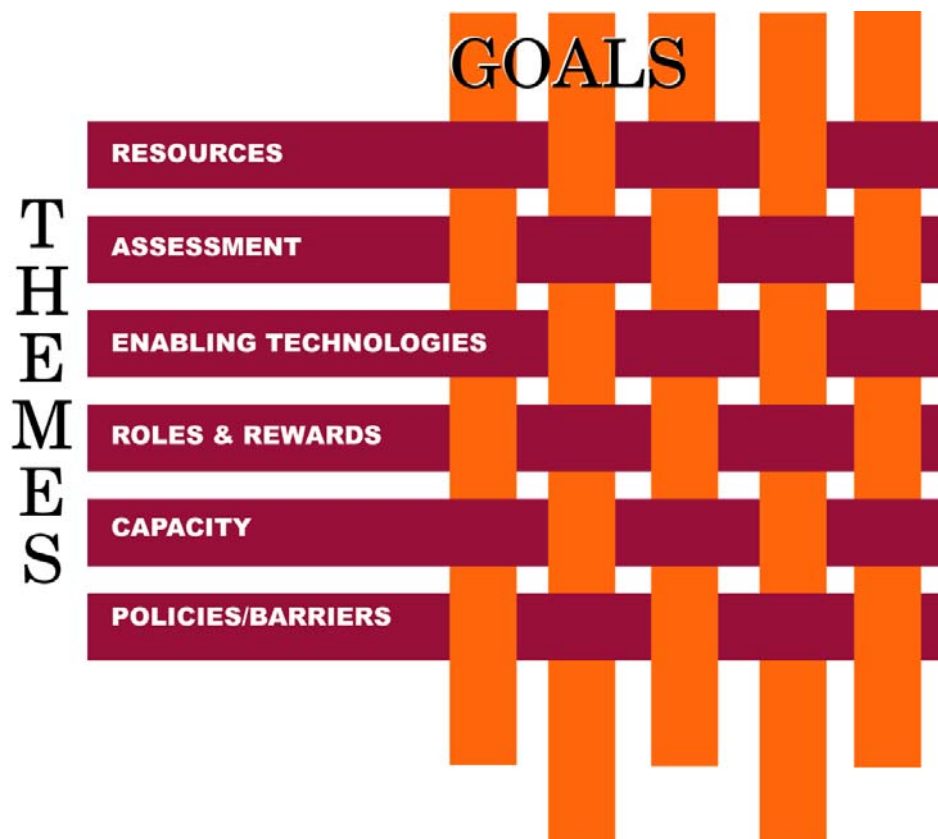


Virginia Tech International Strategic Plan 2004-2011





Office of the Associate Provost and Director,
International Research, Education, and Development

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Dr. John Dooley
Vice Provost for Outreach and International Affairs
Virginia Tech, 210 Burruss Hall
Blacksburg, Virginia 24061

October 15, 2004

Dear Dr. Dooley:

It is with pride and pleasure that I present to you, on behalf of the International Strategic Directions Team, the results of our year-long effort: the International Strategic Plan for Virginia Tech. In this letter, I will describe the process we followed to arrive at our product, and give a listing of the team's priority recommendations.

Process

We wanted our process to be participatory and transparent. We began by selecting a team of 24 individuals representing all areas of the university; every college, including the veterinary school, sent a member. Throughout the course of our deliberations, we posted meeting minutes and relevant documents on our web site, accessible via this URL:

<http://www.oired.vt.edu/resanddev/isdt/isdtinfo.htm>. We publicized our activities via articles in the Spectrum, and charged committee members to go back to their constituents to report on team efforts and solicit input. We believe participation to be important enough that to a certain extent, the process itself is a product. Participation raises awareness and initiates reflection and discussion. It begins a dialogue.

Our first meeting was held October 18, 2003, and our final meeting, October 5, 2004. We held two meetings per month, meeting 18 times over the one year period of our endeavor. In mid-May of 2004, the team took a temporary recess, ceasing to meet officially for the duration of the summer. At that point, the team divided into four sub-groups which met on their own to draft the different parts of the document: Graduate Affairs, Undergraduate Affairs, Research, and International Support Services.

In the fall of 2004, with a draft of the plan on paper, we went to the eight college commissions as well as the Faculty Senate to report on our efforts and solicit feedback.

Our understanding is that this is a dynamic document; that is, these words are not cast in stone. It is meant to be a blueprint for action. We expect that it will change as the implementation process unfolds, that certain areas may be easier to implement than we had thought, that others may be more difficult, or that factors we had not even considered may prove highly relevant.

Priority Recommendations

With so many interests at stake and so many parts of the university involved, the team found it difficult to winnow recommendations down to a few that it felt were critical enough to be highlighted above others. Members were concerned about competing resources, and wanted assurance that if certain items were highlighted, others would not be ignored.

In selecting these recommendations, we chose items based on their broad importance to the university and their ability to kick-start the internationalization effort. We understand that these efforts occur within a time frame: some may be instituted immediately, and others will require a longer commitment. Short-term items are not meant as a substitute for longer-term action items, however, but as a *foundation* for what will follow. And, just as we need to remind ourselves that the International Strategic Plan is a dynamic document, we need to remember that internationalization itself is a process that is never 100% complete.

With those understandings, these are our stand-out recommendations:

1. Identify obstacles that are working against broader faculty participation in internationalization in teaching, research, obtaining grants, and outreach;
2. Create a cluster hire of international professorships that cuts across colleges;
3. Build Virginia Tech's foreign language / cultural programs to be comparable to those of our peer universities, and link these programs to other departments;
4. Identify an "international liaison individual" within each department who will serve as a liaison for international matters;
5. Invest in international university partnerships important to the university and to individual colleges.

We began our project with hope that we could craft a document that would serve as a guide for the next seven years, and have finished it with confidence that it is a strong start. We look forward to seeing the university put thought into action, and we stand by to assist in that effort.

