

## **Response of the Visiting External Review Team to the Self-Study of International Education Report DePauw University**

Date of the visit: Sunday, February 14- Tuesday, February 16  
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### Introduction

The Review Team was charged with reviewing the current status of international education at DePauw University and asked to make recommendations based on its evaluation of two critical documents and a two-day on-site visit that included meetings with key faculty, staff and students. The first document was the set of five charges issued by President Brian W. Casey to the Faculty during the 2008-09 academic year. These tasks gave the Team an institutional context for the place of international education within the overall University Mission as well as a sense of opportunities for the further development of international education among the priorities for DePauw for the coming years. The second document was the “Self-Study of International Education”, prepared over the past two years under the direction of the Center for International and Experiential Education and the Faculty International Education Committee. This report is a comprehensive, well-developed document that examines every aspect of international education at DePauw in detail and which provides both a diagram of its current status and the outlines of a blueprint for its future. The Site Team found especially helpful both the *Conclusions* at the end of each section and the overall set of *Conclusions* (pp.86-87) that established a concise framework for this evaluation and the subsequent analysis and recommendations. Owing to the quality of the Self-Study document the Review Team ***recommends that the Self-Study be made widely available to all constituencies of the DePauw community and that it serve as a central reference for future planning and development of international programs.***

The site visit included a tour of campus facilities, introductory meetings with Kate Knaul, Director of the CIEE and Pedar Foss, Dean of Academic Life, scheduled sessions with various faculty, staff, administrative, and student constituents, and a debriefing with David Harvey, Vice President for Academic Affairs and Kelley Hall, Associate Dean of Academic Affairs. Meetings lasted between ½ and 1 ½ hours and, in general, were characterized by expressions of enthusiastic support of the overall efforts in international education, frank and thoughtful constructive criticism of the current circumstances, and a strong effort to inform the Review Team members objectively and honestly. Meetings were fairly well-attended with the exception

of two sessions, International Faculty and Staff and Semester-Long Off-Campus Study for which no one appeared.

The purpose of this report is to evaluate fairly and accurately our findings based on the documents provided and the information exchanged during our meetings. Our overall impression is that DePauw, in a very short period, has made significant and laudable progress in meeting its objectives for international education. There is a clear sense of commitment among the key persons charged with the realization of these efforts and a healthy awareness of both what is succeeding and what is not. The Review Team agrees that this has been a good moment to step back and to take a close look at what has been accomplished; at the same time, as a general observation, ***we would caution that the significant next steps in the process should take place with more deliberation and more mid- and long-term planning than has characterized the initial stages.*** Responsibility for that planning and consideration for its consequences must include all the stake-holding constituencies so that its results for the University as a whole can be more accurately and productively anticipated.

The structure of the report corresponds to a consolidation of the areas listed in the final *Conclusions* section of the Self-Study. This Introduction is followed by these sections:

- Admission and Recruitment
- On-Campus Curriculum
- Student Life and Campus Programming
- Off Campus Study, Winter Term, and Student Internships
- Governance
- Academic Support and Faculty Development
- Conclusions

Each section includes our analysis of the major challenges as we discovered them and an attempt to articulate an appropriate response. In the end, of course, the international education program you construct will conform to your own culture, mission, and aspirations so that the examples we provide are meant to be just that - suggestions that, in our view, may be adapted appropriately to the DePauw model. In the course of our analysis you will find formal recommendations stated in bold, italic type. At the end of our report, a concluding section reviews each of the recommendations and they are arranged within *phases* that correspond to a suggested chronological implementation. Phase I would be a time of *consolidation* of current initiatives to provide the strongest possible foundation on which to build. Generally, Phase I recommendations would not require new resources. Phase II would be a *developmental* stage during which some new resources or reallocation of current resources would contribute to strengthening the overall international education component of a DePauw education. Phase III would include what we may describe as *visionary* projects, bold and innovative objectives that would require long-term planning and broad support from among all constituencies.

Finally, we are grateful for the opportunity to have visited DePauw and to have engaged with your students, faculty, and administration on issues for which we share fervent interest. In addition to whatever assistance our report may provide as you move forward, we appreciate what we have learned and how it may help to enrich international education at our own institutions.

