

**American Council on Education
Internationalization Laboratory**

Report to the Peer Review Team



**Boone, North Carolina
February 2009**

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Executive Summary

In July 2007, Appalachian State University was invited to participate in the 2007/2008 cohort of the American Council on Education's (ACE) Internationalization Laboratory. Participation in the ACE Internationalization Laboratory has assisted Appalachian in (1) development of its internationalization mission, vision, and values statements; (2) review of current internationalization efforts; (3) articulation of students' global learning outcomes and assessment plan; and (4) development of recommendations to deepen and improve Appalachian's internationalization level.

The Leadership Team has developed the following internationalization Mission, Vision and Value Statement at Appalachian:

Mission: The mission of Appalachian State University is to develop awareness, knowledge, appreciation, and respect of cultural differences in both domestic and international contexts in its students, faculty, staff and the surrounding communities. The University is also dedicated to creating a campus environment that builds the theoretical and practical skills needed to interact effectively in a global society.

Vision: Appalachian will be an institution of national and international repute that incorporates global content into its curriculum, co-curriculum, research and service to enhance the relevance of its educational programs in an interdependent world, resulting in graduates who are knowledgeable and responsible global citizens and leaders.

Core Values: Appalachian faculty members, staff, and students are committed to:

- Active international scholarship.
- Globally infused curriculum and co-curriculum.
- Cross-cultural tolerance, respect and sensitivity.
- International diversity of students, faculty, and staff.
- Traditional and non-traditional international education.
- Engagement in the global community.

The internationalization review focused its work on four areas: (1) College/departmental-level review; (2) survey of faculty and students; (3) focus group of selected distinguishable groups; and (4) review of existing data collected for other purposes but with relevance to internationalization efforts on campus. The overall impression was of a university engaged in a great deal of activities; however, these activities are fragmented, disjointed, and not widely reported to others within the University and sometimes within the same department.

The Leadership Team developed the following set of global learning outcomes for all students who graduate from Appalachian (regardless of degree program):

Goal 1: Globally competent students graduating from Appalachian will demonstrate an understanding of world community, world diversity, and global interdependence from a comparative perspective.

Learning Outcomes:

- Students will be able to compare and contrast aspects of culture from a global perspective;
- Students will be able to integrate international knowledge into their field of study; and
- Students will be able to evaluate a system of international interdependence.

Goal 2: Globally competent students graduating from Appalachian will be able to communicate with people of other cultures and put into practice solutions to crucial issues affecting the global community.

Learning Outcomes:

- Students will recognize and employ flexible communication strategies in multicultural settings; and
- Students will interpret international contexts to engage their community in the creation or application of knowledge.

Goal 3: Globally competent students graduating from Appalachian will understand responsibilities of global citizenship.

Learning Outcomes:

- Students will discuss the implications of universal human values to their area of study;
- Students will identify potential consequences that individual choices and acts have on the global community and natural environment; and
- Students will be able to defend the need to protect human rights in areas such as access to education, health care, and employment.

As part of the internationalization effort, the University-wide global learning outcomes have been placed within the database utilized for assessment (TracDat). Programs are able to link to those global learning outcomes they believe they are pursuing in their respective programs. The evidence offered by programs to support their claim should also be available to the Office of International Education and Development, as well as the International Education Council.

Appalachian is in the process of implementing a new General Education Curriculum. All new students who enter Appalachian starting in fall 2009 will follow the new general education program. While the “Local to Global Perspective” and the “Making Global to Local Connections” General Education goals were developed outside of the auspices of the ACE Internationalization Laboratory, they greatly enhance the internationalization process at Appalachian. The Leadership Team also realizes that the General Education Program facilitates efforts to assess programs’ achievement of global learning outcomes.

The new General Education Curriculum has an extensive assessment plan in place. The Leadership Team anticipates that both the Office of International Education and Development and the International Education Council will have access to the findings from the assessment of the “Local to Global Perspective” themes as well as those courses within majors that have identified “Making Local to Global Connections” learning goals. This will enable partial assessment of global learning outcomes at Appalachian.

