

THE INTERNATIONAL CENTER AND THE NEXT FIVE YEARS



7/22/2015

Serving Tomorrow's Global Campus

Effective and relevant work in international education in the current context requires calibrating efforts to honor the global landscape and building capacity to leverage a strategic moment. This map outlines the vision, core work and values, partners, and plans for Student Life's International Center (IC) for the next five years.

The International Center and the Next Five Years

SERVING TOMORROW'S GLOBAL CAMPUS

THE CURRENT CONTEXT

The work of international education is informed by the context in which it is situated. The most astute perspectives on what is “the core work” of Student Life’s International Center (IC) at the University of Michigan, now and in the years ahead, will honor the past and present and anticipate the future landscape. This landscape provides important context for understanding the Center’s central role and potential significant contribution to U-M’s mission to develop more global graduates prepared to lead and serve tomorrow’s world.

Also informing the IC’s work is an unprecedented alignment across institutional leadership for commitment to the development of global graduates. The launch of the President’s *Strategic Plan for Diversity*, the Vice President for Student Life’s ongoing leadership in the *Inclusive Excellence Initiative* and related campus climate work, and the ongoing efforts of the *Office of the Vice Provost for Global and Engaged Education*, as well as the many efforts in the U-M schools and colleges, all call for reflection and consideration by units devoted to serving a diverse international population and facilitating intercultural education. This moment requires the International Center consider its current and future responsibilities and relevance to this important campus effort to build a more global and inclusive campus community.

The International Center’s Leadership Legacy

Since its inception, the International Center has served as a campus and national leader in international education. While providing basic personal adjustment and reliable immigration services for the international campus population have always been a part of the Center’s work, the development of cutting-edge global community engagement opportunities and facilitation of a more international and inclusive campus climate dominated the focus of the Center throughout its decades of service.

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For example, in 1948, the IC’s leadership facilitated development of and hosted the first NAFSA conference devoted to improving and expanding global community engagement education opportunities for students (NAFSA continues to be the leading international education association for international educators). In 1960, the activists seeking to persuade John F. Kennedy to develop what would become the Peace Corps gathered in the International Center to make their plans. These are just two events that represent an ongoing legacy of historical leadership moments in the IC in the arena of international education and global community engagement.

In the aftermath of the national tragedy of 9/11, the landscape of international education shifted dramatically and the International Center responded accordingly. Intense national security fears inspired a still growing myriad of complex federal regulations to guide immigration services on college campuses. By shifting precious and limited resources to immigration support and compliance efforts, the International Center again demonstrated a leadership moment in the field. Recognized at the national level for their immigration expertise, staff at the International Center rose to the occasion over the past 14 years to serve in key leadership roles in NAFSA and to provide advocacy in the regulatory environment and compliance guidance to the field. During this same period, risk management considerations also influenced global community engagement for outbound student programs, resulting in more complex and significant safety and security laws and policies for education abroad work. The International Center's global community engagement leadership provided guidance for the field (publishing a book used today by NAFSA to inform this area of work).

A Strategic Moment

Years of hard work and investment by campus stakeholders and the International Center staff team, resulted in the solid and stable immigration services program at Michigan today. Units across campus describe the Center's immigration services as excellent, expressing respect and appreciation for the expertise and responsiveness offered by the Center's international student, scholar, faculty and staff immigration services team (see *2014 Learning Tour Stakeholder Interviews*). The safety and security expertise of IC staff also continues to inform education abroad policy and practices across campus.