## ANALYSIS

### I. Admission and Recruitment

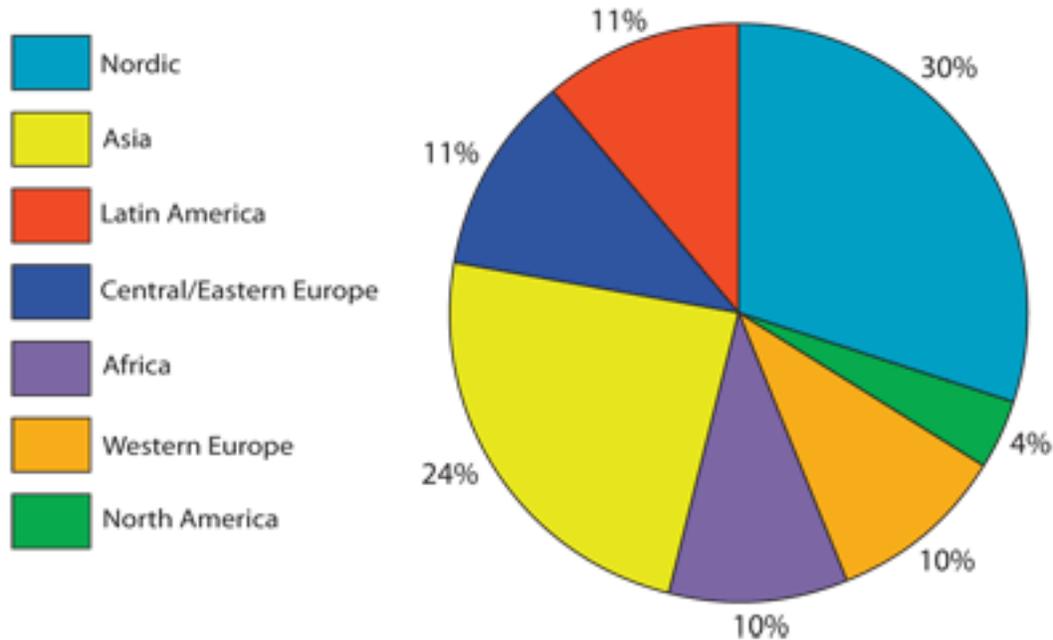
DePauw University's five-year progression recruiting international students and promoting internationalism to domestic applicants is impressive. The Committee is making its recommendations largely from reading the Self-Study and our meetings with Earl Macam, Chris Wells and the International Education Committee (IEC). The Committee believes that though the numbers are large on the international student side, it is counterproductive to internationalism to have such a large number of students from any one country. It is essential that the international student classes are diverse. ***The Review Team recommends Admissions puts a greater emphasis on diversifying the demographics of DePauw's international population than on increasing the overall population of international students. To do so, the President should give Admissions a directive of both the total international students it wishes to annually matriculate, and the kind of diversity of the classes desired.***

The Committee found some clear success in the current recruitment strategy utilized by Admissions, but believes that Admissions should consider some additional avenues of recruitment. We found positive results from DePauw's participation on recruitment tours in South Asia, Southeast Asia, Central America and South America. Similarly, liaising with agencies in China and Japan were reported to have helped recruitment. We were also told there has been mild success working with alumni on recruiting. Alumni are great resources for help at college fairs around the world and the college should continue these efforts. The increased communication with the International Student and Scholars Office seems to be positive steps for both offices. However, currently, none of these have been significantly helpful in diversifying the international student population.

One major obstacle towards building an international class is the expansion of the European Union (EU). The EU allows students admitted to institutions in other EU countries to attend largely tuition free. Because of this, recruiting students from all corners of Europe is increasingly difficult. Below are some suggestions to negotiate this obstacle and work towards gradually building a diverse international student class.

The first suggestion is to begin recruiting from United World Colleges (UWC's). Macalester College, Grinnell College and Middlebury College recruit heavily from UWC's. United World Colleges ([www.uwc.org](http://www.uwc.org)) is a group of 13 two-year pre-university schools around the world with the mission: *UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.* They are also opening a few more schools in the coming years. Three good reasons to recruit from UWC's are that they are diverse, have excellent students and can come with funding.

All UWC's have highly diverse classes. For example, below is the diversity breakdown from the UWC in Norway.



From <http://www.rcnuwc.no/>

The students are outstanding academically and the students rarely have English language issues. There are a few reasons the students are of such a high quality. One of which is that the students attending UWC's are often admitted by achieving full scholarships by beating out hundreds of other applicants from their countries of origin. Because of this, the students are also socio-economically diverse. Luckily, even the highest need students can come with some funding before they apply.

The philanthropist Shelby Davis has set up a scholarship fund in which he gives each UWC student admitted to a list of 90 schools in the United States \$10,000 or \$20,000 per year. These are called Davis Scholarship Schools and more information can be found at <http://www.davisuwcscholars.org/>.

Recruiting UWC students is an active process. In order to recruit UWC students, it is imperative that the College sends representatives to the UWC's and establishes relationships with counselors. While doing this, the College can set up visits at other local international schools that are rich with diverse international student populations. UWC's and international schools are also excellent places to recruit US students who have substantial international experience.

