



Strategic Proposal for Internationalizing Seton Hall University

An American Council on Education
Internationalization Laboratory
Initiative

2009

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Executive Summary

In 2007, Monsignor Sheeran charged a Task Force with developing a comprehensive plan for internationalization of Seton Hall University. The University joined the nationally renowned American Council on Education (ACE) Internationalization Laboratory as a participating institution to develop its plan. For several years, this laboratory has assisted a number of institutions of higher education to plan and develop their campus internationalization.

Following the guidelines of the Internationalization Laboratory, the Task Force adopted a road map with three sequential steps to achieve its goals. Each step was carried out by a committee whose functions reflected the Seton Hall internationalization objectives. The charges to these committees (Surveys and Data Analysis, Inventory, and Strategic Planning Committee) are included in the appendix.

The Surveys and Data Analysis Committee was in charge of conducting surveys and their analysis. Three separate surveys were distributed to faculty, students and staff in spring 2008 and the outcomes of the analysis are appended to this report.

The Inventory Committee collected the existing policy and program documents on international plans and agreements from all academic units within the University. Their compiled data is found in the appendix.

The Strategic Planning Committee, which benefited from the collective works of the other two committees, developed a set of strategic and action plans for the internationalization of Seton Hall University. The thematic approach of this committee led to the formation of 5 project groups whose individual reports afforded the Strategic Planning Committee to formulate the strategies and actions presented in this report. The executive summaries of these groups, plus the recommendations of the "Exploring a Dream: Seton Hall in Rome" sub-group, are presented below.

STUDY ABROAD

The Study Abroad Project Group investigated the strengths and weaknesses of Seton Hall University's involvement in various study abroad programs as well as the university's work on behalf of international students on campus. They found that although the University is doing well in many respects, it is not taking advantage of its strategic location as well as it might. In addition, a number of systemic and structural weaknesses are holding back the effectiveness of our

study abroad efforts and hindering the positive experience of international students enrolled here.

Study abroad programs are nearly unanimously praised by participating students and are highly endorsed by those faculty members who sponsor trips abroad. In addition, international students presently studying at Seton Hall are generally happy with their choice of school and feel accepted by other students.

In contrast, compared to peer institutions, the Office of International Programs (OIP) is overburdened with responsibilities even as its resources and full-time support staff are minimal. It also lacks clout and has a low profile, leading to a lack of centralized policies and a lack of awareness of OIP's functions, responsibilities, or authority. As a consequence of these problems, many students are unaware of OIP's existence. For their part, many faculty members feel that OIP is unsupportive of faculty-led programs.

EXPLORING A DREAM: SETON HALL IN ROME

The sub-group formulated three options for a Seton Hall presence in Rome. These options are:

1. a partnership with another institution already established in Rome;
2. the rental/purchase of space in Rome to host events, with students housed elsewhere and attending courses at another institution;
3. the establishment of an SHU campus in Rome with SHU faculty members teaching courses on-site.

The sub-committee recommends option 1 because of the low cost and risk. It is possible to create a niche program for SHU students and faculty within the framework of a partnership. Options 2 or 3 may be implemented in the future once the University, as a partner, assesses the logistics of launching an independent program.

CULTURAL INITIATIVES

The members of the Cultural Initiatives Project Group interviewed numerous people in various departments on the Student Affairs, administrative, and academic sides of the university. Many departments already provide some services to international students and employees; however, some offices admit that even if they do offer some services, certainly more could be done.

For example, Counseling Services, Freshman Studies and the new Academic Success Center are prepared to facilitate programs aimed at international students, while Human Resources sees the need to be more present in our international employees' adjustment to the university. International employees from outsourced offices such as Gourmet Dining, Follett and Housekeeping currently do not have any university sponsored orientation.

This Group realizes that as the existing departments on campus extend their programs to the international community to assist them understand the American way of life, it is imperative for the University to embrace ways to promote the understanding of the various international cultures on campus.

INTERNATIONAL PARTNERSHIPS

This Project Group identified a number of notable weaknesses in International Partnerships. There are more collaborations and partnerships in place that are not mentioned in the existing partnership list and most often the academic divisions are not aware of the activities of each other. There are a large number of existing collaborations and partnerships due to the efforts of individual faculty members. The minimal human resources and financial support preclude the OIP from hiring a person designated to partnerships.

The Group recognizes the need for assessing all existing partnerships before adding new agreements and the significance of adding those that strengthen the University's capacities for conducting its educational mission of teaching, research and service. This will be accomplished through strong high quality partnerships and collaborations in joint classes, student exchanges, faculty exchanges and professional experiences partnerships.

The faculty exchange programs need to enhance the development of joint education and research efforts and to strengthen programs in providing international understanding and experiences. Both faculty and student exchanges should be at least a semester long, while the Group recognizes the need for summer exchanges as well. They also recommend that Seton Hall explores the possibility of making student exchanges a requirement for graduation.

CURRICULUM

The Curriculum Project Group was charged to articulate goals for advancing internationalization of the university's undergraduate and graduate curricula. In

its efforts to better understand the specific institutional needs and challenges of internationalization, the Curriculum Project Group utilized focus groups and interviews with key stakeholders such as faculty, administrators, employees and students. As its core, this Group endorses the development of a plan for campus action in the area of curricular innovation by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, in addition to indicators of success.

The Curriculum Project Group endorses the transformation of the university curriculum that would reflect an understanding of international study, economic agreements and foreign political structures “to enhance research and knowledge capacity and to increase cultural understanding.”

To broaden the scope of internationalization at Seton Hall, the Group recognizes the need to include volunteer programs, more accessible study abroad programs in Canada and Mexico, as well as cultural programs including study opportunities at Native American reservations and inner-city locations among others.

INFRASTRUCTURE

The Infrastructure Project Group recognizes the dire need for a meaningful improvement of the Office of International Programs in order to meet the current and future needs of the international activities within the university. While trying to be mindful of the economic difficulties of our time, this Group, for the most part, highlights the changes that would require little or no capital investment.

Group suggests that the OIP should be more involved in the day to day activities and guidance of the Office of the Provost. Reporting directly to the Provost, the Director of the OIP should be invited to participate in the Provost’s staff meetings and be occasionally invited to present ideas, projects or goals at the Provost/Dean’s meetings. The physical centralization of the Office of International Programs is regarded to be essential.

Group recommends renaming and restructuring the OIP to reflect the broader scope of international affairs. This new unit will still maintain its reporting structure to the Provost and may be called Center for International Education or International Center. Group also recommends moving the Director of the OIP into a broader and more prominent position in order to increase the public perception, with the primary responsibility of internationalizing the University at all levels. Adding more full time staff to this unit is highly recommended by the Group.

Committee Members

Active members of the various committees are listed below

Internationalization Task Force

Juergen Heinrichs (Chair)	College of Arts and Science
Parviz Ansari (Co-Chair)	College of Arts and Science
Maria Soares (Co-Chair)	Office of International Programs
Peter Ahr	College of Arts and Science
Kwame Akonor	College of Arts and Science
Kristen Boon	School of Law
Marta Deyrup	University Library
Gloria Essoka	College of Nursing
Paul Fisher	Teaching, Learning, Technology Center
Gregory Glazov	Immaculate Conception Seminary Sch
Omer Gokcekus	School of Diplomacy and International Relations
Richard Hunter	School of Business
Vicente Medina	College of Arts and Science
Charles P Mitchel	College of Education and Human Services
Kim Poulsen	School of Health and Medical Sciences

Survey and Data Analysis Committee

Kim Poulsen (Chair)	School of Health and Medical Sciences
Susan Nolan	College of Arts and Science
Valeri Nedinov (GA)	School of Diplomacy and International Relations

Inventory Committee

Maria Soares (Chair)	Office of International Programs
Valeri Nedinov (GA)	School of Diplomacy and International Relations

Strategic Planning Committee

Parviz Ansari (Chair)	College of Arts and Science
Peter Ahr	College of Arts and Science
Karen Boroff	School of Business (Summer 2008)
Mary Esquivel	Law School
Gloria Essoka	College of Nursing
Paul Fisher	Teaching Learning Technology Center
Juergen Heinrichs	College of Arts and Science
Jeffrey Hurrin	Student Affairs
Vicente Medina	College of Arts and Science

Charles P Mitchel	College of Education and Human Services
Valeri Nedinov (GA)	School of Diplomacy and International Relations
Kim Poulsen	School of Health and Medical Sciences
Maria Soares	Office of International Programs

PROJECT GROUPS Members (reported to Planning Committee)

I. STUDY ABROAD

Jim Kimball (convener)	College of Arts and Science
Jacky Kaba	College of Arts and Science
Richard Hunter	School of Business
Gabriella Romani	College of Arts and Science
Manfred Minimair	College of Arts and Science

“Exploring a Dream: Seton Hall in Rome” Special Project Group

Charlotte Nichols (convener)	College of Arts and Science
Fr. Anthony Ziccardi	Mission and Ministry
Gabriella Romani	College of Arts and Science
Bill Connell (consultant)	College of Arts and Science

II. PARTNERSHIPS

Maribel Roman (convener)	Office of Grants and Research
Larry McCarthy	School of Business
Anthony De Palma	College of Arts and Science
John Paitakes	College of Arts and Science
Petra Chu	College of Arts and Science

III. CULTURAL INITIATIVES

Robin Cunningham (convener)	Freshman Studies
Nathan Miller	School of Diplomacy and International Relations
Iliana Rodriguez	College of Arts and Science
Lakeisha Dennis	Office of President
Rosario Reyes	Community Development

IV. INFRASTRUCTURE

Maria Soares (convener)	Office of International Programs
Tara Hart	Housing & Residence Life
Dan Taylor	Business Services
Karen Passaro	School of Business
Vicente Medina	College of Arts and Science
Peter Nacy	Admissions

V. CURRICULUM

Peter Ahr (co-convener)
Chris Kaiser (co-convener)
Yanzhong Huang

College of Arts and Science
College of Arts and Science
School of Diplomacy and International
Relations
Teaching Learning Technology Center
School of Law

Paul Fisher
Mary Esquivel

Vision and Mission Statements

Vision

Seton Hall University will be recognized for developing in every student an international understanding, characterized by a deeply rooted belief in the quality of all peoples, a willingness to develop that same spirit in others and the ability to work effectively, with an international mindset, with others anywhere in the world. Seton Hall will transform its campus culture to a global culture with a comprehensive program of internationalization.

Mission

The mission of Seton Hall University is to form servant leaders for a global society. To accomplish this mission the University is developing a global focus to its educational programs, its scholarship practices, its service experiences, its institutional collaborations and exchanges, and its faculty, administrative and student services.

Guiding Principles

1. Education abroad is an integral part of the learning experience at Seton Hall University. Experiencing the world through education abroad is essential in developing global competence.
2. Students who study abroad internationalize and enrich the Seton Hall campus.
3. Students are active and responsible participants in their international experience. As students abroad, they represent not only themselves, but the University and their own respective communities.
4. The internationalization of our campus culture is also supported by the diverse cultural backgrounds of our students, faculty and administrators. These cultural resources are the foundation of our efforts in the future.
5. Institutional collaborations are beneficial in developing and enhancing education abroad opportunities.
6. The University already has many international initiatives in place; future developments should build on these successes.

The Narrative

The internationalization task force charged five project groups to carefully examine the strengths, weaknesses, opportunities, and threats involved in these areas: Infrastructure, Cultural Initiatives, International Partnerships, Study Abroad, and International Curriculum. In the fall of 2008, the project groups investigated their respective areas and completed several drafts of their findings. Ultimately, each project group produced a series of detailed strategic goals for the university as well as action plans designed to realize those goals in the near or mid-term future. Although several of the project groups produced similar goals and action plans, both this narrative and the table listing the groups' recommendations attempt to limit duplication across project groups for the sake of clarity.

The Infrastructure project group focused on the university's existing systemic framework in regards to internationalization issues. Its report includes *five fundamental strategic goals*.

First, the group recommends underscoring the role and the responsibilities of the Office of International Programs (OIP). To do so, the group envisions the immediate restructuring and renaming of OIP (to, e.g., the *International Center*), relocating the new center to a more centralized area on campus, and enhancing the director's responsibilities. Within the next five years, the group envisions the development of two distinct offices within the new center: an Office for International Students & Scholars and a Study Abroad Office.

The Infrastructure group's second goal — to create a new building designed to house the new international office — is a longer term goal that goes hand in hand with the first goal.

This group proposes as its third strategic goal a significant increase in communication among offices playing roles in our international efforts. At one level, this goal would involve emphasizing the importance of clear communication between individuals and departments on campus. At other levels, it would also involve the construction of a new database to allow easier campus access to the university's standing affiliations, exchanges and external agreements; the requirement that all student applicants clearly identify their immigrant or non-immigrant status upon application; and the facilitation of more international resources on campuses, such as the use of the campus shuttle to allow international students to more easily access Newark airport, more robust international menus in the student center, and more internationally-themed journals and newspapers in the library. The group also recommends meeting

this goal by increasing the involvement of the campus's international efforts in Provost-level staff meetings.

The Infrastructure project group's fourth and fifth goals focus on increasing the organization's productivity and its public visibility. Fundamentally, the university can work to approach these goals by providing significant additional staff to OIP (or to its new incarnation), which presently serves hundreds of on-campus clients with only one full-time professional (along with a part-time secretary, a GA, and other student workers). On a longer-term basis, the university should commit to providing more funds for international activities. While these action steps will surely increase the public visibility of OIP's work as well as its productivity, the group also recommends enhanced visibility through steps such as providing a link to the campus's international offices on the main university web page, and emphasizing the importance of our international efforts in our outreach to donors, business leaders, and the wider community.

The Cultural Initiatives project group focused on *one important goal* — to better emphasize both campus and community outreach. The group's members envision a number of action items designed to reach this goal. In the short term, they recommend organizing the collection of household goods for our current international students, making cultural sensitivity training available for the community, increasing the use of technology to promote international events and services, creating orientation programs designed solely for international students and faculty, increasing our bilingual religious service times, and creating a cultural orientation program that will familiarize our international community with American culture and customs. The group also recommends two longer term actions, to include the development of a mentorship program for incoming international freshmen and the creation of a program designed to assist international students with coursework.

The International Partnerships project group's *four goals* aimed at assessing our current exchange agreements as well as increasing the number and variety of our available exchanges. Appropriately, the group's first goal recommends that the university carefully study its current exchange system, with the possibility of offering class-to-class collaborations through digital media (such as videoconferencing) and encouraging one-week faculty exchanges to enhance such collaborations.

The group's three other goals recommend that the university work to implement faculty exchanges, more student exchanges, and professional experience exchanges. It recommends specific action steps as well, to include the planning and implementation of the faculty exchanges, the development of full-semester and full-summer student exchanges, and the development of the aforementioned professional experience exchanges. The group also recommends that the

university study the possibility of making student exchanges a requirement for graduation from the university.

The Study Abroad project group focused on *five primary goals*. The group first recommends that the university carefully create central resources to study abroad experiences. It envisions a short-term action step to help meet this goal — the centralization of study abroad paperwork across the South Orange campus.

The group's second goal involves the study of creating incentives for students to study abroad. This goal emphasizes several action steps that we can take this year, including the creation of specific course designations for all study abroad programs, the planning of ways to increase student awareness of study abroad opportunities, as well as examining ways to create student incentives to study abroad and to make such studies more affordable. The group also recommends a number of longer-term action steps to reach this goal, such as the integration of study abroad experiences into the third CORE signature course structure, the serious consideration of requiring all undergraduates to study abroad for at least a two-week term, a feasibility study exploring the creation of a "study abroad fee" to be wrapped up into tuition charges (much like the laptop fee), and the consideration of the university's options as to establishing a presence in one or more foreign cities, such as Montreal, Toronto, or Rome, as a means of facilitating our students' study abroad experiences.

As a third goal, the study abroad project group recommends the development of appropriate facilities and opportunities relating to study abroad. In this calendar year, the group recommends the university ensure that faculty-led programs receive departmental or school-wide support. In the next few years, the group recommends further action steps, such as considering a reduction on our reliance on external providers of study abroad experiences, studying a partnership with other schools (potentially other Big East schools) to share resources and facilities abroad, and identifying ways to increase study abroad programs led by Seton Hall faculty.

The fourth goal emphasizes the importance of improving the campus's study abroad culture as well as administration of that culture. To meet this goal, the group recommends clearly communicating from the top of the university hierarchy the vital importance of studying abroad and of centralizing our administrative efforts in regards to study abroad programs, as well as establishing a centralized system of checks.

Finally, the fifth goal envisions the creation of a stronger international presence for the university. To do so, the group recommends that the university advertise the university more widely in international media and study abroad guides.

The fifth project group — focused on issues relating to the **International Curriculum** — developed *six goals*. Its first goal involves encouraging more students to study abroad. As a long-term action plan, the group envisions meeting this goal by reducing tuition for study abroad courses by up to 33%. In the near future, however, the group recommends that the university begin to allow the use of scholarship funds during summer semesters, accept study abroad courses in lieu of core or other major degree requirements, infuse study abroad programs across majors and colleges, and ensure the adequate support of faculty-led study abroad programs by OIP and the appropriate dean's office.

The group's second goal urges the university to support faculty in the internationalization of their professional lives. To meet this goal, the project group envisions the immediate development of internationalization workshops for faculty, the support of cooperative international research, the increased recognition of university employees whose international reputations positively affect SHU's prestige as well as those who are committed to international education, and the updating of the university's Speakers Bureau with an emphasis on international topics. In the longer term, the group recommends the university meet this goal by facilitating more participation by faculty in international conferences as well as providing study abroad opportunities for faculty.

For its third goal, the International Curriculum group recommends increased support for campus research as well as student initiatives, with an emphasis on multinational corporate sponsors. In meeting this goal, the group suggests that the university work to more clearly identify international opportunities for student research and internships, as well as to identify international organizations as a means of support for grants and other forms of funding for students. Furthermore, the university is recommended to investigate means of increased support for undergraduate and graduate students presenting research at international conferences as it networks with corporations that have international divisions as a means of helping to develop more international research and internship opportunities for SHU students.

