External Review:

Louisiana State University
International Programs

Reviewers:
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Executive Summary:

Louisiana State University, the state's flagship land-, sea-, and space-grant university, is well-positioned to achieve significant growth in its global reach and impact, and in the comprehensive internationalization of its campus at home. There is room for significant growth in many of the key metrics for gauging campus internationalization—number of international students, faculty, and visiting scholars; number of students participating in study abroad; number of federally funded Title VI area studies centers, breadth and depth of foreign language studies; number of research grants funded by agencies based outside the United States, etc.

In the spring of 2013, the office of the Executive Vice Chancellor and Provost commissioned an external review of international programs at LSU. This review followed an extensive self-study of the International Programs (IP) unit, completed under the direction of its new Executive Director, Dr. Hector Zapata. The external reviewers considered the wealth of data and insights in the IP self-study, as well as the results of 2 ½ days of on-campus interviews with relevant stakeholders, in assessing the IP unit, as well as the international engagements and global recognition of the campus as a whole. We came away with the sense of a campus that has considerable strengths to support its international aspirations: a dedicated and energized faculty; an equally dedicated, though rather small, core staff within IP to manage learning abroad, incoming international student services, and institutional partnerships; a new, enthusiastic Executive Director who enjoys significant support among faculty across the campus; historical research and extension strengths—in Latin America and Caribbean, at-risk coastal regions, current and emerging oil-rich economies, etc.—that provide LSU with unique opportunities for strategic international growth among others. We also came away with the sense that many of LSU's current and potential international strengths were widely dispersed throughout the campus, the Agcenter, and various colleges that maintain independent international initiatives. The result is both the perception and the reality that LSU is somewhat under-engaged internationally. The perception—among current students and alumni, faculty, the wider community and civic society that LSU serves—is of a campus that is somewhat insulated and provincial, despite the extensive international connections and activities of its faculty. The reality is that LSU does, in fact, trail behind many of its peer institutions with regard to the key metrics of internationalization noted above, and in its overall rankings and recognition around the world.

This external review thus focused on three core needs with regard to the international enterprise at LSU: 1. increased coordination of the diverse and highly decentralized international engagement across the campus; 2. enhanced integration of international dimensions and global perspectives into all of the core institutional missions and enterprises; and 3. more effective communication—data gathering and dissemination of information related to LSU’s international engagement—both to the internal campus community and to primary external stakeholders. The external reviewers concluded that these central principles, if used to guide policy decisions and structural changes influencing the international enterprise of the campus, will enable the institution to capitalize on existing strengths and overcome obstacles while moving toward the level and type of comprehensive campus internationalization that is fast becoming a trademark of the 21st century public research university.

This report includes a series of ten core recommendations, as well as many ancillary recommendations, for enhancing the international dimension of LSU. Chief among these are the designation of a campus “senior international officer,” at a rank and level sufficient to ensure access to key policy-making groups across campus, and the creation of a campus-wide international advisory board to ensure that all of the various stakeholders have a voice in shaping LSU’s international aspirations.
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INTRODUCTION:
Towards Enabling a Strategic Approach to Internationalization at LSU

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.


For the public research university of the 21st century, comprehensive internationalization is no longer an option, or an aspiration; it is our reality, happening de facto in all of our core enterprises and endeavors. Our faculty and students come from around the world, and travel extensively overseas in pursuit of meaningful educational opportunities. Our research has global reach and impact, crossing geopolitical and cultural boundaries as freely as do the “big science” problems and questions we seek to solve. Likewise, the civic societies that we seek to serve are increasingly mobile and diverse.

As the public land grant mission of our universities increasingly extends to economic development for our regions, states, and nation, all within the context of an increasingly interconnected global economy, internationalization becomes a key element of our educational, research, corporate and public service activities. The question is not whether we should aspire to comprehensive internationalization across our campus, but rather how can we do so, with a thoughtful, deliberate approach that advances our institutions broader strategic goals.

Louisiana State University, the state’s flagship land-, sea-, and space-grant university, with its primary campus in the capital city, Baton Rouge, is well-positioned to achieve significant growth in its global reach and impact, and in the comprehensive internationalization of its campus at home. There is room for significant growth in many of the key metrics for gauging campus internationalization—number of international students, faculty, and visiting scholars; number of students participating in study abroad; number of federally funded Title VI area studies centers, breadth and depth of foreign language studies; number of research grants funded by agencies based outside the United States, etc.

All of these metrics contribute to the current international rankings and reputation of LSU. In 2012, the Academic Ranking of World Universities, produced by the Center for World Class Universities and the Institute of Higher Education at Shanghai Jiao Tong University (known familiarly as the “SJTU rankings”), ranked LSU 216 overall, and within the top 60 among US public universities. LSU placed within the top 200 worldwide in Life & Agricultural Sciences, Social Sciences, Mathematics, Chemistry, and Business/Economics. The Times Higher Education World
University Rankings for 2012-13 does not include LSU among the top four hundred universities around the world. LSU places in the top 550 universities according to the QS World University Rankings. While world university rankings are, like their domestic counterparts, inherently controversial, taken as blunt instruments they can provide some sense of the overall global reach and reputation of a university. In the case of LSU, when compared to other U.S. land-grant universities of similar size and scope, clearly there is room for growth.

Likewise, the overall student profile at LSU suggests under-engagement and room for growth. With a student body of just over 29,500 (24,600 undergraduate students and 4,900 graduate and professional students), LSU has just over 1,600 international students (467 undergraduate students and 1,138 graduate and professional students)—just a bit over 5% of the student population. Comparable US research universities typically have international student populations that amount to 10–20% of the student body. Similarly, with regard to study abroad participation rates, LSU has room for improvement. The university sent an average of approximately 450 students annually on credit bearing learning abroad experiences each year, between 2001 and 2011. With an average class size of approximately 6000, this suggests that approximately 6% of LSU students will have a study abroad experience at some point in their undergraduate studies. Comparable peer institutions typically send between 1,000 and 1,200 students abroad each year.

In the spring of 2013, LSU commissioned an external review of its International Programs (IP) unit, specifically, as well as international programs and engagement across the campus. The timing for this review was particularly apt, given the recent appointment of a new Executive Director of International Programs, Hector Zapata, as well as newly appointed President and Chancellor, King Alexander, and a newly appointed Executive Vice Chancellor and Provost, who commissioned this review and report. The external review followed an extensive self-study of International Programs completed under the direction of Dr. Zapata in April 2013. The reviewers, Susan Gronbeck-Tedesco, Associate Vice Provost for International Programs at the University of Kansas, and Tim Barnes, Director of Illinois Strategic International Partnerships (ISIP) at the University of Illinois at Urbana-Champaign, visited LSU in early May, and while on campus met with all of the unit staff, as well as a variety of primary stakeholders, including the Provost, the director of Admissions, the director of the LSU Agcenter’s international programs, a significant number of academic deans, faculty governance leaders, and select faculty with considerable international engagement.

The review, and the self-study that preceded it, identify significant institutional strengths at LSU with regard to international engagement and global reach, as well as significant opportunities for, and challenges to, growth in this important area. Perhaps foremost among the strengths that were readily apparent to both reviewers was the overall institutional will to improve and expand LSU’s global presence, as evidenced by the Provost’s interest in commissioning the review, the exceptional energy and enthusiasm of the newly appointed Executive Director of IP, and the broad faculty and administrative support for both the idea of increased internationalization, and the Executive Director himself. There is, overall, the sense among leadership and faculty at LSU that the institution as a whole is somewhat under-engaged internationally, but that it is also poised to expand this engagement significantly and quickly.

At the institutional level, the core recommendations of these reviewers can be broadly categorized under three rubrics: coordinate, integrate, and communicate. This report will structure most of its specific recommendations and observations around these broad themes.

While nearly all large public research universities make some reference to internationalization in articulating their institutional mission, goals, and strategies, it is less common that specific
mechanisms are put in place to help translate these aspirations into concrete, measurable action plans. Instead, internationalization is seen as an add-on, something that just happens naturally through the activities of individual faculty and students. The reliance on “incidental” international engagement all but precludes any sort of strategic movement with regard to the institution’s international priorities.

