President Snyder’s Introduction:
The goal of the International Planning Committee (IPC) is to identify new areas where we can grow internationally in addition to traditional areas of strength.

This series of community forums is divided into three topics:
1. increasing global partnerships and other general topics
2. increasing/better supporting int’l students
3. increasing opportunities for our students to study abroad

Professors Kazura and McGrath who co-chair the IPC are present (David Fleshler is abroad in Israel with faculty from School of Medicine).

Today’s topic: increasing opportunities for students to study abroad. What kinds of things influence students to seek study abroad? What obstacles prevent them from doing so?

Prof. Peter Lagerlof, co-chair of the Undergraduate Education Abroad/International Experience Working Group, led the discussion. Prof. Lagerlof began by observing that the mission of CWRU includes the promotion of an inclusive culture of global citizenship. He also explained the structure of the IPC and its subgroups.

Outline for this community forum
I. Background
II. Int’l Education
III. Int’l Experience
IV. Questions/Discussion

I. Background
Comparison of similar schools w/Case in percentages of education abroad. (33-50% at others v. 20% at Case) How aggressive should we be in increasing participation? What is the proper level?

II. International Education
Two components of study abroad at CWRU:
- Year and Semester Programs
  - the IPC is considering established programs & development of new programs
  - requirements
    - gpa, language, etc.
    - student cost
      - how do we balance impact on the university with cost to the student?
- Short term programs
  - established programs
    - Bioethics
    - MSASS
III. Other international experiences

- co-op (International Co-operative Alliance)
- undergraduate research
- engagement with established organizations
  - doctors/engineers/teachers without borders
- Cleveland-based international experience – if CWRU can’t send students out, is it still possible for them to have substantial international experiences?
  - focus areas of study
    - learn about a specific region
  - technology mediated courses
    - experience of the College of Arts and Sciences suggests that students can have genuine international experience in this way

IV. Open Discussion

- Have there been any surveys of students? What was the response?
  - Informally - the majority of students would like to study abroad when they enter Case. Some view cost as an obstacle. CSE students tend to view major requirements as an obstacle.
  - The study abroad working group is about to do a survey of students which will ask, among other things, about barriers to participation in study abroad.
- Student question: Why not direct enrollment in the foreign institution? It’s cheaper for students.
  - CWRU has traditionally not allowed direct enrollment for non-English speaking programs because it is more difficult.
  - Cost would be the same because, to get CWRU credit, students must pay CWRU tuition.
  - Follow-up: what if students are living in housing provided by another institution? CWRU doesn’t charge for housing and students often find less expensive options.
  - Follow-up: some universities do allow direct enrollment and students pay the other institution’s tuition. Does this create different study abroad practices?
    - CWRU used to have this model. Most are structured the way CWRU is now.
    - One downside to direct enrollment is that the decision of where to study is no longer fiscally neutral. We do not want students to choose their study abroad experience based on the cost of tuition.
  - Answering these types of questions for students is one reason we have created the OIA.
- What have those schools that have higher participation done differently? What are their policies?
  - Not exactly sure; many run their own programs.
- How to increase the numbers? When students have meaningful international experiences without course credit, those experiences should also be taken into account. Case also can be more supportive in providing appropriate structures so that meaningful international experiences can earn credit.
  - Prof. Lagerlof: having a central office will enable us to bring many of these issues together.
  - The committees have discussed how to make the process from top to bottom easier for students.
• The literature we use to attract students promotes things like multiple majors that tend to make study abroad more difficult (at least seemingly). Study abroad should be equally publicized in our recruiting material.

• First year students come in eager to study abroad and then urban myths hit. They are told that they can’t study abroad and graduate on time by other students. Advisors need to challenge those assumptions. Need quantitative and qualitative study of students’ reasoning. Need cross-campus culture shift.
  o need to work on both perceived and actual barriers
  o need to educate faculty (prime example – CSE focuses on co-ops and other opportunities, not study abroad). Hopefully having a more visible & centralized international office will help.

• Need to create higher visibility and market opportunities to students (especially less known opportunities like undergraduate international research)

• May need to incentivize professors to lead smaller trips during breaks, etc. Faculty must be recognized for their participation.

• Technology-mediated courses are valuable and we should also look at partially technology-mediated...example: consult w/Spanish expert on alternative energy during one class.
  o Technology-mediated courses lead to study abroad.

• Student question: why do we have the senior residency requirement?
  o University wants to “see” the students before we grant them a degree. Maybe we could have this requirement fulfilled through a CWRU program abroad or only require the last semester. The working groups are exploring this question.
  o Also a pragmatic issue – some universities end spring semester later; transcripts not received in time for graduation. (counter- reason to advise students carefully, not bar)
  o Counter-example: in Sweden, universities send students abroad during senior year after they have received their foundational education.

• From a university perspective, what are the indicators of success?
  o Depends on goals set by the planning committee
  o This is one of the difficult questions – a larger goal is to think about what we want to be when we are through this process.
  o If we are able to bolster international aspects of study on campus, does that count and how do we measure that?

• Do we consider re-entry programs? Right now many students have reverse culture shock.
  o Correct that we can’t really separate this from sending students abroad.
  o Possibilities - presentations, engagement with student organizations.
  o We have looked at how we can help international students. We have looked a little bit at de-briefing, but not enough (note, this feeds into the numbers going abroad – returning students can build buzz)
  o Cleveland has a rich cultural fabric that we could utilize to integrate international students and as support for students going abroad or returning.

• Phi Delta Theta international honors society could move campus forward – brings international students, those who’ve been abroad & those who want to go abroad together – requires serious interest in international studies.