Best regards,

S.K. De Datta
Chair, International Strategic Directions Team for Virginia Tech,
Associate Vice Provost for International Affairs, and
Director, Office of International Research, Education, and Development

cc: Mark McNamee, University Provost and Vice President for Academic Affairs

enc: International Strategic Plan for Virginia Tech

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Virginia Tech International Strategic Plan 2004 - 2011

“As increased technology and travel, economic integration, and environmental interdependence diminish the barriers among nation-states, the imperative to know about other societies and cultures increases.”

*- Madeleine Green and Christa Olson,
“Internationalizing the Campus: A User’s Guide,”
American Council on Education, 2003*

“We are at a critical crossroads. Clear, integrated, and comprehensive mission and vision statements with shared understanding of internationalization of higher education are crucial for developing the roadmap of actions needed to effectively internationalize the campus and to achieve transformational change. . .The roadmap must be broad and bold, impacting the journey of all university departments, schools, divisions, and centers and embedded in the institution’s values, policies and practices.”

*- William B. Lacy, “The Seven Habits of Highly Effective Universities,”
Institute of International Education Networker, Fall 2004*

Land grant institutions were created to “promote the liberal and practical education” of citizens within their respective states (Morrill Act of 1862). Modern land grant universities must now look outward to carry out their formerly local missions. Familiarity by American students with the world beyond the United States and skills in interacting with people from other cultures are becoming increasingly important for personal success and an individual contribution to society. The university’s commitment to enhanced international and cross-cultural awareness and understanding is based on the recognition that our domestic and international graduates live and work in a world that is culturally diverse, yet increasingly interconnected economically and interdependent. The university must educate its students to thrive in such an environment.

As Virginia Tech strives to achieve a top 30 ranking among U.S. research universities, we must recognize that international research and scholarship contribute tangibly to our ranking and reputation, while providing opportunities for faculty members to make important contributions to the quality of life of people around the world. Breakthrough research frequently involves international collaboration, and university outreach is taking on an increasingly global character. Valuing the international work of the faculty is critical to supporting these efforts.

To be competitive domestically, Virginia Tech must be competitive internationally. It must have effective practices for internationalization and diversity in order to compete with our highly regarded peer institutions. Investment comparable to other world-class universities is necessary

to attract the best students and facilitate internationally acclaimed research and scholarship. Virginia Tech must invest in accelerated institutional change in order to become a world-class university of scholarly innovation, instruction, and outreach.

This strategic plan is a guide for Virginia Tech's world-class transformation with respect to internationalization. It is the collaborative effort of 24 committee members, including representatives from all eight colleges. Feedback from the campus community was sought in its drafting and revision. It is presented in the participatory spirit that reflects its creation.

Virginia Tech's International Mission

Virginia Polytechnic Institute and State University fosters a community that values all cultures, languages, lands, and people. The university seeks to enrich its international competence and to enhance the quality of life throughout the world with scholarly engagement in education, research, and outreach.

Virginia Tech's International Vision

Our faculty, students, staff and alumni have a responsibility for engagement with the Commonwealth, the nation, and the world. That engagement is reflected in who we are, who we aspire to be, and our impact on the global community.

1) Who we are

The members of the Virginia Tech community must understand global affairs and respect all cultures. Understanding and respect leads us to constantly challenge our assumptions, thereby improving the depth and breadth of our scholarly endeavors.

We are committed to applying Virginia Tech's core values to our international activities. We hold the following values to have special significance for the university's international mission:

- *Cross-cultural understanding* that recognizes the dignity of all humans.
- *Critical reflection* that seeks alternative perspectives to illuminate and challenge our own.
- *Rigorous engagement in the learning process* that measures our scholarly activities against international standards of excellence.

2) Who We Aspire to Be

We seek to nurture competence in:

- Language skills, which facilitate communication with partners from across the globe in learning and scholarship and which enable a nuanced understanding of ideas from various cultures.
- Personal cross-cultural experiences, which provide a working knowledge of the ideas and customs of the world's societies.
- Understanding, respect, and appreciation of various cultures and traditions, which provide a foundation for cooperation and engagement with people from around the world.

Achieving this broad competence requires specific actions in the following areas:

Education:

- We develop language skills that facilitate interaction with many cultures.
- We maintain a curriculum that is current and relevant to the global community.
- We develop communication, critical thinking, and problem-solving skills that bridge individual perspectives.
- The university provides study abroad opportunities that enrich cross-cultural understanding and dialogue.
- Students seek international experiences that are relevant to their career paths.
- The university provides learning opportunities that transcend international boundaries.
- We promote lifelong learning in cooperation with partner institutions.
- We empower students and alumni with the knowledge and skills to become ambassadors for lifelong cross-cultural understanding.

Research and Scholarship:

- We engage in research and scholarship within the international community by being open to ideas from around the globe and by making internationally recognized contributions.
- The university expects international engagement by the faculty, and this engagement is rewarded through the hiring, promotion, and evaluation processes.
- The university recognizes that international scholarly engagement should be interpreted in a way that is meaningful to different disciplines.
- The faculty recognizes that scholarly activity is enhanced through language skills, experience, and collaboration with colleagues from around the globe.

Institutional Arrangements:

- Our classrooms, research laboratories, and curriculum benefit from cultural diversity
- We provide our faculty with opportunities for research, teaching and outreach within the global community.
- We promote equal partnerships with educational institutions from around the world.
- We use technology to transcend the limitations of distance and language.
- We make strategic investments of resources to realize the objectives of this vision.
- Individual academic units have a responsibility to define and implement international engagement for relevant components of this strategic plan.

3) What We Do

Virginia Tech enriches quality of life by:

- Applying our expertise to problems of global concern.
- Ensuring the economic competitiveness of Virginia by serving as a portal to the best ideas within the global arena.
- Enhancing global security through dialogue and action that aim to avoid and resolve conflict.
- Caring for our shared planet by developing solutions for environmental problems and promoting environmental stewardship.
- Developing markets and human potential in areas of global need.
- Improving the quality of human and animal health and well-being.
- Appreciating the richness of human endeavor.