Another method to recruit international is through the use of widely read international publications used by overseas advising centers (often in consulates and embassies) and international school counselors. For example, Macalester and other institutions with commitments to internationalism work to establish a message and stress it in every brochure. *Education USA* is one such publication and Counsel of International Schools' magazine *American Colleges and Universities* is another good resource

A few regions of the world from which it is possible to build critical masses rather quickly are Saudi Arabia, South Korea, Japan and India. In order to increase one's Middle East presence, it is advisable to visit the Saudi Embassy in Washington, D.C. Saudi Arabia fully funds a high volume of students annually. Korean and Japanese students add very different Asian cultural presences to the campus. All three countries are easiest if the ESL program will be able to work with some borderline TOEFL scores. One place where English is not an issue, yet recruitment is relatively easy is India. The caveat with recruiting from India is that the College really must visit India to heavily recruit Indians. Travel in India is not as easy as many other regions. Using large international education organizations is another way to build from specific regions. Two of the largest international education organizations, which sponsor students from various parts of the world are America-Mideast Educational and Training Services, Inc. (AMIDEAST) and the Institute for International Education (IIE). Both essentially work as subcontractors for the US government and are important to explore.

The College should maintain its commitment to promoting its mission of internationalism to all students in order to gradually build a domestic student presence committed to internationalism. In addition to the direct recruiting methods, the College should work on using its own human resources and media. In *every* alumni magazine and consistently on the College homepage, an international student, international alum, a study abroad student, and alum working overseas should be highlighted. All of these will gradually promote the theme that DePauw is a world-class international institution.

## II. On-Campus Curriculum

DePauw's on-campus curriculum offers a variety of avenues by which students can engage extensively with courses and programs with significant international content. In its efforts to ensure that its graduates "function well in the globally interdependent world of the 21<sup>st</sup> century" (Self-Study, p. 88), the University has established an ambitious set of International Learning Goals (Self-Study, p.88) which, if fulfilled, would easily meet the objective of the DePauw's mission in terms of preparing its students for functioning globally. Other than the Winter Term group, the Review Team did not meet with any group to discuss on campus curricular issues specifically. From the Self-Study Report, it appears to the Site Committee that there is currently no intentional relationship between the learning outcomes of international courses and programs and the International Learning Goals established by the IEC, although there is clearly an incidental connection. The Review Team recommends that *the International Learning Goals become a more active part of curricular planning for the purpose of integrating them in ways that will ensure that DePauw graduates will fulfill the aspirations of the University's mission.*

As is the case at many liberal arts colleges, DePauw's curriculum is characterized by pockets of focus on global learning but without an overall coherent structure. There does not appear to be an effective model for area studies programs or for majors or minors dedicated to international studies. The Site Team agrees with the conclusions of Professor O'Bannon's study relating interdisciplinarity and international learning and in thinking about curricular development in that direction, the International Learning Goals can provide a useful common core with specific objectives. In addition, other courses with international content can also

benefit from integrating International Learning Goals into their objectives. The University may wish to conduct a preliminary audit of current courses and programs and their relationship to the Goals, then develop a process for course development that would take the Goals into account.

The Goals can also be appropriate in a number of useful ways in relation to study abroad and the three stages that characterize it: a) preparation, b) experience, c) reflection. On campus courses could carry an additional designation in terms of preparation or reflection on study abroad experience.

With regard to the foreign language curriculum, DePauw offers an impressive range of opportunities for students who wish to prepare themselves for significant study or work in foreign countries. It could be especially useful to the Winter Term curriculum to be able to offer non-credit self-instruction language courses to students and faculty who will be abroad in places and who do not already speak the language. This can be done inexpensively with the technology available on campus and can be a significant addition to the Winter Term trips as study abroad options.

### **III. Student Life and Campus Programming**

The Committee was impressed with the collaborative efforts and competence of the staff and students in improving student life as it relates to international students and internationalism. One example of this is the International Student Advisory Committee (ISAC) co-chaired by Kate Knaul and Greg Dillon. The Committee's observations for this section were made from meetings with international students, Kate Knaul, Loutfi Jiari, Aliza Frame, Cindy Babington, Greg Dillon and Cara Setchell. The Self-Study mentions significant work done by the Office of Multicultural and Community Life and the Center for Spiritual Life, but the Committee did not meet with these offices. Overall, international students with whom the Committee discussed student life were very flattering of the work done by Loutfi and Aliza. The two factors which students had some complaints about were the clustering of international students and the location of the International Student and Scholars Office (ISS). The latter criticism was reported to cause international students to communicate more via email with ISS rather than in person. This section will discuss issues related to the five sections covered in the Self-Study under Student Life and Campus Programs: Programs, Activities and Social Life; Information Accessibility; Housing and Dining Options; Student Organizations; and Spiritual Life.

