



QUALITY ENHANCEMENT PLAN

*Liberal Education in an International Context:  
Preparing Students for a Globally Competitive World*



February 22, 2008

Dear Members of the On-Site Committee,

I am pleased to submit Bellarmine University's Quality Enhancement Plan, "Liberal Education in an International Context: Preparing Students for a Globally Competitive World," as part of the 2008 reaffirmation of accreditation process.

International education is a critical feature of our plans for strategic growth and expansion. One of the five major themes of Bellarmine's strategic plan is to integrate an international focus into curricular and co-curricular programs, underscoring our belief that the Bellarmine educational experience must be characterized by a commitment to internationalization. Our broad-sweeping and ambitious Vision 2020, which will help us achieve our mission and underpins our strategic planning, further emphasizes fostering an international community of talented and diverse people studying a broad range of topics and issues.

With the support of the Bellarmine community, I endorse this Quality Enhancement Plan and anticipate its positive impact on student learning at our institution. We look forward to your visit in March and further discussion of our plans.

Sincerely,

A handwritten signature in cursive script that reads "Joseph J. McGowan". The signature is written in black ink and is positioned above the printed name.

Joseph J. McGowan

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## Overview

The objective of this Quality Enhancement Plan (QEP) is to internationalize the student learning experience. The two major goals are to 1) enhance international curricular offerings and 2) increase student and faculty participation in international experiences.

Bellarmino is strategically positioned to develop our students as global citizens. Preparing students to perform successfully in a rapidly changing, global environment is fundamental to our academic mission, and a focus on enhanced cross-cultural diversity and awareness aligns with our institutional identity as an independent Catholic university. Our plans for strategic growth and expansion, developed in a community-wide effort from 2003 to 2006, feature internationalization of curricular and co-curricular programs. Quantitative and qualitative data indicate international experiences are increasingly a priority for Bellarmine students, and an institutional focus on international education addresses a critical gap in the student experience at Bellarmine. This emphasis on student learning in a global context will shape our work towards achieving the Vision 2020 goal of becoming the premier independent Catholic university in the region.

There are six major initiatives to implement during the course of our QEP, each with associated activities necessary to accomplish the curricular and experiential goals of our plan. Each initiative is tied to one or more student learning outcomes and will be implemented in phases in order to build the appropriate curricular, faculty development, and administrative foundation.

## Goals, Initiatives, and Student Learning Outcomes

Three initiatives address enhancing curricular offerings (Goal One) and the remaining three initiatives target an increase in student and faculty participation in international experiences (Goal Two). Thus our plan is organized around enhancing student learning in an international context inside and outside the classroom. We have identified faculty development as a critical strategy for attaining these curricular and experiential goals. This emphasis on faculty development also reflects best practices in internationalization on university campuses.

The QEP Working Group identified student learning outcomes early in the planning process to help refine the priorities of the QEP and determine measurable objectives for the five-year plan. Each initiative is tied to one or more of four student learning outcomes, which reflect knowledge, skills, and attitudinal types of global competencies.<sup>1</sup> As a result of the QEP, Bellarmine students will be able to:

- ▶ Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world;
- ▶ Demonstrate basic communication skills in a foreign language;
- ▶ Demonstrate an improved understanding of geography; and
- ▶ Apply a global perspective to analyses of social, economic, political, and environmental issues.

<sup>1</sup> Olson, Christa L., Madeleine F. Green, and Barbara A. Hill, "Building a Strategic Framework for Comprehensive Internationalization," American Council on Education, 2005. p. 11.

The table below highlights how QEP goals and activities align with student learning outcomes and outlines the responsible administrative area and timeline for implementation.

**Table 1: QEP At-A-Glance**

<i>Initiative</i>	<i>Activities</i>	<i>Student Learning Outcomes</i>	<i>Responsibility</i>	<i>Timeline</i>
<b>Goal One: Enhance International Curriculum Offerings</b>				
<b><i>Interdisciplinary (IDC) Program</i></b> – Enhance trans-cultural learning in the Interdisciplinary (IDC) program by modifying delivery of IDC courses through faculty development in global competencies.	Faculty development, curricular planning, increase IDC 301 courses taught abroad.	1,4	IDC Program	Phase I 2008-2010
	Evaluate and revise IDC 401 and 200 courses.	1,4	IDC Program	Phase II 2011-2013
<b><i>Geography in General Education Curriculum</i></b> – Facilitate infusion of geography throughout General Education curriculum through faculty training, curriculum development, and instructional resource enhancement.	Map geographic competencies onto menu of General Education courses; enhance faculty expertise by adding two full-time faculty positions in earth science and cultural geography.	3	General Education Subcommittee	Phase I 2008-2010
	Acquire appropriate instructional tools; faculty development in geographic competencies.	3	General Education Subcommittee	Phase II 2011-2013
<b><i>Foreign Language Study</i></b> – Increase participation in foreign language study.	Explore and propose an approach for implementing a foreign language competency requirement.	2	Foreign Language Department, Bellarmine College Dean	Phase I 2008-2010
	Implement approved approach and add a full-time faculty position based on enrollment needs.	2	Foreign Language Department, Bellarmine College Dean	Phase II 2011-2013

<i>Initiative</i>	<i>Activities</i>	<i>Student Learning Outcomes</i>	<i>Responsibility</i>	<i>Timeline</i>
<b>Goal Two: Increase Student and Faculty Participation in International Experiences</b>				
<b><i>Study Abroad</i></b> – Enhance study abroad opportunities by providing resources and incentives for faculty to develop courses and participate in teaching abroad.	Enhance faculty development in advising and course development; provide funding for travel abroad; create more short-term study abroad opportunities.	1,2,3,4	International Programs Office	Phase I and II 2008-2013
<b><i>International Student Recruitment</i></b> – Increase recruitment of and support for international students.	Build campus environment and administrative capacity for more international students.	1	International Programs Office, Enrollment Management	Phase I 2008-2010
	Increase strategic recruitment efforts of international degree-seeking students.	1	International Programs Office, Enrollment Management	Phase II 2011-2013
<b><i>Campus Culture</i></b> – Internationalize the campus environment by increasing transcultural events.	Enhance international programming and increase cultural events.	1	Office of Multicultural Affairs	Phase I 2008-2010
	Internationalize campus spaces	1	President, Cabinet	Phase II 2011-2013

### Assessment

A variety of quantitative and qualitative assessment tools will be used to measure achievement of student learning outcomes. These include student engagement surveys, measures of intercultural development, portfolio evidence, and nationally-normed tests of academic achievement in key areas. The implementation and assessment of the QEP is integrated into Bellarmine’s Continuous Assessment and Improvement Cycle, our central mechanism for institutional effectiveness. The QEP is a feature of our strategic planning, and its initiatives are included in the university Operational Plan, which outlines the strategies, timeline, and financial commitments necessary for achieving strategic and Vision 2020 goals. Annual assessment data, also tied to strategic planning, will reflect QEP-related outcomes and be analyzed as part of our annual assessment process. These data will ultimately drive budget decisions as implementation of our plan moves forward.

## Budget

A significant amount of the funding required to successfully implement the QEP is already in place, including three faculty positions, student engagement survey and other assessment funding, and administrative staff time committed to implementation efforts. Existing operating funds will be supplemented by a \$3 million endowed gift designated for internationalization. The Student Government Association has committed \$2,000 per year from its budget to help fund student travel as a demonstration of student support for the QEP.

## Implementation

Implementation for the QEP resides in the Office of Academic Affairs, under the direction of the Senior Vice President for Academic Affairs. The QEP Project Manager is Executive Assistant to the Senior Vice President and will chair the QEP Implementation Committee, comprised of students, faculty, and administrators from academic and administrative units university-wide. A new Office of Multicultural Affairs under the Vice President of Student and Academic Life will support co-curricular QEP activities. We will also make changes in the administrative structure of our International Programs Office and Foreign Language department in the first phase of the QEP to ensure administrative capacity for successful implementation.

## SACS QEP Evaluation Indicators

Student learning outcomes and priorities for the QEP were developed in line with best practices as defined by the American Council on Education, and the development, assessment, and implementation of the plan align with Southern Association of Colleges and Schools (SACS) criteria for institutional quality enhancement plans as outlined in the table below.

**Table 2: SACS QEP Evaluation Indicators**

<i>SACS QEP Evaluation Indicators</i>	<i>QEP alignment with SACS indicators</i>	<i>QEP Page</i>
Broad-Based Institutional Process Guided by Assessment	<p>One of the five major themes of Bellarmine's strategic plan is to integrate an international focus into curricular and co-curricular programs, underscoring our belief that the Bellarmine educational experience must be characterized by a commitment to internationalization.</p> <p>Quantitative and qualitative student enrollment and survey data reflect international education as a student priority, and graduates indicate a preference for more cross-cultural growth in their educational experience.</p> <p>The QEP topic was developed with faculty, staff, student, and administration support and emerged from a strategic planning effort conducted across the community from 2003 to 2006.</p>	

<i>SACS QEP Evaluation Indicators</i>	<i>QEP alignment with SACS indicators</i>	<i>QEP Page</i>
Focus on Student Learning and Institutional Mission	<p>Each of the six QEP initiatives is tied to one or more of four student learning outcomes, which reflect knowledge, skills, and attitudinal types of global competencies.</p> <p>Preparing students to perform successfully in a rapidly changing, global environment is fundamental to Bellarmine’s institutional mission to educate “talented, diverse students of many faiths, ages, nations, and cultures” in the context of “a broad range of compelling concerns that are regional, national and international.”</p>	
Demonstration of Institutional Capability	<p>The appropriate administrative structure is being developed to support implementation of the plan, and Bellarmine has dedicated appropriate funding, new and in-kind, to support QEP initiatives.</p> <p>Oversight responsibility for the QEP lies with the Academic Affairs office, under the direction of the Senior Vice President for Academic Affairs. The QEP Implementation Committee is staffed with qualified individuals assigned to administer and oversee QEP implementation.</p>	
Broad-Based Involvement in Development & Implementation	<p>The QEP Working Group was convened in fall 2006 and included faculty, administrators, and staff representatives from across the university, each having an interest or expertise in international education.</p> <p>The QEP Implementation Committee, selected in fall 2007, is comprised of faculty, administrators, and student representatives from relevant academic and administrative units university-wide.</p>	
Goals and Assessment Plan	<p>There are specific goals and initiatives for each component of the QEP tied to student learning outcomes. A variety of quantitative and qualitative assessment tools will be used to measure achievement of student learning outcomes.</p>	



## Rationale

Preparing students to perform successfully in a rapidly changing, global environment is fundamental to Bellarmine’s institutional mission to educate “talented, diverse students of many faiths, ages, nations, and cultures” in the context of “a broad range of compelling concerns that are regional, national and international.”<sup>2</sup> Global consciousness has long been integral to our intellectual tradition as an independent Catholic university, particularly in the inspiration we derive from Thomas Merton, the late monk from the Abbey of Gethsemani, whose philosophy and writings on the value of cross-cultural and inter-faith awareness and diversity are at the core of our community values and our Catholic identity.

Internationalization is part of our educational tradition as a liberal arts institution. Educating students for jobs and lives of local influence simply will not suffice in a world interconnected by earth-spanning technology, cultural confluence, global politics, and international trade. Liberal arts education has always pursued an understanding of the self in relation to society and the student’s culture and place. Understanding the self is a timeless challenge, making the writings of the ancient Greek philosophers as relevant today as they were thousands of years ago. Our students’ social environment, however, is changing at a rapidly accelerating rate, with definitions of culture and place constantly expanding.<sup>3</sup> To help students understand themselves in a cultural context therefore requires constant reassessment and adaptation of the liberal arts curriculum.

A 1999 meeting of educators convened by the Carnegie Corporation addressed the question of relevance in liberal arts education, concluding that societal transcendence of national and cultural boundaries in the 21st century has made it impossible to understand one’s own culture without comparing it to other cultures of the world. For this reason, the Carnegie panel concludes that trans-cultural education has become an essential element of the liberal arts model of higher education:

*Future-oriented liberal education must prepare students to function effectively in a multicultural society and in a world where national borders may sometimes blur. The capacity to understand and communicate with people of other cultures begins with an understanding of one’s own culture and its relationship to others.<sup>4</sup>*

<sup>2</sup> Bellarmine University mission statement, <http://www.bellarmino.edu/about/mission.asp>.

<sup>3</sup> Friedman, T. L. 2005. *The world is flat*. New York: Farrar, Strauss and Girou.;

Taylor, M. L. 2006. *Generation NeXt Comes to College: 2006 Updates and Emerging Issues*;

Carlson, S. 2005. “The net generation comes to college.” *The Chronicle of Higher Education*, 52(7):A34.

<sup>4</sup> Barker, Carol M. 2000. *Liberal Arts Education for a Global Society*. The Carnegie Corporation, New York. <http://www.carnegie.org/sub/pubs/libarts.pdf>

## INTRODUCTION

Higher education literature also provides encouraging evidence of the effectiveness of trans-cultural initiatives in liberal arts institutions like Bellarmine. In a 2006 study of 349 baccalaureate institutions, Paul Umbach and George Kuh concluded that although many schools of Bellarmine's size and scope may have a less geographically diverse student body than larger universities, the student experiences with diversity at liberal arts institutions can be superior if they are enriched by curricular and co-curricular initiatives that enhance interactions among peers of diverse backgrounds.<sup>5</sup> Thus a global orientation is not only consistent with our mission as a liberal arts institution and necessary to our continuing relevance, but also manageable in terms of costs and benefits to our students.

International education is also a critical feature of our plans for strategic growth and expansion. One of the five major themes (provided in Appendix A) of Bellarmine's strategic plan,<sup>6</sup> established in August 2006, is to integrate an international focus into curricular and co-curricular programs. This underscores our belief that the Bellarmine educational experience must be characterized by a commitment to internationalization. Our broad-sweeping and ambitious Vision 2020,<sup>7</sup> which will help us achieve our mission and underpins our strategic planning, further emphasizes fostering an international community of talented and diverse people studying a broad range of topics and issues.

