conferences that address public interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as trade, commodity, practitioner, or occupational groups.
- Participation on governmental or social service review panels.
- Involvement in economic or community development activities.
- Engagement activities related to the enhancement of diversity or cultural awareness in the community.

#### F. Community Outreach

Community outreach involves fulfilling a role in the wider community as an active representative of the campus or university. Volunteerism and acts of good citizenship do not in themselves constitute community outreach unless they are undertaken as part of one's professional responsibilities to the institution. The distinction between engagement and outreach has primarily to do with the extent to which the activity involves disciplinary expertise applied to real-world issues (engagement) versus serving as the institution's representative in a community setting (outreach).

- Involvement in recruitment or informational visits to area high schools.

- Participation or membership on civic boards where your membership specifically represents university participation in the organization.
- Work in creating or maintaining specific and directed community outreach efforts.
- Outreach activities related to the enhancement of diversity or cultural awareness in the community.
- List here even if they are repeated from another section.

#### G. Awards and Recognition for Service

List here even if they are repeated from another section.

- Internal
- External

#### H. Professional Development

Describe and reflect on previous activities and strategies used, as well as plans for the future, to develop and maintain meaningful service.

**Appendix G: On-Campus Student Support Services and Their Functions**

International Student and Scholar Services (“International Student and Scholar Services—About,” 2018)	ACE Program (“American Culture and English Program—About,” 2018)	Howe Center for Writing Excellence (“About the HWC,” 2018)	One Stop (“One Stop,” 2018)	Rinella Learning Center (“About the Rinella Learning Center,” 2018)	Student Success Center
<p>Orientation and transition services</p> <p>Immigration advising and reporting</p> <p>Academic monitoring</p> <p>Cultural activities (Thanksgiving dinner, local outings, etc.)</p>	<p>Semester-long, specialized curriculum taken during the first semester of freshman year</p> <p>Three courses focused on English language and American culture + 1 course from regular MU catalogue</p>	<p>General writing support (workshops, appointments, walk-in hours, etc.)</p>	<p>General support for students, parents, staff, faculty, departments, etc.</p> <p>Transcript ordering</p> <p>Registration and academic records support</p> <p>Scholarship, financial aid, and bill payment support</p>	<p>Learning assessments, academic counseling and coaching, academic interventions</p> <p>University testing center</p> <p>Study strategies courses and workshops</p> <p>Individual and group tutoring</p> <p>Pre-professional experience for tutors, graduate assistants, etc.</p>	<p>General academic retention support</p> <p>Outreach to unregistered students</p> <p>Academic advising</p> <p>Central point of contact for special student populations</p> <p>Targeted outreach and assistance to special student populations (commuter students, first-generation students, active military, etc.)</p>

### Appendix H: International Partnerships at Miami University

#### I. Global Partnerships through Miami University’s Department of English (“International Partnerships—College of Arts and Science Department of English,” 2018)

Program Name	Partner Institution(s)	Description
3+1 Undergraduate Program	Sun-Yat Sen University (SYSU)	Brings students and faculty from SYSU to Miami University for one semester or academic year, during which they take courses in English, literature, rhetoric, writing, and linguistics.
1+1 Undergraduate Program	Sun-Yat Sen University (SYSU)	SYSU students earn a Master’s degree in English with a concentration in composition and rhetoric or English and American literature.
Miami Global Partner Summer School	Various	Students (and accompanying faculty) are selected by their home institutions abroad to participate in a four-week program at Miami University, where they take courses chosen and approved by their home institution and take part in cultural excursions.
Fudan University Graduate Program	Fudan University	Miami University English Department graduate students present their research at the Fudan University Graduate Forum. Fudan University graduate students present their research at the annual Miami English Graduate Student and Adjunct Association (MEGAA) Symposium.

## II. Sampling of Existing International Agreements (reproduced from “Existing Postsecondary Academic Agreements,” 2018)

Partnering Institution	Type	Academic Department/Division
American University of Sharjah (UAE)	General; Student Exchange	Global Initiatives
Bermuda College (Bermuda)	M.Ed. in Special Education with Initial Teaching Certification M.Ed. in Special Education with Licensure Intervention Specialist Licensure	College of Education, Health, and Society
Doshisha University (Japan)	Divisional MOU; Student Exchange	Farmer School of Business
Erzincan University (Turkey)	General; Faculty Exchange	College of Arts and Sciences
Sanya University (China)	General; Visiting Scholar; eLearning Pilot	Global Initiatives; College of Education, Health, and Society; e-Learning Miami
Universidad del Norte (Colombia)	Research	Global Initiatives
University of Malaya (Malaysia)	General; Joint Course	College of Liberal Arts and Applied Sciences/Regionals