Recommendations

1. Address the fragmented and disjointed character of internationalization at Appalachian State University by:
 - Changing existing annual report forms to include specific items about internationalization to standardize data collection and help foster coordination and connections across academic units.
 - Hosting an annual forum on internationalization at Appalachian where students, faculty, and staff share information about past, present, and future international activities.
 - Creating a single web portal on the University web site for all things global at Appalachian State University.
 - Charging the International Education Council with the task of overseeing the implementation of recommendations and assessing progress on the strategic internationalization objectives.

2. Increase on-campus international diversity by:
 - Improving international admission materials and developing scholarships for international students.
 - Revising the orientation given to international students.
 - Addressing structural and environmental problems (i.e., closing all dormitories during breaks) faced by international students and scholars.

3. Enhance international education at Appalachian by:
 - Developing study abroad financial resources for Appalachian State students.
 - Encouraging long-term study abroad by students.
 - Recognizing and rewarding faculty and staff efforts to internationalize curriculum, co-curriculum, teaching, research, and service.
 - Internationalizing the curriculum and co-curriculum through the use of technology, encouraged through workshops and demonstrations.
 - Expanding beyond the European focus of current international connections by developing strategic teaching, research, and service partnerships with selected non-European countries.
 - Creating partnerships with local, state, and regional businesses, industry, government agencies, and non-profit organizations with international connections or components.

The International Education Council is tasked with oversight of the implementation and review of the Internationalization Laboratory Leadership Team the recommendations.

While the work of the ACE Internationalization Laboratory Leadership Team has come to an end, the work of enhancing Appalachian's internationalization has just begun. It is necessary to implement the recommendations of the Leadership Team, oversee the assessment of learning outcomes, and review progress. These responsibilities will be handled by the International Education Council, composed of faculty, staff, and students from across the University. The Council is currently developing a university-

wide Internationalization Strategic Plan and the insights and recommendations of the ACE Internationalization Laboratory will help structure its content.

Introduction

In July 2007, Appalachian State University was invited to participate in the 2007/2008 cohort of the American Council on Education's (ACE) Internationalization Laboratory. The goal of the Laboratory is to engage a limited number of institutions in finding new ways to internationalize their teaching, learning, research, and service functions. Participation in the ACE Internationalization Laboratory has assisted Appalachian in: development of its internationalization mission, vision, and values statements; review of current internationalization efforts; articulation of students' global learning outcomes and assessment plan; and development of recommendations to deepen and improve Appalachian's internationalization level.

In fall 2007, Provost and Executive Vice Chancellor Dr. Stanley Aeschleman appointed a leadership team to coordinate Appalachian's participation in the Internationalization Laboratory. Representatives from various segments of the university community were chosen to participate (see Appendix 1: Leadership Team Members). The goal was to assemble a diverse group of faculty, staff, and students from across the university in order to fully engage all parts of Appalachian in the Laboratory process. The Leadership Team was led by Dr. Jesse Lutabingwa, Associate Vice Chancellor for International Education and Development, and Dr. Renee Scherlen, Associate Professor in the Department of Government and Justice Studies. Both also co-chair the university-wide International Education Council.

Appalachian's Internationalization Mission, Vision and Values

Team co-chairs assumed responsibility for developing university-level internationalization mission, vision, and values statements. The first draft was submitted to the Executive Committee of the International Education Council. Based upon that committee's comments, the co-chairs amended the document and presented it to the full Leadership Team. The Leadership Team suggested further revisions resulting in the following Mission, Vision and Value Statement:

Mission: The mission of Appalachian State University is to develop awareness, knowledge, appreciation, and respect of cultural differences in both domestic and international contexts in its students, faculty, staff and the surrounding communities. The University is also dedicated to creating a campus environment that builds the theoretical and practical skills needed to interact effectively in a global society.

Vision: Appalachian will be an institution of national and international repute that incorporates global content into its curriculum, co-curriculum, research and service to enhance the relevance of its educational programs in an interdependent world, resulting in graduates who are knowledgeable and responsible global citizens and leaders.

Core Values: Appalachian faculty members, staff, and students are committed to:

- active international scholarship.