• Next forum will focus on international students on campus, but it is difficult to separate these issues.
• A potential hook: have students create material on their study abroad experience – interview everyone who has an international connection and use this in communication with prospective and current students.
• Tailor international experiences to students’ interest – example: find internships while they are abroad. Faculty are very important in connecting students with opportunities.
  o Can also use alumni association & international chapters
    ▪ Alumni office: This is a great option. The alumni need more to do. Having them talk to students about their country or show them how to shop in the country is much more interesting than just hosting a happy hour.
    ▪ Alumni abroad are often very highly positioned and can provide opportunities
    ▪ International alumni already have their own Facebook pages and organized groups.
  o Important to have university support of alumni organization efforts.
Forward Thinking: Creating an International Strategy at Case Western Reserve University

Second Campus International Forum

October 22, 2010
# Dates of Community Forums

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td>September 23</td>
<td>General Issues, Thwing 1914</td>
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<td>11:30 – 1:00 p.m.</td>
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<tr>
<td>October 22</td>
<td>Education Abroad and International Experiences, Mandel Center for Non-profit Organizations, Room 115</td>
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<tr>
<td>12:30 – 2:00 p.m.</td>
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<tr>
<td>November 19</td>
<td>International Student Recruitment, Retention and Campus Life, Nord 310</td>
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<tr>
<td>12:30 – 2:00 p.m.</td>
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<tr>
<td>Early 2011</td>
<td>Cleveland Community Forum</td>
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Mission: Case Western Reserve University improves people’s lives through preeminent research, education and creative endeavor. We realize this goal through...promotion of an inclusive culture of global citizenship.

Goal 1: Advance our academic programs to increase the University’s impact

Enhance the international character of the University
Office of International Affairs  
Adelbert Hall, Suite 329  
216-368-2397  

David Fleshler, Associate Provost for International Affairs  
*Office Hours: Thursday, 1:30 – 2:30 p.m. or by appointment*

david.fleshler@case.edu

## International Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>James W. Kazura, co-chair</td>
<td><a href="mailto:james.kazura@case.edu">james.kazura@case.edu</a></td>
</tr>
<tr>
<td>Janet W. McGrath, co-chair</td>
<td><a href="mailto:janet.mcgrath@case.edu">janet.mcgrath@case.edu</a></td>
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Outline for the Community Forum

- Background
- International Education
- International Experience
- Next steps in the Process
- Question/Discussion
Background
# Undergraduate International Students

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage of international undergraduate students</th>
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<tbody>
<tr>
<td>Carnegie Mellon University (PA)</td>
<td>15%</td>
</tr>
<tr>
<td>University of Chicago (IL)</td>
<td>9%</td>
</tr>
<tr>
<td>Emory University (GA)</td>
<td>7%</td>
</tr>
<tr>
<td>Boston University (MA)</td>
<td>7%</td>
</tr>
<tr>
<td>New York University (NY)</td>
<td>6%</td>
</tr>
<tr>
<td>George Washington University (DC)</td>
<td>5%</td>
</tr>
<tr>
<td>Washington University in St. Louis (MO)</td>
<td>4%</td>
</tr>
<tr>
<td>Vanderbilt University (TN)</td>
<td>3%</td>
</tr>
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2010 U.S. News and World Report
### Undergraduate International First Year Students: Case Western Reserve University

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Total Class</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>31</td>
<td>1132</td>
<td>2.7%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>26</td>
<td>1026</td>
<td>2.5%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>83</td>
<td>973</td>
<td>8.5%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>68</td>
<td>1021</td>
<td>6.6%</td>
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## Undergraduate Education Abroad

<table>
<thead>
<tr>
<th>School</th>
<th>Percent of Undergraduate students who participate in Study Abroad</th>
</tr>
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<tbody>
<tr>
<td>New York University (NY)</td>
<td>55 %</td>
</tr>
<tr>
<td>George Washington University (DC)</td>
<td>45.9%</td>
</tr>
<tr>
<td>Emory University (GA)</td>
<td>38.6 %</td>
</tr>
<tr>
<td>Boston University (MA)</td>
<td>36.1%</td>
</tr>
<tr>
<td>Washington University in St. Louis (MO)</td>
<td>35.3%</td>
</tr>
<tr>
<td>Vanderbilt University (TN)</td>
<td>35 %</td>
</tr>
<tr>
<td>University of Chicago (IL)</td>
<td>33.3 %</td>
</tr>
<tr>
<td>Case Western Reserve University *</td>
<td>20 %</td>
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</tbody>
</table>

* Estimate by Undergraduate Studies

International Education
International Education

- Year and Semester Programs
  - Established Programs - Development of New Programs
  - Requirements
    - GPA, Language, etc.
    - Student Cost
  - Short Term Programs
    - Established Programs
      - Bioethics
      - MSASS
    - Development New Programs
International Experience and Other International Education Opportunities
International Experience

- Co-Op (International Co-operate Alliance)
- Undergraduate Research
- Engagement with Established Organizations
  - Doctors without Borders
  - Engineers without Borders
  - Teachers without Border
- Cleveland Based International Experience
  - Focus Areas of Study
  - Technology Mediated Courses
Open Discussion
International Education/Experience

- What do we mean with International Education/Experience?
  - Education?
  - Better Awareness?
  - ......

- How large should our effort be?
  - Immersion of All Students?
  - Opportunities for All Students
  - ......
International Education/Experience

- Alumni Association
  - International Chapters

International Campus

- Should we have a permanent presence in a different country?
  - ......

Other Organizations

- Doctors without Borders
- Engineers without Borders
- Teachers without Border
  - ......
Thank you.