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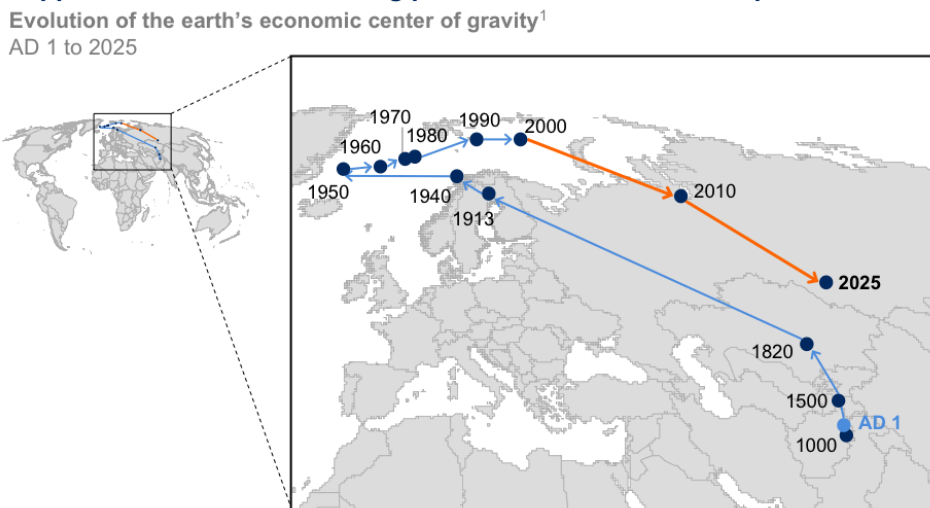
At the same time, functioning with limited staff and resources, the International Center's collaborative work team charged with programming devoted to cultural adjustment and orientation, co-curricular global community engagement, and promoting a more inclusive global campus climate lacks the capacity to meet the growing and significant need for its expertise. The need to build on the Center's legacy work in facilitating intercultural and international education and fostering a more global campus community is now more expansive and critical than ever (post 9/11).

According to the 2014 *Open Doors* report published by the *Institute of International Education*, the University of Michigan hosted 7,273 students from abroad in 2013-14, making U-M no. 11 in the ranking of schools hosting the most international students. There are more international students on U.S. campuses than ever before. In 2013-14, the international student population grew by eight percent to a record high of 886,052. The number of students from China increased by five times since 2000 and for India, two and half times during the same time period.

The introduction of critical mass international student representation from particular regional locations experienced by peer institutions over the past few years prompted significant investment in climate programming and support for intercultural intelligence and cross-cultural engagement work. A variety of models are in development at other global research institutions recognizing the shift in landscape this growing population represents.

For some institutions, this new “international campus” has resulted in a more tense campus climate particularly when the campus norm is for students to not engage across difference. This lack of cross-cultural engagement results in misunderstanding when incidents and conflicts occur, revealing deep-rooted ethnocentrism in the campus culture. Alternatively, many campuses are investing in more intentional and progressive international campus programming (see <https://www.insidehighered.com/news/2015/01/07/u-illinois-growth-number-chinese-students-has-been-dramatic>). For campuses with policies and programs that encourage early, authentic and meaningful cross-cultural engagement, diversity is embraced as a necessary learning vehicle to offer all students the opportunity to develop the “cultural humility” necessary to be effective in today’s globalized economy.

Engaging across difference within our student population (domestic with international and within the very diverse international student populations) is critical to student learning. Encouraging our students to engage with other international students sitting next to them in class is especially crucial to a multicultural education, for developmental and economic reasons. For example, according to a report published by the McKinsey Global Institute, the “economic center of the world” will return to Asia within the next decade. This report explains that a 1,000 year trend of economic power moving from Asia toward Europe has reversed in recent years and will return to central Asia in 2025.



¹Source: McKinsey Global Institute

U.S. students making the effort to learn and grow through collaboration with their Chinese colleagues will develop intercultural intelligence and skills that will be crucial to their future, regardless of their careers. This collaboration and engagement also serves the international student population by increasing a sense of inclusion and fostering a more global climate.

In addition to college campuses being more international and the economy becoming more global, the urgency to invest more in Student Life’s co-curricular global community engagement opportunities and programming to encourage increased cross-cultural engagement is wisely strategic as it harnesses what is relevant and valued by the next generation college student.