As mentioned above, students we spoke with and our committee were generally very impressed with Loutfi and Aliza, and with the collaborative nature of staff across campus. The diversity of programs conducted by ISS (i.e., Conversation Café, HHP, Cultural Connections, and a comprehensive international orientation) and reports of competence with regards to government regulatory student, scholar and institutional compliance make ISS valuable for the College. The students who the Committee spoke with complimented the ISS on the coordination of the International Student Orientation (ISO), which appears to be one of their signature programs. Though students were complimentary of the coordination, many mentioned they believe ISO contributes to the division of international and domestic students. Cultural clustering or ghettoization is a problem of various degrees found on every campus (in and outside the US)

that have significant numbers of international students. This problem will persist and will take continuous work as long as DePauw University continues to promote internationalism. There are various ways to lessen this problem, but even with hard work, the problem will persist. ***The Review Team recommends that the University adopt a broad-based strategy to include students, faculty, staff, and alumni to address the issues of international student integration into the campus community.***

Some means of lessening the problem of the divisions of international and domestic students include doing so through admissions and recruitment; inviting more domestic students to leadership roles and participation in ISS programs; and changing some of the language used to describe programs. The most effective method to alleviate the visible ghettoization problems is to improve the diversity through admissions. In addition to diversity changing around “who dines with whom” in the cafeteria, for example, additional cultural representation will change the nature and make up of many programs, and facilitate more lenses from which students view problems both in and out of the classroom. Currently, it was reported that some domestic students help out during the ISO. A stronger cooperative push with the Off-Campus Study staff to push returning domestic students to help at ISO is one such idea. Another potentially more effective and aggrandizing way to integrate domestic and international students is to invite incoming domestic first-years to participate in ISO. Incoming domestic first-years are also better for integration because they are the same age (or at least the same year in college) and have a greater probability to socialize through taking the same classes and being on the same floors in the residence halls. This also allows the domestic students to be leaders before their academic career even begins. Of course, inviting domestic students will mean changing some of the programmatic features, more logistical work pairing up international students and domestic students, but the positive outcomes are manifold. For instance, a latent valuable outcome is that domestic students will be exposed to challenges that international students face. Some examples of this exposure are government regulatory issues, language problems, and initial cultural adjustment problems. Domestic students will be leaders in many ways. Of course, they could be a leader by something as large in scope as tutoring English as a second language, or as small, but helpful like explaining small cultural issues all students experience the first time one arrives to a new country (e.g., like what coin is worth 25¢ and that it is also called a quarter). Once these domestic students initially help with ISO, they can be added to email or Facebook lists to be recruited to help lead cultural adjustment programs the initial few months. This allows an active and significant exposure for both international and domestic students throughout the most critical adjustment period. One last consideration to help minimize ghettoization is in the semantics attached to how events are named. For instance, adding the word *pre-orientation* or *pre-International Student Orientation* can help to prevent the common misunderstanding that there are two separate orientations (i.e., one for international students and one for domestic students). Perhaps the International Student Advisory Committee (ISAC) can discuss these issues.

The reports we received suggested that ISAC is gradually facilitating positive changes to promote internationalism. Greg mentioned that many ideas for programs have come out of these meetings as well as education and advice related to religion, food, housing and culture in general. Just as important as the ISAC seems to be the increased collaboration between Student Life and ISS. Reports of the teamwork between Student Life and ISS appear to be a two-way street. Student Life learns about general issues related to specific cultures that can affect (and perhaps

not affect) specific students. ISS can also be credible sources about specifics on international students of concern. In turn, ISS learns more about how to support students and services for students.

Information accessibility at DePauw seems similar to most college campuses. Facebook, word-of-mouth, email and bulletin boards seem to be the most popular. There is not much to add in regards to information accessibility. However the current location of ISS was an issue raised emphatically by students in our discussions. It was reported that the idea of moving Off-Campus Study closer to other central campus offices has been discussed. However, moving ISS closer to these offices was not being discussed. The rationale given for the current proposal was that “everyone uses Off-Campus Study, but only international students use ISS.” Nevertheless, bringing ISS to the central part of the campus would expose domestic students to some of the issues international students have that domestic students do not. It would have the potential to facilitate international student information accessibility as well. ***The Review Team recommends that the integration of internationalization requires a central campus location where domestic students can engage easily with international students and from which all information about international issues is disseminated.***

The Committee briefly discussed housing and dining options with both ISS and Student Life staff. The most urgent housing issue discussed was break housing. It was reported that the issue did not seem to be as large as it was initially thought to be. Solutions for these issues are generally idiosyncratic to the institution. Many institutions find a dorm with temporary housing. Macalester College relies on willing friendship families in the community to take additional students over the breaks if necessary. One negative issue regarding Residence Life seems to be in the perception that Residence Life does not promote internationalism. On the upside, we were told that applications for international students to be RAs are high. Though the Committee does not know what the dorm programmatic space looks like, if large enough, perhaps ISS can move some ConCaf or Cultural Connections events to dorm floors or the residence hall programmatic space if floors do not have sufficient space for programming.

Student organizations and spiritual life seem to be areas where international students are visible as leaders and have pan-favorable reviews. Discussions with students and information in the Self-Study seems to suggest that growth may be small in these areas, but the growth that does come with student organizations and spiritual life is generally positive. Some very popular non-Greek events appear to be those held by cultural orgs and the International Student Association. Like many other international-related concerns, diversifying the international student population will help some of the larger concerns regarding the skewed number of China-centric cultural programs.

