



## Strategic Plan for Comprehensive Internationalization

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The University of Tulsa  
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Internationalization Laboratory  
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# Acknowledgments

## Internationalization Laboratory Steering Committee

Dr. Cheryl Matherly, *Assistant Provost for Global Education, Steering Committee Co-Chair*

Dr. Bryan Tapp, *Chair of Geosciences, Steering Committee Co-Chair*

Ms. Jacqueline Caldwell, Esq., *President's Chief of Staff*

Dr. Markham Collins, *Professor of International Business*

Dr. Lara Foley, *Chair of Sociology*

Dr. John Henshaw, *Professor of Mechanical Engineering*

Ms. Janet Levit, Esq., *Dean of Law*

Dr. Lamont Lindstrom, *Kendall Professor of Anthropology*

Ms. Betsey McCormick, Esq., *Associate Clinical Professor of Law*

Mr. Mike Mills, *Associate Dean of Students*

Dr. Richard Redner, *Professor of Mathematics and Associate Dean of Graduate School*

Mr. Mark Rideout, *Graduate Assistant*

Ms. Pamela Smith, *Dean of International Services and Programs*

Dr. Mike Troilo, *Assistant Professor of International Business*

Dr. Bruce Willis, *Chair of Modern Languages*

Dr. Holden Zhang, *Associate Professor of Petroleum Engineering*

## ***Strategic Plan for Comprehensive Internationalization***

*Vision: Internationalization of the campus is an opportunity for students, administration, faculty, staff, and other members of the campus community to learn new ways of thinking, to find new ways of communicating ideas, and to understand global systems.*

In order to remain competitive, the University of Tulsa must reconsider how it engages with the global community, both outside the borders of the U.S. as well as on and around our own campus. In a recent document prepared for US university trustees, Dr. Allan Goodman, President and CEO of the Institute for International Education, advised, "U.S. institutions of higher education need foreign policies, but not in the traditional sense of the phrase. Their leaders need to formulate institution-wide policies to assess their current engagement with the world and future strategic agenda."<sup>1</sup> This document outlines a strategic plan that responds to this institutional imperative to prepare TU's foreign policy and successfully promote comprehensive internationalization.

### *Internationalization Laboratory*

In August 2009, TU joined the American Council on Education's Internationalization Laboratory, a small cohort of institutions that worked closely with ACE over a 16-month period to develop a strategic plan for comprehensive internationalization. More than eighty faculty and staff, including a fifteen-member steering committee, conducted a comprehensive self-assessment of TU's current activities and concluded that international initiatives already flourish throughout the campus: the University is home to a large international population of students and faculty; students are choosing to study abroad in record numbers; faculty are developing international research and teaching collaborations that advance their scholarship in important ways. Perhaps most significantly, we discovered a palpable and widespread excitement about TU's international initiatives. We also identified significant challenges as the University internationalizes. Specifically, more than half of the University's international students come from regions of the world that are potentially unstable geopolitically, and forty percent are concentrated in a single discipline. We see an opportunity for TU to diversify the enrollment of its international students. We also concluded that while TU offers a wide distribution of courses that include an international, intercultural, or global dimension, the institution's expertise is narrowly focused on Europe and North America and does not sufficiently address global regions that are growing in strategic importance, such as Asia, Latin America, Africa, or the Middle East. The recommendations in this plan aim to build on the areas we have identified as strengths while addressing the significant risks to the University's long term growth.

### *A vision for TU as an internationalized institution*

Internationalization is defined as "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education."<sup>2</sup> As reflected in its mission statement, the University of Tulsa educates "men and women of diverse backgrounds and cultures" to "welcome the responsibility of citizenship and service in a changing world." In addition to this mission, TU has identified internationalization as an institutional priority. As it continues on this path, the University has committed to the ideal that this international, intercultural, and global dimension will permeate all aspects of the institution. By internationalizing

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<sup>1</sup> IIE. 2010. "International education as an institutional priority: What every college and university trustee should know." New York: Institute for International Education.

<sup>2</sup> Knight, J. 2003. "Updating the definition of internationalization" *International Higher Education* 33 p. 2.

the TU campus, our goal is to increase the knowledge and appreciation of the interconnectedness of global systems as they relate to language and literature, economics, politics, religion, the environment, law, and all natural systems and processes. This will require a targeted and integrated approach that will encompass all levels of the University and community. Internationalization of the campus represents an opportunity for students, administration, faculty, staff, and other members of the campus community to learn new ways of thinking, to find new ways of communicating ideas, and to understand global systems.