According to annual student survey data, 59% of our students coming to campus in 2014 identified seeking engagement with cultures different from their own as essential or very important (CIRP). The fall of 2017 (U-M’s bicentennial) will bring to campus what has become known as the “Global Generation”. Throughout this generation’s lifetime, in the aftermath of a crisis or other world event, technology connected individuals with

the other side of the globe with a touch of a finger. According to Zogby polls, this generation's connection to the rest of the world explains why they are less likely to argue that U.S. culture is superior to other cultures and more willing to call themselves "citizens of the planet Earth" (a term embraced more by this group than any other age group). Polls indicate they are more likely to live in a foreign capital and are invested in diversity.

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A Vision for the New Global Campus

The International Center, in this strategic moment, recognizes:

- The Center inherits a legacy of recognizing a shift in landscape before it occurs and the pioneering spirit that calls for taking the first steps in a new direction when the context requires it.
- The stabilization of immigration regulation and the institution's ability to manage it in the aftermath of 9/11 calls for higher education institutions to remain committed to compliance and risk management. At the same time, we must also invest in the educational work of the international student affairs field.
- There are more international students on campus than ever before and these numbers will continue to grow and this is changing the climate. Whether this climate change is positive or negative will depend on the intentionality and forethought of campus leadership.
- The need to develop Global Graduates with intercultural intelligence and skills is imperative in the new global economy and it is in Student Life experiences outside of the classroom and on and off campus that these skills will be developed (in tandem with academic study).
- The entry of a "Global Generation" to campus requires a shift in practices and program to ensure relevance and to prompt necessary momentum for a more global paradigm to truly internationalize campus.

The International Center envisions a future where U-M's authority in immigration services remains strong and stable and we return to the helm of Student Life co-curricular global community engagement opportunities and related initiatives and lead development of renovated and new cutting-edge programs that encourage inclusion and facilitate cross-cultural engagement and improve campus climate. With this future in mind, the International Center participated in robust reflection and strategic planning during the 2014/15 academic year. The product of this process is a 5 year plan, co-developed with stakeholders across campus.

THE STRATEGIC PROCESS

The International Center engaged in reflection and information gathering to inform development of a vision, core values and the refinement of core work. This work provided the foundation for building long-term organizational goals and short-term individual team objectives.

Organizational Reflection and Assessment

Leadership for the International Center engaged in a “learning tour” with faculty, staff and student stakeholders.

These interviews included:

- Entire IC Staff Team
- Office of the General Counsel
- Office of New Student Programs
- Multiple representatives:
 - Provost's Office
 - Vice Provost for Global and Engaged Education
 - Past IC leadership
 - LSA, Engineering, Rackham
 - Student Life stakeholders
- Morale
- Relevancy
- Sustainability
- Strategic direction
- Public face of IC
- Streamlining & technology
- Building capacity & ramping up
- Cross-cultural engagement
- Institutional support
- Cohesion
- Benchmarking

Information gathering included:

- NAFSA: Association of International Educators resources
- Assessment Data
- Student Life Organizational Development data (Denison)
- IC Mission, Vision, Goals
- Past Task Force Reports
- IC Improvement Project
- Annual Reports
- Scholar Report
- International Center Student Council
- Council on Global Engagement

Stakeholder Affirmations

- High Trust
- Excellent Services
- Always Responsive
- Experts

Stakeholder Concerns:

- Enigma
- Does the IC advise beyond status?
- More engagement
- Building relationships v. providing services
- Lack of staff diversity
- More advocacy for international population needs:
 - Housing & Community
 - Wellness & Mental Health
 - Transfer Students
- "What is Legal Zoom-able?" (to make space for more student learning, challenge and support)

The individual interviews focused on identifying the areas of strength and challenge for the Center’s work. Observations and themes obtained through this process indicated:

