

# Internationalizing the Undergraduate Experience @ Cornell

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Final Report of the Global on Campus Committee  
May 2015

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# 1) Executive Summary

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**Many of the most urgent problems we face are global:** poverty alleviation, food security, international terrorism, climate change, and sustainable development, among them. None of these issues is localized within the boundaries of any one nation. To remain relevant and impactful, Cornell must prepare its students to work across national and international borders to help address global challenges.

**Cornell University announced its intention, in its 2010 Strategic Plan, to become a top-10 research university worldwide.** To achieve this goal will require us to infuse an international perspective into our curriculum, our culture, and all that we do. In summer 2013 the University launched the Global Cornell initiative to address these objectives. Professor Fredrik Logevall, Director of the Mario Einaudi Center for International Studies, was appointed Vice Provost for International Affairs (VPIA) and charged with spearheading the Global Cornell initiative.

**In fall 2014, Vice Provost Logevall assembled the “Global on Campus” Committee (GoC) to develop recommendations aimed specifically at internationalizing the undergraduate experience at Cornell.** Just as globalization affects every aspect of 21<sup>st</sup> century life, it widely impacts higher education—from student admissions to faculty research, from on-campus curricula to study abroad, and from alumni affairs to university fundraising. To represent the diverse components of the Cornell campus, the GoC is comprised of key stakeholders from Student and Academic Services, Undergraduate Admissions, New Student Programs, Campus Relations, University Communications, Alumni Affairs and Development, Mario Einaudi Center for International Studies, Cornell Abroad, the International Students and Scholars Office, and Cornell faculty and students.

**The Committee was charged with the following tasks:**

- *To review the international content of the student experience on campus in order to foster a culture compatible with the University’s ambition to be a top-ten research university worldwide.*
- *To consider the relationship of the on-campus experience to fostering robust student participation in study and service abroad, consistent with President Skorton’s stated goal of significantly increasing the number of Cornell undergraduates having a meaningful international experience prior to graduation.*
- *To examine how an international perspective informs Cornell programs and activities, beginning with tours for and communications with prospective students, through all aspects of the on-campus experience, to career services and the alumni experience.*

**The GoC spent much of the 2014-15 academic year reviewing current University practices and procedures to identify the challenges and opportunities that lie ahead.** This report presents the Key Recommendations of the Committee, as well its detailed recommendations regarding various aspects of campus operations.

We begin by expressing our affirmation of the language in a recent Global Cornell report, that: “To maintain our institutional competitiveness and prepare Cornell students for leadership and service in an interdependent world, we must:

- Reach out to attract outstanding students and faculty from around the world
- More effectively integrate global literacy into Cornell’s curriculum
- Make meaningful international experiences available to all Cornell students
- Support faculty whose research and teaching is increasingly international in nature
- Generate new investments in international initiatives.”

**Our ten Key Recommendations are:**

1. ***Committing Cornell to global education.*** To equip Cornell students to work effectively across cultures and national boundaries, we must do more to internationalize the undergraduate student experience. The curriculum within each college should include international course offerings, cultural

learning, and the integration of international experiences. We need to align our institutional practices, procedures, and resources—both human and financial—around the shared vision of a truly global Cornell.

2. ***Dedicating financial resources.*** Dedicated financial resources are essential to back up Cornell’s global commitment. Strategic financing can significantly accelerate achieving our global mission. Cornell’s ability to provide international-focused opportunities to students is closely related to the investments we make in our faculty and staff, and in international programs involving students.
3. ***Engaging students internationally and on-campus.*** There are many ways we can increase the global engagement of Cornell students: by internationalizing the curriculum, providing better access to information on opportunities abroad, and providing more opportunities that take students abroad. Internationalizing the student experience is highly complementary with the new university-wide Engaged Cornell commitment to strengthen the off-campus engagement of students and faculty.
4. ***Assuring equity.*** In most cases, Cornell financial aid is not available for summer school, intersession courses, or short-term trips abroad that are part of Cornell coursework. These programs represent a growing sector of the portfolio of opportunities available to students, and student demand for short-term programs is increasing. The University should find the means to make both long-term and short-term international programs more affordable for all students.
5. ***Revisiting the new budget model.*** The University’s new budget model and related administrative processes have inadvertently created disincentives which are hindering Cornell’s global aspirations. These include: disincentivizing faculty involvement and student enrollment in summer and intersession courses and discouraging cross-college course enrollment, the joint teaching of courses, and semester-long study abroad. Not addressing these unanticipated consequences will jeopardize our positive momentum.
6. ***Enhancing the experience of international students.*** We need to strengthen the overall campus environment for international students, reflecting their valued contributions to Cornell and the Ithaca community. An important part of this effort is assuring that international students are fully incorporated in campus life. Two measures that would be transformative in the long term are significantly increasing financial aid to enhance the diversity of our international student population and creating a dedicated international student center.
7. ***Increasing faculty engagement and incentives.*** Faculty are the primary agents for engaging students in international education. Faculty efforts to incorporate international instruction and other educational activities into the Cornell experience should be formally recognized in tenure and promotion decisions and in performance evaluations. Financial support in the form of release time, summer salary, travel support, and other incentives is essential to support faculty involvement in international activities.
8. ***Coordinating our efforts.*** The issues of 1) reducing administrative duplication, 2) achieving consistency, and 3) assuring quality control in delivering services to students frequently arose in our Committee discussions. We must look critically at our routine daily operations and find smarter ways to accomplish the job of internationalizing our campus. Two areas in which we strongly agree that greater coordination and integration need to occur are communications and improving student access to information about international resources.
9. ***Improving enrollment management.*** Optimizing enrollment management to “replace” students studying abroad with other students studying on-campus allows the University to reduce foregone tuition while enabling more students to study abroad. It is also the Committee’s understanding that housing first-year students admitted under the new January admissions policy will likely leave few spaces available for housing visiting international students on campus during the spring semester. To maintain or increase the number of foreign students studying on campus, we need to address this issue.
10. ***Supporting a spectrum of opportunities.*** Meaningful international experiences for students can occur before matriculation (for example, via a gap year) and after graduation (via the Peace Corps or other similar service organizations), as well as during students’ Ithaca-based education. We should encourage every Cornell student, early in their studies, to develop a plan for one or more international experiences, appropriate to their interests and long-term goals.

## 2) Global On Campus Committee Charge

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President David Skorton's 2012 white paper, "Bringing Cornell to the World and the World to Cornell," identified internationalization as a critical need facing Cornell University. He recognized that, in order to compete with our peer institutions and continue to attract the best faculty and students, internationalization must become a key priority for Cornell. In October 2012 a faculty task force issued a broad set of recommendations to strengthen Cornell's international presence and improve its global standing, and in 2013 President Skorton pledged \$3 million per year for five years to address the internationalization objectives of the University.

In summer 2013 the University launched the Global Cornell initiative. On July 1, 2013, Professor Fredrik Logevall, Director of the Mario Einaudi Center for International Studies, was appointed Vice Provost for International Affairs (VPIA) and charged with spearheading the initiative.

In October 2013, Vice Provost Logevall issued "A Call to Action," outlining five priorities for internationalizing Cornell:

1. *Internationalize the student experience* by expanding opportunities abroad and on campus, developing new courses, and exploring the creation of a new interdisciplinary Global Affairs major.
2. *Support internationally engaged faculty* through programs offered by the Einaudi Center and Cornell's colleges and schools, and recruit internationally engaged faculty, in part through a new fellowship program.
3. *Enhance Cornell's global presence* by cultivating new international partnerships and by exploring the creation of "consulates" in selected cities around the world.
4. *Mobilize funding for internationalization* and generate new endowments.
5. *Create central coordination* for internationalizing Cornell and provide expert leadership through internal and external advisory councils.

In September 2014, Vice Provost Logevall assembled the Global on Campus Committee for the specific purpose of addressing Priority No. 1 in his "Call to Action," advancing the internationalization of the student experience. This goal impacts every aspect of university operations: from student admissions, faculty research, and on-campus curricula to study abroad, alumni affairs, and university fundraising. Thus, the Committee's members represent a broad base of key stakeholders from across campus, including faculty, students, and administrative representation from Student and Academic Services, Undergraduate Admissions, New Student Programs, Campus Relations, University Communications, Alumni Affairs and Development, Cornell Abroad, and the International Students and Scholars Office.

The Committee was charged with the following tasks:

- *To review the international content of the student experience on campus in order to foster a culture compatible with the University's ambition to be a top-ten research university worldwide.*
- *To consider the relationship of the on-campus experience to fostering robust student participation in study and service abroad, consistent with President Skorton's stated goal of significantly increasing the number of Cornell undergraduates having a meaningful international experience prior to graduation.*
- *To examine how an international perspective informs Cornell programs and activities, beginning with tours for and communications with prospective students, through all aspects of the on-campus experience, to career services and the alumni experience.*

This report presents the Key Recommendations of the Committee, as well detailed recommendations regarding various aspects of campus operations. Collectively, these are our recommendations to accelerate internationalization of the undergraduate experience at Cornell.

# 3) The International Landscape @ Cornell & Peer Institutions

## Cornell

**Cornell is and always has been a global university:** in 1868 our first class included students from Brazil, Canada, England, and Russia. Cornell faculty and students are connected through their research to scholars all over the world, and individual faculty members are global leaders in their fields. Cornell students regularly traverse the globe, and we are drawing international students from more than 100 countries.

**And yet, to remain relevant and impactful, Cornell must do more.** The fact is that most of the critical issues of our time are transnational, and in many cases, global. We must equip Cornell students to work across cultures and national boundaries to help solve these global challenges.

**Cornell has become increasingly international over the years:** one measure is the growing representation on campus of students from the around the world. These students make an enormous contribution to Cornell, both inside and outside the classroom. There are approximately 4,400 international students at Cornell and roughly one-third of these students—currently, 1,464 students—are undergraduates. These students come from 114 countries, with the largest geographic representation (in order) from China, India, South Korea, Canada, and Taiwan. In recent years, most of the growth in international student enrollment has come from China, with the number of Chinese students nearly doubling between 2010 and 2014.

**The number of applications to Cornell from international students continues to rise sharply.** International applications have increased by 250% since 2004. For fall 2014 admissions, Cornell received 8,779 applications from 150 countries. The three leading sources of international applications are China, India, and Canada. Over the past decade, the annual financial aid budget for international students has increased from around \$2 million to around \$10 million and provides limited support to the growing population of students with demonstrated financial need.

