University of Kentucky
Strategic Plan for Internationalization

Developed by the Internationalization Task Force Membership 2007-2009

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University of Kentucky
Strategic Plan for Internationalization

Vision

The University of Kentucky will expand the use of its significant resources to enhance interdisciplinary and interprofessional training and research on global issues, and to foster greater international exposure for students, faculty, staff, and the community.

GOAL 1: Enhance international educational opportunities for students at the University of Kentucky.

Objective 1.1: **Develop and foster exposure to global topics and perspectives throughout the curriculum, across all colleges and programs.**

Metric 1.1: A catalogue of at least 50 courses that meet defined global learning outcomes will be approved by Fall 2011, and 75 courses by Fall 2012; enrollments in these courses will also be tracked and assessed.

> Strategy 1.1.1: Develop student learning outcomes, to be ratified by the International Council, and to serve as the foundation for the establishment of future certificates, minors, and other curricular planning.[1]

> Strategy 1.1.2: Establish an undergraduate certificate that will expand on General Education Learning Outcome #4 (Citizenship) and recognize those students who pursue a globally- focused course of study either through their major or elective courses.[2]

> Strategy 1.1.3: Facilitate the creation and approval of globally-focused courses or other co-curricular experiences, throughout the curriculum of each College, where feasible, working with the corresponding International Council delegate.

> Strategy 1.1.4: Foster the establishment of mini-grant or workshop opportunities to promote the creation of globally focused courses and/or resources.

> Strategy 1.1.5: Develop library resources to support a more globally focused curriculum.

Objective 1.2: Expand and promote the study and use of world languages at the University of Kentucky

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[1] See Appendix A for the FIPSE/ACE recommended student learning outcomes, recommended for use as a model.

[2] Two benchmark models include Penn State and the University of Kansas. Students might take one core course focused on intercultural awareness, and then select two more courses from a list to be identified by the International Council. An intercultural experience (to be defined) might also be required.

Metric 1.2.1: The number of students enrolled in language courses will increase, as will the number of students enrolled in the critical-need languages of Arabic, Chinese, Japanese and Russian. [3]

Metric 1.2.2: Undergraduate degree programs in Arabic, Chinese and Japanese will be added to current offerings.

Strategy 1.2.1: Encourage disciplines to identify languages important to their study and to signal these opportunities to their students.

Strategy 1.2.2: Encourage disciplines to establish minimum levels of language competency for their students wherever appropriate.

Strategy 1.2.3: Work with Office of Education Abroad to develop listings of education abroad options, categorized by language and language proficiency levels, both to facilitate student search and to help reinforce the relevance of language skills to students.

Strategy 1.2.4: Work with graduate and professional programs to identify appropriate language immersion programs for their students, and develop resources to help these students better take advantage of such programs. [4]

Strategy 1.2.5: Expand the university's offerings in the critical-need languages. Specifically, add undergraduate degree programs in Arabic, Chinese and Japanese to the existing language offerings at the university. [5]

Strategy 1.2.6: Explore national funding sources for investment in critical-need languages, either for faculty appointments or for enhanced student opportunities at both the graduate and the undergraduate level.

Strategy 1.2.7: Support the General Education proposal to change the University of Kentucky entrance requirement from "2 units of high school language" to "the competency equivalent of 2 units of high school language" as demonstrated through proficiency testing.

Strategy 1.2.8: Work with the Council on Postsecondary Education and the Kentucky P-16 Council to encourage an increase in language offerings throughout the state, in order

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[3] In Fall 2008, UK offered three critical languages (Arabic, Chinese and Russian) offered in 14 sections. Critical languages are those defined by the U.S. Department of State as those for which more bilingual speakers are needed in the U.S. than are available; see for example https://clscholarship.org/home.php, which lists the languages as Arabic, Bangla/Bengali, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish, and Urdu. See also http://www.state.gov/r/pa/prs/ps/2006/58733.htm.