Coordination (as opposed to “centralization”) of international engagement activities both on campus and off shore can provide some mechanism for thinking and acting strategically in the global higher education marketplace. The key, of course, is to balance the need for some degree of centralized management and facilitation of international activities with the energy, creativity and entrepreneurship of individual academic units, research labs and institutes, and faculty members. The high degree of decentralization and strong faculty governance evident at most large US universities is one of the great strengths of the American higher education system; but total reliance on “bottom-up” initiatives in international engagement, as in other institutional activities, can result if disbursed energies, costly redundancies, and missed opportunities for synergistic growth. Further, certain key aspects of LSU’s international enterprise—such as risk management for LSU students and faculty traveling abroad, or the development of consistent study abroad program budgets, or the implementation of financial models to ensure equitable access across the campus—practically mandate some degree of centralized coordination and oversight in order to be carried out effectively.

Integration of campus internationalization carries a variety of meanings, and challenges. This can refer to the integration of learning abroad experiences into the core curricula of every degree program, the integration of international students into the domestic student population, the integration of international student recruitment into broader admissions policies and decisions, the integration of foreign-based corporations and funding agencies into the institutional research administration structure, the integration of international alumni relations in institutional advancement efforts, the integration of offshore facilities planning into physical plant development strategies, and so forth. Global perspectives and international engagements have considerable potential to positively impact all of the core missions and enterprises of a major public research institution such as LSU. The key is to imbed international thinking into the fabric of organizational structures and policy-making processes.

Communication is closely allied with coordination and integration. The reviewers were struck by the breadth of energy, expertise, and varied activities related to international engagement that is ongoing at LSU. However, as is often the case with large, highly decentralized organizational structures, knowledge about internationalization is not consistently collected and disseminated across the campus. This results in two disadvantages: a) successful models for partnerships, collaborative research activities, study abroad programs, or international student recruitment are rarely shared and leveraged by different sectors of the campus, while less successful models are often repeated unnecessarily; and b) the full breadth and depth of the LSU “international story” is not clearly known, appreciated and understood by faculty, administrative leadership, development officers, and, perhaps most significantly, external constituencies (alumni, corporate partners, state legislature, national and international funding agencies, etc.).
STRUCTURAL AND ORGANIZATIONAL RECOMMENDATIONS:
The Senior International Officer and International Advisory Committee at LSU

Our overall recommendation to enhance the coordination, integration, and communication of LSU’s international engagement enterprise can best be implemented through an effective leadership and management structure. This structure should facilitate both external engagement of LSU internationalization around the world, across the campus community, and in key institutional policy bodies, as well as internal management of the enterprises undertaken to implement the institution’s strategic international policies.

This need leads to two specific recommendations of these reviewers. The first is very much in line with organizational structures at successful peer institutions and can be seen as a primary means of coordinating and communicating internationalization activities; the second, while perhaps less common among LSU’s peer institutions, is critical for effectively integrating internationalization into the core institutional culture, goals and enterprises.

RECOMMENDATION 1: Elevate the role and title of the Executive Director of International Programs to the level of Associate Vice Provost for International Affairs (AVPIA), integrate the new role into leadership and policy-making groups at the central University level, and include the LSU AgCenter’s international engagements in the portfolio of responsibilities of the AVPIA.

The current internationalization enterprise and organizational structure at LSU is centered on an Executive Director of International Programs. The title and portfolio of this position suggests a primarily managerial/operational focus. IP is comprised of four sub-units, Academic Programs Abroad, International Services, Development and Outreach, and the International Cultural Center. Each unit has a director, who reports to the Executive Director. Again, this designation suggests that the Executive Director’s primary responsibility is to manage the four sub-units, and give little indication of potential involvement for this position in external international relations, international policy making, and coordination of cross campus international activities.

The role of the Executive Director of IP in shaping broader international strategies for the institution as a whole is further compromised by the separation of key international resources across the institution, particularly the LSU AgCenter’s significant portfolio of international engagement activities. In most public land-grant universities, the colleges of agriculture have traditionally played a key role in the international role and dimension of the entire institution. Key global challenges today continue to revolve around questions associated with agricultural and natural resource management. LSU’s AgCenter with its significant history of USAID and USDA grants, and its overseas extension, training and outreach activities, forms an important part of LSU’s global footprint. Since AgCenter faculty typically hold dual appointments in academic departments on the main campus, it seems natural that the AgCenter’s significant international activities should be better integrated into the research, education, and engagement activities of the main campus.

The designation of a “senior international officer,” or SIO, is now a commonplace among large public research universities across the US. While the titles and direct reporting lines vary, the basic concept is more uniform.

The SIO:
acts as the primary advocate for comprehensive internationalization across the institution

brings global perspectives and international opportunities to upper-level policy discussions on a variety of institutional issues

acts as the primary liaison between faculty governance/input and central campus administrative leadership on internationalization issues, and represents the institution’s international enterprise to external constituents—including governing boards, alumni (both domestic and international), partner and potential partner institutions abroad, foreign ministries, funding agencies and other government organs, and most importantly

develops (in consultation with stakeholders), articulates, implements and evaluates strategic internationalization goals

manages core international activities, such as out-going student mobility and incoming student recruitment/visa processes/integration, and develops financial models budgetary oversight processes to support these core activities

As noted, the particular titles given to the SIOs varies among LSU's peer institutions in the US and around the world. They include Vice Presidents, Vice Chancellors, Vice Provosts, Associate Provosts, and Deans, etc. The following qualifying phrases include “International Affairs,” “Global Engagement,” “International Programs,” “International Studies,” etc. The common characteristic among SIO positions is access. The SIO should have a seat at the table in all major policy discussions, and should have access to, and sufficient standing to effectively advocate for internationalization with:

- the Council of Deans
- the Chief Executive Officer
- Senior Research Administrator
- Chief Academic Officer
- Senior Student Affairs Administrator
- Chief Financial Officer
- Chief Advancement Officer
- Senior Engagement Officer
- Senior Corporate Relations Officer
- Senior Admissions and Enrollment Management Administrator
- Head of the University Library System
- Senior Public Relations Administrator
- Faculty senate leadership
- Student governance leadership

A good working relationship and fairly regular contact between the SIO and the above positions will ensure that internationalization is not seen as an add-on activity, but is instead integrated into the institutional leadership culture. This access will also allow the SIO to better understand the priorities and challenges of the institution with regard to education, research, engagement, advancement, recruitment, and other core enterprises.
**RECOMMENDATION 2: Where feasible, consolidate international operations into a central administrative unit**

Clearly LSU has many pockets of excellence where international study, research, and training are being organized and implemented. We were struck by the high level of decentralization in the oversight of the international enterprise. For example, services provided to a single constituency—international students—were housed in three separate units: International Programs, Admissions, and Continuing Education (English as a Second Language). A similar pattern exists for study abroad programs that are developed and offered under the auspices of various units.

There are three significant drawbacks inherent in this: 1) the university as a whole has difficulty in offering a substantial range of programs due to the lack of a critical mass of well-trained administrative personnel and procedural support standards for international programs; 2) because no central repository of information is maintained, LSU is less able to provide emergency services should faculty or students need assistance overseas or parents need to reach their children while students are on LSU programs; and 3) overall assessment and data management are very difficult without a central office overseeing these functions.

We believe that LSU’s international operations would be significantly strengthened with more centralized administrative support and a streamlined administrative infrastructure to reinforce the work of faculty in the design and implementation of international initiatives and reduce possible redundancies. For example, greater faculty support for international initiatives can be achieved by creating a central repository for the development and oversight of all international agreements. The services provided by International Student Recruitment, International Services, and the International Cultural Center could be better integrated through a centralized operation. Or, a consolidated staff could develop a more robust and comprehensive international student orientation program that incorporates issues such as academic integrity, intercultural communications, and community integration.