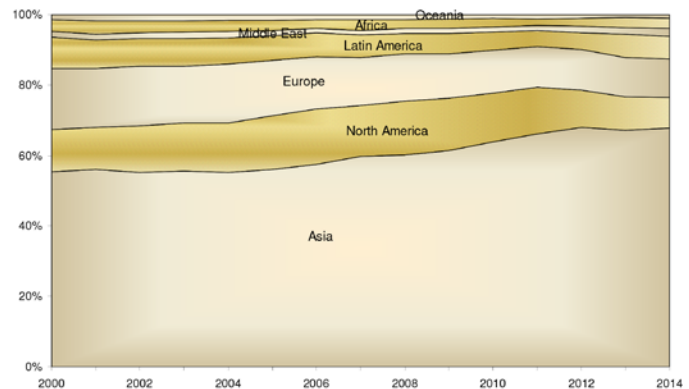
**Largest Geographic Representation  
International Students Fall 2014**

Of the **114 foreign countries** represented at Cornell, the ten countries with the largest representation are listed below:

<b>China</b> ..... 1,564	<b>Brazil</b> .....80
<b>India</b> ..... 512	<b>Singapore</b> .....72
<b>South Korea</b> ..... 416	<b>Mexico</b> .....65
<b>Canada</b> ..... 376	<b>Thailand</b> .....57
<b>Taiwan</b> .....92	<b>United Kingdom</b> .....56

*Together, the 3,290 students from these ten countries account for 74.9% of the total international student population at Cornell.*

## Regional Enrollment Trends 2000-2014



2014-2015 International Students and Scholars Office • Cornell University • Ithaca, New York

**Cornell University's colleges, schools, and other academic units offer more than 4,000 courses,** 70 undergraduate majors, nearly 100 graduate fields of study, undergraduate and advanced degrees, and continuing education and outreach programs. Each college offers courses with an international content, and A&S offers instruction in about 45 foreign languages, about 30 of which offer courses through a second year and can be used to satisfy the [A&S](#)

[language requirement](#). Despite this breadth of offerings and strong international programs in some colleges, only two colleges (A&S and ILR) currently require coursework with an international theme: the so-called breadth (A&S) or cultural perspectives (ILR) requirements.

**In addition to curricular offerings, many administrative offices at Cornell support the internationalization of the student experience.** Among them are the Mario Einaudi Center, Cornell Abroad, the International Students and Scholars Office, Engaged Learning + Research, Cornell Career Services, the Office of Alumni Affairs, and the international program offices of the individual colleges. Other administrative offices help shape the makeup of the undergraduate student population and provide vital on-campus support for students. These include the Office of Undergraduate Admissions, Residential and New Student Programs, the Center for Teaching Excellence, and the Holland International Living Center. While these and other offices provide critical resources for Cornell students, the number of these offices, combined with the decentralization of college-level administrative functions, creates a level of institutional complexity that is not always transparent to students as well as challenges of coordination, integration and consistency in providing services to students.

**Cornell's global reach is expanding as more and more of our students participate in international programs.** Cornell offers students access to a wide variety of such programs, both short- and long-term. There are nearly 500 semester- or year-long study abroad programs available through Cornell-managed and approved study abroad programs and college exchange programs. In the 2012-2013 academic year (the last year for which complete data available are available), 724 Cornell students enrolled in these programs. In the same year, 1,042 students participated in 52 short-term international programs. These short-term programs are often components of regular spring- and fall-semester courses offered by individual departments, colleges, and Einaudi Center area studies programs. Travel associated with these courses frequently occurs during school breaks.

**In 2012 President Skorton set an ambitious goal that, by 2020, 50% of Cornell students would participate in international programs.** Since then, we have sought to measure the current percentage of students who are participating in these experiences. Data from Cornell Abroad for AY2012-2013 indicates that about one-third (32.3%) of seniors graduating in 2013 participated in international programs. For AY2013-2014, the 2014 Senior Survey administered by Institutional Research and Planning shows that 48% of graduating seniors had an international experience of some type during their time at Cornell. About a quarter of these respondents (26%) reported that their experiences were not for academic credit or to fulfill curricular requirements. If we omit these largely non-academic experiences, we see that at least 35.5% of seniors graduating in 2014 had a “meaningful” international experience involving study abroad or an internship, service, or research experience abroad. The 2014 survey results are thus very similar to the 2013 data from Cornell Abroad.

**What this means is that Cornell must increase student engagement in international activities by roughly 40 percent over the next five years** (from about 35% to 50%), in order for the University to meet our Generation Study Abroad goal.

## Peer Institutions

**According to UNESCO, more than 4 million students around the world are currently studying in countries other than their own** (see <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>). The number of students pursuing study abroad doubled between 2000 and 2012, and is expected to double again over the next decade. Higher education institutions are increasingly vying with one another for the best and brightest minds. Universities like Cornell are still in the process of defining how best to internationalize their campuses.

**To understand how our peer institutions are approaching the task of internationalization on their campuses,** the Global on Campus Committee conducted a web-based review of strategic planning initiatives at other universities. The following ten recommendations represent “consensus” mechanisms employed by 17 other colleges and universities who have similar international aspirations to Cornell:

1. **Create a strategic plan** (five years or more) that highlights campus internationalization objectives and the means and resources to achieve them.
2. **Involve institutional leaders.**
3. **Form partnerships** with other institutions and organizations.
4. **Hold events** that focus on internationalization and cross-cultural objectives.
5. **Increase student opportunities** for study abroad and other international experiences.
6. **Increase the number of courses** that are focused on internationalization and cross-cultural issues.
7. **Enroll greater numbers of international students** from a greater number of countries.
8. **Increase student engagement** with outside organizations and the broader community.
9. **Provide access to funding** opportunities.
10. **Continuously monitor the progress** of all internationalization projects.

**We are pleased to note that in recent years, Cornell has successfully employed most of these mechanisms** to enhance our internationalization goals. Additional details on the ten consensus strategies are contained in the Appendix to this report.



## 4) Global Cornell: Successes & Challenges

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### Successes

In the past two years, considerable progress has been made to internationalize Cornell. As part of the Global Cornell initiative, we have created new linkages, both within the University and with partners around the world. These new connections are helping to mobilize resources and create momentum for internationalizing Cornell. Significant accomplishments include:

- A five-year commitment of resources to support the Global Cornell initiative, including a new Provost's Fellow for Internationalization, Director of Operations, Director of Communications, and Director of Development for International Affairs
- Increased funding for faculty-led international programs, including the new *Internationalizing the Cornell Curriculum (ICC) Grant Program*
- Creation of internal Internationalization and Language Education Councils and the External Advisory Council on Internationalization
- A VPIA task force report recommending creation of a Global Affairs major
- Convening of the GEIGE (Group for Engagement and Inclusion in Global Education) group to establish university-wide coordination, leverage limited resources, and create efficiencies in support of Cornell's internationalization efforts

The University has also taken steps to help internationalize the student experience at Cornell. These include:

- **Generation Study Abroad.** David Skorton's 2012 white paper noted that only 27 percent of Cornell students had "significant international experiences" as undergraduates—a rate lower than the University's peers. In spring 2014, Cornell signed the Generation Study Abroad Commitment, a pledge to provide international experiences to half of undergraduates by 2020. Cornell is one of 298 higher education institutions from 48 states which have signed the Commitment, a five-year initiative to double the number of U.S. college students studying abroad (see <http://www.iie.org/Programs/Generation-Study-Abroad> for more information). Cornell has made progress toward the 50 percent goal, with the current percentage of undergraduates participating in significant education abroad activities at around 35 percent.
- **Symposia on Meaningful International Experiences.** In February 2014, the Einaudi Center collaborated with Cornell Abroad, the Center for Engaged Learning + Research, the Office of Academic Diversity Initiatives, and the Center for Teaching Excellence to host a symposium on campus to better define what constitutes a "meaningful international experience." A second symposium in May 2015 focused on "Integration of International Experiences into the Curriculum" and featured case studies from across Cornell and external experts in the field of international education. These events provided more than 180 Cornell faculty, staff, and administrators with an opportunity to critically review our approaches and learn from other colleagues in the field.
- **Undergraduate Student Travel Grants.** As part of the effort to make meaningful international experiences more accessible and equitable, the Einaudi Center launched an Undergraduate Student Travel Grant program to help students participate in short-term travel associated with their courses. The grants are administered by the Einaudi Center. In 2014-15, a total of \$165,000 was awarded to 110 students in 12 undergraduate courses.
- **Visiting International Student Programs.** The Global Cornell initiative is expanding exchange programs that enhance mutually beneficial interactions between international and domestic students. The newly established Program for Visiting International Students at Cornell Abroad hosts Academia do Brazil em Cornell (ABC), the Cornell arm of the celebrated Brazilian Science without Borders program, which is fully funded by the Brazilian government. Since spring 2013, ABC has hosted over 60 undergraduate students

from Brazil for a semester on the Cornell campus and 30+ students for summer research experiences at Cornell. There is tremendous potential to establish similar programs with universities in Latin America and elsewhere. In spring 2016, through a partnership with the U.S. State Department, the Program for Visiting International Students will begin hosting students from a variety of countries.

- **Engaged Cornell.** The Engaged Cornell initiative, launched in October 2014 with a \$50 million gift from the Einhorn Family Charitable Trust, is focused on promoting innovation in community-engaged and real-world learning and on making engaged learning a signature part of the Cornell experience. One goal of Engaged Cornell is the creation of as many as 78 new courses at Cornell (one per department) that will provide students with community-engaged learning experiences, including international experiences. The goals and activities of Engaged Cornell are highly complementary with the increased internationalization of the undergraduate student experience.

## Challenges

**Cornell aspires to be one of the top ten research universities in the world.** To succeed, we must more effectively infuse an international perspective into our curriculum and our students' experience and align our institutional resources accordingly. How to accomplish this goal in light of administrative and financial constraints is a major challenge facing the University. The effort to internationalize Cornell faces three predictable challenges: providing adequate funding, time, and institutional will. Each of these challenges is surmountable if we embrace the vision of a truly global Cornell and align our priorities to support our international aspirations.