- globally infused curriculum and co-curriculum.
- cross-cultural tolerance, respect and sensitivity.
- international diversity of students, faculty, and staff.
- traditional and non-traditional international education.
- engagement in the global community.

In order to facilitate the work of Appalachian's involvement in the Internationalization Laboratory, the co-chairs divided the Leadership Team into two distinct committees: (1) Internationalization Review and (2) Global Learning Outcomes and Assessment.

Internationalization Review

The Internationalization Review Committee focused its work on four areas: (1) College/departmental-level review; (2) survey of faculty and students; (3) focus group of selected distinguishable groups; and (4) review of existing data collected for other purposes but with relevance to internationalization efforts on campus. Below is a brief summary of information collected by the Committee. The detailed findings of each are included in the appendices.

College/Departmental Level Review

The co-chairs developed a guide to structure the College/school/department level review. Working through the Deans, the Internationalization Review Committee was charged with determining the answers to the following questions:

- **Articulated Commitment: Mission, Goals, and Vision.** To what extent is internationalization integral to the college/school/department's identity and vision?
- **The Environment for Internationalization:** How do the local, state, and broader environments affect current internationalization efforts in the college/school/department? What impact will the environment have on future internationalization efforts in the college/school/department?
- **Strategy:** To what extent does this college/school/department have a clear strategy to accomplish the internationalization goals it has articulated?
- **Structures, Policies, and Practices:** To what extent are college/school/departmental structures, policies, and resources aligned with the college/school/departmental goals? Which ones promote internationalization? Which ones impede it?
- **The Curriculum and Co-curriculum:** To what extent is international learning an integral part of the college/school/department's educational offerings? What elements of the curriculum and co-curriculum foster international learning? Do different populations of students (e.g., adults, part-time, off-campus, and student of color) participate at different rates in international offerings?
- **Education Abroad:** What opportunities exist for education abroad in the college/school/department? What are the trends for students participating in these programs during the past five

years? What are the participation rates and patterns of different student populations? Do you assess the impact of education abroad experiences on students?

- **Engagement with Institutions in Other Countries:** What linkages exist between the college/school/ department with institutions in other countries for instruction, research, service learning, and development cooperation? How well are they working?
- **College/School/Departmental Culture:** To what extent is internationalization part of the college/school/department's culture? What is the evidence?
- **International Scholars and Students:** How many international visiting scholars and international students has the college/school/department hosted in the past five years? What about this year? What unique contribution and benefits have they brought to the college/school/department? Do you assess the impact of international visiting scholars and international students to the college/school/department?
- **Synergy and Connections Amongst Discrete Activities:** To what extent does synergy exist among the international components in the college/school/department and campus in general? What communication channels exist, and how well are they working?

The College/School/Department level review revealed the widespread extent of internationalization efforts at Appalachian (see Appendix 2: College/School/Department Responses). Only one academic unit reported that internationalization was not an aspect of its planned curricular and co-curricular activities. Departments reported widespread international research on the part of faculty, the presence of visiting foreign scholars as well as varied student learning activities. Although the academic units were asked the same set of questions, responses differed greatly. The overall impression was of a university engaged in a great deal of activities; however, these activities are fragmented, disjointed, and not widely reported to others within the University and sometimes within the same department.

Surveys

Faculty Surveys: Faculty responses to the survey, coupled with narrative comments, indicate that the majority of responding faculty at Appalachian incorporate international material into their classes, most often at a level in which the entire class has an international orientation (for more details about the survey, see Appendix 3: Appalachian State University's ACE Internationalization Laboratory Interim Report). Faculty members are eager to expand such content. They are also interested in organized programs to assist them in these internationalization efforts particularly if these programs provide funding for international faculty travel or assist in providing classroom resources that focus on internationalization. Many of the responding faculty have lived or worked overseas and/or have some level of fluency in another language and want to use this knowledge to enhance the international aspects of their teaching. Faculty is particularly interested in Appalachian focusing its exchange and outreach efforts on Asia, Latin America, Europe, and Africa.

