**HUB 2014-15: Strategic Internationalization**

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**Mission/Vision**

Building on a strong precedent of local and regional commitment, MICA aspires to expand its understanding of, contribution to, and engagement with the global creative community. MICA is committed to creating an inclusive campus community that invites global perspectives and practices and prepares graduates to succeed in an increasingly inter-connected and complex world.

In order to achieve this vision for internationalization, MICA commits to:

- Provide the community with meaningful exposure to diverse perspectives, global content, and international experiences
- Enhance global content in projects, scholarship and research
- Increase international visibility and leadership for the purpose of attracting and enrolling higher numbers of international students
- Ensure international student success through curricular and co-curricular services
- Foster intercultural competence throughout the community

**Main Goals**

- Increase enrollment of international students through strategic communications, recruitment efforts, and partnerships.
- Ensure international student success through curricular and co-curricular services.
- Internationalize curriculum and increase intercultural competency of faculty, staff, and students.

**Action Steps**

**Short-Term:** 1 year
• Create permanent committee or structure to oversee MICA’s internationalization efforts.
  – Centralize decision making about strategic engagement through this committee of key stakeholders, prioritize key areas of the world, determine next steps for recruitment efforts, determine which campus community members will implement the action steps, and assess current separate efforts of existing retention/student success committees.
  – Create guidelines for improving resources for international students in departments, such as Admissions, International Affairs, Diversity and Intercultural Development, Career Development, Residence Life, Financial Aid, Health and Wellness, and Enrollment Services.
• Establish joint activities with MICA Office of Alumni/Parent Relations in order to work together to identify international alumni and create relations that support both advancement and recruitment.
  – Develop annual OPT reception to establish sustainable connections with international alumni before they leave Baltimore.
  – Develop city/country based receptions for newly admitted UG and Grad international students hosted by MICA alumni/parents/staff.
• Increase enrollment of international students in Summer Pre-College Programs as part of expanded recruitment efforts worldwide (e.g., Art Kylin partnership).
• Develop segmented recruitment and communication strategies targeted to international high school students in U.S. based boarding schools with strong ESL programs.
• Establish relationships with Embassies and Consulates both in the U.S. and abroad.
• Evaluate bridging programs for international students entering MICA with the potential for change/growth.
• Improve design and messaging targeted to international students in web and print collateral.
• Expand use of webcasts for recruitment purposes and improve effectiveness by involving current bilingual students.
• Increase enrollment of international students in Summer Pre-College Programs as part of expanded recruitment efforts worldwide.
  – Better leverage current and future international programming to introduce international students to MICA.
• Collect and analyze data from initial year of MAPWORKS use regarding international student performance and success.
• Develop a system for identifying international graduate students who are at risk.
• Explore history of MILE program and other international/intercultural living and learning communities in order to determine if MICA would like to continue such a model, as well as how to improve the model for all students.

• Create a cohesive mentoring program/network for undergraduate and graduate international students to replace InterLink and other redundant mentoring programs and determine where this program should be housed.

• Create weekly or bi-weekly H-Mart shuttles through Student Activities to meet demand.

• Facilitate a discussion with Parkhurst regarding the inclusion of more authentic culture-specific food choices in order to create a long-term plan for more inclusive menus or explore other options to potentially release students from meal plan.

• Address the Writing Studio’s need for more ESL-trained tutors.
  – Explore the possibility of utilizing graduate interns from UMBC’s ESL program to serve as tutors for ESL students.