- **Funding.** As we seek to provide broader international experience for more Cornell undergraduates, many of the barriers we face are rooted in funding constraints. There are many ways in which increased financial investments could work to further the internationalization of the undergraduate student experience; these are elaborated throughout this report and include: increasing the staffing of international programs and relevant university operations; increasing financial aid to bring a broader economic base of international students to Cornell; investing in faculty who engage in international programs and providing incentives for them to engage with students in international activities; and increasing investments in courses, programs, and other activities that directly engage students abroad.
- **Time.** Eight semesters, in the span of a life, is a blink of an eye. We try to pack an extraordinary amount of experience into students' limited time on-campus. Summers and winter breaks have become necessary adjuncts for students to gain additional experience in the forms of internships, service activities, career-related jobs, and other activities on- and off-campus. It would be helpful if more of the individual curricula in colleges and within majors could be mapped out to include established timeframes and pathways for international experiences, and if we can find ways to better facilitate summer and winter international experiences that often constitute career-enhancing opportunities.
- **Institutional Will.** A concentrated institutional effort among Cornell's colleges, central administrative offices, and various campus operations will be required to meet President Skorton's and the Generation Study Abroad goals by 2020. Currently, obstacles at the college and central administrative levels are hampering Cornell's efforts to meet these goals. Financial exigencies, including the "new budget model," are starting to entrench the various units into increasingly parochial and defensive postures with respect to curricula and enrollments. To truly internationalize the academic experience for as many Cornell students as possible will require imaginatively reaching across departmental, college, and administrative boundaries.

## 5) Key Recommendations

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This section lays out the ten Key Recommendations of the Global on Campus Committee. These are the overarching priorities which emerged from our Committee meetings and from the detailed recommendations which follow in Section No. 6 of this report. Taking these actions now will help establish a foundation for the future success of the Global Cornell initiative.

1. ***Committing Cornell to global education.*** To equip Cornell students to work effectively across cultures and national boundaries, we must do more to internationalize the undergraduate student experience. The curriculum within each college should include international course offerings, cultural learning, and integration of international experiences. And we need to align our institutional practices, procedures, and resources—both human and financial—around the shared vision of a truly global Cornell.

*Demonstrated institutional commitment at the highest administrative levels is important to keep the University's international agenda front and center as we move forward. We are well past the time when global education could be viewed as an "add on" to domestically oriented activities. Cornell's internationalization efforts are vital to the University's achieving its global mission in the 21st century economy.*

*There are eleven university-wide learning outcomes at Cornell University (see [http://provost.cornell.edu/assessment/learning\\_outcomes.cfm](http://provost.cornell.edu/assessment/learning_outcomes.cfm)). Among these is "Multi-Cultural Competence," defined as the ability to:*

- *Demonstrate knowledge and awareness of different cultural practices, values, beliefs, and worldviews, and an understanding of their own cultural perspective*
- *Communicate effectively and respectfully with individuals from different backgrounds and across a multicultural society*
- *Demonstrate curiosity, flexibility, adaptability, and tolerance for ambiguity*
- *Investigate themselves and others as cultural beings, understanding the implied values and assumptions that underlie cultural norms and traditions*

*The University is already committed to these global learning outcomes.*

*In October 2012 a Cornell faculty task force made 27 recommendations to strengthen the University's international presence and improve its global standing among peer institutions. These recommendations focused around three core efforts: first among them was the expansion of meaningful international experiences linked to the curriculum:*

***"Introduce an internationalization requirement for all undergraduates and administrative reorganization to support 'one stop shopping' for students seeking to engage in study or research abroad and reinforcement of foreign language instruction."***

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*Vice Provost Logevall's 2013 "Call to Action" prioritized the internationalization of the Cornell curriculum as Action No. 1 in internationalizing the student experience:*

***"The Internationalization Council (IC) will work with the VPIA and the Vice Provost for Undergraduate Education (VPUE) to assist the colleges in identifying college-specific ways to internationalize the curriculum and developing timetables for their implementation. They will be encouraged to develop internationally-oriented***

***“gateway courses” for freshmen (and potentially sophomores) and more generally to expose freshmen to international course offerings within each college.”***

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*When Cornell develops its new Strategic Plan, it will be important that the University renew its commitment to maintaining and enhancing its global education efforts. In order to guarantee that all Cornell students have at least a minimum shared exposure to international themes, we recommend that all the colleges adopt some version of the so-called breadth (College of Arts & Sciences) or cultural perspectives (College of Industrial & Labor Relations) requirements.*

- Dedicating financial resources.*** Dedicated financial resources are essential to back up Cornell’s global commitment. Strategic financing can significantly accelerate achieving our global mission. Cornell’s ability to provide international-focused opportunities to students is directly related to the investments we make in our faculty and staff and in programs that directly engage students internationally.

*Cornell’s current five-year commitment to provide enhanced funding for international education efforts has already made a significant difference by supporting many initiatives that directly and indirectly benefit students. It is critical that this commitment be maintained into the future. This committee is certainly aware of the current budgetary challenges facing the University, and we recognize that we must be on a sustainable financial path. But we are equally aware that failure to continue to support the international initiatives underway will jeopardize the momentum that the University has recently achieved.*

*If we as a university want to increase the international involvement of students and the quality of the overall Cornell experience of both international students and domestic students engaged abroad, then increasing the staffing of university operations that serve students, directly or indirectly, is an important means. This can be done incrementally and selectively, as opportunities arise and as resources permit.*

*Transformative investments to internationalize the student experience will take new long-term financial commitments. Such investments could include: increasing financial aid to international students to bring students of more economically diverse backgrounds to Cornell; building an international student center to serve as a hub for student activities on campus; and creating a university-wide Global Affairs major, as proposed by a VPIA task force in 2014.*

- Engaging students internationally and on-campus.*** There are many ways we can increase the global engagement of Cornell students: by internationalizing the curriculum, providing better access to information on opportunities abroad, and providing more short-term opportunities that take students abroad. Internationalizing the student experience is highly complementary with the new university-wide commitment to strengthen the off-campus engagement of students and faculty.

*One of the principal motivations for the creation of this Committee was to identify impediments to reaching President Skorton’s stated goal and the Generation Study Abroad commitment of significantly increasing students’ involvement in meaningful international experiences. While striving to reach this quantitative goal is commendable, it should not obscure the broader importance of the University’s commitment to international and cross-cultural education. In a globalized world, internationalization of the student experience must include meaningful engagement both on campus and engagement abroad. Compared to most of our peer universities, the challenge presented by Cornell’s “centrally isolated” location makes our commitment to broader involvement, internationally as well as domestically, all the more important.*

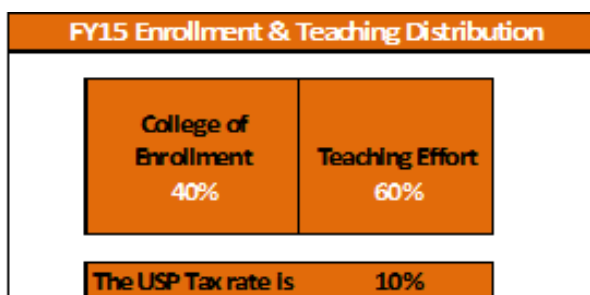
4. **Assuring equity.** In most cases, Cornell financial aid is not available for summer school, intersession courses, or short-term trips abroad that are part of Cornell coursework. These programs represent a growing sector of the portfolio of opportunities available to students, and student demand for short-term programs is increasing. The University should find the means to make both long-term and short-term international programs more affordable for all students.

*The University already has a very strong commitment to equity, including through its need-blind admissions policy and its commitment to providing financial aid to students studying abroad. Both of these commitments are important in providing all students equal access to the Cornell student experience. If the University's commitment to engaging students abroad is to apply equally to all students, then consideration must be given to the treatment of summer, intersession, and short-term off-campus programs.*

*Cornell financial aid is currently unavailable for winter or summer session courses. This means that summer or winter session international study is really only available to those students with the family means to afford it. Consideration needs to be given to how to make short-term programs available to all students, regardless of financial need. We must look more broadly and find ways for all Cornell students to have multiple, substantive encounters with international cultures and perspectives.*

5. **Revisiting the new budget model.** The University's new budget model and related administrative processes have inadvertently created disincentives which are hindering Cornell's global aspirations. These include: disincentivizing faculty involvement and student enrollment in summer and intersession courses and discouraging cross-college course enrollment, the joint teaching of courses, and semester-long study abroad, other than reciprocal exchanges. Not addressing these unanticipated consequences will jeopardize our positive momentum.

*This committee understands the need for Cornell to be financially sustainable and welcomes new approaches to managing the University's financial resources. However, it is increasingly becoming apparent that the new budget model that was rolled out in FY2013-14 has had some unintended negative consequences on university-wide initiatives, such as internationalization. The new model incentivizes colleges to become more territorial, since they stand to lose substantial revenues from courses taken outside their college. For example, if an Engineering student enrolls in a language class offered by the College of Arts and Science (CAS), Engineering allocates 60 percent of the revenue to CAS and retains just 40 percent.*



**Graphic:** Fiscal Year 2014-2015 Budget Model from the Cornell University Budget Office website

*If a student wishes to enroll in an international program other than an exchange program or college-based program (Cornell-in-Rome, CAPS, etc.), then the student's college loses its tuition and fee revenue for the term of the international study. The tuition and fees that students pay are used to cover their expenses overseas and therefore cannot be allocated to the colleges. Although students in Cornell Abroad programs pay an additional amount (currently \$2,500) to offset financial aid expenses, this amount does not cover the need completely. Thus, Cornell is subsidizing financial aid for students enrolled in Cornell Abroad and other study abroad programs, without the benefit of tuition revenue.*

*Two of Cornell's great strengths are the breadth of course offerings available to students and the breadth of disciplinary expertise represented among the faculty; the latter especially benefits*

*international programs, which frequently rely on interdisciplinary breadth drawn from faculty across the university. The new budget model acts as a disincentive for colleges to encourage study abroad, summer or winter session enrollment that “competes” with academic year instruction, and cross-enrollment in other colleges on campus. There are similar disincentives for faculty who may wish to co-teach courses with colleagues in another college. In these instances, the new budget model is working at cross purposes to the goals of Global Cornell—which seeks to internationalize the student experience at Cornell and to foster interdisciplinary, “global” thinking.*

*The new budget model has also impacted discretionary funds which were previously allocated to support University priorities, such as internationalization. To catalyze culture change on campus to achieve the goals of the Global Cornell initiative, the central administration must have the means to support and sustain the initiative. These unanticipated consequences of the new budget model must be addressed.*

- 6. *Enhancing the experience of international students.*** We need to strengthen the overall campus environment for international students, reflecting their valued contributions to Cornell and the Ithaca community. An important part of this effort is assuring that international students are fully incorporated in campus life. Two measures that would be transformative in the long term are significantly increasing financial aid to enhance the diversity of our international students and creating a dedicated international student center.