On a related note, the group's fourth goal aims specifically at beginning to fund student presentations abroad. For that, the university needs to develop a database of funding opportunities for such presentations, encourage colleges to increase funds for student travel and lodging, assist the Provost's office fund faculty members who engage in research abroad, and generate funding from all levels of the university to generate more funding for the presentation of international research.

The group's fifth goal aims to internationalize the university's curriculum. The group specifically recommends longer-term efforts to include internationalization

as a variable in program reviews and increase the engagement of faculty in regards to their own teaching as a component of the university's internationalization efforts.

Finally, the International Curriculum's sixth goal is to work to provide study abroad opportunities in ways that do not increase student expenditures. While maintaining flexibility, the group recommends that the university investigate options such as allowing students to apply for a study abroad program during the fall or spring semester, to undertake study abroad as an independent study, to include study abroad as part of the flat-rate tuition fee, to allow credit for cultural, inner-city, or other experiences, and to waive a course requirement based on a student's previous study abroad experience.

Internationalization Action Plan

ACTION ITEM FOR 2009	ACTION ITEM FOR 2010 -2015	COST
Strategic Goal 1: Empower and elevate the role and responsibility of the Office of International Programs to allow for a centralized support structure for all international initiatives		
<ul style="list-style-type: none"> Rename and restructure the OIP to have a broader scope: <i>International Center</i> * (for example) Authorize the new OIP to oversee the development, maintenance, and review of international initiatives Thread internationalization and the OIP into the main SHU website 		No cost
<ul style="list-style-type: none"> Assign the Director of the OIP a broader, higher profile position with the primary responsibility of internationalizing the University at all level 		Low cost
<ul style="list-style-type: none"> Centralize the Office of International Programs (OIP) to create an academic unit that has the responsibility for advancing comprehensive internationalization of the University Hire additional staff in the OIP 	<ul style="list-style-type: none"> Continuation of Centralization of the OIP Provide funding for ongoing and consistent international activities on campus 	High cost
Strategic Goal 2: Enhance Seton Hall international education and require all students to have an international experience		

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<ul style="list-style-type: none"> • Provide opportunities and incentives for students to study abroad • Expand existing semester-long student international exchanges • Facilitate new summer-long student international exchanges • Make study abroad affordable by (1) incorporating its cost in flat tuition for a semester-long program and (2) allowing the use of scholarship awards for summer study abroad • Accept study abroad courses in lieu of core or major degree requirements 	<ul style="list-style-type: none"> • Develop international internships for students semester or summer long • Study integration of international experiences into third CORE signature course • Study alternative international experiences not requiring travel abroad • Provide alternative international experiences that count for credit • Ensure that all programs have an internationalization dimension 	<p>No cost</p>
<ul style="list-style-type: none"> • Ensure that faculty-led programs receive support. • Identify and support international research and internship opportunities for our students 	<ul style="list-style-type: none"> • Study collaborating with other schools (e.g., Big East schools) to share facilities abroad • Provide faculty with stipend consistent with the amount of work required to run the study abroad program • Support ways to increase faculty-led study abroad programs • Increase the number of exchange agreements that SHU holds with schools abroad to have representation of different regions of the world • Support graduate and undergraduate students in presenting at international conferences and to sponsor presentations and/or associated research 	<p>Low cost</p>

	<ul style="list-style-type: none"> Collaborate with corporations to develop international research and internship opportunities for faculty and students 	
	<ul style="list-style-type: none"> Establish a presence in one or more foreign cities to facilitate study abroad opportunities for SHU students Support faculty professional development in overseas settings 	High cost
Strategic Goal 3: Enhance the international experience for faculty and staff		
<ul style="list-style-type: none"> Offer Class to Class Collaborations using digital media (Skype, videoconferencing; discussion board) 		No cost
<ul style="list-style-type: none"> Support all faculty in acquiring tools, skills and knowledge to internationalize their scholarship, service and teaching Create a database of funding opportunities for international conferences and symposiums to support faculty and students Develop workshops or forums on international initiatives Support international cooperative research. Recognize faculty members and administrators whose international reputations enhance the prestige of the university Recognize faculty members or administrators who are committed to International Education as facilitators and supporters 	<ul style="list-style-type: none"> Encourage and support faculty to participate in international conferences and award faculty who publish in international journals or book publications 	Low cost

<ul style="list-style-type: none"> • Update and maintain a list of experts and Speakers Bureau on the SHU website • Facilitate faculty international exchanges 		
<p>Strategic Goal 4: Create a clearinghouse and/or standing committee of International Programs & Initiatives to ensure effective communication and coordination between offices and to maximize information sharing across campus</p>		
<ul style="list-style-type: none"> • Develop processes to ensure effective communication between individuals and departments • Create an electronic database for campus-wide use and access where all university exchanges, agreements and affiliations are stored 		<p>No cost</p>
<p>Strategic Goal 5: Create a welcoming and supportive environment for all international students and scholars</p>		
<ul style="list-style-type: none"> • Increase the number of bilingual religious services on campus 		<p>No cost</p>
<ul style="list-style-type: none"> • Create a campus and community outreach program that provides hospitality and services for international students, scholars and personnel • Establish cultural sensitivity training for staff, administrators, faculty, students and contractors 	<ul style="list-style-type: none"> • Develop a peer mentorship program for incoming international freshmen 	<p>Low cost</p>
<ul style="list-style-type: none"> • Guarantee the availability of incoming undergraduate and graduate housing for international students and scholars 	<ul style="list-style-type: none"> • Create an International House with an international living and learning center 	<p>High cost</p>

Responses of the University Deans

Summary

The University's deans were surveyed for their understanding of the kind of internationalization efforts that would make sense in their programs. By and large, they identified opportunities for our undergraduates to study abroad and to understand the international implications of their discipline as the most promising forms of internationalizing their curricula. They also identified the establishment of long-term arrangements with partner universities for study abroad as a high priority. Opportunities for faculty travel abroad were also identified as high priority possibilities, although regular long-term faculty assignments abroad were regarded as impractical.

The deans supported encouraging study abroad and international travel opportunities for all our students, but generally considered requiring such study abroad as impractical at this time, for curricular and financial reasons. They were similarly supportive of students' acquiring proficiency in another language, but did not support making it a degree requirement for all students.

The deans were favorable to the notion of further internationalizing the curricula of their programs, beyond what they regard as a substantial emphasis already present. But their comments favored an incremental internationalization of curricula, rather than a major broad-scale effort.

One of our strengths that many of the deans identified is the presence of a significant number of faculty members with international experience; this reservoir of experience is a key part of our students' exposure to the larger world. In this connection, the deans were supportive of bringing international scholars to teach at the University, although they did not make this suggestion a high priority.

The presence of a culturally very diverse student body was also regarded as a great institutional strength. Several of the deans suggested that the University should do more to highlight the international dimension of our student body, as an enrichment of the education of all our students.

Most of the deans were not supportive of large-scale efforts to attract more international students to the University as an effective strategy.

The deans identified several institutional issues that need to be addressed if we are to expand our internationalization efforts. One of these is the matter of housing for international students, graduate and undergraduate, studying at

Seton Hall. It is their understanding that our housing arrangements and policies do not serve international students well at the present.

Another issue that was mentioned as a high priority by almost all the deans was the matter of financial support for our students' study abroad. Our financial aid policies at present are not supportive of study abroad, and even our tuition discount policies are not always helpful. Several of the deans reported that financial issues are the principal obstacle to our students' ability to study abroad.

Questionnaire - Part 1

		Extremely Important				
		Not Important				
		1	2	3	4	5
1	Establishing faculty travel abroad visits for durations of less than 1 semester.	0%	0%	40%	10%	50%
2	Establishing faculty travel abroad opportunities for durations of at least one semester or longer, ideally a full academic year (i.e. to accommodate Fulbright grants, etc.)	0%	10%	30%	50%	10%
3	Increasing the spectrum of opportunities for SHU students to study abroad for at least one semester	20%	0%	0%	20%	60%
4	Establishing long-term or permanent exchange agreements and study-abroad opportunities with partner universities	0%	10%	10%	10%	70%
5	Establishing housing for international undergraduate students who come to Seton Hall	10%	0%	20%	10%	50%
6	Establishing housing for international graduate students who come to Seton Hall	10%	10%	0%	20%	60%
7	Providing teaching opportunities at Seton Hall for international scholars for semester- or year- long	0%	30%	30%	30%	10%
8	Providing research opportunities at Seton Hall for international scholars for semester- or year- lon	10%	20%	30%	10%	30%
9	Requiring all undergraduate students to have an international travel experience as part of their undergraduate studies	10%	20%	20%	20%	20%
10	Requiring all graduate students to have an international travel experience as part of their graduate studies	40%	10%	20%	30%	0%
11	Providing scholarships for SHU students to study abroad	0%	20%	30%	20%	30%
12	Providing scholarships for international students to study at SHU	10%	30%	30%	30%	0%
13	Ensuring that each undergraduate major had exposure to, and understands, the international dimension of their given discipline	10%	0%	0%	20%	60%
14	Ensuring that each graduate student had exposure to, and understands, the international dimension of their given discipline	0%	30%	10%	10%	50%

15	Requiring that each undergraduate student is bilingual, as a degree requirement	20%	0%	50%	0%	20%
16	Requiring that each graduate student is bilingual, as a degree requirement	30%	10%	30%	20%	10%
17	Establishing a data base of all international students who study at SHU, whether they obtain an SHU degree or not	20%	0%	10%	50%	10%
18	Ensuring that SHU's web page is multi-lingual	30%	0%	10%	50%	10%
19	How important are the essential /critical internationalization needs (if any) for students in your college to be successful in their first jobs?	10%	10%	30%	30%	20%

Questionnaire - Part 2

1. Do you consider that your competitive and aspirant schools are “ahead of the curve” in internationalization as compared to SHU?

ARTS & SCIENCES

Some but not all are ahead of SHU.

BUSINESS

The top notch schools have a far better infrastructure on handling international student services. As far as integration of the curriculum on international issues within the discipline, we are at par or ahead. We have more active or productive agreements with international schools, but they are mainly in China. Our faculty have collaborated in research with exchange faculty, so we are also placing well there.

DIPLOMACY

Yes, our main competitors and aspirants are the top professional schools of international affairs, and they all enjoy greater opportunities for internationalization supported by greater resources.

EDUCATION

Some are; some are not

FRESHMAN STUDIES

Yes, I think SH has been slow to move on the trend toward internationalization.

HEALTH AND MEDICAL SCIENCES

Some schools of health sciences have already established a greater number of internationalization initiatives.

LAW

Fordham, NYU, Georgetown, St. John's absolutely ahead of us.

NURSING

We are working hard and have been successful with regard to faculty. With regard to students this is a more complex issue and funding is the greatest barrier.

SetonWorldWide (SWW)

Not Applicable- Each online program has its own competitors and these competitors do not primarily compete in the international market.

THEOLOGY

If there is a curve, ICSST is very far ahead of virtually all its competitors. At present approximately 47% of our students are "international" – i.e. they received their formative education outside the United States. Re sending students/faculty abroad for a semester or more, we are on par with our competitors at grad level, (except one or two with well-developed programs in this area); at u/g level, ICSST has several Study trips (cross-listed) but several competitors have much well-developed semester+ abroad programs. However, these occur at the university level and this is the level at which SHU would need to make a start – i.e. foreign study campuses or joint ventures with schools that have such campuses (e.g. U of Dallas, ND, St. Mary's, U of St Thomas, etc.)

2. What policies, structures and practices related to Internationalization do you have?

ARTS & SCIENCES

Associate Dean is charged with heading up university and college initiatives. Study abroad program is very active and healthy. Some articulation agreements but these are weak. Some graduate recruitment effort in India. (Comm. Program)

BUSINESS

We have international course trips with practices. We have required courses in international business in our curriculum. We have funds for faculty to present their research on international issues. We have an Institute of International Business. We have international courses in most of our disciplines (international finance, international marketing etc.)

DIPLOMACY

We currently have policies that support semester-long and summer study abroad programs at the undergraduate level. We also offer short term international study seminars for graduate and undergraduate students. We host international students that enroll in our graduate programs (including Fulbright recipients), and we require all of our graduate and undergraduate students to complete professional internships, which can be located overseas. We bring a wide range of world leaders, international diplomats, and other practitioners with international experience to campus to speak with our students. Finally, we also have established a Center of the Study of Global Health and we are working with our partners at the United Nations Association of the USA to establish a joint Center for the Study of the United Nations.

EDUCATION

We have an office of international initiatives, and a Center for Global Education.

FRESHMAN STUDIES

NA. Freshman Studies does not have an international component (although perhaps an end of first year experience could be an interesting way to incorporate an international experience for students in majors where it is difficult to time out to study abroad (ie, education and nursing).

HEALTH AND MEDICAL SCIENCES

The School of Health and Medical Sciences is about to finalize its first international student exchange agreement with a school of physical therapy and occupational therapy in Copenhagen, Denmark. Other similar agreements with other countries are in process.

LAW

International Strategic Planning Committee, with curricular subcommittee.

NURSING

No policies specific except faculty have always traveled abroad with students.

SWW

None Presently

THEOLOGY

We have had an international population of min 30% - up to nearly 50% for many years. We support them with an in-house ESL program (in collaboration with SHU ESL); our own ESL director; language tutoring, extensive use of Rutgers PALS in Newark (as SHU's commitment to ESL is rather minimal, lacking sufficient resources for intensive language study; Rutgers' commitment is far superior). For non-native English speaking seminarians, we offer Spiritual Direction and sacraments in a variety of languages (especially Spanish, Portuguese, Italian, etc.). For foreign u/g's we collaborate with OIP for immigration issues (I-20's, SEVIS, etc.); for grad students, ICSST continues to have its own staff for immigration issues (I-20's, SEVIS, etc.) We provide international pilgrimages for seminarians (Italy, France, Holy Land, Greece). For English speakers, we have a number of language requirements related to the ministerial environment (cultures, languages) in which they will serve. Faculty (chaplains) and students participate and assist in Pilgrimages (France, Italy, Poland); and Service Mission Trips (through DOVE: Lourdes, El Salvador)

3. What additional structures will your school need to develop to support an increased internationalization of your program?

ARTS & SCIENCES

\$ Support for faculty travel. Tuition discounts. Beefing up OIP to aid students and faculty in all aspects of travel and visas.

BUSINESS

The University needs to ramp up tremendously the student services aspect of internationalization, along with those aspects in supporting visiting international faculty. These structures have already been fully identified in the China Strategic Plan. I also need a faculty person expert on curriculum who can provide better academic advising for students.

DIPLOMACY

We need greater support for the recruitment of international students in the form of a larger recruitment budget, additional scholarships dedicated to international students, and a more robust system of support once they are here, including dedicated housing at the graduate level. We would also benefit from additional financial support for students that want to study abroad given that costs are the single biggest obstacle to making it possible for all diplomacy undergraduate students to complete a study abroad program.

EDUCATION

The primary concerns are budgetary, especially in these times of budget cuts.

FRESHMAN STUDIES

We would need to develop a plan to teach a course abroad at the end of the first year. I think a study abroad opportunity for students in the summer after freshman year and taking CORE 2101 could be an excellent experience.

HEALTH AND MEDICAL SCIENCES

As our number of international agreements increase, additional staff support will be needed to monitor these and develop others.

LAW

We do not have the support for the living and extracurricular needs of international students.

NURSING

Funding and a mechanism to support faculty

SWW

Outreach and marketing structures

THEOLOGY

On the student side, we have no need to “increase” our internationalization (currently at 47%). However to be able to send our students abroad for study, a seamless system of support from SHU is needed to facilitate the opportunities we

identify. We will need very concrete help from the university if we wish to accept permanent non-US faculty beyond those who now serve us so well. The immigration wall is now higher, and we have incurred many thousands of dollars of expenses over many years trying to normalize the status of outstanding scholars whom we have chosen precisely because of the international dimension of their scholarship and experience. In our current faculty searches (4 in process) we have had to exclude anyone without a US Passport or Green card, as frankly, as wonderful as these candidates are (and some are very desirable to us!), we just can't afford the immigration costs which stretch over years with an uncertain outcome. The internationalization of the faculty will require an extraordinary and orderly commitment from the university at the central level.

4. What policies, structures and practices will you have to change to accomplish the Internationalization Goal?

ARTS & SCIENCES

College core curriculum may need to be revised. \$ for additional summer courses need to be secured.

BUSINESS

I need an international course coordinator, to handle the many logistics of course trips. Without that, it is difficult to meet our goal of every Stillman student having at least one international travel course trip during their undergraduate studies here. There still are struggles on whether international courses are discounted or covered by flat tuition. My dream – to charge students a flat fee (similar to technology fee), that anticipated one 10-day international course during their stay at Stillman. I need more staff to do academic advising for international students. I would also like to have international work internships.

DIPLOMACY

At a time when internationalization is a priority at SHU, it is puzzling why the policies and procedures related to the approval of tuition reductions for international study courses have become more complicated. And the increased difficulty of offering stipends for SHU personnel that support the effective functioning of these programs is also problematic.

EDUCATION

Again, we need budgetary support to accomplish our goals.

FRESHMAN STUDIES

I would need the approval of the core curriculum committee and the cooperation of the faculty who teach CORE 2101.

HEALTH AND MEDICAL SCIENCES

See response to number 3 above.

LAW

NURSING

Program requirements cannot be changed. Our EPC will need to draft a policy for faculty review and approval.

SWW

None

THEOLOGY

For study abroad, we may need to alter our schedules or offer alternative requirements to allow us to accept foreign credits where the foreign program is organized differently at the conceptual level.

5. What would you like to see included in your courses to foster internationalization?

ARTS & SCIENCES

Bring Fulbright Scholars to SHU. Increase the number of foreign students.

BUSINESS

Our curriculum already has mandates on international subject matter. I would like to have small scholarships to help defray the cost of students' international course trips.

