

IC 20/20 PLAN

Listing All Action Steps Necessary to Achieve the Vision

THEME 1: LEVERAGING OUR STRENGTHS THROUGH INTEGRATIVE LEARNING

The “Themes and Perspectives” Model is at the heart of the Integrative Core Curriculum

The “themes and perspectives” model is a method of grouping liberal education courses to make the experience of taking them as integrative as possible. The premise is that complex and important issues are best approached through a variety of lenses. Accordingly, an integrative experience in liberal education means encountering a variety of methodological approaches to central issues and problems of life. This system imagines a set of “themes,” for lack of a better word, among which a student would choose one in order to take five courses focused on that chosen theme, each representing a different perspective.

Themes

Themes will be determined by a faculty governing body with that responsibility, either as inquiry based questions (“What does it mean to be human?,” “Can we sustain our planet and ways of life?” “What is the significance of the past?”) or as more concrete problem areas (“Creation and Artifact,” “Great Works,” “Global Questions and Connections,” “Frameworks for Contemporary Cultures and Problems”). Themes would need to be capacious enough to be of interest to large numbers of faculty and students, while not so general as to be incoherent. The word “themes” serves as a stand-in for the ultimate descriptor term that should be determined by the faculty body with curricular responsibility for the integrative core curriculum.

Perspectives

The themes are completed by a student taking courses representing a number of perspectives on that theme. These perspectives include Humanities (HU) for courses informed most explicitly by the humanities, Creative Arts (CA) for courses that focus on the human urge to create artistic performances and visual works of art, Social Sciences (SS) for courses approaching knowledge from a social scientific perspective, Quantitative Literacy (QL) for courses that emphasize quantitative and abstract symbolic approaches to inquiry, and Natural Sciences (NS) for courses that emphasize an understanding the physical basis of the natural sciences and associated technology, as well as the methods that scientists use to study physical and natural phenomena. These designations are not intended to necessarily distribute coursework by departments; designators indicate the most central perspective of the course being proposed. Interdisciplinary perspectives courses may be categorized within more than one perspective (for different students). Instructors will carry the responsibility for discussing with each class the place of the course within its theme and the contribution of the class to students’ general education.

Perspective designations would be proposed by faculty to the faculty body with curricular responsibility for the integrative core curriculum.

Ithaca Seminar

The Ithaca Seminar has proven to be a highly effective introductory course for some first year students. These seminars use a proposal-driven system that places students in interdisciplinary, low-enrollment seminars that also address a variety of transition to college issues. The Ithaca Seminar will be required for all incoming first year students and the Ithaca Seminar will be the foundation of an introduction to the general education program, including the e-portfolio. All sections of the Ithaca Seminar will be aligned to a theme. Ithaca Seminars could be offered within any of the perspectives.

Additional Liberal Arts Electives/Integrative Experiences

All Ithaca College degrees, including B.F.A. and B.Mus. degrees, require students to complete a minimum of 30 credits of liberal arts courses. Students may distribute the remainder of their general education course work in a variety of ways. Possibilities include majors requiring a minimum of 12 additional credits of liberal arts courses or restricted electives; a semester of study away from the Ithaca College campus; completion of a minor field; completion of a second major; completion of 12 credits of second language study (with some adjustments available to students in some B.Mus. programs that require coursework in two languages); or some combination of these. Note that non-liberal arts experiences such as internships could be included here, but additional liberal arts coursework might also be necessary, depending on the major.

For liberal arts and sciences majors who will complete the required number of liberal arts credits through the integrative core curriculum and their major, we envision non-liberal arts coursework such as internships or elective courses or course sequences that represent professional education as another possible way to fulfill this component of this general education program.

Liberal Education Capstone Experience and Electronic Portfolio/Project

In order for students to make the connections implied by an integrative core curriculum, they must be given a significant, formal opportunity to reflect upon their experience. A senior capstone will give students that opportunity while at the same time giving the integrative core curriculum a rich body of data for use in the assessment of the program. Many major fields already require students to complete a senior capstone experience that attempts to bring students to an integrative understanding of how their various kinds of coursework have contributed to their education. Majors with capstones such as these may be able to integrate the capstone function of the integrative core curriculum into their existing major capstone requirement.