[4] Such opportunities would help to increase the competitiveness of UK students for programs such as Fulbright.

[5] Doing so will increase the number of majors in critical-need languages from the current one (Russian) to four. We estimate that six additional faculty positions will be required: one in Japanese, two in Chinese and three in Arabic. (A minimum of four faculty members are needed to offer a degree program in a language. It should be noted that a university cannot certify teachers in a language for which it does not offer an undergraduate degree program.)

to develop a feeder system of students prepared to study foreign languages, including the critical-need languages of Arabic, Chinese, Japanese and Russian, at the university level.

Strategy 1.2.9: Promote the hosting of co-curricular events in languages other than English.

Strategy 1.2.10: Promote language-focused interaction between language students and students of English as a Second Language at UK.

Objective 1.3: Develop opportunities for education abroad in each college, without loss of time-to-degree.

Metric 1.3: The number of UK students involved in meaningful international experiences (study abroad, internships, outreach and engagement) will increase, as will the range of colleges from which those students come. Specifically, the number of students in Education Abroad programs will increase from 580 to 800.

Strategy 1.3.1: Encourage disciplines to identify and promote education abroad programs for their students in the language areas identified as important to their discipline.[6]

Strategy 1.3.2: Study national best practices in encouraging students to pursue opportunities abroad, with particular attention to first-generation and minority college students; these efforts should begin with their arrival on campus and should continue throughout their course of study, through both Education Abroad-centered efforts and campus-wide faculty commitment.

Strategy 1.3.3: Promote the broader offering of education abroad courses, or courses involving an international travel component, for credit within the new General Education curriculum within the categories of "Intellectual Inquiry" and/or "Global Citizenship."

Strategy 1.3.4: Fund mini-grants for initiatives designed to increase faculty and staff involvement in, and awareness of, education-abroad opportunities at the campus, college and department level.[7]

Strategy 1.3.5: Promote and encourage UK faculty participation in KIIS (Kentucky Institute for International Programs) and CCSA (Cooperative Center for Study Abroad).

Strategy 1.3.6: Articulate learning outcomes for each Education Abroad program, and implement an assessment plan to track the efficacy of each program.

Objective 1.4: Increase students' competitiveness for international study scholarships (Rhodes, Marshall, Fulbright, Truman, Gates, Mitchell, etc.)

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[6]Create tailored Education Abroad Sheets (SEAS) for each major, highlighting Education Abroad opportunities favored by departments/divisions.

[7] Benchmark model: University of Minnesota Innovation for Broader Engagement grants.

Metric 1.4: Internal applications for these awards will double (from 5 to 10 for Rhodes/Marshall/Truman, and from 7 to 14 for Fulbright), and the number of awards will also increase.

Strategy 1.4.1: Identify promising undergraduate students both during the application process and during their first semester, through both their strong records of academic performance and their declared areas of interest; utilize the Admissions and Advising networks as well as internationally focused courses in order to identify potential applicants.

Strategy 1.4.2: Enhance visibility of scholarship opportunities to first- and second-year students, utilizing existing communications networks such as the Advising network; UK 101 and Discovery Seminars; Student Affairs; the networks of Chellgren, Honors and Gaines; academic majors; the Graduate School; and other units positioned to identify promising students.

Strategy 1.4.3: Organize formal structures to encourage faculty and staff mentoring of potential applicants throughout their first and second years of study, both to position them for such scholarships and to assist them in achieving other ambitious goals for their careers or further study; enlist support from deans and central administration in support of this effort.

Strategy 1.4.4: Promote greater recognition of past and present UK awardees, thus providing models of success for current students as well as faculty, staff, and administration.

Strategy 1.4.5: Recommend appropriate models and resource estimates for establishing an Office of External Scholarships, or other infrastructure and communications-based resources, that are essential to the success of this initiative.

Objective 1.5: Enhance the affordability of education abroad.

Metric 1.5: Funding for Education Abroad scholarships, including funding for international internships or service opportunities, will be increased. (Metrics to be supplied from Development.)