Exposure to international cultures is a priority for our state and our region, as well. The May 2004 report from the Kentucky International Education Summit charges our schools to provide Kentucky citizens with an understanding of cultures beyond national borders. Education in our state should stress basic literacy in geography, world history, and foreign languages and foster a world view that includes "an awareness of and knowledge about global issues and how they affect the people of Kentucky and the United States."<sup>8</sup>

Employers recognize the importance of an international emphasis in higher education. In a January 2008 survey of employers conducted on behalf of the Association of American Colleges and Universities, employers noted "global knowledge" and "intercultural skills" as two of twelve key qualities for job preparedness. College graduates scored particularly low in the global knowledge attribute, with as many as 46% considered not well prepared.<sup>9</sup> An infusion of global education into curricular and co-curricular offerings is thus needed to fulfill our institutional mission to prepare students for today's workforce.

These priorities are appropriate because Kentucky's populace is more place-bound than the U.S. population as a whole, and Kentucky students' exposure to different nationalities is often limited. According to the 2000 census, only two percent of Kentucky's population was born outside the United States. Only five other states have a lower proportion of residents with international backgrounds.<sup>10</sup> Even re-location within the country is limited; 74% of Kentuckians were born within the state's boundaries.<sup>11</sup> These geographic limitations

5 Umbach, Paul D. and George D. Kuh. 2006. Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness. *The Journal of Higher Education*, 77(1): 169-192. [http://muse.jhu.edu/journals/journal\\_of\\_higher\\_education/v077/77.1umbach.pdf](http://muse.jhu.edu/journals/journal_of_higher_education/v077/77.1umbach.pdf)

6 Strategic Plan Framework, August 2006.

7 Bellarmine University Vision 2020, <http://www.bellarmino.edu/vision/>.

8 "Kentucky International Education Summit Report," May 2004, p. 7. <http://www.internationaled.org/publications/KYSummit.pdf>

9 "How Should Colleges Assess and Improve Student Learning? Employers' Views on the Accountability Challenge," A Survey of Employers Conducted on Behalf of the Association of American Colleges and Universities, January 9, 2008. p. 3. [http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf).

10 The Foreign-Born Population: Census 2000 Brief. U.S. Census Bureau. <http://www.census.gov/prod/2003pubs/c2kbr-34.pdf>

11 Profile of General Demographic Characteristics: 2000, Geographic Area Kentucky. U.S. Census Bureau. <http://censtats.census.gov/data/KY/04021.pdf>

are reflected in the Bellarmine student population; for much of its history, Bellarmine has projected the image of a “neighborhood university,” drawing most of its students from the primarily white, middle-class local population. For example, five years ago as many as 57% of the freshman class was from Louisville and surrounding Jefferson County, with only 21% of students from outside Kentucky. This trend is changing, however, as illustrated by the fall 2007 freshman class, Bellarmine’s most geographically diverse class ever: 35% are from Jefferson County, 33% from Kentucky, and 32% from out of state. Table 3 illustrates this changing demographic over five years. We recognize that while strong community ties are a source of institutional strength, it is important to continue to diversify the student population to enhance the Bellarmine experience.

**Table 3: Residency by Cohort, 2003-2007**

<i>Cohort</i> <i>(trad. first-time freshmen)</i>	<i>Jefferson County %</i>	<i>In-State %</i> <i>(outside Louisville)</i>	<i>Out-of State %</i>
2003	57	22	21
2004	50	22	28
2005	43	24	33
2006	33	38	29
2007	35	33	32
<b>5-year average</b>	<b>43</b>	<b>28</b>	<b>29</b>

An internationally focused QEP offers a response to the critical social and institutional mandates for global education and addresses a critical gap in the student experience at Bellarmine. Quantitative and qualitative data indicate that our students want and expect international and transcultural experiences, but graduate feedback indicates a lack of cross-cultural growth in their education. In National Survey of Student Engagement (NSSE) data for the past five years, Bellarmine seniors’ ranking of their growth in understanding people of other racial and ethnic backgrounds was lower than the national average. For the past five years students’ perceived emphasis on contact with students from different economic, social, and racial or ethnic backgrounds also has fallen below national averages.<sup>12</sup>

These trends cannot be attributed to lack of student interest upon entering the university; in fact, international experiences are increasingly a priority for Bellarmine students. In the 2007 Cooperative Institutional Research Program (CIRP) survey of incoming first-year full-time students, 51.9 % of respondents identified “improving my understanding of other countries and cultures” as an essential objective of their college education, compared to 47.5% in 2006. NSSE data demonstrate increasing numbers of entering freshmen planning to study foreign language, and CIRP surveys indicate a more than 20 percent increase since 2003 in the number of freshmen planning to study abroad.<sup>13</sup>

<sup>12</sup> Appendix D, Bellarmine University National Survey of Student Engagement Summary Data, 2003-2007.

<sup>13</sup> Appendix E, Bellarmine University Cooperative Institutional Research Survey Summary Data, 2003-2007.

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Similar student feedback surfaced in spring 2006, when a task force was convened to study the history and potential of the Interdisciplinary (IDC) Program. This central element of our General Education curriculum is designed to provide a coherent, integrated, and developmental sequence of courses for undergraduate students as they progress through their undergraduate course work. Two separate student groups conducted surveys to contribute to the study, and each highlighted the importance of diversity and transcultural experiences. One group proposed restructuring the entire sequence around internationalization to facilitate “awareness of other cultures, experience with another lifestyle, and gaining a different perspective of the world.”<sup>14</sup> The QEP will address these student concerns.

Foreign language study is another important challenge addressed by the QEP. Despite the strength of our General Education curriculum, many individuals have identified the need to include a foreign language requirement. Faculty members have proposed a requirement several times the past 20 years, but other curricular concerns have taken priority. A spring 2007 survey of faculty and staff reflects continuing interest in a foreign language requirement, however: 86% of 233 respondents support a requirement for all Bachelor of Arts degree recipients, and 66% support a requirement for all Bellarmine graduates.<sup>15</sup>

Currently, only three majors require a foreign language component, and it is still absent from the General Education curriculum. Fall enrollment in all foreign language classes combined was below 200 students (less than 10% of the student body) for each of the past 10 years. Bellarmine NSSE scores on foreign language study continue to fall below national averages,<sup>16</sup> although as highlighted above, more and more entering freshmen are showing an interest in foreign language study. Additionally, incoming students are much better prepared for foreign language study than was the case a decade ago. The state of Kentucky has elevated expectations for high school students in recent years, and our surveys of incoming students indicate that up to 89% of students studied one or more foreign languages in high school, most for at least two years.

Bellarmino's full-time faculty is increasingly diverse in international experience as well. In anticipation of the first year of the QEP, a number of faculty hires were aligned with internationalization objectives in order to enhance capacity for new and revised curricular offerings. Hires include two new foreign language positions in 2007-08 and 2008-09 as well as two more new positions in earth science and cultural geography/anthropology. Thus faculty expertise in QEP-related disciplines is augmented, and the addition of new faculty with international research backgrounds and experience will increase available international exposure for the Bellarmine community.

As a Kentucky private liberal arts institution clearly committed to internationalization with a student population ever more interested in developing cross-cultural understanding, Bellarmine is uniquely positioned to develop our students as global citizens.

<sup>14</sup> “Preparing Students to Become Critical Students of the World,” IDC Taskforce Report, September 2007, p. 61.

<sup>15</sup> Appendix F, International Interest Survey Summary Report, spring 2007.

<sup>16</sup> Appendix D, Bellarmine University National Survey of Student Engagement Summary Data, 2003-2007.

## Topic Selection

Bellarmino's selection of an appropriate QEP focus was developed with broad institutional support and emerged from a strategic planning effort conducted across the community from 2003 to 2006. This research-based planning process was an inclusive, informed, and intense reflection on Bellarmino's nature, purpose, character, and resources. Faculty, staff, students, administrators, alumni, and the local community worked to complete a strategic plan in August 2006 that identifies internationalization as one of the five major strategic directions for the university: to "integrate an international focus and sensibility into all curricular and co-curricular programs." Two other possible QEP topics emerged from this exercise, including strengthening campus community and developing a stronger environmental mission. All three topics were presented to the President and his Cabinet (comprised of the senior vice president for academic affairs, the vice president for administration and finance, the vice president for development and alumni relations, the vice president for academic and student life, the vice president for enrollment management, and the vice president for communications and public affairs) in summer 2006 to enlist early administrative support.

President McGowan set aside time in the fall 2006 fall retreat for faculty and staff to finalize selection of the QEP topic from among the three themes identified in the strategic plan. The Bellarmino College Dean presented the proposed topics and faculty and staff broke into groups of 8-10, with each group populated by representatives from across university academic and administrative units. Each group was asked to discuss and rank each of the three topics by its appropriateness for the institution. The task was to select a sufficiently narrow topic, measurable in terms of student learning outcomes, grounded in ongoing strategic planning discussions, of sufficient scope to transform the university, and manageable enough to achieve in five years given allocated staff and resources. Feedback was collected from each breakout group to record the groups' rankings and rationale for QEP topics.

Internationalization was the clear choice for faculty and staff, scoring a first or second vote from 32 of the 35 total small groups at the retreat. Enthusiasm for this topic was also evident in the written comments. Participants pointed to the clear connection of international education to our institutional mission and its relevance across curricular and co-curricular programs.

Key university groups also expressed support of the chosen topic. Results of the selection exercise were presented to the Staff Council<sup>17</sup> and Faculty Council,<sup>18</sup> and members of both groups unanimously approved internationalization as the QEP topic in August 2006. The Executive Board of the Student Government Association also was invited to offer input in March 2007, and students expressed their support and enthusiasm for the proposal. Thus planning began with community-wide consensus on how to transform student learning at Bellarmino.

<sup>17</sup> Staff Council minutes, August 29, 2006. <http://www.bellarmino.edu/staffcouncil/Minutes.asp>

<sup>18</sup> Faculty Council minutes, August 30, 2006. <http://www.bellarmino.edu/facultycouncil/2006-07FacultyCouncilAgendaandMinutes.asp>

## INTRODUCTION

The development of the QEP was guided by best practices for internationalization as defined by the American Council on Education (ACE). In 2005 an ACE report entitled “Measuring Internationalization at Liberal Arts Colleges,” based on a survey of 187 liberal arts colleges, defined six dimensions of the internationalization index:<sup>19</sup>

### ***Articulated Commitment***

The extent to which an institution has established policies supporting internationalization.

### ***Academic Offerings***

The availability of for-credit, undergraduate offerings with an international focus.

### ***Organizational Infrastructure***

Institutional resources provided to support and promote internationalization on campus (eg. physical facilities, human resources, technological support, etc.).

### ***External Funding***

Institutional effort put forth to seek external funds earmarked for international education.

### ***Investment in Faculty***

Availability of professional development activities for faculty to increase international skills and knowledge and internationalize the curriculum.

### ***International Students and Student Programs***

The measure of indicators such as number of international students on campus and the funding available to recruit international students, educate students abroad, and offer international programming on campus.

The dimensions of the internationalization index were used as a guide by the QEP Working Group to ensure that the appropriate research-based considerations were included in the planning process. ACE also advocates for an integrative approach to internationalization that combines an emphasis on activities and inputs with a focus on student learning outcomes. This approach engenders a more rigorous planning and implementation process in which typical input measures are supplemented by learning-based, student-centered outcome measures.<sup>20</sup>

The QEP Working Group was appointed by the Academic Vice President and the Belkarmine College Dean in fall 2006 and included faculty, administrators, and staff representatives from across the university, each having an interest or expertise in international education. The Working Group was charged with selecting the QEP title, adopting operational guidelines, writing learning outcomes, proposing assessment strategies, and securing approval from students, faculty, administration, and staff representatives as needed. This group provided leadership and input for the QEP process in the preliminary stages, and an Implementation Team is in place to handle oversight of the plan going forward. Oversight for the plan ultimately rests with the Senior Vice President for Academic Affairs. See the implementation schedule on pages 41-46 for details on administration and implementation.

<sup>19</sup> Green, Madeleine F. and Laura Siaya, “Measuring Internationalization at Liberal Arts Colleges,” American Council on Education, 2005. pp. 5-15.

<sup>20</sup> Olson, Christa L., Madeleine F. Green, and Barbara A. Hill, “Building a Strategic Framework for Comprehensive Internationalization,” American Council on Education, 2005. p. 5.

## Student Learning Outcomes

The QEP Working Group identified student learning outcomes early in the planning process to help refine the priorities of the QEP and determine measurable objectives for the five-year plan. Each initiative is tied to one or more of four of the following learning outcomes, which reflect knowledge, skills, and attitudinal types of global competencies.<sup>21</sup> As a result of the QEP, Bellarmine students will be able to:

- ▶ Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world;
- ▶ Demonstrate basic communication skills in a foreign language;
- ▶ Demonstrate an improved understanding of geography; and
- ▶ Apply a global perspective to analyses of social, economic, political, and environmental issues.

The above learning outcomes were submitted to the Undergraduate Educational Affairs, a standing committee of the Faculty Council, and its members approved them unanimously on January 24, 2007.<sup>22</sup>

In order to facilitate implementation and achievement of QEP objectives in five years, the QEP will focus on the undergraduate student population, which comprises 76% of the total student population of 2770. It is hoped that graduate students will be integrated into internationalization plans after the first five years.

There are six major initiatives to implement during the course of our QEP, each with associated activities necessary to accomplish the curricular and experiential goals of our plan. Each initiative is tied to one or more student learning outcomes and will be implemented in phases in order to build the appropriate curricular, faculty development, and administrative foundation.