Configurations of centralized international offices vary according to traditions of campus development and financial resources to support international oversight and support functions. Most centralized operations maintain some (or all) of the following functions: education abroad (semester, academic year, short-term, internships), international services, English as a Second Language programming, visiting and sponsored student services, support services for Fulbright and other national awards, immigration services (employees and visiting scholars), faculty support (curriculum, research, and partnership development), and oversight of inter-institutional agreements. With a central administrative international unit, the financial model can be enhanced so that savings in one area can support development in a different area of the operations.

**RECOMMENDATION 3: Finalize and implement the April 2013 draft of the LSU Comprehensive Internationalization Strategic Plan, 2012-16.**

Setting up work groups of faculty, students, and staff for identifying institutional priorities and implementation will quickly involve a broad cross-section of the University in processes of internationalization. With broad input, LSU will be able to make strategic investments and expand its international footprint.

It is particularly encouraging to note that many general and specific recommendations of the external reviewers are very much in line with the excellent LSU Comprehensive Internationalization Strategic Plan 2012-2016 (see Appendix 3), which followed on the work and findings of the 2009 Internationalization Task Force. This well-crafted, ambitious strategic plan provides an excellent
roadmap for developing and enhancing comprehensive internationalization at LSU. The plan provides mission and vision statements, implementation strategies and detailed metrics for evaluating success. With sufficient support and continued emphasis by the central campus administration, the goals set forth in this plan are as attainable as they are admirable. Careful implementation and evaluation of this plan will transform the international presence and culture of LSU as a whole, both on campus and abroad.

**RECOMMENDATION 4: Establish an effective, campus-wide International Advisory Committee (IAC)**

If international engagement at LSU is to be integrated into core institutional missions, rather than being viewed as a separate, specialized enterprise primarily focused on inbound international student immigration/visa issues and outbound student mobility programs, an effective International Advisory Committee, with a well-defined charge and the endorsement of the senior institutional leadership, is crucial. The IAC should be charged by the Executive Vice Chancellor and Provost, and should serve as the primary vehicle for discussing international issues and opportunities that effect the institution as a whole, and for developing and articulating international policies and strategies. The IAC should be chaired by the SIO, *ex officio*, and should include significant representation from academic affairs; admissions/enrollment management; council of deans; the graduate college; the university library; the faculty senate; institutional advancement and alumni relations; research administration; corporate, foundation, and government relations; public engagement and extension; student affairs; and student governance. In support of the IAC, the Provost should request that each disciplinary college, as well as the graduate college and each major research institute at LSU, designate and “international engagement liaison officer” to provide input to the IAC and ensure that the units’ interests are represented in the international policy and decision making process.

Obviously, in seeking to be representative of all sectors and missions of the institution, the IAC can quickly grow to unmanageable size. A series of sub-committees on specialized topics (i.e., international student recruitment and integration, curricular integration of study abroad, strategic partnerships or region foci, etc.) can be formed and asked to report to the committee as a whole periodically. The entire IAC should meet at least once or twice each semester, and should address broader issues of comprehensive internationalization at LSU. An annual report compiled by the IAC, with the SIO coordinating, should be submitted to the Provost, and this report should include progress toward strategic internationalization goals, obstacles and challenges, along with near- and medium-term future plans.
ENHANCING STUDY ABROAD AT LSU:
Strengthening and integrating international learning opportunities for LSU students and faculty

There is a good core of international study opportunities maintained at LSU. The Self-study reports that LSU students have access to some 200 international programs and that student participation has grown by about 48% in last ten years—from 362 in 2001 to 536 in 2011. The participation patterns exhibit trends that most universities experienced during this decade—a dip in enrollment following the attack on the World Trade Center in 2001 and a reduction in enrollment following the economic downturn in 2008.

However, the total number of students studying abroad each year is low when compared to peer institutions. In 2011, for example, North Carolina State, Texas A & M, and Georgia with study abroad students totaling 1,087, 1,856, and 2,079 respectively, more than double LSU's total of 536 students.

The Self-study estimates that the annual student participation in study abroad is about 2% of LSU’s total student population. It is important to note that the algorithm used nationally by the Institute of International Education's Open Doors Annual Report is slightly different in that it takes into consideration the fact that the average student has four (or more) years to participate in overseas study while obtaining an undergraduate degree. The Open Doors methodology takes the number of students earning credit for overseas study in an academic year and divides that number by the number of undergraduate degrees conferred that year. The resulting percentage is used to establish each institution's national ranking for study abroad participation. Using the data from the LSU Self-study 2011 data as an example, if all the 559 LSU International participants were on credit-bearing programs, the calculation would be 559 students divided by 4,600 undergraduate degrees conferred which would equal a 12% student participation rate in international study. These data would make LSU’s participation rates comparable to other U.S. institutions.

RECOMMENDATION 5: Strengthen Academic Programs Abroad operations to enable greater access for faculty and student international opportunities

Most U.S. institutions are seeking to increase student participation in experiential learning—overseas study, research opportunities, internships, and service learning programs. Six recommendations to strengthen international study opportunities for LSU students include the following: 1) Review the current business model and adjust to ensure adequacy of financial support for the development and management of a broad range of overseas academic and internship programs for students; 2) Determine a goal for student participation in international study (say 20% to 25% over the next 3-5 years) and promulgate widely signaling the highest institutional priority for international study, research and engagement; 3) Create a staff position to provide logistical support for faculty in developing programs and exchange relationships; 4) Integrate semester-long overseas study opportunities by identifying LSU equivalent courses at partner institutions to meet requirements of LSU degree programs; 5) Create a study abroad scholarship fund by implementing a modest international fee or study abroad fee for all students; and 6) Develop a university-wide Emergency and Risk Management Function. As international programming grows, many institutions are creating a central emergency management function. Students and faculty can run into problems overseas and parents in the U.S. can have emergencies where rapid contact with their student is required. Often, an International Travel Database is developed and information such as travel plans, emergency contact information, and verification of
evacuation/repatriation insurance are included among other elements an institution may wish to require. LSU can decide how broad a constituency this function should engage, from students to faculty and staff who travel overseas on university business. Minimally, all Academic Programs Abroad should be covered by an emergency management plan.

**RECOMMENDATION 6: Review current incentive structures for faculty leadership in international education and research**

Direct faculty involvement in the integration of study abroad into core curriculum is key to increasing study abroad participation rates. Faculty research activities overseas, which often translate directly to leadership roles in learning abroad activities, should also be strongly encouraged by the central campus administration. During our campus visit, we spoke with leadership of the faculty senate, as well as the faculty senate sub-committee focused on international issues. We came away with a strong sense of the need for greater faculty incentives and recognition international activity.

Faculty expressed some frustration over the fact that the short-term, faculty-led study abroad courses, which account for a significant percentage of LSU’s study abroad enterprise, were counted as “service” rather than “teaching” when calculating a faculty member’s workload. This is particularly problematic given the extensive amount of extra effort involved in taking a group of 10–20 undergraduate students abroad for several weeks; faculty are essentially “on duty” 24/7 during these courses, and must fulfill a variety of roles beyond facilitating learning. They also noted that international activities were not explicitly weighted in the current promotion and tenure policy at LSU. These are academic human resource policies that could be relatively easy to change, if the institutional will to do so exists.

Efforts at increasing recognition for faculty contributions to international education activities should be paired with greater recognition of faculty research and engagement activities with international dimensions. Faculty senate leadership noted that the International Educational Policy Committee recently submitted a recommendation to the Faculty Senate as a whole, to add recognition of international activities for consideration in promotion and tenure evaluation. This amendment to PS-36 would be an effective means of increasing and enhancing comprehensive internationalization on the LSU campus. Despite the nearly universal recommendation of senior international officers across the US, and despite the demonstrated effectiveness of weighting international engagement in faculty hiring, promotion and retention decisions in non-US institutions, the inclusion of an international metric in promotion and tenure guidelines remains relatively rare among US institutions. This could be a bold step for LSU, placing it at the forefront of this emerging trend, and clearly signaling to LSU faculty that international reach and impact is a serious institutional priority, valued by central campus leadership.