The broader impact of internationalization of the University will be the development of a more collaborative faculty and staff and more globally aware and engaged student body. Internationalization provides both direct and indirect benefits for the University of Tulsa and for the greater Tulsa community. Direct, tangible benefits include the ability to attract and retain higher-caliber students and faculty and to prepare them to be more competitive for external funding. Another benefit of internationalization is the cultivation of a student body prepared for the realities of a changing world. With more focus on internationalization, the University situates itself to provide leadership in local, national, and global communities on crucial questions facing world societies today, especially as related to some of the University's key interdisciplinary initiatives such as energy, technology and the environment, cyber security, indigenous populations, community health, and entrepreneurship.

#### **SUMMARY OF STRATEGIC RECOMMENDATIONS:**

1. Establish centralized leadership for TU's internationalization plan
  - 1.1 Create a University Center for International Studies
  - 1.2 Establish a position of Senior International Officer
2. Develop international activities that support the University's leadership with interdisciplinary initiatives
  - 2.1 Encourage the development of interdisciplinary teaching around critical global issues
  - 2.2 Develop an incentive grants program for internationalization of curriculum and research
  - 2.3 Encourage study abroad, international partnerships, public lectures, visiting scholars programs, and research collaborations as related to key interdisciplinary programs
3. Deepen university programs in strategic geographic regions
  - 3.1 Strengthen concentration on Asia and Southeast Asia
  - 3.2 Establish a strategic focus on the Americas

4. Enhance recruitment of international students
  - 4.1 Develop an international student enrollment management plan specifically designed to increase the diversity of student enrollment in terms of geography and discipline
  - 4.2 Evaluate TU's minimum TOEFL requirements and recruitment goals in the context of peer and aspirant institutions
  - 4.3 Expand the English Institute for International Students
  - 4.4 Develop services to provide ongoing written and oral communication instruction and support for international students
  - 4.5 Provide sufficient resources for International Student Services to broaden and expand international student enrollment and support
5. Create programs that will support TU's activities to competitively recruit top academic students
  - 5.1 Create the TU Global Scholars Program
  - 5.2 Improve integration of study abroad experiences into undergraduate degree programs.
  - 5.3 Establish an international living/learning environment
  - 5.4 Increase the number of graduate students participating in international study, research, and fellowships
6. Infrastructure issues
  - 6.1 Address campus technology infrastructure to support internationalization
  - 6.2 Create incentives for faculty participation in international activities
  - 6.3 Improve resources for supporting visiting international scholars and researchers
  - 6.4 Develop a strategy for maintaining connections with TU's international alumni
  - 6.5 Develop programs to involve staff with internationalization goals
  - 6.6 Recognize that priorities of the Kendall-Whittier neighborhood intersect with TU's objectives for internationalization

## ***Strategic Recommendations:***

### **1.0 Establish centralized leadership for TU's internationalization plan**

The volume and complexity of implementing a plan for comprehensive internationalization requires an organizational structure that supports the execution of this plan. We recommend the following leadership model for implementation of the strategic plan:

#### **1.1 Create a University Center for International Studies**

The committee recommends the creation of a University Center for International Studies to enhance planning and implementation of comprehensive internationalization. UCIS as a structure would have two key elements: a centralized office with a senior administrator to serve as the point of contact and leadership in international issues for the campus, and a faculty-based advisory committee with representatives from each college to help shape the international trajectory of the institution. UCIS would centralize the implementation of international curricular initiatives; cultivate strategic partnerships; and coordinate TU's international presence.

#### **1.2 Establish the position of Senior International Officer (SIO)**

The creation of a senior leadership position (Senior International Officer or SIO) that reports directly to the Provost is imperative for realization of comprehensive internationalization. The SIO is a single point of contact for information, assessment and risk analysis of all aspects of campus internationalization, and the implementation of all aspects of the vision for comprehensive internationalization. This position would be in the Provost's domain to facilitate curriculum development and communication of faculty issues pertaining to internationalization.

#### **RATIONALE:**

In researching the Strategic Plan for Comprehensive Internationalization it became clear that there is both substantial faculty interest for internationalization and significant opportunity for transformation of The University of Tulsa. The committee considered the following issues with regard to leadership of this plan:

1. From benchmarking research, we learned that while TU's peer and aspirant institutions maintain some decentralization of international activities, all have designated a high-level point of contact for issues related to the university's international efforts. These positions vary in title, but most typically report to the provost. Such positions have responsibility for coordinating and streamlining functions related to curriculum, study abroad and exchange, strategic partnerships, central resource planning, and risk management.
2. We were particularly impressed with the University Center for International Studies (UCIS), established at the University of Pittsburgh in 1968, as an example of a successful model for coordinating campus internationalization activities. UCIS is a university-wide matrix organization that encompasses centers for area studies and those that focus on topical specializations in international studies. It coordinates international education curricula and provides support services such as the Study Abroad Program. It is now a large framework for

the multidisciplinary work of the institution with a total of 19 components, jointly-sponsored and affiliated units. Its mission is to integrate and reinforce all the strands of international scholarship in the University in research, teaching, and public service. Importantly, UCIS does not compete with departments or schools, and therefore does not give degrees. UCIS has been vital to the University of Pittsburgh's success with its internationalization activities by linking faculty and promoting multidisciplinary work. The UCIS is a key partner in Pitt's strategic development as well.