Student Surveys: Almost all of the students surveyed indicated that they had participated in at least one course with international content in the last two years (for more details about the survey, see Appendix 3: Appalachian State University's ACE Internationalization Laboratory Interim Report). The example courses listed by survey respondents varied widely in the extent of the international content. Most courses were in the departments of Foreign Languages, History, International Business, or had titles that

indicated a “world,” “international,” or “culture” focus. Less than a quarter of those who responded to the survey had taken a foreign language; most did not do so because it was not required for their major. With regard to study abroad, while 67% of the survey respondents reported having traveled abroad, very few had actually participated in a formal study abroad program (3% prior to college, 7% while in college). The main region to which students traveled was Europe (67% of those who traveled, with no other region receiving more than 15%), and the most common length of travel was “one month or less” (64%).

Focus Groups

The Committee also sought information through the use of focus groups. During spring 2008, three focus groups were engaged: a group of graduate students; a group of undergraduate academic advisors; and, a group of international students (for more details about the focus groups, see Appendix 3: Appalachian State University’s ACE Internationalization Laboratory Interim Report).

Finding from the International Students Focus Group: The international student focus group found that students are satisfied overall with the way they are received on campus and praise the international student orientation and diversity celebration. They reported several barriers to academic success, including adjusting to the style of exams, writing in English, professors not being accommodating, and general workload issues.

Finding from the Graduate Students Focus Group: The graduate student focus group discussion reveals that interaction with internationals varies widely depending on the department in which the graduate program is housed. The perception was that there are isolated pockets of internationals and a low number of internationals on campus, making interaction difficult. They indicated that many graduate students are unaware of international events and activities or opportunities for international exchange or research.

Finding from the Academic Advisers Focus Group: The advisor focus group indicated that there is not enough space or instructors to meet student demand for foreign language courses especially those that are not offered every semester. They also felt that courses on other cultures need to be created (or the offerings of existing courses expanded), and that this is also as important as foreign language courses. The focus group noted that there is great interest among students in all types of international experiences. The group suggested that international students at Appalachian have difficulty navigating the system because there is not one place to go to get all answers.

Review of Existing Data

Either prior to or concurrent with participation in the ACE Internationalization Laboratory, the University engaged in several activities that yielded information of use to the Internationalization Review. In particular, the Chancellor’s Task Force on Diversity and the 2007 National Survey of Student Engagement contain useful data.

The Chancellor’s Task Force on Diversity found that international students have had difficulty understanding accents and dialects, disliked the fact that all international students were required to live in the Living Learning Center or the Mountaineer Apartments, and were confined to Boone (an “isolated place”) because of transportation problems out of town if one does not have a car. Moreover, they do not wish to represent their entire culture in the classroom but at the same time want their talents fully utilized to educate American students about other cultures.

At the same time, international students were “overwhelmed” by the services available to them at Appalachian. They felt that the university could attract more international students through scholarships and teaching assistantships. International students expressed that closing of all dormitories during breaks or holiday was a major problem. They suggested that some of their living expenses in Boone could be reduced if there was a possibility of providing rental services for some of what they need (e.g., bedding, etc.).

The Chancellor’s Task Force on Diversity also found that international faculty and staff at Appalachian face some cultural barriers in the community and have had difficulties finding social networks. Incorporating their culture into life in Boone can take a long time. They were bothered by the fact that some international students refused to recognize their own cultural backgrounds. They all had a perspective that cultural background was more important than the color of one’s skin.

The majority of faculty indicated that support for participation in international research endeavors, projects, or experience was extremely important for their professional development. They did not feel adequately supported to pursue these activities. Conversely, faculty at Appalachian did not consider support for international teaching to be very important.

According to the 2007 National Survey of Student Engagement (NSEE) results, Appalachian scored poorly on three measures important to internationalization. For example, “Had a study abroad experience” was one of the top five lowest performing areas for seniors. Additionally, “complete foreign coursework” was one of the top five lowest performing areas for first year students and seniors. Lastly, “had conversation with students of another race or ethnicity” was one of the top five lowest performing areas for both first year and seniors students.

Global Learning Outcomes and Assessment

The Global Learning Outcomes and Assessment group focused on two objectives. First, the Committee wanted to assist in the development of global learning outcomes for specific programs. Second, the Committee drafted university-wide general global learning outcomes which could be applied to all Appalachian programs.