A Campus-Wide Commitment to Invest

The goals of this strategic plan should be read with the understanding that there are six underlying themes running throughout - resources, assessment, enabling technologies, roles and rewards, capacity, and policies/barriers. If Virginia Tech is to advance its international programs beyond incremental improvements, it must invest in building the university's capacities in internationally oriented learning and research. Achieving our international goals can transform Virginia Tech into a world-class university, but none of these goals is achievable without a campus-wide commitment of faculty, staff, and students encouraged by central administrative leadership. This leadership must be backed up with investment in effort and money according to these themes.

Goals and Objectives for Undergraduate Education

Goal I: Support the development and recruitment of faculty and staff members to enable internationalization of undergraduate education.
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Objective I.1: Increase the opportunities for and capacity of faculty members to integrate language, culture, and international content into the classroom.

Strategy I.1.1. Support academic change through curriculum development funds or other faculty grant programs (e.g. Faculty Development Institute - FDI).

Strategy I.1.2. Offer language and cultural immersion opportunities for faculty and staff.

Strategy I.1.3. Expand existing mechanisms and models for faculty development, including the Center for Excellence in Undergraduate Teaching (CEUT), the new initiative launched by Outreach and International Affairs, and successful college programs.

Strategy I.1.4. Implement and support the information technology infrastructure required to meet the needs of faculty, staff and visitors at Virginia Tech conducting research and students learning from a distance.

Objective I.2: Promote deeper understanding and support of international and cross-cultural programs among faculty leaders, student advisors, and support staff across campus.

Strategy I.2.1. Ensure that education abroad support services are adequately staffed to guarantee that the university and program leaders fulfill their responsibilities to students studying abroad.

Strategy I.2.2. Raise the visibility and importance of internationally oriented course offerings among student advisors and staff.

Objective I.3: Reward employees who contribute to the university's international goals.

Strategy I.3.1. Create incentives and rewards through merit, promotion and tenure procedures and university recognition.

Strategy I.3.2. Provide travel support to implement strategies for internationalizing undergraduate education.

<p>Goal II: Develop, improve, and enhance international and cross-cultural content of the undergraduate curriculum.</p>
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Objective II.1: Infuse the basic undergraduate curriculum, beginning with the first year experience, with international and cross-cultural content in order to promote longer term interest and curriculum opportunities.

Strategy II.1.1. Encourage revisions of core curriculum courses to increase cross-cultural and international content.

Strategy II.1.2. Encourage early consideration by freshmen of course tracks for international certificates.

Strategy II.1.3. Evaluate cross-cultural core course listings and the frequency they are actually taught in order to better understand the choices students have and the extent to which faculty attrition limits the quality of cross-cultural course offerings.

Objective II.2: Create a learning environment that promotes international competence.

Strategy II.2.1. Inventory and evaluate learning goals, course content, and pedagogy with regard to cross-cultural and international components within each department's offerings.

Strategy II.2.2. Develop college/department plans that set ambitious targets for curriculum internationalization, paying special attention to interdisciplinary collaboration.

Strategy 2.3. Seek and identify curricular structures that better integrate international learning between the core curriculum and the major/minor.

Objective II.3: Review policies and procedures to identify barriers to innovative curricular approaches.

Strategy II.3.1. Develop frameworks for assessing and recognizing for credit education abroad and cross-cultural courses that fulfill core curriculum *and* in-major requirements.

Strategy II.3.2. Through inter-departmental collaboration, develop international certificate programs within major and minor tracks in disciplines that lend themselves to international specialization.

<p>Goal III: Increase the number of students, faculty members and staff directly participating in international and/or cross-cultural experiences.</p>

Objective III.1: Review policies and procedures to identify programmatic limitations to increased student participation in international experiences and allocate appropriate resources.

Strategy III.1.1. Develop a more seamless and supportive connection between financial aid and education abroad programs.

Strategy III.1.2. Increase the number of education abroad experiences that are comparable in cost with on-campus study.

Strategy III.1.3. Implement student advising procedures that promote a heightened awareness of international opportunities.

Strategy III.1.4. Enhance recruitment, course, and advising literature to illustrate how students can fulfill in-major requirements through education abroad programs.

Strategy III.1.5. Develop additional scholarships across all colleges and disciplines for education abroad.

Objective III.2: Expand education abroad and cross-cultural education through opportunities that align with in-major degree programs.

Strategy III.2.1. Develop college inventories, targets and plans that better position opportunities for education abroad programs, exchange programs, internships and university centers such as CESA in the context of degree programs.

Strategy III.2.2. Develop multi-year interdisciplinary course packages integrating technical knowledge, language skills, and history/cultural knowledge that lead to a semester or year abroad.

Strategy III.2.3. Develop incentives for additional faculty members to participate in education abroad programs through program support and reward within the promotion and tenure system.

Strategy III.2.4. Establish grants to incubate new programs and provide resources to sustain successful programs until they are stable.

Strategy III.2.5. Build strategic international collaborations for educational partnerships.

Goal IV: Promote the study of foreign languages and cultures in a social, economic, and political context.

Objective IV.1: Help prepare students, faculty members, and staff members for the linguistic and cultural challenges of living or working with people of different cultures.

Strategy IV.1.1. Consider a more robust, proficiency-based language requirement for undergraduate students.

Strategy IV.1.2. Increase the number of majors and minors in different languages and the breadth of languages offered.

Objective IV.2: Increase the number of collaborative and interdisciplinary offerings involving foreign language studies.

Strategy IV.2.1. Offer programs that engage learners via international knowledge and experience: traditional course work in language and literature, immersion programs, summer institutes, courses with travel components, and language instruction in specialized areas.

Strategy IV.2.2. Create certificate or minor programs for non-language majors that combine language skills and degree content (similar to Pamplin College's Global Business Minor.)

Goal V: Expand international and cross-cultural perspectives in our campus community.

Objective V.1: Facilitate greater participation by the general student body in ethnic and internationally focused activities.

Strategy V.1.1. Increase supportive structures, policies, and resources for international and cross-cultural activities.

Strategy V.1.2. Promote cross-cultural and international events as a routine part of everybody's university experience.

Strategy V.1.3. Seek, support and facilitate student-led initiatives for change and international involvement.

Strategy V.1.4. Support the growth of quality internationally-focused residential life programs on campus.