DIPLOMACY

All courses in our undergraduate and graduate degree programs already foster internationalization. The size of these programs merit additional tenure-track faculty, which would also allow us to further enhance the depth and breadth of the international focus in our courses.

EDUCATION

Study of the various systems of education delivery, policies, and practices at both the K-12 and higher education levels.

FRESHMAN STUDIES

Perhaps CORE 1001 could include an international component beyond the International Week requirements for freshmen.

HEALTH AND MEDICAL SCIENCES

An International Seminar that all students would be required to enroll in who participate in my school's international initiatives.

LAW

The international strategic plan would encourage first year faculty of a specific subject, e.g., Contracts, to include international conventions. Do not have a sense of whether the faculty will agree. It will only work if every teacher agrees.

NURSING

Cultural competence within a global perspective.

SWW

Comparative professional management issues as they apply to each program

THEOLOGY

Nothing to alter here: R.C. Theology and related disciplines are by definition linked to the Universal Church, and thus they are international in absolute terms already.

6. In which specific ways can your college help promote internationalization in the curriculum? (For example, can you identify elements of internationalization in your curriculum that might be shared with other colleges?)

ARTS & SCIENCES

Add it to Core in a more direct fashion.

BUSINESS

As mentioned above, we have specialized courses on how to “do business” in a specific country or region.

DIPLOMACY

By its very focus, our School helps to promote internationalization of the University. Our curriculum covers all of the key subjects and themes of international relations, and we are happy to welcome students from other programs into our classes whenever it is appropriate for their coursework.

EDUCATION

Our Center for Global Education has activities involving real time exchanges between students here and in other countries that could be emulated by other colleges.

FRESHMAN STUDIES

See above.

HEALTH AND MEDICAL SCIENCES

A number of our entry-level professional graduate programs' curricula have course content related to cultural and linguistic diversity along with content related to cultural competence.

LAW

We have begun inviting speakers to make faculty feel more comfortable with the subject matter. The question will be whether anyone shows up to hear the speakers.

NURSING

Our offering in Culture and Health Care.

SWW

There is potential for partnership between SWW and the School of Diplomacy for an online graduate degree program especially in the MHA, MASCL, MSN and ELMP programs

THEOLOGY

Any student, especially undergrads, can benefit from ICSST courses precisely because they address all the major questions of existence (Who am I? Why do I exist? What is the meaning of life? What is right and wrong, ethical and unethical? What is true, good, beautiful?) from a universal standpoint. The subject matter is never limited to one country, one culture, one language, or one era. Perhaps this is why a wholesome core curriculum over the generations required the study of Theology among other disciplines

7. Do you agree or disagree that your faculty is able and willing to internationalize the curriculum? Explain. Who, in your unit or beyond, has to get involved in order for the curriculum to be internationalized?

ARTS & SCIENCES

Agree faculty is willing. Assoc. Dean Ansari and Kaiser.

BUSINESS

Our faculty have already made great strides in internationalizing the curriculum. I would like each of them to have the opportunity to travel abroad, if even for 2 or 3 wks, to study an aspect of their discipline in another country.

DIPLOMACY

Our faculty strongly support the internationalization of the SHU curriculum. Their teaching and research interests are directly related to this goal, and all of them have been active in this regard throughout their time at the University. Many of these efforts have been implemented by the Whitehead School, but there are many areas in which our students participate in the international activities of other SHU departments and offices, in particular through the study abroad support provided by the Office of International Programs.

EDUCATION

Our faculty are willing and able to internationalize the curriculum. Internationalizing the curriculum needs to become part of the University's strategic plan.

FRESHMAN STUDIES

NA

HEALTH AND MEDICAL SCIENCES

A number of SHMS faculty remain interested in developing international initiatives for the School.

LAW

The faculty is not currently willing to internationalize the curriculum a) because it doesn't appear to be the highest importance, compared with other pressing needs; b) we cannot compete with the New York schools, and need to figure out a niche that represents an appropriate investment for SHUL; c) it's not going to advance most students' careers and d) many faculty just don't value internationalization. The only way to make progress is for the faculty to think it's important.

NURSING

It is my understanding that the faculty are supportive of internationalization.

SWW

Because the online graduate degree programs are primarily professional management programs with lockstep sequential courses, there appears to be little incentive to internationalize the curriculum unless a learning team from a specific international location is enrolled. In that case, there would be substantial incentive and need to do so.

THEOLOGY

The faculty is more than able and more than willing, as our daily reality reveals over the years. However, at the level of desiring to send students abroad even for short study trips, much change is needed "beyond our unit" as at present there is a lot of "nickel and diming" over small details, where there have been

numerous obstacles to arranging payments in a timely way, or recognizing the eligibility of specific students to have their travel covered by scholarships or other benefits. Likewise, there is resistance to covering the cost of faculty who are the teachers on such trips. For these reasons, it appears the University is dead-against study trips abroad.

8. What kinds of linkages with foreign educational institutions does your college have?

ARTS & SCIENCES

Exchange agreements.MOU's.

BUSINESS

We have many exchanges, mainly in China, but also in Ireland and England, for students and faculty. We have semester exchanges and transfer agreements.

DIPLOMACY

The Whitehead School has established partnerships with two foreign institutions: the Moscow State Institute of International Relations (MGIMO) and the China Foreign Affairs University (CFAU). Both of these partnerships have the potential to offer opportunities for student and faculty exchanges, but taking these steps would require that an additional memorandum of understanding be completed and supported by the University. We also have the opportunity to explore a new relationship with the School of International Studies at Renmin University in China.

EDUCATION

We are working on relationships with WHO and WIPO in Geneva and the College of Europe in Bruges. We would like to next develop relationships in Asia.

EDUCATION

We have agreements and collaborations with institutions in China and the Ukraine.

FRESHMAN STUDIES

NA

HEALTH AND MEDICAL SCIENCES

We are about to finalize a student exchange agreement with the physical therapy program at Metropolitan University College on Copenhagen, Denmark. In process is an international teaching and research collaboration with the University of the Philippines and DeLaSalle University, both in the Philippines. Other similar initiatives are also in process.

NURSING

Current collaborative connections : Macau (signed agreement); University of the Philippines (signed agreement); University of Jordan (planning stages); Northwest University South Africa (planning stages) Saint Angela's College, Galway, Ireland (active student exchange); Oslo University College (planning stages). Katholich University Manze, Germany (ongoing exchange)

SWW

None

THEOLOGY

None, except mutual recognition of most courses/credits with many institutions, especially Pontifical universities and institutes.

9. Does your college collaborate with a foreign institution to improve the following:

ARTS & SCIENCES

None that I am aware of

BUSINESS

Where we are designing transfer agreements, we have shared syllabi. Last Spring, we did have an exchange faculty member to teach a course, and that was a first. We do permit all our international faculty to audit all our classes. Several have made presentations to our faculty. Our faculty have likewise taught courses in international countries and made presentations there.

DIPLOMACY

We do not yet collaborate with a foreign institution in these areas; however, we have begun exploring the possibility of offering a joint mid-career graduate degree with the United Nations University (UNU) office at UN headquarters. In the development of this new degree program we will need to collaborate with UNU in all three areas.

EDUCATION

All of the above are in development.

FRESHMAN STUDIES

NA

HEALTH AND MEDICAL SCIENCES

- a) techniques of educational management –not at this time
- b) methods of teaching –see response in number 8 above
- c) measurements of achievement—not at this time

LAW

NO

NURSING

- c) measurements of achievement

SWW

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THEOLOGY

- a) techniques of educational management
- b) methods of teaching
- c) measurements of achievement

10. Are there institutional obstacles impeding the promotion of establishing and maintaining relationships with institutions in other countries? [For example, might (i) conducting research internationally, (ii) teaching for several months or more in a study abroad program or (iii) teaching in another university overseas be perceived unfavorably as taking a faculty member away from his or her Seton Hall teaching and scholarship responsibilities?]

ARTS & SCIENCES

Tuition pricing. In general faculty participation is seen as favorable.

BUSINESS

We have collaborated with international scholars and have made joint presentations. The biggest impediments are time and costs. With limited faculty members, it is hard to maintain full time faculty coverage, required by our accrediting agency. Conducting research on international issues is absolutely no impediment. If faculty wanted to use their sabbatical for international research/teaching, that would be heartily supported.

To sustain relationships, however, we need more than our OIP. International partners are looking for academic credentials and organizational stature of those with whom they deal.

DIPLOMACY

The University has made strides in allowing for deeper partnerships to be formed with foreign institutions in recent years. This is a welcome development, but experiences to date have revealed a number of logistical challenges and other growing pains when it comes to the concrete implementation of student exchange programs. It is critical, however, for more programs to be developed that allow students to pay for tuition at Seton Hall (where their financial aid is in place) and yet take classes at a partner institution overseas. Therefore, these initial difficulties must be treated as a learning opportunity rather than as an excuse for inaction.

Our School has a well-respected and talented faculty, each of whom would be an ideal candidate for teaching overseas given their scholarly expertise. However, the small size of our faculty and the extent to which we must already rely on adjunct faculty serve as disincentives to encouraging our faculty to travel overseas for extended periods of teaching.

EDUCATION

Budget is the only obstacle.

FRESHMAN STUDIES

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HEALTH AND MEDICAL SCIENCES

None to my knowledge.

LAW

These are not issues. We provide greater travel allowances to faculty who require such support; facilitate Fulbrights; fund language lessons, etc.

NURSING

Funding is the major issue,

SWW

None – except the establishment of contacts who are interested in online education

THEOLOGY

There are no institutional obstacles to this within ICSST

11. In order to develop and/or maintain relationships with institutions in other countries for instruction, research, service learning and development cooperation, what additional incentives would you consider necessary? Identify any factors that you view as beneficial to advancing internationalization.

ARTS & SCIENCES

Compensation for faculty and administrators. Altering tenure and promotion expectations to include international component, if appropriate.

BUSINESS

We first need an infrastructure to sustain relationships. If one of two of my faculty were no longer here, our international relationships would falter. Our curriculum would not, but the international experiences would not be as robust.

DIPLOMACY

One factor that would have an immediate and significant positive impact on student participation in international activities such as study abroad would be to offer dedicated financial support for tuition and/or travel. If the costs of study abroad could be better mitigated for our students, then the Whitehead School would be inclined to require it of all of our students, rather than strongly encouraging it as we do now.

EDUCATION

We need funding to promote our various initiatives. Right now, I have several that I may need to discontinue because of a lack of financial support.

FRESHMAN STUDIES

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HEALTH AND MEDICAL SCIENCES

None to my knowledge. As I mentioned previously, we are just beginning to establish international collaborations.

LAW

NURSING

Funding and housing are needed.

SWW

Many of the online graduate degree programs could be tailored toward the specific program learning team in the international location.

THEOLOGY

As in other questions above, need centralized support by SHU for issues of salary, benefits & insurance to facilitate this; likewise, centralized support by SHU for issues of salary, benefits & health insurance, SEVIS/ICS processes for all foreign scholars who would come here for short or long-term. Existing factors within ICSST that advance internationalization: a) Faculty: Regardless of country of origin, our faculty is very international, with the vast majority having one or more advanced degrees attained outside the US, in a variety of countries and institutions. Faculty is multi-lingual; many are fluent in at least two (many in more) languages. The faculty is very-well travelled, thus making it easy to teach abroad, lead students in study abroad, guide students in their choices about study abroad, and help foreign students with their adjustment to the US culture/environment. b) Students: as noted above, the student body is consistently between 35-50% international. This, in itself, at a minimum, exposes all other students to a world beyond their own.

12. How does your college accommodate individuals who belong to multiple cultural backgrounds (including foreign students and scholars, students and scholars born in USA but who do not identify themselves with the American culture?)

ARTS & SCIENCES

English as a second written language courses are available.

BUSINESS

We try to make all students feel that they are part of the Stillman School. We have shared dining experiences, students are hosted at the Dean's home before they return to their home country. Students work in teams as part of their coursework and we work hard to ensure that teams are diverse.

DIPLOMACY

The Whitehead School has a diverse student body, especially at the graduate level. As a result, we find that our students form a multicultural community of their own, and they celebrate this fact with special programming, such as trips to ethnic restaurants and language discussion groups. Our undergraduate students are also committed to making sure that a wide-range of international viewpoints are shared on campus as is reflected in two student-led media initiatives: the Whitehead Envoy international newspaper and the Global Current international news radio show on WSOU. The School complements these efforts by making

sure that the speakers and other guests that we bring to campus represent a wide range of views in order to ensure that diverse perspectives on complex issues are presented and discussed.

EDUCATION

Most of our professors and classes are inclusive in their practices and approaches, and are welcoming to persons of different cultures and racial backgrounds.

FRESHMAN STUDIES

We welcome all first year students to Freshman Studies, help students with placement testing, require all freshmen to participate in NCBI and promote International Week.

HEALTH AND MEDICAL SCIENCES

Our department chairs and faculty work very hard to assist students from culturally and linguistically diverse backgrounds. In order to enroll in any of our programs at the professional entry-level, students must sign an Essential Skills document.

LAW

European law students are much younger than US law students, which can saddle us with responsibilities and problems for which we are ill-equipped and don't want to handle. To be frank, we are not particularly willing to accommodate this difference. We are much more interested in hosting faculty, practicing attorneys and judges from other countries. We don't have enough experience to really answer this question.

NURSING

Our college has a large number of Asian Students. All cultures are welcome in our school.

SWW

All international students have been American citizens up to this point

THEOLOGY

See questions 2, 5, 6, 11 above

13. What would you do to foster respect for different cultures? In the classroom? In general?

ARTS & SCIENCES

We have courses in our Core that have this goal.

BUSINESS

I am not sure what is meant by “respect”. I do think it is important to begin with an understanding of a given culture, and our course trips and other courses try to do that.

DIPLOMACY

In addition to the activities mentioned in question 11, our School includes specific courses on cultural and ethnic diversity at the undergraduate and graduate levels (DIPL 2101 and 6001). The undergraduate course is required of all diplomacy majors in their sophomore year; the graduate course is one of two courses that students can use to fulfill one of their distribution requirements.

EDUCATION

Our college possesses a formal, conceptual framework, and one of the themes of this framework focuses on embracing and celebrating diversity in all of its manifestations. This theme permeates our courses, personnel and practices

FRESHMAN STUDIES

We discuss diversity and respect in the classroom as part of our shared syllabus for CORE 1001.

HEALTH AND MEDICAL SCIENCES

Infuse units on cultural competence and cultural sensitivity and diversity across all SHMS curricula.

LAW

A problem with having teachers from other countries is that they are unused to the Socratic or discussion method of teaching, and are not nearly as successful in the classroom as US faculty.

NURSING

This is intrinsic to the nursing profession.

SWW

Recognition and study of professional and cultural differences

THEOLOGY

We do so actively within ICSST (see question 6 above). For the university as a whole, in the classroom and beyond, there is the need to actively speak of the Catholic mission, and be clear that the source of mutual respect is found in the person of Christ – that is the logic. A culture of simple “diversity” which asks merely for “tolerance” but does not demand actual “encounter” will remain hollow at its core.

14. How does the campus culture, in your vision, relate to the development of the internationalization process?

ARTS & SCIENCES

Our campus is diverse but could do more in adding to the student body.

BUSINESS

For years, even before this initiative was undertaken, we have known about the organizational difficulties in mounting international initiatives. The China Strategic Plan again put forth ways to enhance one aspect of internationalization. These already-known barriers are still in place, so that is disappointing.

DIPLOMACY

Our location and the diversity of our student body create a strong foundation for the consideration of international and multicultural issues as part of our campus culture. A University wide public relations campaign giving potential students,

faculty, and speakers information about how this already is an international campus would further benefit the internationalization process.

EDUCATION

We need to have a campus culture that embraces diversity and difference; we are part of the way there.

FRESHMAN STUDIES

Students in general hate taking language and do whatever they can to avoid it. I feel we need to change this attitude. Not sure how but I believe Modern Languages should be promoting this.

HEALTH AND MEDICAL SCIENCES

Unknown

LAW

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NURSING

I do not see it integrated into the campus culture.

SWW

The campus culture must be geared toward an international perspective and at this time it is not

THEOLOGY

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15. How does the campus culture, in your vision, relate to and help the development of the internationalization process?

ARTS & SCIENCES

It should be supportive.

BUSINESS

If we truly believe that an international experience is critical to our mission, we set budgets to make that happen – end of story. If only a college or two believes that, then support their work and do not slow down their advances.

DIPLOMACY

The range of initiatives and events held during International Week demonstrate that there are many opportunities for internationalizing our campus culture. However, with all of these events packed into one week, it is impossible to fully appreciate them all and it is difficult to sustain the momentum once the week is over. Perhaps the year-round impact on our campus would be greater if these events could be spread across a semester or a year and yet still receive financial support from the University.

One aspect of campus culture that presents challenges in internationalizing our university is how the vetting process for guests, charitable organizations, movies, etc. gets in the way of promoting open dialogue with people of differing opinions. A clear and consistent policy would be very helpful.

EDUCATION

FRESHMAN STUDIES

HEALTH AND MEDICAL SCIENCES

Unknown

LAW

NURSING

Needs to be more open with more events to immerse students in internationalization.

SWW

Recognition in the strategic plan that internationalization is a priority with commensurate funding and rewards for international initiatives

THEOLOGY

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16. Do you think that an improvement in the communication in your college and the inter-college interaction depends on external support? (by external support we mean other colleges, faculty belonging to other colleges, international educational organizations that may have a better experience /understanding of what internationalization and international education means)

ARTS & SCIENCES

Not necessarily. It depends on leadership in the University

BUSINESS

At the Stillman School, we have been guided by the firm belief that international experiences are important to the development of our students. So, we have made progress where we can, independent of what others are doing elsewhere. Our numbers of students traveling internationally have increased, we have had more international faculty members on exchange, and we have international students studying here for a semester and for whole degree programs. So, we have invested money and much sweat equity for our initiatives, but this cannot be sustained long term.