#### **IV. Off Campus Study, Winter Term, and Student Internships**

The CIEE office at DePauw administers off-campus study, including winter term, study abroad, and internships. Based on the self-study and the conversations during the site visit, minor concerns in each of the areas did present themselves; however, after the self-study and the site visit, the central question that emerges is: how do each of these parts add up to a greater whole? In other words, currently the individual parts seem to add up to something greater than the

whole. How could these different areas be more integrated to reflect internationalization at DePauw? What is the role of the CIEE in leading this internationalization?

### Off-campus study

As is necessary with off-campus study, there is a lot of emphasis on the advising phase, assisting students in the process of identifying their values and academic goals and how these may best be fulfilled by particular off-campus programs. The centralization of advising for off-campus study, including winter term options, semester study abroad, and internships offers a one-stop shop that allows students to receive a lot of information without having to visit many different offices on campus. Both the report and the visit confirmed that for most CIEE staff the advising workload is manageable. ***This centralization of advising for off-campus study should be continued but efforts should be made to engage faculty more consistently to include discussion of study abroad when advising students and in becoming more familiar with the specific academic aspects of recommended programs of study abroad.***

The disadvantage of a strong centralized office is the level of faculty ownership in off-campus programs. This is not something that can be alleviated or improved upon easily and the continuation of positive faculty relationships will always be a priority for a centralized office. This is also an important strategy to develop for any long-term goals for internationalization at DePauw. It was not clear in the report, the visit or the website exactly how students select certain programs. While it is apparent that some departments don't encourage study away (and some do), there didn't seem to be any clear statement on HOW faculty were involved (other than reading applications) and the extent to which DePauw faculty identified study away as an important part of the DePauw curriculum. Given the high number of student participants in off-campus study and the fact that the faculty participate heavily in creating and leading winter term options abroad, we must assume that this is a recognized asset. It is also not clear who has the responsibility to communicate with faculty about CIEE issues, is this only achieved through the IEC and Winter Term committee? Are there other opportunities for faculty input?

### Application

Most study abroad offices view the application process as part of the first step of structured reflection, an opportunity for the student to connect the off-campus experience to their own goals and course of study. However, if the culture of DePauw allows for students to apply until they are admitted to a program, then an overall question must be addressed: Do we consider study abroad an integral part (even an expectation of DePauw students) or not? If yes, how can we design the application process so that it reflects this? While it is understandable that CIEE staff would want faculty review as part of the application process, this needs to be a separate subcommittee of the study abroad office (or of IEC) and this committee should only read a designated status of applications (for example for oversubscribed programs). The energies and the focus of the faculty need to be on connecting the faculty member with the student and their study abroad program. Faculty involvement in reading the study abroad applications may also be restricted for those "competitive" programs where applications must be ranked. If most of the students applying are approved, this would speak to good advising and intent on the student's part. If the student needs to address a certain part of the essay or does not make a strong enough case for a program, then the student should resubmit and this resubmission should be overseen by CIEE staff. Faculty should be involved in the application process, particularly as academic

advisers to students, but the primary responsibility to reviewing applications should be the responsible of the CIEE staff. ***The committee recommends that the application reading process be redesigned so that it is no longer the primary responsibility of the IEC.***

#### Orientation and Pre-departure

One consideration for a more integrated approach would be an additional pre-and post-study abroad course that would offer a full or partial credit to students and also help to prepare them for their off-campus experience. This could be offered on-line using Moodle/Blackboard type system and would be interactive – this could include “nuts and bolts” as well as important safety/health features but should also include strategies for culture learning such as designed in *Maximizing Study Abroad* (M. Paige et al, 2003). During a student’s time abroad, two or three prompts could be incorporated to send to students and then upon return some re-integration and reflection exercises. This would require additional personnel and possibly could include a faculty member. If the CIEE/Career Development/Service-Learning offices do decide to move closer together, one point of integration for these offices would be to design such a course that would foster reflection (in some cases post-experience students leading the sessions) or to develop a “toolkit” to help students connect the various components of a DePauw education.

#### Financial aid and costs

Again, an issue mentioned briefly in passing but seems to be an example of the discrepancy of the prominence of international education at DePauw is the change in enrollments for study abroad after the application deadline. An approved list of study away options needs to be stable from year to year and some attention should be given to a development of a stable list. ***The committee recommends a stable study abroad list that may be reviewed and revised periodically, but not changed after students have already applied.*** One way to work with enrollment is to consider a price point strategy that identifies the high cost programs. Once this has been determined, work with a faculty budget committee to identify high cost programs and come up with a proposed list of solutions. These solutions could include identifying programs that would not allow the transfer of DePauw financial aid (or only a portion of the aid), reducing program enrollments or a change in the off-campus fee structure. Again, an indirect result of this would be a structural and sustainable way to reach out to faculty – maybe even reach out and work with specific faculty in each department. The goal is to create the right mix of programs that complement on-campus programs and should be aligned with DePauw’s goals for internationalization. This would also require a stable funding structure for study abroad programs (something to look for in the next campaign perhaps).