Strategy 1.5.1: Evaluate costs to students for education abroad and look for ways to reduce financial burdens on students, aligning our policies with national best practices.[8]

Strategy 1.5.2: Work with university Development to increase central funding available for student scholarships for education abroad.

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[8] NAFSA guidelines, norms of external program providers, etc.

Strategy 1.5.3: Work with college deans to increase development funding for student scholarships offered at the college level, for international study, internships, or engagement opportunities.

Objective 1.6: Leverage community resources in order to expand students' global experience both on and beyond the UK campus.

Metric 1.6: Creation of an external International Advisory Council by 2011; establishment of local and global internship opportunities through community partnerships by 2014.

Strategy 1.6.1: Establish working relationship between the Office of International Affairs, the UK Career Center and the Kentucky World Trade Center.

Strategy 1.6.2: Utilize the connections offered by Kentucky corporations that have a global reach, in order to offer both domestic and international internship opportunities to UK students.

Strategy 1.6.3: Establish an effective communication plan between UK's Office of International Affairs and the statewide business community, in order to make potential contacts more visible and available both to our students and to the businesses.

Goal 2: Enhance the presence of international students at the University of Kentucky at the undergraduate, graduate and professional levels.

Objective 2.1: Recruit and yield greater numbers of international students, including students from developing countries.

Metric 2.1: The number of international students at UK will be increased from 1300 graduate/professional to 1500, and from 200 undergraduates to 400; these numbers will also reflect greater diversity among the students' sending countries.

Strategy 2.1.1: Establish waivers of partial out-of-state tuition, for students meeting particular criteria of need or country of origin, and/or increase financial aid to international students with demonstrated need.

Strategy 2.1.2: Engage the professional services of national recruitment organizations such as Peterson's, Hobson's, etc., for increasing name recognition and recruitment of international students.

Strategy 2.1.3: Explore feasibility of participating in at least one U.S. State Department-sponsored program to recruit highly academically qualified international students, such as Fulbright or the United States Achievers Program (USAP, http://www.usapglobal.org).

Strategy 2.1.4: Recruit from developing countries and regions to ensure diversity of perspectives and worldviews across a broad array of programs at the University of Kentucky, in accordance with the recruitment strategies of the individual colleges.

Strategy 2.1.5: Participate in international student recruitment fairs worldwide, with particular emphasis on developing countries.

Strategy 2.1.6: Work with internal & external constituencies (e.g. UK Alumni Association, International Council, UK faculty and staff, international student groups, as well as Kiwanis, Rotary Club, World Trade Center, Sister Cities, etc.) to enhance the recruitment of international students.

Strategy 2.1.7: Build relationships with overseas advisors (e.g. Education USA), and with internationally focused education organizations such as ECA, IIE, Fulbright Commissions, AMIDEAST and others, engaging them in promoting UK to overseas students.

Strategy 2.1.8: Work with university Development to identify funding sources for scholarship support for international students.

Objective 2.2: Enhance the campus climate for international students, and create a more favorable campus climate for internationalization for all students, faculty, and staff.

Metric 2.2: Favorability ratings from international students and faculty in focus groups and other survey instruments, such as the annual senior exit survey, will be tracked and assessed.

Strategy 2.2.1: Work with the Office of International Affairs, Student Affairs and Multicultural Affairs to troubleshoot all aspects of an international student's engagement with the university.

Strategy 2.2.2: In conjunction with individual college and Human Resources efforts, develop training modules for staff and faculty on interacting with international students, including information on cultural mores of the nations or regions from which UK draws large numbers of international students.

Strategy 2.2.3: Work with Housing to better publicize the Global Village learning community among domestic students.

Strategy 2.2.4: Work with the Center for English as a Second Language to develop ways to involve more domestic students in English practice for international students, and to make ESL more accessible to international students.