Key Considerations – IC Team

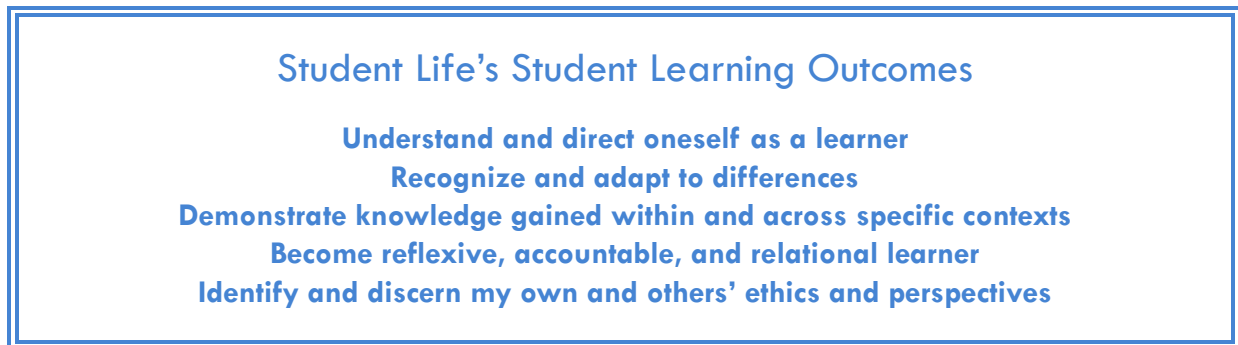
- Resources
- Engagement by leadership

Stakeholder-Identified Missed Opportunities in the International Center's Work

- Maximizing engagement with diversity
- Improving cross-cultural engagement
- Developing intercultural competency
- Encouraging student engagement
- Connecting inbound and outbound populations
- Understanding the why & what of international recruitment & admissions strategy
- Improving intentionality with recruitment, pre, arrival, post arrival experiences
- Developing international alumni relationship
- Advocating for international population & intercultural engagement & competence
- Leveraging trust, contact and centrality of IC to...
 - engage
 - educate
 - communicate
 - connect
 - assess needs
 - provide opportunities for contribution

Defining the International Center's Core Work

Situated in Student Life, the International Center offers co-curricular and other “outside of the classroom” experiences aimed at facilitating specific student learning outcomes.



In defining its core work and mapping a strategic agenda, the International Center identified key areas for advancing the *Student Life Learning Outcomes*, particularly with regard to self-authorship, engaging across difference, identity and ethical development, and appreciating diverse perspectives.

The International Center is committed to employing reflective processes with students to facilitate connecting their learning across diverse experiences. With these insights, the International Center team named its core values, prepared a working draft of a vision for campus, and refined its core values and core work.

The Core Values for the International Center

INCLUSIVE EXCELLENCE

Our work facilitates building a **diverse campus community** prepared to effectively contribute to a **global society**. We strive for **excellence** and therefore **respect and embrace the multiplicity** of racial, cultural, ethnic, religious and other identities represented in our colleagues and the individuals that seek our assistance. We value our commitment to **fairness** as a means to building positive **relationships** with one another and the students, scholars, faculty and staff we serve.

EFFICIENCY

We constantly seek new courses of **innovation** and embrace **technology** as means to improve our **processes and systems**. By making continuous enhancements to these structures we are able to work diligently and **efficiently** to deliver effective programs and services for the populations we serve.

COLLABORATION

We work together and see ourselves as members of a larger institutional **team**. With many campus units invested in our **shared work**, we seek **partnerships** and collaboration. Productive relationships require individual **trust, accountability** and ongoing **communication**. We understand that **creative cooperation** delivers **successful outcomes** while also facilitating a **healthy** organizational culture that models **sustainable balance in work and life**.

EXPERTISE

We are invested in **client satisfaction** and strive to be trusted as experts in our field. The nature of our work requires **consistent compliance** with the ethical and legal standards that guide our profession. We uphold such standards with the utmost **integrity**.