*Today, 20% of Cornell’s student body is international – a total of about 4,400 students from 114 countries. International students make up more than 10% of the undergraduate student body, 25% of professional students, and 44% of graduate students.*

*Studying at Cornell for four years can have profound personal and professional impacts for international students. And the international student population at Cornell enriches the lives and educations of domestic students too. We need to devote greater attention to enhancing the environment for international students at Cornell and more fully engaging them in all aspects of the campus experience.*

*Currently, about 85% of international undergraduate students are self-paying, a fact which defines the make-up of the student body to some extent. Significantly increasing financial aid for international students, to enable a broader population of international students to study at Cornell, and building a dedicated international student center are two strategic investments the University should consider in the long term.*

*But there is much that we can do with lesser commitments of resources: expanding the PREPARE program so that more students can participate; better integrating PREPARE with Orientation activities; more fully integrating international students as RA’s and RHD’s; strengthening advising and counseling to meet the special needs of international students; etc. These measures are discussed in more detail later in this report.*

- 7. *Increasing faculty engagement and incentives.*** Faculty are the primary agents for engaging students in international education. Therefore, faculty efforts to incorporate international instruction and other educational activities into the Cornell experience should be formally recognized in tenure and promotion and in performance evaluations. Financial support in the form of release time, summer salary, travel support, and other incentives is essential to support faculty involvement in international activities.

*The Committee perceives that the Cornell faculty is changing. More and more faculty members, junior faculty in particular, appear to be prioritizing international engagement in their research and teaching interests. Increasingly, internationally-focused research and teaching are seen as an extension of on-*

*campus activity. As more faculty conduct research abroad, they often seek to involve students not only in research, but in coursework, service learning, and other activities. The time faculty spend on behalf of students in these activities is often in addition to their research and teaching efforts. Apart from the standard research outputs and instructional credit hours, these efforts need to be formally recognized in tenure and promotion reviews.*

*Financial incentives are essential to engaging faculty in international activities and in internationalizing the curriculum on campus. The University's renewed commitment to international education has already made a difference in terms of providing some additional incentives to faculty: one indication of this is the overwhelming faculty response to the 2014-2015 requests for proposals for "Internationalizing the Cornell Curriculum" issued by the VPIA Office and Cornell Abroad. Nearly \$440,000 was awarded to 26 faculty projects designed to internationalize undergraduate teaching, learning, and research at Cornell. Successful proposals involve faculty and students across seven colleges and schools who are working on projects worldwide. This initiative should be maintained and enhanced.*

8. ***Coordinating our efforts.*** The issues of 1) reducing administrative duplication, 2) achieving consistency, and 3) assuring quality control in delivering services to students frequently arose in our Committee discussions. We must look critically at our routine daily operations and find smarter ways to accomplish the job of internationalizing our campus. Two areas in which we strongly agree that greater coordination and integration need to occur are communications and improving student access to information about international resources.

*The topic of greater centralization vs. maintaining decentralization of various administrative services came up many times in our Committee meetings—in connection with Admissions, University Communications, student course enrollment and Registrar functions, the administration of courses involving student experiences abroad, Alumni Affairs, etc. Given the diversity of administrative functions involved, it is not possible to generalize about the advisability of greater centralization of administrative services. The Committee does not take a position on this matter, but we recommend additional review of individual administrative functions.*

*Currently, communications with applicants to Cornell and with students—both U.S. undergraduates who enroll at Cornell and international students who study on Cornell's Ithaca campus—are planned and delivered independently by numerous entities on campus. While the content is strong in many of these communication platforms, they do not deliver unified messages: we should better integrate and steward communications across Cornell units. We need to develop a message framework for Global Cornell so that our communications are consistent, unified, and compelling.*

*A common complaint of students is that they are simply unaware of the many international opportunities offered at Cornell and they don't know which of the many offices at the University are the "gate-keepers" for which opportunities. We recommend that the University establish an information clearinghouse that serves undergraduates (or better yet, all Cornell students and faculty), centralizes international information, and makes "one-stop-shopping" available to students. This resource would include information about study abroad opportunities (both through Cornell Abroad and campus exchange programs); scholarship and fellowship opportunities; international internships, volunteer, service learning, and other international engagement opportunities; courses offering trips and other opportunities abroad; and various other short-term opportunities abroad.*

*As more courses and programs develop that extend the semester's work to include international experience or involve required international experience during winter or summer sessions, the University should look to strengthen its existing administrative systems for course enrollment, tuition calculation, and so forth—particularly for programs which involve cross-college collaborations and for cross-listed*

*courses. Currently, various administrative hurdles face Cornell faculty who are developing or maintaining international courses and activities benefitting students. These constraints include administrative and budgetary hurdles facing summer and winter session programs, lack of standardized protocols for transferring money from external grants to international partners or to pay for services in non-U.S. settings, etc. Students will be the ultimate beneficiaries of our effectively addressing these obstacles.*

- 9. *Improving enrollment management.*** Optimizing enrollment management to “replace” students studying abroad with other students studying on-campus allows the University to reduce foregone tuition while enabling more students to study abroad. It is also the Committee’s understanding that housing first-year students admitted under the new January admissions policy will likely leave few spaces available for housing visiting international students on campus during the spring semester. To maintain or increase the number of foreign students studying on campus, we need to address this issue.

*Improved enrollment management is important to enhancing the financial strength of University. In our deliberations, the Committee identified at least two aspects of enrollment management that directly impact Cornell’s internationalization efforts. The first is the effort to “replace” students studying abroad (and not paying Cornell tuition) with other students, including international students. This practice results in a doubly positive outcome: more students studying abroad, while enhancing tuition revenues to the University.*

*The second issue has to do with housing of foreign students studying on campus. Housing freshmen admitted under the new January admissions policy will likely leave few spaces available for housing international students who disproportionately visit Cornell during the spring semester. This can be expected to have an especially negative impact on campus programs that have enjoyed recent success in bringing new, visiting international students to campus. To avoid reducing the tuition dollars earned from these international programs, we need to think carefully through potential solutions. Enrollment management will be increasingly important moving forward.*

- 10. *Supporting a spectrum of opportunities.*** Meaningful international experiences for students can occur before matriculation (for example, via a gap year) and after graduation (via the Peace Corps or other similar service organizations), as well as during students’ Ithaca-based education. We should encourage every Cornell student, early in their studies, to develop a plan for one or more international experiences, appropriate to their interests and long-term goals.

*The focus of this report is on the many specific ways we can improve international opportunities for current Cornell students. However, we can also provide better information to students before they enter Cornell, for example, through encouraging them to take a gap year before they matriculate and deferring admissions. The University can recommend “pathways” for such students and provide suggestions for incorporating meaningful international experiences into the gap year. After graduation, we can do more to advise students and facilitate international career opportunities, by encouraging students to join the Peace Corps, work for an NGO abroad, etc. Such international experiences should be a seamless part of the Cornell experience. To accomplish this, we need to extend our existing support structure to students participating in these experiences and follow up with our students after they return.*



## 6) Detailed Recommendations

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This section presents detailed recommendations to better internationalize Cornell compiled by the Global on Campus Committee members. Our recommendations are grouped into the following broad areas, which roughly parallel the student experience *before, during, and after* students' enrollment at Cornell:

- a) Admissions & Financial Aid
- b) Orientation & New Student Programs
- c) Advising & the Curriculum
- d) Faculty Engagement
- e) Communications
- f) International Experiences
- g) International Students @ Cornell
- h) Career Services
- i) Alumni Relations

### a) Admissions & Financial Aid

#### *Background*

In the past decade (from 2004 to 2014), international applications for admission to Cornell have increased by 250%. To provide a sense of how large this increase is, consider that a total of 2,513 Chinese citizens applied for 2014 freshman admission compared to 175 who applied in 2004, and 1,123 Indian citizens applied for 2014 freshman admission compared to 191 who applied in 2004.

For Fall 2014 admissions, Cornell received 8,779 international applications. This represents an 8.1% increase over 2013 and a 16.6% increase over 2012. The national diversity of our international applicant pool and enrolling class has increased significantly over the past decade. In the Fall 2014 applicant pool, 150 countries were represented, and 78 countries were represented in the Fall 2014 admitted class. China, India, and Canada are the three leading sources of international applications. In fall 2014, 75% of international students from outside North America were from Asia, and 12% were from Europe. Cornell enrolled 303 international freshmen in fall 2014, and these students comprised more than 9.5% of the incoming freshman class.

#### FRESHMAN INTERNATIONAL ADMISSIONS PROFILE

Year	Applications	Admits	Enrolling
2006	3,678	719	278
2007	4,415	636	300
2008	5,236	617	331
2009	5,932	656	341
2010	6,454	614	282
2011	6,877	670	349
2012	7,526	540	319
2013	8,118	620	371
2014	8,779	543	303

Although Cornell's financial aid is need-based for all undergraduates (including international students), the University does not currently have the financial resources to fund every admitted international student who has financial need. The Undergraduate Admissions Office considers institutional and programmatic priorities in selecting which international students with financial need will receive financial aid. Those selected for international financial aid awards receive an aid package that meets full need, and students are fully funded for the length of their undergraduate degree program. There are no partial awards, and international students who do not receive financial aid in their first year are not eligible for consideration in subsequent years.

Unfortunately, as a result of our limited financial resources, only about 15 percent of the international undergraduate population receives financial aid, leaving many talented students without the financial resources to attend Cornell.

### *Recommendations*

- *Coordinate messaging about Global Cornell in the admissions materials which are distributed to prospective international students.*

Our current messages are numerous and represent the full and dynamic range of University offerings and programs through the undergraduate colleges and schools. These decentralized communications can result in inefficiencies and sometimes messaging confusion among our external audience.

