



Ramapo College of New Jersey

Strategic Plan for Comprehensive Internationalization

2015 - 2020



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MISSION, VISION AND GUIDING PRINCIPLES

MISSION

The Strategic Plan for Comprehensive Internationalization at Ramapo College outlines specific strategies for implementation towards a comprehensive approach to the internationalization of both the College and College community.

VISION

The Strategic Plan for Comprehensive Internationalization strives to create a holistic educational experience that enables Ramapo College students to become literate, intentional and empowered global citizens and to enhance commitment to and help realize the vision of international, intercultural, interdisciplinary, and experiential learning at Ramapo.

GUIDING PRINCIPLES

COMMITMENT OF INSTITUTION

Intentional and clear commitment of the entire Ramapo College community is necessary for the successful achievement of all Outcomes of this Plan.

COLLABORATION BY ALL

Each of the Strategic Goals for Comprehensive Internationalization has been designed with a collaborative approach in mind.

MINDFULNESS OF INSTITUTIONAL MISSION

All Goals, Objectives, and Achievement Targets must be in line with the Ramapo College mission and Strategic Plan.

STRATEGIC GOALS FOR COMPREHENSIVE INTERNATIONALIZATION

GOAL #1: BUILD GLOBAL CONSCIOUSNESS THROUGH INTERNATIONAL EDUCATION

A student's international experience can be a powerful, transformative time in their lives. By increasing opportunities for students to not only study but also work abroad, Ramapo College ensures that its graduates develop a distinct personal identity that they can be comfortable with and are well prepared for an increasingly global workplace.

OUTCOME 1.1: Strengthen and Assess Students' Global Competencies

ACHIEVEMENT TARGET 1.1.1

Increase the number of students participating in approved study abroad programs by 10% annually

ACHIEVEMENT TARGET 1.1.2

Design a tool to assess students' global competencies upon their arrival at Ramapo, the 2-year midpoint and upon their graduation

ACHIEVEMENT TARGET 1.1.3

Review data from competency assessment to the impact of international education programming as it relates to students competencies

ACHIEVEMENT TARGET 1.1.4

Provide a training session each semester for Faculty in their role as Academic Advisors to students to further their awareness and understanding of international opportunities at Ramapo College and academic integration of these opportunities.

OUTCOME 1.2: Increase Opportunities for Self-Awareness and Identity Development in a Global Context

ACHIEVEMENT TARGET 1.2.1

Expansion of scholarships available to students for international education experiences

ACHIEVEMENT TARGET 1.2.2

Establish internationally focused Key Points of Engagement (KPEs) at each year of a student's academic career

OUTCOME 1.3: Enhance Opportunities for International Co-Curricular Activities

ACHIEVEMENT TARGET 1.3.1

Increase the number of undergraduate students participating in international co-curricular engagement programs by 10% annually

ACHIEVEMENT TARGET 1.3.2

Each international co-curricular activity will have a country/culture-specific pre-departure and re-entry component

STRATEGIC PLAN FOR COMPREHENSIVE INTERNATIONALIZATION

GOAL #2: INTERNATIONALIZE THE CURRICULUM

The internationalization of multidisciplinary curricula is quickly becoming a necessity in today's increasingly interdependent world. By providing faculty with the resources they need to internationalize their courses and students the diverse perspectives they need to be confident and competitive, the second Goal of the Strategic Plan for Comprehensive Internationalization puts Ramapo College on a path to a truly innovative international curriculum.

OUTCOME 2.1: Increase Engagement of International Issues in Coursework

ACHIEVEMENT TARGET 2.1.1

Create a list of resources, calendars and activities to encourage and assist the internationalization of curriculum

ACHIEVEMENT TARGET 2.1.2

Convening groups (disciplinary & interdisciplinary) will identify a list of diverse international, academic program options and map the major courses to allow students to create a personalized four-year plan that reflects their academic personal and professional goals

ACHIEVEMENT TARGET 2.1.3

Provide a workshop for faculty every semester on how to add international elements to course syllabi

OUTCOME 2.2: Expand Opportunities for Diverse Perspectives on Course Themes

ACHIEVEMENT TARGET 2.2.1

Create an active visiting scholars program to offer diverse perspectives on curriculum delivery & content offerings

ACHIEVEMENT TARGET 2.2.2

Collaborate with existing network of international partnerships to deliver innovative course offerings and lectures through the use of technology