Strategy 2.2.5: Improve support services for international students, by providing effective liaison structures for resolving on- and off-campus difficulties; work with relevant government and local agencies to troubleshoot off-campus issues for international

students—e.g. public transportation, social security cards, driver's license and utility services.

Strategy 2.2.6: Award mini-grants to faculty, staff, and students for the development of innovative ideas for expanding and intensifying international student experiences on campus, as well as for engaging both international students and returned study abroad students in intercultural activities.[9]

Goal 3: Broaden and deepen University of Kentucky partnerships with international institutions, including the establishment of joint/double degrees, student and/or faculty exchanges, and research collaborations.

Objective 3.1: **Establish joint or dual degrees that facilitate student mobility both to and from the Kentucky campus.**

Metric 3.1: At least one joint or dual degree program at the graduate level, and at least one at the undergraduate level, will be established by Fall 2011, and at least two joint/dual degrees at each level will be established by Fall 2014.

Strategy 3.1.1: Closely examine models of other SACS public institutions that offer joint or dual degrees;[10] work with SACS, the Institute for International Education, and the UK Office of Institutional Effectiveness to resolve issues related to joint or dual degrees, at both the graduate and the undergraduate levels.

Strategy 3.1.2: Work with college representatives on the International Council and with the Office of International Affairs to facilitate student participation in the abroad component of joint/dual degrees.

Strategy 3.1.3: Work with university Development to develop funding sources to make up differences in tuition between UK and students' home institutions.

Strategy 3.1.4: Explore possibilities for offering UK degrees on international campuses.

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[9] Benchmark model: U of Minnesota's Intercultural Engagement Grants.

[10] Virginia Tech and Texas A&M have joint degrees with Politecnico de Milano; North Carolina State University with Hochschule Munchen, Germany and Jyvaskyla UAS, Finland.

Objective 3.2: Increase the number and the geographical representation of institutional partnerships, with a focus on those that involve student exchanges.

Metric 3.2: At least 75 undergraduate/graduate/professional students will participate in institutional student exchanges by Fall 2011, and at least 100 undergraduate/graduate/ professional students will participate in such exchanges by Fall 2013.

> Strategy 3.2.1: Facilitate each college's establishment of institutional partnerships by having the Office of International Affairs serve as liaison between colleges and the Office of Legal Counsel.

> Strategy 3.2.2: Create an array of templates for international institutional agreements to facilitate conversations between colleges and potential partner institutions, including a Clinical Education Agreement template for Medical Center students; bring all Memoranda of Understanding into alignment with university guidelines and archive them on the Global Kentucky website. (See Goal 6.)

> Strategy 3.2.3: Centralize within the Office of International Affairs many of the non-academic services that accompany the visits necessary for international collaborations: locate housing, collect household supplies, orient the visitors to central Kentucky, gain access to library/exercise/other UK facilities, and provide general hospitality services—including a student welcoming committee—to help visitors adapt to Lexington.[11]

> Strategy 3.2.4: Establish a special fund or account to support visiting professors from developing countries so that individual colleges could competitively apply for traveling expenses to support these kinds of visitors.

GOAL 4: Enhance globally focused research and engagement at the University of Kentucky.[12]

Objective 4.1: Foster the development of globally focused research and engagement, with particular emphasis on those projects that involve international collaborations.

Metric 4.1: The number of applications for globally focused research grants will increase.

> Strategy 4.1.1: Seek promising international grant opportunities that focus on international research, and in particular those that would maximize our existing research strengths.[13]

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[11] OIA should develop a comprehensive guide to hosting international visitors, including options for housing, clear guidelines for remuneration of invited guests, and appropriate visibility for these visits.
[12] Engagement, as used here, refers to initiatives in the areas of teaching, research, and service that involve collaborations between an international community and the faculty, staff, and/or students of the University of Kentucky.
[13] See Goal 6 for plans to identify existing strengths in internationally focused research.