- *Increase resource allocation for international student recruiting.*

International activity in Admissions is closely related to staffing. To keep pace with the increasing desire around the world to access a Cornell education, we need to develop sustained funding for international student recruitment and electronic engagement. Dedicated resources will enable us to respond to the dynamic international student recruitment landscape around the world and expand the diversity of the international undergraduate cohort enrolled at Cornell.

- *Mobilize new funding by actively curating donors and donations to grow the pool of international financial aid funds, which could support more international students at Cornell.*

To further expand the availability of need-based international funding to support greater yield and greater numbers of international students enrolling from around the world, the Vice Provost for International Affairs has hired a Director of Development to assist with further curation of donors and donations for undergraduate international financial aid.

## **b) Orientation & New Student Programs**

### *Background*

The role of Orientation is to inform students about the variety of opportunities available to them at Cornell. Orientation relies on several offices on campus that provide international opportunities, including Cornell Abroad and the Einaudi Center, to share this information with new students during Orientation. Specific outreach is targeted to new transfer students, to address specific concerns these students have about pursuing international experiences.

Most incoming students have an interest in international opportunities. Between 70 to 75% of Cornell's first-year students report interest in study abroad, but by their second year, this percentage drops dramatically—to about 35%. This figure is both striking and remarkably consistent over time. International messaging and outreach should be targeted specifically at incoming students, so as to connect these students to the international opportunities at Cornell early on, before their interest wanes.

Orientation messages could invite incoming students to start thinking about how they are going to internationalize their Cornell experience—from day one. Compelling messages, such as “Cornell’s Global Promise,” could be used to convey this expectation campus-wide.

Information sharing continues through new students’ first year with programs at the Carol Tatkon Center and in programs offered across campus. These programs connect interested freshmen to students who have already taken advantage of international opportunities, but, for the most part, only highly motivated students are taking advantage of these opportunities. This effort could be much more centralized and focused with the allocation of additional resources. If a small pool of money were available to create programming that exposed new students to the international opportunities that are available, the quality and quantity of such programming would increase.

The International Students and Scholars Office (ISSO) provides a four-day PREPARE Pre-Orientation Program for incoming international students, as well as make-up sessions for those who cannot attend in August. PREPARE is a highly successful program which should be retained and made more widely available. However, it should be noted that there is a fundamental tension between a strong PREPARE program and the integration of domestic and international students during the first few weeks of their Cornell experience. The more successful the PREPARE Program is at acclimating new international students to Cornell, the less incentive there is for new international students to venture beyond their newly established friend groups during Orientation. This is not the fault of the PREPARE program, it is human nature. Once any new student establishes a friend group on campus, it is very difficult for them to pull away from that group and face the unknown in trying to establish themselves elsewhere. It would be helpful if PREPARE were more connected to the domestic student experience and if cost barriers for participation in PREPARE could be removed to the extent possible.

Students who are interested in living in communities which focus on cultural exchange can opt to live in the Holland International Living Center or the Multicultural Living Learning Unit. These two residential spaces account for about 170 beds on campus. At the May 2015 Internationalization Symposium, Laura Brown, Senior Vice Provost for Undergraduate Education, highlighted a new series of short, for-credit courses being offered in residence halls on North and West Campus. These “Learning Where You Live” courses have been well received by students and present a promising venue for enhancing cross-cultural education and for fostering a campus in which all Cornell students see themselves as part of an international community.

### *Recommendations for All Students*

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- *Include direct messaging to new students about internationalizing their Cornell experience as part of Orientation.*
- *Create/expand shadowing and mentoring opportunities between international students and students who have studied abroad and students who are interested in international experiences.*
- *Increase funding for programming that introduces and connects new students to international opportunities.*
- *Increase the presence of graduate students on North Campus.*  
Currently only seven graduate students live on North Campus as Assistant Residence Hall Directors. If this number were increased so that every new student had regular access to a graduate student, the level of informal interaction between new students and graduate students would increase. Given that on-campus housing is most appealing to international graduate students, this could be an appealing option for both international graduate students and undergraduate students interested in internationalizing their experience.

## Recommendations for International Students

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- *Expand the PREPARE program so that it is available to all students who are interested.*

The cost of the PREPARE program prevents some incoming international students from participating in the program. Funds should be made available so that every international student who would like to participate in the PREPARE program can do so.

- *Create an Orientation Leader and PREPARE Leader exchange program.*

Orientation has difficulty recruiting international students to be Orientation Leaders because of PREPARE, and PREPARE has difficulty recruiting domestic students to be PREPARE Leaders because of Orientation. An exchange should be set up so that each group can swap a small number of leaders each year to increase the internationalization effects of both programs.

- *Strengthen partnerships and ownership of “International Send Off” events.*

The post-acceptance period is quite important for new students. Many of our international students make decisions about attending Cornell because of the personal touch that Admissions (often with the help of our alumni) is able to provide. In addition to the webinars and live chats Admissions has for accepted students, many cities around the world host “Send Off” events and other gatherings that bring newly accepted students together with current students and alumni. Some of these events are long established traditions, while others are still in fledgling form. It would be to the benefit of the University to try to create some standard messaging for these events, specifically when it comes to messages around PREPARE, Orientation, and housing options for the first year.

### c) Advising & the Curriculum

#### *Background*

All of the colleges encourage their students to study abroad. Each of the colleges has designated staff to advise and assist students in the planning and implementation of study abroad options. However, the number of staff assigned to this function varies widely across colleges as does the extent to which students participate in study abroad. According to the 2014 Senior Survey, 26 percent of Cornell’s graduating seniors had studied abroad (the Institute of International Education’s *Open Doors Report* puts the number higher, at 32% in 2013). This ranged from 85 percent in AAP to 7 percent in Engineering (for the other colleges, the figures are as follows: CALS – 18 percent; Arts and Sciences – 35 percent; SHA – 44 percent; CHE – 23 percent; and ILR – 33 percent). Many students across the University also participate in international experiences through independent studies with faculty whose primary research is based abroad.

Cornell’s seven undergraduate colleges vary in their international curricular requirements. The table below briefly outlines the requirements for each college. Briefly, two colleges, A&S and ILR, require coursework with an international theme. A&S requires at least one semester-long course focusing on an area or people other than the U.S., Canada, or Europe (the “geographic breadth” requirement); A&S also requires proficiency in a language other than English. ILR’s “cultural perspectives” requirement requires one course on a non-Western culture, and all students must take at least one course in International and Comparative Labor. In AAP, all Architecture majors are required to study in Rome, while other majors are required to take one international-related course. All CALS students are required to take a “diversity” course, but this does not have to be internationally focused; however, the International Agriculture and Rural Development (IARD) major requires its students to have an international experience of at least eight weeks. Students who are enrolled in the Global Health minor in the Division of Nutritional Sciences

(shared by CALS and CHE) are required to participate in an international field experience, and the new Global and Public Health Sciences major will also have a required experiential learning component that can be completed either domestically or internationally. The College of Engineering and the School of Hotel Administration do not have international-related curriculum requirements.

**Moving forward, in order to guarantee that all Cornell students have at least a minimum shared exposure to international themes,** we recommend that all the colleges adopt some version of the “geographic breadth” (A&S) or “cultural perspectives” (ILR) requirements. Since each of the colleges already has a set of general or liberal education requirements, adopting such a requirement should be relatively easy to accomplish.

### Curriculum Requirements - International

AAP	The Bachelor of Architecture curriculum requires that students spend one semester of study in the program in Rome. The undergraduate major and minor in Urban and Regional Studies (URS) requires that students take CRP 1101 The Global City. The Bachelors of Fine Arts (BFA) curriculum requires one non-western art history course. <i>The URS major also encourages off-campus study. URS students are encouraged to take advantage of the university's resources for international research and education. Most URS students choose to spend a semester at Cornell in Rome, usually during the spring semester of junior year. The Masters in Regional Planning (M.R.P.) offers a concentration in International Studies in Planning. BFA students are encouraged (but not required) to participate in off campus study through the program in Rome.</i>
A&S	Distribution requirements are designed to ensure that each student will have at least one course whose content is significantly focused on matters beyond our borders. In addition, the college requires its students to demonstrate proficiency in a language other than English. As the Courses of Study puts it: "The faculty considers competence in a foreign language essential for an educated person. Studying a language other than one's own helps students understand the dynamics of language, our fundamental intellectual tool, and enables students to understand another culture."
CALS	CALS has a requirement for every student to take a diversity course, but the course students select does not necessarily need to be international (but can include it). The International Agriculture and Rural Development major does require its students to have an international experience of at least 8 weeks.
ENG	No requirements. <i>Students go on international service trips, co-ops, and research - small numbers</i>
HO	No requirements. There are <i>elective courses and externship opportunities, but they are not core.</i>
HE	The main required international experience is the Global Health program, based in DNS. Currently the minor (which is open to all university students) requires an international field experience. A new major entitled <i>Global and Public Health Sciences will also require an engaged learning capstone experience that will not have to be in an international setting though will address global issues.</i>
ILR	ILR has two such requirements. One is a "Cultural Perspectives" requirement, which explicitly requires one course on a non-Western culture. The other is a requirement that students take an ILR course given in the International and Comparative Labor department, which focuses on labor issues and institutions in a country other than the U.S.

Truly internationalizing the campus will require, we believe, a broad dedication to incorporating international components into all the undergraduate curricula in the colleges and to developing and supporting the kinds of intentional advising necessary to encourage students to participate in international experiences. Our hope is that each of the colleges or each major within each of the colleges could refashion their individual curricula so that a semester-long, significant international experience is an expected part of a Cornell undergraduate education, no matter the college or major.

The University of Minnesota (UMN) provides an excellent case study for how such curricular integration can be achieved. At the May 2015 Internationalization Symposium (<http://einaudi.cornell.edu/Sym2015>) held at Cornell, it was reported that UMN was able to double student participation in study abroad over six years through a campus-wide initiative to create Education Abroad “Major Advising Pages” for every

major. This initiative identified clear pathways for integration of international education, coupled with advising targeted at students early in their academic careers and systematic tracking of results. As a result of this comprehensive approach, study abroad rates at UMN rose from 17% to 35% of the roughly 25,000 undergraduates during the first six years of the initiative.

Advising, of course, plays a vital role in encouraging students to pursue the international opportunities that are available to them. Our hope is that faculty across the Cornell campus could be trained, or at least strongly encouraged, to guide their student advisees toward existing international experiences and to help their colleagues and their advisees to imagine more such experiences. These are long-term aspirations that we hope will gradually be integrated into the advising “culture” of all of Cornell’s colleges and departments.