OUTCOME 2.3: Assessment

ACHIEVEMENT TARGET 2.3.1

Self-study all institutional international education practices against the [Forum on Education Abroad Standards of Good Practices](#) and develop an action plan to meet Forum Standards by 2019

ACHIEVEMENT TARGET 2.3.2

Assess all faculty-led programs against the Forum on Education Abroad Standards of Good Practices by and develop an action plan to meet Forum Standards

ACHIEVEMENT TARGET 2.3.3

Create assessment strategies to measure effective international curriculum integration

ACHIEVEMENT TARGET 2.3.4

Assess in what ways the general education curriculum is or is not impacting students' global competencies strengthening over their 4 years

GOAL #3: DEVELOP A DIVERSE GLOBAL COMMUNITY AT RAMAPO COLLEGE

Ramapo College is situated in an incredibly diverse area of the United States. The third Goal of the Strategic Plan for Comprehensive Internationalization aims to capitalize on this diversity by expanding our outreach and cooperation with not only the College community, but also the greater community in the metro-NYC area. Bringing together a diverse group of students, faculty and staff is a top priority enumerated in the Outcomes listed below.

OUTCOME 3.1: Develop Diverse International Residential Communities

ACHIEVEMENT TARGET 3.1.1

Launch an Global Student Residence and an International Living-Learning Community (ILLC)

ACHIEVEMENT TARGET 3.1.2

Increase enrollment by at least 10% annually in the international communities

OUTCOME 3.2: Provide Opportunities and Recognition for Increased Global Engagement by Faculty and Staff

ACHIEVEMENT TARGET 3.2.1

Establish an International Faculty and Staff Association with the goal of providing a supportive network for international faculty and staff as well as enhancing student engagement in a global context

ACHIEVEMENT TARGET 3.2.2

Revise promotion & tenure guidelines to include recognition of a faculty member's engagement with comprehensive internationalization of Ramapo College

ACHIEVEMENT TARGET 3.2.3

Hold workshops once each semester to support faculty and staff applications to prestigious international fellowships

ACHIEVEMENT TARGET 3.2.4

Establish a grant program to support faculty and staff initiatives in comprehensive internationalization including (but not limited to) international research collaborations, establishing new opportunities for students abroad, and overseas program site visits

OUTCOME 3.3: Increase Collaboration with New Jersey's Diverse Community Resources

ACHIEVEMENT TARGET 3.3.1

Establish monthly speaker series at a local community venue(s)

ACHIEVEMENT TARGET 3.3.2

Establish globally-focused community-based programs on campus

ACHIEVEMENT TARGET 3.3.3

Develop a plan for conducting outreach to the area's rich diverse communities to incorporate them into student programming and student preparation for international experiences

OUTCOME 3.4: Increase International Student Enrollment

ACHIEVEMENT TARGET 3.4.1

STRATEGIC PLAN FOR COMPREHENSIVE INTERNATIONALIZATION

Enroll 5% of the incoming class as international students by 2018

ACHIEVEMENT TARGET 3.4.2

Develop a set of resources for faculty and staff traveling abroad that assists in recruiting international students

ACHIEVEMENT TARGET 3.4.3

Develop an ESL program

ACHIEVEMENT TARGET 3.4.4

Provide professional development training for Faculty & Staff on intercultural communication skills, in particular speaking to diverse, multicultural audiences

ACHIEVEMENT TARGET 3.4.5

Develop a specific retention plan for international, degree-seeking students, to include specific strategies for this population as well as specific achievement targets.

GOAL #4: DEVELOP EFFECTIVE GLOBAL AND LOCAL COMMUNICATION SKILLS

Recognizing the growing importance of the ability to communicate seamlessly across cultural boundaries, the Strategic Plan for Comprehensive Internationalization aims to not only increase language fluency at Ramapo College, but also to expand language course offerings and opportunities for students to develop the intercultural communication skills that are so vital to today's increasingly globalized world.

OUTCOME 4.1: Expand Foreign Language Programs at Ramapo College

ACHIEVEMENT TARGET 4.1.1

Increase 10% of students each year enrolled in language courses across all levels and courses of study

ACHIEVEMENT TARGET 4.1.2

Increase the number of languages taught up to the Intermediate II level at Ramapo College by 50% over the next five years

ACHIEVEMENT TARGET 4.1.3

Increase thematically-focused language courses

ACHIEVEMENT TARGET 4.1.4

Establish a State-level certification program for interpreters

ACHIEVEMENT TARGET 4.1.4

Develop short-term, intensive, for-credit language institutes for summer, winter and spring breaks

OUTCOME 4.2: Strengthen and Refine Intercultural Communication Skills

ACHIEVEMENT TARGET 4.2.1

Encourage, strengthen and support the languages offered at Ramapo by promoting language activities throughout the year (i.e: Language Week).