Three initiatives address enhancing curricular offerings (Goal One) and the remaining three initiatives target an increase in student and faculty participation in international experiences (Goal Two). Thus our plan is organized around enhancing student learning in an international context inside and outside the classroom. We have identified faculty development as a critical strategy for attaining these curricular and experiential goals. This emphasis on faculty development also reflects best practices in internationalization on university campuses.

Our faculty members have demonstrated support for this approach; results of a spring 2007 international interest survey indicate that faculty and staff place a high priority on a more globally informed academic experience (e.g. foreign language study, more courses with international content, and geography courses).<sup>23</sup>

<sup>21</sup> Olson, Green, and Hill, p. 11.

<sup>22</sup> Undergraduate Educational Affairs committee minutes, January 24, 2007. Item VI.

<sup>23</sup> Appendix F, International Interest Survey Summary Report, spring 2007.

## Goal One: Enhance International Curricular Offerings

### Initiative One

#### Interdisciplinary (IDC) Program

Enhance transcultural learning in the Interdisciplinary (IDC) program by modifying delivery of IDC courses through faculty development in global competencies.

#### Learning Outcomes

Students will be able to: #1 Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world; and #4 Apply a global perspective to analyses of social, economic, political, and environmental issues.

#### Responsible Unit

IDC Program

#### Background

The IDC Program offers an especially rich area for curricular infusion of an international component because all undergraduate students are required to complete this four-course developmental sequence. The junior-level course, IDC 301 (Transcultural Experience) is the perfect vehicle through which the topic can be addressed, while the sophomore IDC 200 course (American Experience) offers wonderful opportunities for comparing and contrasting US and other cultures. The IDC 401, or senior seminar, course, which focuses on a study of social issues, provides yet another venue through which the global nature of social ills can be studied. Our initial efforts, however, will focus on the IDC 301 level, as this the only required general education course in which Bellarmine's fourth general education learning outcome (comparative understanding of the world's people, places, and cultures) is addressed.

There is also community support for enhancing the IDC program in line with the QEP focus on international education. In spring 2006 a task force was convened to study the history and potential of the IDC program. The fall 2007 task force report identified the IDC sequence as the "perfect mechanism" for accomplishing QEP internationalization objectives.<sup>24</sup> In January 2008 the President endorsed the task force's recommendations and highlighted the emphasis on faculty development in the IDC as an essential component of the QEP effort. As described above, the student feedback from this study of the IDC program also emphasized the importance of diversity and transcultural experiences in these course offerings.

<sup>24</sup> "Preparing Students to Become Critical Citizens of the World," Bellarmine University IDC Taskforce Report, September 2007. p. 65.

## Phase I Activities

In Phase I (2008-2010), several initiatives will be implemented:

### ***Faculty Development***

Faculty development opportunities will be planned and implemented to assist IDC 301 instructors in effectively addressing the learning outcomes of the QEP. This will begin in spring 2008 through the annual IDC Workshop (a one-day intensive workshop in which all IDC instructors address both programmatic and level-specific issues) and additional development opportunities offered each semester. To link IDC 301 instructors more deliberately with the QEP, other university personnel involved with implementing the QEP, specifically those from the Offices of International Programs and Multicultural Affairs and new faculty members hired to teach Geography and Cultural Anthropology, will be asked to contribute expertise to these development sessions. These faculty and staff can facilitate discussion about activities and teaching from their respective areas that might inform stronger teaching in the IDC 301 courses. Dialogue will also take place concerning ways in which IDC 301 instructors can collaborate with other academic and student life units to develop curricular and co-curricular opportunities to strengthen students' global awareness and appreciation. These same personnel can identify materials (such as articles, books, and maps) that enhance effective teaching on international issues, and funds from the IDC budget will be allocated for their purchase.

### ***Curricular Planning and Study***

In the past two May IDC workshops, instructors at each of the four program levels worked to create a common set of expectations related to skills sets (writing, speaking, research, technology, thinking skills) addressed in IDC courses; now professors at each level will begin the process of identifying a common set of content expectations. In May 2008, faculty teaching IDC 301 classes will begin the process of studying courses in terms of their focus on two of the QEP Learning Outcomes: #1 Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world; and #4 Apply a global perspective to analyses of social, economic, political, and environmental issues. In keeping with QEP initiatives, particular attention will be paid to ways in which geography is addressed in courses, as well as content addressing other cultures (as opposed simply to choosing non-American topics of intellectual study for an IDC 301 course). Broader curricular brainstorming (e.g. a proposal for a common theme/issue for courses or a common continent of study in a given year) also will occur as part of this session.

Instructors will be asked to design assignments to connect IDC 301 students with international students and other individuals and activities on and off campus. All IDC 301 instructors will be asked to include an experiential component addressing international engagement in their courses. In addition to these activities, instructors will work with personnel in IPO and OMA to identify a pool of speakers on various topics related to IDC 301 topics so that faculty can more easily call on such resources for class presentations.

In addition to studying IDC 301 at the micro level of each course, as part of the ongoing curricular study of the IDC Program at large, special attention will be given to the desirability of switching the Transcultural Seminar (IDC 301) to the sophomore year and

## GOALS AND INITIATIVES

moving the American Seminar (IDC 200) to the junior year. Earlier exposure of students to a carefully designed transcultural course would perhaps generate more (and earlier) interest in studying abroad in other academic disciplines.

### *IDC 301 Courses Taught Abroad*

There is an important nexus between the IDC program and efforts to increase faculty and student participation in international experiences (see Study Abroad Initiative below). Bellarmine will increase the number of instructors who offer IDC 301 courses abroad. Personnel in the IPO will work closely with IDC 301 instructors (and other faculty members) to identify individuals interested in developing courses or adapting existing 301 courses to be taught overseas. A number of faculty members have never considered this option, while others view it as logistically and financially untenable. Working closely with IPO personnel will dispel some myths about and increase comfort level with teaching abroad. Faculty teaching IDC 301 overseas will be commended in writing by the IDC Director, who will forward formal letters to deans to include as part of annual performance reviews. As Bellarmine's commitment to international education is university wide, such teaching will be viewed favorably in deans' assessment of faculty members' teaching and service contributions.

### *Other IDC Initiatives*

The efforts noted above will be ongoing in Phase II (2011-13), but several additional initiatives also will be undertaken in the latter phase of the QEP:

- ▶ The IDC 401 courses will be studied and revised in light of some of the same initiatives noted above. By the end of Phase II, these classes will have a clear international component.
- ▶ The IDC 200 courses will be studied and revised in terms of QEP learning outcomes. In particular, instructors will be asked to draw more explicit comparisons and contrasts between the American and other cultures' approaches to topics being addressed.
- ▶ More faculty with international background and expertise will be actively recruited to teach IDC 301 courses.





## Initiative Two

### Geography in General Education Curriculum

Facilitate infusion of geography throughout General Education curriculum through faculty training, curriculum development, and instructional resource enhancement.

#### Learning Outcome

#3: Students will be able to demonstrate an improved understanding of geography.

#### Responsible Unit

General Education Subcommittee

#### Background

Facilitating the infusion of geography throughout the General Education curriculum will require implementation in five steps: 1) identifying specific curricular objectives within the field of geography; 2) improving faculty strengths in geography-related disciplines; 3) implementing faculty development and the acquisition of instructional resources for geography education; 4) managing the distribution of geography instruction through the General Education curriculum; and 5) monitoring student learning outcomes in this area. This effort will be overseen by the General Education Subcommittee, a subcommittee of the Undergraduate Educational Affairs Committee of the Faculty Council, and chaired by the Bellarmine College Dean.

#### Implementation

**Identify specific curricular objectives within the field of geography.** Geography is a broad, interdisciplinary subject, and a variety of curricular objectives could be adopted under this general heading. On consultation with the Bellarmine College Chairs Council, which comprises chairs of the majority of degree programs at Bellarmine, curriculum development in this area should incorporate guidelines established by the National Council for Geographic Education.<sup>25</sup> These guidelines foster understanding of the world in spatial terms; the identification of places and regions, the physical systems that shape the patterns of the earth's surface; elements of culture and demography; environmental impacts of human habitation; and the uses of geography in interpreting information.

<sup>25</sup> The National Council for Geographic Education. Website accessed 2/10/2008. <http://www.ncge.org>

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Because we intend to implement geography education across the curriculum, departments and individual instructors will be consulted as we map university objectives onto the menu of General Education courses. This effort will be overseen by the General Education Subcommittee in Phase I (2008-2010) of the QEP.

***Improve expertise in earth science and cultural geography/anthropology by adding full-time faculty positions.*** Expertise in geography and the teaching of geographic principles are not strengths among our current faculty. We have no geography, anthropology, or earth sciences programs at present, nor do we have personnel qualified to lead in their development. In their discussions prior to adopting the geography learning outcome, members of the Undergraduate Educational Affairs committee recognized this weakness in our curriculum. For example, a Bellarmine student seeking education certification is required to take a geography course and must take this course as a visiting student at another institution.

Bellarmino has already addressed this issue in prioritizing new tenure-track appointments for the 2008-09 academic year. When budget lines were established to expand the Arts and Sciences faculty, both an Earth Science position and a Cultural Geography/Anthropology position were recommended and approved by the President for the first round of hires to be completed before fall 2008. Searches for both positions are underway as of February 2008. These new faculty members will be asked to assume a leadership role in curricular and faculty development in the areas of physical and cultural geography.

***Enhance institutional capability for geography instruction.*** In Phase I of the QEP our new colleagues in Cultural Geography/Anthropology and in Earth Science will work with the General Education Subcommittee to identify geographic concepts and skills that every Bellarmine student should master before graduation. In Phase II (2011-2013) of the QEP, we will acquire maps, library holdings, and software needed to teach these concepts. Starting in fall 2011 we will also conduct faculty development workshops on teaching geographic principles.

***Manage distribution of geography instruction through the General Education curriculum.*** The Bellarmine College Dean will work with the Chairs Council and the Undergraduate Educational Affairs committee to ensure sufficient participation in faculty development workshops to facilitate geographically relevant instruction across a broad range of courses in the General Education curriculum. These two faculty groups will also oversee the development of new courses in this area.

***Monitor student learning outcomes in geography.*** The General Education Subcommittee will work with faculty experts, Annsley Frazier Thornton School of Education personnel, and the QEP Implementation Committee to select instruments for assessment of student learning in geography. Pre-tests will be administered starting in fall 2009, and annual follow-up assessment will be implemented and analyzed by the Office of Institutional Research and Effectiveness. A mixed strategy of portfolio assessment, embedded exam questions, and nationally normed exams is anticipated.

**Initiative Three**

## Foreign Language Study

Increase participation in foreign language study.

## Learning Outcome

#2: Students will be able to demonstrate basic communication skills in a foreign language.

## Responsible Unit

Foreign Language Department

## Background

Foreign language study, once a requirement and integral part of the liberal arts education at Bellarmine at the time of its founding in 1950, was dropped in 1971. In 1976, French and German were re-introduced through the intermediate level. Gradually Spanish, Latin, Greek, Russian, Japanese and Chinese were added. In 1995, 96 students were enrolled in four foreign languages and the Department of Foreign Languages and International Studies (FLIS) was founded. Minors were introduced in German, French, and Spanish in preparation for developing the trans-curricular major in FLIS (Foreign Languages and International Studies), which began in 1998.

The FLIS curriculum was developed in line with National Standards Board standards and along ACTFL (American Council on the Teaching of Foreign Languages) guidelines and learning outcomes. The FLIS major requires the study of two languages and a one- to two-semester sojourn at a foreign partner university in the primary language.

The FLIS degree currently has 45 majors, with two full-time faculty currently teaching in the department (French/Italian and Spanish). A third full-time faculty member will be added (German) on a one-year contract in fall 2008, with the language for that position the following year to be determined by student demand and priorities for the department based on the implementation of the QEP. The remaining foreign language instruction is covered by eight part-time faculty (2 Spanish, 1 German, 1 French/Italian, 1 Japanese, 1 Chinese, 1 Latin, and 1 Greek). Thus, a total of two full-time and eight part-time faculty (50% of whom are native speakers) currently serve 197 students, a number that has doubled since the department's founding in 1995. A summary of foreign language study at Bellarmine from 2000 to 2007 is found in Table 4.

In addition to its majors, the department currently serves 36 minors in French, German, Spanish, and International Studies; students in degree programs with a language requirement; and students who are engaging in language study for intrinsic reasons.

Table 4: Bellarmine Foreign Language Enrollment History, 2000-2007

FALL FOREIGN LANGUAGE ENROLLMENT HISTORY								
	2000	2001	2002	2003	2004	2005	2006	2007
Chinese	13	3	0	0	5	8	14	12
French	39	41	26	22	24	18	26	41
German	36	30	48	22	26	24	27	32
Greek	0	8	0	8	2	0	0	0
Japanese	20	21	8	16	19	26	30	16
Italian (new fall 07)	0	0	0	0	0	0	0	17
Latin	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0
Spanish	102	92	62	57	73	75	82	79
<b>Total</b>	<b>210</b>	<b>195</b>	<b>144</b>	<b>125</b>	<b>149</b>	<b>151</b>	<b>179</b>	<b>197</b>

While Bellarmine has made several attempts to introduce a campus-wide foreign language requirement over the past 20 years, in spite of considerable support these attempts failed due to the curricular limitations within the professional schools. Since 1995 foreign language study has doubled at Bellarmine, and three degree programs (History, Music, and Honors) have introduced a six-hour minimum language requirement. While this reflects progress in language study, the university at large needs to embrace a broader-based, more rigorous requirement in order to serve student needs for workplace demands of the 21st century. Most major area universities require 8-14 hours foreign language study, and a foreign language requirement is common among liberal arts institutions across the country.