3. In the self-study, the committee identified diverse activities in which TU faculty are engaged, representing areas of excellence in each college that can and should shape our activities as we go forward. We remain concerned, however, that many of these activities occur in isolation. There are few vehicles to facilitate collaboration across the campus. This impacts our ability to successfully internationalize the curriculum and effectively seek external funding to support our activities.
4. The committee members concluded that the creation of the Senior International Officer position is the first and most important action to take in this process. It is imperative to find the correct person for this position during this budget cycle. This person will lead the process for the duration of the implementation process and into the future.

## **2.0 Develop international activities that support the University's leadership with interdisciplinary initiatives**

The University provides leadership in local, national, and global communities on crucial questions facing world societies today, as related to the University's key interdisciplinary initiatives: energy, technology and the environment; cybersecurity; indigenous populations; community health; and entrepreneurship. Each of these areas is inherently global: it both influences and is influenced by government, politics, and economies in other countries. We see opportunities for TU to develop distinctive programs that position us to address global issues. We make the following specific recommendations:

### **2.1 Encourage the development of interdisciplinary teaching around critical global issues**

As the University has taken steps to develop interdisciplinary institutes, we see an opportunity to encourage collaborative teaching around these key areas. In benchmarking with peer and aspirant institutions, we learned that many have documented how interdisciplinary courses or programs are highly effective at helping expand their international offerings. While TU has some successful examples of interdisciplinary programs, such as the International Business and Language major offered collaboratively by the Collins College of Business and the Henry Kendall College of Arts & Sciences, we concluded that efforts at the University are lagging. Our research uncovered several causes, real and perceived, prevailing at TU that have been disincentives to similar interdisciplinary collaboration. To address these issues, we recommend that specific attention be given to correcting for obstacles to interdisciplinary collaborations. Specifically:

1. Examine and define how international activities can be recognized and rewarded as part of the tenure and promotion process.
2. Re-evaluate the calculation of teaching loads to encourage interdisciplinary or multidisciplinary teaching.
3. Develop an award in cooperation with the Faculty Senate and the Office of the Provost and the Office of the President that recognizes significant achievement in interdisciplinary international teaching, research or service.

### **2.2 Develop an incentive grants program for internationalization of curriculum and research**

We recommend that TU create a faculty teaching incentive fund that will provide resources for faculty to develop new courses, with particular attention to key interdisciplinary areas. The fund will make available support for expenses such as travel, purchase of new materials, or participation in training or seminars. Importantly, this fund might be used to provide incentives for the development of courses addressing less-represented geographic areas or interdisciplinary collaborations. Attention may also be given to support for faculty to develop faculty-led international courses related to key research and teaching initiatives. We believe that incentive funds could be provided through a program with a sunset clause and awarded on the basis of their likelihood to enhance the probability of outside funding for collaborative efforts.

### 2.3 Encourage study abroad, international partnerships, public lectures, visiting scholars programs, and research collaborations as related to key interdisciplinary programs

The University has developed distinctive academic centers related to energy, technology and the environment; cybersecurity; indigenous populations; community health; and entrepreneurship that can leverage international activities. Attention should be given to ensure that we have identified study abroad opportunities, international partnerships, and research collaborations relevant to the priorities of each area.

#### RATIONALE:

The committee considered the following when making these recommendations:

1. The University has invested in interdisciplinary research institutes to encourage collaboration around key areas of faculty excellence. Many of these institutes have obvious and important international dimensions.
2. Despite these institutes, there remain many disincentives for faculty to engage in interdisciplinary teaching and collaborations. Specifically,
  - Faculty members equate interdisciplinary or jointly-taught courses with overload, since jointly taught courses do not receive full FTE credits.
  - Interdisciplinary courses and jointly taught courses are perceived as less valuable for tenure and promotion considerations, and in some cases are perceived as impairments in the tenure and promotion process.
  - There is no apparent recognition or monetary support for creating such courses, which often require significant time and effort to develop and refine.
  - Interdisciplinary courses are often problematic for students to include in their degree plan. Many degree programs are heavily prescribed, leaving little room for interdisciplinary/international experiences in the students' undergraduate course work.
3. Despite considerable international content in existing curricula, many faculty members see opportunity for increasing this content, where appropriate. According to TU survey results, faculty members deem that about one-fifth of existing courses could handle increased attention to international topics. Respondents also identified a variety of barriers to increasing international course content. The main ones, paraphrased, are:
  - Fitting new international content into a course given existing student commitments and faculty responsibilities (e.g., to cover core subject material).
  - Lack of faculty resources (time, funding, etc.) to prepare a new course or redesign an existing one.
  - Problems with locating adequate course material in English.
4. As faculty are encouraged to develop new programs or courses that support international education, the priority should be on creating a coherent set of student experiences that

reinforce a depth rather than breadth as related to the global dimension of the TU student curriculum.

5. Accrediting bodies increasingly encourage an interdisciplinary perspective on their subject. For example, ABET requires that students demonstrate the “broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context” (3h). The Higher Learning Commission for the North Central Association requires that “the University assess its curricula to students who will live and work in a global, diverse, and technology society.”

### 3.0 Deepen university programs in strategic geographic regions

We think that the University is uniquely positioned to establish distinctive area studies programs that will build on previous investments, existing faculty expertise, and identified institutional priorities. Hence, the committee recommends the following:

#### 3.1 Deepen TU's concentration in Asia and Southeast Asia

In the last five years, the University has invested in academic programs and partnerships in Asia at the same time as enrollments of students from this region have increased. To build on this success, the committee recommends the following:

1. *Expand language offerings in Chinese*

The University should maintain a priority on fully developing the Chinese language program to support other Asia initiatives.

2. *Deepen strategic partnerships in Asia*

The University has made a significant investment in the strategic partnership with the China University of Petroleum Beijing, and deliberate attention should be given to establishing additional strategic partners in Asia, especially Southeast Asia.

3. *Develop interdisciplinary programs in business and engineering*

Given the importance of Asia for students in the colleges of business and engineering and natural sciences, programs should be developed specifically for students that will include a focus on Chinese language and Asian culture.

4. *Establish an Asian Studies major*

We recommend that the University develop an interdisciplinary major in Asian Studies, modeled on the Russian Studies major. The degree would combine coursework on historical and contemporary Asia, a requirement for proficiency in Chinese language, and a study abroad experience.

5. *Develop a strategy to support TU's undergraduate student recruitment and institutional partnerships in India*

Building on TU's participation with the IIE International Academic Partnerships Program, TU should give particular attention to developing a long-term strategy to enable the University to be an active player in the Indian higher education market.

### 3.2 Establish a strategic focus on the Americas

TU's agreement to assume management and stewardship of the Gilcrease Museum creates an opportunity to establish a coherent strategic focus on the Americas, from Argentina to Canada and including a specific focus on Native American tribes. Such a focus would enhance existing academic programs (anthropology, history, museum science) and build on the large Spanish language programs. Therefore, the committee recommends the following:

1. *Create a Center for the Study of the Americas*

We recommend the creation of a research center that will build on the strengths of the Gilcrease and its library and archive to host research by visiting and TU scholars engaged in collaborative as well as individual research and with the goal of offering public lectures and speaker series.

2. *Create a visiting research scholar-in-residence program to promote the Gilcrease research collections and the McFarlin Library Special Collections*

This would advertise and promote a signature area of the University to scholars who may otherwise be unfamiliar with the collections. A competitive scholar-in-residence program might provide recipients with housing and a stipend for a specific period. In return for this level of support, the scholars would agree to a certain amount of educational activity, including teaching some courses, offering on-campus lectures, and providing programs to the community at large during their residence here.

3. *Establish strategic partnerships in Latin America*

TU has no university partners in Latin America, and a priority should be placed on institutions with which collaborations can be developed.

4. *Establish service-learning initiatives focusing on Latin America that involve students with the Kendall-Whittier neighborhood*

Classroom interaction with Tulsa's international community is essential to the internationalization process. We see opportunity at the intersection between classroom study and real-world experience: The University can better integrate exchanges between Kendall-Whittier organizations and TU service-learning initiatives to benefit the neighborhood and at the same time contribute to student learning as related to Latin American culture and study of Spanish language.