### *Recommendations*

#### **Short-term:**

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- *Encourage all colleges to adopt some version of the “geographic breadth” (A&S) or “cultural perspectives” (ILR) requirements.*
- *Encourage the University to simplify its systems for course development, enrollment, and tuition calculation to facilitate efficient operation of international programs.*
- *Develop and support the kinds of intentional advising necessary to encourage students to participate in international experiences.*

#### **Longer-term:**

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- *Incorporate international components into all the undergraduate curricula of the colleges.*
- *Refashion individual department curricula and create explicit “pathways” that incorporate a significant international experience (semester-long study abroad or similar experience) as an expected part of an undergraduate education, no matter the college or major.*
- *Provide financial aid for students who enroll in summer and winter session courses and support their engagement in international experiences during the summer, winter, and spring breaks.*
- *Find ways to build career-enhancing opportunities into summer or winter international experiences.*
- *Pursue the creation of a Global Affairs major as previously recommended by a faculty committee in 2014.*
- *Create dedicated international studies advisors.*

## **d) Faculty Engagement**

### *Background*

Cornell must provide incentives for faculty who are seeking to internationalize the curriculum on campus or develop international opportunities to expand student engagement abroad. Such efforts need to be formally recognized in performance evaluations, tenure, and promotion. Financial incentives in form of release time, summer salary, and travel support are also essential in supporting faculty efforts to engage

students abroad. The University is providing significant incentives to faculty through the new “Internationalizing the Cornell Curriculum” grants. A total of \$439,149 was recently awarded to 26 faculty projects designed to internationalize undergraduate teaching, learning, and research at Cornell. These new international education projects are linked with on-campus courses and activities and are taught by regular Cornell faculty. This initiative should be maintained and enhanced.

Other measures to support internationally engaged faculty include enhancing the commitment to international education across all colleges and departments and reducing administrative impediments and disincentives in the management of the growing number of short-term international programs.

Credit-bearing, short-term study abroad programs during the summer and winter sessions are currently housed in the School of Continuing Education and Summer Sessions (SCE). Combined tuition and special program costs for international courses are high, as is the burden on faculty seeking to develop new programs abroad. SCE’s domestic orientation and financial priorities often do not match well with the long-term objectives of faculty developing international programs. Under the new budget model, the share of course revenues returned to colleges and departments to support short-term international programs has declined and is frequently inadequate to cover administrative and associated student and faculty costs. As a result, faculty do much of the administrative work of developing and managing their programs. SCE’s fee and cost structure are a significant disincentive to develop new programs. Many faculty have expressed the need for more effective administrative support and an improved incentive structure for developing summer and winter session international programs to promote increased student enrollment.

### *Recommendations*

- *Conceive and manage Cornell’s international programs as an integral part of the University’s mission (not as “add-on” activities).*
- *Coordinate off- and on-campus teaching/research obligations, and associated compensation, in terms of salary supplements and teaching relief.*
- *Provide incentives to faculty to engage in international experiences, including recognition of their efforts in tenure and promotion.*
- *Continue support for faculty-led international program development through the “Internationalizing the Cornell Curriculum” grant program, faculty seed grants, and other mechanisms.*
- *Revise the current cost and revenue models applied to summer and winter session programs to incentivize new program development and expanded student enrollment.*
- *Provide additional, consistent and expert administrative support to faculty in development and managing their international education endeavors.*

## **e) Communications**

### *Background*

Currently, communications with applicants to Cornell and with students—both U.S. undergraduates who enroll at Cornell and international students who study on Cornell’s Ithaca campus—occur across a continuing timeline: before, during, and after their on-campus academic programs.

These communications are planned and delivered independently by numerous centralized and decentralized points, from the units in international affairs (VPIA, Einaudi Center, Cornell Abroad, International Students and Scholars Office, international student organizations) to central administrative

divisions (University Communications, University Relations, Student and Academic Services, Alumni Affairs and Development) and central academic divisions (Provost's Office, and offices of the Vice Provosts for Undergraduate Education, Research, Public Engagement, Cornell Tech), to the University's Undergraduate Admissions Office and Graduate School, to individual colleges (academic, admissions, and financial aid units), and multidisciplinary centers and institutes.

While the content is strong in many of these communication platforms, the units do not have a shared vocabulary. There are opportunities to improve the integration and stewardship of communications across Cornell units. We can present our international messages in clear, compelling, and audience-centric ways (with an increased focus on storytelling) and plan for maximum effect across channels that include web, social media, email, print, and face-to-face communications. We need to develop a message framework for Global Cornell to coordinate the communications which are distributed to prospective and current students, to members of the Cornell community, and to audiences around the world.

The following recommendations include short- and longer-term tactics to address these communications challenges.

### *Recommendations*

#### **Short-term:**

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- *Work with the newly hired VPIA Communications Director to develop a message framework for Global Cornell—with the intent of developing shared language to communicate about our work to our key audiences. Develop a communications plan to be implemented over a three-year term across the University.*
- *Develop a set of key messages about the internationalization of the student experience and share the framework and encourage its use by stakeholders and communicators across campus.*
- *Integrate the look of communications related to the internationalization of the student experience.*
- *Communicate with students before enrollment, targeting prospective students – both U.S. undergraduates who enroll at Cornell and international students who study on Cornell's Ithaca campus. Inform prospective students about Cornell's policy with regard to taking a gap year.*
- *Target communications to current students, using existing content channels and platforms that have the most reach: web, social media, and face-to-face. Include information to current students regarding international programs they might consider after graduation.*
- *Build an integrated network of stakeholders—key leaders and communicators across campus who have responsibility within Global Cornell (include representatives from colleges, divisions, centers and institutes, student organizations) —and communicate with this network regularly.*

#### **Longer-term:**

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- *Coordinate post-graduation communications that are targeted to alumni, whether they are based in the United States or around the globe.*



## f) International Experiences

### *Background*

Cornell has great depth and breadth available in terms of the international experiences available to students, depending on the kind of learning experiences they seek. A wide range of departments, colleges, and campus-wide units support, develop, and manage international experiences for undergraduate students. Opportunities abroad range from highly structured to completely independent experiences. The majority of activities award academic credit, although there are a growing number of non-credit bearing activities. These activities include the following:

- Direct enrollments and exchanges with higher education institutions abroad
- Structured intensive language and center-based programs
- Faculty-led group programs, some offering classroom or studio work, others taking students into the field or engaging them in service learning in communities
- Internship, externship, and practica programs
- Research activities
- Service learning
- Volunteering

We need to design international curriculum pathways/pipelines in all colleges and for all degree programs. This will involve creating education abroad advising sheets for every major, identifying high-quality programs, best times to study abroad, the best courses to take abroad to complement study in Ithaca, etc. Such planning will assist students in building “international pathways” to their degrees that incorporate meaningful international experiences, as well as courses with international content and language study. We should also identify the barriers and seek to address the needs of student populations under-represented in education abroad programs: namely, minority students, first-generation college students, STEM students, and men.

Over the years, Cornell has maintained strong student participation in semester and year-long academic programs abroad. Of the roughly 500 semester- or year-long programs offered by Cornell, about 100 are managed by Cornell and the rest are managed by other institutions and organizations (but thoroughly vetted by Cornell Abroad and the colleges). Semester-long programs are available for any major, including STEM, although choices may be more limited in some disciplines than others. Mechanisms for monitoring students’ steady progress towards their degrees are in place. Cornell’s financial aid policy is generous, treating a semester abroad equally with a semester on campus and demonstrating Cornell’s commitment to equity of access and strong support of student participation. Administrative and academic support structures are well established and even somewhat duplicative. Students are well informed and advised.

However, Cornell’s new budget model is endangering this well established and long-standing practice, as colleges begin to view students not enrolled on campus during the semester as a revenue drain. Direct reciprocal exchanges provide a seemingly more acceptable fiscal option, but these programs limit student choices and require additional resources for administrative services at the college level.

Shorter international opportunities, offered during summer and winter term or “embedded” into semester courses, have been expanding at Cornell. This is due to both faculty enthusiasm and availability and student interest in participating in programs led by Cornell faculty. The number of such programs has grown over the last decade as has the number of students participating in them. As noted previously, about 100 Cornell faculty-led undergraduate courses were taught with an international travel component during the 2013-2014 Academic Year. However, administrative structures, incentives, and financial support for these programs are not yet in place. Students are not fully informed and advising is uneven. Financial aid is not available, except for additional (often private) loans. Student travel grants offered by

several units are insufficient and poorly coordinated. As these short-term opportunities continue to assume a greater share of the overall international portfolio, financially needy students continue to be at a disadvantage in accessing these opportunities.

International internships represent an untapped area for potential future growth across Cornell's colleges and schools. An increasing number of students are interested in internships to complement their academic study and enhance their chances of gainful employment post-graduation. The ILR School has established an [International Credit Internship program](#) through a partnership with the International Labour Organization in Geneva, Switzerland, through which the program places students in the various offices, agencies and departments of the ILO throughout the world. This program could serve as a model for other colleges and majors.

Cornell Abroad's website has a great deal of information relevant to study abroad opportunities: see <https://www.cuabroad.cornell.edu/> for details. Cornell Abroad staff assist students across the University with planning and implementing study abroad, and each of the colleges has designated staff to advise students about college-sponsored exchange programs. Links to each college's programs are as follows:

**Agriculture & Life Sciences:**

<http://cals.cornell.edu/academics/international>

**Architecture, Art, & Planning:**

<http://aap.cornell.edu/academics/rome>

**Arts & Sciences:**

<http://as.cornell.edu/academics/opportunities/study-abroad/index.cfm>

**Engineering:** [http://www.engineering.cornell.edu/academics/undergraduate/special\\_programs/abroad/index.cfm](http://www.engineering.cornell.edu/academics/undergraduate/special_programs/abroad/index.cfm)

**Hotel Administration:**

<https://www.hotelschool.cornell.edu/students/ugrad/studyabroad.html>

**Human Ecology:**

<http://www.human.cornell.edu/student-development/off-campus-study/index.cfm>

**Industrial & Labor Relations:**

<https://www.ilr.cornell.edu/academics/special-study-options/international-experience>

### *Recommendations*

- *Integrate international experiences into the curriculum to increase study abroad participation and student outcomes.* Build an international/off-campus semester into the undergraduate degree structure for more departments and majors. Better planning will also make revenue flow more predictable and assist in improved enrollment management.
- *Streamline the information flow and communications for students, faculty, and staff.* Establish an international information "one-stop-shop" for any student to explore options, pathways, funding, etc. Use international education advising sheets to facilitate better information flow among students and faculty. Increase outreach and develop targeted messaging campaigns for student populations under-represented in education abroad. Also create a clearinghouse of information for faculty interested in developing programs abroad or internationalizing courses on campus.