DIPLOMACY

Successful internationalization at Seton Hall depends on the support of numerous departments and offices on campus. If we are to expand the range of international choices available to our students and become a more attractive host to international students, then all academic departments will need to be involved and a larger Office of International Programs will need to be established. We will also need the active involvement of student support offices, from enrollment services to housing and residence life. Finally, the University would benefit from a more robust relationship with programs, such as Fulbright, that allow for students and faculty to gain international experiences.

EDUCATION

Once again, we can do what we need to do if we have some funding to support our initiatives. Beyond that, collaborations with other units on campus and external to the university are always welcome and will enhance our activities.

FRESHMAN STUDIES

I believe we would be better served by a university initiative rather than an individual college initiative.

HEALTH AND MEDICAL SCIENCES

YES

LAW

NO

NURSING

I think that various sub committees on internalization with cross campus membership could be a good start.

SWW

Somewhat – especially in the area of cultivating international educational organizations

THEOLOGY

We might benefit from other schools in the university who have well-established programs abroad to which they send students (if there are such); other schools might benefit from ICSST's extensive experience in serving perhaps the most diverse/international student body at SHU.

17. What are the major strengths of your college's current efforts to internationalize?

ARTS & SCIENCES

Study abroad. An international faculty – many foreign-born faculty.

BUSINESS

Tremendous relationships; exchanges that actually produce results – these are not merely photo-ops or ceremonial signings; base of faculty who know that internationalization is important; students (SHU and international ones) who have had extraordinarily wonderful experiences as a result of the Stillman exchanges.

DIPLOMACY

Our major strengths are the focus of our curriculum and the breadth of international opportunities that we already offer to our students.

EDUCATION

An energetic faculty who want to participate in the internationalization effort. We have no dearth of ideas and people willing to move forward in this area.

FRESHMAN STUDIES

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HEALTH AND MEDICAL SCIENCES

By beginning to establish these international collaborations, we are extending the opportunities for students and faculty to understand the role of health care professionals across the world. In turn, we are developing 'worldly' health care practitioners.

LAW

We would very much like to participate in the Scholars at Risk program but do not have the resources.

NURSING

Our curriculum includes internationalization as a perspective.

SWW

Willingness to explore opportunities

THEOLOGY

The strength: we are past the point of “efforts” as this is our established daily reality

18. What are the major weaknesses of your college’s current efforts to internationalize?

ARTS & SCIENCES

Limited partners. Economic status of many students.

BUSINESS

Infrastructure, housing, staff to advise.

DIPLOMACY

Our major weaknesses are our inability to financially support student participation in study abroad and the impact on our adjunct ratio when key members of our relatively small faculty pursue international teaching and research opportunities.

EDUCATION

Lack of adequate budget.

FRESHMAN STUDIES

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HEALTH AND MEDICAL SCIENCES

Unknown at this time.

LAW

We don’t have an administrator to support faculty enterprises, to do the paperwork necessary for foreign visitors, or to run the abroad programs. We don’t have affordable housing for visitors.

NURSING

Lack of funding.

SWW

A focus on the graduate national market and no specific international contacts that might be willing to explore online programs

THEOLOGY

The weakness is that we do not have (alone or through the university) sufficient resources to provide for the remedial needs of some of our students (ESL;, research and writing skills which are less frequently a key part of programs in many other countries)

19. Identify the major opportunities for the internationalization of your college?

ARTS & SCIENCES

Exchange Agreements exist with Wuhan, Germany, Austria.

BUSINESS

More growth in China, with a faculty member who is very well respected in China.

DIPLOMACY

The growing scope and impact of globalization means that the knowledge, issues, and skills that embody our curriculum will become increasingly important. This creates a tremendous incentive for us to enhance our degree programs through an increased focus on mid-career professionals who are keenly aware of the need for a deeper understanding of international affairs in their career development. Our School would like to offer mid-career professional degrees at both the Masters and Doctoral level, which would further internationalize our campus by attracting additional international students and other individuals with international experience to Seton Hall.

Another opportunity for our School to help further internationalize the University is through the design and construction of our new building. The University President has already shared with our architects his intention that the Whitehead School's new building serve as bridge between our campus and the international community.

EDUCATION

Collaborations with schools in China: Harbin;

Hong Kong

Collaborations with schools in the Ukraine & Georgia

Developing collaborations with South America and South Africa in the areas of teacher preparation and school leadership

EDUCATION

Corporate Compliance and relationships with pharmaceutical companies that are encouraging internationalization.

FRESHMAN STUDIES

--

HEALTH AND MEDICAL SCIENCES

A number of my faculty are from other countries and are assisting me in facilitating potential international collaborations for student exchange, teaching, and research.

NURSING

Fulbright Scholarships.

SWW

Potential partnerships with the school of diplomacy for online graduate degree programs geared toward an international market

THEOLOGY

Continue with our willingness to receive foreign students; establish study-abroad programs, especially for our undergrads (short & long-term) where the university facilitates them.

20. Identify the major threats against the internationalization of your college?

ARTS & SCIENCES

Financial

BUSINESS

The lack of resources applied to our already-proven programs to let these flourish.

DIPLOMACY

The major threats we face include increasing competition for students from other professional schools of international affairs that benefit from a greater range of resources to support internationalization initiatives (scholarships, housing, etc). We are also concerned about University policies, such as the one regarding tuition reduction for off campus courses that are creating more hurdles for offering programs that have historically been very effective and should be further enhanced

EDUCATION

Once again, budgetary support.

FRESHMAN STUDIES

--

HEALTH AND MEDICAL SCIENCES

Adequate resources to affect a strong international school-based component.

LAW

Other substantive priorities e.g., Tax, Health, Environmental Law, Clinic, Family Law.

NURSING

Funding lack of housing.

SWW

NONE

THEOLOGY

Cannot think of any

21. Identify the high priority international programs in your college for the next three to five years?

ARTS & SCIENCES

Expand Study Abroad. Establish a partner in Rome.

BUSINESS

Exchanges in China requiring an international trip as part of the curriculum.

DIPLOMACY

Our priority areas include the development of additional short-term study seminar programs in new regions of the world, such as Africa and Latin America. Our priorities also include the expansion and further development of our existing partnerships with MGIMO and CFAU, and our possible relationship with Renmin University. We also plan to continue bringing international speakers to campus, including additional world leaders.

EDUCATION

The items listed under 18 above.

FRESHMAN STUDIES

--

HEALTH AND MEDICAL SCIENCES

Professional programs in physical therapy, occupational therapy, and speech-language pathology.

LAW

Pharma and IP, Corporate Compliance International Human Rights and Rule of Law: Zanzibar and Haiti.

NURSING

Community health Nursing and Infectious diseases.

SWW

None at this point

THEOLOGY

Continue to provide for our international students; enhance services to them (especially remedial) to the extent possible; promote foreign study programs, especially for our undergrads.

22. Identify the top five strategic goals in your college for the next three to five years?

ARTS & SCIENCES

Undergraduate Education

Graduate Education

Expanding Resources

Globalization/Localization

BUSINESS

These are in the School's strategic plan and we can discuss these in our interview.

DIPLOMACY

Our strategic priorities for the next three to five years include:

1. Complete the design phase for the new building and re-engage in fundraising the necessary resources;

2. Enhance faculty research and scholarship through a reduction in teaching load and increased support for special academic opportunities;
3. Increase the size and seniority of our full-time faculty and provide for greater administrative support in key areas of School operations;
4. Design and implement new degree programs, such as mid-career professional Masters and Doctoral degree programs;
5. Secure additional financial support for the School's programming needs, including student scholarships.

EDUCATION

Maintaining our national accreditation

Increasing our enrollments and revenue production

Enhancing the scholarship of our faculty

Maintaining our Catholic mission activities

Developing international initiatives

FRESHMAN STUDIES

--

HEALTH AND MEDICAL SCIENCES

--increase the number of international students enrolled in the School's programs

--pursue a Dean's Ambassador Travel Program that affords top students in the School's programs with an opportunity to explore first-hand healthcare in international contexts

--expand the number of School-sponsored international faculty research collaborations--develop an international faculty teaching exchange program

--develop a cultural competency component in each of the School's programs

LAW

Housing

Completion of Capital Campaign

Public Relations Strategic Plan and launch of new web page

Career Services Strategic Plan, focusing on public service and public interest

Health, Pharma, IP

NURSING

Increase internationalization.

Formalize international partnerships in the College

Require all students to have a 2-4 week learning experience abroad.

Implement scholarly exchange both to and from SHU using Fulbright mechanism.

Better incorporate international perspective into the curriculum

SWW

Maintaining quality online education standards

Launch new online graduate programs in partnership with the other schools

Expand into continuing education and professional development markets

Continue to use sww to advance a coherent shu e-learning strategy

Service on-campus students with online learning options through sww courses

THEOLOGY

Continue to build faculty for new and rapidly-growing BA in Catholic Theology; expand our Institute for Christian Spirituality programs (STEPS, GSB, PPP, CEO); launch and expand our new "Catholic Center for Family Spirituality."

“Exploring a Dream: Seton Hall in Rome” Report

OVERVIEW

While there are a number of initiatives by individual faculty members/departments to take students to Rome for on-site course of one to four weeks, there is no Seton Hall base in Rome for students wishing to study for a semester or longer.

Options for such a base include:

1. partnership with another institution.
2. renting/buying an apartment in Rome to host events (lectures, meetings, etc.) that would give visibility to Seton Hall in Rome, with students housed elsewhere and attending courses at another institution.
3. establishing an SHU campus in Rome with SHU faculty members teaching courses on-site.

COMMENTARY

Option 1: Partnership with another institution.

Advantages

- A partnership is the most viable of the options vis a vis the commitment of teaching, administrative and financial resources on the part of SHU.
- The Roman/Italian legal system is particularly difficult to negotiate.
- Accommodations for programs in downtown Rome are scarce and expensive.
- SHU would avoid the continual pressure of recruiting enough students to justify the operating costs of an independent program.

Disadvantages

- A partnership will provide less visibility for SHU.
- Tuition payment to another third-party institution may provide difficulties, particularly with regard to financial aid. See III.E and IV.F of the Study Abroad Project Group report (Dec 22) for transcript-related issues.
- SHU would need to support site visits of SHU faculty to monitor the caliber of academic courses and support services for students.
- One faculty member teaching in Rome notes that students who attend consortium programs tend to feel less accountable for their behavior than those who are enrolled in a program sponsored by their degree-granting institution.

Programs in Rome

There are approximately 50 undergraduate programs for study abroad in Rome; see the site for the Association of American College and University Programs in Italy (www.aacupi.org).

Programs that offer partnerships include American University in Rome, John Cabot University, and the Pantheon Institute. Other programs may be investigated pending input from faculty at large, including Saint Mary's. John Cabot and Pantheon responded to our request for information, and a representative from Pantheon came to SHU twice to meet with committee members and other faculty.

The Pantheon Institute (www.pantheon-institute.com): Committee members met twice with Daniel Tartaglia, the Vice-President of the program. This program was established in downtown Rome in 2008 by staff members previously involved with John Cabot University and is underwritten by Connecticut College. A faculty contact at Connecticut College recommended this program to the Committee. As noted, there are dozens of programs for study abroad in Rome. Because of Mr. Tartaglia's availability for in-person meetings during the period of our study, the Committee is including specific information about the Pantheon Institute as a case study for the purposes of this report. We note the following:

--Arcadia University, which ranks number 1 in the U.S. for undergraduate study abroad participation, underwrites Pantheon's umbrella institution, the Umbra Institute, in Perugia. --Pantheon has a 1:10 ratio of full-time support staff to student vs. 1:60 at Temple and 1:35 at John Cabot.

--Partner institutions of Pantheon include: Kenyon College, Saint Bonaventure University, Texas Christian University, the University of Mississippi, East Central Colleges consortium.

--As partners with Pantheon, Seton Hall would be encouraged to develop a niche program for SHU students that could include courses taught by SHU faculty.

--As a partner, SHU would also have the option of declaring its own program, using Pantheon's Roman address, by registering with the American Association of College and University Programs in Italy (aacupi.org). The annual fee is E. 600 plus E. 20 per student. This would entitle SHU to have student profiles on record at the American consulate/embassy in Rome and empower the University to act legally.

Option 2: Renting/buying space in Rome to host events (lectures, meetings, etc.), with students housed elsewhere and attending courses at another institution.

Advantages

Seton Hall would gain visibility in Rome together with the advantages of partnership as outlined above for option 1. Renting space at a religious institution in Rome may be an option.

Disadvantages

Difficulties include the need to find a donor to support such an effort as well as those disadvantages listed above for option 1/partnering.

Option 3: Establishing an SHU campus in Rome with SHU faculty members teaching courses on-site.

Advantages

SHU would gain both visibility in Rome and control over the program. SHU could establish a niche program that builds on the University's strengths and distinguishes it from other programs in Rome. These areas are tentatively identified as (a) Catholic Studies, (b) Diplomacy, (c) Italian Studies. In terms of academic offerings in Rome, SHU might decide to develop a complete degree program, or a set of related courses that students could take for a minor, or something less structured.

Disadvantages

Difficulties include:

- finding a donor to support such an investment.
- finding on-site staff capable of negotiating the myriad complexities of the Italian legal and financial systems.
- replacing in So. Orange faculty members serving on-site in Rome.
- finding reasonably priced space in the heart of the city. Many programs in Rome currently share the same space.

RECOMMENDATIONS

Strategic goal

Given the current economy, the Committee recommends that SHU pursue partnering options with a reputable program in Rome as per option 1 above. This solution will involve little financial commitment on the part of the University and provide the critically important administrative framework for an SHU niche program. SHU can evaluate the issues associated with establishing an independent program in the future while engaged in a partnership now.

Action plan

Suggestions for making an appropriate choice of partner include:

1. further review and comparison of existing programs.
2. site visits in Rome.
3. defining the niche program for SHU students within the context of a partnership through continued consultation with faculty. The agendas of a number of different departments and programs need to be considered.
4. determining the impact of a partnership on the current faculty-led initiatives of limited duration (one to four weeks).

5. establishment of scholarships to facilitate study abroad in Rome.

Cost analysis

The costs for partnerships are typically minimal. SHU would need to cover travel and accommodation expenses for faculty teaching on-site, although one partnership provides a \$5000 stipend per faculty member each semester to offset these total costs (very approximately \$10,000 per term). Even as a partner, Seton Hall can legally claim independent program status by registering with the American Association of College and University Programs Abroad (www.aacupi.org). The fees are approximately E.800 annually (See Programs in Rome above).

Appendix A

ACE Report



American Council on Education
Center for International Initiatives

April 6, 2009

Monsignor Robert Sheeran
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079

Dear Msgr. Sheeran

We are pleased to send you the report from American Council on Education's Internationalization Laboratory peer review visit to Seton Hall University. The peer review team appreciated the seriousness and candor with which your administration, faculty, and staff approached your participation in the Internationalization Laboratory.

As the report indicates, the ACE team was very impressed with the effort that the Internationalization Laboratory Task Force put into this work. Our aim in the Laboratory was to support your institution's efforts and to provide feedback and suggestions to the university as you forge ahead with your internationalization efforts. The accomplishments to date are substantial, and we hope that Seton Hall's experience in the Laboratory and the reflections of the peer reviewers proved to be useful.

We very much enjoyed working with Dr. Gabriel Estaban, Dr. Parviz Ansari, Dr. Juergen Heinrichs, and Ms. Maria Soares. It was a pleasure to support their fine leadership in this effort.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara Hill'.

Barbara Hill
Senior Associate, CII

cc: Gabriel Estaban, Provost
Parviz Ansari, Associate Dean
Juergen Heinrichs, Assistant Professor of Art History
Ms. Maria Soares, Director, Fahy Hall



Center for International Initiatives

**Report on Seton Hall University
Participation in the ACE Internationalization Laboratory
By the American Council on Education Peer Review Team
February 17–19, 2009**

I. Introduction

This report is based on a three-day visit to Seton Hall University (SHU) by an American Council on Education (ACE) peer review team, which took place February 17–19, 2009. This report also draws upon four documents that Seton Hall provided to the peer review team: the Draft Report of the Internationalization Laboratory—Findings and Recommendations; the Seton Hall University Sesquicentennial Strategic Plan; The Seton Hall College of Arts and Sciences Strategic Plan; and the Seton Hall University Organizational Chart.

The visit included meetings with President Monsignor Robert Sheeran; Provost Gabriel Esteban; Vice President Father Paul Holmes; chair and co-chairs of the Internationalization Laboratory Task Force (Juergen Heinrichs, Parviz Ansari, and Maria Soares; the deans (Ursula Sanjamino, Monsignor Robert Coleman, Father Joseph Chapel, Karen Boroff, Courtney Smith, Phyllis Hansell, Gloria Essoka, Marion Lapchak, Joseph Marbach, Susan Kilduff, Christopher A. Kaiser, and Philip DiSalvio); members of the Executive Cabinet (Sister Paula Marie Buley, IHM; Joe Sandman, Laura Wankel); members of the law school (Kathleen Boozang, Kristen Boon, R. Eric Lindquist, Catherine McCauliff, Timothy Glynn, and Mark C. Alexander); members of the Core Curriculum Committee (Roseanne Mirabella, Mary Balkun, and Angela Weisl); and members of the Internationalization Laboratory Task Force and its several project groups (Peter Ahr, Robin Cunningham, Lakeisha M. Dennis, Christopher Kaiser, Larry McCarthy, Charles Mitchell, Valeri Nedinov, Susan Nolan, Kim Paulsen, Karen Passaro, William Petrick, Ileana Rodriguez, Maribel Roman, and Gabriella Romani).

The peer review visit is part of the 2007–08 cohort of the ACE Internationalization Laboratory, a project that builds on the learning from several earlier ACE multi-campus initiatives, including previous cohorts of the Laboratory, the Internationalization Forum for Chief Academic Officers, the Promising Practices in International Education project, and the Global Learning for All project. In addition to Seton Hall, other institutions that participated in the 2007–08 Laboratory are Appalachian State University (NC), City University (WA), SUNY College at Cortland (NY), SUNY University at Albany (NY), University of Kentucky, University of Wisconsin–Stout, and Western Kentucky University.

