

Higher Learning Commission Quality Initiative Report

Developing Responsible Global Citizens



UNIVERSITY OF
EVANSVILLE
IMPACT

August 31, 2015

Contents

Overview	3
Scope and Impact of the Initiative	4
Commitment to and Engagement in the QI	19
Resource Provision	21
Plans for the Future	23

Overview

Reflecting the University of Evansville's (UE) deep commitment to comprehensive internationalization and social responsibility, this Quality Initiative (QI) strives to better prepare our students with the knowledge, skills, and public spirit that they need to become responsible global citizens. Almost three years into our QI, we have made substantial progress toward fulfilling the following goals:

1. Bring more international students to our campus and engage them in new ways.
2. Send more of our students abroad and make their experiences more meaningful.
3. Develop new ways to assess, understand, communicate and celebrate our existing strengths while addressing remaining challenges.
4. Provide both our international and domestic students with knowledge about and experience with other cultures, grounded in an approach that emphasizes active social responsibility.

This endeavor builds on our existing strengths as a recognized leader in international education and already is producing substantial results. Our study abroad program at Harlaxton College (Harlaxton), our campus in the United Kingdom (UK), was ranked first among study abroad programs nationwide by BestCollegeReviews.org in 2015. In 2014-2015 we integrated 407 international students representing over 57 diverse countries into our Evansville campus community, far surpassing our QI goal of 350 international students by 2018-2019. UE consistently continues to rank among the top master's-granting universities in the nation in the Open Doors Report on International Educational Exchange.

Our QI focuses on five areas of programming where internationalization and social responsibility can be mutually reinforcing. Highlights of our progress are as follows:

1. **Exploring Partnerships in East Asia:** We have tripled our number of students from East Asia, and strengthened and expanded our partnerships with East Asian universities.
2. **Reciprocal Student Exchanges:** We are intensifying our outreach to build reciprocal student exchanges in the challenging Middle East and North Africa (MENA) region.
3. **Conversations about Responsible Citizenship on an Increasingly Diverse Campus:** We expanded our worldwide outreach to recruit students resulting in our highest enrollment of international students ever, and introduced multiple initiatives to improve the experiences of both international and domestic students.
4. **Developing Model Short-term Study Abroad Experiences:** We have expanded the variety and enhanced the social impact of short-term study abroad programs.
5. **Harlaxton College: A Laboratory for Responsible Global Citizenship:** We have strengthened our global citizenship focus in coursework and non-curricular activities.

The implementation of the QI has been an institution-wide collaborative effort, further reinforced by our Strategic Plan, the recommendations of our Task Force on International Engagement, and our new *Enduring Foundations* General Education program. Our integrated approach has inspired an emphasis on continuous improvement; produced ongoing, active communication throughout our institution; and sparked innovation to achieve results. We have improved learning outcomes and are utilizing new tools to gather data and critically analyze the outcomes of our efforts. We are dedicated to using the results of this assessment to guide our ongoing work. Collaboratively, we have committed to actions that will result in significant improvements to greatly enhance students' preparation to engage a diverse world.

Scope and Impact of the Initiative

The QI represents a substantial move towards comprehensive internationalization, impacting every aspect of our institution in some way. Perhaps the best conceptualization of such a scope comes from NAFSA ¹:

DEFINITION of Comprehensive Internationalization

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

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

While great strides have been made in achieving our internationalization goals, as detailed in this report, we are just now gaining traction with the integration of social responsibility, as defined by AAC&U (https://www.aacu.org/core_commitments). Our most significant accomplishment has been the systematic incorporation of internationalization and social responsibility into our general education curriculum, which became effective in Fall 2013. *Enduring Foundations* intentionally integrates social responsibility and internationalization across many disciplines, as well as curricular and co-curricular activities.

A Social Responsibility Task Force (SRTF) was appointed in 2013 to improve the civic and environmental engagement opportunities for students and faculty. The SRTF identified connections for students in the areas of community engagement, service learning, volunteer activities, and civic engagement/social responsibility. The SRTF also established short-term and longer-term plans for supporting social responsibility efforts for all curricular and co-curricular activities. Together with the General Education Subcommittee, the SRTF worked to establish an approval process and formalize requirements for one-time study abroad or special topics courses to satisfy the social responsibility outcome. A "Social Responsibility Fellow" was established in Spring 2015, to increase literacy and capacity around social responsibility initiatives on campus. Resulting enhancements included a well-attended social responsibility workshop, new course proposals, Blackboard site, listserv, and books for the Eykamp Center for Teaching Excellence.

Our Center for Student Engagement has led the co-curricular initiative for addressing social responsibility. A program was developed to allow for a non-credit bearing co-curricular educational experience that meets the Social Responsibility Outcome criterion. This new Social

¹ Hudzik, John. 2011. "Comprehensive Internationalization: From Concept to Action." Washington, DC: NAFSA: Association of International Educators.

Responsibility Certificate program partners with a local nonprofit entity each semester. Participating students explore the issue presented and the needs of the people affected, then participate in an action-oriented community service project and reflect on their experiences. For example, *Human Trafficking: Modern Day Slavery* enabled students to sell fair trade products to support orphanages in Myanmar in 2014, in partnership with Uncharted International, an Evansville-based non-profit organization. This co-curricular course model allows students to directly interact with the community while discussing both the domestic and global issues within a given topic.

The QI will continue to emphasize the development of the internationalization and social responsibility components of curricular and co-curricular activities. As a result, we anticipate that a UE student will be able to demonstrate the following international diversity and social responsibility learning outcomes:

- *Demonstrates knowledge of other civilizations and their cultural expressions as well as awareness of how these cultural expressions are influenced by, and shape and reflect, their time, place, and civilization.*
- *Recognizes how an individual's cultural history affects one's sense of self and relationship to others; articulates insights into his/her own cultural rules and biases.*
- *Demonstrates an awareness of cultural differences and cultural commonalities, and negotiates a shared understanding based on those differences.*
- *Asks complex questions about other cultures, and seeks out and articulates answers to questions that reflect multiple cultural perspectives.*
- *Acquires knowledge to inform civic engagement; understands contexts/structures and is able to be informed by the views of others.*
- *Provides evidence of experience in civic engagement activities (volunteerism, co-curricular service and/or service learning), guided by contextual knowledge. Actions enhance commitment to continued engagement.*
- *In written work and discussions, describes civic engagement activities, identifies the role played by the student, assesses the nature of her/his contributions, and analyzes the experience in the context of other experiences/knowledge.*

Areas of International Programming

1. Exploring Partnerships in East Asia

UE has made significant progress towards achieving the QI's objectives for establishing partnerships in East Asia. Recruitment efforts have been particularly successful in the last two years. In Fall 2013, we welcomed 16 new Chinese students, a three-fold increase over the previous year. This is a result of multiple visits to cities in eastern China, and following up with accepted students. We expanded our scope significantly in 2014-2015. Thanks to a groundbreaking agreement in 2014, the A. O. Smith Water Heater Co., Ltd. in Nanjing, China, is partnering with us to provide 40 scholarships for Chinese students to attend UE over the next seven years.

UE's extensive, longstanding connections with universities in East Asia form a strong foundation for our faculty-led programs, direct exchanges, and institutional partnerships. In Japan, we continue to partner primarily with Tokoha University, Nagoya University of Foreign Studies, Hiroshima Jogakuin University, and Kwassui Women's University, forming the basis for our steady enrollment of exchange students from Japan and our established program for US students.