ACHIEVEMENT TARGET 4.2.2

Encourage the creation of course assignments to be completed in collaboration with students from international partner institutions

OUTCOME 4.3: Prepare Students for the Global Workforce

ACHIEVEMENT TARGET 4.3.1

STRATEGIC PLAN FOR COMPREHENSIVE INTERNATIONALIZATION

Increase the number of students participating in international internship opportunities by 10% annually

ACHIEVEMENT TARGET 4.3.2

Implement a re-entry workshop series of five two-hour sessions that help returned study abroad students and students completing international internships translate their experiences

GOAL #5: SUPPORT INTERNATIONAL TRAVEL OF STUDENTS, FACULTY AND STAFF

Ramapo College remains devoted to the safety and support of its members. While there will always be risks inherently associated with international travel, there are a number of mitigation strategies and support mechanisms available to minimize the risks to Ramapo students, faculty, and staff while abroad. This Goal aims to develop operational policies and procedures to strengthen institutional liability and individual leadership capacities.

OUTCOME 5.1: Develop Institutional Resources to Support International Travel

ACHIEVEMENT TARGET 5.1.1

Implement a comprehensive international travel policy and associated procedures

ACHIEVEMENT TARGET 5.1.2

Create an International Travel Registry to support student, faculty, and staff travel abroad

ACHIEVEMENT TARGET 5.1.3

Monitor destinations to assess risk and develop appropriate risk mitigation strategies

OUTCOME 5.2: Provide Risk Mitigation Training and Support for International Travelers

ACHIEVEMENT TARGET 5.2.1

Provide country-specific pre-departure meetings for international travelers to review risks, mitigation strategies, and other relevant information

ACHIEVEMENT TARGET 5.2.2

Create an online information clearinghouse to provide international travel information (i.e. insurance information, country statistics, reports, etc.)

THE STRATEGIC PLANNING PROCESS

The strategic planning process began in September of 2011 as the International Education Committee entered into discussions of effective comprehensive internationalization.

A survey to be circulated among faculty and staff was developed at the end of the Spring 2012 term. The survey was sent to all faculty and staff and measured the degree of involvement in internationalization efforts at Ramapo College. 239 people responded, of whom 46% were teaching faculty and 54% were staff, administrators, or non-teaching faculty. 21 of these respondents participated in focus groups aimed in gaining more qualitative data on comprehensive internationalization efforts. Data from this survey was compiled and analyzed during the Fall 2012 term.

A second survey, this one for Ramapo College students, was designed in the Spring 2012 and Fall 2012 terms. The survey was sent to all students in the Spring 2013 term, and measured the international education background of each of the 378 respondents. Of that number, 27% were freshmen, 23% were sophomores, 22% were juniors, 23% were seniors, and 5% were “super-seniors.” 14% of respondents studied in the Salameno School for American and International Studies, 22% in the School for Social Sciences and Human Services, 20% in the Anisfield School of Business, 27% in the School of Theoretical and Applied Science, and 17% in the School of Contemporary Arts. Data was collected and analyzed during the Spring 2013 term.

The International Education Committee met over a series of meetings to create the Strategic Plan for Comprehensive Internationalization as a document to guide the future international activities of the College.

A Comprehensive Internationalization Implementation Plan is forthcoming and will address specific implementation strategies that will give specific recommendations for actions backed by survey data and focus group interviews. The Plan will be written by the International Education Committee.

TIMELINE

Fall, 2014

- Send Strategic Plan for Comprehensive Internationalization to the Dean's Council for feedback
- Hold a series of open meetings for feedback from the greater College community
- Begin drafting an Implementation & Assessment Plan for Comprehensive Internationalization (and propose accompanying budget)
- Submit Plan to the Provost for approval

Spring, 2015

- Complete Implementation & Assessment Plan for Comprehensive Internationalization (and accompanying budget)
- Begin implementation planning for Year 1

Fall, 2015

- Launch Year 1
- Plan Year 2

Fall, 2016

- Assess Year 1
- Launch Year 2
- Plan Year 3

Fall, 2017

- Assess Year 2
- Launch Year 3
- Plan Year 4

Fall, 2018

- Assess Year 3
- Launch Year 4

Spring, 2019

- Develop CI Plan 2019-2024

Fall, 2019

- Assess Year 3

REGIONAL FOCI

Year One	2015-2016	South America
Year Two	2016-2017	Sub-Saharan Africa
Year Three	2017-2018	Eastern Europe
Year Four	2018-2019	East Asia
Year Five	2019-2020	MENA