## RATIONALE

The steering committee made the following assumptions that we think should guide TU's involvement in diverse geographic regions:

1. TU should seek to deepen academic expertise related to specific geographic regions that are also of importance for the University's interdisciplinary initiatives: energy, technology and the environment; cybersecurity; indigenous populations; community health; and entrepreneurship.
2. Successful internationalization requires strong foreign language programs and corresponding culture courses to support an area studies concentration. We recommend building on areas in which the University has already invested.
3. Successful investment in specific geographic regions should support other TU internationalization activities, such as diversification of student recruitment and expansion of international partnerships, by building important brand recognition.
4. The coordination of internal programs and resources will make the institution more competitive when seeking external funding, through federal and private grants and private gifts.

Regarding Asia specifically, the steering committee considered the following developments:

1. TU established a tenure-track faculty position for Chinese language in 2008, currently held by Professor Huiwen Zhang, and hired Professor Michael Troilo, Wellspring Professor of International Business, in 2007. With Professors Tom Buoye (history) and Kalpana Misra (political science), this represents a significant foundation on which to build an academic concentration in Asian studies.
2. TU has cultivated an important strategic partnership with the China University of Petroleum-Beijing which has resulted in a highly successful dual-degree program, faculty research collaborations, and faculty exchanges that benefit all colleges. The University is engaged in early discussions with the DaMing Palace Academy to explore partnerships related to the opening of the new heritage park in Xi'an.
3. Twenty-four percent of TU's international students are Chinese. When including students from Malaysia, Singapore, Taiwan, Thailand, Vietnam, and Indonesia, almost 38% of TU's international students are from East/Southeast Asia.

4. Faculty reported that roughly 10 percent of their existing research activities involve Asia or Southeast Asia (this compares with 50% reporting activity in North America).
5. TU was selected by the Institute for International Education for participation in the International Academic Partnerships Program in India to advise the University on the development of initiatives in India.
6. The US State Department has announced that Asia is a priority for its higher education initiatives. Initiatives are being put in place to support a significant expansion of higher education programs in China, Indonesia, Malaysia, Vietnam, and India.

#### **4.0 Enhance recruitment of international students**

From its earliest days, TU has actively recruited international students. In the fall of 2010, the University enrolled 709 academic students and 69 English Institute students. These 778 students represent 69 countries and comprise 18.2% of TU's total student body. Approximately 26% of undergraduate and 54% of graduate students enrolled in the College of Engineering and Natural Sciences are international students. International students generated over \$8 million in tuition for FY2010. The two largest groups of international students enrolled at TU are from China (24%) and Saudi Arabia (23%). Therefore, we recommend the following to improve the balance with international student enrollments and provide better English language support:

##### **4.1 Develop an international student enrollment management plan specifically designed to increase the diversity of student enrollment in terms of geography and discipline**

As TU continues to increase the number of international degree-seeking undergraduate students it admits, it is critical that the University develop and implement a comprehensive international student enrollment management plan consistent with university-wide internationalization strategies. Such a plan would aim to increase the balance with TU's international student enrollment. It would set a target percentage of international students as part of an entering class, make steps toward expanding the list of countries from which students are recruited, diversify the majors and colleges in which students intend to study, utilize international alumni to identify high-potential applicants, establish more attractive financial aid and scholarship opportunities necessary for recruitment goals, consider joint degree or other partnership opportunities as recruiting tools, identify necessary staffing to achieve targets, and evaluate the support resources required to adequately integrate these students into the academic and social life on campus. This plan must also address methods for evaluating the language capabilities of incoming international students and for providing the remedial training some may require in order to acquire adequate speaking and writing skills for success in their academic careers.

##### **4.2 Evaluate TU's minimum TOEFL requirements and recruitment goals in the context of peer and aspirant institutions**

The committee recommends that TU reevaluate the required minimum TOEFL scores in the context of the admissions requirements of our peer and aspirant institutions as well as the potential budgetary impact of possible changes. It is important that the University ensure that students enter TU with a proficiency in English sufficient to succeed academically and socially. This should also be a consideration in a proposed international student enrollment plan detailed in another section of this document.

#### 4.3 Expand the English Institute for International Students

As a primary service for incoming international students, it is critical that the EIIS be expanded to accommodate more students. Of primary concern, EIIS needs more space to support a larger program, and an expanded center will also require more teachers and equipment.

#### 4.4 Develop services to provide ongoing written and oral communication instruction and support for international students

We recommend that TU establish ongoing written and oral communication support services that would be available to international students after completion of the EIIS courses, CDSP 2013, ENGL 1033, or ENGL 1004. These services should address, in particular, the needs of graduate students preparing technical papers, posters, and other presentations.