In Korea, we have developed agreements with Ewha Womans [sic] University and Hansung University, both in Seoul. Since UE does not offer Korean language instruction, some UE students participate in the Ewha Summer School, which offers courses in English and Korean. Ewha students usually enroll at the Evansville campus for fall and/or spring semesters and benefit from coursework in UE's Intensive English Center. Illustrating the impact of these partnerships, a number of UE graduates have chosen to live and work in Korea. Some are Fulbright Scholars and all participated in short-term study abroad. These domestic students were inspired by international students while at UE rather than coming to UE with a specific desire to study in Korea.

In China, we have a long-standing arrangement with the well-respected Zhejiang University (ZJU) in Hangzhou. Several diverse groups from multiple disciplines at UE have participated in faculty-led summer programs at ZJU over the last few years. ZJU also has deployed a visiting professor in Chinese language and culture to UE annually since 2009. In Fall 2014 UE launched a new study abroad program at ZJU that enables senior-year nursing students from Evansville to spend eight weeks studying at ZJU's Second Affiliated Hospital. In turn, UE plans to host two Chinese nursing students every spring beginning in 2016.

Physical therapy faculty members are investigating exchanges in Taiwan with National Yang-Ming University (NYMU) in Taipei. Representatives from UE visited NYMU in 2012, and officials and students from NYMU visited UE in Fall 2013 to discuss potential health sciences programs. Students from NYMU are expected to matriculate at UE in Spring 2016.

A thorough investigation into the potential for a UE-hosted Center in East Asia was conducted as proposed. Extensive discussion took place on multiple levels, and we thoroughly reviewed the political, financial, cultural, and logistical challenges. We determined that a UE-hosted center in Asia is not the most prudent strategy at this point for our institution. Focusing on faculty-led programs, direct exchanges, or partnerships with Asian institutions appears to be our best strategy at this time. We continue to explore opportunities to expand these initiatives, investigate additional partners, and include more interdisciplinary teams.

2. Reciprocal Student Exchanges

Building on the success of our reciprocal student exchanges in East Asia, our proposal identifies reciprocal student exchanges as the most promising option for extending our presence in the important MENA region. In December 2012, UE's Senior Vice President of Academic Affairs and Director of Study Abroad visited American University of Sharjah in the United Arab Emirates, American University of Beirut in Lebanon, Lebanese American University in Lebanon, and Al Akhawayn University (AUI) in Ifrane, Morocco to further cultivate working relationships with potential partners there. In Spring 2013 UE's first 'Global Virtual Classroom'

brought together AUI students in Ifrane and upper-level marketing students in Evansville. Although six time zones apart, the students worked together using Skype for live lectures and Facebook for group work. They met at Harlaxton to finalize group projects.

While political, religious, cultural, financial, and logistical issues in this region have made negotiation to establish exchanges quite challenging, ongoing conversations are encouraging. UE's Executive Director of International Programs met with senior officials from universities in Morocco, South Africa, Kenya, Japan, and Korea, among others, to discuss exchange possibilities at the NAFSA annual conference in Boston in May. In June, he traveled to Morocco to continue discussions with potential partner institutions.

UE is also expanding its presence in MENA through participation in the Jezreel Expedition in northern Israel. In 2012, UE began cosponsoring the multiyear Expedition with the Zinman Institute of Archaeology at the University of Haifa in Israel. The Expedition is an archaeological project where students are trained in the latest field methods and interact with an international team. The Expedition is an American Schools of Oriental Research CAP-affiliated field project, and its field school is the first in Israel to be certified by the Register of Professional Archaeologists.

Meanwhile, UE's Interfaith Initiatives have been especially successful in developing a welcoming faith community in Evansville for students from this region. In 2013, for the first time Muslim students from Saudi Arabia participated in UE's interfaith services along with Buddhist, Jewish, Hindu, Shinto, and Christian students. Feedback from these students indicates that they now feel safe to worship as Muslims and engage in honest conversations with non-Muslims about their religious practices. Domestic and international students have been more involved in campus dialogues and panel discussions. During International Education Week our Abrahamic Faiths panel discussions and lectures brought in hundreds of students who asked engaging and difficult questions. UE will continue to host interactive interfaith events as a way to encourage responsible citizenship in a global world.

3. Conversations about Responsible Citizenship on an Increasingly Diverse Campus

Since engaging a significant number of international students from multiple regions of the world is necessary to establishing a diverse campus, we set an ambitious goal to increase and better integrate our international student population. Three years ahead of schedule, we already have exceeded our 2018-19 goal of 350 international students (Figure 1).

Additional resources were devoted to recruitment and other student service areas to achieve this goal. To increase cultural diversity and student enrollment, it was imperative to increase the number of countries and areas of the world represented on campus. UE representatives traveled to additional countries meeting students, school officials, and parents to identify prospects, build name recognition and tell the UE story. Key regions of the world now being visited yearly include: the MENA region; South and Central America; a large area of Asia, including India, Korea, and China; the UK; and Europe. Seven more countries were added for Fall 2015, and a second recruiter began traveling in Summer 2015. Additionally, the international admissions office works with many partners who send international students to UE for short-term studies.

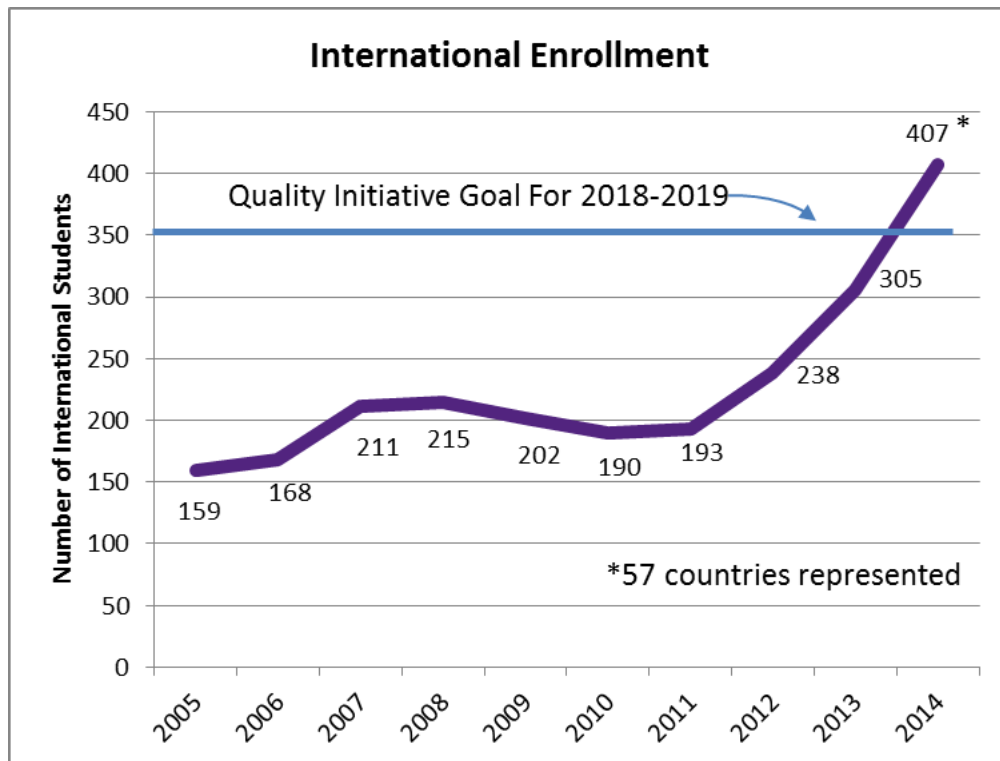


Figure 1.