GROWTH

As part of the **higher learning community**, we understand that we are **educators** as well as service providers. The way we work with and engage students is as important as the services and programs we provide. We value **student and staff development**. We model **curiosity** as the core characteristic for human **growth and learning**.

**INTERNATIONAL
CENTER**

CORE VALUES

INCLUSIVE EXCELLENCE

- *Respect*
- *Relationships*
- *Community*
- *Fairness*

EFFICIENCY

- *Technology*
- *Process/Systems*
- *Innovation*

COLLABORATION

- *Communication*
- *Teamwork*
- *Accountability*
- *Work/Life Balance*

EXPERTISE

- *Compliance*
- *Consistency*
- *Integrity*
- *Client Satisfaction*

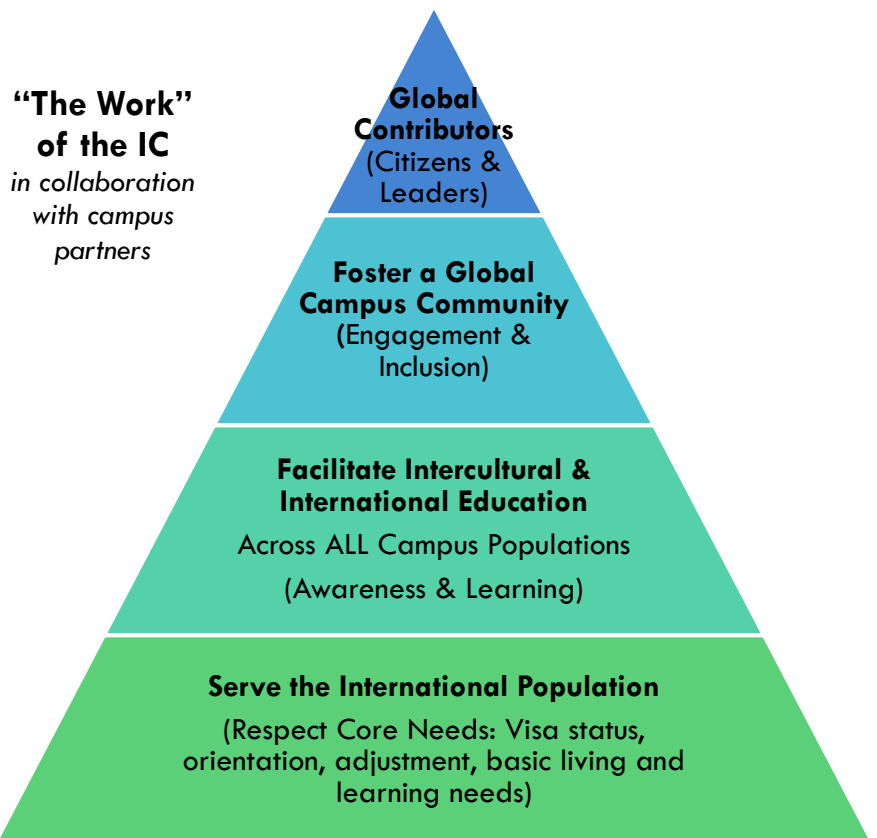
GROWTH

- *Curiosity*
- *Education*
- *Learning*
- *staff & student development*

A Working Vision for Campus

“Our vision is to foster a global campus where through mutual understanding and respect, all U-M community members transform and grow together. We strive for inclusive, intercultural excellence where everyone derives value from the experiences of others. Learning from this environment, members of our community will take these shared experiences and carry them forward through life.”

-Drafted by Students, April 2015



THE INTERNATIONAL CENTER'S CORE WORK

In service of the University's mission to develop *Global Citizens and Leaders* the International Center works to:

SERVE THE INTERNATIONAL POPULATION

In collaboration with campus partners, serve the core needs of the international population on campus.