This is a confidential report to Seton Hall University, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of this report in order to assist the university community with these tasks. The contents will not be published nor made public unless Seton Hall chooses to do so or gives ACE permission to do so.

II. Review Team

Michael L. Berger, provost and vice president for academic affairs, Arcadia University, Glenside, PA.

Barbara A. Hill, senior associate and director of the Internationalization Laboratory, Center for International Initiatives, American Council on Education, Washington, DC (peer review team leader).

Kim Koch, program associate, Center for International Initiatives, American Council on Education, Washington, DC.

Michael B. Sperling, provost and vice president for academic affairs, Mercy College, Dobbs Ferry, NY.

III. Overall Strengths

Senior Leadership and Faculty Interest in Internationalization

Seton Hall is at a propitious moment in time to broaden and deepen its internationalization efforts. The university has a history of strong administrative support for internationalization and broad faculty interest and activity, and participation in the Internationalization Laboratory has had strong support across the university community.

During the peer review visit, the meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important administrative offices. Conversations supported written documentation from the Task Force and suggested that internationalization can shape everything the university does. A committed core of faculty and staff has demonstrated a willingness to work to achieve internationalization, and in general, we observed that many administrators, faculty, and staff of Seton Hall are expending productive energy on the topic.

Laboratory Task Force

The Task Force was broad based and diverse, with representatives from most of the colleges and individuals who came to Seton Hall with differing cultural backgrounds, which contributed significantly to the quality of their discussions. They were committed to the project, open in their deliberations, and engendered broad-based conversations about comprehensive internationalization throughout the campus. The Task Force also

had a strong sense of the culture of Seton Hall because of lessons from previous plan-driven, systematic, all-campus initiatives, such as mobile computing and the development of the core curriculum. The Internationalization Task Force completed an extraordinary amount of high-quality work by surveying the campus climate for internationalization. Their report is an excellent foundation on which to base future work, including the development of a nuanced plan for the implementation of internationalization.

Level of International Activity

During the visit to Seton Hall, the peer review team discovered that many faculty members and departments were actively involved with international institutions and colleagues, though there was little knowledge of their work across campus and less coordination. The peer review team believes that Seton Hall has enormous untapped human resources for comprehensive internationalization and that some strategic use of funding will pay enormous dividends. One lesson from past initiatives is that small stipends, such as those awarded for the development of core curriculum courses, leverage a good deal of “sweat equity” from faculty members who are eager to participate in an all-campus initiative. Faculty members continue to have a high level of international engagement, and the broad-based campus discussions about internationalization have generated energy, resourcefulness, and a host of useful suggestions.

Study Abroad

The peer review team noted that the percentage of Seton Hall students who study abroad is significantly higher than the national average, though there is little understanding of why. To increase this percentage, the institution needs to analyze the reason for Seton Hall’s success, so that strategies chosen to achieve this end are based on this undervalued strength.

Collaboration Between Internationalization and Multicultural Education

ACE recently has developed a new thrust titled *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education* to address the flashpoints between these two areas on many campuses. According to the peer review team, Seton Hall has dealt successfully with this potential area of conflict because the Office of International Programs and the Multicultural Office have collaborated on various initiatives, such as the celebration of Japan Week in 2008. The Task Force attributed this easy collaboration to the fact that Seton Hall is located in richly diverse northern New Jersey. As one Task Force member stated, “Seton Hall is innocently diverse.” Nonetheless, this is a tremendous strength for the institution and should contribute well to the continuing work of comprehensive internationalization.

IV. Strategic Issues: Observations and Recommendations

Infrastructure of the Office of International Programs

The currently understaffed Office of International Programs, which handles study abroad opportunities and international students on campus, requires additional personnel, especially if Seton Hall wants to expand these opportunities for its students. Seton Hall

should assess the level of necessary staffing, consistent with good practice at comparable institutions, and consider other personnel additions as the expansion occurs.

Continuation of the Work of the Task Force

Seton Hall should capture the momentum generated by the Internationalization Laboratory to create a strategic advisory committee for the continuing work of internationalization. This group would be responsible for turning the recommendations of the Task Force report into an implementation plan and would have some continuity with the Task Force in that it should have broad campus representation. Other responsibilities might include reviewing the policies affecting international activity for consistency and assessing needs for faculty development and support.

Policy Formation and Clarification

During the visit, the review team heard several complaints about how faculty members are paid for short-term study abroad programs, particularly in the summer, because this is not handled consistently across the various schools. The issue has changed from year to year, which is a disincentive for faculty planning of these programs. Therefore, Seton Hall should develop a plan for short-term study abroad with a consistent business model for all schools.

Study Abroad

If international education is a priority for Seton Hall, it should be available to students regardless of financial status. Thus, financial aid provided by Seton Hall should be applicable to study abroad. Developing more exchange programs is a way to make more opportunities available to students while controlling institutional costs. Using a discounting model, as staff reported, is not consistent with best practice at other institutions. In addition, an administrative committee on study abroad should be created so that all offices involved in supporting study abroad and giving credit for this work can meet regularly to solve problems. Seton Hall also should explore ways for the campus to capitalize on the experiences of study abroad students upon their return.

Curriculum

The meetings with faculty affirmed the strong faculty interest in internationalizing the curriculum—*curriculum* meaning general education, the content of all majors and minors, individual classes, co-curricular programming, education abroad, and internships. Internationalizing the curriculum should be the major thrust of Seton's efforts, as it is the strategy likely to have the greatest effect on all students, not just those who are able to study abroad.

Seton Hall still needs to establish student global learning outcomes so that the curricular work can be directed to the specific knowledge, skills, and attitudes that are expected of its graduates. If the university wants to produce students who are active agents in the world, the curriculum is the most effective means of accomplishing this.

International Students

The processes by which international students currently enter Seton Hall need a thorough review, as the current system seems disjointed. The peer review team encourages the administration to devise a seamless transition from application to registration for classes to arrival on campus with housing arranged beforehand.

Seton Hall does provide some instruction for international students in English as a second language, and faculty are pleased with the quality of the professionals in this program. However, the peer review team learned that not all students who need this instruction can be accommodated by the level of current staffing, and that theology students are sent to Rutgers for this training.

To ensure that the presence of international students has an effect on student learning, Seton Hall should evaluate how current international students are integrated into campus life and programming by asking the following questions: How are the international students considered in course pedagogy? Do faculty members need workshops to help make this happen? How are international students involved in campus co-curricular programming, campus outreach, and informal interactions with domestic students? The university prides itself on the care and individual attention given to international students. If the university increases the number of these students and wants to maintain the current approach, it must recognize the increased workload for existing staff and the probability that, if staffing levels do not rise, then strategies for maintaining the current system must be modified.

International Partnerships

Seton Hall collected substantial information about its varied international partnerships during the Lab engagement. These agreements should be reviewed for their purpose, activity level, numbers of faculty involved, student interest and learning, ease of administration, effective use of resources, value added for faculty development, and so forth. The institution then should establish a policy for the duration of partnerships and their regular review, so that only those which are currently active and effective are promoted.

Need for Administrative Coordination of International Functions and Activities

Seton Hall is considering expanding its various international functions and activities, and this work will proceed more synergistically if they can be coordinated. At many institutions, an office of international affairs oversees partnerships with institutions abroad, faculty/student exchanges, international students and scholars, study abroad programs, campus programming including support for faculty interest groups and networking, coordination of an international database and web site, curricular integration of international content, and faculty development for curricular and research activities. During the meetings with the peer review team, faculty accepted that the institution should do centrally what cannot be done individually. They seemed to agree that coordination would be useful. To do so, Seton Hall should consider an organizational change to accommodate this expanded international mission. Because this expansion would involve curricular matters, the person overseeing this coordination should have

respectable faculty credentials and a respected status, and the position should be full time. The advisory committee recommended above could be part of this new structure.

Need for Action

All institutions of higher education are operating in times of economic challenge. Some aspects of internationalization, such as the recruitment of international students and online education abroad (e.g., the nurse practitioner program in the Philippines) are revenue-producing. The Task Force did well in labeling its recommendations in terms of their cost, which in many cases is minimal. Some policy clarification can even occur at no cost. Because internationalization will bring benefits to the university, Seton Hall should establish a timeline for its internationalization implementation plan, so that some actions can be taken soon and others can be planned for the next three to five years as resources are made available.

V. Conclusion

Seton Hall is clearly fortunate to enjoy support for internationalization from many of the faculty and administration. Conversations about internationalization must continue in order to widen the base of support so that Seton Hall can effectively reframe its vision and mission in terms of internationalization. The senior leadership is encouraged to make periodic affirmations of the importance of this work as it continues.

Seton Hall has the key ingredients to continue developing its work in internationalization: leadership, energy, and structures to support this work. The Internationalization Task Force has demonstrated that it can engage faculty members and influence faculty processes, and these leaders should continue to do so. Internationalization is a long-term project that requires commitment from top administrators, faculty, and staff alike. By developing and continuing an intentional process, Seton Hall will make its internationalization goals part of its everyday operations.

Submitted March 17, 2009

Appendix B

Internationalization Survey - 2008

Report submitted by the Survey and Data Analysis Committee

Contents

Main findings

Faculty specific findings

Employee specific findings

Student specific findings

Questions to consider

Faculty frequency facts

Employee frequency facts

Student frequency facts

Main findings

University related international experiences

Seton Hall University has a very diverse composition of individuals from different U.S. cultures and from different countries around the world. The university community strongly values internationalization. As a whole, members of the university community have traveled extensively, although most of their travel was for non-university reasons, such as visits to family. For the most part, international activities at SHU are initiated by a small group of faculty members. In most cases, such activities relate to a faculty member's country of origin. In addition, international activities seem to be concentrated in western European countries, with little activity in other regions of the world, e.g., Africa and the Middle East.

Non-university related international experiences

Many individuals have extensive intercultural experiences in their day-to-day lives in the U.S. Interestingly; they may meet people from other countries and cultures in their neighborhoods or at their places of worship rather than related to university activities. The survey suggests a correlation between having had international experiences and valuing international activities; further, more international experiences translate into placing a higher value on skill sets related to foreign languages.

Gender related differences

There is a gender difference among the faculty, with female faculty members placing a higher value than male faculty members on internationalization, and male faculty members, on the other hand, reporting higher frequency of involvement in international activities than female faculty members. It is unclear as to the reason for this paradox, but it is worth exploring why this might occur. For example, it is possible that women are less likely to be able to avail themselves of international opportunities, perhaps because of increased family obligations.

In the discussion of survey outcomes, below, we first focus on some of the most important overall findings. We then discuss findings within each survey response group: faculty members, employees, and students. Next we provide a set of questions to consider for investigation by the Project Groups. Finally we include a list of frequencies for all three groups. Note that all findings reported below are statistically significant; that is, differences are unlikely to be due merely to chance.

Values

- Internationalization is highly valued by the majority of respondents.

- On average, students who have studied abroad were more likely than those who have not studied abroad to place a value on internationalization.
- Cultural sensitivity was highly valued among all survey groups.

International activities

- A large majority have valid passports.
- A majority of respondents' international or inter-cultural experiences were related to non-university travel (e.g., visits to family, paid work abroad), or related to life in one's neighborhood or at one's place of worship.
- A majority have traveled or lived in another country in the last few years.
- Individuals are most likely to pursue university-related international experiences in their countries of origin.
- The curriculum as a whole includes a low level of inclusion of issues related to internationalization.

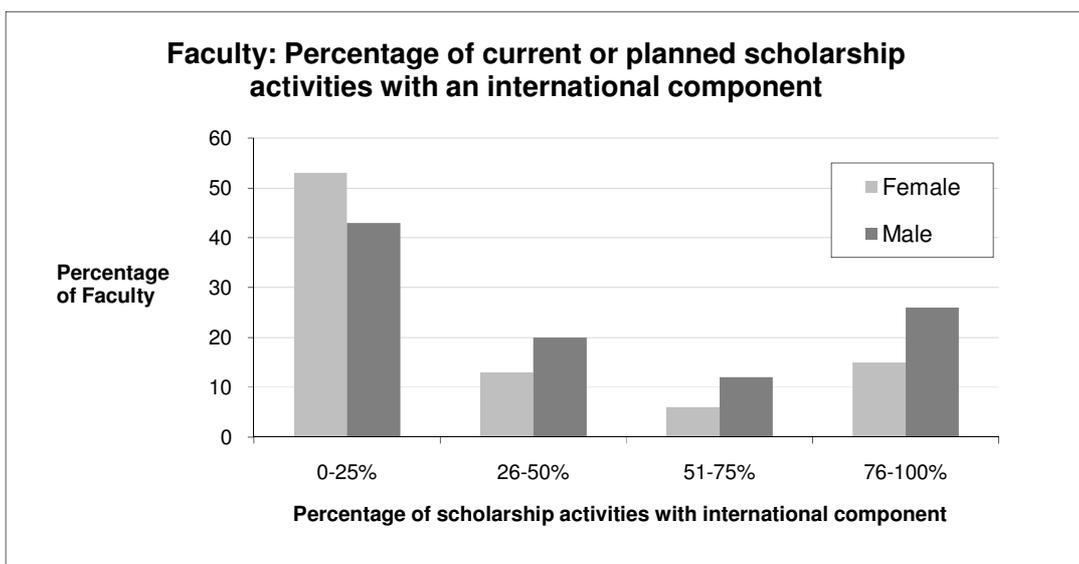
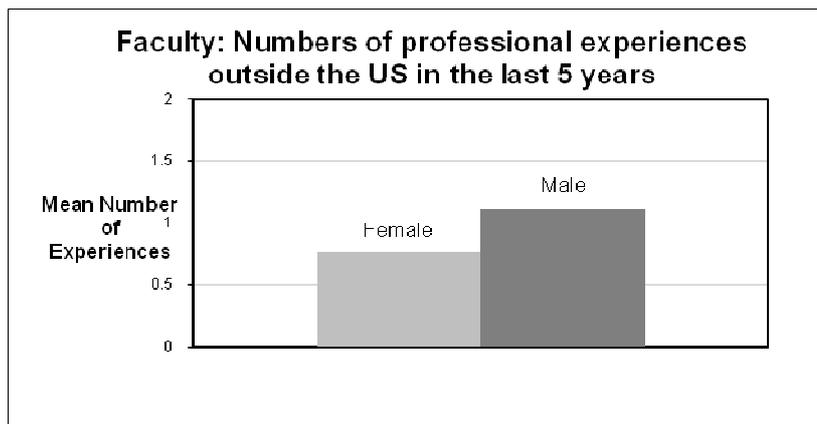
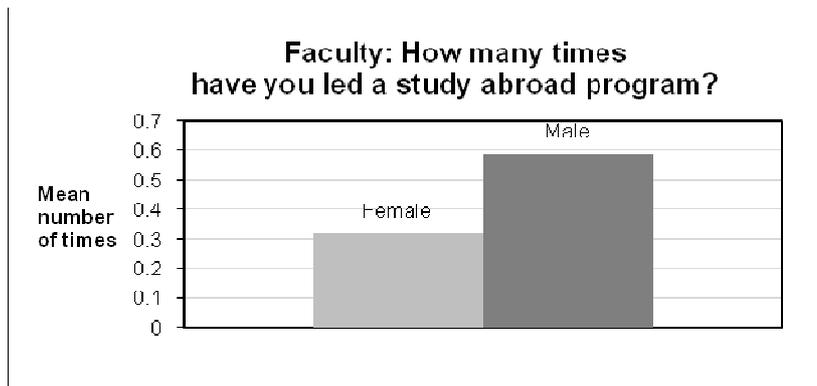
Language

- The number of foreign languages spoken and corresponding skill levels relate to the amount of time spent in other countries; the longer the stay, the higher the skill level or number of languages spoken.
- Among faculty, the most common languages spoken, other than English, are French, Spanish, and Italian.

Gender difference:

- On average, female faculty gave higher ratings than male faculty to the importance of internationalization.
- On average, women gave higher ratings than men to the importance of learning about different regions of the world.

- Paradoxically (given these last two points), male faculty were more likely than female faculty, on average, to have been involved in overseas internationalization activities.



Faculty specific findings

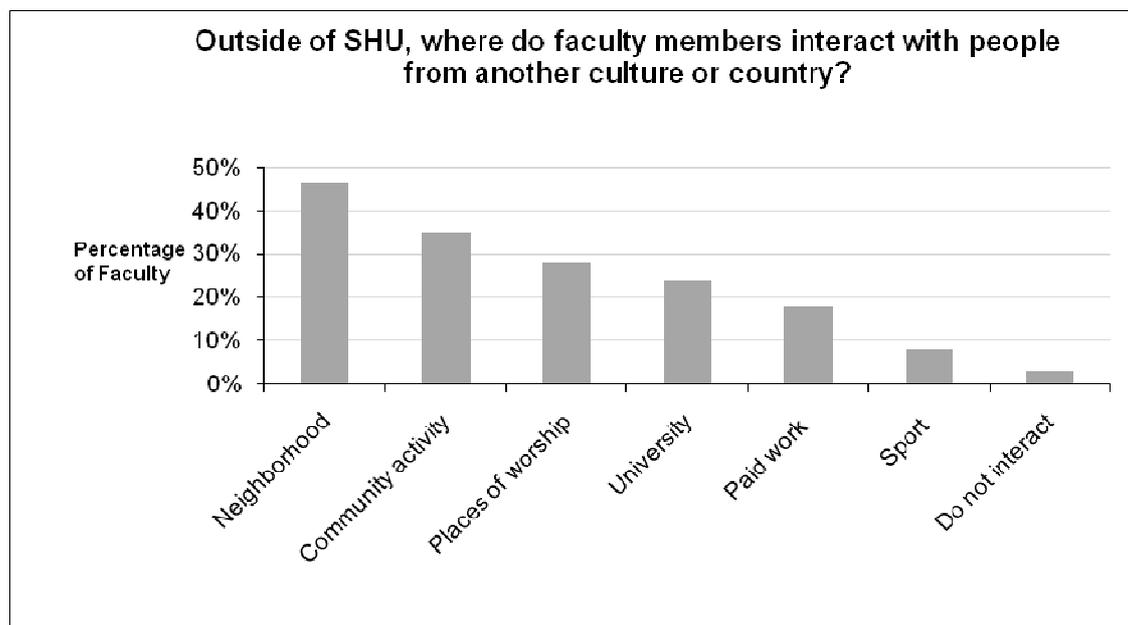
35% of full-time faculty members responded to the survey. This response rate is in line with typical response rates for social science research, although we must, of course, be cautious when generalizing from a volunteer sample such as this. Using lists of all faculty within each Seton Hall school and college (and within each division within the College of Arts and Sciences: natural and physical sciences and mathematics, social sciences, humanities, visual and performing arts), we were able to determine response rates by school and college; these rates ranged from 21%-48%. The faculty responses, therefore, seem to be roughly representative of Seton Hall's schools and colleges.