UE is devoted to diversity and equity as fundamental components of academic excellence. Thus, UE is committed to not only recruiting a diverse student body, but also offering inclusive curricula that provide ongoing education on complex cultural issues; instituting measures to define responsibility and growth; and ensuring equal access to all UE resources and opportunities for all campus members. Preparing students for a multifaceted world requires an education that mirrors the history, cultures, beliefs, and views of our global society, as well as knowledge of an inclusive, welcoming community derived from direct experiences and celebrations. Several specific initiatives have been undertaken since implementation of the QI to improve the experiences of both international and domestic students by broadening and deepening the opportunities for interaction in these areas and integrating dialog on social responsibility. The following are examples relevant to the QI:

A. Living Learning Community

The International Connection Living Learning Community, introduced in 2012-2013, offers participants a global experience in their residence hall through daily interaction with floor-mates from a variety of countries. Domestic and international students are paired as roommates. Most recently, there were 13 countries and 19 majors represented on the floor. Featured programs are designed to fulfill the QI goal of creating a focused learning environment where intercultural dialogue and interpersonal engagement are intentionally facilitated. Examples include flavor-of-the-month meals, salsa dance lessons, and participation in the Chinese mid-autumn festival.

A positive social atmosphere and a high level of respect and tolerance are crucial to the development of an immersive community focused on sharing culture. On campus-wide feedback surveys, 94 percent of students on the International Connection floor indicated they were satisfied or very satisfied with the social atmosphere on the floor (compared to a 79 percent campus-wide average). A remarkable 100 percent indicated satisfaction with the level of respect and tolerance on the floor (87 percent campus-wide average).

B. Foreign Language Teaching Assistants

Three US State Department-sponsored Fulbright Foreign Language Teaching Assistants (FLTAs) live on the International Connection floor and are an important component of our campus community. These young scholars serve as native-speaking language instructors and cultural ambassadors while also taking coursework on campus. They enrich the international character of our campus in the classroom, in student housing, and in outreach activities with local schools as well as in additional co-curricular programs offered by the Department of Foreign Languages. During the past three academic years, we have hosted at least three FLTAs, one in Chinese, and two in Spanish, each year. We would like to increase those numbers and diversify the languages represented, though UE's ability to successfully expand this program in part depends on foreign language enrollment trends and funding.

C. I-Pals Program

UE's Office of Cultural Engagement and International Service (CEIS) is revitalizing the I-Pals Program, which pairs an international and a domestic student for the purpose of cultural exchange and friendship. In 2013 the revised program engaged 32 domestic students enrolled in specific academic courses and 36 international students who volunteered to participate. International and domestic student participants expressed satisfaction in a survey conducted by CEIS. For Fall 2015, 50 students in communication and education courses will be paired with 50 students in Intensive English courses on joint projects. I-Pals is designed to help domestic and international students accomplish the following objectives:

- Recognize their own cultural rules and biases
- Identify components of other cultural perspectives
- Demonstrate understanding of cultural differences in verbal and nonverbal communication
- Show curiosity about other cultures
- Interact with others of different cultures.

D. Interfaith Initiatives

We have implemented a rigorous Interfaith Initiatives Program since the launch of the QI. Now more than ever, it is important as a university community to name our religious differences and to engage with people who read the sacred texts from a different context or practice a non-Christian religion. UE is aware of the challenges of interfaith engagement, but

we have drawn on our United Methodist values to adopt an interfaith spirit to extend hospitality to all students. Examples of our Interfaith Initiatives include:

- Three Community Interfaith Worship Services, which celebrated religious diversity
- Commissioning of the UE Interfaith Council
- Establishment of the Interfaith Baccalaureate Service
- Community-wide *Interfaith Holocaust Remembrance Service*
- Campus-wide Hindu Celebration, *Holi Festival*
- Imam Omar Atia lecture, *What does Islam Really Mean?*

It is in the context of Interfaith Initiatives that symbols, ceremonies, and systemic changes have been used to signal the welcome that we extend to all students. For example, as a way to introduce the Academic Convocation this fall, all freshmen gathered in Neu Chapel amid an impressive display of flags representing the many nations that our students call home and interfaith banners signifying our students' various religions. In addition, UE is reviewing its religious holiday policies, which may be revised to reflect new ways of thinking and modeling social responsibility for all students.

E. International Student Career Opportunity Expansion

Although not part of the original QI Proposal, we realized quickly that international students wanted (and in some cases required) an immersive experience in the US that included career development opportunities. In response, the Center for Career Development began formally offering exchange and degree-seeking international students opportunities to participate in community service and our student-alumni mentoring program. The *Building your Professional Image* (EXED 90) course was opened to exchange students whose plans involved an internship, and degree-seeking international students completing internship or related programs. International students involved in EXED 90 successfully generated a résumé or CV and cover letter, completed a mock interview, and attended at least one professional development activity. Career Development also educated regional businesses on navigating the complexities of employing an internationally diverse workforce. Our international degree-seeking students successfully secured 20 Summer 2015 internships throughout the US. Of special note were three organizations in southwestern Indiana who attended UE's annual career fair and hired two international students each.

4. Developing Model Short-term Study Abroad Experiences

New short-term study abroad programs that intentionally combine international understanding and social responsibility were developed, and a faculty manual with guidance on global citizenship content was completed. The QI clearly has enhanced the social impact of these programs. Among our six models, the best example of a short-term program that directly addresses social responsibility is a collaborative work between the *Institute for Global Enterprise in Indiana's*² GAP Program and the Office of Education Abroad. GAP is a three-credit course

² The Institute for Global Enterprise in Indiana (IGEI) is a UE initiative funded by a grant from Lilly Endowment Inc. More information is at: www.evansville.edu/globalenterprise/

that engages multi-disciplinary student teams guided by faculty coaches, as consultants on specific, real-world projects for companies or organizations. The program targets companies or organizations that have global interests and are headquartered in our region. The GAP experience is attractive to international students. The 39 GAP participants in Spring 2015 included students from Indonesia, Saudi Arabia, Brazil, Venezuela, China, Ecuador, and the US.

In Spring 2014 and 2015 GAP student teams traveled to Panajachel, Guatemala, to implement projects for the non-profit organization Mission Guatemala. The 2014 projects focused on strategic aspects of the Indiana-based organization’s operations abroad. In 2015 a cross-disciplinary team of students worked on providing feeding centers with tools to help assess health and nutritional outcomes for impoverished children in Guatemala. The students met throughout the spring semester on campus, visited the site during spring break, then returned to complete their projects and provide recommendations for implementation in the clinic.

It has been challenging to build the sustainability and accountability that we strive for in short-term programs abroad to fit the more flexible structures of the GAP program. The GAP model typically requires a great deal of flexibility to match projects with the strengths of students and faculty, and deliver value to the sponsor. At the same time, the potential for the intersection of social responsibility with intercultural engagement is high.

Over the past three academic years 243 UE students participated in 23 short-term study abroad programs. While the number of short-term study abroad programs each year has remained fairly consistent, the diversity of academic disciplines and global regions is notable, as shown below.