- *Offer more internship, summer and winter session, and other shorter-term international experiences that are relevant for Cornell graduates' future careers.*

We need to conceive of new ways to meet the demand from students for more shorter-term international experiences. This includes strengthening the links among Alumni Engagement, Career Services, and Cornell Abroad to create new internship/externship/mentorship opportunities for undergraduates with Cornell alumni who are working and residing internationally.

- *Identify best practices and standards for international experiences.*

There are many types of “meaningful” international experiences, which vary in intention, duration, intensity, engagement, and reflection. We need to compile data on what constitutes a “meaningful” experience and develop a set of common learning goals, outcomes, and assessment measures for international experiences.

- *Clarify the roles and responsibilities of key stakeholders and support units.*

Continue to examine existing administrative structures that support international education to identify gaps and overlaps, and to optimize and streamline operations. The University could establish a standing coordinating committee for internationalization (perhaps by expanding the existing Internationalization Council) to involve key stakeholders at all levels (including advising, communications, and alumni affairs) and from all colleges, with an annual meeting that brings all relevant stakeholders together.

- *Secure sustainable financial support for students.*

Provide support for different types of meaningful international experiences, including financial aid and administrative support for summer and winter session programs.

- *Collaborate with Engaged Cornell to develop a dashboard to track international experiences.*

It is the Committee’s understanding that there is an effort underway within the Engaged Cornell initiative to develop a dashboard to track students’ participation in “engaged” activities. The Global Cornell initiative should collaborate on developing the dashboard so that we can track international experiences with the same tool. Such a dashboard would make it easier to report on how many students have engaged in “meaningful” international experiences, so that we wouldn’t have to rely on the senior survey results and interpretation of what students mean by their answers there.

## g) International Students @ Cornell

### *Background*

International students represent a growing proportion—currently more than 1 in 10—of Cornell undergraduates (one in five of Cornell students, overall). The University community is enriched by the international perspective and the talents and expertise of our students and scholars from around the globe.

Visiting and exchange student populations have strong incentives to connect with domestic students on campus—given that they are trying to take advantage of all that Cornell has to offer in a short period of time. Often this means social relationships and cultural interactions are high on visiting and exchange students’ list of things to accomplish while at Cornell.

International students have support services available across the University, including drop-in hours at the International Students and Scholars Office (ISSO). The ISSO works to build community, reduce isolation, and help international students and scholars make a smooth transition to Cornell. ISSO provides multiple services, including:

- Assistance with federal immigration, tax, and labor regulations
- Walk-in advising services

- Orientation programs for new international students and scholars
- Cultural adjustment and cross-cultural communication programs

Many international students report satisfaction with their Cornell experience, although some concerns remain. One issue, noted above in **Orientation and New Students Programs** section, is the need to continually seek mechanisms to encourage the incorporation of international students in the broader Cornell and Ithaca communities. International students often focus their social interactions on those from similar country backgrounds or among those students whom they first met upon arriving at Cornell. For some students, this can lead to a sense of isolation and not getting all they can out of their Cornell experience. In addition to those identified above, other mechanisms to foster these interactions include pursuing housing options such as the Holland International Living Center, encouraging students to participate in academic and social programs that expose them to the U.S. culture, and encouraging students to participate in the Cornell International Friendship program, which links international students with Ithaca-area families to promote social and cultural interactions. In addition, existing programming that focuses on specific areas of the world could benefit from including international student voices. For instance, a pre-departure study abroad panel on travelling to China would benefit from the inclusion of native Chinese students. Finally, the University should make a concerted effort to make sure broad international student representation on campus-wide committees wherever possible to best represent the diversity of experiences and viewpoints among the international student population.

**Another recurring issue, voiced by many international students, is the need to provide additional housing and dining options** for international students during breaks. The Jerome H. Holland International Living Center, a North Campus residence that houses 144 international and domestic students, is the only undergraduate residence hall that remains open during winter break for residents who need to stay on campus.

Many universities have established International Student Centers. Some of these facilities focus on consolidating international opportunities into one space, while others focus more on supporting the international student experience. Should Cornell consider moving in this direction, we believe that our center should aim to broaden the international experience of all students. The name of the facility should be carefully selected to convey that the center is open to all students, including international students.

Significantly increasing financial aid for international students, to enable a broader population of international students to study at Cornell, is another strategic investment the University should consider in the long term. (See the **Admissions & Financial Aid** recommendations outlined previously.)

As noted above, current plans to increase undergraduate enrollment for both August and January undergraduate cohorts has the potential to reduce the number of visiting and exchange students who are offered housing by the University each semester. Cornell guarantees housing for all new students and sophomores, provided they apply by the deadline. Any beds that remain unfilled are offered to students who are returning from a leave of absence and then to any visiting and exchange students (predominately international students). Increasing the number of matriculating students each semester means that on-campus housing options for visiting and exchange students may no longer be an option. The Cornell Housing Office will no longer be able to offer beds to international students—such as those participating in the CALS Exchange Programs and the *Academia do Brazil em Cornell* program—until immediately prior to the start of the upcoming semester. This degree of uncertainty makes it difficult for these and other visiting and exchange programs on campus to guarantee housing for their international students.

## Recommendations

### Short-term:

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- *Review housing and dining options for international students during breaks.*  
Accommodate international students who stay in Ithaca during the winter break, including during the holiday week when the University is closed.
- *Address the housing problem facing short-term international students, including contacting local landlords to seek private housing options.*
- *Strengthen/expand the Cornell International Friendship program to provide cultural, educational and social support to increased numbers of international students by linking them with alumni and Ithaca-area participants.*

### Longer-term:

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- *Increase financial aid for international students.*  
Cornell would be enriched by an increased ability to welcome talented international undergraduates without regard to the financial circumstances of their families.
- *Create an international student center that would both unite international students and promote the integration of international students into the broader student community.*  
The center would be a focal point for activities serving international students on campus, but would be open to all students and serve as an educational resource to increase student awareness of international issues.

## h) Career Services

### Background

In Cornell Career Services, all career advisors are prepared to speak with students about the relevance to their overall career development of studying or working abroad, either as part of the undergraduate program or as a postgraduate career outcome. More specifically, three staff members have advising specialties that result in their dedicating more time with students on “international issues.” One staff member focuses specifically on providing career services to graduate students, international students, and students from the U.S. who are seeking opportunities abroad. Another staff member provides support to students who are competing for prestigious fellowships that require institutional endorsement. A third staff member is a “gap-year” specialist. Given that many short-term opportunities after graduation are abroad, this advisor frequently works with students who are seeking international opportunities.

About five percent of the employer contacts in the jobs database maintained by Cornell Career Services have international addresses. These employers may post positions, but they are unlikely to visit campus to conduct interviews. A robust effort to increase access to international postgraduate opportunities would require a significant commitment to international employer development. Current staffing levels do not support this, and such an effort would require an additional position in employer relations, as well as an increased budget to cover travel and other associated costs.

International internships are increasingly popular among students who are contemplating careers abroad. Several factors hinder students’ access to international internships: costs, work rules, housing, and

administrative support. Many international internships are unpaid, so not only do students bear the cost of travel and housing, they also forego income to take these opportunities. Over 40% of seniors in the Class of 2014 reported that they had not taken an unpaid internship due to lack of resources; we have to assume that some of those foregone opportunities were international. Given the number of our students who are on financial aid, for summer internships this issue is even greater; not only are many students unable to bear the costs of an unpaid internship, they are expected to return to campus with summer earnings. Work authorization and visa issues are also complex, and there is no single resource at Cornell to help students navigate these issues.

Career Services or Co-op offices within individual colleges face the same difficulties in working with international employers. A central person within Cornell Career Services should be assigned to assist students with international internship and employment issues.

## Recommendations

### Short-term:

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- *Create incentives for collaboration so that administrative units across campus work together to address internationalization goals.*
- *Provide central access to information and staff expertise to support students who are pursuing international opportunities.*
- *Work to address the barriers to international internships: cost, work rules, housing, and administrative support.*

### Longer-term:

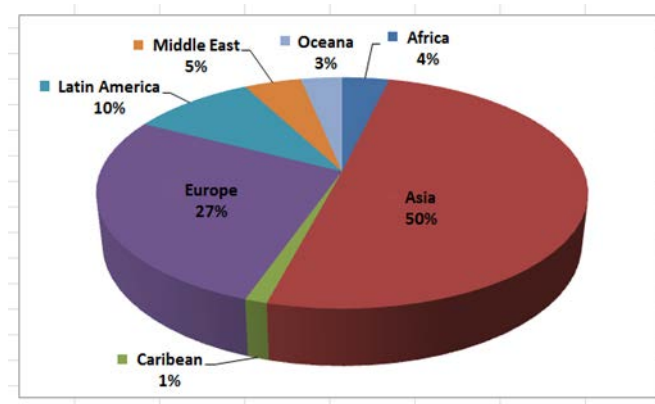
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- *Increase access to international postgraduate opportunities and make a significant commitment to international employer development.*
- *Expand staffing levels to meet the above needs more thoroughly.*

## i) Alumni Relations

### Background

The Office of International Alumni Affairs is charged with providing strategic insights for aligning Cornell's international alumni engagement activities with the University's priorities, coordinating international alumni programming and volunteer leadership pipelining, and offering staff leadership and consultation service to over 50 Cornell alumni clubs and interest groups worldwide. Locations of strategic importance include Hong Kong, London, Singapore, Seoul, Mumbai, Beijing, and Shanghai. Around 7% of Cornell's 230,000+ mailable alumni reside outside of North America, [across Africa, Asia, Europe, Latin American, Middle East, and Oceania](#), with a heavy concentration in Asia (50%) and Europe (27%).