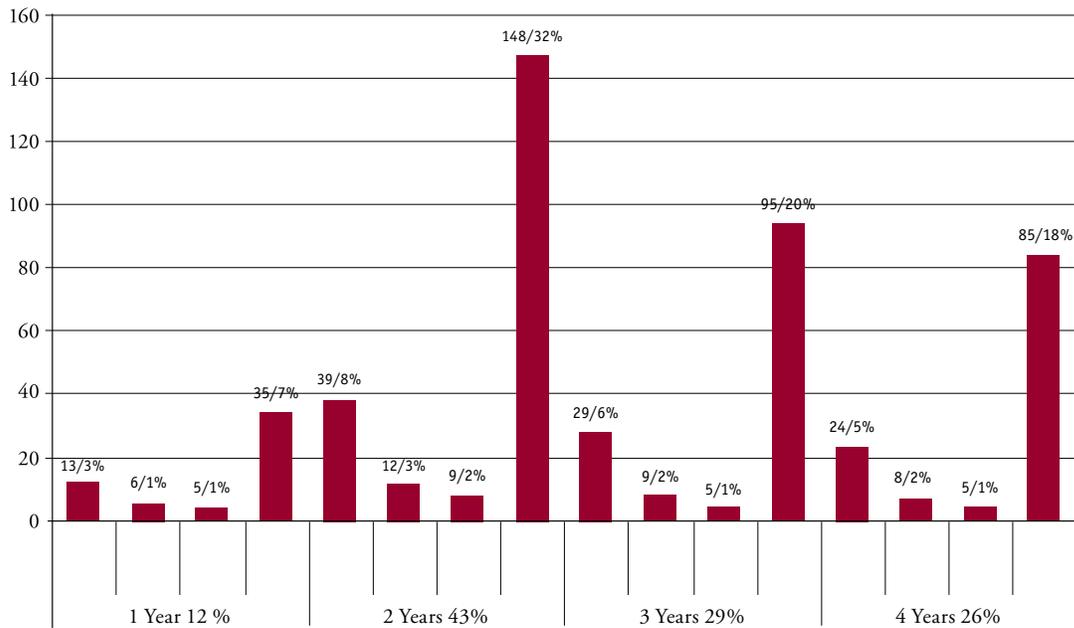
The study of foreign languages and cultures in their currently designed delivery mode aligns Bellarmine's institutional mission, embraces all four QEP student learning outcomes, and is in line with our national charge to educate students for a globally interdependent world. Daniel Yankelovich, quoted in the May 2007 Modern Language Association report, "Foreign Languages and Higher Education: New Structures for a Changed World," identifies teaching students to understand other cultures and languages as one of higher education's top five challenges in the next ten years. The report recommends that institutions establish language requirements or competence levels for undergraduate students majoring in certain fields (e.g. international studies, history, music, psychology, philosophy, law, medicine, and engineering, among others) and strengthen language requirements in the social sciences and policy-oriented majors.<sup>26</sup>

<sup>26</sup> "Foreign Languages and Higher Education: New Structures for a Changed World," May 2007, available at [http://www.mla.org/pdf/forlang\\_news\\_pdf.pdf](http://www.mla.org/pdf/forlang_news_pdf.pdf). pp. 1, 7-8.

### Exploring a Foreign Language Competency Requirement

Our international QEP topic offers a new opportunity to explore implementing a foreign language competency requirement in some form for Bellarmine students. As described above, a spring 2007 survey indicated significant faculty and staff support for a foreign language requirement: 86% of 233 respondents support a requirement for all Bachelor of Arts degree recipients, and 66% support a requirement for all Bellarmine graduates.<sup>27</sup> Additionally, entering freshmen are increasingly more prepared for foreign language study at the university level: approximately 89% of Bellarmine freshmen (see table 5 below) entered in fall 2007 with some high school foreign language preparation.

**Table 5: Years of Foreign Language Taken by Incoming Freshmen 2007-2008**  
(584 First-Time Freshmen; 485 with Foreign Language Background = 88.5%)



In order to increase participation in foreign language study, Bellarmine will explore and implement one of the following options, contingent on faculty and administrative support and approval:

- ▶ a competency requirement for all undergraduates;
- ▶ a competency requirement for the Bachelor of Arts degree;
- ▶ a competency requirement within selected schools; or
- ▶ a recommended level of study for all undergraduates.

<sup>27</sup> Appendix F, International Interest Survey Summary Report, spring 2007.

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The Bellarmine College Dean will lead a feasibility study into these options starting in fall 2008 with further discussion with the appropriate university entities, including the Faculty Council, Undergraduate Educational Affairs, the General Education Subcommittee, the Academic Affairs Council, and the Academic Deans Council. The proposed option will be recommended to the Senior Vice President for Academic Affairs and the President in the 2008-09 academic year, with implementation expected over the remaining years of the QEP.

Articulation agreements between Bellarmine's feeder schools, in particular those involved in dual credit programs like ACES (Advanced Credit for Exceptional Students) could enhance this programming and delivery in addition to well-articulated foreign language credit transfer policies for International Baccalaureate, Advanced Placement, and CLEP policies already in place at Bellarmine.

For the past ten years Bellarmine has assessed the level of freshman foreign language preparation with mandatory placement testing during freshman orientation. The placement testing is done on line via Brigham Young University's internationally recognized testing models in German, French, and Spanish, with the option of adding other languages as needed.

Two new hires in foreign language in 2007 and 2008 will help accommodate an increased number of students enrolled in foreign language study. There are anticipated faculty needs in more popular languages that will be assessed based on entering student placement tests and enrollment needs. An additional foreign language position is budgeted for Phase II of the QEP. All other resulting foreign language participation increases can be absorbed using existing resources.

## Goal Two: Increase Student and Faculty Participation in International Experiences

### **Initiative Four**

#### Study Abroad

Enhance study abroad opportunities by providing resources and incentives for faculty to develop courses and participate in teaching abroad.

#### Learning Outcomes

Students will be able to: #1 Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world; #2 Demonstrate basic communication skills in a foreign language; #3 Demonstrate an improved understanding of geography; and #4 Apply a global perspective to analyses of social, economic, political, and environmental issues.

#### Responsible Unit

International Programs Office (IPO)

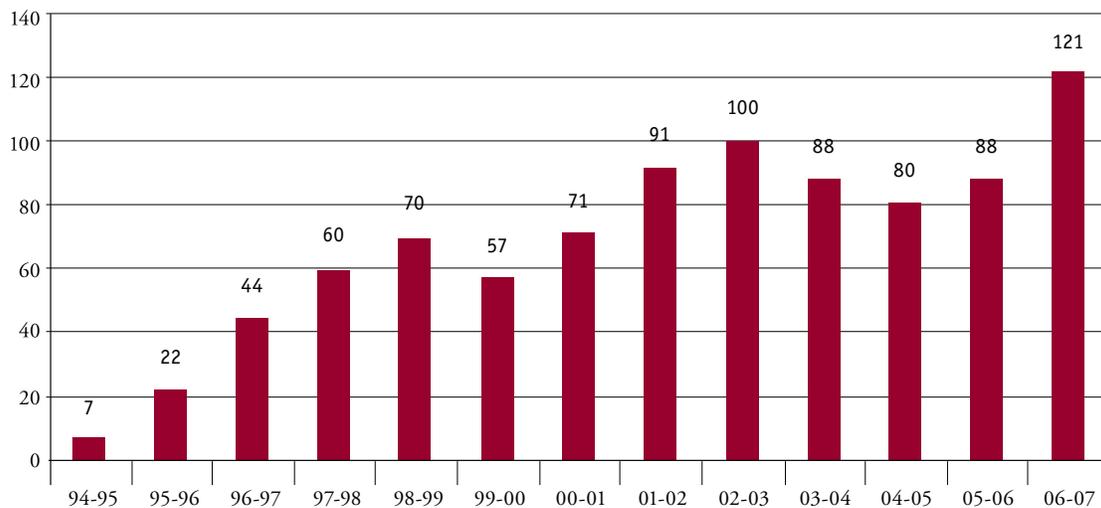
### Background

Study abroad is already an important part of the Bellarmine experience. Through the International Programs Office, Bellarmine currently has developed bilateral exchange partnerships with 25 universities in 13 countries around the world for long-term study abroad. In addition to these bilateral partnerships, Bellarmine is a member of the International Student Exchange Program (ISEP), a consortium of universities around the globe, providing Bellarmine students with study abroad sites where a bilateral partnership cannot be achieved or maintained over time. This allows our students access (though limited and on an internationally competitive basis only) to an additional 100 universities worldwide, at the same time bringing international exchange students to the Bellarmine campus.

Student participation in study abroad is increasing, with 20 percent of graduating seniors participating in a study abroad experience in 2006-07 compared to 16 percent the previous year.<sup>28</sup> While this percentage exceeds national averages, a Quality Enhancement Plan focused on international education offers an opportunity to increase the number of available study abroad opportunities and enhance student learning. This will be accomplished initially through faculty development, which will provide the critical administrative and curricular underpinnings for strategically growing the number of students studying abroad over time.

A summary of undergraduate study abroad participation from 1994 to 2007 can be found in Table 6.

Table 6: Undergraduate Study Abroad Participation, 1994-2007



<sup>28</sup> NSSE and CIRP summary data, 2002-2007.

## GOALS AND INITIATIVES

Through study abroad, students experience firsthand similarities and differences among people, religious customs, arts, and cultures of the world. Many students study in a non-English language site, either in an English-speaking program, or in complete language immersion in and outside the classroom. Students also tend to improve greatly their knowledge of geography through preparing for and engaging in an international experience. During their international experience and upon return to the Bellarmine campus, students find themselves incorporating their newly-gained global perspectives into their subsequent educational experience, as well as their personal interactions related to economic, social, political and environmental issues. Many students also will develop ethnorelative behavior patterns where once ethnocentric approaches were often the norm.

Bellarmino is a member of three strategically selected consortia, including the Center for Cross Cultural Study (CC-CS), the Kentucky Institute for International Study (KIIS), and the Cooperative Center for Study Abroad (CCSA), which provide short-term study and teaching abroad opportunities for students and faculty. Bellarmine's chief international administrator, the IPO Director, serves on the board of all three organizations, thereby guaranteeing input, oversight, and engagement in the development and execution of the programs provided by these consortia. In addition to these consortia programs, the IPO has facilitated and/or developed in-house programming abroad in Italy, Ecuador, Austria, Romania, Australia, Bahamas, and Belize.

Bellarmino study abroad programs have historically been developed to ensure graduation in four years and assure that tuition dollars remain on campus. As a result, the current emphasis is on bilateral partnerships in which one or more Bellarmine students participate in a semester or year-long exchange with a partner university, which in turn sends one or more students to study at Bellarmine. We have developed more short-term study opportunities in recent years to meet the needs of students unable to commit a full academic year or semester. These programs are typically tailored to meet the degree requirements of each school in the university.

### Faculty Development – Advising

In order to grow study abroad participation, Bellarmine must implement a strategic approach that integrates study abroad into the existing curriculum. Faculty development is an essential first step toward increasing study abroad opportunities for Bellarmine students and will take two forms: enhanced advising and improved opportunities for developing courses abroad.

Faculty advisors must set the expectation for students to study abroad, and they must be equipped to guide students through this process from an advising perspective. The "Assess-Match-Motivate" model, which has been used successfully by the University of Minnesota, will empower faculty to participate in the study abroad process with their advisees. After assessing capacities already in place, the International Programs Office will work with each academic unit on campus to match existing degree requirements with study abroad opportunities currently available. Once faculty become more aware of existing study abroad sites through which their students can gain study abroad experience while staying on track in the

completion of their major course of study, the faculty members will be more apt to encourage students to pursue this option. This process also will help identify any gaps in the available offerings and guide subsequent programming and bilateral partnership decisions.

Draft versions of Major Advising Forms (samples are found in Appendix B) have been developed to facilitate faculty and student engagement in the selection of study abroad opportunities. These are specific advising tools for each major beyond the institutional curricular mapping and advising sheets currently available through the IPO. This process will provide students with a) curricular-specific motivations for studying abroad; b) academic considerations for students in each major; and c) study abroad programming recommendations from faculty that reflect the outcome of the Assess-Match-Motivate process.

Each unit/department will identify a faculty member to serve as the international departmental contact to advise students in collaboration with the IPO. This faculty-centered approach will be more effective than increasing the study abroad advising staff in the IPO to accommodate the growth in numbers. Upon the careful selection in collaboration with the academic deans of departmental or school “international liaisons,” the IPO will provide training and regular orientation updates for faculty to maximize the effectiveness of this model. These selected faculty members will also serve as a resource to their schools’ faculty interested in teaching abroad and have this responsibility incorporated into annual performance reviews.

**Table 7: International Liaison Selection and Funding by School**

<i>School</i>	<i>International Liaison</i>	<i>Responsibility and Oversight</i>	<i>Annual Stipend</i>
W. Fielding Rubel School of Business	Prof: X (BA, Economics, Accounting)	Dean and IPO	\$1000
Annsley Frazier Thornton School of Education	Prof: X (All Education Majors)	Dean and IPO	\$1000
Donna and Allan Lansing School of Nursing and Health Sciences	Prof: X (Nursing, P.T., CLS, R.T.)	Dean and IPO	\$1000
Bellarmino College	Prof: X (Fine & Performing Arts, Music, Philosophy, Theology, English)	Dean and IPO	\$1000
	Prof: X (Social Sciences)		\$1000
	Prof: X (Math and Natural Sciences)		\$1000
	Prof: X (Communications)		\$1000

## GOALS AND INITIATIVES

Implementation of the advising component will start in fall 2008, beginning with a session with the academic deans and the Senior Vice President for Academic Affairs to ensure buy-in across the schools. The IPO will then work with academic units in each school, beginning with the Annsley Frazier Thornton School of Education, whose student participation rate in study abroad is currently below the national average. The above activities are in addition to ongoing study abroad recruitment efforts, which include: off-campus recruitment events with the Admissions Office; individual meetings with prospective students and parents during campus visits; IPO presentations at all “prospective student” events on campus; visits to local high schools; presentations during all student orientation sessions; presentations during the fall freshman orientation program; and presentations to IDC 101 and IDC 201 classes to discuss options for taking IDC 301 abroad.