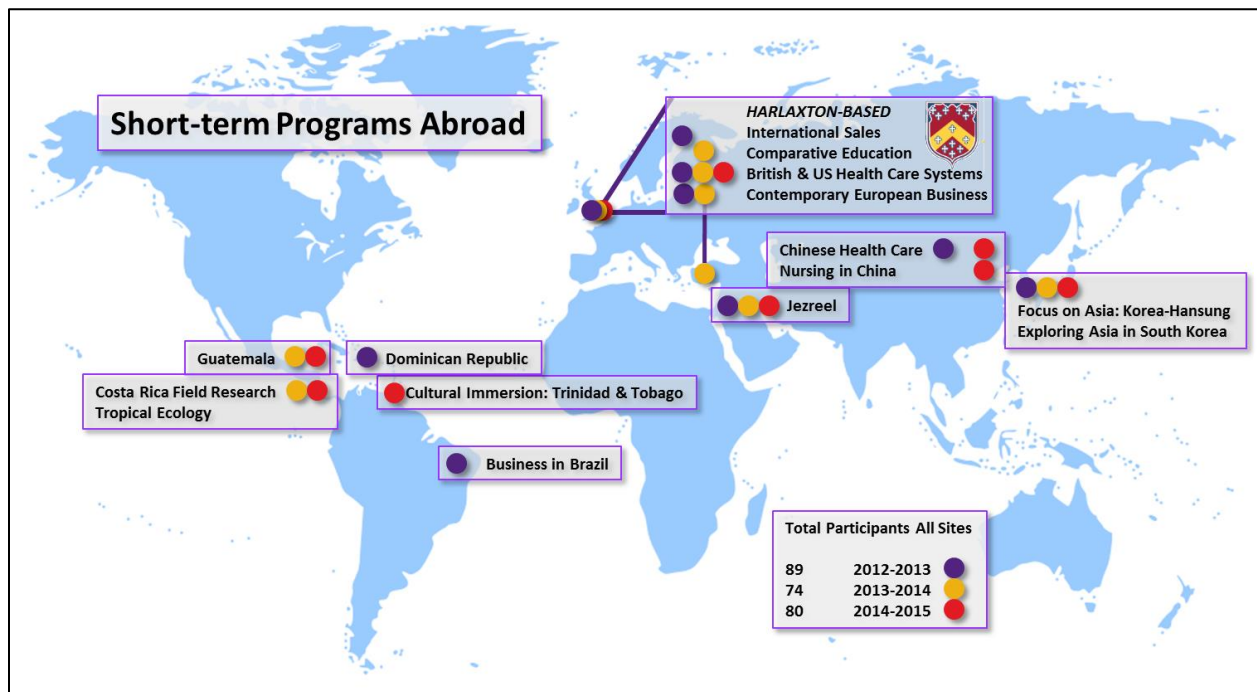


Figure 2.

Also as a result of the QI, the Office of Education Abroad is developing a common course for all students going abroad that will afford them the opportunity to reach the required outcomes of the global diversity-international component of *Enduring Foundations*, whether their experiences abroad are through a UE short-term program or through a partner provider's program. In its initial pilot stage now, students may elect to take the optional, not-for-credit course before and after their experiences abroad. The common course will offer an expanded version of our current pre-departure programming and will provide the direct measures that complement the other survey and evaluation data.



5. Harlaxton College: A Laboratory for Responsible Global Citizenship

Harlaxton's fundamental purpose is to develop in students the characteristics of global citizenship, thus our British campus continues to greatly enhance UE internationalization efforts. During the last three academic years, 626 students enrolled in the rigorous academic programs at Harlaxton. In addition to intensive coursework, students participate in independent and college-led travel; volunteer and engage with the local community; may elect to be a part of the Meet-a-Family experience; and also take part in academic, creative, social, and athletic activities.

In support of the QI, Harlaxton has intensified its focus on global citizenship in both curricular and non-curricular activities, especially through the British Studies program and the Student Development Office (SDO). The six-credit, interdisciplinary British Studies course (required of full-semester students) focuses on identity, culture, and the human condition over time. The course now includes content that aligns directly with the *Enduring Foundations* learning outcomes ensuring that all undergraduates at Harlaxton for a semester achieve the international diversity learning outcomes.

As stipulated in the QI, Harlaxton now instructs visiting faculty that at least one course offering must relate to international issues, and particularly the British/European environment. Academic content area specialists, SDO staff and staff in Evansville help visiting faculty develop international/social responsibility components of their proposed Harlaxton course offerings.

The SDO has added community engagement opportunities, volunteering opportunities, a student philanthropy committee, and travel focused on learning about the local community. Endeavors

focused on social responsibility likely will become more available as the restrictions on volunteer activities for those with student immigration status decreased in April 2015. In Fall 2013 Harlaxton student orientation was expanded to include sessions with British faculty and the Dean of Students that intentionally address the themes and skills attached to responsible global citizenship.

As of 2014-2015, students are asked at the end of each semester to submit a 500-word reflective piece that illustrates their journeys toward global citizenship. In Fall 2014 and Spring 2015, student surveys administered by Harlaxton SDO focusing on characteristics of global citizenship indicated the students' perceptions of the positive influence of their study-abroad experiences.

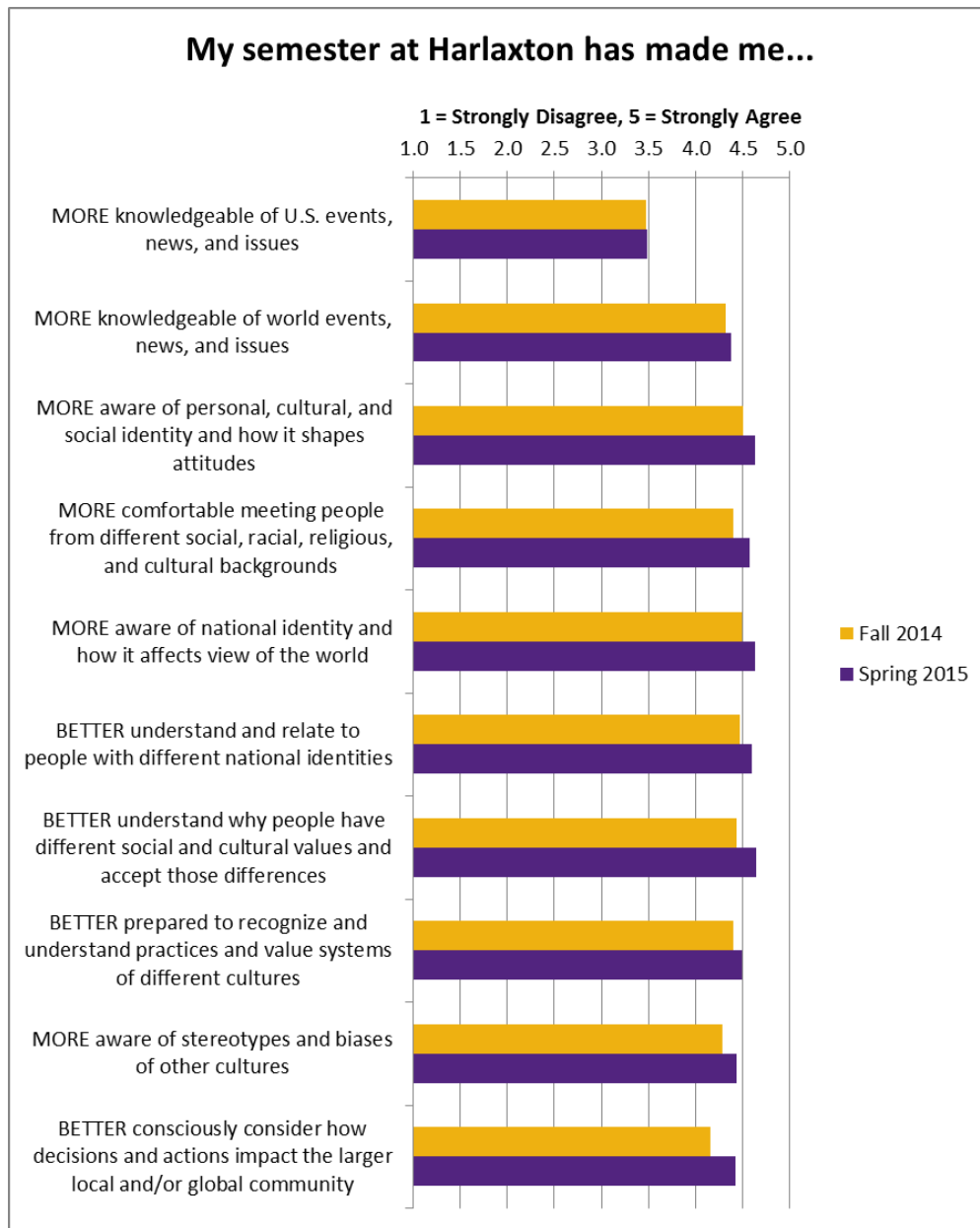


Figure 3.