Strategy 4.1.2: Facilitate multi-college research projects that maximize faculty expertise and that offer the potential for grant opportunities; utilize the International Council to facilitate applications for multi-college grants.

Strategy 4.1.3: Seek matching grants or seed funding for international research.

Objective 4.2: Enhance recognition within the university for globally focused research and engagement.

Metric 4.2: Achievements in globally focused research and engagement will be routinely publicized to internal and external constituencies.[14]

Strategy 4.2.1: Explore ways of ensuring that excellence in international scholarship is appropriately recognized in the evaluation of faculty performance.

Strategy 4.2.2: Ensure that the Communications division of the Office of International Affairs is linked both to UK Public Relations and to the International Council representative from each College, in order to increase the visibility of globally focused research and engagement activities.

Objective 4.3: Obtain increased development funding for internationally focused research initiatives.

Metric 4.3: Funding for international initiatives from foundations, corporations or individual donors will be enhanced. (Metrics to be supplied by Development.)

Strategy 4.3.1: Work with the University of Kentucky Development Office to create a plan for development and promotional work with international corporations, foundations, alumni and donors.

Strategy 4.3.2: Work with college deans to enhance their development efforts on behalf of internationally focused initiatives.

Goal 5: Coordinate and facilitate internationalization at the University of Kentucky.

Objective 5.1: Create a structure that recognizes the primary role of colleges in directing educational and research initiatives while fostering greater collaboration across the campus.

Metric 5.1.1: An International Council will be in place by Fall 2009.

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[14] See Objective 5.2.

Metric 5.1.2: A comprehensive Global Kentucky web site will be launched by Spring 2010.

Strategy 5.1.1: Establish an International Council comprised of committed individuals appointed by the deans and with reporting responsibility to the dean. These individuals will represent each College. The council will be chaired by the Assistant Provost for International Programs. (See Appendix B for a list of proposed International Council responsibilities.)

Strategy 5.1.2: Expand the scope of the Office of International Affairs to encompass the work outlined in this strategic plan along with corresponding integration of curricular and communication goals.

Strategy 5.1.3: Create a coordinated website for internationalization, ideally through a Global UK link from the University of Kentucky homepage, to centralize information related to international research, teaching, internships, education abroad, institutional collaborations and service opportunities.

Strategy 5.1.4: Ensure the detailed incorporation of internationalization strategies in the campus-wide Strategic Plan as well as in subsequent College strategic plans.

Strategy 5.1.5: Establish a centrally managed system of awards and recognition for successful projects related to international research, curriculum, or service and engagement.

Objective 5.2: Enhance presence of internationalization at the University of Kentucky through communications and marketing materials as well as enhanced programming.

Metric 5.2.1: Internationalization content will be included in all university communications and marketing materials by Fall 2010.

Strategy 5.2.1: Include international pages in the University of Kentucky Viewbook and all other marketing/promotional materials.

Strategy 5.2.2: Work with university Public Relations and Marketing to highlight international activities through designated PR officer.

Strategy 5.2.3: Work with WUKY, WRFL and the *Kentucky Kernel* to increase mentions of international activities.

Strategy 5.2.4: Regularly showcase international activities and topics in *UK News,* on the UK web site and in the UK Alumni magazine.

Strategy 5.2.5: Develop an on-going campus-wide seminar/speaker series focused on international topics.

Strategy 5.2.6: Enhance visibility of the university's international climate within the local community, through programs such as international fairs, outreach activities, etc.

Goal 6: Implement an assessment system that tracks both the quantity and the efficacy of the various internationally focused initiatives.

Objective 6.1: Create an international assessment plan that addresses all aspects of university internationalization on an on-going basis.[15]

Metric 6.1: A complete assessment protocol will be in place by Spring 2010.

Strategy 6.1.1: Charge a subcommittee of the International Council, or a division of the Office of International Affairs, to work with the Office of Assessment, in order to plan and conduct the assessment and to analyze data and recommend improvement.