### Growing Study Abroad Programs

Although increasing numbers of students and faculty take advantage of existing offerings, there is an opportunity to expand and evaluate our study abroad program and the number of students participating in it given the appropriate faculty development and administrative encouragement and support over the next five years.

In addition to strengthening faculty study abroad advising, faculty must have incentives to develop courses and programs abroad. Bellarmine faculty members currently receive support for developing courses abroad through internal programs developed and/or facilitated by the IPO and via regional (KIIS) and national (CCSA) consortia programming. Faculty developing Bellarmine courses internationally receive university funding covering all expenses for exploratory travel to potential international sites prior to program delivery to ensure suitability, safety, and appropriateness of the site. When the course is taught, the faculty member receives a stipend and all expenses are paid. However, the majority of faculty teaching courses abroad participate in and are remunerated for their teaching through consortia programming. In 2007 10 faculty members taught an undergraduate course abroad, with 11 faculty members scheduled to participate in 2008. Of these faculty approximately 50% are internally funded for their work abroad.

Teaching abroad has historically been limited mostly to short-term summer programs. Current faculty-led programs are coordinated with partner university sites where possible to optimize cost and value. Sites include: Nursing in Ecuador, Business Administration in Italy and Austria, Physical Therapy in Australia, Nursing in Romania, and Biology in the Bahamas and Belize.

Additional funding will be used to support more faculty participation in this process. An additional \$15,000 a year for the next five years will be directed towards faculty travel grants. In addition to financial support for faculty engaged in teaching abroad (travel funds, extra family expenses etc.), such activity will be weighed favorably in annual performance reviews by the each school dean.

New funding for faculty enhancement of international curricular offerings is already in place as part of Bellarmine’s strategic focus on internationalization. Starting in spring 2008 and continuing until 2010, the McGowan Prize for Faculty Development will be awarded to

one faculty member each year to attend the Harris-Manchester College Summer Institute at the University of Oxford, England. Participants will conduct one week of intensive research in support of one or more student learning outcomes of the QEP.

Because of the close relationship between faculty teaching abroad and increasing opportunities for students to study abroad, we have developed faculty and student performance goals for growth in international experiences. We plan to double the average number of faculty (from 10 to 20) participating in teaching abroad per year over the five years of the QEP, which is an increase of approximately two faculty members per year. The five-year goal is to double the number of students participating in international experiences from the five-year average of 96 to approximately 200 students.

Growth in the number of students participating in international experiences will be supported by a shift from our current model to an emphasis on creating short-term international summer experiences available to students as early as the summer between freshman and sophomore year. As more students take part in short-term opportunities and are comfortable with and experience firsthand the benefits of study abroad, there is expected increased interest in longer-term junior year abroad experiences in which students choose a more in-depth international sojourn.

More short-term opportunities will be created in two ways: more Bellarmine faculty-led programs, ranging from 3-5 weeks; and more experiences developed through our aforementioned consortia agreements with KIIS and CCSA, also ranging from 3-5 weeks. Faculty-led programs with only Bellarmine students participating help build community among participating faculty and students. International experiences offered through consortia allow Bellarmine faculty and students to study with and learn from students from all over the United States.

Each academic dean will determine a goal for their school with the support from department chairs and guidance from the IPO. The ideal goal is an average of 20% of students from each school studying abroad by the end of the five-year QEP plan.



### **Initiative Five**

#### **International Student Recruitment**

Increase recruitment of and support for international students.

#### **Learning Outcome**

#1: Students will be able to compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world.

#### **Responsible Units**

International Programs Office and Enrollment Management

#### **Background**

Bellarmino welcomes an average of 50 of international students each year. These students are divided into two major groups: degree-seeking students and exchange students, who typically come to Bellarmine under a bilateral exchange arrangement with an international institution or via ISEP and stay one or two semesters. Appendix C depicts the international student population by country in 2006-07 and 2007-08.

Historically most international students come to Bellarmine under an exchange agreement and their campus stay is limited to a semester or a year. Degree-seeking international students who attend Bellarmine for four or more years tend to become more immersed in campus culture and have more impact on the university community; a strategic increase in the number of these students is the most effective way to achieve the desired student learning outcome.

International students contribute a unique perspective in and outside the classroom and enrich the cultural diversity of the campus community. International students are placed strategically in housing with domestic students to ensure residential interaction, and staff in Student Affairs and the International Programs Office work with international students to ensure strategic social interaction with other students through student organizations such as the Bellarmine International Club and the Cultural Affairs Committee of the Bellarmine Activities Council.

#### **Implementation**

Increased strategic recruitment of international degree-seeking students will begin in Phase II (2011-2013) of the Quality Enhancement Plan, with certain campus environment and administrative foundations laid during Phase I (2008-10). The International Programs Office will work with academic and administrative units, in particular the Offices of Multicultural Affairs (OMA) and Admissions, to ensure adequate preparation in support of growing the number of international students on campus. These preliminary activities include:

***Academic Advising***

Faculty developmental advising sessions will be conducted by the IPO and in collaboration with the Dean of Advising and the Academic Resource Center staff beginning in fall 2009 to prepare faculty for the unique academic needs of international students, including language challenges and additional support for research and writing projects.

***Campus Capacity for International Student Needs***

OMA and the IPO will work with the Vice President of Academic and Student Life to ensure appropriate on-campus services, to include dietary considerations in dining services and in international student dormitories; availability of food service during university breaks; transportation and social opportunities; counseling services; and peer mentoring. The Director of Minority Programming and International Student Counseling, who currently helps guide international students through the process of immigration to the United States, will play a key role in planning to increase capacity for more international students.

***Recruitment Materials Abroad***

Strategically selected U.S. Embassies will be given Bellarmine recruitment materials, sent by mail or distributed by faculty and IPO staff traveling abroad. The IPO will also work with the Kentucky Governor's office to provide recruitment information to state offices abroad.

***User-Friendly University Website***

The IPO staff will work with the Office of Communications and Public Affairs personnel to provide essential admissions and recruitment information in key languages.

***Preliminary Recruitment Abroad***

Faculty and administrators who already travel internationally will be encouraged to recruit international students during their travels as appropriate and with guidance from the IPO.

Once the administrative foundation is laid, Bellarmine will be positioned to recruit more degree-seeking international students.

In Phase I (2008-2010) the IPO and Admissions will work closely together to follow up on existing leads in key countries, with 50 percent of one admission counselor's time devoted to international admissions. We will continue our work with ICEF, a leading organization in global student recruitment, on currently identified contacts in India, Denmark, Germany, and England.

By 2010 the admission counselor's international responsibilities will increase to 100%, with all recruitment conducted via email and phone. Each year the IPO Director and the VP of Enrollment Management will evaluate the results of the ICEF work. A critical component of effective recruitment of international students through agents is an efficient and cooperative working relationship between Enrollment Management and ICEF agent offices. Based on data from this annual assessment, additional ICEF agents may be added strategically in China, as well as in predominantly Catholic regions in India and Sri Lanka. The IPO will continue its current recruitment efforts abroad as they are feasible and relevant to its work abroad during this first phase.

## GOALS AND INITIATIVES

If recruitment efforts prove fruitful in Phase I, the admission counselor's responsibilities will extend to travel abroad representing Bellarmine during Phase II (2011-2013), thereby enhancing the recruitment potential of the established agent sites and beyond. If the ICEF relationship continues to bear results, work with agents will expand to Latin America. We hope to attract an additional 15-20 international degree-seeking students per year in Phase II of this initiative.

### **Initiative Six**

#### **Campus Culture**

Internationalize the campus environment by increasing transcultural events.

#### **Learning Outcome**

#1: Students will be able to compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world.

#### **Responsible Unit**

Office of Multicultural Affairs

A critical component of internationalizing Bellarmine as an institution of higher learning will be to build a campus culture that actively facilitates an understanding of the similarities and differences among peoples, religions, customs, arts, and cultures of the world. Key areas to address include campus and community-wide programming and physical campus space.

#### **Programming**

In order to build a global campus culture it is necessary to incorporate an international programming model at the community level that ties into this theme. This programming initiative will be inclusive of the entire Bellarmine community as well as the student population as a demonstration of community-wide support. The lead administrative unit in charge of implementing this effort is the Office of Multicultural Affairs (OMA).

In an effort to acknowledge the importance of institutional commitment to multicultural initiatives, Bellarmine established OMA in April 2007. This office provides oversight for curricular and co-curricular initiatives that focus on multicultural issues and is responsible for (1) providing a supportive environment that facilitates the empowerment and retention of underrepresented students by equipping them with knowledge and competencies that will prepare them for leadership, scholarship, and service; and (2) creating opportunities for Bellarmine students, staff, and faculty to critically examine their individual beliefs, values and assumptions as they relate to multiculturalism. OMA is housed within Student Affairs and is directed by the Assistant Vice President for Student and Multicultural Affairs, who reports directly to the Vice President for Academic and Student Life.

Bellarmino will create more internationally-themed campus programs to strengthen ties between existing campus traditions and global concepts, thereby increasing student exposure to different cultures and enhancing students' ability to compare and contrast similarities and differences among cultures.

*Host more cultural events on campus with an international theme.* The Offices of Multicultural Affairs and International Programs will develop and implement educational programs that focus on international issues for the Bellarmine community. Currently, the Offices of Multicultural Affairs and International Programs cosponsor annual events such as International Student Orientation, Multicultural Student Orientation, and social functions such as a welcome dinner each fall for new and returning international and students of color. Using this collaboration as a starting point, these two areas will continue to work together to offer educational programs that broaden student awareness of global issues, thereby fulfilling our commitment to producing graduates who are prepared to exist in culturally diverse society. Inviting speakers from local organizations such as the Americana Community Center, examining current topics in discussion groups, and participating in local events such as World Fest and International Women's Day are examples of educational programs to be funded.

Programming will also be coordinated among recognized student organizations (RSOs), the International Programs Office (IPO), and the Office of Multicultural Affairs. A member of the Student Government Association sits on the QEP Implementation Committee and will help ensure that all RSOs maximize available resources for international events and programs. The primary student organizations involved in this effort will be the Bellarmine International Club and the Cultural Affairs Committee of the Bellarmine Activities Council.

*Develop international speakers' bureau to share global experiences with classes or campus groups.* There are many students, faculty, and staff at Bellarmine with an international perspective to offer, whether they are on campus as part of an exchange program; have lived in another country prior to residing in the United States; or have participated in a study, teaching, or research abroad experience. These community members represent an untapped resource for enhancing student learning. Currently the IPO hosts events each semester at which students returning from abroad share their experiences with the campus community. To further formalize this effort, a speakers' bureau will be established and coordinated by the IPO with support from OMA. The IPO will identify students who have already participated in a study abroad experience and invite exchange students and international degree-seeking students to serve in the speakers' bureau. Faculty and staff will be invited to participate as well, and the speakers' bureau will work with the Interdisciplinary (IDC) Program Director to coordinate presentations to IDC 301 classes throughout the year.

*Bring Bellarmine students to Louisville's Worldfest.* Beginning in fall 2008 the Office of Multicultural Affairs will build on Bellarmine's existing relationship with Worldfest, a two-day event held each Labor Day weekend in downtown Louisville, and encourage more students, faculty, and staff to participate. Student participation will be facilitated through the Louisville Connections program, which provides transportation to and from Louisville events and is funded through the Student Activities Center and Student Government Association.

## GOALS AND INITIATIVES

*Choose international topics for annual lecture series.* Bellarmine is privileged to hold a distinguished lecture series nearly every year through the generous gifts of Dr. John and Marty Guarnaschelli and Wilson W. and Anne D. Wyatt. In keeping with our institutional commitment to international education and as donor wishes permit, we will work to attract guest lecturers with experience aligned with an international theme.

### Internationalizing Campus Spaces

Creating a physical emphasis on international issues and cross-cultural exchange will be an important aspect of our institutional commitment to international education. The President will determine and prioritize the larger physical changes for fostering a global environment and will guide implementation in line with the university Master Plan. Suggested changes include internationally-themed green spaces on campus, global themes for buildings or meeting spaces, international art displays, and other architectural features with a global component. There are several low-cost additions that can be made to the campus environment as a symbol of the QEP effort. These proposed additions to the campus environment include:

*Campus signs indicating direction and distance to world capitals* – signs displaying distances to the locations of Bellarmine student exchange programs as well as to landmarks associated with Saint Robert Bellarmine, our patron who was born in Montepulciano, Italy.

*World flags displayed in campus common areas and at the campus entrance* – to welcome all international students and integrate representation of their home countries into the campus environment.

*Other campus displays* – internationally-themed displays (such as a focus on students studying abroad) in the library and other public spaces to raise awareness about cross-cultural activities on campus.



## Implementation

### Assessment Plan

#### *Assessment Strategies*

We will use a variety of quantitative and qualitative assessment tools to measure achievement of student learning outcomes. Tables 8-11 below outlines the assessment strategies tied to each of the four student learning outcomes.