Harlaxton continues to prove its value as a laboratory for responsible global citizenship. For example, the Manor served as an ideal base of operations for the QI-inspired Interfaith Pilgrimage Project in Spring 2013. This immersion experience in nearby Leicester focused on Abrahamic traditions. UK Imam, Ibrahim Mogra served as the guide, engaging students in dialogue as they explored an Anglican cathedral, a mosque, a synagogue, and an Islamic cemetery. The project offered a glimpse of what is possible when interfaith engagement is fostered through curricular and co-curricular experiences. The project was funded in part by a grant from the Indiana United Methodist Foundation.

Tools and Data that Resulted from the Initiative

We understand that increases in the number of international students on our home campus, increases in the number of students and faculty engaged abroad, and increases in the number and models of programs have already and will continue to represent a significant increase in opportunities for progress toward our goals. The increases in *numbers*, however, are necessary but not sufficient indicators of our success in developing responsible global citizens. We are also in the process of review and implementation of changes in programming, curriculum, and specific tools and measures to assess learning outcomes, especially those student learning outcomes that are most closely aligned with our global citizenship goals.

Rather than expand the use of the Intercultural Development Inventory as originally proposed in the QI proposal, we adopted the Global Perspective Inventory (GPI) as the assessment tool most appropriate for measuring the outcomes that closely align with our responsible global citizenship goals. We are using the GPI together with other tools already in place to evaluate where we are achieving our intended outcomes and where we need to focus more. We are engaging the community in discussions about strengths, weaknesses, and opportunities for improvement. We began conducting the GPI with various cohorts and cycles in Fall 2013. However, our initial analysis focuses on data from Harlaxton semester students who had completed both pre- and post- surveys as the best way to show the influence of study abroad on their cognitive, intrapersonal, and interpersonal growth.

As Figures 4-7 indicate on the following pages, data show positive changes across all measures related to global citizenship from pre- to post- study abroad in the Harlaxton semester cohort. However the change in almost all measures is less significant than we had expected.

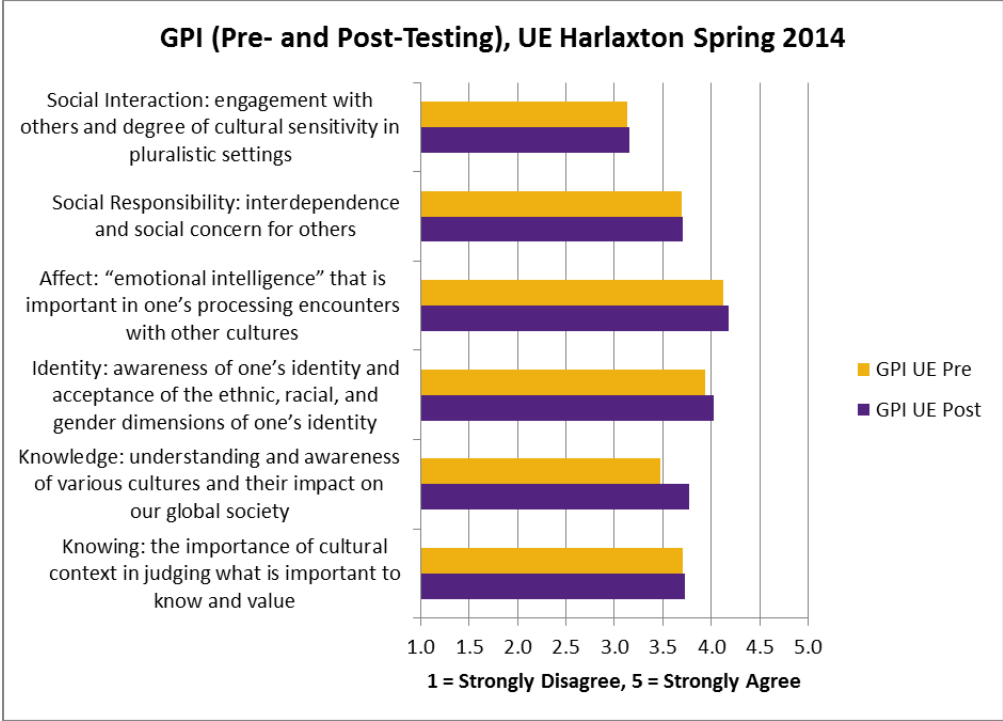


Figure 4.

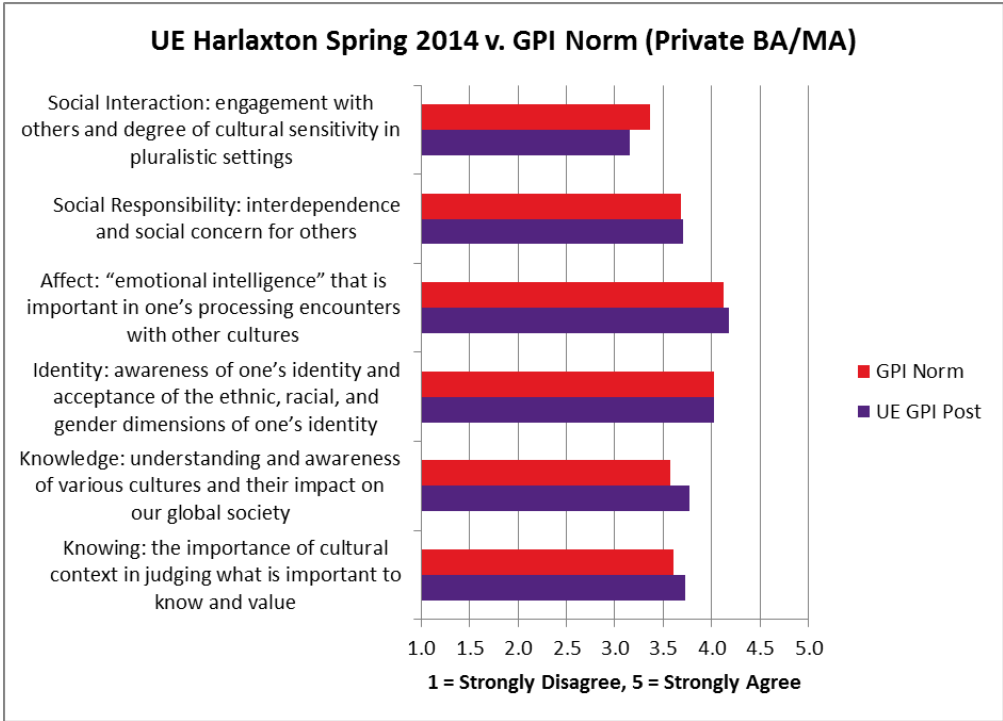


Figure 5.