We propose that students use an electronic portfolio (e-portfolio) to make connections among themes and perspectives courses and their majors, minors, and electives. This portfolio would be introduced to students in their first year. It would become a place for them to assemble artifacts from their entire educational experience, as well as a place for their written reflections during the course of their studies. E-portfolios could also serve the purpose of demonstrating additional competencies as required by particular schools or departments.

Diversity Requirement

Students will be required to take at least one course – in their integrative core curriculum, their electives, or their major – that is centrally concerned with issues of human diversity. The criteria for designation of a course as being centrally concerned with diversity would be taken from the language put forward in the final report of the Strategic Diversity Task Force. Diversity designations would be proposed by faculty to the faculty body with curricular responsibility for the integrative core curriculum. These courses could fit within any of the perspectives.

Academic Writing/Writing Intensive Requirement

Academic Writing will remain a requirement for all Ithaca College students, with the exception of students who place out of it through high Advanced Placement scores or the equivalent.

Currently unresolved is the question of whether appropriate Ithaca Seminars should also fulfill the Academic Writing requirement.

All Ithaca College students should also complete at least one course designated Writing Intensive. Designation of courses as Writing Intensive would be the responsibility of the faculty body with curricular responsibility for the integrative core curriculum.

Integrative Majors

1. We recommend the following program goals for all integrative majors:
 - *Promote critical and systemic thinking:* Integrative majors draw and assemble ideas and concepts from many different subject areas. This approach allows faculty and students to tackle real-world issues in all their complexity.
 - *Encourage collaborative learning:* Integrative majors teach knowledge and skills through communal sharing rather than isolated competition. Faculty and students work with each other.
 - *Connect multiple perspectives:* Integrative majors recognize, respect, and bridge differences between fields, professions, media, and cultures. Such connections are essential for the new interdisciplinary academy, a high-tech information economy, and an increasingly diverse world.
 - *Develop civic engagement and personal expression:* Integrative majors help students to judge, speak and act on the basis of their own reasoned beliefs and to fully participate in the academy and society.
 - *Link theory and practice:* Integrative majors convey abstract theories by applying them to concrete projects and activities and putting them into practice in real-life situations. They link the class to the quad, the quad to the commons, and the commons to the world.
2. We recommend consideration of the following student learning outcomes for all integrative majors. That students demonstrate an ability to:
 - Identify, learn, and apply methods of quantitative measurement
 - Read closely, applying textual analysis and other forms of close analysis
 - Engage in interpersonal interactions and/or observe the interactions of others

- Develop, exercise, and use their imagination
 - Develop experience by doing
 - Apply quantitative and mathematical analysis
 - Apply computational methods
 - Design, implement, evaluate, and/or use simulations and models
 - Initiate and engage in reflection and self- assessment
 - Contextualize their work and experiences
 - Collaborate with others and mediate conflicts
 - Lead a team or working group
 - Contribute as a member of a team or working group
 - Learn, use, and translate disciplinary jargon
 - Think inside and outside of paradigms.
3. We propose that the Planned Studies major be revised, as detailed in our full report.
 4. We propose a process and structure for developing new integrative major programs, as detailed in our full report.

Integrative Electives

1. We recommend that the College capitalize on its strength as a residential, comprehensive college by supporting development of integrative electives in all schools that can be taken by all students. These electives should allow students to have a broad variety of interesting and valuable experiences. Adopting the model of the successful Physical Activity, Leisure, and Safety (PALS) courses in the School of Health Sciences and Human Performance, courses should be offered by faculty or advanced students on a pass/fail basis in order to provide students with learning opportunities from across the schools of the college. We imagine courses in musical instrument performance fundamentals (guitar playing, piano chords, drum rhythms); personal finance (how to buy a house, managing student loans, mutual funds basics); media production (camera angles 101, darkroom basics), in addition to current PALS courses (scuba diving, fencing, alpine skiing).
2. In addition to the kinds of courses detailed above, we recommend the development of a broad array of models for integrative elective courses. These courses should be offered in such a way that students can take advantage of the many areas of study across the schools and campus. Faculty have demonstrated their eagerness to teach in a variety of innovative ways, and these ways of teaching could be better encouraged and supported by developing models of types of integrative courses into which faculty easily plug their teaching interests.
3. We recommend that the College open up the academic calendar so that creative use can be made of different time periods for offering courses.
4. We recommend that the College consider methods for encouraging creative use of the schedule by charging tuition for the calendar year rather than billing separately for the academic year, the January term and the summer term.