A majority of faculty has a valid passport and most have traveled to another country within the last three years. The purpose of travel, however, has more frequently been to visit family and friends or for paid work, than to participate in university sponsored travel or other activities related to SHU. Few have led study abroad programs. There were no significant correlations between length of living in the U.S. and any measure of attitudes related to internationalization; it does not appear, therefore, that those born in the U.S. are less likely, on average, to value internationalization. Although there are not significant differences in attitudes, however, the more time faculty members have lived in U.S., the less likely they are to speak languages other than English. They are also less likely to have internationalized their courses, scholarship and service.

Faculty members in the Library and the School of Nursing gave the highest ratings with respect to the importance of internationalization at the undergraduate and graduate levels. Faculty members in the School of Health and Medical Sciences (SHMS) and in the Natural and Physical Sciences (within the College of

Arts and Sciences) gave the lowest ratings with respect to the importance of internationalization at the undergraduate level.

In general, faculty members have a high degree of exposure to other cultures; however, this mostly occurs outside of the university through family connections, their neighborhoods, and in their places of worship. Such exposure to international issues seems to occur less frequently in their lives on the SHU campus or in relation to international activities at SHU. It is of note, however, that many faculty members report having at least one international contact that could be utilized as a foundation for building international programs or initiating internationalized research. Currently, such international contacts do not seem to be utilized.



Employee specific findings

There were no statistically significant differences in ratings of the importance of international experiences for students based on a respondent’s employment in a given division of the university.

There were no significant differences in ratings of the importance of international experiences for students based on whether an employee had studied or worked abroad, or had interacted with professionals in other countries.

As with faculty members, the length of employment was not significantly related to perceptions of the importance of internationalization.

An employee who has had international professional experiences and service activities is more likely to report speaking multiple languages than is an employee who has not had such experiences.

There were no statistically significant differences in ratings of the importance of international experiences for students based on whether employees have lived outside the U.S., nor were there differences in ratings of how important it is for students to learn about a given region of the world. (e.g., Europe, Asia).

As with faculty members, female employees gave higher ratings than did male employees to the importance of international experiences for students. Women also gave higher ratings than men to the importance of learning about given regions of the world. However, for the most part, women were not significantly more likely than men to have had international experiences.

Male employees were more likely than female employees to report having worked abroad.

Among employees, those who have traveled abroad by choice are more likely than those who have not to report higher communication skills in a language other than English. In particular, those who lived abroad for family reasons or for work tended to report speaking and reading at the highest skill levels. If

employees have traveled for tourism, their skills were more likely to be at a more basic level, although still higher than those who had not traveled abroad. In addition, the length of time in another country is positively correlated with communication skills.

Student specific findings

80.9 % of student responders have a valid passport.

18.6 % of student responders have studied abroad.

Approximately one third of the respondents report being able to communicate in a language other than English at a moderate to high skill level

Approximately a fifth of student respondents reported being able to read or write in a language other than English at a basic or higher level of complexity (e.g., reading newspapers).

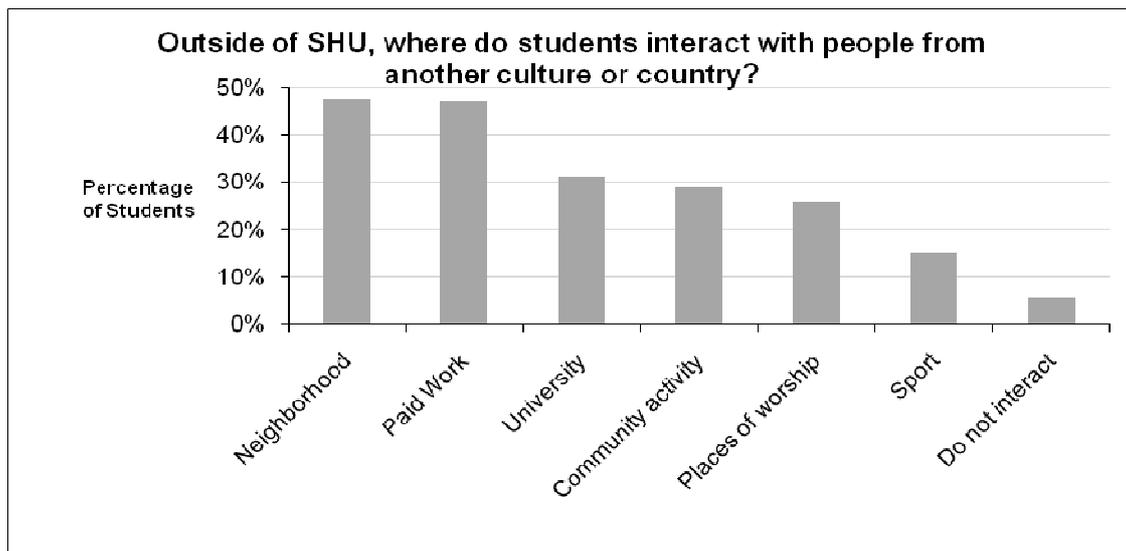
On average, students rated the importance of travel/work abroad at a medium level of importance.

Students gave high average ratings to importance of sensitivity/respect for personal and cultural differences and to importance of applying their international knowledge and attitudes to real world situations.

Students gave high average ratings to importance of interacting with students from diverse backgrounds.

Students also gave a high average rating to learning to develop cultural sensitivity and respect.

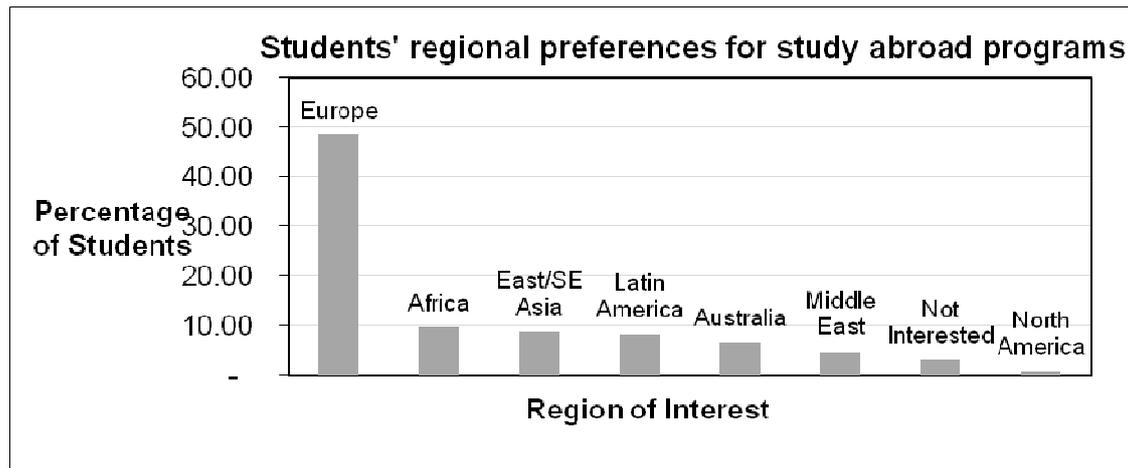
Students report a high frequency of interactions with people from other countries or cultures outside Seton Hall University, especially in their community and at paid work.



Students who had studied abroad reported a higher average level of proficiency in both communication and reading/writing in a language other than English than did students who had not studied abroad.

Students who have studied abroad gave higher average ratings to the importance of work and study abroad, understanding and interacting with people from other cultures, communicating in another language and being competitive in a global economy higher than those students who have not studied abroad.

In general, students reported a high level of interest in travel; however, student respondents reported being most interested in travel to Western Europe and much lower levels of interest in travel to any other region of the world.



Regardless of whether they had studied abroad, students gave high average ratings to the importance of learning about world geography, world events, and the complexity of the world, and to the need for developing cultural sensitivity.

Overall, students who have studied abroad are more likely to be interested in international issues and to have better communication skills in another language, than those who have not studied abroad; however, only one fifth of student respondents have studied abroad.

Questions to consider

1. Will faculty consider creating international experiences in countries other than their home country/countries of origin (if not born in the US)?
2. How can an international agenda or international issues be infused into the curriculum?
3. How much weight should be given to the internationalization of the curriculum?

4. Is there a need to, and if so, how should we, address the existence of “Catholic hubs” of the world? More specifically, how should the university position itself towards such international centers (Rome/ Italy, Eastern Europe, Central and South America, etc.)?
5. Where do research and scholarship fit into internationalization? Will internationalization be a minor or a major element of scholarship?
6. With respect to international scholarship activities, will there be expectations related to tenure and promotion?
7. How can the diverse composition and experiences of the Seton Hall community and especially of the faculty body be utilized for internationalization activities more effectively?
8. Can SHU somehow benefit from the rich cultural experiences that members of the university community have in their neighborhoods and at their places of worship? In light of this, should we consider a new SHU slogan: “Bring SHU home - bring home to SHU”!
9. Recognizing that interfaith dialogue and places of worship provide the foundation for internationalization experiences for many members of the university community, should Seton Hall consider having a prayer/meditation area (minimum implementation on continuum/scale) a Mosque or Synagogue (maximum implementation on continuum/scale) at SHU?
10. What role or priority should exchange programs have versus study abroad programs versus recruiting international students?
11. How can we increase women’s international participation to a level commensurate with their interest?

Faculty Frequency Facts

- 209 faculty members completed the survey.
- 45.6% female and 52% male.
- 80.4% hold Doctoral degrees, 19.6% hold Master’s degrees.

- 21.1% are faculty from A&S Humanities, 11.3% from A&S Natural & Physical Sciences, 10.3% from Law, 8.8% from Graduate Medical Education, 8.3% from Education, 8.3% from Business, 7.8% from Nursing, 5.4% from A&S Arts Music and Theatre, 3.9% from Diplomacy, 3.4% from University Library and 3.4% from Theology.
- 84.8% full-time faculty, 12.3% Adjunct and 2.9% part-time.
- 89.2 % have a valid passport, 4.4% do not.
- 40.2% speak one language other than English, 17.6% speak two other languages, 14.2% three or more, and 21.6% do not speak another language than English.
- (speaking skills) In the language other than English, they are most comfortable in, 23.5 % can engage in complex discussions and/or perform a professional presentation, 23% can communicate basic needs and understand simple directions, 16.7% can carry on a simple conversation, and 11.3% can carry on a longer conversation.
- (writing skills) In the language other than English, they are most comfortable in, 26% can read and/or write professional articles and/or books, 22.1% can read and/or write simple instructions and read menus, 15.7% can read and/or write basic newspaper and magazine articles, 9.8% can read and/or write simple stories and basic summaries.
- 25% of the courses being taught are Internationalized at level 0 (the course has no international components), 28.4% are at level 1, 14.2% are at level 2, 9.3% are at level 3, and 16.7% are at level 4 (entire course has international orientation)
- At Level 1, 63.2% teach no courses, 14.7% teach 1 course, 10.8% teach two courses, 7.4% teach 3 courses, 0.5% teaches 4 courses, and 3.4% teach more than 4 courses.
- At Level 2, 82.4% teach no courses, 6.9% teach 1 course, 6.9% teach 2 courses.

- At Level 3, 83.8% teach no course, 6.9 % teach 1 course
- At Level 4, 84.4% teach no course, 6.9% teach 1 course
- Their scholarship is internationalized at level 0 for 26.5% of the respondents, at level 1 – 23%, at level 2 – 12.7%, at level 3 – 12.3% and at level 4 18.6%.
- Their service activities as a whole are internationalized at level 0 for 33.3% of the respondents, at level 1 – 24.5%, at level 2 – 13.7%, at level 3 – 9.8% and at level 4 – 11.8%.
- Current or planned scholarship with international component:
 - 0-25% -- 48% of the respondents
 - 26-50% -- 16.2% of the respondents
 - 51-75% -- 8.8% of the respondents
 - 76-100% -- 20.1% of the respondents
- Current or planned service activities with international component:
 - 0-25% -- 56.4% of the respondents
 - 26-50% -- 21.1% of the respondents
 - 51-75% -- 6.4% of the respondents
 - 76-100% -- 7.4% of the respondents
- Reasons for traveling outside the US within the last 5 years – vacation 58.8%, visit family 31.4%, visit friends 20.1%, work 35.8%, university-sponsored 26.5%, study abroad 8.3%, delegation member 4.9%, military 0.5%, volunteer work 4.4%, and 12.7% have not traveled.
- Reasons for living outside the US for at least three continuous months – 52.9% have not lived abroad, family 15.2%, military 1.5%, tourism 2.5%, volunteer work 3.4%, paid work 14.2%, study 19.1%, research 16.2% and other 3.9%.
- 43.6% of the respondents live in a neighborhood that can be said to have a greater than average number of individuals from other cultures or countries.

- Outside of SHU 20.6% of the respondents interact at least monthly with people from another culture or country, 36.3% at least weekly, 31.9% every day and 2.5% never interact with people from another culture or country.
- 27.5% interact with people from another culture or country at their place of worship, 17.6% at work, 8.3% in sports, 24% within the university, 32.3% in community activity, 46.6% neighbors, 2.9% do not interact.
- At SHU 18.1% interact with faculty from another culture/country at least monthly, 38.7% at least weekly, 26% every day and 8.3% never interact.
- Interaction with employees from another culture/country – 26% at least monthly, 35.8% at least weekly, 16.2% every day and 13.2% never interact.
- Number of international contracts that could be further developed and potentially result in a program or a project of international character:
0 --- 10.3% of the respondents
1 --- 21.1%
1-2 --- 22.5%
3-4 --- 18.6%
5-6 --- 4.9%
7+ --- 13.7%
- Collaboration with someone from another country to engage in research, plan an event etc. in the last five years: 19.1% have collaborated every year, 27% more than once but not every year, 32.4% have never collaborated and 12.7% have collaborated once.
- Seminars, conferences or guest lectures attended in other countries: 35.8% never attended one, 32.8% attended between 1 and 3, 12.7 attended between 4 and 7 and 5.9% attended more than 8.
- International Service Experiences (consulting, volunteer work, training) – 52% participated in none, 12.7% in one, 8.3% in two, 4.9% in 3, and 9.3 in 4

- Professional experiences outside the US (international student recruitment, sabbatical, professional study, delegation etc.) – 48% had none, 17.2% had 1, 8.8% had 2...
- 71.1% have not led a study abroad program in the last 5 years, 2.9% led 1 study abroad program, 6.4% led 2, 3.4% led 3 and 3.4% led more than 4 study abroad programs.
- 77% have not received internationally collaborative research grants or fellowships in the last 5 years, 5.4% received 1, 2.5% received 2, 1% received 3 and 1.5% received 4 or more.
- 29.9% have not socialized with students with non-US background in the last year, 7.4% socialized with 1, 13.7% socialized with 2, 7.8% socialized with 3 and 28.4% socialized with 4 or more.

In the narrative section of the survey:

- 30% mention the importance of Internationalization.
- 2% feel that there is no need of Internationalization
- 8.3% feel that there is need for diversification and tolerance
- 12.3% mention financial issues as obstacles to Internationalization
- 17.2% mention non-financial issues as obstacles to Internationalization

Employee Frequency Facts

- 260 Employees participated in the survey.
- 66.4% female and 32.1% male.
- 13.7% hold a High School Diploma, 6.9% hold an Associate's degree, 34.7% hold a Bachelor's degree, 32.4% hold a Master's degree, and 11.5% hold a Doctoral degree.
- 34.7% are employed in Academic Affairs, 9.5% in Executive Vice President, 17.9% in Finance and Technology, 3.8% in Mission and Ministry, 24.4% in Student Affairs, 8.8% in University Advancement.

- 63.4% Administration, 29.8% Staff.
- 76.3% have a valid passport, 21.8% do not.
- 47.7% do not speak a language other than English, 34.4% speak 1, 11.1% speak 2, and 5% speak 3 or more.
- (speaking skills) 10.7% can carry on a longer conversation, 17.6% can carry on a simple conversation, 17.6% can communicate basic needs and understand simple directions, 9.9% can engage in complex discussions and/or give a professional presentation, 42.4% NA.
- (reading/writing skills) 12.6% can read/write basic newspaper or magazine articles, 8.4% can read and/or write professional articles and/or books, 17.6% can read and/or write simple instructions and read menus, 14.9% can read and/or write simple stories and basic summaries, 44.7% NA.
- 62.6% traveled outside the US for vacation within the last 5 years, 22.5% to visit family, 10.7% to visit friends, 10.3% for work, 3.4% for volunteer work, 6.9% for university sponsored travel, 8.4% for study abroad, 1.9% as a delegation member, 3.1% other, and 27.9% have not traveled.
- 11.1% have lived outside the US for at least three continuous months for family reasons, 3.8% for military, 0.4% for research, 11.1% for study, 3.8% for tourism, 2.7% for volunteer work, 5.3% for work, 3.4% other, and 66.8% have not.
- In the last five years in relation to their work at SHU, 14.1% have collaborated with someone from another country every year, 7.6% on a daily basis (primary part of their job), 9.5% once, 12.2% more than once but not every year, and 54.6% never.
- Number of international contracts that could be further developed and potentially result in a program or a project of international character:
 - 0 --- 59.9% of the respondents
 - 1-2 --- 24.8%
 - 3-4 --- 7.6%

5-6 --- 1.9%

7-8 --- 0.8%

9+ --- 3.1%

- 50.8% of the respondents live in a neighborhood that can be said to have a high percentage of individuals from other cultures or countries.
- Outside of SHU 28.2% interact with people from another culture or country at least monthly, 30.2% at least weekly, 28.2% every day, 10.7% never.
- 36.6% interact with people from another culture or country at their place of worship, 13% at volunteer work, 13.4% at paid work, 14.9% in sports, 13% in education, 54.6% neighbors, 26% community activity, 29.4 other, 9.9% do not interact.
- At SHU 25.2% interact with students from another culture or country at least monthly, 23.3% at least weekly, 31.3% every day, and 17.6% never.
- At SHU 35.5% interact with faculty from another culture or country at least monthly, 21.4% at least weekly, 17.9% every day, 22.5% never.
- At SHU 23.3% interact with other employees from another culture or country at least monthly, 21% at least weekly, 34.4% every day and 18.7% never.
- 30.5% have utilized a language other than English during their work at SHU.
- Seminars, conferences or guest lectures attended in other countries the last 5 years: 82.1% did not attend any, 12.6% attended 1...
- International service experiences (consulting, volunteer work, training etc.): 81.3% did not have any, 7.6% had 1, 3.8% had 4 or more.
- Professional experiences outside the US in the last 5 years: 82.8% did not have any, 7.6% had 1, 3.1% had 4 or more.