The number of alumni living outside of North America is expected to grow significantly in the coming years and decades, given the increase in international students on campus as well as in globally bound U.S. students. Considering that close to 70% of all international students today are from Asia and, given the economic resilience of this region in recent years, the geographic distribution of our international alumni will also likely shift more heavily toward Asia over time.

Such demographic trends, compounded by the complexity and mobility of this particular community, pose unique challenges for our current organizational and resource structure with regard to engaging this particular constituent base. Our decentralized tradition can sometimes be counterproductive to a globally-oriented project, resulting in unnecessary redundancy and occasional mixed messaging among this critical audience.

### *Recommendations*

To keep pace with reality and position Cornell for greater global impact among and through our international constituents, we need to:

- *Increase resources dedicated to international alumni engagement.*  
Current resource allocation is insufficient vis-à-vis our desire to sustain existing success and capitalize on the opportunities presented us by the rapidly shifting pattern of global wealth, philanthropy, and other forms of social and economic capital that are key to Cornell's continued success.
- *Improve lines of communication and coordination among globally aspired academic and administrative units.*  
Establish a reliable line of communication between International Alumni Relations and the academic and administrative leadership who are driving Cornell's various globally aspired endeavors.

## 7) Conclusions

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**Internationalization is a university-wide priority for Cornell**, as affirmed in a series of white papers and reports from Cornell administration and faculty in the last three years. **To achieve our goal of becoming a top-ten research university**, and to address global challenges ranging from food and nutrition security to climate change, we must amplify the recent progress made toward more broadly and effectively internationalizing the campus, in general, and the undergraduate student experience, in particular.

**To meet our Generation Study Abroad goal**, Cornell must increase student engagement in international activities by 40 percent over the next five years (from roughly 35% of graduating seniors to 50%). Our long-term aspiration is that *all* Cornell students have at least one significant international experience prior to graduation, to help them develop the needed skills and perspective to effectively work across cultural and national boundaries.

**We must build broad consensus across campus** around our international aspirations. To sustain our current momentum and increase the future success of the Global Cornell initiative, we must foster a campus culture in which **all Cornell students** see themselves as part of an international community. This work will transform the student experience here on campus—touching every aspect of university operations, from student admissions to curricula to study abroad, and from alumni affairs to university fundraising.

**Cornell’s senior leadership plays a significant role in assuring success**—by articulating university-wide aspirations, establishing budget priorities, addressing institutional barriers, and setting the policies which guide our actions. The Cornell community needs to come together to build institutional commitment, dedicate financial resources, support internationally engaged faculty and students, offer equitable access, encourage innovation in teaching and learning, welcome more students from other countries, create the infrastructure to support global learning, eliminate structural and administrative roadblocks, strengthen strategic partnerships, and effectively communicate our successes to friends around the world. This work will involve Cornell students, faculty, administrators, and staff from Undergraduate Admissions to Residence Life to Alumni Affairs and Development. **Working together, we can succeed.**

**To internationalize the academic experience for all Cornell students** will require the imaginative reaching across departmental, college, and administrative boundaries and greater coordination across the university. If Cornell is serious about expanding the international range of its students’ intellectual and academic experiences, then more of the individual curricula in colleges and within majors should be mapped out to include international experiences. And we should encourage **every Cornell student**, early in their studies, to develop a plan for one or more international experiences, appropriate to their interests and long-term goals.

*“You’d have to be a stone not to be changed by the experience of studying abroad. Every one of our students comes back somewhat changed, with an enhanced appreciation. And this is a bilateral relationship: not only are the students changed, but we are changing the lives of our patients and their communities too.” —Madelon Finkel, Global Health, WCMC*

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**To extend Cornell’s global reach and impact**, we need to endow the internationalization activities of the Global Cornell initiative and generate new funding. The Presidential commitment of added funding is only guaranteed for three more years. To significantly increase the options for ideally *all* Cornell students to have a meaningful international experience, we need to raise significant new resources. To remain competitive in the global marketplace, Cornell needs to recruit world-class and outstanding faculty and students whose interests and work are international in nature. To sustain and increase our international courses and programs and to build collaboration on campus and international partnerships we must make strategic institutional investments. The intention of this report is to assist Cornell’s leadership in identifying and prioritizing some of these strategic investments that will make Cornell a truly international university.



## 8) Appendix:

# Internationalization @ Selected Universities

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Colleges and universities across the country are incorporating internationalization objectives into their mission statements in an effort to help prepare students for work in an increasingly globalized world. Each institution has a different way of approaching internationalization and different strategies for success.

At the request of the Global on Campus Committee, Sharon Ress, a Fellow at the Cornell Institute for Public Affairs, reviewed the internationalization and globalization objectives available on the websites of the universities listed below. Based on this review, she compiled a summary of consensus recommendations. The Committee is encouraged to note that Cornell is in the process of implementing most of the strategies identified in her summary, appended here.

### *Summary of Recommendations for Internationalization* Compiled by CIPA Fellow, Sharon Ress

College graduates need to know how to learn, to work, and to thrive in an increasingly global environment. Cornell is one of many universities that are working to internationalize their campuses and better prepare their graduates for global citizenship. Universities across the country are incorporating some form of internationalization objectives into their missions in order to better prepare their students for life after graduation.

These universities and colleges agree that there are many benefits to be gained by cultivating an international perspective among their students. Through exposure to different cultures, students open their minds to new ideas and ways of approaching problems. Exposure to different cultures allows for more creativity in finding solutions that are truly the best answer to problems. At the same time, students also become better able to view themselves through the eyes of another culture. They learn to work in ways that allow them to be respectful, so that all individuals and cultures involved are taken into account and fully respected. International education cultivates students who are open-minded and empathetic.

This summary is based on a review of internationalization objectives and strategic planning exercises available on the websites of the universities listed below, along with online reports from the Universities of Buffalo, Chicago, Florida, and Toronto.

- Beloit College
- Binghamton University
- Case Western
- Duke
- Harvard
- Indiana University-Purdue University
- Kansas State
- MIT
- Rutgers
- University of California-Berkeley
- University of Kentucky
- University of Wisconsin-Eau Claire
- University of Wisconsin-Madison

The general consensus among the universities reviewed is that it is critically important to train students to work and live as part of a global community. Each institution has a different way of addressing its internationalization goals and recommends different means for achieving them, but there are strong commonalities. The following ten strategies have broad consensus across institutions as effective ways to internationalize their operations:

1. **Create a strategic plan (five years or more).**
  - a) This plan should focus on both long- and short-term goals regarding how to incorporate internationalization into the university setting. The plan should be detailed and well designed, yet it should still be flexible and able to respond to the changing environment of the institution.
  - b) As a part of the strategic planning process it is important to engage all relevant stakeholders, both internal and external, in order to make sure that students, faculty, and staff are involved. This may mean planning a SWOT analysis and stakeholder map.
  - c) Within the plan, realistic goals should be set, especially for the long term. For example a goal could be increasing the number of international students from 10% to 15%.
  - d) Identify institutional assets to build off of in order to begin the institutionalization process more quickly and easily.
  
2. **Involve institutional leaders.**
  - a) In the process of creating the strategic plan, leaders from all the departments of the institution should be involved. Steering committees and task forces should be set in place that involve multiple departments. These groups can be arranged in multiple ways. Some institutions form committees based on expertise in certain areas of the world, while others focus on areas of study.
  - b) Involving institutional leaders can also help to prioritize globalization and internationalization objectives within the overall institutional mission, rather than as a separate internationalization mission.
  
3. **Form partnerships with other institutions and organizations.**
  - a) Forming partnerships with other institutions allows for communication and dissemination of ideas across universities, as well as across country borders. Partnerships can also include exchanges of professors and exchange programs for students. Such programs allow faculty and students to acclimatize better to the culture of the partner institution.
  
4. **Hold events that focus on internationalization and multiculturalism.**
  - a) Hold conferences, lecture series, and other events that encourage internationalization. These can include annual symposia, group and club activities, theme dinners, and other student activities. These can be formal university-led initiatives with an academic focus, or they can be run by students. Events that incorporate bottom-up and top-down approaches can help all members of the university become involved.
  - b) Some of these events should be ongoing or annual. This will create an environment in which internationalization becomes part of the culture of the institution.
  - c) Create spaces that can be used to discuss international issues. This could be a form of housing or meeting space available to international and domestic students who are interested in other cultures.
  
5. **Increase study abroad opportunities.**
  - a) These opportunities could be long- or short-term. They could be exchanges, service trips, or internships.
  - b) These opportunities should include all departments and allow students to complete their degrees on schedule no matter what their field of study.
  - c) Such opportunities should include informational sessions for students who are about to leave for a study abroad experience or who are returning to campus after their experience. These sessions can make the transitions easier and more comfortable.

- 6. Increase the number of courses that are focused on internationalization and multicultural issues.**
  - a) Courses can focus on particular countries and regions, and/or they can integrate international perspectives.
  - b) Increased access to language classes can help advance internationalization goals by improving knowledge about, and travel to, new countries and cultures.
- 7. Enroll greater numbers of international students from a greater number of countries.**
  - a) An increase in international students brings more diversity to the university. One effective way to accomplish this is through increased outreach or partnerships with universities abroad.
  - b) Another option is to open extension programs in other countries for local students to attend and participate in.
- 8. Become more involved with outside organizations and the community.**
  - a) Attending conferences and joining organizations focused on internationalization objectives can help build new connections as well as bring about more diversity of thought among the university staff who are tasked with creating new internationalization programs.
  - b) Being involved with the community can help students and faculty become more aware of life outside the university, in general, and has the potential to aid in the creation of international programs.
  - c) These activities also assist students in connecting with other students from other universities, allowing them to learn about ways that other universities address internationalization goals.
- 9. Provide access to funding opportunities.**
  - a) Since a major concern for all universities is related to budgets, it is important to help students and faculty learn about external grant programs that they can use to travel abroad or to bring events to campus. These grants can also be used to fund international research. This may also include identifying contacts that can help departments gain access to external funding sources, or providing a list of available grants and deadlines for applications.
- 10. Continuously monitor the progress of all internationalization projects.**
  - a) Continuously involving students and faculty in programs can help to build a culture of internationalization within the university. Internationalization initiatives should include annual events that students and staff look forward to.
  - b) Monitoring of projects assures that they do what they set out to and can be improved if they do not. Failed programs, as well as successful programs, can provide lessons and examples for future program refinement.