**RECOMMENDATION 7: Consider instituting a series of International Awards to recognize relevant contributions by alumni, faculty, and students**

In addition, LSU might consider instituting an international awards system for offering recognition to alumni, faculty, graduate students and undergraduates who have demonstrated exceptional commitment to the internationalization of the campus, exceptional prominence in international research accomplishments, or exceptional contributions to international development activities. An annual International Awards Banquet, hosted by the Chancellor and Provost, is a very effective means of providing such recognition. The potential benefits of such a banquet are
significant, particularly given a relatively low financial investment. (Financial resources would be needed to cover costs of the event itself, as well as to provide modest monetary awards to winners.) Benefits of a system of international awards and annual banquet include:

- They provide a tangible demonstration LSU’s, and it’s senior leadership’s, recognition and value of the institution’s global engagement.
- An distinguished international alumni award can keep international alumni involved and aware of the campus’s developing global presence, and can mobilize campus advancement personnel to specifically consider international alumni in their activities.
- Faculty international achievement awards—for teaching, research, or both—can add prestige in the campus community for international engagement efforts.
- Student international achievement awards—for leadership in humanitarian activities overseas, for example—demonstrate LSU’s commitment to fostering good global citizenship among its students.

The role of such international awards in fostering an international alumni and development culture at LSU should not be overlooked. Institutions of higher education across the US are, surprisingly, only recently considering the significant potential for international alumni to support their alma maters. The traditional disregard of the development potential among international alumni—based on the notion that a lack of philanthropic traditions and tax incentives in other countries inhibit alumni support—is coming to be questioned much more by campus leadership, as US institutions seek to diversify their support bases. Successful international alumni are being recognized for their potential to support their US alma maters in ways that move beyond direct financial contributions. Such alumni can be valuable resources for international student recruitment, international corporate relations, and international student career services and placement.

In addition to instituting an international awards tradition that includes recognition of successful international alumni, LSU might also consider some of the following international development strategies:

- Develop a network of international LSU alumni clubs, and formally recognize these organizations.
- Employ targeted overseas social media (Sina Weibo, etc.) to keep international LSU alumni engaged with the campus.
- Establish fundraising and development goals that are specifically tied to international education activities such as scholarships for incoming international students, scholarships for study abroad participation, and endowed chairs for international faculty excellence hires.
- Include alumni events and interactions in overseas trips by senior campus leadership (deans or higher) and tie international alumni interactions with overseas student recruitment activities.
Telling the LSU “International Story”:
Coordinated Data Collection and Dissemination to Internal and External Constituencies

Our core recommendation to enhance the effective communication of LSU’s international engagement enterprise is another key element in the move towards comprehensive campus internationalization. This is more than merely a public relations consideration. If any organization aspires to think and act strategically, it must have an effective inventory of current and recent past activities. Strategic plans articulate institutional aspirations—where the institution wants to be in five, ten, and twenty years. However, if you don't know your institutional starting point, as well as the current state of affairs at any point along the way, it is impossible to create an effective map towards achieving those aspirations. This leads to our third specific recommendation:

**RECOMMENDATION 8: Establish a centralized, comprehensive database of LSU international engagements, and mechanisms for communicating this knowledge internally and externally. Designate a Director of International Communications to oversee these efforts.**

The amount of data compiled by the dedicated and talented staff of IP for the unit’s self-study was very impressive. Statistics regarding numbers of international students, numbers of students participating in learning abroad activities, and numbers of institutional partnership agreements were readily at hand for the reviewers. However, the data was almost exclusively related to the specific domains overseen by the individual sub-units of IP. We received a similarly impressive but quite different report of international engagement from the Dean of the College of Music and Dramatic Arts, and could no doubt have received similarly diverse descriptions of international activities from each of the colleges and research institutes across the LSU campus. In order for the SIO to effectively advocate for comprehensive internationalization, as well as for senior campus leadership, governing board members, etc., to effectively represent the institution when traveling abroad or interacting with visiting delegations, state legislators and other external audiences, some centrally maintained knowledge base and coherent communications tools, both electronic and print-based, must be developed and maintained.

Data collection should include the basic metrics of internationalization, such as international student enrollment statistics, study abroad participation, institutional partnerships, as well as number and origin of international faculty and visiting scholars. However, it should also strive to include information on individual faculty international expertise and professional travel, numbers of students studying foreign languages, visits by international delegations to the LSU campus, visits by senior LSU leadership abroad, grants and sponsored research project that are either funded by a foreign-based institution or involve significant offshore activities, and significant LSU alumni activities overseas. The end goal of this data collection is both a comprehensive “snapshot” of LSU’s “global footprint” at any given moment, and a series of concentrically more specific information based on region, country, and partner institution or agency.
Such a comprehensive database of international engagements adds immediate and tangible value to the institution in a variety of contexts:

- **Risk Management.** It provides a basis for deliberate and comprehensive institutional response to international events. (When the Arab Spring erupted in Egypt and across the Middle East, how confident was LSU in the accuracy of information regarding how many LSU undergraduates, graduate students, and faculty were in potential danger zones?)

- **Grant/Proposal response and support.** A database that includes individual faculty expertise and international activities and be a useful tool in establishing institutional support and capacity when writing grant proposals in response to RFPs focused on particular regions or interdisciplinary global issues. (If USAID issues a call for a proposals focused on an interdisciplinary approach to watershed management northern Thailand, will an LSU faculty member in hydrology be able to access political scientists, economists, legal scholars, anthropologists, agricultural engineers, etc., who have particular experience in Thailand or with international research around water management?)

- **External Communications.** A comprehensive database of international engagement at LSU will be a valuable tool for senior administrators traveling abroad to represent the university, or interacting with visiting delegations on the LSU campus. (If the dean of the College of Human Sciences and Education is invited to visit Seoul National University, can s/he be effectively briefed before traveling so that the visit by LSU’s dean of the School of Coast and Environment the previous week doesn’t come as a surprise when mentioned by the president of SNU at a dinner? When the President Alexander addresses a global summit on education in Hong Kong, will he be aware of the robust LSU alumni club based there, or the strong ties between his Electrical Engineering department and Hong Kong's VTech corporation?)

- **Strategic prioritization and decision-making.** A comprehensive database of international engagement at LSU will reveal current and emerging clusters of faculty engagement or student interest in particular regions, with particular partner institutions, and around particular research/learning themes.

The chief communications officer for IP at LSU should be integrated into the central public relations team, and should regularly interface with college, institute, and departmental communications specialists. Faculty should be encouraged to populate LSU’s international database by noting their international expertise and/or registering with the international office when they travel abroad on university business. In addition, LSU’s increasing prioritization of international engagement should be reflected by adding a link to “LSU International” on the homepage of the university’s website.
Strategic Partnering Potential for LSU: 
Building on historic institutional strengths and anticipating future growth opportunities

The global higher education industry is becoming increasingly interconnected, and competitive. As in the domestic marketplace, US universities are jockeying for position and striving to stand out from the pack through some cohesive approach to branding and image crafting. These efforts are fairly well developed and sophisticated in the domestic market, but in the international arena, many universities maintain a herd mentality, following the hot trends, and the money. How many universities designate the BRIC countries explicitly in their strategic plans? How many universities want to partner with Tsinghua University, or actively participate in Brazil's Science without Borders initiative? While there is nothing inherently problematic about these countries, institutions or initiatives, as with the rush into MOOC delivery, there often seems to be little deliberation about the potential long-term, institution-wide benefits (or lack thereof) of such endeavors. They rarely take into consideration the institutions historic international engagements and current strengths.

In the case of LSU, there are several unique historical characteristics, both of the institution itself and the state which it serves, that may lend some obvious foci to their overall international engagement portfolio. In learning about LSU and its historical international engagement, both external reviewers noted strong potential for growth in:

- Latin America and the Caribbean (building on existing ties in Agriculture and related disciplines)
- France and Quebec (given the state's historical demographic profile, as well as the universities expertise in social sciences and humanities scholarship related to Cajun and Creole communities)
- Existing and emerging oil economies (building on the strength of petroleum engineering at LSU, as well as extensive corporate connections with multi-national petro-chemical industries)
- At risk coastal regions. Build on the developing partnership in coastal management with Delft University of Technology in the Netherlands, consider porting it to other relevant sites.