**Table 8: Learning Outcome 1- Students will be able to compare and contrast similarities and differences among peoples, religions, customs, arts and cultures of the world.**

<i>Assessment Method</i>	<i>Description</i>	<i>Administrative</i>	<i>Implementation</i>
Intercultural Development Inventory (IDI)	Results of the IDI, for which we already have some baseline data, should show improvement increase in indicators of basic orientation toward cultural difference when freshman and senior results are compared.	International Programs Office and the Academic Resource Center	Annually to entering freshmen and graduating seniors in IDC 101 and 401, respectively
National Survey of Student Engagement (NSSE)	NSSE data should show an increase in positive responses from Bellarmine students in questions related to trans-cultural and international experiences. Goal: results above national averages.	Office of Institutional Research & Effectiveness	Annually to graduating seniors
Beginning College Survey of Student Engagement (BCSSE)	Beginning with fall 2008 freshman cohort; provides baseline data for comparison against NSSE data.	Office of Institutional Research & Effectiveness	Annually to entering freshmen during orientation sessions
Study abroad evaluation	In-depth exit surveys of students returning from study abroad experiences to assess increased intercultural competency and value of experience.	International Programs Office	Each semester
Portfolio evidence	Student papers and tests from selected IDC and General Education courses to assess mastery of knowledge of global peoples, religions, customs, arts, and cultures.	Academic Deans, General Education Subcommittee	Annually

IMPLEMENTATION

LEARNING OUTCOME #1 CONT.

Analysis of international student recruitment efforts with ICEF	Increased enrollment of international students. Target 15 additional degree-seeking students per year by end of 2013.	IPO Director, VP Enrollment Management	Annually
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Table 9: Learning Outcome 2 - Students will be able to demonstrate basic communication skills in a foreign language

<i>Assessment Method</i>	<i>Description</i>	<i>Administrative</i>	<i>Implementation</i>
Foreign language placement testing	Brigham Young University internationally recognized testing model; conducted online.	Academic Resource Center	Annually to entering freshmen during orientation sessions
Foreign language course enrollment	Increase enrollment in foreign language courses. Specific metrics to be determined based on approach taken for establishing foreign language competency requirement.	Bellarmino College Dean and Foreign Language Department Chair	Annually

Table 10: Learning Outcome 3 - Students will demonstrate an improved understanding of geography

<i>Assessment Method</i>	<i>Description</i>	<i>Administrative</i>	<i>Implementation</i>
Pre- and post-testing	Testing based on the 18 national geography standards as established by the National Council for Geographic Education	Academic Deans	Annually to entering freshmen and graduating seniors in IDC 101 and 401, respectively
Measure of Academic Proficiency & Progress (MAPP) testing	Questions added to current test to assess learning based on standards established by the National Council for Geographic Education	Bellarmino College Dean and Office of Institutional Research & Effectiveness	Annually to entering freshmen and graduating seniors in IDC 101 and 401, respectively

Table 11: Learning Outcome 4 - Students will apply a global perspective to analyses of social, economic, political, and environmental issues.

<i>Assessment Method</i>	<i>Description</i>	<i>Administrative</i>	<i>Implementation</i>
Portfolio evidence	Student papers and tests from selected General Education courses to assess the degree to which students apply global perspectives.	Academic Deans	Annually
Portfolio evidence	Student papers and test from Senior Seminar (IDC 401) courses to assess the degree to which students apply global perspectives.	IDC Program Director	Annually
Measure of Academic Proficiency & Progress (MAPP) testing	Questions added to current test to assess this learning outcome	Bellarmino College Dean and Director of Institutional Research & Effectiveness	Annually to entering freshmen and graduating seniors in IDC 101 and 401, respectively
Alumni data	Track number of students entering graduate programs in international disciplines	Office of Institutional Research & Effectiveness, Alumni Director	Biennially



### Integration into Continuous Assessment and Improvement Cycle

Measuring QEP implementation and achievement of student learning outcomes will be integrated into the Continuous Assessment and Improvement Cycle, Bellarmine's central mechanism for institutional effectiveness, in a variety of ways.

#### ***Strategic Planning***

As described above, international education aligns with Bellarmine's strategic plans for growth and expansion and is the basis for one of the five major initiatives of the Strategic Plan: "Integrate an international focus and sensibility into all curricular and co-curricular programs." As a result, QEP-related activities are reflected in the Operational Plan, which outlines the strategies, timeline, and financial commitments necessary for achieving Strategic Plan and Vision 2020 goals. This plan is currently being updated by the senior administration and the Strategic Planning Committee and will include specific activities related to the QEP and its implementation.

#### ***Department and Administrative Unit Assessment***

Annual assessment data gathered from all academic and administrative units are tied to strategic planning. QEP-related outcomes will be reflected in this data and analyzed by the Assessment Committee. Summative analysis of these outcomes will be included in the annual report process conducted by area vice presidents and academic deans. Additionally, the QEP Implementation Committee will submit an annual Implementation Assessment Report to the SVPAA each spring. These data are ultimately provided to the President and incorporated into his annual assessment of institutional goals to the Board of Trustees.

#### ***Budget Cycle***

The results from the qualitative and quantitative assessment mechanisms described above will have budgetary implications. QEP funding priorities and allocations in the Cabinet's annual formulation of the preliminary budget in August and September will be driven by reported assessment data.

## Implementation Schedule

Assessment and other activities associated with implementation are organized into an overarching QEP Implementation Schedule, provided in Table 12 below. The academic and administrative units responsible for implementation are provided. Pre-QEP planning activities are included, along with planned activities for each semester of Phase I (2008-2010) and Phase II (2011-2013) of the QEP.

Table 12: QEP Implementation Schedule

<i>Semester</i>	<i>Responsible Area</i>
Summer/Fall 2006	
Potential QEP topics identified and presented to President's Cabinet	Strategic Planning Committee, Bellarmine College Dean
Selection of QEP topic at faculty & staff retreat	Campus community
QEP topic endorsed by Faculty and Staff Councils	Campus community
QEP Working Group appointed	Academic Vice President
Student learning outcomes developed	QEP Working Group
Spring 2007	
New foreign language faculty hire	President, Senior Vice President for Academic Affairs (SVPAA), Bellarmine
Student learning outcomes endorsed by Undergraduate Educational Affairs Committee	Faculty
QEP topic endorsed by Executive Committee of Student Government Association	Student body
International interest survey conducted among faculty and staff	International Programs Office (IPO) Director, QEP Working Group, and Director of Institutional Research & Effectiveness
Office of Multicultural Affairs (OMA) established	President, VP of Student and Academic Life

IMPLEMENTATION

<i>Semester</i>	<i>Responsible Area</i>
Fall 2007	
Membership of QEP Implementation Committee selected	SVPA A
IDC Task Force Report identifies IDC 301 as area for improvement in line with QEP; recommendations endorsed by the President	President, faculty
PHASE I: 2008-2010	
Spring 2008	
Student QEP Communication Committee created	Executive Assistant to the SVPA A
New foreign language faculty hire	President, SVPA A, Bellarmine College Dean
New cultural geography hire	President, SVPA A, Bellarmine College Dean
Campus-wide QEP awareness campaign	QEP Communication Committee, Executive Assistant to the SVPA A
IDC Workshop addresses strengthening IDC 301 transcultural component and assessment of QEP student learning outcomes	IDC Program Director
Administer MAPP and NSSE to graduating seniors	Bellarmino College Dean & Office of Institutional Research & Effectiveness
Fall 2008	
Mapping of geography objectives onto menu of General Education courses	General Education Subcommittee
Begin feasibility study into options for establishing foreign language competency requirement	Bellarmino College Dean, Foreign Language Department
Begin implementation of “Assess-Match-Motivate” developmental advising initiative; session with academic deans and SVPA A and preliminary selection of International Liaisons	IPO Director and Dean of Advising
Participate in Worldfest	OMA, Louisville Connections program

<i>Semester</i>	<i>Responsible Area</i>
Identify internationally-themed cultural events for 2009-2010	Assistant VP for Student and Multicultural Affairs
Conduct foreign language placement testing	Academic Resource Center (ARC)
Administer Intercultural Development Inventory (IDI) to Freshman Focus & Senior Seminar classes	IPO, ARC
Conduct individual study abroad evaluations	IPO
Administer MAPP and BCSSE to entering freshmen	Bellarmine College Dean & Office of Institutional Research & Effectiveness
Planning for appropriate on-campus services and other enhancements needed to increase capacity for international students	IPO Director, OMA
Select U.S. Embassies abroad for distributing Bellarmine recruitment materials	IPO Director/Admissions
<b>Spring 2009</b>	
Submit annual QEP Implementation Assessment Report to Assessment Committee	Executive Assistant to the SVPAA, QEP Implementation Committee
Submit recommendation for foreign language competency requirement to President and SVPAA	Bellarmine College Dean, Foreign Language Department
Work with ICEF to follow up on leads in key countries for recruiting international students	IPO Director, Admissions
Begin identifying more faculty to teach abroad in faculty-led and consortia programs	IPO Director
Establish international speakers' bureau	Assistant VP for Student and Multicultural Affairs, IPO
Conduct individual study abroad evaluations	IPO
Gather portfolio evidence from selected IDC and General Education courses	Academic Deans, General Education Subcommittee
Administer MAPP and NSSE to graduating seniors	Bellarmine College Dean & Office of Institutional Research & Effectiveness
<b>Fall 2009</b>	
Faculty developmental advising sessions to prepare for increased enrollment in international students	IPO Director, Dean of Advising

IMPLEMENTATION

<i>Semester</i>	<i>Responsible Area</i>
Execution of 2008-2009 planning for appropriate on-campus services and other enhancements needed to increase capacity for international students	IPO, OMA
Participate in Worldfest	OMA, Louisville Connections program
Foreign language placement testing	ARC
Administer IDI to Freshman Focus & Senior Seminar classes	IPO, ARC
Conduct individual study abroad evaluations	IPO
Administer MAPP and geography pre-test to entering freshmen	Bellarmino College Dean & Office of Institutional Research & Effectiveness
Update Bellarmine recruitment materials at U.S. Embassies abroad	IPO Director/Admissions
<b>Spring 2010</b>	
Submit annual QEP Implementation Assessment Report to Assessment Committee	Executive Assistant to the SVPAA, QEP Implementation Committee
Enhance university website to accommodate prospective international students	IPO Director, Office of Communications & Public Affairs
Conduct individual study abroad evaluations	IPO
Gather portfolio evidence from selected IDC and General Education courses	Academic Deans, General Education Subcommittee
Administer MAPP and NSSE to graduating seniors	Bellarmino College Dean & Office of Institutional Research & Effectiveness
<b>Fall 2010</b>	
International admissions counselor's international student recruitment responsibilities increase to 100%; work with ICEF ongoing	Admissions
Participate in Worldfest	OMA, Louisville Connections program
Foreign language placement testing	ARC
Administer IDI to Freshman Focus & Senior Seminar classes	IPO, ARC
Conduct individual study abroad evaluations	IPO
Administer MAPP, BCSSE, and geography pre-test to entering freshmen	Bellarmino College Dean & Office of Institutional Research & Effectiveness

<i>Semester</i>	<i>Responsible Area</i>
PHASE II: 2011-2013	
Spring 2011	
Submit annual QEP Implementation Assessment Report to Assessment Committee	Executive Assistant to the SVPAA, QEP Implementation Committee
IDC Workshop addresses enhancing IDC 401 in line with QEP outcomes	IDC Program Director
More faculty with international background and expertise recruited to teach IDC 301 courses	IDC Program Director
New foreign language faculty hire	President, SVPAA, Bellarmine College Dean
Conduct individual study abroad evaluations	IPO
Gather portfolio evidence from selected IDC and General Education courses	Academic Deans, General Education Subcommittee
Administer MAPP and NSSE to graduating seniors	Bellarmino College Dean & Office of Institutional Research & Effectiveness
Fall 2011	
Participate in Worldfest	OMA, Louisville Connections program
Maps, library holdings, and other necessary teaching resources acquired for teaching geographic concepts	Bellarmino College Dean
Foreign language placement testing	ARC
Administer IDI to Freshman Focus & Senior Seminar classes	IPO, ARC
Conduct individual study abroad evaluations	IPO
Administer MAPP, BCSSE, and geography pre-test to entering freshmen	Bellarmino College Dean & Office of Institutional Research & Effectiveness
Update Bellarmine recruitment materials at U.S. Embassies abroad	IPO Director/Admissions

**IMPLEMENTATION**

<i>Semester</i>	<i>Responsible Area</i>
<b>Spring 2012</b>	
Submit annual QEP Implementation Assessment Report to Assessment Committee	Executive Assistant to the SVPAA, QEP Implementation Committee
Conduct individual study abroad evaluations	IPO
Gather portfolio evidence from selected IDC and General Education courses	Academic Deans, General Education Subcommittee
Administer MAPP and NSSE to graduating seniors	Bellarmino College Dean & Office of Institutional Research & Effectiveness
<b>Fall 2012</b>	
Participate in Worldfest	OMA, Louisville Connections program
Foreign language placement testing	ARC
Administer IDI to Freshman Focus & Senior Seminar classes	IPO, ARC
Conduct individual study abroad evaluations	IPO
Administer MAPP, BCSSE, and geography pre-test to entering freshmen	Bellarmino College Dean & Office of Institutional Research & Effectiveness
Administer IDI to Freshman Focus & Senior Seminar classes	IPO, ARC
Update Bellarmino recruitment materials at U.S. Embassies abroad	IPO Director/Admissions
<b>Spring 2013</b>	
Submit annual QEP Implementation Assessment Report to Assessment Committee	Executive Assistant to the SVPAA, QEP Implementation Committee
Conduct individual study abroad evaluations	IPO
Gather portfolio evidence from selected IDC and General Education courses	Academic Deans, General Education Subcommittee
Administer MAPP and NSSE to graduating seniors	Bellarmino College Dean & Office of Institutional Research & Effectiveness



### Campus-Wide Communication

Community-wide communication about the QEP topic, learning outcomes, and initiatives is essential to successful implementation over the next five years. A number of activities are taking place in spring 2008 to raise awareness among students, faculty, and staff. Current and ongoing communication plans include:

*A student QEP Communication Committee* was convened in early 2008 to coordinate a campus-wide QEP awareness campaign and generate community enthusiasm for the QEP. A QEP launch week is scheduled for March 10-14, 2008. The students helped design a logo and a tag line for the QEP and will coordinate and staff the events for the launch week. Events and activities include: QEP logo t-shirts raffled off to winners of international trivia contests; an international food festival; a film and discussion event with a partner school in Australia; campus signage in different languages publicizing the QEP; a study abroad column in the student newspaper; a QEP group on Facebook; and campus displays recognizing students studying abroad.