In the narrative section of the survey:

- 35.1% mention the importance of Internationalization.

- 1.9% feels that there is no need of Internationalization.
- 10.7% feel that there is need for diversification and tolerance.
- 5.7% mention financial issues as obstacles to Internationalization.
- 5.3% non-financial issues as obstacles to Internationalization.

Student Frequency Facts

- 645 Students completed the survey.
- 62.6% female, 36.4% male
- 44.2% graduate, 54.6% undergraduate students.
- Degree pursued: BA – 25%, BS – 26.4%, DPT – 3.4%, EdD – 1.2%, EdS – 1.1%, JD – 12.9%, MA – 16.3%, MBA – 4.5%, MHA – 0.5%. MPA – 0.8%, MS – 4.5%, PhD – 2.5%, not seeking a degree – 0.9%
- 83.9% full-time, 16% part-time.
- 13.5% freshmen, 12.7% juniors, 12.4% sophomores, 14.7% seniors, 43.3% graduate students.
- 35% first generation college student.
- 80.9% have a valid passport.
- 26% do not speak a language other than English, 45.7% speak one, 18.9% speak two, and 7.6% speak three or more.
- (speaking skills in the language other than English)

Level 1 --- 41.1%

Level 2 --- 22.5%

Level 3 --- 15.8%

Level 4 --- 18.9%

- (reading/writing skills)

Level 1 --- 21.7%

Level 2 --- 21.9%

Level 3 --- 21.1%

Level 4 --- 20%

Level 5 --- 13.6%

- 43.3% live in a neighborhood that can be said to have a greater than average number of individuals from other cultures.
- Outside of SHU 21.6% interact with people from another culture or country at least monthly, 27.1% at least weekly, 43.7% every day, and 5.9% never interact.
- 26.4% at their place of worship, 47% at work, 15.3% in sports, 31.3% in university, 29% in community activity, 47.9% with neighbors, 33% other.
- Foreign language courses taken prior to attending SHU:

0 --- 6.4%

1-2 --- 39.1%

3-4 --- 29.3%

5-6 --- 11.6%

7+ --- 10.5%

- 39.4% have taken a foreign language course at SHU.
- (Reasons for taking foreign language courses) 51.5% in order to meet requirement for major, 20% to get a better job, 31.2% to better communicate while travelling, 11.9% to communicate with family members speaking that language, 41.4% to become a more well-rounded person, 32.3% to increase their understanding of other countries and cultures.
- (Reasons for not taking foreign language courses) 2.5% too difficult, 10.5% schedule conflict, 33.3% not required for major, 2.6% the language they are interested in is not offered, 51.8% not applicable to major, 3.3% have no interest in another language.
- At SHU outside the classroom 15.2% interact with classmates from a different cultural background than their own at least monthly, 26.7% at least weekly, 41.1% every day, 14% never.

- At SHU outside the classroom for 26.7% there have been times when they did not have the language skills necessary to interact effectively with another person.
- 67.8% have interacted at SHU with an employee other than faculty with an international background.
- 89.6% know that SHU has a Study Abroad Program.
- 18.8% have been to the Office of International Programs at SHU.
- 22.9% have participated in a program or event that highlights cultural diversity every year, 19.7% once, 19.5% more than once but not every year, 33.8% never.
- 63.1% traveled for vacation within the last 5 years, 25.9% to visit family, 18.4% to visit friends, 6.7% on university sponsored travel, 8.1% for work, 6.8% for volunteer work, 18.6% for study abroad, 3.7% as a delegation member, 2.5% for research, 20.5% have not traveled.
- 16% have lived outside the US for at least three continuous months for family reasons, 2.5% military, 3.7% tourism, 3.9% work, 1.6% volunteer work, 10.7% study, 1.9% research, 69.8% have not lived outside the US.
- 4.7% participated in a SHU-study abroad or foreign exchange program for a semester or longer, 11% in a non-SHU program, 67.3% in a language course, 37.2% cultures course, 19.5% major or minor in a foreign language or international content area, 24.7% short term non-leisure experience, 17.5% have not participated.
- Deterring factors to studying abroad: 14% conflict with curriculum, 1.1% not aware SHU offered such opportunities, 30.4% financial issues, 12.7% not interested, 12.9% have studied abroad.
- 58.6% have compared or contrasted two or more cultures at SHU.
- Number of courses focusing on a non-US country, culture or region taken at SHU:
0 --- 32.7%

1-2 --- 37.2%

3-4 --- 14.6%

5-10 --- 6%

10+ --- 5.4%

- Number of courses that incorporated some international intercultural or global perspectives to the course content:

0 --- 14.3%

1-2 --- 40.9%

3-4 --- 20.5%

5-10 --- 10.4%

10+ --- 9.9%

- International service experiences (volunteer, humanitarian, training etc.)

0 --- 69.9%

1 --- 13.2%

2 --- 6%

3 --- 1.7%

4+ --- 5.1%

- 34.9% read the newspaper section about international news, watch CNN, BBC or similar sources about international affairs/current events daily, 24.8% infrequently, 7.4% never, 27% weekly.

- If they had the opportunity to spend time abroad in an educational or professional experience which region would you prefer?

Africa – 9.9%

Australia and Oceania – 6.8%

Central America – 2.9%

East and Southeast Asia – 8.8%

Europe – 48.8 %

Middle East – 4.8%

North America – 0.8%

Pacific Islands – 2.5%

South America – 5.4%

Not Interested – 3.3%

In the narrative section of the survey:

- 27.3% mention the importance of Internationalization.
- 2.6% feel that there is no need of Internationalization.
- 11.6% feel that there is need for diversification and tolerance.
- 8.1% mention financial issues as obstacles to Internationalization.
- 11.6% non-financial issues as obstacles to Internationalization.

Appendix C

Inventory of the Current Agreements

Submitted by the Inventory Committee

Institution	College/ Dept.	Institution	Country	Date	Type of Agreement	Faculty Contact Person	Durati on	Specific s	
Seton Hall University		Zhejiang University	China	7/1/19 85	Library Cooperation				
Seton Hall University		Wuhan University	China	7/1/19 85	Management Education Exchange				
Seton Hall University		Yeungnam University	South Korea	9/1/19 87	Academic Exchange Programs		3 years		
Seton Hall University		Catholic University of Santo Domingo	Dominica n Republic	11/14/ 1984	Faculty Exchange Programs				
Seton Hall University		Universidad Autonoma de Santo Domingo	Dominica n Republic	3/12/1 985	Academic Exchange Programs				
Seton Hall University		Universidad APEC Santo Domingo	Dominica n Republic	4/25/1 985	Academic Exchange Programs			Funded by USAID/U NAPEC, vocation al-tech. teachers training	
Seton Hall University		Holly Spirit Study Centre	Hong Kong	4/19/1 985	Academic Affiliation			draft	
Seton Hall University		Warsaw Shool of Economic	Poland	10/10/ 1990	Faculty, Students and Reasearchers Exchange		5 years		promote the goals of international education
Seton Hall University		Russian Plekhanov Economic Academy, Moscow	Russia	9/21/1 992	Faculty, Students and Reasearchers Exchange		3 years		promote the goals of international education
Seton Hall University		Sophia University, Toyoko	Japan	4/1/19 87	Academic Exchange Programs		3 years		

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Seton Hall University		Sookmyung Women's University, Seoul	South Korea	12/9/1983	Academic Cooperation		3 years	
Seton Hall University		Universidad de Las Americas	Mexico	9/1/1985	Academic Cooperation		5 years	Junior Year in Mexico flyer
Seton Hall University		Universidad de Puerto Rico in Ponce	Puerto Rico	1/9/1987	Academic Exchange Programs		3 years	
		Universidad Catolica de Puerto Rico	Puerto Rico					
		Inter-American University	Puerto Rico					
Seton Hall University		Fu Jen Catholic University, Taipei	Taiwan	4/12/1985	Academic Cooperation			
Seton Hall University		Sogang University	South Korea		Academic Cooperation			
Seton Hall University		Westfalische Wilhelms-Universitat Munster	Germany	6/10/2008	Student Exchange			
Seton Hall University	Stillman School of Business	Dublin Institute of Technology (DIT)	Ireland	12/7/2005	Students are currently in Dublin and DIT students spent the Fall Semester at SHU			This program is part of the Business Education Initiative
Seton Hall University	Stillman School of Business	Shanghai Institute of Foreign Trade (SIFT)	China	10/8/2007	8 SIFT students are currently here			
Seton Hall University	Stillman School of Business	The University of International Business and Economics (UIBE)	China		Longest standing, active, exchange program of the School of Business.			A UIBE faculty member, Peter Nu, is currently on campus.
Seton Hall University	Stillman School of Business	University of Westminster	England	11/1/2007				
Seton Hall University	Stillman School of Business	Macao Polytechnic Institute (MPI)	Macao		A Stillman student spent Spring Semester, 2007, at Macau			

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Seton Hall University	Stillman School of Business	Sichuan University	China						
		Wuhan University	China						
		Central University of Finance and Economics (CUFE)	China						
		Macao University of Science and Technology	Macao	16/2005					
Seton Hall University	Stillman School of Business	Queen's University	Ireland	1/15/2004	Sophomore or Junior Students exchange program	Larry McCarthy		2004 most recent student	This program is part of the Business Education Initiative
		University of Ulster	Ireland						
		Belfast Institute for Further and Higher Education	Ireland						
Seton Hall University	Stillman School of Business	Zhuoyue International College	China	Recent Proposal	Sending SHU Faculty teach there			It is a newly established satellite school of UIBE	
Faculty-Led Programs									
	Stillman School	June in China Program	China						
	Stillman School	Doing Business in Ireland	Ireland	6/25/1905	bi-annual week long program				
	Stillman School	Doing Business in Italy	Italy	6/30/1905	a week long program in May				
	Stillman School	Doing Business in London	England	6/30/1905	a week long program in March				
	Stillman School	Doing Business in Egypt	Egypt	7/1/1905	a week long program scheduled for January				

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Seton Hall University	Stillman School	Doing Business in Bermuda	Bermuda	6/29/1905	a week long program Spring 2007				
Seton Hall Law	Seton Hall Law	Cairo	Egypt						
Seton Hall Law	Seton Hall Law	Ireland	Ireland		to be canceled				
Seton Hall Law	Seton Hall Law	Italy	Italy		to be canceled				
Seton Hall Law	Seton Hall Law	Zanzibar	Zanzibar						
Seton Hall Law	Seton Hall Law	Haiti	Haiti		a week over spring break students work with international organizations				
Seton Hall Law	Seton Hall Law	China	China		dormant				
Seton Hall University	Africana and Diaspora Studies	St. Croix, USVI		7/7 - 7/21/2008	Faculty-Led Program	Dr. Simone A. James Alexander, (973) 275-5881, alexansi@shu.edu			
Seton Hall University	Asian Studies	Tokyo	Japan	7/24 - 8/17/2008	Faculty-Led Program	Dr. Shigeru Osuka, osukashi@shu.edu, (973) 275-2712 251B Fahy Hall			
Seton Hall University	Political Science	Barcelona	Spain	7/8 - 7/20 2008	Faculty-Led Program	Dr. Roseanne Mirabella, mirabero@shu.edu, ext. 9384			

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Seton Hall University	Asian Studies or Business Management		China	6/4 - 6/17 2008	Faculty-Led Program	Dr. Dongdong Chen, chendong@shu.edu, 973-761-9465 or Dr. Jason Yin yinjason@shu.edu (973) 761-9360			
Seton Hall University	Modern Languages	Paris	France	6/30-7/31 2008	Faculty-Led Program	Dr. Anne Mullen-Hohl mullenan@shu.edu (973) 761-9000 ext. 5853 229 Fahy Hall			
Seton Hall University	Graduate Department of Public and Healthcare Administration		Israel	5/14/ - 5/24 2008	Faculty-Led Program	Dr. Naomi Wish wishnaom@shu.edu 973-761-9000 ext. 9264			
Seton Hall University	Modern Languages	Alicante	Spain	6/17 - 7/19 2008	Faculty-Led Program	Dr. Zalacain zalacada@shu.edu (973) 761-9468 251 Fahy Hall			
Seton Hall University	Modern Languages	Rome	Italy	5/13 - 6/13 2008	Faculty-Led Program	Dr. Romanirom aniga@shu.edu(973) 761-9000 ext. 5850			
Seton Hall University	Africana and Diaspora Studies		Ghana	7/7 - 7/26 2008	Faculty-Led Program	Dr. Akonor			

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Seton Hall University	Museum Studies		Italy	5/13 - 5/21 2008	Faculty-Led Program	Dr. Nichols			
Seton Hall University	Communication	London	England	5/13 - 5/29 2008	Faculty-Led Program	Dr. Yates			
Seton Hall University	History	Berlin	Germany	6/2 - 7/3 2008	Faculty-Led Program	Dr. Molesky and Dr. Greene			
Seton Hall University	Judeo-Christian Studies		Israel	5/14 - 5/29 2008	Faculty-Led Program	Dr. Bossman			
Seton Hall University	Nursing		Ireland	5/13 - 5/25 2008	Faculty-Led Program	Dr. Margaret Huryk			
Seton Hall University	History and Religious Studies		Italy	5/14 - 5/29 2008	Faculty-Led Program	Dr. Milewski, Dr. Quinn and Dr. Muzaku			
Seton Hall University	Classical Studies Department	Rome	Italy		Faculty-Led Program	Raymond Capra		231 Fahy Hall	
Seton Hall University	College of Nursing	University of Applied Sciences, Katholische Fachhochschule, Mainz	Mainz, Germany		German Interns at the College of Nursing	Edith Kellenhauser, RN, PhD, Professor Emeritus			
	College of Nursing	St. Angela's CoN, University of Galway, Sligo	Ireland		Culture and Health Course	Prof. Peg Huyrukl			
	College of Nursing	Macao Polytechnic			Student Nurse Exchange Program				
Seton Hall University	Library	University of Sofia	Bulgaria		Sponsorship of biannual conference on digitization and globalization				
	Library	Aalborg	Denmark		Information literacy initiative				
	Library	Bochum University	Germany		Faculty Exchange; information literacy initiative				
	Library	University of Zadar	Croatia		Faculty Exchange				

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	Library	ILIAC Organization, Moscow	Russia		Conference organization; collection development initiative				
	Library	Academy of Sciences, Beijing	China	inactive	Faculty Exchange				
Seton Hall University	School of Theology	Holy Land, Rome, Greece		each year	Pilgrimage/Study week for seminarists				
	School of Theology	DOVE	El Salvador	past 5 years	Outreach Program				
	School of Theology	Rome	Italy	summer 2008	Course/Pilgrimage - In the Footsteps of the Saints				
Seton Hall University	School of Diplomacy and International Relations	The European Union Study Seminar	Benelux	May/June since 2001	Faculty Led Trip	Courtney Smith			
	School of Diplomacy and International Relations	The Cyprus Study Seminar, Nicosia	Cyprus	Spring Break	Faculty Led Trip	Omer Gokcekus			
	School of Diplomacy and International Relations	The China Study Seminar, Shanghai and Beijing	China	May	Faculty Led Trip	Yanzhong Huang and Zheng Wang			
Seton Hall University	Graduate Medical Education	Immortale School in St. Anne's	Trinidad	2004-2009	International Training Program Camp	Dr. Palmer			
Seton Hall University		New Jersey Catholic Schools Consortium - Chinese Scholar Program	China		Shanghai, Guangzhou, Beijing, Shenyang			ESL programs; Chinese students coming to NJ	
Seton Hall University			China	Recent Proposal	Chinese students arriving at SHU	W.E. McCartan			

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Seton Hall University	The College of Education and Human Services	Universal Education for Africa, Kwara State	Nigeria	Recent Proposal		Charles Mitchel			
Faculty-Led Study Abroad									
	The College of Education and Human Services		Ukraine	Discussions for Expansion		J. Daly, Greer Burroughs, Maribel Roman			
	The College of Education and Human Services		Georgia						
	The College of Education and Human Services	The University of Costa Rica	Costa Rica	Goal - 2009	Geared towards students majoring in a world language	Bill McCartan			
Pending Initiatives									
	The College of Education and Human Services	St. Angela's College, University of Galway	Ireland	Discussions for a SHU campus in Sligo		Charles Mitchel			
	The College of Education and Human Services	AASSA	Latin America	Pending Agreement	Training programs for teachers, administrators				
	The College of Education and Human Services		South Africa	Preliminary Meetings	Training programs for administrators				
	The College of Education and Human Services		China	Preliminary Meetings	MA in Leadership in China				
Dormant Programs		ESL Teacher Training Program	Chile	9 weeks in 1997					

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		ESL for Students from Dominican Rep. and Puerto Rico		summers of 1994/1995					
Memorandum									
Seton Hall University	Arts and Sciences	China Medical University, College of Pharmacy	China	7/3/2008	Exchange of faculty through sabbaticals; exchange of postdoctoral research fellows and student trainees; joint research projects; short-term visits for lectures, conferences, seminars	Dean Joseph Marbach		Memorandum of Understanding	

Appendix D

Planning Committee Document

Seton Hall University

**Internationalization Strategic
Planning**

Planning Committee

Summer 2008



Introduction

In 2007, Monsignor Sheeran charged a Task Force with developing a comprehensive plan for internationalization of Seton Hall University. The University joined the nationally renowned American Council on Education (ACE) Internationalization Laboratory as a participating institution to develop its plan. For several years, this laboratory has assisted a number of institutions of higher education to plan and develop their campus internationalization.