Strategy V.1.5. Coordinate the university's enrollment strategies, and consider methods for attracting and retaining a diverse pool of qualified international undergraduate students who are likely to fully participate in Virginia Tech's international vision.

Strategy V.1.6. Provide multiple cross-cultural student-run nodes within existing campus space to facilitate learning and social exchange.

Objective V.2. Enrich the campus environment through people with international experiences to share.

Strategy V.2.1. Encourage graduate student applications from U.S. citizens with international experience and international applications from countries under-represented among the international student community.

Strategy V.2.2. Expand opportunities for student placement in internationally-oriented jobs through the Career Services Office.

Strategy V.2.3. Track alumni who have significant international experience and/or are working in global markets.

Goals and Objectives for Graduate Education

Through a new paradigm of innovative partnerships and programs, graduate education at Virginia Tech will serve as a vehicle for expanding international research and scholarship and will provide opportunities for students and faculty to achieve the university's goals for international programming.

Goal VI: Enhance the quality and breadth of international graduate programs at Virginia Tech to a level comparable to our top peer institutions.

Objective VI.1: Assess current partnerships with international universities and institutions and develop new ones to expand opportunities for graduate studies and research.

Strategy VI.1.1: Inventory existing university, college, and departmental partnerships with foreign institutions.

Strategy VI.1.2: Assess level of activities and opportunities of existing partnerships.

Strategy VI.1.3: Identify opportunities for new strategic partnerships for faculty and student exchange, research abroad, joint degrees, joint graduate concentrations, international internships, research projects, etc.

Strategy VI.1.4: Explore opportunities to use Web-based and educational technologies in order to connect with international partners, bringing international perspectives into the curriculum, and developing Web-based programming.

Objective VI.2: Build on existing strengths to enhance programs and invest strategically in new initiatives, including interdisciplinary programs.

Strategy VI.2.1. Inventory and benchmark existing international programs to identify gaps and opportunities.

Strategy VI.2.2. Invest new resources for a cluster hire in international programs (see Attachment I, the Globalization Initiative).

Strategy VI.2.3. Consider an array of international graduate certificates. In addition to the existing Graduate Certificate in International Research, consider certificates in international business, globalization studies, global security, global environmental studies, gender and development, etc.

Strategy VI.2.4. Develop interdisciplinary research and graduate programs, including joint departmental appointments, to foster collaboration and provide unique opportunities for students.

Strategy VI.2.5. Take advantage of Virginia Tech’s growing presence in the National Capital Region, one of the world’s centers of international agencies and organizations, to enhance and develop graduate programs related to international affairs.

Strategy VI.2.6. Using existing programs as models (e.g., Global Seminar in CALS, MIT program in India), develop innovative uses of distance learning and Web-based instruction to expand Virginia Tech graduate programs to international opportunities.

Objective VI.3: Enhance foreign language offerings.

Strategy VI.3.1. Assess curriculum limitations of foreign language programs and develop priorities for expanded course offerings.

Strategy VI.3.2. Permanently expand the foreign language faculty to teach new courses.

Objective VI.4. Attract high quality international and domestic graduate students with global research interests.

Strategy VI.4.1. Work with Virginia Tech alumni abroad to recruit high quality international graduate students.

Strategy VI.4.2. Obtain new resources for financial support of graduate students with global academic and research interests.

Strategy VI.4.3. Expand international sponsored research that supports high quality graduate students.

Strategy VI.4.4. Better integrate English language services offered by the English Language Institute into the academic programs of international graduate students and candidates.

Strategy VI.4.5. Review TOEFL requirements and pre-admissions processes in consideration of peer university practices and with respect to published research on correlations between test performance and graduate school performance.

<p>Goal VII: Enhance the participation, visibility, and recognition of Virginia Tech in graduate international programs.</p>

Objective VII.1: Achieve Goal VI.

Objective VII.2: Articulate Virginia Tech’s international academic, research, and outreach programs to wide audiences.

Strategy VII.2.1. Expand participation in recognized national and international organizations of universities dealing with international programming, e.g., Association of Professional Schools of International Affairs, International Association of Universities, etc.).

Strategy VII.2.2. Use a variety of Web-based and print communication mechanisms to publicize Virginia Tech’s programs nationally and internationally.

Goals and Objectives for International Support Services

Virginia Tech recognizes the important contributions of international students, faculty, scholars, and visitors to the university. Virginia Tech recognizes that students, scholars, and employees from different cultures and educational systems have unique needs that require a level of support which enables them to function successfully at our university and in our community.

Goal VIII: Provide a work, study, and research environment that embraces and celebrates diversity.

Objective VIII.1. Increase awareness of unique concerns that arise in an internationally diverse community.

Strategy VII.1.1. Recognize issues that make international students and employees vulnerable.

Strategy VII.1.2. Provide a liaison who serves as a departmental resource for students, faculty, and staff on international matters to promote cross-cultural understanding,.

Strategy VII.1.3. Create and coordinate a comprehensive and rich array of programs, including identifying existing programs and activities that could be broadened to address cross-cultural understanding.

Strategy VII.1.4. Work with each college and administrative area to provide at least one programming opportunity annually tailored to their unique needs and interests.

Objective VIII.2. Create opportunities for cultural exchange within the university community, including the expansion of exchange programs.

Strategy VIII.2.1. Work with various departments throughout the university, including the Office of Multicultural Affairs, Student Affairs, Cranwell Center, the Graduate School, OIRED, and the Office of the Associate Provost for International Affairs to identify and provide either programs, activities, or situations which encourage cultural exchange.

Goal IX: Facilitate the academic, professional, and personal success of all individuals at Virginia Tech.

Objective IX.1. Provide support services that enable and empower international students, faculty, staff, and visitors to function successfully.

Strategy IX.1.1. Provide access to information regarding different cultures and educational systems to the university and community.

Strategy IX.1.2. Provide infrastructure to appropriately support internationals in meaningful academic engagement.

Strategy IX.1.3. Provide counseling and crisis intervention for individuals and groups.

Strategy IX.1.4. Provide organized assistance to students, visiting scholars and employees dealing with the challenges of English as a second language.