These four areas should be considered for concerted, institutionally coordinated strategic growth opportunities. All are fairly broad, rather than focusing on a particular institution or country. All can foster interdisciplinary opportunities and involve faculty and students from a wide variety of academic disciplines. All have some potential for revenue generation and unique positioning of the LSU international brand. Some potential scenarios? An interdisciplinary research institute, in partnership with a French university and one French Canadian University, focused on French diaspora studies. (France’s Partner University Fund might be one source of support for such a center.) An interdisciplinary degree program on climate change and coastal development/disaster management, with annual joint symposia involving faculty from key partners in relevant, at risk regions. An international Petro-Chemical Engineering Management master’s program, in partnership with an existing partner university in the Middle East, but with the intention to recruit students from emerging oil economies, such as Tanzania, Ghana, and Uganda. Of course, these are simply off-the-cuff examples. Truly strategic planning in the area of international partnerships must be based on a detailed analysis of LSU’s current strengths (facilitated by the central international database) and market analysis.
RECOMMENDATION 9: Articulate a University-wide international partnership plan that capitalizes upon current and historical faculty connections and institutional strengths.

The idea of “strategic international partnerships”—those that enhance and positively impact all of the institutions core missions, across a range of academic disciplines and research areas—is a relatively new development in international higher education. To be successful and sustainable, strategic international partnerships (SIPs) must be:

- Faculty-driven, based on existing faculty linkages
- Broad-based, with activities crossing disciplines and involving diverse constituencies
- Deep, with educational activities ranging from student mobility to co-taught courses, integrated curricula, and eventually true joint or dual degree programs, as well as research activities ranging from individual collaborative projects to ongoing virtual or physical joint laboratories, to interdisciplinary research institutes
- Peer-based, with partner institutions that are similar in profile and standing
- Complementary, with each partner bringing different opportunities to the partnership
- Mutually beneficial, with clearly defined metrics for success in the partnership
- Strong potential for opening new funding streams for research and education

RECOMMENDATION 10: Continue to develop, invest in, and monitor the emerging strategic international partnership between LSU and Sichuan Agricultural University. Promote it widely among campus and external constituents, and consider using it as a basis for developing six to ten additional broad-based, strategic partnerships in targeted areas around the world.

Strategic international partnerships is an area where LSU can, in many ways, be ahead of the curve when compared to peer institutions. The Louisiana State University and Sichuan Agricultural University (LSU-SAU) White Paper toward Establishing a Memorandum of Understanding, authored in November 2012 by a committee of faculty from three colleges on the LSU campus and from SAU, under the direction of the Executive Director of International Programs, sets forth an innovative and ambitious model for a sustained inter-institutional partnership that crosses academic disciplines and also explicitly aims to involve the private and government sectors of China and Louisiana. It is a laudable experiment and should be monitored closely over the coming years. The LSU-SAU partnership seems to have arisen, as do so many institutional linkages, through the personal connections and tireless efforts of one or two faculty “champions” for the project. The ability to grow and sustain expanded faculty interest, as well as engaging student participation in the initiative, will be key in developing a lasting, transformative institutional partnership. If successful, even in part, the LSU-SAU partnership initiative could serve as a model for developing future comprehensive, broad-based institutional partnerships that enhance the LSU brand around the world. If less than entirely successful, the project can still serve as a basis for future development of strategic partnering initiatives, with valuable lessons learned and appropriate adjustments in policy and process instituted as a result. Again, communication is crucial when developing strategic international partnerships. The campus community needs to be made aware of the LSU-SAU link, and faculty from across the campus should be encouraged to seek out potential collaborations with SAU counterparts.
APPENDICES:

Appendix 1: External Review Schedule
Appendix 2: List of Reviewer Recommendations
Appendix 3: LSU Comprehensive Internationalization Strategic Plan, 2012-2016
Appendix 1: External Review Schedule

Office of Academic Affairs
International Programs
Louisiana State University

External Review Schedule

April 28 – May 1, 2013, Room 160 Hatcher Hall

Review Team

Susan L. Gronbeck-Tedesco, Ph.D.
Associate Vice Provost, International Programs
University of Kansas

Tim Barnes
Director, Illinois Strategic International Partnerships
University of Illinois, Champaign-Urbana

Sunday – April 28

Timothy Barnes arrives in BR at 11:20 am on American Airlines – Dr. Harald Leder/pick up

Susan Gronbeck-Tedesco arrives in BR at 2:55 pm on American Airlines – Judy Fernandez/pick up

6:00 pm – DINNER – Dr. Hector Zapata & Dr. Jane Cassidy/Pick up at Lod Cook

Monday – April 29

Breakfast on your own

8:00am - Pick up from Lod Cook / Judy Fernandez

8:15 – 9:00 – Meeting with Provost Stuart Bell and Dr. Jane Cassidy / OAA-Thomas Boyd

9:00 – Pick up at Thomas Boyd and bring to Hatcher Hall

9:15 – 10:15 - Meeting with Dr. Zapata

10:15 – 11:30 – Meeting with Academic Programs Abroad Staff/ H. Leder-Director

11:45 – 1:00 pm – Lunch – Dr. Harald Leder & Maureen Hewitt

1:15 – 2:30 – Meeting with International Services Staff/Natalie Rigby-Director
Appendix 1: External Review Schedule (cont.)

2:45 – 3:45 – Meeting with Administrative Staff and Development and Outreach

4:00 – 5:30 – International Cultural Center Staff (M. Hewitt)
               International Hospitality Foundation (V. Genier/Executive Director)

6:00 pm – DINNER – Dr. Zapata

Tuesday – April 30

7:30 – 8:30 – Breakfast with Deans & Dr. Jane Cassidy / Lod Cook

8:45 – 9:45 – LSU Foundation – Mr. Lee Griffin, Lod Cook Bldg. 2nd floor

10:00 – 11:00 – Admissions – Pleasant Hall Library / Dr. Dave Kurpius & Ms. Marina Pereira

11:15 – noon – LSU AgCenter International Programs - Dr. Lawrence Datnoff

Noon – 1:15 – Lunch – Natalie Rigby & Jane Chandler

1:30 – 2:30 – LSU Faculty Senate Executive Committee, Dr. Kevin Cope- President of Faculty Senate

2:30 – 3:30 – LSU Faculty Senate International Committee, Dr. Elin Epperson, Dept. of English, Chair

3:30 – 4:30 – College of Business Globalization Committee/Dr. Ye-Sho Chen –Contact (PENDING)

6:00 pm – DINNER – Dr. Zapata & Lawrence Datnoff

Wednesday – May 1

Breakfast on your own at hotel

8:00 am – pick up at hotel to Hatcher Hall

9:00 – 10:00 International Studies Committee/College of Art and Design (PENDING)

10:00 – 11:15 Break

11:15 – noon – LSU-Sichuan Agricultural University Partnership Working Group, Dr. Bruce Sharky, College
of Art and Design

11:30 – noon – lunch delivered to Hatcher Hall

1:00 pm – Leave for BR Airport
Appendix 2: List of Reviewer Recommendations

Core recommendations:

1. Elevate the role and title of the Executive Director of International Programs to the level of Vice or Associate Provost for International Affairs, and integrate the new role into leadership and policy-making groups at the central campus level.

2. Where feasible, consolidate international operations into a central administrative unit

3. Finalize and implement the LSU Comprehensive Internationalization Strategic Plan, 2012-16

4. Establish an effective, campus-wide International Advisory Committee (IAC)

5. Strengthen Academic Programs Abroad operations to enable greater access for faculty and student international opportunities

6. Review current incentive structures for faculty leadership in international education and research

7. Consider instituting a series of International Awards to recognize relevant contributions by alumni, faculty, and students

8. Establish a centralized, comprehensive database of LSU international engagements, and mechanisms for communicating this knowledge internally and externally. Designate a Director of International Communications to oversee these efforts.

9. Articulate a University-wide international partnership plan that capitalizes upon current and historical faculty connections and institutional strengths.