5. We recommend that the College investigate how we can create a centralized place where information about available integrative electives is gathered and disseminated, both to fully engage our students and as an aid to academic advising.
6. We recommend examining incentive structures to maximize rewards, contextualize student evaluations, and positively inform tenure and promotion decisions, for faculty participating in integrative education. The College must also examine its policies and procedures with an eye toward removing barriers to innovative courses and pedagogies.
7. We recommend increasing faculty development support for the creation of new and innovative integrative elective courses.

Summary Listing of the All-College Integrative Core Education Model

We recommend the following model for an All-College Integrative Core Curriculum:

Academic Writing

Students with a high AP score might place out of this class

3 credits

Mathematics Competency

Mathematics placement score of 1, 2, or 3. A placement score of 4 requires student to earn C- or higher in MATH 10000 or MATH 18000.

Integrative Core Curriculum Theme

Completion of one theme by taking five courses, each from a different perspective: for now titled Humanities (HU), Social Science (SS), Quantitative Literacy (QL)¹, Natural Science (NS), Creative Arts (CA).

One seminar, which can come from any perspective, must be a 4-credit Ithaca Seminar.

16 credits

Additional Liberal Arts Electives/Integrative Experiences

Liberal arts courses required by major (minimum 12 credits)

or

Semester-long, full-time, for credit, study away or extramural experience² (minimum 12 credits)

or

Minor (variable credit)

or

Second major³ (variable credit)

¹ Entrance into QL course requires mathematics placement score of 1, 2, or 3. A placement score of 4 requires student to earn C- or higher in MATH 10000 or MATH 18000.

² Study away or extramural experiences that include non-liberal arts internship credits would need to also include additional liberal arts courses as required by major.

³ Musical Theatre counts as double major

or

Foreign language study through Intermediate level⁴ (12 credits) 12 credits

Liberal Education Capstone

Could be combined with capstone in the major 1-3 credits

E-portfolio

Could be combined with Capstone experience, become part of portfolio for major, or be combined with a senior project

0-3 credits

Additional requirements from Liberal Education, Electives, or Major

- One course centrally concerned with Diversity
- One course designated Writing Intensive, in addition to Academic Writing

TOTAL 32-37 credits or more if minor or second major are included.

Expansion of the First Year Residential Experience

The First Year Residential Experience (FYRE) will seek to build the personal growth and intellectual curiosity of our students. Through the FYRE, students will develop a sense of connection in their residence hall and with the wider Ithaca College community, be fully engaged in the Ithaca College experience, achieve academic success, be self-reliant, appreciate cultural and other forms of difference, practice civic engagement, and value a healthy and sustainable lifestyle.

The FYRE will be based in first year student housing created or modified for the purpose, and will serve all first year students. It will include a connection to the curricular themes of the integrative core curriculum, including the Ithaca Seminar described above.

The FYRE will begin with an August Orientation Program for all first year and transfer students, replacing the orientation programs currently held throughout the summer. The August Orientation program will include a day of community service.

Fostering Civic Engagement

We will create an Office for Civic Engagement to coordinate student service learning, community service, and civic engagement initiatives. The office will serve as the central campus clearinghouse of information for all student civic engagement opportunities, including community service, service-learning, and community-based research. It will also offer faculty development opportunities in concert with the Center for Faculty Excellence to increase the availability of high quality service-learning opportunities for IC students. It will develop cultural competency orientation modules for students to prepare them for service-learning work. It will work closely with community partners to identify and promote authentic service partnerships with community agencies and organizations. The office will also assess the effectiveness of various service learning and community service activities.