Strategy 6.1.2: Work with the Office of Assessment to adapt Digital Measures modules and other existing relevant unit and UK assessment mechanisms to track international activity.

Strategy 6.1.3: Work with the Office of Assessment to develop qualitative and quantitative measures to supplement existing data collection systems, for purposes of tracking international activity.

Objective 6.2: Conduct an inventory to establish baselines and track growth of international activity.

Metric 6.2: The inventory will be completed by Spring 2010.

Strategy 6.2.1: Conduct an audit of current activities related to the Strategic Plan using Digital Measures software and other existing unit and campus data collection systems; establish the baseline from which to track changes annually

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[15] The plan should include structures for oversight of the process, specific suggestions for instrumentation and for application of the data generated, an overall timetable for the cycles of assessment, plans for dissemination of the assessment results, and resources sufficient to ensure the integrity and continuation of the assessment protocols. The assessment results should be accessible and user-friendly (see Objective 5.2).

Goal 7: Provide leadership within the Commonwealth of Kentucky to strengthen a culture of global awareness and appreciation for international perspectives.

Objective 7.1: Strengthen the culture of global awareness within Kentucky.

Metric 7.1: Public perceptions of the importance of global outreach to the economy of Kentucky will improve.

> Strategy 7.1.1: Disseminate the White Paper on Internationalization to key audiences statewide.

> Strategy 7.1.2: Encourage faculty and staff involved in international efforts to publicize their work to state-wide audiences.

> Strategy 7.1.3: Track and publicize the economic contributions of international students, faculty, staff and programs to the overall economy of Kentucky.

> Strategy 7.1.4: Routinely publicize globally themed events to off-campus audiences, particularly to students in primary and secondary schools, as appropriate.

Appendix A
FIPSE/ACE Student Learning Outcomes

The Task Force did not develop global student learning outcomes, in part due to the on-going work on developing learning outcomes for the new general education curriculum and the desire to align our global learning outcomes with that effort. The Task Force reviewed the outcomes below, drawn from the FIPSE/ACE "Working Group on Assessing International Learning,"[16] and believes they will provide a useful starting point for developing global learning outcomes for the University of Kentucky. We encourage the group charged with that task to review these outcomes when it begins its work.

"A globally competent student graduating from our institution:

Knowledge
- Understands his culture within a global and comparative context (that is, the student recognizes that his culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
- Demonstrates knowledge of global issues, processes, trends, and systems (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
- Demonstrates knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

Skills
- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).
- Uses foreign language skills and/or knowledge of other cultures to extend his access to information, experiences, and understanding.

Attitudes
- Appreciates the language, art, religion, philosophy, and material culture of different cultures.
- Accepts cultural differences and tolerates cultural ambiguity.
- Demonstrates an ongoing willingness to seek out international or intercultural opportunities."

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[16] In Christa L. Olson, Madeleine F. Green, and Barbara A. Hill, *Building a Strategic Framework for Comprehensive Internationalization* (Washington DC: American Council on Education, 2005), p. 11.

Appendix B
Proposed International Council Responsibilities

The International Council would be responsible for overseeing implementation of the entire internationalization strategic plan. As outlined in the strategic plan, the Council would include representation from each college, with members recommended by the deans. The Council would be chaired by the Assistant Provost for International Programs, within the Provost's Office. The initiatives listed below are specific plan elements charged to the International Council.

- Seek and facilitate promising international grant opportunities, and in particular those that would maximize our existing research strengths.
- Facilitate student participation in the abroad component of joint/dual degrees.
- Develop student learning outcomes to serve as the foundation for the establishment of future certificates, minors, and other curricular planning.
- Facilitate the creation and approval of internationally focused courses throughout the curriculum of each College, where feasible.
- Identify faculty and staff who are willing to recruit international undergraduates and/or graduate students while traveling abroad.
- Work with the Office of Institutional Research, Planning, and Effectiveness in order to analyze data and recommend improvement.
- Create a plan for manageable growth across all areas of international activity.