Programs Specific Learning Outcomes

The committee identified five programs that have a significant focus on global learning: the Heltzer Honors Program; the International Relations and Comparative Politics concentration in Political Science; ACT (Appalachian and Community Together); the Global Studies Program (see Appendix 7); and the Watauga Global Community (see Appendix 6). By January 2008, all five had submitted their learning outcomes to the committee (for more details about the program specific learning outcomes, see Appendix 3: Appalachian State University’s ACE Internationalization Laboratory Interim Report).

University-wide Global Learning Outcomes

Based upon the responses of the above programs, as well as information garnered from ACE material and assessment research, the Committee developed the following set of global learning outcomes for all students (regardless of degree program) who graduate from Appalachian.

Goal 1: Globally competent students graduating from Appalachian will demonstrate an understanding of world community, world diversity, and global interdependence from a comparative perspective.

Learning Outcomes:

- Students will be able to compare and contrast aspects of culture from a global perspective;
- Students will be able to integrate international knowledge into their field of study; and
- Students will be able to evaluate a system of international interdependence.

Goal 2: Globally competent students graduating from Appalachian will be able to communicate with people of other cultures and put into practice solutions to crucial issues affecting the global community.

Learning Outcomes:

- Students will recognize and employ flexible communication strategies in multicultural settings; and
- Students will interpret international contexts to engage their community in the creation or application of knowledge.

Goal 3: Globally competent students graduating from Appalachian will understand responsibilities of global citizenship.

Learning Outcomes:

- Students will discuss the implications of universal human values to their area of study;
- Students will identify potential consequences that individual choices and acts have on the global community and natural environment; and
- Students will be able to defend the need to protect human rights in areas such as access to education, health care, and employment.

General Education “Making Local to Global Connections” Educational Goal

Appalachian is in the process of implementing a new General Education Curriculum. All new students who enter Appalachian starting in fall 2009 will follow the new general education program. Students are required to take a theme (6, 8, or 9 hours) from each of the four different perspectives established by the university: (1) Aesthetic Perspectives, (2) Historical and Social Perspectives, (3) Local to Global Perspectives, and (4) Science Inquiry.

Local to Global Perspectives themes have the following stated learning objectives:

1. Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends, and systems
2. Employ appropriate and increasingly sophisticated means for communicating with people of other cultures

AND at least one of the following:

3. Demonstrate knowledge of contemporary issues related to cultural diversity in the United States and other areas of the world
4. Analyze past and present relationships between humans and the natural and physical environment
5. Evaluate community, natural, and global change through the lens of sustainability

The new General Education Program at Appalachian also has four general education goals beyond the ones identified in each perspective. These overall goals are: thinking critically and creatively; communicating effectively; understanding responsibilities of community membership; and, making local to global connections. These goals are achieved through a variety of courses including coursework within the majors. Every program must develop a junior writing class and a senior capstone that are linked to at least three general education goals. Thus, the general education reform provides an opportunity for the local to global perspective to be pursued within majors as well as in the required perspective courses.

While the “Local to Global Perspective” and the “Making Global to Local Connections” General Education goals were developed outside of the auspices of the ACE Leadership Team, the General Education Program greatly enhances the internationalization of Appalachian learning outcomes. The Global Learning Outcomes and Assessment Committee also realizes that the General Education Program facilitates efforts to assess programs’ achievement of global learning outcomes.

Assessment Plan

The University, in keeping with national trends, is in the process of implementing extensive assessment plans across the entire university, particularly at the program level. The following principles guide the ACE Leadership Team’s approach to assessment:

- Direct evidence (which requires students to demonstrate achievement of an outcome) will be utilized whenever possible.
- Multiple measures will be used to assess each outcome.
- Whenever possible, assessment measures will be integrated into regular graded class work to eliminate need for special assessment sessions and help with the problem of student motivation.
- An assessment cycle will be established for the program: every outcome will not be assessed every year and only a sample of students will be used for assessment.
- Rubrics will be created for the assessed outcomes to guide the evaluation of student work.
- Assessment approaches will include criteria that focus on the student's performance at a given point in the program and criteria that provide a cumulative or value-added perspective on their performance (such as review of material presented as part of capstone experience).