Strategy IX.1.5. Ensure that all students, employees, and their families have support services that address important aspects of their lives, including university policies, benefits, community issues, counseling, and legal advice.

Objective IX.2. Evaluate the effectiveness of international services in meeting the needs of the university and the needs of the international students, scholars, faculty and staff through a cooperative effort of service providers, administrators, academic units, and individuals being served.

Strategy IX.2.1. Review the merits and disadvantages of centralized vs. dispersed services.

Strategy IX.2.2. Identify significant gaps in service or support.

Strategy IX.2.3. Clarify roles and responsibilities within and among offices providing services to the international population.

Strategy IX.2.4. Recommend strategies and organizational structures to address identified needs.

<p>Goal X: Create a positive and supportive environment for all internationals at Virginia Tech.</p>

Objective X.1. Make the experience at VT productive, positive, and enriching by providing an exploitation-free and non-discriminatory environment while providing easy access to resources and creating university policies and procedures that are clear, transparent, and easy to follow.

Strategy X.1.1. Encourage international students and employees to come forth if their rights are violated by establishing easy-to-follow procedures to handle and resolve complaints.

Objective X.3. Review the nature and scope of student and employee issues with the goal of improving services and the climate at the university.

Strategy X.3.1. Review current procedures, making sure that information about expectations for students, the academic appeals process, the honor system, the judicial system, and the employee grievance procedure is available to all international students, scholars, faculty and staff.

Goal XI: Maintain immigration services that keep the university in compliance with immigration laws and regulations and that support the academic goals and objectives of international students, faculty members, staff members, and visitors.

Objective XI.1. Advocate locally, at the state level, and nationally to streamline the visa-consular process.

Strategy XI.1.1. Provide necessary travel and materials support for advocacy.

Objective XI.2. Ensure that appropriate personnel within the university are able to disseminate consistent and up-to-date information and services for international students and employees.

Strategy XI.2.1. Provide for on-going immigration training of appropriate personnel.

Strategy IX.2.1. Support the technological needs of the offices providing services to visa holders in order to facilitate efficient data management and communication.

Strategy XI.2.3. Provide and disseminate accurate and timely information regarding the impact of immigration issues on other processes, e.g., enrollment, DMV, taxes, SSN, banking, legal contracts, and criminal proceedings.

Objective XI.3. Increase the level of understanding among faculty and staff of immigration issues and the role of the university in supporting and complying with the Department of Homeland Security.

Strategy XI.3.1. Review standards for data management including: what is collected and why, and who has access and why to ensure that student and employee privacy are protected.

Goal XII: Develop adequate resources to support international students, faculty members, staff members, and visitors at our university.

Objective XII.1. Create and promote a Development Plan that includes funding for facilities, support staff, recruitment efforts, and financial assistance.

Strategy XII.1.1. Develop a team including individuals from the Graduate School, Cranwell Center, ELI, OIRED, the Office of the Associate Provost for International

Affairs, Admissions, and the Office of Development to identify potential sources of funding.

Objective XII.2 Assemble a consortium of resources within the university and the community to support and supplement programming.

Strategy XII.2.2. Develop a team of individuals from the Office of Multicultural Affairs, community groups, the Graduate School, Cranwell Center, the Office of the Associate Provost for International Affairs, OIRED, Student Affairs, and academic units throughout the university to identify potential resources that might be used to increase the quantity and quality of internationally themed programming.

Goals and Objectives for Research and Scholarship

Virginia Tech is committed to making international research and scholarship one of the cornerstones of its success.

Goal XIII: Enhance the visibility and recognition of Virginia Tech as a world-class research institution.

Objective XIII.1: Provide incentives to encourage and strengthen collaborative research and scholarship with an international focus across disciplines and colleges.

Strategy XIII.1.1. Create a cluster hire of international professorships that adds to department faculties across colleges.

Strategy XIII.1.2. Provide incentives for creating collaborative teams that will increase competitiveness for securing external funding.

Objective XIII.2: Change the campus culture so that international research is more recognized, rewarded, and expected.

Strategy XIII.2.1. Adjust the promotion and tenure system to additionally reward faculty members who engage in international exchanges, research, and other partnerships.

Strategy XIII.2.2. Increase humanities and social science faculty membership in order to provide additional capacity that contributes to international scholarship, expanded language offerings, and achieving AAU status.

Strategy XIII.2.3. Encourage faculty members to take roles creating innovative multidisciplinary research and teaching opportunities (e.g. the international MBA program run by the Pamplin College of Business and the Department of Foreign Languages and Literatures).

Goal XIV: Expand the university's international collaborative research programs to better contribute to Virginia Tech's efforts to become a top 30 research institution.

Objective XIV.1: Make the faculty more competitive for international grants.

Strategy XIV.1.1. Identify on-campus "best practices" and technologies that can be used to leverage international collaborative research.

Strategy XIV.1.2. Create a program modeled on the Faculty Development Initiative (FDI) to promote these best practices and inter-cultural competence.

Strategy XIV.1.3. Make international program development and grant-writing assistance for departments a core supported service.

Strategy XIV.1.4. Create a campus web portal to consolidate international grant opportunities.

Strategy XIV.1.5. Make skills in a second language and/or demonstrated international expertise a part of faculty hiring advertisements as well as a consideration in hiring faculty members.

Strategy XIV.1.6. Create a source of language support services.

Strategy XIV.1.7. Establish economic incentives that encourage faculty members to seek external funding for internationally-focused research, education and development activities.

Objective XIV.2: Establish a greater presence abroad from which research can be conducted.

Strategy XIV.2.1. Capitalize upon and expand Virginia Tech's international presence.

Strategy XIV.2.2. Concentrate on using existing institutional relationships to make overseas research centers available for Virginia Tech programs.

Strategy XIV.2.3. Seek new institutional relationships with a strategic focus that will give access to international bases, particularly in Africa, Asia and Latin America.

Objective XIV.3: Direct existing domestic infrastructure and resources toward improved international research collaboration.

Strategy XIV.3.1. Capitalize on Northern Virginia linkages to encourage development of international research partnerships.