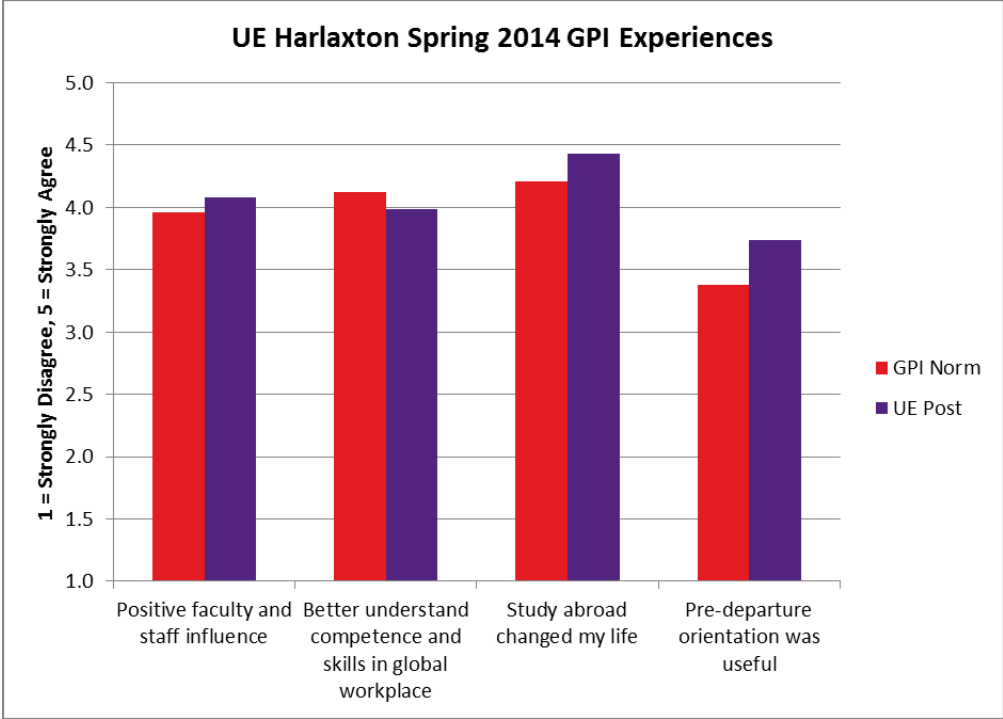


Figure 6.

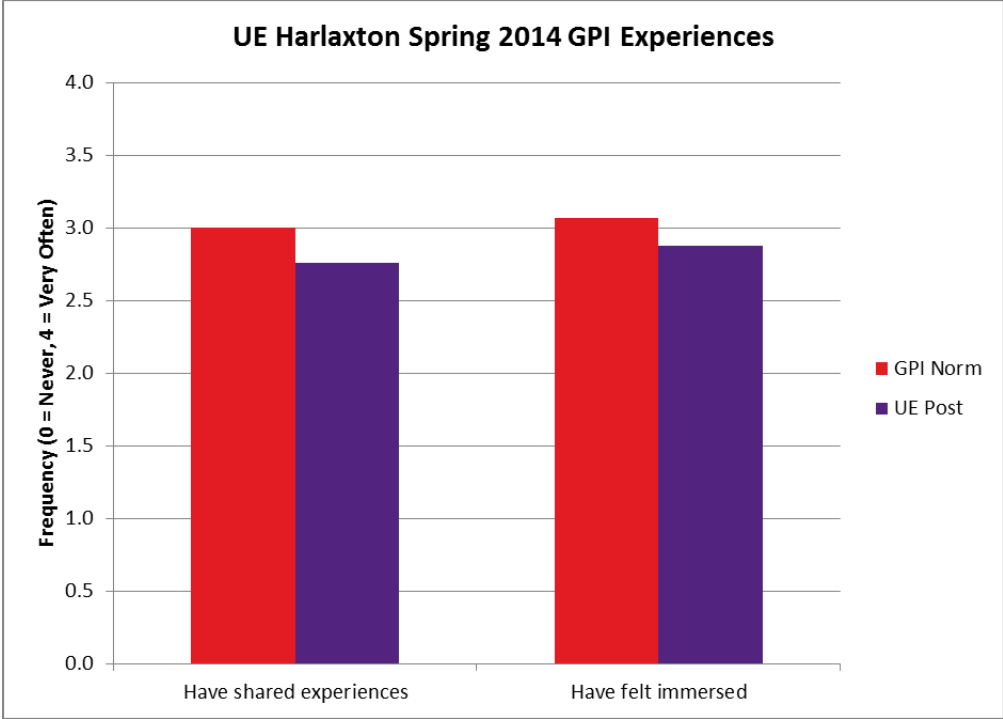


Figure 7.

Figure 8 presents data from Global Responsibility Surveys conducted by Harlaxton SDO in Fall 2014 and Spring 2015. Developed in-house, this survey overlaps some of the themes explored in the nationally-normed GPI, but with a special focus on characteristics we have identified as precursors to responsible global citizenship. Given that we have only collected two semesters of data, we will continue to gather and discuss the data in coming semesters to determine if the effects are based on variations in student demographics or in curricular and co-curricular differences.

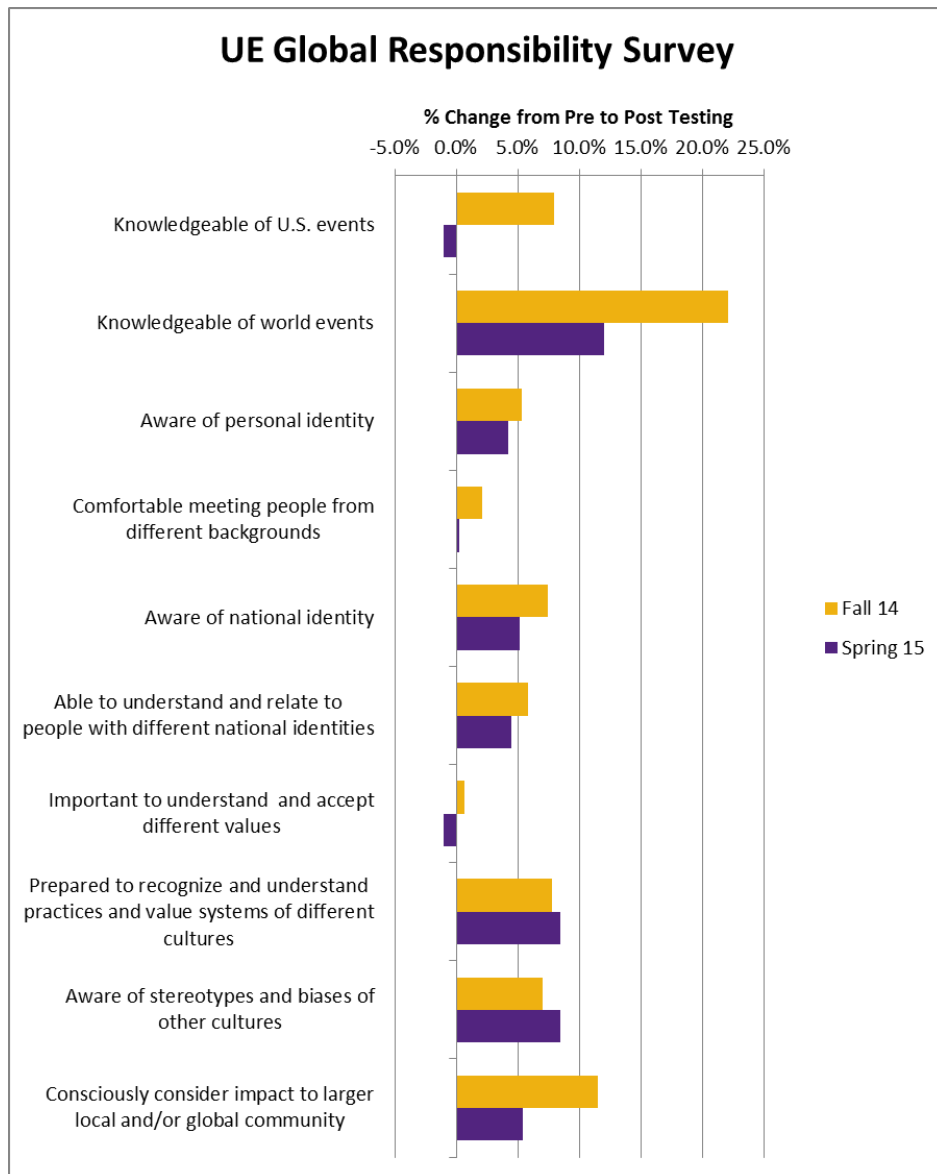


Figure 8.