#### 4.5 Provide sufficient resources for International Student Services to broaden and expand international student enrollment and support

Currently, the office is significantly understaffed and underfunded, and is strained to serve the needs of all the University's current international students. Some services, such as airport pickup, are provided by volunteer groups that are difficult to supervise. At current staffing levels, ISS could not absorb the growth in the international student population that is a natural outcome of the internationalization process. We recommend that as TU prepares for growth in international student enrollment, the institution benchmark against peer institutions for requisite staffing and resources. Both must be tied to anticipated enrollment increases.

### RATIONALE

The committee considered the following issues affecting the enrollment of international students at TU:

1. Almost one half of the international students at TU come from either China or Saudi Arabia. At the same time, TU has experienced a decrease in the number of students from Venezuela and Indonesia, due to economic and political issues in those countries. The large population of Saudi students, in particular, has enabled the University to develop excellent services, such as the Muslim Student Center, and a deep network with Tulsa's Muslim community, to support these students.
2. The large number of international students from just two countries renders the University financially vulnerable to abrupt international political and economic changes. Additionally, the large enrollment of students from one or two countries, or those with a single sponsor, can contribute to "language clustering" that may result in isolation of students who are not comfortable fully integrating into the student body or becoming part of the campus culture.

This last issue is further intensified by the fact that 40% of the international graduate students and 39% of the international undergraduate students are studying in a single department: Petroleum Engineering.

3. TU has a required TOEFL score for incoming international undergraduate students of 500 paper/173 computer/61 Internet, which is significantly lower than our peer and aspirant institutions (where levels are at least 550 paper/213 computer/79 Internet). The required scores for graduate students are similarly below those required by our peer and aspirant institutions. Students who do not meet TU's minimum TOEFL are required to attend courses at the English Institute for International Students (EIS), which currently has enrollments that exceed capacity.
4. There are few sources of continuing support for English language instruction once students finish with the EIS or enter TU without having utilized the services of the Institute. CDSP 2013 "Essentials of Spoken English," ENGL 1004 "Introduction to College Writing for Non-Native Speakers," and ENGL 1033 "Exposition and Argumentation for Non-Native Speakers" provide the foundations for college level communication but are not adequate for the large numbers of international students enrolled at TU. The Writing Center, which provides valuable services to the entire student body, is not designed to support the unique needs of large numbers of international students seeking assistance with technical papers, in particular. In addition, further support is needed for international graduate students writing their thesis or dissertation.

## **5.0 Create programs that will support TU's activities to competitively recruit top academic students**

TU is attracting stronger undergraduate students who enter the University with significant AP or IB credit, which allows them more course options in their degree plans. In addition, an increasing number of these students come to TU with the expectation that their educational experience will include an international component, especially since many TU undergraduates have already travelled abroad with family, high schools, or church and service groups prior to beginning college. We have identified opportunities for TU to establish distinctive experiences for undergraduate and graduate students that we think will contribute to the University's recruitment goals:

### **5.1 Create the TU Global Scholars Program**

We recommend that TU create a high-profile, selective program that will provide substantial international coursework, experience in other cultures, and intensive or immersive foreign language instruction to undergraduate students. Like TURC and the Honors Program, we expect that such a program will intentionally involve domestic and international students from all colleges and provide an important complement to the existing TU curriculum. The program should include a combination of coursework that includes a strong international dimension, a requirement for language proficiency, a senior project, and a significant international experience including study, work, or service abroad. In order to encourage a coherent curriculum, we recommend that the program be established around key interdisciplinary initiatives: energy, technology and the environment; cybersecurity; indigenous populations; community health; and entrepreneurship.

### **5.2 Improve integration of study abroad experiences into undergraduate degree programs**

If an international, intercultural, or global perspective is a desired outcome of the TU experience, study abroad should be integrated into, as opposed to added onto, the undergraduate curriculum. The steering committee recommends that the Center for Global Education take steps to better integrate study abroad into each degree program at TU by: reviewing academic policies and such resident credit requirements that may affect study abroad participation; identifying study abroad opportunities that fit specific degree programs; sponsoring faculty travel to evaluate programs; developing advising materials (print and web); and regularly evaluating the effectiveness of particular program options with support for the learning goals of the intended major.

### **5.3 Establish an international living/learning environment**

The steering committee recommends that TU consider the creation of a living/learning environment to support language learning and cultural immersion. In the near-term, the committee recommends that a campus residence hall be designated as an international theme house to replace the former language house. Such a space would accommodate not only TU students who want to improve their language skills and increase their cultural literacy prior to participating in study abroad, but also those wanting to maintain such skills upon returning from

study abroad, ethnically diverse groups of domestic students, and international students who want to live with culturally inquisitive Americans and other international students. To be successful, we recommend that this theme house be developed under the guidance of a committee comprised of residence life staff, faculty from the language department, and staff from the Center for Global Education and International Student Services in order to consider all issues that will affect the learning environment of the facility (such as building design, programming, and staffing).