MEMBERS OF THE INTERNATIONAL EDUCATION COMMITTEE

Co-Chairs

Ben Levy	Director of International Education	Roukema Center
Ruma Sen	Assoc. Professor of Global Comm	DAC
Donna Lane-Baur	Assistant Director	Cahill Center

Members

Gladys Torres-Baumgarten	Associate Professor of International Business	ASB
Stephen Rice	Dean of SSGHS / Professor of American Studies	SSAIS
Natalia Santamaria-LaOrden	Assistant Professor of Spanish	SSAIS
James Gillespie	Assistant Professor of Mathematics	TAS
Anne DeGroot	Assistant Professor of Teacher Education	SSHS
Sanghamitra Padhy	Assistant Professor of Law and Sustainability	SSHS
Neel Scott	Assistant Professor of Communication Arts	CA
Tera Vandergaw	Assoc. Professor of Theater	CA
Peter Rice	Director of Admissions	Admissions
Rhoda Leshowitz	Asst. Director of Admissions	Admissions
Fred Newman	Academic Advisor	CAAFYE
Purvi Parekh	Regional Campaign Coordinator	Ramapo Foundation
Aaron Lorenz	Dir. Of Prestigious Awards/Assoc. Professor of Law 7 Society	

Other

Dan Loughrey	Graduate Assistant	Roukema Center
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GLOSSARY OF KEY IDEAS AND DEFINITIONS

ATTRITION

The reduction in size of a designated group (i.e. 2012 incoming class) over a designated period of time (i.e. academic year).

CO-CURRICULAR

Being outside but usually complementing the regular curriculum (*Merriam Webster Dictionary*)

COMPREHENSIVE INTERNATIONALIZATION

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

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (Hudzick, 2011)

EXPERIENTIAL EDUCATION

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. ([Association for Experiential Education](#))

GLOBAL CITIZENS

Global citizenship is an umbrella term for the social, political, environmental, or economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that, rather than actors affecting isolated societies, individuals are members of multiple, diverse, local and non-local networks. Global citizenship is an interdisciplinary lens through which to analyze the history and development of our changing world. Although there is no standard definition of global citizenship, there are common topics that guide conversations in the field. ([United Nations Academic Impact Hub on Global Citizenship](#))

GLOBAL COMPETENCIES

"Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments." ([Hunter, 2004](#))

IDENTITY DEVELOPMENT

STRATEGIC PLAN FOR COMPREHENSIVE INTERNATIONALIZATION

The development of one's own conception and expression of their individuality or group affiliations over time.

INTERNATIONALIZATION

"Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution. This definition understands internationalization as a process, as a response to globalization...and as including both international and local elements." (*Knight & de Wit, 1999*)

INTERDISCIPLINARY

Involving two or more academic, scientific or artistic disciplines (*Merriam-Webster*).

KEY POINT OF ENGAGEMENT (KPE)

A structured, high-impact activity with substantive interaction with peers, faculty and staff; a common experience that deepens understanding of self and others; or an opportunity to connect in-class and out-class learning. ([Ramapo College Website](#))

LIVING-LEARNING COMMUNITY (LLC)

The learning community approach fundamentally restructures the curriculum, and the time and space of students. Many different curricular restructuring models are being used, but all of the learning community models intentionally link together courses or coursework to provide greater curricular coherence, more opportunities for active teaming, and interaction between students and faculty. (Smith, Barbara Leigh; McCann, J., eds. (2001). *Reinventing Ourselves: Interdisciplinary Education, Collaborative Learning, and Experimentation in Higher Education*. Bolton, MA: Anker Publishing.)

MULTIDISCIPLINARY

Combining or involving several academic disciplines or professional specializations in an approach to a topic or problem (*Oxford Dictionary*)

RE-ENTRY

The process of coping with the issues that may arise after students return from international experiences, reflecting and placing meaning on those experiences and how to continue their learning. Support is often necessary for the unexpected process of cultural re-adaptation, on the integration of their intense international experiences with their current intellectual and emotional lives, and on where they can go from here personally and in their career preparation. They often have the desire to continue the cross-cultural learning process, to make better sense of their experiences abroad, and to further refine their skills in cross-cultural observation, adaptation, and communication. ([GlobalScholar.us](#))