Recent data from the National Survey of Student Engagement and relevant to the QI highlighted a challenge for future work. It indicated that UE seniors ranked 6 to 15 percentage points below other national norms (e.g., *US News* Top 15 Midwest, NAC&U, Carnegie Peers) in the category of “relating well to people from a race or ethnicity other than your own.” Freshmen were a bit better but still slightly below norms. The other questions about discussion with diverse others tended to show UE *above* the national average.

We will continue to review the evaluation and assessment measures of education abroad that are currently in use and the application of information gained from evaluation and assessment, especially as they relate to stated student learning outcomes associated with responsible global citizenship. The next step is to coordinate, communicate, and refine some of the data collection to develop a plan for better analyzing and interpreting the data.

Commitment to and Engagement in the QI

Widespread participation in the development and implementation of the QI, and changes in both leadership and administrative structure that support the effort clearly illustrate UE's solid commitment to the QI. These structural improvements are shown in Figure 9.

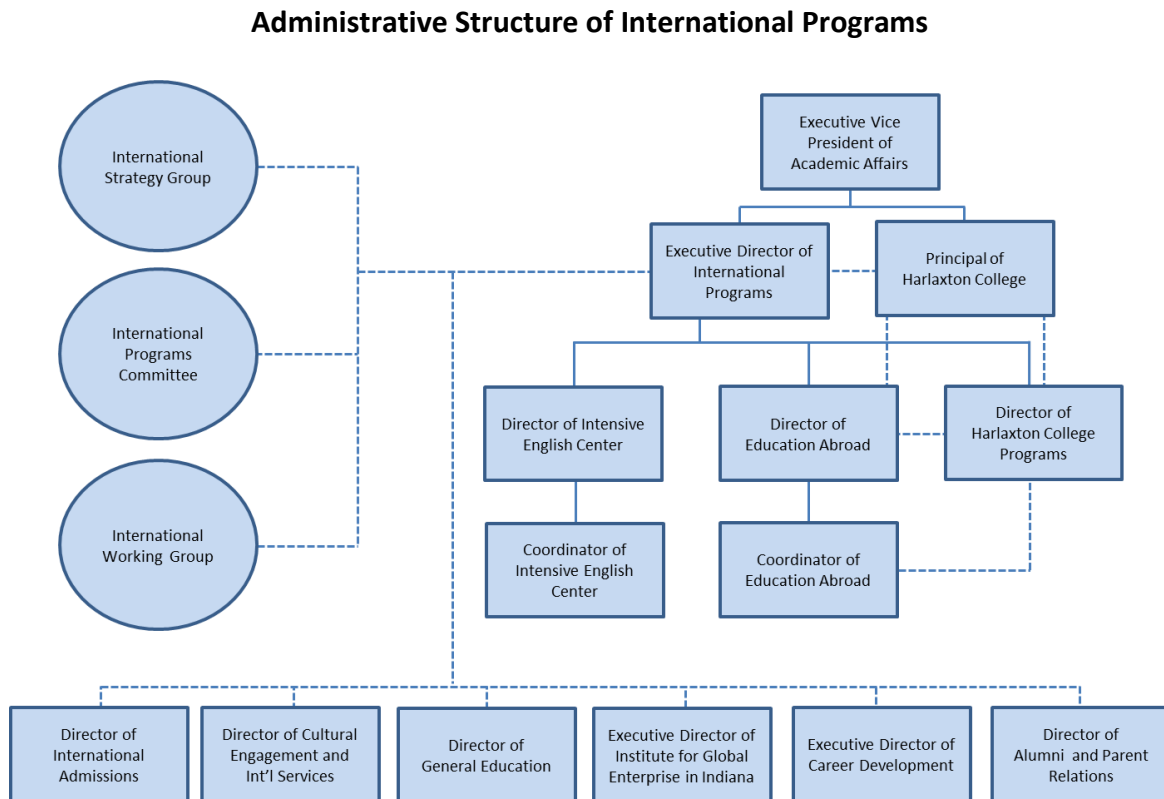


Figure 9.

A pivotal improvement was the establishment of the new position of Executive Director of International Programs in 2013. The senior international officer works with the campus community to fulfill the goal of providing a global education for every student; oversees the Office of Education Abroad/Harlaxton College and Intensive English Center; and facilitates collaboration across multiple academic and non-academic offices to advance international engagement on the Evansville campus and at international sites.

The Office of Education Abroad replaced the Office of Study Abroad/Harlaxton, to provide more comprehensive services to students, faculty, and staff, and better support learning outcomes and assessment. A new position of Coordinator of Education Abroad is focusing initially on enhancing short-term study abroad programs. A new position of Director of Harlaxton College Programs was created to enhance Harlaxton's role in promoting responsible global citizens.

The committee structure of the University and Board of Trustees was also altered to include:

- **International Strategy Group** (Vice Presidents from Academic Affairs, Student Affairs, Enrollment Services, and the Executive Director of International Programs) to ensure that the internationalization of programs and social responsibility curriculum integration proceed as institutional objectives,
- **International Programs Committee** to advise the Office of International Programs,
- **International Working Group** (front-line staff from Education Abroad, Intensive English Center, Cultural Engagement and International Services, and International Admissions), and
- **International Engagement Committee**, a Board of Trustees committee previously responsible for Harlaxton College, and now with a broader portfolio.

Faculty and administrators involved in the QI concur that this new structure has overcome much of the friction and the inefficiencies experienced prior to the QI. The new Office of International Programs has been particularly instrumental in creating efficiencies and synergies among collaborating programs. We believe these changes contributed significantly to the impressive outcomes discussed in this report.

Clearly reflecting the deep integration of the QI's internationalization and social responsibility agenda, UE launched a new marketing campaign to better represent its mission soon after the QI was accepted. Its logo is **IMPACT**, an acronym that brings together the qualities that UE imparts to its students. (See cover page.) The interrelated components include:

International, Meaningful, Personal, Accountable, Connected, and Transformational.

UE's choice to lead with *International* indicates an increased commitment to comprehensive internationalization. Components such as *meaningful* and *connected* are directly associated with increased social responsibility and community engagement.

Resource Provision

In addition to UE's strong foundation of internationally focused programs and the operation of our campus in the UK, we have invested a significant amount of additional human, financial, physical, and technological resources to support the QI.

1. Human Resources

We added eight new positions and expanded or modified additional positions. We estimate the total dollar investment thus far in human resources at \$439,000 since 2012-2013, taking into account the net result of new, revamped, and eliminated positions.