• Define intercultural student learning objectives that should be integrated into all programs, wherever appropriate.
  – Conduct an audit of existing course offerings and projects that deliver MICA’s intercultural SLO’s in order to identify gaps in curriculum that should be addressed and propose new/revised courses.
  – Expand the number of foundation international linkage sections as needed.
  – Audit the program learning outcomes summarized in the diversity/international appendix to THE annual report to know what’s going on relative to diversity in each program

• Define instructional competencies for working with international students that are valued in the faculty and develop resources and faculty professional development to include effective attitudes and techniques for integrating English language learners in MICA classes.
  – Conduct a faculty needs assessment survey to determine priorities for a faculty training program for working with English language learners.
  – Begin small faculty/staff training pilots.
  – Compile a library of resources to aid faculty and staff in their support of students in and out of the classroom.
  – Provide training at New Faculty Orientation for working with multicultural students.
  – Provide training for Department Chairs and Directors.
• Continue to assess ESL curricular and programming needs in the Foundation year and beyond.
  – Hire a second Humanistic Studies ESL full-time instructor to teach Critical Inquiry and upper level courses.
  – Hire a second studio ESL full-time instructor to teach Elements of Visual Thinking and upper level studio courses.
  – Hire an Art History ESL full-time instructor to deliver Art Matters courses and assist with faculty training in Art History.
  – Identify curricular areas of need in intermediate level courses.
• Prioritize scheduling, staffing, and instructional resources for existing ESL classes that serve international students.

**Mid-Term: 5 year**

• Create stronger international partnerships through consortia relationships.
• Create business partnerships for career pathways for both international and domestic students.
• Create inventory of MICA International Alumni by city/region and determine where there are pockets of alumni for critical initiatives.
• Create Pipeline articulation agreements (1 +3 and 2 +2 programs).
  – Future programs in India, Turkey, and Middle East.
  – Singapore
• Create a streamlined plan for assessing international student needs that will include a longitudinal assessment of international student success based on key performance benchmarks.
• Determine how best to meet the need for cross-cultural skills training for faculty, staff, and students.
  – Establish a Center for Teaching and Learning to help develop sustained faculty and staff training, including cross cultural competencies.
• Develop a more comprehensive strategy for using Mapworks to identify and intervene with international undergraduate students who are at risk.
• Explore and support non-western critique and learning model.
• Increase the number of graduate and undergraduate students studying abroad through faculty, campus, and financial support.
– Explore sustainable funding models for semester study abroad in order to increase numbers of students able to study abroad.

– Designate study/intern abroad scholarships as an institutional priority.

– Engage International Affairs to identify and expand discipline-specific study abroad that integrate into academic programs.

– Create appropriate staffing in order to move short-term study abroad program development and administration to International Affairs if appropriate.

• Develop a resource for international faculty professional development that includes opportunities such as residencies, conferences, trips, and grants.

• Determine how best to meet the challenge and perception of plagiarism across cultures, and create a streamlined course of action and programming to help meet this challenge.

• Address the Writing Studio’s need for more ESL-trained tutors.

  – Explore the possibility of utilizing graduate interns from UMBC’s ESL program to serve as tutors for ESL students.

• Determine how best to promote information literacy among international students and explore how MICA faculty and staff can support and collaborate with the library in these efforts.

  – Assist the library as they determine if the Resource Advisor Program is the most effective program to achieve these goals. If so, how can MICA support and help this program grow. If not, what are the alternatives?

• Explore Graduate-level ESL curricular development.

• Develop an upper level writing support course.

Long-term: 10 year

• Expand MICA’s online presence for the purpose of recruitment, visibility, and the development of international communities of students, parents, and alumni.

• Explore the expansion of recruitment in key areas of the world.

• Create funding to support exhibition opportunities for international alumni to raise MICA visibility abroad.

• Determine how to involve international students in study abroad, community engagement, and service learning.
• Student Success Committee will create a streamlined plan for the assessment of international student’s needs and areas of interest that will include a longitudinal assessment of international student success based on key performance benchmarks.

• Provide access to foreign language and ESL instruction and opportunities that will allow students to develop communication skills appropriate to their academic and artistic goals.

• Enhance and integrate artistic and cultural activities in the curriculum, as well as cultural programming through Student Affairs, and encourage participation from entire MICA community.

• Engage with international higher education organizations and institutions in order to build curricular partnerships and opportunities.

• Explore international artist in residence.

• Explore possible “international/intercultural scholar program.”