As a long-term enhancement, the committee recommends that the University consider designing a comprehensive international facility that will complement the residential environment. This center would provide additional space for student groups to meet and grow in a highly visible on-campus location; include a venue for public lectures, exhibits, and presentations that highlight TU's international expertise and commitments; provide on-campus lodging for visiting foreign dignitaries, speakers, business representatives, and other friends of the University who might prefer staying on campus and mingling with TU students to being lodged in a hotel; and house international students, whose arrival in the U.S. does not always coincide with the opening of residence halls.

#### 5.4 Increase the number of graduate students participating in international study, research, and fellowships

Currently, the policies or programs TU has in place to easily allow for or facilitate international study and research opportunities for graduate students are inadequate to the students' needs. The steering committee recommends steps be taken to encourage more graduate students to pursue research abroad. These include: limits on the number of transfer credits allowed both at the Masters and Doctoral levels; support for graduate students who choose to study abroad but who are on TA funding; protocols for filling vacated TA positions when students study abroad as part of their graduate program; and expertise among faculty members on advising graduate students about fellowships and other opportunities for funded work abroad.

#### RATIONALE:

The committee considered the following issues when preparing these recommendations:

1. The committee learned that TU is competing for top students against peer and aspirant institutions with strong international education programs in place, suggesting that students expect leading universities to make available to them diverse international experiences. Indeed, a 2008 ACE and College Board study reported that 55% of high school graduates surveyed indicated they were certain or fairly certain that they would study abroad.<sup>3</sup>

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<sup>3</sup> "College-bound students' interests in study abroad and other international learning activities" (2008). American Council on Education, Art & Science Market Intelligence for Higher Education, and College Board.

2. The number of undergraduate students participating in study abroad has increased rapidly in the last four years. The rates of participation for AY2009 (which includes summer 2009) are 80% higher than AY2006. Currently, approximately 13% of TU undergraduates have a significant (minimum of six weeks) international experience by the time they graduate. The rates of participation track national trends: the largest group of students who study abroad are from the College of Arts & Sciences (43%), followed by the Collins College of Business (32%) and the College of Engineering and Natural Sciences (22%). Approximately 40% of undergraduates complete courses abroad that satisfy block requirements, and 46% take courses that count towards their majors. This last figure is significant. The number of students taking classes for their major has increased as students are concerned about how to study abroad without delaying time of graduation. This is especially important if TU seeks to increase the number of students from ENS who study abroad.
3. Graduate participation in study abroad, however, is low for a variety of reasons including finances, family, and curricular specificity or on-site research obligations. Nineteen TU graduate students have pursued education abroad in the period from spring 2005 to summer 2010. Most of them have been graduate business students (eight during AY2009-2010). With the exception of one student going to Japan, all destinations have been European, and the majority of those in the United Kingdom. The current system of graduate assistantships prevents most graduate students from considering study abroad, since their funding is contingent on teaching or other work responsibilities on the TU campus.
4. Law students have only a few accredited, approved options offered by TU but have participated in impressive numbers nevertheless. In 2006, 55 students studied abroad in Switzerland, Ireland, the UK, and Argentina. In 2007, 48 students participated in the same programs plus one in China. The more recent total numbers for participants in all five programs are 33 (2008) and 40 (2009). Many of these students have held internships while abroad.
5. While study abroad is valuable, its impact on student learning does not happen independently. A growing body of research has suggested that students do not demonstrate intercultural learning by simply being exposed to people, events, and institutions. Learning happens best when it is accompanied by activities that integrate it into the student's overall academic program, providing meaningful opportunities to reflect the experience as it relates to their personal, professional, and academic perspectives.
6. There are many examples of how institutions have successfully integrated study abroad with degree programs. The University of Minnesota is acknowledged internationally as the innovator of a successful model of study abroad curriculum integration in which study abroad professionals, faculty, and academic advisers collaborate to internationalize the undergraduate experience. The "Minnesota Model" of study abroad curriculum integration is based on partnering with academic units to effectively meet institutional goals to

internationalize the curriculum. This model spreads the ownership for international education throughout the institution.

## 6.0 Infrastructure Issues

This final section identifies important infrastructure issues that, while not specific to internationalization, must be readily addressed in order to implement this strategic plan.