10. Continue to develop, invest in, and monitor the emerging strategic international partnership between LSU and Sichuan Agricultural University. Promote it widely among campus and external constituents, and consider using it as a basis for developing six to ten additional broad-based, strategic partnerships in targeted areas around the world.
Additional miscellaneous recommendations for consideration:

1. Better integrate the International Cultural Center, International Services, and International Student Recruitment

2. Develop a more robust and comprehensive international student orientation program that incorporates issues such as academic integrity, intercultural communications, community integration, etc.

3. Reserve spaces in the Global Residential Life dormitory specifically for international students

4. Develop a student ambassador/buddy system to pair domestic and international students

5. Develop an articulated policy, revenue model, and marketing strategy for international consulting and professional training/development activities

6. Integrate an international student counselor and international student disciplinary program with International Services and student services/affairs sector of LSU’s administration

7. Establish an international research coordination position with the research administration infrastructure
Appendix 3: LSU Comprehensive Internationalization Strategic Plan, 2012-2016

LSU COMPREHENSIVE INTERNATIONALIZATION STRATEGIC PLAN
2012-2016

1. INTRODUCTION

Since 1869, LSU has demonstrated a commitment to international engagement and has both embraced Louisiana’s rich multi-cultural history and tradition and cultivated and promoted this diversity. Louisiana has historically been a meeting place for peoples of many backgrounds - from Europe, Africa, the Americas, and Asia. Due to its strategic location and its coastal, sub-tropical environment, Louisiana has also traditionally served as a critical point of exchange, and LSU has used its resources to establish international connections with countries and regions with similar geography for purposes of research and economic growth. Within this context of cultural diversity LSU has developed an international profile in research and teaching. Academic Programs Abroad provides programs of study in Asia, Europe, and Africa. The College of Art and Design has taken thousands of students abroad for well over 30 years to a wide range of countries. The Colleges of Business, Education, Engineering, and Agriculture promote research and academic exchanges for faculty and students in developing and developed countries. Faculty in Humanities and Social Sciences has received federal grants to pursue research in Europe, Africa and Asia and to develop programs in the less commonly taught languages. While these undertakings are indicative of a certain degree of interest in international outreach and activity, if LSU is to achieve a reputation as a world class university, it must attain the level of commitment to global learning, discovery and engagement that distinguishes its peer institutions. To do so, specific strategies are needed to remove the impediments and propel the university towards Comprehensive Internationalization (CI).

Although broad by definition, to be effective, CI must also target and develop specific geographical areas. Strategic areas can be selected by 1) maintaining and enhancing successful long existing collaborations with European universities, 2) reviving former collaborative activities in viable areas based on geographic proximity and mutual interest, Latin America for example, and 3) enhancing and initiating new partnerships with selected countries in Africa and BRIC countries (Brazil, Russia, India, and China) where faculty has demonstrated strong interest.

The American Association of Colleges &Universities (AAC&U) defines global learning as the process of “examining the world’s human and natural systems from multiple perspectives, and integrating learning across the curriculum by following the threads in an increasingly complex reality. Such an education intentionally wrestles with questions of diversity, identity, citizenship, democracy, power, privilege, sustainability, and ethical action.” To create an environment that promotes global learning, CI integrates international, intercultural and global dimensions into the fiber of the institution. Although the concept must be supported and promoted by appropriate leadership, programs, structures policies and allocation of funds and resources, CI must be faculty inspired and faculty driven. Therefore, the LSU International Strategic Planning and Implementation Committee (ISPIC) was established in June 2011 and endorsed by Dr. John Hamilton, Interim Provost. Composed of 14 members, the committee includes faculty representation from each College along with key administrators from International Programs. The resulting LSU Strategic Internationalization Plan addresses the significant challenges at LSU as reported in 2009 by the Internalization Task Force. These include 1) developing curriculum with global components and learning experiences abroad that promote global competence and articulating the associated student learning outcomes; 2) establishing a central database resource of faculty international activities and means of publicizing and rewarding faculty who engage in internationally
focused endeavors; 3) leveraging resources and streamlining administrative processes that enable the University to foster an environment in which faculty and students can readily participate in programs and curriculum that promote global perspectives; and 4) increasing the number of international students at LSU and developing strategies that promote their full integration into a truly multicultural campus both as contributors to and beneficiaries of global learning. As a result, LSU will graduate students who are informed and understand the world’s most urgent and long-term issues and who are competent and willing to assume their role in addressing these problems and LSU Faculty will share their expertise with the global community to the mutual benefit of all parties.

In addition, the plan establishes the crucial role of Louisiana’s Flagship University as the fundamental nucleus of our state for developing global partnerships and collaborations of excellence in academics, research and engagement. As such, LSU affirms its essential contribution to the economic development and well-being of our state.

2. INTERNATIONALIZATION AND THE FLAGSHIP 2020 AGENDA

Internationalization is defined as “the process of integrating international, intercultural and global dimensions into the purpose, functions or delivery of post-secondary education” (Jane Knight, Updating the Definition of Internationalization, International Higher Education, Fall 2003) Using this definition, the LSU Comprehensive Internationalization Strategic Plan serves as an interface to connect the goals of Louisiana State University as outlined in the Flagship 2020 Agenda:

“Discovery: Expand discovery through transformative research and creative activities addressing contemporary and enduring issues that shape the way we live in the world.

Learning: Enhance a faculty-led and student-centered learning environment that develops engaged citizens and enlightened leaders.

Diversity: Strengthen the intellectual environment by broadening the cultural diversity of the LSU community.

Engagement: Promote engagement of faculty, staff, and students in the transformation of communities.”

The outcome will be globally engaged citizens and enlightened leaders who understand our interconnectedness. As a result of their learning experiences and engagement in environments reflecting “cultural diversity”, students will possess the global perspectives necessary to “address contemporary issues that shape the way we live in the world” and contribute to the “transformation of (sic: the world-wide) community.”(Quotes are taken from the Flagship 2020).
MISSION

Supported by academic and administrative commitment, the To Be Determined (TBD) contributes to LSU’s global footprint by promoting and facilitating faculty driven Comprehensive Internationalization through globally oriented programs and initiatives in teaching, research and service. As a result students, faculty and staff develop cross-cultural awareness and demonstrate competences appropriate to a culturally diverse context, both on campus and abroad.

VISION

The “TBD” will contribute to the recognition of LSU as a 21st century globally competitive institution of higher education through the support it provides LSU units in defining and implementing internationalization within their unique priorities. Through sustained commitment and collaboration across the campus, internationalization will be incorporated into the institutional mission and ethos, and the university’s international aspirations will be supported at all levels of the institution.

CONTEXTUAL FRAMEWORK

Since 2007, International Programs, using information reported on faculty international travel request forms, has been able to identify a certain number of LSU faculty involved in international activities. Although the reports do not capture all faculty involvement, such data has enabled this unit to harness relevant geographical and professional expertise needed for engaging faculty in programs, initiatives, and discipline specific funding opportunities.

With the intention of enlarging the scope of the data, in 2010, the LSU Internationalization Task Force (ITF) under the auspices of International Programs conducted a campus-wide review to establish the level of international learning, research, and engagement of LSU students and faculty. The review provided the following information:

**FACULTY SURVEY:** Distributed to approximately 1500 faculty members, 321 faculty responded (20%) and of those, 259 (80%) reported international activity in the following categories: 14%-faculty led student trips; 16%-conferences; 18%- teaching; 52%-research. Another 137 faculty who had not responded to the survey actually reported international travel during 2010 for the same purposes previously listed. Quietly practiced on an ad hoc basis, international education, research, and engagement are not yet incorporated into the core of the institution. Moreover, the University does not as an institution recognize the value of international work, and this is manifest in the lack of incentives and the incompatibility of international endeavors with criteria for promotion and tenure. Even those who are internationally engaged often see no reason or means to report it since no unit at LSU is officially assigned and empowered to gather and coordinate the reporting of such faculty activity

**COURSES AND CURRICULUM:** The ITF also reported on opportunities for student global learning through courses, curriculum, and study abroad experiences. 54% of courses covering geographic areas and foreign languages were focused in Western European countries and 21% emphasized Asian studies.
The remaining 25% represented Africa, the Middle East, South America, and Russia. We do not have data on the number of courses identified as having global content.