⁴ Completion of level-1 in two languages would be allowed for some B.Mus. degrees

Connecting Students and Alumni

We will create a Student – Alumni Mentor Program that offers students the opportunity to connect with an alumni mentor as they define their educational goals as well as navigate and transition from students to workplace professionals. The goals of the program are to give student mentees insight, feedback and encouragement, and to give alumni mentors an opportunity to take stock of their accomplishments and to further expand their own professional and social networks.

Integrative Graduate Programs

Professional graduate education is generally confined within narrow definitions of the skills needed for advancement within a given profession. We will extend our integrated undergraduate educational experience to the post-baccalaureate level by developing prototypes of graduate certificates or degree programs valued by professionals whose advancement depends on ability to move across standard professional boundaries and skill sets. Examples of such degree programs include:

- Corporate communications management (Communication and MBA courses)
- Sport management and MBA
- Health communication
- Educational leadership and innovation (educational technology, corporate communications, and teacher education)
- Arts (music, theatre, etc) and MBA

As we have done in the past, we will continue to find opportunities to provide new graduate degrees that are necessary for entry into professional fields for which IC has undergraduate majors.

THEME 2: FULFILLING OUR MISSION THROUGH INSTITUTIONAL EXCELLENCE AND ACADEMIC ACHIEVEMENT

Creating a Comprehensive System of Student Advising

- We will revise the current structure for academic advising from a decentralized model dependent almost entirely on faculty to a campus-wide shared structure that is a hybrid of faculty and dedicated staff advising.
- This advising system will be mandatory for all students.
- Faculty advising will continue as the essential component of an effective academic advising system that is particularly centered on the major field of study and on professional success after graduation.
- Academic advising will be evaluated and assessed, including both the advising system and individual advisors.
- The role of faculty members in academic advising will be supported, recognized, and rewarded.
- A realistic advising load will be determined for both faculty advisors and professional advisors in an effort to establish and maintain effective academic advising at the College. For faculty advisors, advising will be part of the flexible work-load model.

- Ithaca Seminars will provide an emphasis on academic advising and transition-to-college issues.

We will create a Center for Student Advising and Achievement. Services offered by this center will include:

- Registration assistance and referrals to support services
- Assistance in selecting major/minor and developing educational plans
- Assistance in navigating Homer Connect degree evaluation
- Transfer student information and transition to the College
- Students-in-transition advising (changing majors/schools)
- Academic support, programming, and intervention for probationary students
- Educating students to their roles and responsibilities
- Training and development of faculty advisors
- First-year student adjustment and transition-to-college advising
- Midterm outreach and advising
- Educational planning (done in conjunction with faculty advisors)
- Support to Summer Orientation advising and transition-to-college
- An academic advising website, created and maintained by the Center
- The administration of an all-college Academic Review Committee
- The development and maintenance of an academic student-at-risk outreach program

Utilizing the services both of staff and faculty advisors, students will be empowered to identify and execute their pathways through the first year experience, the integrative core curriculum, and the connection of those experiences with their major.

Assessing Student Learning Outcomes and Enhancing Institutional Effectiveness

- Systematize and institutionalize a program of ongoing student learning outcomes assessment.
- Create an Institutional Effectiveness Committee, paired with the All-College Budget Committee, to close the planning, feedback, and budgetary loop that is a requirement of good assessment practices and systems.

Faculty Development, Mentoring and Evaluation

In addition to providing learning opportunities for faculty to improve teaching, advising, and research, faculty development strives to promote a culture conducive to continual pursuit of faculty excellence. Such a culture promotes educational programs and workshops where faculty can learn the skills necessary to reach excellence in a changing academic environment. Faculty development is also concerned with helping faculty identify and appreciate both the intrinsic and extrinsic rewards gained from the pursuit of personal and professional excellence.

To this end we will create a Center for Faculty Excellence, with resources focused on areas identified by faculty as critical to their professional effectiveness. The consultations and evaluations provided by the Center will be formative, separated from the promotion and tenure process. To be accessible to all faculty, the space needs to be centrally located rather than a part of any one school or department. The Center for Faculty Excellence will provide numerous benefits to the academic community, including:

- A space where resources are readily available,
- Consultation services related to teaching effectiveness and scholarship from faculty development specialists,
- Opportunities for informal interaction with individuals from other schools,
- A place where faculty can practice with new technology,
- Opportunities to learn about new pedagogical approaches, and
- Opportunities to learn about the work of their peers, which will be showcased and utilized as examples of excellence.