Positions added:

- Executive Director of International Programs (2013)
- Coordinator of Short-term Abroad Programs/Education Abroad (2013)
- Director of Harlaxton College Programs (2015)
- Cultural Engagement and International Services Administrative Assistant (2014)
- Social Responsibility Fellow (2015)
- 3 additional interns each year at Harlaxton

Positions expanded, modified, or eliminated:

- Director of Education Abroad (2015) (Director of Study Abroad eliminated)
- Increased salaries for instructors and staff in Intensive English Center and Cultural Engagement and International Services (2014)
- Academic Resource Center Assistant Director (2015)

2. Non-Human Resources (Financial, physical, and technological)

UE has committed an additional \$1,765,061 to QI programs and projects. The resources include the establishment of several endowments and special projects, as highlighted below:

- The *John H. Schroeder Global Scholars Endowed Fund* was established in 2013 to continue to fund faculty global research projects. Two to five faculty projects are selected each year. The Global Scholars program was established originally by IGEL.
- The *Ridgway Endowment for Faculty Excellence* was also created in 2013 to provide funds for travel, research, and curricular innovation, out of a gift of \$5 million from the estate of UE Life Trustee William L. Ridgway. As a result of the QI, 10 percent of the earnings of this endowment are specified for faculty who focus on internationalization and education abroad programs.
- **The Harlaxton Honors Project** will select 8 new freshmen in the UE Honors Program each summer, 2016-2018, to receive fellowships to attend a ten-day course at Harlaxton, free of charge. The one-credit course will focus on British culture, science, and identity.
- **Harlaxton Manor Renovations:** Over the past three years, UE has invested \$915,847 (which includes \$792,410 in grants and gifts) for physical improvements to the Manor's Lion Terrace, Italian Garden Wall, Schroeder Front Courtyard, and Pegasus Tower. Further information is at: <https://www.harlaxton.ac.uk/manor/recentRestorations.cfm>.

Figure 10 summarizes the total dollar value of the human and non-human resources committed to the QI thus far:

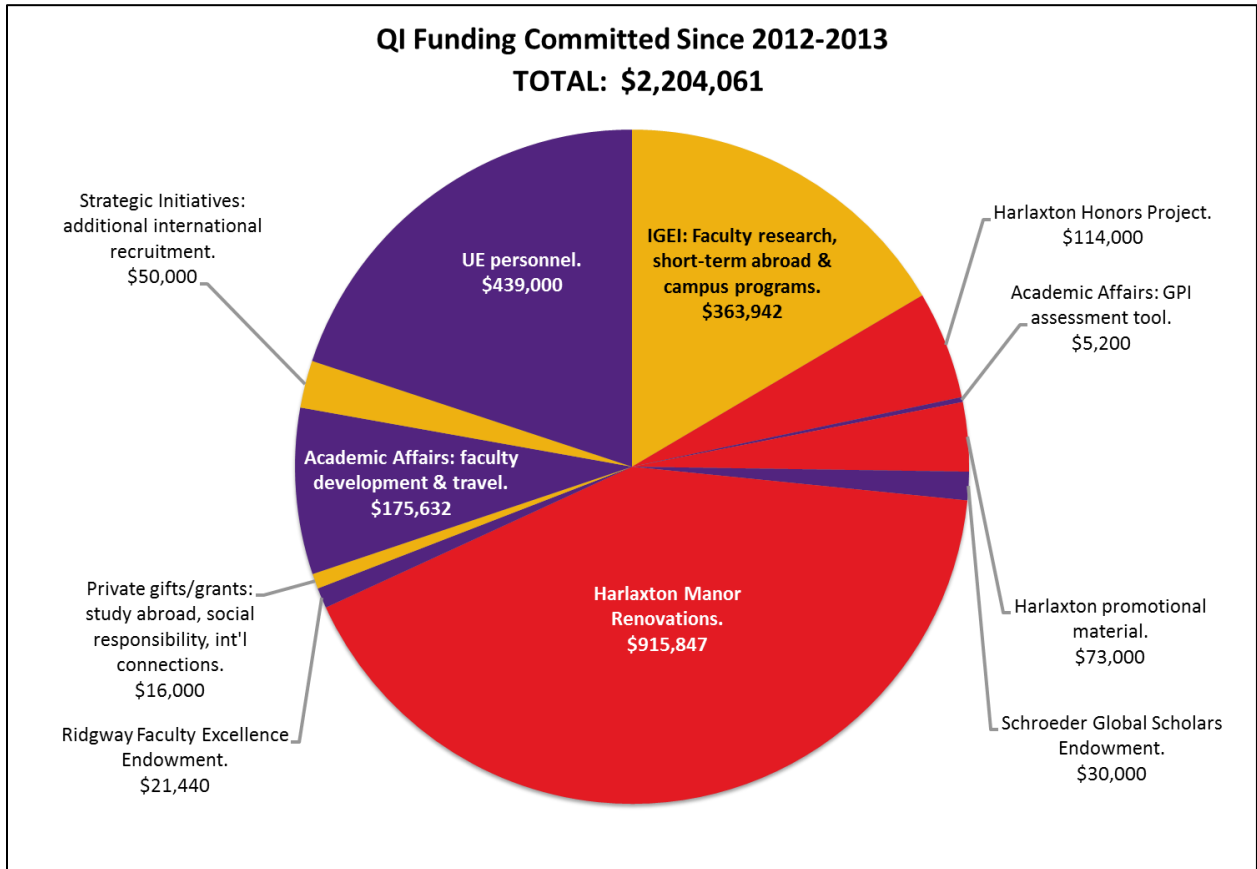


Figure 10.

Plans for the Future

With campus leaders inspired by the QI goals, successes, and further potential for integrating internationalization with social responsibility, we are committed to continuing and sharing the exciting change that is happening in the culture of the UE campus. In the area of Interfaith Initiatives, UE has submitted a grant proposal to the Lilly Endowment to fund the creation of the Institute for Peace and Understanding. This program would bring up to 30 high school students to UE during the summer to explore Christianity, Judaism, and Islam, as they discern their vocations and their responsibilities in being catalysts for peace and understanding in the world.

We are reaching out to other universities through scholarly publications and conference presentations to share our best practices. The following are examples:

- UE hosted the Eighth International Conference on Healthcare Systems and Global Business Issues at Harlaxton in June 2014. Delegates representing more than 40 institutions from Europe, the Middle East, and North America shared research and ideas to enhance teaching, and also discussed international partnership opportunities.
- UE Associate Professor of Archaeology Jennie Ebeling has been awarded the Annual Professorship at the W. F. Albright Institute of Archaeological Research in Jerusalem for Fall 2015. She will work on analysis and publication of the Jezreel Expedition program.
- UE faculty members will present *Bridging the GAP: Building Innovative and Effective Interdisciplinary Study Abroad Teams* at the 2015 Council on International Educational Exchange (CIEE) Annual Conference in Berlin, Germany in November 2015. GAP also will be featured in an upcoming book that New American College and Universities is commissioning.

UE is making substantial progress towards achieving the goals of the QI, as we continue to develop and implement components of our original proposal. The institution is building on a position of strength in internationalization and is encouraged with the integration of social responsibility initiatives. Ahead of schedule, we have achieved our initial goal for increasing the international student population on our home campus. With a deliberate, strategic approach to achieve greater integration and engagement of all university participants, we are instituting numerous successful initiatives and learning what is feasible in our five selected areas of international programming. The institution continues to improve the excellent Harlaxton College Study Abroad Program. We have added indicators such as the GPI to measure students' success in achieving our learning objectives and invested generous resources in this initiative. We look forward to expanding these efforts into 2015-2016 and beyond as we further strengthen an ongoing process of quality improvement in fostering responsible, global citizens.