**STUDY ABROAD AND INTERNATIONAL STUDENTS:** LSU offers more than 150 sites for study abroad in over 40 countries but only 2% of students participate. Almost 2000 international students spanning 105 countries constitute an enormous resource for LSU but there are no programs or procedures through which faculty can actively and systematically engage these students’ to share perspectives with American students and thus increase positive relations and global awareness among all LSU students.

**GENERAL GOALS FOR INITIAL PHASE OF COMPREHENSIVE INTERNATIONALIZATION-**

**General Goal 1.** Prepare students to be competent and confident in an increasingly globalized and dynamic environment.

**General Goal 2.** Promote and facilitate international engagement that will enhance the careers and reputations of LSU faculty and contribute to LSU’s reputation as a world-class university.

**General Goal 3.** Internationalize the academic culture at LSU through discovery, learning, diversity and engagement.

**General Goal 4.** Contribute to campus diversity and globalization by attracting international students and scholars.

**General Goal 5.** Develop LSU as a hub of international engagement and opportunities for the community and the state.

**CORE VALUES**

The work towards fulfilling our mission and achieving the goals set forth herein will be governed by the following core values:

Campus internationalization is not an end in itself but rather an imperative means of contributing to the achievement of LSU’s mission and goals.

The transformative process of internationalization is not the property of any single campus unit or constituency. It evolves intentionally within a framework of collaboration and inclusiveness.

Open-mindedness and forward thinking foster collaboration, innovation, creativity, and flexibility in program and funding development.

The concept of community in the 21st century extends far beyond the campus to include the global community and its many interactions with our campus, city, and state.

The university’s commitment to community inspires the creation of opportunities that prepare students to be active citizens in an international and interdependent world, and encourage faculty to contribute their expertise in solving economic, environmental and social challenges in the global community.
Safety and adherence to best practices in the field of international education guide the programs and opportunities for international learning, research and engagement.

Partnerships between campus units are an essential and desirable means of promoting good stewardship of human capital and financial resources that will contribute to sustainability of comprehensive internationalization.

GOALS, PERFORMANCE INDICATORS AND STRATEGIES

General Goal 1 - Prepare students to be competent and confident in an increasingly globalized and dynamic environment.

1. Performance Indicator: A catalogue of at least 50 courses with global learning outcomes will be approved by fall 2013.

   Strategy 1. Establish connections across academic and support units to expand learning opportunities that contain global content and provide cross-cultural experiences.

   1.1.1. Internationalization Strategic Planning and Implementation Committee (ISPIC) and International Programs (IP) will define and establish global student learning outcomes.
   1.1.2. ISPIC will interface with department chairs, faculty, and appropriate Faculty Senate Committees to establish baseline numbers for courses and experiential learning activities with global components at LSU.
   1.1.3. Academic units, according to their specific cultures, capacities, and capabilities, will choose appropriate actions to integrate global concepts into their curriculum.
   1.1.4. Faculty in each college or department will identify gaps and decide focus and process for course and curriculum modifications and ways of incorporating global components among the requirements in the major.
   1.1.5. Faculty will explore developing creative interdisciplinary programs designed to achieve global learning goals.
   1.1.6. “TBD” will collaborate with the LSU Learning and Teaching Collaborative to provide faculty training in incorporating global dimensions into the preparation, delivery and learning outcomes of courses and other globally enriched learning opportunities.
   1.1.7. ISPIC will work with the Office of Assessment and Evaluation and the University Assessment Committee to assist department assessment coordinators and faculty in conducting appropriate assessment of global competences.
2. Performance Indicator: Opportunities for student experiential learning will increase by 50% by spring 2016.

**Strategy 1.** Academic support units will collaborate with faculty to develop opportunities for globally focused student engagement.

2.1.1. LSU Career Services and colleges will work with local corporations to increase and enhance opportunities for globally focused internships for both American and international students at LSU.
2.1.2. Faculty will engage with corporations, colleagues and professional contacts to provide credit-bearing internships in international settings for qualified students.
2.1.3. The Office of Undergraduate Research will work with faculty to increase opportunities for undergraduate student research at international sites.
2.1.4. Center for Community Engagement, Learning, and Leadership (CCELL) will help faculty develop courses offered locally and abroad with service learning components that achieve global learning outcomes.

**Strategy 2.** Enhance study abroad opportunities for LSU undergraduate and graduate students and increase student participation by 25% by 2016.

2.2.1 Articulated learning outcomes for each study abroad program and coherent practices in grade and credit evaluations will facilitate integration of study abroad into students’ undergraduate curriculum.
2.2.2 Academic Programs Abroad (APA) will implement an assessment plan to track the efficacy of each program.
2.2.3 Colleges will work with International Programs to establish focused exchanges in specific majors with selected international universities.
2.2.4 Colleges will explore possible curriculum revisions in order to include study abroad without loss of time to degree.
2.2.5 The number of majors that require a learning abroad experience will increase to 4 by 2015. (The current number is one)
2.2.6 Incentivized by the revisions to PS 36 that include international engagement in consideration of tenure and promotion, an increased number of faculty will develop and lead study abroad programs. Opportunities will be sought whereby such programs will also support and enrich faculty research and publication.
2.2.7 APA will work with Center for Freshman Year and faculty advisors to help students plan ahead to integrate study abroad into their curriculum and explain how resulting credits and grades are transferred and evaluated.
2.2.8 References to research and literature on best practices in international education will be available on the “TBD” website.
3. **Performance Indicator:** The number of students studying and using world languages at LSU will increase.
   
   **Strategy 1.** Encourage disciplines to identify languages important to their field of study and to signal these opportunities to their students.
   
   **Strategy 2.** Encourage disciplines to establish minimum levels of language competency for their students wherever appropriate.
   
   **Strategy 3.** Promote language-focused interaction between language students, students of English as a Second Language and other international students at LSU.

4. **Performance Indicator:** A Global Competency Certificate (GCC) will be developed for undergraduate students who choose a globally focused course of studies.

   **Strategy 1.** ISPIC will define global competency, determine the academic and engagement requirements and seek Faculty Senate endorsement.

   **4.1.1** An inventory of acceptable courses and experiential learning activities and the coefficient of the various components will be established and updated regularly.

   **4.1.2** ISPIC and International Programs will work with the Office of Assessment and Evaluation to identify tools and methodologies to measure global competence and provide training for appropriate faculty and staff in utilization of these assessment tools.

5. **Performance Indicator:** The amount of external funding to support international study and experiential learning for LSU students will increase by 50%.

   **Strategy 1.** “TBD” will work with Deans and Directors to inform LSU donors on ways to expand their involvement with LSU global initiatives for students.

   **Strategy 2.** IP will assist faculty in identifying and applying for external funding opportunities that include globally focused academic opportunities for students.

   **Strategy 3.** IP will work with LSU Foundation to develop a network of local corporate and individual donors as well as international alumni, friends, and study abroad alumni who will donate to sustainable international programs and activities.

   **Strategy 4.** More LSU students will compete for donor funded international scholarships. (Rhodes, Marshall, Fulbright, Truman, Gates, Mitchell, etc.)

   **5.4.1** APA will enhance visibility of scholarship opportunities to first and second year students, utilizing existing communications networks such as new student orientation, honors college, Chancellor’s research scholarships, LA STEM program, academic majors, and other units positioned to identify promising students.
5.4.2 Faculty and staff advisors help identify potential applicants and mentor them throughout first two years of study to position them for such scholarships.

General Goal 2 - Promote and facilitate international engagement that will enhance the careers and reputations of LSU faculty and contribute to LSU’s reputation as a world class university.

1. Performance indicator: The number of faculty travelling internationally for purposes of research, contractual services, teaching and curriculum development with a global focus will increase 25% by 2016.

   Strategy 1. Faculty will receive information on opportunities for and logistical support in developing their international initiatives.

   1.1.1. IP will publicize and facilitate faculty and research exchange initiatives with existing international university partners.
   1.1.2. Upon faculty request, IP will formulate and negotiate agreements that establish exchanges with targeted international institutions for purposes of teaching, research and joint curricular activities with colleagues in other countries.
   1.1.3. IP will collect, maintain, and disseminate information concerning LSU faculty international activity for the purpose of leveraging and maximizing resources.