*The Senior Vice President for Academic Affairs* provided a QEP update at each school faculty meeting in January and February, and the QEP Project Manager presented a QEP overview at a Faculty Town Hall Meeting in February.

*Once finalized, the QEP will be posted* on the university intranet website for faculty and student access.

*Members of the QEP Implementation Committee* will serve as an important means of communication to academic and administrative units across the university; as implementation moves forward, committee members will be expected to report progress and outcomes to their constituencies and gather feedback to inform implementation going forward.

IMPLEMENTATION

Projected Budget

A significant amount of the funding required to successfully implement the QEP is already in place, including three faculty positions, student engagement survey funding, and percentage of administrative time committed to implementation efforts. Existing operating funds will be supplemented by a \$3 million endowed gift for internationalization. The Student Government Association has committed \$2,000 per year from its budget to help fund student travel as a demonstration of student support for the QEP. A projected budget is provided in Table 13 below.

Table 13: Bellarmine University Projected QEP Budget, 2008-2013

In-Kind Funding: In University Operating Budget

<i>Expense</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
Foreign Language faculty position (added 2007-08)	62,500	62,500	62,500	62,500	62,500	312,500
Foreign Language faculty position (added 2008-09)	62,500	62,500	62,500	62,500	62,500	312,500
Geography faculty position	68,750	68,750	68,750	68,750	68,750	343,750
Administrative oversight*	60,500	60,500	60,500	78,000	78,000	337,500
Assessment – student engagement surveys (NSSE, BCSSE) and MAPP	8,500	8,500	8,500	8,500	8,500	42,500
Student travel stipends**	2,000	2,000	2,000	2,000	2,000	10,000
McGowan Prize for Faculty Development***	1 award	1 award	1 award	-	-	10,000
<b>Annual Total</b>	<b>264,750</b>	<b>264,750</b>	<b>264,750</b>	<b>282,250</b>	<b>282,250</b>	<b>1,368,750</b>

**TOTAL IN-KIND FUNDING: \$1,368,750**

\*Estimated portion of administrative salaries based on percentage of responsibilities dedicated to QEP Implementation. Includes 5% Assistant Vice President for Student and Multicultural Affairs; 10% Bellarmine College Dean; 20% International Programs Office Director; 20% Executive Assistant to the Senior Vice President for Academic Affairs; 50% international admissions counselor (increased to 100% in Phase II).

\*\*Amount funded by the Student Government Association. The International Programs Office maintains restricted foundation funding, expiring in 2010, that provides \$30,000/year for international travel for students studying languages (predominantly Foreign Language and International Studies majors) in Romance and Germanic destinations. Because of the restricted nature of these funds, the amount is not reflected in the QEP budget.

\*\*\*One-time gift for three-year membership with the Harris-Manchester Summer Institute, University of Oxford. One faculty member will participate each summer for a total of three awards, 2008-2010.

TABLE 13: BELLARMINI UNIVERSITY PROJECTED QEP BUDGET, 2008-2013 CONT.

## Other Funding

<i>Expense</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
Faculty travel grants	15,000	15,000	15,000	15,000	15,000	75,000
Faculty development – IDC	3,000	3,000	3,000	3,000	3,000	15,000
Faculty development – Geography	3,000	3,000	3,000	3,000	3,000	15,000
Faculty stipends for curriculum development	5,000	5,000	5,000	5,000	5,000	25,000
Student travel stipends	8,000	8,000	8,000	8,000	8,000	40,000
International Liaison faculty stipends	7,000	7,000	7,000	7,000	7,000	35,000
Assessment – administering Intercultural Development Inventory and other measures as needed	10,000	10,000	10,000	10,000	10,000	50,000
Communications	1,000	1,000	500	500	500	3,500
Campus internationalization and transcultural events	1,000	1,000	1,000	1,000	1,000	5,000
Foreign Language faculty position (Phase II)	-	-	-	62,500	62,500	125,000
<b>Annual Total</b>	<b>53,000</b>	<b>53,000</b>	<b>52,500</b>	<b>115,000</b>	<b>115,000</b>	<b>388,500</b>

**TOTAL OTHER FUNDING: \$388,500**

**TOTAL PROJECTED AMOUNT: \$1,757,250**

### Administrative Oversight

Oversight responsibility for the QEP lies with the Academic Affairs office, under the direction of the Senior Vice President for Academic Affairs. In summer 2007 Bellarmine's administrative structure was revised to improve focus on achieving the academic mission of the university. As a result of this change, the position of Vice President for Academic Affairs was changed to Senior Vice President for Academic Affairs, with the Vice Presidents for Enrollment Management, Communication and Public Affairs, and Student Affairs realigned under this position; each vice president previously reported directly to the President. The Vice President of Student Affairs' position was changed to Vice President for Academic and Student Life to reflect a more effective relationship between the academic and student life arenas at Bellarmine. This reorganization is designed to streamline reporting relationships and facilitate collaboration across academic and student life units at Bellarmine.

The QEP Implementation Committee will play a key role in ensuring that implementation goals and student learning outcomes are met. This group, comprised of faculty, administrators, and student representatives from the relevant academic and administrative units across campus, will serve as an advisory group for implementation of the QEP. The committee will convene in spring 2008 to set goals and objectives and review the QEP after any suggestions from the on-site committee have been integrated into the plan. The Executive Assistant to the Senior Vice President for Academic Affairs is charged with project management for the QEP and will chair the QEP Implementation Committee. See below for a summary of the QEP Implementation Committee membership and qualifications.

### QEP Implementation Committee

*Paul Bauer* – Student member of Student Government Association

*Professor Gabriele Bosley* – Associate Professor and Director, International Programs Office  
Bosley is a native of Germany and is a respected national figure in the field of international education. She currently serves on the Executive Committee of the Association of International Education Administrators Board, on the Center for Cooperative Study Abroad Board of Trustees, the Kentucky Institute for International Studies Board of Directors and Steering Committee, on the Center for Cross Cultural Studies Board of Advisors, on the KY Dept of Education Foreign Language Program Review Board, the Ursuline Campus Schools Board of Trustees, and the Louisville Metro Government's International Advisory Council. She is a regular presenter at national and international conferences and has published on intercultural learning.

*Dr. Julien Carriere* – Assistant Professor, Foreign Language Department

Dr. Carriere has achieved near native proficiency in both-French and Italian and has reading knowledge of Spanish. He has extensive experience teaching and studying abroad and offers a unique perspective as a new foreign language faculty member.

***Dr. Hannah Clayborne*** – Assistant Vice President of Student and Multicultural Affairs  
Dr. Clayborne oversees Minority Programming and International Student Counseling, the Career Center, Internships, and Student Engagement at Bellarmine. She will contribute an essential Student Affairs perspective to the Committee’s programming efforts.

***Beth Owen Davis*** – Executive Assistant to the Senior Vice President for Academic Affairs  
Ms. Davis holds an MA in International Affairs and has studied and traveled abroad. She served as a member of the QEP Working Group and will serve as chair of the Implementation Committee and QEP Project Manager, transitioning from her previous role as SACS Project Manager.

***Hunt Helm*** – Vice President, Communication and Public Affairs  
Mr. Helm directs all marketing, communication, and public affairs initiatives for the University. Prior to his tenure at Bellarmine, Mr. Helm was an award-winning newspaper journalist at *The Courier-Journal* and a leading contributor to the newspaper’s Pulitzer Prize in 1988. He is also former Associate Commissioner of Education for the state of Kentucky.

***Dr. Robert Kingsolver*** – Dean, Bellarmine College  
Dr. Kingsolver was chair of the QEP Working Group and played a key role in ensuring a broad-based QEP planning process. All arts and sciences degree programs reside in Bellarmine College, which has the largest number of faculty and undergraduate students. In this role he also oversees the General Education curriculum and is chair of the General Education Subcommittee.

***Dr. Ida Kutschera*** – Assistant Professor, Rubel School of Business  
Dr. Kutschera served as a member of the QEP Working Group. She will provide input on issues for Rubel School faculty and students. Dr. Kutschera is a native of Germany and has worked in the tourism and travel industry abroad.

***Dr. Nelson Lopez*** – Assistant Professor, Foreign Languages Department  
In addition to being a native Spanish speaker, Dr. Lopez has studied and taught extensively abroad. He also brings a unique expertise in theatre arts, having worked as a professional actor, director, and writer in Puerto Rico and Spain.

***Dr. Corrie Orthober*** – Assistant Professor, Thornton School of Education  
Dr. Orthober is a new faculty member in the Thornton School. She will bring her extensive expertise in assessment as well as serve as an important liaison to Education faculty, few of whom have been able to take advantage of teaching abroad opportunities in the past.

***Dr. Carole Pfeffer*** – Associate Professor, English and IDC Program Director in Bellarmine College  
Dr. Pfeffer has served as director of the IDC Program for three years and is currently Faculty Council President. She brings her expertise in interdisciplinary instruction and assessment, as well as her experience in working with the faculty at large.

## IMPLEMENTATION

*Professor Mary Pike* – Assistant Professor, Lansing School of Nursing and Health Sciences  
Ms. Pike served as a member of the QEP Working Group and is an advocate for international clinical experiences for nursing students, having taught in Ecuador, England, and Ireland.

*Dr. Eric Roorda* – Professor, History on the General Education Subcommittee  
Dr. Roorda served as a member of the QEP Working Group and will represent the General Education Subcommittee. He has published extensively on Cuba and the Dominican Republic and received a Fulbright Scholarship to pursue dissertation research in the Dominican Republic. Dr. Roorda also has taught several courses abroad through the Kentucky Institute for International Studies.

*Lindsay Schneider* – Student member of Student Government Association

*Tim Sturgeon* – Dean of Admissions  
Mr. Sturgeon will help the Committee identify and address admissions issues in recruiting international students and will offer an important perspective from Enrollment Management.

*Dr. Cathy Sutton* – Dean of Advising within the Academic Resource Center  
Dr. Sutton served as a member of the QEP Working Group and works closely with many students, in particular freshmen through her leadership of the Freshman Focus (IDC 101) program. Dr. Sutton will help oversee advising-related initiatives.

### Changes in Administrative Structure

An appropriate administrative structure is a critical component of successful implementation. As part of enhancing our current capacity, we will divide the International Programs Office and the Foreign Language and International Studies (FLIS) office into two separate administrative units. Currently the Director of the International Programs Office chairs the Foreign Languages and International Studies (FLIS) department. The first is the International Programs Office, tasked with overseeing all international activity of the institution. This includes the maintenance of current and development of new international initiatives and outreach activities; developing and administering partnership agreements and credentialing requirements for international programs; handling logistics involved in sending students and faculty abroad and in bringing international students and faculty to Bellarmine; providing faculty training and student orientation prior to travel; maintaining communications with students and faculty studying abroad; and providing intercultural integration support for international students. The IPO Director will manage this department and, as chief international administrator, will report directly to the Senior Vice President for Academic Affairs. The Director will continue to provide international leadership and vision and represent the IPO on the appropriate academic oversight committees.

A second, and new, administrative unit will be a Department of Foreign Languages and Trans-cultural Studies, created within Bellarmine College. A new department chair will be selected to lead this program. Two new full-time, Ph.D.-level faculty members, hired in 2007 and 2008, reflect the institutional commitment to the new department. We are thus prepared for expected increases in departmental offerings designed around enhanced foreign language requirements. This newly created department will continue to serve both foreign language majors and non-majors, and will report to the Dean of Bellarmine College.

Advantages of this administrative change include the following:

- ▶ Allows our Director of International Programs to focus on overseeing international initiatives, without the additional burden of managing a foreign language program. This will enable the office to address increased participation by students and faculty in international experiences, which are projected to double during the term of our QEP.
- ▶ Delineates a Foreign Language Department, led by terminally degreed faculty, charged with implementing new foreign language program requirements and developing curricula to impart trans-cultural knowledge along with language skills
- ▶ Clarifies missions and enhances human resources in both programs, which will allow more effective implementation and assessment of QEP learning outcomes.
- ▶ Creates capacity for expansion, both in international experiences and foreign language instruction, two key growth objectives of the QEP.

The Bellarmine College Dean will oversee this transition in coordination with the Senior Vice President for Academic Affairs. Implementation of this administrative change is anticipated within the first two years of the QEP.

### Appendix A: Bellarmine University Strategic Plan Initiatives

1. Celebrate our Catholic identity in the inclusive Merton spirit as the foundation of our commitment to student fulfillment, global consciousness, and environmental sustainability;
2. Establish and sustain a climate of excellence throughout the University;
3. Integrate an international focus and sensibility into all curricular and co-curricular programs;
4. Enhance our reputation, expand our market, and dramatically grow our enrollment; and
5. Develop our financial, physical, and human resources to the level required to achieve our vision for the new Bellarmine University.

## Appendix B: Study Abroad Major Advising Forms

Internationalizing Undergraduate Education through Curriculum Integration and Faculty Engagement – A discussion about study abroad with deans, faculty, and advisers

### ***Motivating – Refer to the 5 F's***

If your approach to motivating students to study abroad and addressing their concerns, begin by working from the 5 F's. You might consider using the 5 F's as the foundation when you and your unit: assess your curriculum for the study abroad, design new advising materials and new brochures, update your undergraduate handbooks, speak to new students and their families during orientations or advising sessions or talk with your colleagues about this work.

Fit –

What do you and your colleagues need to do in order to make study abroad “fit” into your undergraduate curriculum?