#### Winter Term

It was obvious during the site visit that Winter Term at DePauw is in the midst of a vibrant intellectual discussion and faculty feel strongly about this component of a DePauw education. ***The site review team recommends that the winter term be integrated into the DePauw curriculum, specifically that development and approval of programs/courses becomes a departmental responsibility and that each winter term experience is graded instead of assigning pass/fail.*** Given that several faculty members commented on the difficulty of evaluating students in a winter term service course, faculty may wish to explore how other institutions design such courses specifically for a grade. Patti Clayton, Ph.D. is a former director of Service-Learning at NC State and now a Senior Scholar with the Center for Service and

Learning at Indiana University (<http://www.curricularengagement.com/Publications.html>). Her research and workshops address the importance of critical reflection, curriculum integration for service-learning, and her work includes practical examples of how to evaluate students in a service-learning course or experience.

Additionally, the winter term office at CIEE will need to continue to be involved in development and oversight of winter term international courses. Some faculty seemed baffled by the development of the third party provider's role in winter term international programs or the prevalence of risk management discussions with faculty leaders. However, this practice follows standards of best practice as published by The Forum on Education Abroad and NAFSA: Association of International Educators.

The issue of how winter term courses (whether internships, on-campus, or off-campus) fit into the larger curriculum of DePauw needs further investigation. In addition, the committee recommends some standardization and agreement about the role of winter term international courses. What is the motivation behind providing these opportunities for students? Several faculty members gave excellent examples of how these short-term study abroad programs fit well into a department curriculum and/or also encouraged students to go beyond their comfort level. However, if the main driver of the approval of winter term courses becomes the development of programs in order to find enough space for students, this is not fulfilling the original intention of the winter term.

Additionally, even if the faculty vote to defer departmental approval of winter term experiences, there needs to be a centralized record of participation by students and this needs to be incorporated into their on-campus curriculum (i.e. needs to appear on the transcript). This data is essential to measuring the number of opportunities students may pursue that are international or service-learning or both. There does need to be some curriculum standardization of international winter term expectations, again an issue that could potentially be resolved if the winter term courses were more incorporated as a departments regular course offerings. There is some concern regarding the accessibility of winter term options to students who may not have significant financial resources. If the winter term continues to be an important component of a DePauw education, then all of the options should be available to students regardless of financial need.

### Internships

Most students report a real benefit from an internship experience, both in the connections they make and in the experience gained. Internships are one of the many ways that DePauw allows for students to engage in experiential education. Based on the site visit and report, this program appears to work well for the students. Some suggestions for the future include the standardization of internship requirements (including structured reflection before, during, and after the internship) and building a source of sustainable internships through a network of DePauw alumni. However, the most important piece may be as a result of a proposed cooperative/centralized move of the CIEE, Service-Learning, and Career Development. It would be expected that as a result of this new centralization, the staff member for internships could work even more closely with the career development office in the development of this program.

## V. Governance

An answer to an intriguing question in the Self-Study Report will provide the Review Team's view on the overall issue of governance and international education at DePauw. The question is, "Is the faculty governance structure in the right place to "own" international education, or does it need to be broader, and if so, who needs to own it?" Our emphatic response to that question is that, assuming the University is serious about its commitment to prepare each of its students to make "a positive difference as an active citizen of the world", ownership of international education does not reside in any one area or among any single constituency. If the ultimate objective is to integrate the principles of an international education into a DePauw education for each of its students, then international education cannot be thought of as a discrete operation like athletics or Greek life, for example. Perhaps the fact that this question is posed in this way helps to explain some of the tension that the Review Team sensed within the two bodies currently charged with governance, the Center for International and Experiential Education (CIEE) and the faculty International Education Committee.

According to the Self Study Report the CIEE is a division of Academic Affairs reporting to the Office of Academic Affairs. It has oversight responsibilities for International Student and Scholar support, including English language support, and administers off campus study abroad and internships including winter term. The IEC is a sub-committee of the Committee on Academic Policy and Planning and has recently defined its charge to include ten distinct aspects of international education at DePauw. Noteworthy in the description of function of the committee is that it is to "act as a liaison between the CIEE and coordinating committees and administrative bodies at DePauw" and that it "will consider all aspects of international education at DePauw." In the view of the Review Team this structure is awkward at best and actually serves as an obstacle to consensus policy-making and the necessary smooth flow of communication. Despite the enormous breadth of its charge, according to our interviews, most of the IEC time is dedicated to reading applications of students who wish to study abroad. Owing to the high percentage of applications accepted, it is not clear exactly what the purpose of this time-consuming exercise might be. In any case, the result is that the committee is unable to dedicate adequate time and effort to the other aspects of its charge, but because these are assigned specifically to the IEC, much important work is left either undone or is assumed by default by other constituencies. ***The Review Team recommends that the IEC be re-constituted not as a sub-committee but as a free-standing faculty committee and that its charge be focused more specifically on matters that relate Policy and Procedure to those academic issues that are clearly the purview of the Faculty.***