Strategy XIV.3.2. Make internationalizing Virginia Tech scholarship a priority in the capital campaign in order to place Virginia Tech among its U.S. peer universities with respect to international research.

Strategy XIV.3.3. Establish measures to assess progress of international research and scholarship programs.

Strategy XIV.3.4. Develop an interdisciplinary regional team approach where faculty members identify with a regional effort for long-term sustained professional activities in research and development.

Objective XIV.4: Set university, college, and departmental priorities for implementing strategic directions.

Strategy XIV.4.1. Identify strengths and weaknesses in order for the university to be competitive with peer universities.

Strategy XIV.4.2. Match faculty and institutional strengths with international opportunities. Make certain that university, college, and departmental Centers are taken into account.

Strategy XIV.4.3. Strengthen the university's humanities and social sciences programs to provide the necessary cultural, linguistic, and research expertise necessary for world-class multidisciplinary endeavors.

<p>Goal XV: Capitalize on the synergistic relationship between graduate education and international collaborative research to provide a higher quality educational experience and stronger international research program.</p>

Objective XV.1: Strengthen internationally-focused graduate programs.

Strategy XV.1.1. Provide resources to recruit top domestic and international students with international interests.

Strategy XV.1.2. Develop a "Research Abroad Program" to parallel "Education Abroad Programs" integrating international research and graduate education.

Strategy XV.1.3. Create bases for sustained graduate programs abroad.

Strategy XV.1.4. Add M.A. language programs to increase the number of students in current foreign language and literature programs in order to increase the university's capacity to teach more introductory language courses.

Objective XV.2: Increase international recognition of strong graduate programs.

Strategy XV.2.1. Cultivate relationships with universities abroad.

Strategy XV.2.2. Develop the necessary procedures to create joint degree programs with international counterpart institutions.

Investment Priorities for Internationalizing Virginia Tech

To fulfill Virginia Tech's ambitious commitment to internationalize, overarching university goals and strategies must be established, prioritized, and funded. These priorities will affect the campus community, the curriculum, faculty/staff development, international engagement by individuals, and the study of language and culture.

Comprehensive Recommendations

Undergraduate Education

1. Develop departmental internationalization plans according to this strategic plan in 100% of departments within two years. (Goal II)
2. Achieve measurable attitude changes between first year and second year students regarding the importance of internationalizing personal courses of study. (Goal V)
3. Increase the number of students engaged in education abroad by 10% per year for seven years. (Goal III)
4. Establish and continue support for one new area studies program within two years and two more programs in the subsequent four years. (Goal IV)
5. Provide ten grants per year for planning/travel to help internationalize teaching and scholarship. (Goal I)
6. Establish at least three new graduate language programs within three years and hire full-time faculties to implement them. (Goal IV)
7. Form a committee with university-level groups, IDDL, Learning Technologies, CNS, and VBS, as well as key departments, to develop and review a long range plan for the technology infrastructure in support of international degree programs and collaborative research. (Goal I)

Graduate Education

8. Conduct an inventory and set achievable and measurable benchmarks for:
 - a) quantity and quality of internationally related degrees, concentrations, certificates, courses, and respective enrollments.
 - b) international graduate students by country and major.
 - c) partnerships (active and inactive) with international universities.
 - d) international research projects and the graduate programs and students involved in them. (Goal VI)
9. Identify potential additional international graduate certificates (e.g., globalization studies, global security, global environmental studies, gender and development, etc.) and encourage faculty groups to draft certificate curricula. (Goal VI)

10. Assess current international partnerships and existing policies for such agreements including sunset provisions. (Goal VI)
11. Through the offices of the Vice Provost for Outreach and International Affairs and the college deans, develop an action plan for new partnerships to enhance international graduate education, research, and outreach. (Goal VI)
12. Assess existing programs and models for on-line and other distance learning programs for international applications. (Goal VI)
13. Establish a university committee to draft a development plan for international graduate programming using distance learning technologies. (Goal VI)
14. Work with the office of the Vice President for Alumni Relations to enhance communication with alumni abroad and develop alumni chapters for graduate students. (Goal VI)
15. Initiate a 12-position, internationally focused cluster hire—the Globalization Initiative—within two years. (Goal VI)
16. Invest in international partnerships as well as the strategic development of international research centers. All investments should be based on business plans indicating measurable outcomes. (Goal VI)

International Support Services

17. Develop a plan to identify an appropriate individual in each department who will serve as a liaison for international matters. If liaison duties are folded into existing jobs, then develop systems/ mechanisms to recognize and reward the additional skills and competencies that are necessary. If existing positions do not accommodate the adding of liaison duties, additional positions and salary lines may be required. This plan should include training components from internal university staff involved in international student advising and dollars to support attendance at workshops and conferences. Plan developed by December 2005. (Goal VIII)
18. Develop a team structure to provide support services. Identify persons from the international student community, international scholars and employees, Provost's Office, Research division, Payroll, Personnel, General Counsel, Student Legal Service, Schiffert Health Center, the Town of Blacksburg, Montgomery County, the Office of the Associate Provost for International Affairs, OIRED, Student Affairs, and the Graduate School to define what "meaningful support" means, and then discuss options to develop programs that provide support. Completed December 2005. (Goal IX)
19. Ensure that appropriate personnel within the university have the tools to provide consistent and up-to-date information and services and to advocate locally, at the state level, and nationally to streamline the visa-consular process. This would include workshops, conferences and/or related travel costs for the staff members who serve as

representatives of the Department of Homeland Security as Designated School Officials, Responsible Officers, or Alternate Responsible Offices for Virginia Tech. Technology needs would include the equipment requirements and software to support SEVIS and all upgrades as mandated by DHS. Initially recognized in 2005-06 budgets with increases in future years. (Goal XI).

20. Provide organized and structured assistance to those dealing with English as a second language through an Academic and Professional Writing class for international graduate students. Evaluate the need for an academic English class for international undergraduates and Virginia residents who speak other languages in the home. To be completed during 2005-06 academic year. (Goal IX).