The new General Education Curriculum has an extensive assessment plan in place. Courses within the General Education themes as well as those general education courses within the major must explicitly identify specific learning outcomes associated with the class. Courses must also have an assessment plan and be able to submit evidence to the General Education Office of student achievement of these goals. The Leadership Team anticipates that both the Office of International Education and Development and

the International Education Council will have access to the findings from the assessment of the “Local to Global Perspective” themes as well as those courses within majors that have identified “Making Local to Global Connections” learning goals. This will enable partial assessment of global learning outcomes at Appalachian.

The University has new software (TracDat) in place to identify and track the learning outcomes of all University programs. As part of the internationalization effort, the University-wide global learning outcomes have been placed within the database through TracDat. Programs are able to link to those global learning outcomes they believe they are pursuing in their respective programs. This will provide the University with information about those programs that have global learning outcomes. The evidence offered by programs to support their claim should also be available to the Office of International Education and Development, as well as the International Education Council.

Analysis of Internationalization at Appalachian State University

Strengths/Opportunities

The internationalization review revealed the depth and scope of internationalization efforts at Appalachian. Some of the most notable areas of strength are:

Institutional:

- Committed top leadership at Appalachian;
- Effective central Office of International Education and Development (see Appendix 8);
- New University Strategic Plan with an international emphasis;
- Fundraising efforts through university’s capital campaign;
- Financial support for international faculty travel; and
- Financial compensation for leaders of summer study abroad.

Curricular & Co-Curricular:

- New General Education Curriculum with significant international component;
- Strong short-term faculty-led study abroad programs;
- Significant number of academic courses with an international focus;
- A wide variety of university exchange programs;
- Strong outreach programs to K-12 schools and local community; and
- Growing international focus of community-based research and service-learning programs.

Personnel:

- Interested faculty and staff who frequently travel abroad and/or have international experience;
- Significant number of international faculty and staff on campus;
- Robust international visiting scholar/faculty program on campus; and
- Interested and eager students who want to study abroad.

Weaknesses/Threats

The Internationalization Review also revealed some of the problem areas of internationalization efforts at Appalachian. Some of the most significant weaknesses are:

Institutional:

- Absence of coordination among various internationalization efforts on campus;
- Lack of a systematic process of collecting data on internationalization indicators;
- Conservative interpretation of financial aid regulations – providing less money for students to study abroad;
- Internal processes and procedures for international teaching and research that may deter faculty;
- Lack of database on faculty's international interest and expertise;
- Lack of college-level international education committees;
- Lack of systematic /University-wide reward and recognition system for faculty's international involvement;
- Lack of scholarship funds to support students to study abroad;
- Lack of financial support for international students;
- Confusing material and orientation for international students; and
- Difficult structural and environmental contexts for international students and scholars.

Curricular & Co-Curricular:

- Limited number of foreign languages offered at Appalachian;
- European-centric international exchanges;
- Students unfamiliar with how to integrate study abroad into program of stud;
- Most study abroad experiences are short-term, summer study abroad led by ASU faculty; and
- Inflexible curriculum requirements in some programs that hinder students' opportunities to study abroad.

Personnel:

- Few international students at Appalachian;
- U.S. students on campus not well-informed about education abroad opportunities;
- Lack of graduate programs that attract international students; and
- Fewer numbers of faculty applying for Fulbright programs.

There has been some activity within the University which is helping to address some of the problems noted above. For instance, a new database of faculty and staff will provide information about international interests and expertise. The Office of International Education and Development is working with faculty to increase Fulbright applications. Furthermore, the Office of International Education and Development has been working with undergraduate academic advisors to help them better inform undergraduates about study abroad opportunities. The reform of General Education requirements should infuse a greater degree of international education into all students' course of study at Appalachian, aiding those who, because of curricular requirements, are unable to study abroad.

Despite these positive actions, serious work remains to be done in order to strengthen internationalization efforts at Appalachian. The review highlighted:

- The fragmented and disjointed character of internationalization efforts at the University which represents one of the greatest barriers to enhancing international education.
- The limited international diversity of the Appalachian campus.
- Areas of international education that needed to be expand, improved, or developed.