- Administer processes in support of the academic priority to bring global perspectives to learning, teaching, research, scholarship, & service
- Provide high-quality immigration services & compliance guidance to all institutional units
- Provide high-quality immigration services to international students, scholars, faculty & staff (and families)
- Lead, complement & support orientation & cultural adjustment programming for the international population across institutional units
- Facilitate & support the basic living & learning needs for the international population (including health insurance, housing, career)
- Inform policy development and implementation pertaining to serving the international population

FACILITATE INTERCULTURAL AND INTERNATIONAL EDUCATION

In collaboration with campus partners, improve intercultural awareness and education across campus populations.

- Promote & facilitate international educational experiences abroad for students (including internships, curricular/co-curricular, service learning)
- Provide consultation and expertise on best practices in preparing students for international experiences abroad
- Encourage, sponsor & teach “cultural humility” through international and intercultural awareness & learning programs for all populations
- Serve as a resource to improve international & intercultural awareness for faculty and staff
- Inform policy development and implementation pertaining to global engagement and international education

FOSTER A GLOBAL CAMPUS COMMUNITY

In collaboration with campus partners, facilitate intercultural connections and promote inclusion.

- Be a voice & advocate for the international population on campus
- Provide consultation & address campus climate concerns on behalf of the international population in coordination with appropriate partners
- Connect stakeholders with resources to encourage engagement & inclusion between domestic & international populations
- Develop, implement & support best practices in intercultural engagement programming across campus
- Build community

Faculty, Student and Staff Stakeholder Engagement

Following this visioning process, the International Center team engaged in a capacity assessment survey. All staff members were provided the opportunity to submit their suggestions and concerns via an anonymous online survey tool to inform the development of the final strategic plan. The themes gathered from this instrument were shared with IC team and close stakeholder representatives invited to engage in an agenda-setting advisory session.

Those in attendance included:

IC WORK TEAM REPRESENTATIVES

- John Prescott
- Matt Priest
- Audrey Buswell
- Kate Zheng
- Maggie Davidson
- Agnes Liu
- Alanna Troup
- Joe DuPont
- Sydney Koch
- IC Lead Team
- Bill Nolting
- Chauna Meyer
- Louise Baldwin
- David Muusz
- Scott Manley
- Jennifer Schrage

STUDENTS

- **Int'l Student Council & IC Orientation Student Work Team** (Yidi Li)
- **IC Student Staff Team** (Ethan Fitzgerald & Layla Taha)
- **Int'l Student Council** (Jay - Suppanat Aunpitipongsa)

ADMINISTRATIVE STAKEHOLDERS

- **Student Life** (Simone Himbeault Taylor, AVP)
- **OGC & FSIS Task Force** (Donica Varner)
- **International Institute** (Pauline Jones Luong and Lisa Michelin)
- **Registrar's Office** (Patti Mousseau, Assistant Registrar)
- **Trotter Multicultural Center/Student Life TISM** (Jackie Simpson)
- **Housing** (Hamida Bhagirathy-Bastin)

ACADEMIC UNITS

- **Rackham Graduate School** (Darlene Ray Johnson)
- **Engineering** (Jennifer Wegner)
- **LSA** (Clara Kawanishi)
- **Ross Global Initiatives** (Liz Muller)
- **Council on Global Engagement & Office of Global Activities, Social Work** (Katie Lopez)
- **Council on Global Engagement & International Affairs - Law School** (Roopal Shah, Assistant Dean)

OTHER KEY ONGOING COLLABORATORS

- **Vice Provost's Office for Global and Engaged Education** (James Holloway & Amy Conger)
- **Office of the Vice Provost for Equity, Inclusion, and Academic Affairs** (Trey Williams)

THE PLAN FOR THE NEXT FIVE YEARS

The advisory session with stakeholders provided insight for the International Center Leadership Team to identify four areas of focus and associated organizational goals to be delivered by 2020. The Leadership Team then vetted these proposed goals with internal staff teams for review and refinement. The International Center also engaged close stakeholders to provide feedback. Accountability for achievement of each goal rests with a single Leadership Team member to track its progress through the academic year.