2. Performance indicator: An increased number of faculties will bring specific expertise to international development programs funded through external donors, both governmental and private.

   Strategy 1. Policies and procedures will be developed and disseminated that motivate faculty to engage in international development programs and projects.

   2.1.1. IP will work with the LSU offices of Sponsored Programs, Research and Economic Development, and Academic Affairs to attract, facilitate, and reward faculty involvement in donor funded projects.
   2.1.2. IP will monitor grant and contract funding and communicate opportunities to appropriate faculty.
   2.1.3. IP will work with individual college grant coordinators to promote and develop applications for grants with international components.
   2.1.4. “TBD” will explore establishing a pilot program for global online education with targeted international regions and institutions.
3. Performance indicator: There will be an increase in the number of faculty who include international components in teaching, research and engagement, both locally and abroad.

**Strategy 1.** Faculty’s international endeavors will be facilitated, recognized, and rewarded.

3.1.1. “TBD” will work with colleges to create, publicize and fund awards for excellence in international research, teaching and service.

3.1.2. Colleges will develop guidelines to recognize international initiatives of faculty and staff.

3.1.3. Implementation of recent revisions to Policy Statement 36 that include international engagement within the criteria for promotion and tenure will be tracked and reported.

3.1.4. IP will liaise with faculty and Continuing Education to develop fee-paying training programs for international students and professionals. Programs will include ESL courses along with specially designed courses in specific fields. (e.g. business, engineering, and agriculture.)

3.1.5. IP will actively seek extramural funding for all initiatives that promote international education initiatives.

**General Goal 3 - Internationalize the academic culture at LSU through discovery, learning, diversity and engagement.**

1. Performance Indicator: “TBD” will be recognized as the unit that represents, promotes, and coordinates comprehensive campus internationalization.

**Strategy 1.** The work of “TBD” will be based on a partnership paradigm that builds collaborations and coalitions with all stakeholders in the internationalization of our university in order to promote international engagement and leverage resources.

1.1.1. Each college will establish a modus operandi for maintaining communication with “TBD” to provide reciprocal information sharing and report faculty and college international activities.

1.1.2. “TBD” will establish an Internationalization Advisory Board to assist in implementation of the strategic plan and to help create synergy that drives broad campus outreach and ownership of Comprehensive Internationalization.

**Strategy 2.** A coherent and integrated communication strategy will advance Comprehensive Internationalization.

1.2.1. A Strategic Internationalization website will facilitate and report international learning, research, and engagement.

1.2.2. “TBD” will develop a marketing campaign that promotes CI at all levels of the university: administration, faculty, students, and staff.
2. Performance Indicator: In addition to the indicators linked to the individual components of Comprehensive Internationalization, the dimensions of globalization of the system as a whole will be systematically defined, monitored, measured, and reported.

   Strategy 1. “TBD” will work with academic and administrative units to facilitate and leverage resources to encourage global learning, research and engagement by establishing relevant policies and procedures.

   Strategy 2. “TBD” will work with other units to monitor, measure, and assess progress in each of the components of comprehensive internationalization.

   2.2.1. “TBD” will work with college representatives to ascertain benchmarks for measuring international components and activity in all areas: overall student and faculty participation in international initiatives and activities, curriculum and co-curriculum with international components, student and faculty engagement opportunities, student participation in relevant experiential learning activities, and numbers of international students and programs that promote their contribution to campus internationalization.

   2.2.2. A monitoring and assessment system will be established to track international initiatives both quantitatively and qualitatively.

General Goal 4 - Contribute to campus diversity and globalization by increasing the number of international students and scholars at LSU by 15% by 2016.

1. Performance Indicator: “TBD” will partner with Admissions Office to develop a plan for recruiting international students that leverages existing capital, both human and financial.

   Strategy 1. Create a Faculty Recruiting Advisory Committee to interface with the Office of Admissions and “TBD” to implement the recruiting plan.

   Strategy 2. Specific recruiting materials and guidelines will be provided to help LSU faculty, international alumni, and current international students promote LSU to contacts in targeted countries.

   Strategy 3. Increase enrollment in the English Language Orientation Program by including it in the institutional strategic plan for recruitment and increasing its visibility on the International Programs website.

   Strategy 4. Work with Louisiana Department of Economic Development to include a link “STUDY LOUISIANA” on the homepage of their website that will lead to Louisiana universities.

   Strategy 5. LSU will participate in at least one U.S. State Department-sponsored program to recruit academically qualified students to LSU for one year with partial tuition waivers. (e.g. World Learning)
2. **Performance indicator:** Develop educational funding opportunities for international students.

**Strategy 1.** The LSU Admission’s website will provide information on funding opportunities, both private and public, for international students wanting to study in U.S. universities.

**Strategy 2.** Faculty will include funding for international graduate assistants in donor funded grant proposals as appropriate.

**Strategy 3.** Units serving international students will be vigilant for opportunities to reinstate and increase LSU scholarships for undergraduate international students.

3. **Performance Indicator:** The educational and social experience of international students at LSU will be enhanced through strategies that create better integration and engagement, cross-cultural dialog, and opportunities to bring a variety of perspectives to class discussions and projects.

**Strategy 1.** “TBD” will engage with other relevant non-academic support units to address the challenges of international students’ integration.

3.1.1. “TBD” will work with the Office of the Dean of Students to reduce the frequency and intensity of negative encounters between international students and LSU staff.

3.1.2. “TBD” will work with the ICC and the International Student Association to encourage international students to leave their comfort zones and seek opportunities for campus and community integration.

3.1.3. The International Cultural Center will consider including in their mission an element of outreach to American students.

**Strategy 2.** Favorability ratings from international students and faculty in focus groups and other survey instruments will be tracked and assessed.

**Strategy 3.** Improve outreach of the International Cultural Center intercultural activities and increase participation of American students

**Strategy 4.** International Programs will provide cultural shock workshops once a semester for international students and LSU students planning to study abroad.

4. **Performance Indicator:** Increase the number of international visiting scholars at LSU by 20% to an average of 100 a year.

**Strategy 1.** Assign coordination of Fulbright Scholar programs to a specific unit that will promote and facilitate participation.
Strategy 2. "TBD" will work with campus academic units and faculty travelling abroad to increase number of invitations to international scholars.

Strategy 3. International Services will consult with peer institutions to identify and adopt applicable strategies to improve logistical services on campus.

4.3.1. "TBD" will coordinate with academic units to provide suitable and convenient short-term housing on or near campus for international scholars and dependents.

4.3.2. Develop a long-range plan to construct an international housing and hospitality center on an appropriate site of close proximity to the campus.

General Goal 5 - Develop LSU as a hub of international engagement and opportunities for the community and the state.

1. Performance Indicator: Corporate engagement for campus internationalization will enhance and increase internationally focused opportunities such as professional development, internships, and research for LSU faculty and students.

   Strategy 1. In collaboration with the Office of Research and Development, "TBD" will develop a plan to create strategic partnerships with local industries and businesses engaged in international private sector enterprise, and establish broad campus management and networking structures to implement the plan.

   Strategy 2. The “TBD” will work with the Office of Corporate and Alumni relations to leverage alumni support in identifying, evaluating and contacting potential corporate partnerships both internationally and locally.

2. Performance Indicator: LSU faculty expertise will be leveraged to create entrepreneurial opportunities.

   Strategy 1. “TBD” will develop and maintain a database of LSU faculty international and geographical expertise.

   Strategy 2. To contribute to international development, La. Department of Economic Development and Greater Baton Rouge Area Chamber of Commerce will publicize LSU faculty expertise on their website and include higher education in the promotion of international development for the city and state.

   Strategy 3. “TBD” will work with faculty and Office of Continuing Education to build and market 3-4 week non-credit training programs for international students and professionals. These programs will also include ESL modules as needed.

   Strategy 4. LSU faculty will provide professional and geographical expertise to companies whose employees need better skills to operate successfully in a large multinational company.