Following the guidelines of the Internationalization Laboratory, the Task Force adopted a road map with three sequential steps to achieve its goals. Each step is carried out by a committee whose functions reflect the Seton Hall internationalization objectives.

The first committee is in charge of conducting surveys and their analysis. Three separate surveys were distributed to faculty, students and staff in spring 2008 and the outcomes of the analysis will be available in summer 2008.

The second committee is to collect the existing policy and program documents on international plans and agreements from all academic units within the University. This task is also expected to conclude before fall 2008.

The last committee is to develop a set of strategic plans for internationalization of Seton Hall University based on the collective findings of the other two committees as well those acquired by this committee through specific activities. This document focuses on the tasks of this committee called the Planning Committee.

This committee begins its function in late May 2008 and will continue to meet in June and July, as necessary. The purpose of these meetings is to develop a set of action plans for summer and beyond and carryout some elements of the plan during summer.

The Planning Committee will work closely with the other two committees and will directly involve their members as well as the members of the Task Force for the development of the strategic planning document.

Committee Members

The members of the Planning Committee are listed below:

Parviz Ansari, Chair	College of Arts and Sciences
Peter G Ahr	College of Arts and Sciences
Karen Boroff	School of Business
Mary Esquivel	Law School
Gloria Essoka	College of Nursing
Paul Fisher	Teaching Learning Technology Center
Juergen Heinrichs	College of Arts and Sciences
Jeffrey W Hurrin	Student Affairs
Vicente Medina	College of Arts and Sciences
Charles P Mitchel	College of Education and Human Services
Kim M Poulsen	Graduate Medical Education
Maria Soares	Office of International Program

Readings

The ACE Internationalization Laboratory has published a series of publications which provides a solid background and roadmap on campus internationalization. The publications listed below are used to structure the activities of the Planning Committee. It is imperative for the members of the Planning Committee to gain a strong perspective on the issues related to internationalizing a campus by referring to these publications.

1. "Internationalizing the Campus: A User's Guide" ACE, M.F. Green and C. Olson (2003)
2. "A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn" ACE, C. Olson, M.F. Green, and B. Hill (2006)
3. "Building a Strategic Framework for Comprehensive Internationalization" ACE, C. Olson, M.F. Green, and B. Hill (2005)

The major tasks of the Committee

Listed below are the major tasks of the committee during summer and fall 2008. This list and the duration of the service of the committee are, both, subject to modification.

- Review the results of the surveys conducted by the Survey and Analysis Committee
- Review the report of the Inventory Committee on the existing international programs and policies
- Do the SWOT analysis
- Develop a set of desired “International Learning Outcomes” on Knowledge, Skills, and Attitudes based on the data gathered through the surveys
- Prepare a vision statement and a mission statement regarding internationalization at Seton Hall University.
- Send the vision and mission statements and a set of questionnaire on desired learning outcomes to the leaders of the academic and non academic divisions for their feedback
- Study a set of target groups and activities including specific curricular programs, campus activities, international partnership, infrastructure and resources, and faculty development opportunities
- Prepare up to 5 strategic goals
- Prepare the 2008-2013 strategic plan for Seton Hall University

Areas of Focus

Five major areas of focus are proposed:

1. Curriculum: International education for all students
2. Infrastructure and Resources
3. Study Abroad
4. International Partnership
5. Cultural Activities

Internationalization Laboratory is keen on global learning for all campus students. Participating institutions in this program are instructed to develop a comprehensive plan for educating all students on matters related to internationalization with a focus on outcome assessment measures.

The Curriculum Focus will allow the committee to examine and plan ways to incorporate global learning in, both, undergraduate and graduate curricula at Seton Hall University.

The Infrastructure and Resource Focus will concentrate on developing a set of recommendations for building an appropriate infrastructure for internationalization of Seton Hall University. This would require the careful examination of the current infrastructure and resources for the international education and activities.

The Study Abroad Focus will examine the nature and scope of a comprehensive plan for all study abroad programs offered by different academic divisions. This would also include the logistic issues of each study abroad course, and considering the possible establishment of Seton Hall centers in specific cities abroad.

The International Partnership Focus will look into the issues related to faculty and student exchange programs through contractual agreements with international organizations and institutions of higher education. This Focus will also include faculty development opportunities.

The Cultural Activities Focus will suggest a set of university wide comprehensive activities that would involve the active participation of the existing on-campus cultural centers and organizations.

Thinking Strategically

The Planning Committee is to develop a strategic plan for internationalization of Seton Hall University. This task includes formulating vision and mission statements and a number of strategic goals with objectives and metrics.

The vision statement reflects the aspirations of Seton Hall University. In particular, it summarizes where the University would like to be in terms of internationalization in the future.

The mission statement defines the purpose, business and values of internationalization for Seton Hall University including both why these concepts are important and what actions will be taken to support them.

Strategic planning:

Strategic planning is a process which determines a pathway (direction) for accomplishing a set of identified goals focusing on the mission and vision of the University.

- The strategic plan needs to be realistic and simple.
- Strategic planning is not a tactical approach in serving one or a group of divisions or focusing on small-scale actions. Instead, it is macroscopic and is intended to serve the entire University.

A strategic planning process has three distinct phases.

1. Development Phase
2. Implementation Phase
3. Assessment Phase

Each phase consists of specific steps as outlined below.

1. Development Phase

a) Information Gathering Step:

- Identifying
 - the current situation
 - the concerns
 - the stakeholders

b) Situation Analysis Step:

- Assessing
 - the current situation
 - the impact on stakeholders if no action is taken
- Identifying
 - the desired future
 - the desired benefits and outcomes

c) Building Step:

- Developing a vision for accomplishing the goals
- Identifying strategic issues
- Formulating strategies
- Developing an action agenda

d) Finalizing Step:

- Setting schedules

- Assigning responsibilities
- Defining outcomes

2. Implementation Phase

Implementing Step:

- Developing budget for action agenda
- Executing the plan
- Monitoring the progress of the plan

3. Assessment Phase

a) Reviewing Step:

- Reviewing the progress of the plan
- Evaluating the results

b) Updating Step:

- Recommending necessary corrective actions
- Reevaluating the outcomes

Phase 1 Development Phase

The Planning Committee will receive the results of the surveys that were conducted in spring 2008 by the Survey and Analysis Committee as well as a report from the Inventory Committee on existing programs and international contracts.

These results would allow the Planning Committee to develop a set of questionnaire for the leaders of academic and non academic divisions. The purpose of approaching these leaders is at least twofold:

1. To ask them to identify the current strengths, weaknesses, opportunities, and threats of their international programs.
2. To learn about their strategic priorities on internationalizing their units for the next 5 years. The academic units will be asked to identify one (two in the case of College of Arts and Sciences) program(s) for further exploration by the Planning Committee.

These leaders will be given a draft vision statement and a draft mission statement together with the questionnaires mentioned above. These draft statements will be developed by the committee in summer 2008.

To proceed with the development of a unified internationalization strategic plan the following Groups are proposed with the Planning Committee having a central role with the responsibility of developing the final strategic measures with collaboration with the Task Force.

1. Curriculum Group
2. Infrastructure and Resources Group
3. Study Abroad Group
4. International Partnership Group
5. Cultural Activities Group

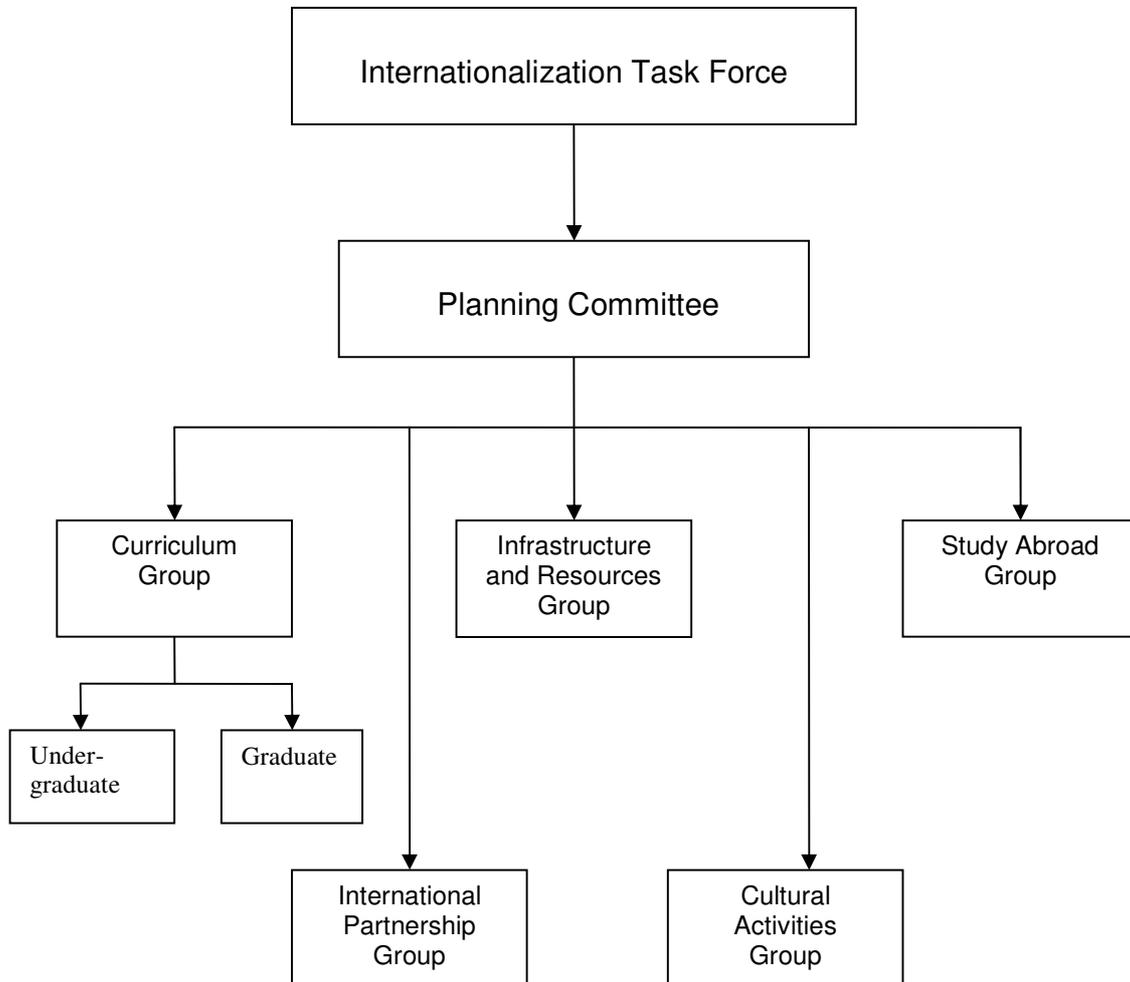
Each Group will have a leader who is a member of the Planning Committee. The membership to a Group will be open to both the standing members of the committee and non-committee members. Ideally, each Group will have no more than 5 core members, but exceptions are possible. The membership to a Group requires the approval of the Planning Committee. Each Group, with the approval of the committee, may develop one or more subcommittees as needed.

Each Group is responsible for the examinations of its focus area and the preparation of a final report to the Planning Committee by late fall 2008. This examination will include a SWOT analysis according to the recommendations of the listed readings. Each group will be given a template for preparing its final report.

The Planning Committee will arrange a number of town hall meetings with targeted audiences in fall 2008 in order to assist its Groups to gather further information for the preparation of their final reports. The list of target audiences includes, but not limited to, the following.

- Faculty members with study abroad experiences
- Faculty members with no study abroad experiences
- Students with study abroad experiences
- Students with no study abroad experiences
- Faculty members interested in exchange programs
- Head of centers with international components
- Chairs of academic departments

The town hall meetings will be conducted in early fall and different Groups are to attend each of the town hall meetings according to the scope of their focus.



Timeline

The Planning Committee will follow the listed timeline based on the expectation of the Task Force to receive a tentative strategic plan from the Committee in fall 2008 and the final draft by early spring 2009. The following timeline is subject to change upon the approval of the Task Force.

Summer 2008

- The Planning Committee will develop a draft vision statement and a draft mission statement.
- Data from the Survey and Analysis Committee and the Inventory Committee will be reviewed.
- A set of questionnaire for different university leaders will be prepared.
- The Groups will be formed and their leaders and members will be identified. Each Group is responsible for setting its own agenda for achieving its goals.

Fall 2008

- Town hall meetings will be conducted by the Planning Committee and Groups will participate in the process.
- Data from the university leaders will be collected.
- SWOT analysis will be done by each Group.
- Tentative strategic goals will be submitted to the Task Force by mid November.
- Groups will report their findings to the Committee by December. A special template will be used for their reports.

Spring 2009

- The Planning Committee will prepare the draft of the internationalization strategic plan by February 2009. This draft will be submitted to the Task Force.
- The Task Force will officially submit the final draft of the strategic plan to Monsignor Sheeran according to its timetable, but no later than the end of spring 2009.

Phase 2 Implementation Phase

The implementation phase will begin after the university approves the strategic plan document. The details of this process will be according to the recommendations of the university.

Phase 3 Assessment Phase

This phase will also follow the recommendations of the university.

Appendix E

Charges to the Project Groups

STUDY ABROAD

The Study Abroad Project Group facilitates the development of recommendations for comprehensive internationalization in all activities related to study abroad programs at Seton Hall University. Thus, the Project Group seeks to articulate goals for advancing internationalization regarding study abroad opportunities. Relying on the information and analysis provided by the institutional review and inventory data, the Project Group seeks to identify strengths and weaknesses in the university's study abroad programs as it improves such programs. In its efforts to understand better the specific institutional needs and challenges, the Project Group may utilize focus groups and interviews with key stakeholders such as faculty, administrators, employees, and students. At its core, the Project Group seeks to develop a plan for campus action in the area of study abroad by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, as well as indicators of success. The plan for improving Seton Hall's study abroad programs will encourage matching institutional activities with global learning outcomes.

INTERNATIONAL PARTNERSHIPS

The International Partnerships Project Group facilitates the development of recommendations for comprehensive internationalization in all activities related to international partnerships at Seton Hall University. Thus, the Project Group seeks to articulate goals for advancing opportunities for partnering with international institutions. Relying on the information and analysis provided by the institutional review and inventory data, the Project Group seeks to identify strengths and weaknesses in the university's current approach to international partnerships as it develops a plan for improving such programs. In its efforts to understand better the specific institutional needs and challenges, the Project Group may utilize focus groups and interviews with key stakeholders such as faculty, administrators, employees, and students. At its core, the Project Group seeks to develop a plan for campus action in the area of international partnerships by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, as well as indicators of success. The plan for improving Seton Hall's international partnerships will encourage matching institutional activities with global learning outcomes.

CULTURAL INITIATIVES

The Cultural Initiatives Project Group facilitates the development of recommendations for comprehensive internationalization in all activities related to the internationalization of campus culture at Seton Hall University. Thus, the Project Group seeks to articulate goals for advancing internationalization regarding the improvement of campus culture. Relying on the information and analysis provided by the institutional review and inventory data, the Project Group seeks to identify strengths and weaknesses in the university's existing cultural initiatives as it develops a plan for improving such programs. In its efforts to understand better the specific institutional needs and challenges, the Project Group may utilize focus groups and interviews with key stakeholders such as faculty, administrators, employees, and students. At its core, the Project Group seeks to develop a plan for campus action in the area of cultural initiatives by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, as well as indicators of success. The plan for improving Seton Hall's cultural initiatives will encourage matching institutional activities with global learning outcomes.

INFRASTRUCTURE

The Infrastructure Project Group facilitates the development of recommendations for comprehensive internationalization in all activities related to the infrastructure supporting internationalization at Seton Hall University. Thus, the Project Group seeks to articulate goals for advancing internationalization through improvement of the university's infrastructure supporting such activities. Relying on the information and analysis provided by the institutional review and inventory data, the Project Group seeks to identify strengths and weaknesses in the university's infrastructure as it develops a plan for improving such programs. In its efforts to understand better the specific institutional needs and challenges, the Project Group may utilize focus groups and interviews with key stakeholders such as faculty, administrators, employees, and students. At its core, the Project Group seeks to develop a plan for campus action in the area of infrastructure by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, as well as indicators of success. The plan for improving Seton Hall's infrastructure will encourage matching institutional activities with global learning outcomes.

CURRICULUM

The Curriculum Project Group facilitates the development of recommendations for comprehensive internationalization in all activities related to the internationalization of the curriculum at Seton Hall University. Thus, the Project Group seeks to articulate goals for advancing internationalization regarding the

university's curriculum. Relying on the information and analysis provided by the institutional review and inventory data, the Project Group seeks to identify strengths and weaknesses in the university's curriculum as it develops a plan for improving it. In its efforts to understand better the specific institutional needs and challenges, the Project Group may utilize focus groups and interviews with key stakeholders such as faculty, administrators, employees, and students. At its core, the Project Group seeks to develop a plan for campus action in the area of curricular innovation by providing an overall vision, strategic priorities, and concrete action items, complete with a timeline and responsible agents, as well as indicators of success. The plan for internationalizing Seton Hall's curriculum will encourage matching institutional activities with global learning outcomes.