What and where will be the messages that you and your unit share with your students about the fit of study abroad in their degree programs?

How else will you support the fit of study abroad into your degree programs?

Finance –

What will you and your colleagues do to support students who study abroad?

What and where will the messages for your students about financing study abroad?

Fear –

How else might you help a student overcome their fear of studying abroad?

What can the University do to support students regarding study abroad?

Family and Friends –

What else do family and friends need to know about study abroad?

What and where will be the messages you and your unit give to family and friends regarding study abroad? What message should come from the University

Faculty –

How will you engage the faculty and advisers in study abroad Curriculum Integration?

How should the University engage the faculty and advisers in the process of study abroad curriculum integration?

### ***Analyze the structures and avenues for communication with students***

Describe the current structure, philosophy and strategies of advising undergraduates in your unit.

What are the methods that you use to communicate with your students? What methods does your unit use to communicate with students?

Where and how might you and your unit begin to communicate with students about study abroad?

What specific messages would you communicate to students regarding study abroad?

How will your unit use web-based advising and communication tools with regard to study abroad?

## Appendix C: International Student Population, Fall 2006 and Fall 2007

<i>Fall 2006 Countries Represented</i>	<i>Number of Undergrads</i>	<i>Fall 2007 Countries Represented</i>	<i>Number of Undergrads</i>
Australia	1	Australia	2
Austria	3	Austria	1
Bahamas	3	Bahamas	4
Brazil	1	Brazil	1
Bulgaria	2	Bulgaria	2
Canada	16	Canada	19
China	2	China	2
Costa Rica	1	Cypess	1
England	3	England	4
France	1	Finland	1
Ghana	3	France	2
India	1	Gambia	1
Jamaica	1	Germany	2
Japan	1	Ghana	3
Malawi	1	India	1
Mexico	2	Ireland	1
Nepal	1	Jamaica	1
Spain	2	Japan	1
Thailand	1	Korea	1
Vietnam	1	Malawi	1
<b>TOTAL 2006</b>	<b>47</b>	Mexico	3
		Nepal	1
		Netherlands	3
		Scotland	1
		Spain	2
		Sri Lanka	1
		Switzerland	1
		Thailand	1
		Trinidad and Tobago	2
		Vietnam	1
		<b>TOTAL 2007</b>	<b>67</b>

## Appendix D: NSSE Data

<i>NSSE Questions regarding International Education</i>	BU Fr 2003	Nat'l Fr 2003	BU Sen 2003	Nat'l Sen 2003	BU Fr 2004	Nat'l Fr 2004	BU Sen 2004	Nat'l Sen 2004	BU Fr 2005	Nat'l Fr 2005
<b><i>Academic and Intellectual Experiences</i></b>										
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignment – In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often	2.64	2.93	2.73	2.75	2.64	2.73	2.78	2.81	2.90	<b>2.77</b>
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values – Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding “done” among all valid respondents.)	2.54	<b>2.77</b>	2.70	2.69	2.67	2.74	2.53	2.72	2.78	2.77
Foreign language coursework	0.20	<b>0.48</b>	0.20	<b>0.41</b>	0.13	<b>0.23</b>	0.25	<b>0.43</b>	0.12	<b>0.25</b>
Study abroad	0.18	<b>0.38</b>	0.17	0.18	0.02	0.02	0.11	0.16	0.01	0.02
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	2.53	2.59	2.31	2.39	2.74	2.60	2.23	2.41	2.70	2.60
Understanding people of other racial and ethnic backgrounds	2.37	2.55	2.42	2.55	2.72	2.53	2.28	<b>2.58</b>	2.54	2.59

Bold p<0.05 / *Italic* p<0.01 / **Red** p<0.001

## Appendix D: NSSE Data

<i>NSSE Questions regarding International Education</i>	BU Fr 2006	Nat'l Fr 2006	BU Sen 2006	Nat'l Sen 2006	BU Fr 2007	Nat'l Fr 2007	BU Sen 2007	Nat'l Sen 2007
<b><i>Academic and Intellectual Experiences</i></b>								
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignment – In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often	2.74	2.76	2.88	2.78	2.60	<b>2.76</b>	2.97	<b>2.80</b>
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values – Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding “done” among all valid respondents.)	2.82	2.68	2.70	2.71	2.79	2.68	2.77	2.71
Foreign language coursework	0.13	<b>0.22</b>	0.28	<b>0.41</b>	0.17	<b>0.22</b>	0.25	<b>0.41</b>
Study abroad	0.02	0.03	0.16	0.14	0.00	<b>0.03</b>	0.20	0.14
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much								
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	2.70	2.57	2.29	2.40	2.57	2.63	2.40	2.44
Understanding people of other racial and ethnic backgrounds	2.54	2.57	2.46	2.57	2.45	<b>2.61</b>	2.55	2.59

Bold p<0.05 / *Italic* p<0.01 / Red p<0.001

## Appendix E: CIRP Institutional Summary

		<b>2003 BU incoming Freshmen</b>	2003 Cath 4yr Colls-highly selective	2003 All Cath 4yr Colls	<b>2004 BU incoming Freshmen</b>	2004 Cath 4yr Colls-highly selective	2004 All Cath 4yr Colls
During high school (grades 9-12) how many years did you study each of the following subjects?	Foreign Language (2 years)	NA	NA	NA	<b>97.2</b>	96.6	95.3
<b><i>How would you describe the racial composition of the:</i></b>							
High school you last attended	Completely non-White	NA	NA	NA	NA	NA	NA
	Mostly non-White	NA	NA	NA	NA	NA	NA
	Roughly half non-White	NA	NA	NA	NA	NA	NA
	Mostly White	NA	NA	NA	NA	NA	NA
	Completely White	NA	NA	NA	NA	NA	NA
Neighborhood where you grew up	Completely non-White	NA	NA	NA	NA	NA	NA
	Mostly non-White	NA	NA	NA	NA	NA	NA
	Roughly half non-White	NA	NA	NA	NA	NA	NA
	Mostly White	NA	NA	NA	NA	NA	NA
	Completely White	NA	NA	NA	NA	NA	NA
<b><i>Indicate which activities you did during the past year</i></b>	Socialized with someone of another racial/ethnic group	<b>67.4</b>	64.9	67.8	<b>56.5</b>	64.6	67.5
<b><i>Student estimates chances are “very good” that he/she will:</i></b>	Participate in a study abroad program	<b>20.5</b>	32.7	24.3	<b>27.9</b>	36.0	27.0
<b><i>Objectives considered to be “essential” or “very important”</i></b>	Improving my understanding of other countries and cultures	<b>36.3</b>	47.3	44.4	<b>41.2</b>	47.2	44.8

NA = Not Asked

Appendix E: CIRP Institutional Summary

		2005 BU incoming Freshmen	2005 Cath 4yr Colls highly selective	2005 All Cath 4yr Colls	2006 BU incoming Freshmen	2006 Cath 4yr Colls-highly selective	2006 All Cath 4yr Colls
During high school (grades 9-12) how many years did you study each of the following subjects?	Foreign Language (2 years)	NA	NA	NA	92.7	97.4	95.3
<b><i>How would you describe the racial composition of the:</i></b>							
High school you last attended	Completely non-White	NA	NA	NA	0.5	1.1	3.0
	Mostly non-White	NA	NA	NA	2.9	4.7	10.0
	Roughly half non-White	NA	NA	NA	18.5	15.3	19.3
	Mostly White	NA	NA	NA	68.8	66.8	57.4
	Completely White	NA	NA	NA	9.3	12.0	10.3
Neighborhood where you grew up	Completely non-White	NA	NA	NA	0.5	1.9	5.3
	Mostly non-White	NA	NA	NA	4.9	5.0	9.9
	Roughly half non-White	NA	NA	NA	6.7	9.0	11.6
	Mostly White	NA	NA	NA	62.0	54.9	48.9
	Completely White	NA	NA	NA	26.0	29.2	24.4
<b><i>Indicate which activities you did during the past year</i></b>	Socialized with someone of another racial/ethnic group	67.4	65.2	67.4	63.3	62.7	65.3
<b><i>Student estimates chances are “very good” that he/she will:</i></b>	Participate in a study abroad program	20.5	38.8	28.4	31.5	39.5	29.9
<b><i>Objectives considered to be “essential” or “very important”</i></b>	Improving my understanding of other countries and cultures	36.3	53.1	48.1	47.5	52.3	48

NA = Not Asked

## Appendix E: CIRP Institutional Summary

		2007 BU incoming Freshmen	2007 Cath 4yr Colls highly selective	2007 All Cath 4yr Colls
During high school (grades 9-12) how many years did you study each of the following subjects?	Foreign Language (2 years)	NA	NA	NA
<b><i>How would you describe the racial composition of the:</i></b>				
High school you last attended	Completely non-White	0.0	1.2	2.8
	Mostly non-White	0.9	5.5	9.2
	Roughly half non-White	20.9	17.4	20.4
	Mostly White	62.7	64.7	58.2
	Completely White	15.5	11.2	9.4
Neighborhood where you grew up	Completely non-White	0.0	2.4	5.1
	Mostly non-White	2.8	5.8	9.6
	Roughly half non-White	7.4	9.5	11.9
	Mostly White	65.7	54.4	50.3
	Completely White	24.1	27.8	23.1
<b><i>Indicate which activities you did during the past year</i></b>	Socialized with someone of another racial/ethnic group	61.8	64.3	66.1
<b><i>Student estimates chances are "very good" that he/she will:</i></b>	Participate in a study abroad program	44.0	38.8	29.9
<b><i>Objectives considered to be "essential" or "very important"</i></b>	Improving my understanding of other countries and cultures	51.9	54.7	51.4

NA = Not Asked

## Appendix F: International Interest Survey Summary Report, Spring 2007

## Bellarmine University Faculty and Staff

**General respondent information:**

Invitations	504
Surveys completed	233
Overall response rate	46%
Full-time faculty responses	74
Response rate (74/116)	64%
Part-time faculty responses	40
Response rate (40/188)	21%

Staff member responses 118  
Response rate (118/200) 59%

\* One employee did not designate faculty or staff member

\*\* Survey conducted in the spring semester 2007

**Employee respondents by school or unit:**

Arts and sciences	61
Lansing school of health sciences	42
Student affairs	22
Enrollment management	21
Business affairs	17
Rubel school of business	14
Development	12
Academic affairs	11
Thornton school of education	10
President's office	4
Communications and public affairs	7
Continuing studies	3

\* 9 employees did not designate school or unit

**Employee citizenship information:**

USA	219
**Non-USA	8

\* 6 employees did not designate faculty or staff member

\*\* Australia, Germany, India, Singapore, UK, Zambia and Zimbabwe represented.

**Faculty and staff responses to international experiences and background:**

International interest	88	39%
International experience	74	33%
International expertise	35	16%
No expertise, experience or interest	92	41%
Other	8	4%

\* Respondents can select more than one response

\*\* 226 (97%) of total respondents answered this question

Studied abroad	39	47%
Taught abroad	32	39%
Conducted research abroad	25	30%
Presented abroad	24	29%
Completed service	20	24%
Exhibited abroad	8	10%

\* Respondents can select more than one response

\*\* 83 (35%) of total respondents answered this question

**Spoken foreign languages by faculty and staff (with varying levels of fluency)**

Spanish	50
French	40
German	21
Italian	6
Russian	4
Arabic	4
Greek	3
Japanese	2
Bengali	1
Bosnian	1
Cantonese	1
Chinese	1
Icelandic	1
Latin	1
Malay	1
Serbo-Croatian	1
Shona	1

\* Respondents can select more than one response (i.e. List languages as 1st, 2nd or 3rd). All listings were counted.

\*\* 101 (43%) of total respondents answered this question

***Faculty and staff members' willingness to share with colleagues abroad***

Via classroom visits abroad	53	41%
Via research collaboration abroad	41	32%
No ( <i>won't travel abroad for business</i> )	40	31%
Other	32	25%

\* Respondents can select more than one response

\*\* 130 (56%) of total respondents answered this question

***Faculty and staff responses regarding international students on the BU campus***

Invite students to class	76	55%
Be a host family	71	51%
Promote study abroad	66	42%
Be an academic or peer advisor	56	40%
Assist with recruitment of other intl. students	44	32%
Trade conversation in student's native language	42	30%
Participate in the international club	40	29%

\* Respondents can select more than one response

\*\* 139 (60%) of total respondents answered this question

***Faculty and staff responses regarding BU students going abroad***

Promote study abroad in general	93	84%
Share your expertise in a country where BU students traditionally study	59	53%
Develop and lead your own study abroad program	39	35%
Teach IDC 301 abroad	38	34%
Teach BU summer abroad program	37	33%
Teach BU semester long abroad program	21	19%

\* Respondents can select more than one response

\*\* 111 (48%) of total respondents answered this question

***Faculty and staff responses regarding other ways to promote international education***

Develop new course with an international focus	38	43%
Teach IDC 301 on BU campus	37	42%
Integrate international component into current teaching	37	42%
Worldfest (Louisville festivities)	36	41%
Sister Cities program	32	36%

\* Respondents can select more than one response. Listed are the top 5 selections.

\*\* 88 (38%) of total respondents answered this question

***Faculty and staff responses to a proposed language requirement for all Bachelor of Arts degrees:***

Yes	140	86%
No	16	10%

\* 163 (70%) of total respondents answered this question

***Faculty and staff responses to a proposed foreign language requirement for all students:***

Yes	108	66%
No	44	27%

\* 163 (70%) of total respondents answered this question

***Faculty and staff asked to list the three most important areas to internationalize BU:***

Foreign language study	93	54%
Academic offering with international content	82	47%
Geography (human, physical and political)	59	34%
International student recruitment	57	33%
Articulate institutional commitment	50	29%

\* Respondents can select one to three responses. Listed are the top 5 selections.

\*\* 174 (75%) of total respondents answered this question