We will create a needs-based faculty development program that provides:

- Structured mentoring programs suited to the needs of faculty.
- Seminars for faculty on the promotion and tenure process.
- College-wide networking opportunities for faculty.
- Confidential consultation and teaching evaluations.
- Support for a culture of engagement and enthusiasm around faculty development and a venue for sharing and exploring ideas and resources.
- A place to explore and promote the use of technology to enhance teaching effectiveness.

The Center for Faculty Excellence will provide a blend of workshops and individual consultations. Programs will incorporate web resources, emphasize the scholarship of teaching and learning, make a strong commitment to the use of peer teams, and showcase and share the knowledge and expertise already demonstrated by faculty.

Faculty members who are passionate about specific areas of faculty development will be provided with leadership opportunities as Faculty Affiliates to design and implement educational programs through which they can share their knowledge and expertise.

We will develop a flexible faculty workload model consisting of individualized teaching, service and scholarship loads. This will recognize the distinctive teaching environments of different schools and programs as well as distinctive contributions made by individual members of the faculty. This model will be based upon and will further advance a robust environment of expectation for teaching excellence, along with support for faculty excellence in scholarship appropriate for a teaching-centered college and well-defined expectations for faculty service. The model will include clear measurements and expectations for faculty in each of these areas.

We will take the necessary steps to secure a high rate of success in every school with respect to securing our first choice faculty.

We will utilize best practices in higher education in the revision of policies regarding types of faculty appointment.

We will develop a faculty salary analysis and compensation model utilizing data from school-based peer institutions, for the full range of faculty appointments, ranks and disciplines.

We will create a college-wide program of faculty development and mentoring to increase retention, with particular attention to the retention of ALANA and international faculty.

We will begin an endowed Distinguished Professor program that hire experienced faculty whose special expertise, experience, and leadership will further advance the objectives of the IC 20/20 vision. Occupants of these endowed chairs will be recognized for teaching excellence and for their ability to galvanize teaching and learning across disciplines and schools.

We will revise our faculty tenure and promotion structures and procedures with an emphasis on creating a college-wide process that considers the changing needs of IC 20/20 and that requires a full and fair review for each tenure or promotion candidate, an ongoing use of best practices for faculty evaluation, and a college-wide system of faculty evaluation linked to mentoring that embraces the Boyer Model of faculty scholarship.

We will develop a protocol for an all-college student evaluation of teaching effectiveness that assesses academic rigor and includes common questions whose results are valid, reliable, and suitable for formative (developmental) purposes.

- We will consider for this purpose the use of standardized software, such as the IDEA (software/online) form, including the following considerations:
 - The importance of coordinating a standard evaluation form with a Center for Teaching Excellence, so that the feedback data may be appropriately and productively used by faculty to improve their teaching.
 - The importance of delineating the role of student evaluations in the portfolio of items used in the personnel process.
 - The need to configure the data from the IDEA forms in a way that is clear and accessible to faculty.
 - The need to address the issue of student survey fatigue.
 - The need to coordinate this initiative closely with the College's Institutional Research and Information Technology Services operations.
 - Recognize that we are moving from a large number of School and department-based forms to one reliable, valid and nationally-normed instrument. The long time use of various student evaluation instruments calls for a clear articulation of the need for and benefits of a common instrument, which, while accommodating individual faculty and departmental questions, has standardized questions that are common across the campus.

Honors Program

- Expand the Honors program into an all-college program.
- Increase the ability of our students to complete effectively for Fulbright, Goldwater and Jefferson Fellowships, as well as other high profile post-baccalaureate awards.

Development of Alternative Learning Delivery Models

- Provide resources for the development of advanced instructional engagement models within the Center for Faculty Excellence.
- Better coordinate instructional technology and academic computing initiatives on campus with the academic mission of this institution.

