Transforming students into global citizens

**Process**
- Interviews with key faculty, staff and administrators
- Documentation of existing campus-based resources and programs
- Literature review

**Findings**
- Internationalization efforts are narrowly focused
  - Most initiatives have centered on study abroad, international students, and liberal education requirements
  - Experiences outside these areas are not formally documented or recognized by the University
- Pockets of effort are scattered. Many programs and resources exist, but without coordination or a central source of information about them
- Need for a common terminology or shared definition of an international experience
- Lack of assessment

**Recommendations**

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<th>Defining</th>
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<td>Establish a shared definition of internationalization and its relationship to multiculturalism and other diversity initiatives</td>
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<td>Establish the concept of Internationalization at Home (IaH)</td>
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<td>Convince University administrators, faculty, and staff that IaH supports the University’s vision of being a ‘top three’ institution</td>
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<td>Identify a well-placed IaH ‘Champion’ who will lead and support the IaH effort</td>
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<td>Connect existing University programs and individual contributors which/who already incorporate IaH fundamentals</td>
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<td>Recognize that the IaH process must be intentional</td>
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<td>Identify ways to formally transcript or acknowledge IaH experiences for students</td>
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<td>Formally assess and measure existing initiatives and programs</td>
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**Strategies For Expanding and Documenting the International Experiences of Undergraduate Students**

- Involves another country, culture, or language
- Initiates intercultural/global competencies
- Integrates collaborative/cooperative relationships
- Intentionally reflects on perspective and learning

**If students study abroad, are they internationalized?**

**What does it mean to be internationalized?**

**How do students get an international experience if they can’t study abroad?**