Team Leads holding accountability for a goal will also report and communicate with leadership on progress throughout the year to ensure that the Center continues progress on goals at a pace that delivers achievement on the date articulated in the strategic plan. Each summer, Team Leads will guide their teams through annual objectives that serve all goal areas until each goal is achieved. Annual objectives will have negotiated success measures against which progress will be monitored. Each spring, the International Center will engage in reflection with stakeholders and facilitate any appropriate refinement of the goals articulated in the original strategic plan.

AREA OF FOCUS: INSTITUTIONAL PRESENCE & SPHERE OF INFLUENCE

- ❖ GOAL: By Winter 2016, develop and begin implementation of comprehensive International Center communication practices that effectively improve outreach and exhibit the International Center's relevance and leadership in international education and are in alignment with peer and relevant institutional marketing practices.
- ❖ GOAL: By Fall 2017, assess, affirm, realign and obtain the essential resources necessary for the International Center to sustain existing success and leadership in immigration and compliance efforts while also effectively delivering in other areas of core work given the increasing relevance of intercultural intelligence and international education in a global society, the growing international campus population and the associated complex campus climate, student engagement, and regulatory obligations.
- ❖ GOAL: By 2020, invest in and develop the International Center's competency, capacity, contribution and institutional authority to serve as a key collaborator, referral point and coordinator of resources and support for all on-campus stakeholders serving the international population, facilitating intercultural and international education, and fostering a global campus community.

AREA OF FOCUS: ORGANIZATIONAL EFFECTIVENESS

- ❖ GOAL: By Fall 2016, re-think, adjust and expand the International Center work delivery model in all team areas to incorporate and maximize student engagement and connection with all IC constituencies to improve program effectiveness and efficiency and promote internal and external collaboration.
- ❖ GOAL: By Fall 2017, evaluate, improve and streamline all International Center internal business processes, procedures, case management and administrative support infrastructure to align with best practices and institutional technology standards.

AREA OF FOCUS: ADVOCACY & SUPPORT

- ❖ GOAL: By Fall 2016, develop and implement a robust assessment of current “gaps” and critical areas of concern for effectively serving the needs of the international population to inform future collaboration and advocacy work.
- ❖ GOAL: By Fall 2018, with key campus partners, reimagine, develop and facilitate intentional, early, and ongoing vanguard educational, transition, orientation and adjustment support for all inbound students to reduce disparate impact on international students and promote cross-cultural engagement, authentic connections and intercultural learning across all student populations.
- ❖ GOAL: By 2020, in collaboration with campus partners, develop and implement intercultural intelligence/cultural humility assessment strategies, professional standards, and related campus-wide training programs and resources to reduce ethnocentric approaches, improve multinational awareness and promote more inclusive policies, practices and programs that leverage diverse worldviews in all academic and administrative spaces.

AREA OF FOCUS: GLOBAL GRADUATES

- ❖ GOAL: By Fall 2016, with other key academic and Student Life partners facilitating internship, service and other “outside of the classroom” programs, develop a coalition to improve access to and share best practices for “Global Community Engagement” to offer improved and early pre-departure support, cultural adjustment and ongoing learning and reflection.
- ❖ GOAL: By Fall 2017, in collaboration with academic and Student Life partners, providing career advising and related post-graduation guidance, improve and increase institutional capacity to more effectively support and encourage all students expressing global interests beyond graduation.
- ❖ GOAL: By Fall 2018, as part of our shared work to produce more Global Graduates, evolve the International Center’s collaborative efforts in “Global Community Engagement” co-curricular programming to continue to go beyond internships and service to encompass on-campus and/or local events and educational experiences that facilitate engagement across culture, intercultural intelligence/“cultural humility” and related engaged learning for all student populations.
- ❖ GOAL: By Fall 2019, expand access and significantly increase participation in “Global Community Engagement” opportunities (on campus, locally and abroad) by traditionally underrepresented populations in education abroad experiences.