The above recommendation follows from our view that international education is the responsibility of many constituencies and its overall implementation must be shared. With regard to the CIEE its current duties make it, appropriately, the primary facilitator and logistical supporter for all aspects of international education but with the dysfunction of the IEC it may too often find itself having to address or resolve issues that rightly belong elsewhere. The difficulty appears to rest in the distribution of and participation in decision-making regarding international education issues, overall communication among the various constituencies, and the absence of a

clear strategy for planning. With regard to the first of these, as a kind of “clearing house” for everything at DePauw that involves crossing a border, the CIEE is a legitimate participant in decision-making involving international aspects of student affairs, academics, admissions and financial aid, development, etc, but it should not expect nor assume ultimate responsibility for decisions made in any of those areas. The second of these issues is especially important but the Review Team realizes that good communication depends on many factors within a campus culture. Nevertheless, wherever decisions are made about international education it is essential that thought be given to the full reach of their consequences and that all potentially affected constituencies be suitably prepared for effective implementation rather than simply asked to respond. The last of these matters, a clear strategy for planning, really encompasses the other two. Any planning must be broad-based, inclusive and seek to implement a coherent and comprehensive program for international education. In consideration of the above, the Review Team recommends the following:

*The University should seek ways to clarify the delegation of responsibilities associated with international education and work to ensure more effective communication among all constituencies.*

*Information regarding all aspects of international education should be centralized in the CIEE and available through its website with appropriate links to other offices.*

*The Vice-President for Academic Affairs should oversee planning for international education.*

While it is obvious that workloads for personnel in the CIEE have increased and are likely to continue do so especially in the area of providing services to international students and faculty, the Review Team is not prepared based on the information made available to us to recommend an increase in staff before the implementation of other recommendations having to do with organization and delegation of duties and responsibilities. At the same time, it is clear that without reassignment of some work to other areas, the expansion or addition of international initiatives at DePauw will demand a careful analysis of staffing needs to meet new demands.

## **VI. Faculty Development and Academic Support**

The Review Team has grouped these two areas together because it believes that the issues attending to both are closely related. During our visit most of our attention in the area of academic support was directed to the English language support being offered to international students and its attendant difficulties.

### **Academic Support**

Given the fact that international initiatives are relatively recent, DePauw offers an impressive array of support mechanisms to assist non-English speaking international students to adapt to academic life. The specific alterations in the English department curriculum, the designation of a Coordinator for English Language Support, the collaboration of the CIEE staff, the peer tutoring program, the Academic Resource Center and the Writing Center are all admirable elements of the overall academic support system. It is essential that these elements

work closely together in planning and implementation of student academic support but it is not clear to the review team where ultimate responsibility for successful coordination is situated.

The rapid increase in demand for what is essentially remedial support in English seems to have challenged current resources. Part of this problem begins with Admissions and Recruitment where minimal levels of English competency are established and evaluated. ***We recommend that Admissions work with the Coordinator for English Language Support and the English department to look for ways to more accurately assess the English skills of international applicants that may not rely solely on standardized test scores.*** Some of this will be accomplished over time as Admissions becomes more familiar with the schools from which applicants are attracted or recruited. Since personal on-campus interviews are not practical, an international alumni admissions program might make use of alumni, parents, or friends of the University living abroad who would be willing to conduct interviews. Telephone interviews with candidates who capacity in English may raise questions is another inexpensive way to add an element to the admission of international students.

Once on campus it appears to the committee that academic work done in English for credit is the sole responsibility of the English department, while the CIEE can serve as an important collaborator and can assist in complementing coursework along with the important work already available through the Writing Center. The Self-Study outlines the important steps taken to address these issues in the English language support program since its inception and the Review Team applauds those increased efforts realizing that time will be needed before those efforts can be fully coordinated. The most critical matters currently seem to be the inability to accurately predict demand for support resources from one year to the next and the role of the Coordinator of English Language Support. With regard to the former, the Review Team encourages the University to continue to broaden the participation of faculty in workshops and seminars aimed at working with international students in an academic context and to identify curricular areas beyond English where efforts might be directed to providing similar support for writing and speaking skills. With regard to the latter and owing to the purely academic purpose that results in course credit, ***the Review Team recommends that the Coordinator for English Language Support report to the chair of the English department and, in addition to teaching duties, be charged with overseeing the coordination of the support program with CIEE, the Writing Center, the Academic Resource Center, and with those departments in which international students cluster.***

#### Faculty Development

Once again there is much to praise in the University's efforts to make opportunities for faculty travel abroad and for participation in international conferences. In order that internationalization be integrated into the overall fabric of DePauw, it is essential that faculty be encouraged to take maximum advantage of current opportunities and that the University seek to communicate to faculty that the priority it places on international education requires full faculty participation. Ideally, multiple on- and off-campus avenues for such participation can be made available. Faculty who value the importance of international education are among the best possible models for students in whom you hope to cultivate those same values. ***The Review***