### 6.1 Address campus technology infrastructure in order to support internationalization

The demands of a comprehensive internationalization strategy require that there be appropriate technology to support and facilitate international communication and collaboration. In a report by the American Council on Education's Center for International Initiatives, technology represents not only an essential tool for developing and managing active international initiatives, but it also presents innovative, cost-effective opportunities to infuse an international dimension into the curriculum and to promote international learning.<sup>4</sup> Comprehensive internationalization requires that the following technology needs also be addressed:

- Make improvements in IT infrastructure for videoconferencing, and for collaborative multidisciplinary teaching.
- Improve administrative data service and analysis capability.
- Provide training for faculty on use of IT networks for purposes of collaborating with international partners, developing courses that utilize live connections, and designing effective distance learning courses.

### 6.2 Create incentives for faculty participation in international activities

We recognize that an incentive structure must be created to reward faculty for their support of research, teaching and service activities associated with TU's internationalization initiatives. The committee specifically recommends:

- Examine/define how international activities can be recognized and rewarded as part of the tenure and annual review process.
- Include a statement in faculty hiring announcements encouraging support for the internationalization strategic plan. For example, "Interest or experience in international work relevant to the position is desirable."

### 6.3 Improve resources for supporting visiting international scholars and researchers

TU is not currently maximizing our potential to bring international scholars to campus. An active presence of international scholars contributes to the goals for internationalization in several ways: it raises the visibility of the institution and its resources in the international academic community; it contributes to substantial research and teaching collaboration with TU faculty; and it creates opportunities for TU undergraduate and graduate students to engage with international scholars. The steering committee recommends that TU make it a priority to increase the number of visiting scholars on campus through a combination of steps that will provide logistical support for

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<sup>4</sup> American Council on Education. 2009. "Bringing the World Into the Classroom: ACE Award to Recognize the Innovative Use of Technology to Promote Internationalization."

departments seeking to host scholars and actively promote areas of excellence for academic collaboration. In particular, TU must identify short and long-term housing and transportation solutions for visiting scholars.

#### 6.4 Develop a strategy for maintaining connections with TU's international alumni

In spring 2010, 619 international students from 65 countries were enrolled at the University of Tulsa (not included in this count are 61 international students who were enrolled in the first session of TU's English Institute). From July 1, 2000, to June 30, 2010, the University graduated 531 international students with Bachelor's degrees, 587 with Master's degrees, 82 PhDs, and 19 Law degrees for a total of 1,210 international TU graduates over a ten-year span. An overview of the international students in our alumni data base shows that from 2000 to 2009 we had some form of contact information (excluding e-mail addresses) for only 442 students out of 1,474 listed (this compares to 34,287 domestic alumni for whom we have contact information). Of those 1,474, only 451 show e-mail addresses (the validity of these is unknown). One hundred thirty-one international graduates have made donations to TU with an average total lifetime gift per alumnus of approximately US\$164 per year. We see a tremendous opportunity to reconnect with alumni who will be in a position to support TU's internationalization goals by influencing recruitment and partnership opportunities. The committee specifically recommends:

- Develop a strategy to populate and maintain an international alumni database.
- Develop a strategy for maintaining relations with international TU alumni.
- Form international alumni chapters or clubs and develop a budget for the creation and maintenance of these networks.

#### 6.5 Develop programs to involve staff with internationalization goals

The unique roles filled by university staff—advisors, counselors, librarians, administrative coordinators, residence life professionals, maintenance staff, among a myriad of other positions—define an important place for these members of TU's community in the University's internationalization strategic plan. TU staff members are in a position to directly influence a student's academic and extracurricular choices and shape the quality of their interaction with the University. The steering committee's survey of staff, however, indicated that many have had limited international travel experiences and few opportunities to interact with the international community at TU or in Tulsa. Given that staffs are key to affecting the implementation of programs identified in this plan and shaping the culture that welcomes international students and scholars to campus, we identify steps to better involve them with the international community at TU:

- Design a professional development program (Quality Service 3) for staff with the aim of imparting knowledge and skills that will support TU's international plan.
- Provide official recognition on staff performance evaluations of participation in local international or multicultural activities.

#### 6.6 Recognize that priorities of the Kendall-Whittier neighborhood intersect with the needs of TU's international community of students and scholars

In the course of our work, the Steering Committee quickly realized that issues raised as part of our assessment of TU's internationalization initiatives intersected with the University's True Blue Neighbors service initiatives in the Kendall-Whittier neighborhood. With the comprehensive internationalization effort, TU has a unique opportunity to become a stronger partner in addressing the needs of the Kendall-Whittier neighborhood while concurrently improving the campus climate for international students and scholars, and indeed the entire campus community. The University of Tulsa should boldly seize the opportunity to positively impact the housing, transportation, and retail climate in this neighborhood. The Steering Committee supports TU's service and investment in the Kendall-Whittier neighborhood as both a way to affect the quality of life for its residents as well as the TU community.