Recommendations

Address the fragmented and disjointed character of internationalization at Appalachian State University by:

- Changing existing annual report forms to include specific items about internationalization to standardize data collection and help foster coordination and connections across academic units.
- Hosting an annual forum on internationalization at Appalachian where students, faculty, and staff share information about past, present, and future international activities.
- Creating a single web portal on the University web site for all things global at Appalachian State University.
- Charging the International Education Council with the task of overseeing the implementation of recommendations and assessing progress on the strategic internationalization objectives.

Increase on-campus international diversity by:

- Improving international admission materials and developing scholarships for international students.
- Revising the orientation given to international students.
- Addressing structural and environmental problems (i.e., closing all dormitories during breaks) faced by international students and scholars.

Enhance international education at Appalachian by:

- Developing study abroad financial resources for Appalachian State students.
- Encouraging long-term study abroad by students.
- Recognizing and rewarding faculty and staff efforts to internationalize curriculum, co-curriculum, teaching, research, and service.
- Internationalizing the curriculum and co-curriculum through the use of technology, encouraged through workshops and demonstrations.
- Expanding beyond the European focus of current international connections by developing strategic teaching, research, and service partnerships with selected non-European countries.
- Creating partnerships with local, state, and regional businesses, industry, government agencies, and non-profit organizations with international connections or components.

Conclusions

Appalachian's Strategic Plan and UNC Tomorrow

Appalachian's involvement in the ACE's Internationalization Laboratory has taken place while the University is developing its new Strategic Plan (see Appendix 4: Appalachia's Strategic Plan). The International Education Council has a leadership role in developing a campus-wide internationalization strategic plan in line with the University Strategic Plan. Several members of the International Education Council are also members of the Internationalization Laboratory's Leadership Team. This will facilitate the integration of the Laboratory's recommendations into the campus-wide Internationalization Strategic Plan. The Leadership Team intends for the recommendations of the ACE Internationalization Laboratory to greatly inform the campus-wide Internationalization Strategic Plan.

Another important planning process that has enhanced the work of the Internationalization Laboratory at Appalachian is the University of North Carolina (UNC) Tomorrow initiative (see Appendix 5: Appalachian's UNC Tomorrow Response: Phase I Report). The purpose of the UNC Tomorrow "was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service."¹ One of the major findings of the UNC Tomorrow is that North Carolina public universities need to prepare graduates who are globally ready: "UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates."² It is the intention of the Leadership Team to promote the recommendations of the ACE Internationalization Laboratory as part of Appalachian's fulfillment of the UNC Tomorrow directives.

Implementation, Oversight and Review

The work of the ACE Internationalization Laboratory Leadership Team has come to an end. However, the work of enhancing Appalachian's internationalization has just begun. It is necessary to implement the recommendations, oversee the assessment of learning outcomes, and review progress. These responsibilities will be handled by the International Education Council. The Council, composed of faculty, staff, and students from across the University, offers the best forum for addressing these tasks. It is divided into sub-committees each of which links to one or more of the recommendations offered in this report. The International Education Council is developing a university-wide Internationalization Strategic Plan and the insights and recommendations of the ACE Internationalization Laboratory will help structure its content. Specifically, the International Education Council is charged with:

- Translating recommendations into specific targets with a timeline and responsible agents identified;
- Assessing the achievement of the University-wide global learning outcomes; and
- Reviewing how well the University is progressing towards its internationalization goals.

¹ University of North Carolina, *University of North Carolina Tomorrow Commission: Final Report*, December 2007.

² Ibid

Participation in the ACE Internationalization Laboratory has been a valuable experience for Appalachian. It has given the University a structured opportunity to carefully examine its current state of internationalization efforts and ways to achieve future objectives. It has also provoked discussion about connecting international education to specific learning outcomes. The review underscored how important international education is to Appalachian. From a position of strength, Appalachian will move forward, determined to build upon its strengths and transform existing internationalization efforts into a more coordinated system. Such synergy will propel the University to a new level of internationalization.