***Team recommends that steps be taken to widen and strengthen faculty advocacy of international education through continued incentives for research and travel abroad and through on-campus strategies that will help to underscore international education as a University priority.***

Ways to implement this recommendation rely primarily on campus culture but from our observations there are a variety of measures that might be adapted to DePauw: Faculty “liaisons” in academic areas or in individual departments could work closely with CIEE on academic advising for programs abroad, be up-to-date on international opportunities for faculty colleagues, participate in site visits with a focus on academic quality of new study abroad programs, debrief students from the department who have returned from study abroad; Annual Faculty activity reports to the Dean could include a section on the faculty member’s contributions to internationalization; Faculty members engaged in innovative programming for internationalization can address alumni and parent groups; faculty seminar programs including a travel component can be targeted toward faculty with little or no international experience in order for them to learn first-hand the value of internationalization. Faculty advocacy can be advanced significantly through the hiring process if interest and/or experience in internationalism are among the criteria listed in search information and if DePauw presents itself as a place where internationalism has a high priority.

Finally, the development of institutional relationships with compatible colleges and universities abroad can be extremely positive for faculty growth. Rather than limit agreements to student exchange, institutional relationships can and should provide opportunities for all major constituencies. Faculty should be encouraged to cultivate research collaboration with colleagues abroad; undergraduate research opportunities for students might involve collaborative work with a faculty member’s foreign colleague. Short-term faculty exchange visits for block seminars or participation in a portion of a semester course can help to integrate internationalism in the classroom and on campus.

## **VII. Conclusions**

As we have stated repeatedly, our visit to DePauw revealed to us an international program that has made admirable progress in a very short time and that has already established a strong foundation for the future. We applaud the efforts, the energy, the passion, and the will that went into the Self-Study document and hope that whatever contribution we can make through our own report will only help to strengthen your program.

What follows is a summary of the recommendations outlined in our Analysis. Where appropriate, we have included there suggested strategies while here we have arranged the recommendations according to potential chronological phases. We do this in the hope that future planning for international education will take place within short-, medium- and long-range contexts in order to ensure true integration of internationalization into a DePauw education for each of its students.

*Consolidation phase (1-3 years, no or limited new resources)*

The Review Team recommends that:

- *the Self-Study be made widely available to all constituencies of the DePauw community and that it serve as a central reference for future planning and development of international programs.*
- *the significant next steps in the process should take place with more deliberation and more mid- and long-term planning than has characterized the initial stages.*
- *centralization of advising for off-campus study should be continued but efforts should be made to engage faculty more consistently to include discussion of study abroad when advising students and in becoming more familiar with the specifically academic aspects of recommended programs of study abroad.*
- *the application reading process be redesigned so that it is no longer the primary responsibility of the IEC.*
- *the IEC be re-constituted not as a sub-committee but as a free-standing faculty committee and that its charge be focused more specifically on matters that relate Policy and Procedure to those academic issues that are clearly the purview of the Faculty.*
- *the University should seek ways to clarify the delegation of responsibilities associated with international education and work to ensure more effective communication among all constituencies.*
- *information regarding all aspects of international education should be centralized in the CIEE and available through its website with appropriate links to other offices.*
- *that the Vice-President for Academic Affairs should oversee planning for international education.*
- *Admissions work with the Coordinator for English Language Support and the English department to look for ways to more accurately assess the English skills of international applicants that may not rely solely on standardized test scores*

*Developmental phase (2-5 years, some new or reallocated resources)*

The Review Team recommends:

- *the International Learning Goals become a more active part of curricular planning for the purpose of integrating them in ways that will ensure that DePauw graduates will fulfill the aspirations of the University's mission.*

- *the University adopt a broad-based strategy to include students, faculty, staff, and alumni to address the issues of international student integration into the campus community*
- *the application reading process be redesigned so that it is no longer the primary responsibility of the IEC*
- *the winter term be integrated into the DePauw curriculum, specifically that development and approval of programs/courses becomes a departmental responsibility and that each winter term experience is graded instead of assigning pass/fail.*
- *the Coordinator for English Language Support report to the chair of the English department and, in addition to teaching duties, be charged with overseeing the coordination of the support program with CIEE, the Writing Center, the Academic Resource Center, and with those departments in which international students cluster.*
- *steps be taken to widen and strengthen faculty advocacy of international education through continued incentives for research and travel abroad and through on-campus strategies that will help to underscore international education as a University priority*

*Visionary phase (4-8 years, will require new resources)*

The Review Team recommends:

- *Admissions puts a greater emphasis on diversifying the demographics of DePauw's international population than on increasing the overall population of international students. To do so, the President should give Admissions a directive of both the total international students it wishes to annually matriculate, and the kind of diversity of the classes desired.*
- *the integration of internationalization requires a central campus location where domestic students can engage easily with international students and from which all information about international issues is disseminated.*

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