Research

21. Identify through collaborative institutional arrangements three regional centers abroad available for research and scholarship that serve as a Virginia Tech campus for our students and faculty. (Goal XIV)
22. Establish at least one additional international center in the Northern Virginia National Capital Region that provides graduate degrees. (Goals VI and XIV)
23. Within five years build Virginia Tech's language/cultural programs to be comparable to or to exceed those of our peer universities and encourage linking these programs to initiatives in other departments in order to improve college rankings. (Goal XIII)
24. Initiate an on-campus grants program to promote best practices for building strategic international partnerships on electronic platforms such as video conferencing and computer networks. (Goal XIV)
25. Initiate a consortium of five core institutions to provide a Virginia Tech Global Network for research and graduate education exchange. The purpose is to enrich our graduate education program and the individual programs of students who can benefit from a semester or year abroad. (Goal XV)
26. Conduct a comprehensive survey to identify where gaps exist.
27. Initiate hires necessary for Arabic, Chinese, and Italian language and cultural curriculum.
28. Broaden research support provided through ASPIRES to accommodate applications from scholarship in the social sciences and humanities, where buyout time and travel support are important means for international scholarship.
29. Identify and provide library and information services to support international endeavors; provide the University Libraries with the necessary resources for materials and staff needed to ensure excellence in library collections and services essential to a global university.

Recommendations for Immediate Action

We believe that all the recommendations listed above are essential elements of a comprehensive initiative to advance the university to world-class status. The foundation for successful internationalization must be laid while recognizing the limited resources currently available and anticipating priority allocation to the strategic elements of this document as finances improve. Below are items that: require immediate planning and investment consideration to rectify significant gaps; are important initial steps toward long-term goals; or help us reach objectives with only small investments of current resources using existing capacities.

- Establish internationalization of the university as a priority goal of the administration.
- Identify obstacles that are working against broader faculty participation in internationalization in teaching, research, obtaining grants, and outreach;
- Initiate a twelve-position, internationally focused cluster hire – the Globalization Initiative – within two years.
- Build Virginia Tech’s foreign language/cultural programs to be comparable to those of our peer universities, and include immediate efforts to establish Arabic, Chinese, and Italian language and cultural curricula. Link the language programs to other departments.
- Identify an international liaison individual within each department who will serve as a liaison on international matters.
- Invest efforts in establishing international university partnerships that are strategically important to the university and to individual colleges.
- Adjust the promotion and tenure process so that international scholarship, teaching, research and outreach are encouraged and rewarded.
- Capitalize upon one of Virginia Tech’s most significant comparative advantages to enhance internationally-focused graduate studies and research by establishing at least one additional degree-granting international center in the Northern Virginia National Capital Region
- Develop three strategically selected international centers in education, research and outreach built upon strong collaboration with international partner institutions.
- Augment resources for annual seed grants for research and education to encourage faculty and unit development of new initiatives.
- Establish benchmarks for campus environment, undergraduate education, graduate education, international support services, and research to monitor progress toward our desired goals.

Attachment 1

The Globalization Initiative

International Strategic Directions Taskforce

The International Strategic Directions Taskforce (ISDT) was established under the chair of Dr. S. K. De Datta, Associate Provost for International Affairs, to develop a strategy and recommendations for the University to enhance its international programming in both graduate and undergraduate education and to position Virginia Tech to take advantage of international research and outreach opportunities. ISDT has met throughout the year, and one of its recommendations is The Globalization Initiative intended to build necessary capacity at Virginia Tech for these purposes.

The Globalization Initiative is interdisciplinary.

It makes sense to use a broad interdisciplinary initiative related to international affairs to enhance the internationalization of the University, build on our existing strengths and networks, build our capacity in critical areas, and increase the visibility and funding of the University's international programs, because

- a. We do not have the resources to invest in all of the many disciplinary areas related to international programs; therefore, we must invest our limited resources in those areas where we have proven strengths or new clusters of excellence
- b. Emerging changes in the undergraduate core curriculum emphasize integration of competencies across disciplines rather than traditional course-by-course requirements.
- c. The University has indicated that its best approach to enhancing graduate education on campus is through interdisciplinary initiatives.
- d. A broad international initiative provides the flexibility to emphasize sub-initiatives for research and instruction depending on changing needs and opportunities.
- e. Funding agencies and foundations are realizing that most of our international problems, as well as their solutions, are interdisciplinary in nature, and are requesting innovative multi-disciplinary funding proposals.

The Globalization Initiative has multiple objectives.

- a. To enhance opportunities for students of various disciplines to understand the variety of cultures, languages, and political and social systems in which they are likely to work in our ever globalizing economy
- b. To build on existing strengths in the University, including existing faculty and networks;
- c. To build capacity in areas needed to complement those strengths, such as foreign languages, international curricula, international exchanges and internships, partnerships with international universities, and international research and scholarship.
- d. To identify focus areas that include existing strengths, identified needs, and funding opportunities,

The School of Public and International Affairs (SPIA) may provide the best coordinating unit for The Globalization Initiative

- a. SPIA has a history of collaboration, borne out of a three-college, seven-department partnership, and this initiative would provide extend the School to a university-wide collaboration with other colleges, departments, and faculty.
- b. SPIA is now the only University academic department or school with a clear “international” focus, mission, and name.
- c. SPIA has a well-respected core faculty in international affairs that can provide the institutional home for such an initiative.
- d. SPIA has a strong presence in northern Virginia. All three of its programs, Government and International Affairs (GIA), Public Administration and Policy (CPAP), and Urban Affairs and Planning (UAP) operate masters and PhD programs and have strong research programs there.

The Globalization Initiative builds on a previous “Globalization Studies” proposal advanced from the former College of Arts and Sciences with support from CAUS and CNR, which was approved by the Arts, Humanities and Social Sciences Coordinating Council in April 2003. That earlier proposal included four focus areas, a new PhD degree program, and a cluster hire of twelve faculty positions from the Provost’s Office.

The Globalization Initiative includes seven focus areas in three categories with potential participation from faculty in all colleges. Some have considerable potential for sponsored funding. ISDT endorses a cluster hire of twelve new faculty positions in these seven proposed focal areas to address several critical needs in the university’s international curricular offerings, to enhance international research and scholarship, and to develop a globalization-centered PhD program. The focus areas include:

1. Globalization, Culture and Language:

a. Globalization, Culture and Language:

All globalization programs rest on a foundation of understanding in language and culture. The university has valuable expertise in history, humanities, foreign languages, and related disciplines, but investments are necessary to build sufficient capacity in, for example, Asian and Arabic languages, through liberal arts and human science in foreign language and literatures.

2. Globalization, Economy, Security and Governance:

b. Globalization and Economy:

This area is critical as globalization becomes a principal driver of access to resources, labor markets, and trade, and it also has high potential for sponsored funding. It would engage faculty from business, engineering, agriculture with science (economic science), and SPIA (GIA).

c. Globalization and Security:

This area has considerable potential for sponsored funding and would engage a wide spectrum of disciplines including SPIA (GIA, CPAP), political science, applied economics, geography, and engineering. Here the proposed Center for Global Governance and Security in SPIA would be an important anchor for research for agencies in the Washington, D.C. and Northern Virginia area.

d. Globalization and Governance:

Developing market economies and democratization worldwide pose great possibilities and challenges for new modes of governance and public service provision at the local, regional,

national, and global level, involving public, private and non-governmental organizations. This area includes faculty from SPIA (GIA, CPAP, UAP), political science, and economics with applied economics.

3. Globalization and Sustainable Development:

e. Globalization and Development:

Economic and social development continues to be a critical international issue as poor countries struggle to enter the global economy and provide for peoples' basic needs. Faculty from many university units are engaged in instruction, research, and outreach in international development including the Office of International Research, Education and Development; SPIA (GIA, UAP); political science; applied economics; forestry; geography; engineering; and others.

f. Globalization and Environment:

The global environment, including transnational pollution, resource depletion, biodiversity, climate change, and others are likely to be defining issues for the new century. Virginia Tech is well positioned in both instruction and research to take advantage of opportunities through SPIA (UAP, GIA), engineering, natural resources, environmental sciences, geospatial technologies, and resource economics.

g. Globalization and Public Health:

Public health has become a global issue with SARS, HIV, Mad Cow Disease, avian flu, becoming household terms. This area includes faculty from the sciences, engineering, vet medicine, geography, food and nutrition, human development, and SPIA (UAP).

Attachment 2

Virginia Tech International Strategic Directions Team Committee Members

Although the International Strategic Plan mentions “24 members” of the International Strategic Directions Team, this number was fluid due to changes in employment and individuals joining the group mid-way through the process.

Standing Members

S.K. De Datta, Chair of Committee and Associate Vice Provost for International Affairs and Director of the Office of International Research, Education, and Development
Hassan Aref, Dean, College of Engineering
Kim Beisecker, Director, Cranwell Center
Diane Bell, Fellow, American Council on Education
James Blair, Interim Vice Provost for Research
Lay Nam Chang, Dean, College of Science
Ron Daniel, Associate Provost for Undergraduate Education and Academic Director, Center for European Studies and Architecture
Karen De Pauw, Vice Provost for Graduate Studies and Dean of the Graduate School
John Dooley, Vice Provost for Outreach and International Affairs
Jim Johnson, Associate Dean, College of Natural Resources
Paul Knox, Dean, College of Architecture
Tim Luke, University Distinguished Professor, Political Science
Chad Miller, Economic Development Specialist/International Programs
George Norton, Professor, Agricultural and Applied Economic
Dan O'Brien, Assistant Program Director for Education Abroad
Sharron Quisenberry, Dean, College of Agriculture and Life Sciences
John Randolph, Department Head, Urban Affairs and Planning
Miriam Rich, Special Assistant to the Director for Communications and Publications, Office of International Research, Education, and Development
Robert Schubert, Associate Dean of Research and Outreach
Gerhardt Schurig, Interim Dean, Virginia-Maryland Regional College of Veterinary Medicine
Tarun Sen, Associate Dean, Graduate and International Programs, Pamplin College of Business
Judith Shrum, Associate Professor, Foreign Languages and Literatures
Dean Sutphin, Associate Dean, College of Agriculture and Life Sciences
Josiah Tlou, Professor, Department of Teaching and Learning
Larry Vaughan, Research Associate, Office of International Research, Education, and Development

Alternate Attendees

David Alexander, Department Chair, Education Leadership and Policy Studies
Roger Avery, Senior Associate Dean, Graduate School
Mike Bertelsen, Associate Director, Office of International Research, Education, and Development
John Browder, Professor, School of Public and International Affairs
John Burton, Professor, Teaching and Learning
Charelene Brewster, Interim Assistant Program Director for Education Abroad
John Crunkilton, Director, College of Agriculture and Life Sciences Resident Instruction
Kate Edwards, Education Abroad Coordinator
Susan Felker, Public Relations Coordinator, University Relations
Jared Field, Graduate Student, Industrial and Systems Engineering and President of the Virginia Tech chapter of the International Association for the Exchange of Students for Technical Experience
David Ford, Vice Provost for Student Affairs
Tom Hammett, Associate Professor, Wood Science and Forest Products
Colette Harris, Program Director, Women in International Development
Sharon Johnson, Associate Professor, Foreign Languages and Literatures
Jerry Niles, Dean, College of Liberal Arts and Human Sciences
David Ostroth, Associate Provost for Student Affairs
Ross Perkins, Research Associate, Center for Instructional Technology Solutions in Industry & Education
Ted Settle, Director, Economic Initiatives and Marketing Research
Nammalwar Sriranganathan, Professor, Biomedical Science
John Wilson, Assistant Vice Provost for Administration, Research
Brian Woerner, Professor, Electrical Engineering

International Strategic Directions Team Secretariat

S.K. De Datta, Chair of Committee and Associate Vice Provost for International Affairs and Director of the Office of International Research, Education, and Development
Miriam Rich, Special Assistant to the Director for Communications and Publications, Office of International Research, Education, and Development
Larry Vaughan, Research Associate, Office of International Research, Education, and Development

Special Assistant to the International Strategic Directions Team

Hope McClure, Administrative Assistant, Office of the Associate Provost for International Affairs