- Take better advantage of non-traditional calendars for immersive and experiential learning by expanding the learning opportunities in the summer session and during the winter sessions.
- Conduct a needs assessment and develop policies regarding alternative instructional delivery models.
- Provide guidance and oversight for development and implementation of curricula that incorporate alternative instructional delivery models.
- Continue support and development of information technology infrastructure and facilities to meet these goals.
- Create opportunities for peer-to-peer student learning/teaching experiences, service learning opportunities through online avenues, and incorporation of alumni in learning of current students through the use of synchronous and asynchronous experiences
- Expand professional and lifelong learning opportunities through the creation of online coursework, certificate programs, graduate programs, Executive Master's degrees, and professional development programs that will serve alumni and other post-graduates as life-long learners.
- Develop new online courses and options to allow for greater student flexibility in travel, off-campus programs, winter and summer session study, internships, study abroad, and the use of our regional and international campus centers.

THEME 3. EXPANDING OUR VISION THROUGH NATIONAL AND GLOBAL EDUCATION

Diversity on Campus and in the Curriculum

Propose the following definition for diversity at Ithaca College:

ITHACA COLLEGE STATEMENT ON DIVERSITY

Ithaca College values diversity because it enriches our community and the myriad experiences that characterize an Ithaca College education. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age. We are dedicated to addressing current and past injustices and promoting excellence and equity. Ithaca College continually strives to build an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds who are committed to civility, mutual respect, social justice, and the free and open exchange of ideas. We commit ourselves to change, growth, and action that embrace diversity as an integral part of the educational experience and of the community we create.

- Increase student enrollment from underrepresented groups, as defined by ALANA, with a goal of 20 percent enrollment.
- Increase international student enrollment.
- Increase the graduation rate for underrepresented ALANA students to match the six-year graduation rate of their counterparts.

- Carry out a Campus Climate Survey for students, faculty, and staff on a regular basis and use the results to inform diversity initiatives across campus.
- Make measurable annual progress in the hiring of underrepresented ALANA faculty.
- Make measurable annual progress in the hiring of full-time ALANA staff.
- Identify and employ strategies to retain ALANA faculty and staff, which should include a thorough study of ALANA faculty retention.
- Ensure that student-learning outcomes focused on diversity are incorporated into every student's program of study (through the major, minor, general education curriculum, graduation requirement, or general elective), and are assessed.
- Create staff and faculty professional development opportunities related to diversity.
 - Include the following key areas: managing conflict/conflict resolution, civility and professional courtesy, cross-cultural civility, awareness and climate, degree of empathy, levels of inclusion, adaptation and change, acceptance and understanding, and persistence and commitment.
 - Create an institution-wide plan for developing competencies appropriate to key positions and roles including managers, search committee members, department chairs, and front-line service providers.
 - Build faculty and staff learning experiences into the celebration of Martin Luther King Jr. Day on campus.
- Improve the student life/residence hall experience for ALANA/LGBT students.
 - Develop diversity-related programming in each residence hall, utilizing both RAs and Diversity Peer Educators.
 - Conduct annual training of Residential Life staff and RAs in how to respond to and report bias-related incidents in residence halls, and how to deal effectively with conflict.
 - Expand living/learning communities in the residence halls with a focus on diversity.
- Create a physical campus environment that recognizes and celebrates diversity.
 - Create a task force to develop guidelines and criteria for the public display of art and artifacts related to diversity.
 - Create an inventory of artwork and artifacts that can be made available to the campus community for display.
 - Highlight special collections in the Library that support an understanding of diversity.
- Develop specific initiatives for achieving universal access and meeting the needs of students with disabilities in and out of the classroom.
 - Conduct an accessibility audit of all campus buildings.
- Increase the number and retention of international faculty and staff.

IC Across the Continent: New York City, Washington, D.C., Los Angeles

- Establish an Ithaca College Center in New York City.
 - Identify courses that might be offered online from ICNY
 - Identify the focus of the NYC Center in relationship to that of the Washington, DC Center (for which a focus has yet to be identified).
 - Identify an alumni base of support and a database of internship placements available through the NYC and DC Centers.

Educating the Global Citizen

- Reduce the barriers to study abroad and increase the percentage of our students who study abroad.
- Bring together faculty with interests and programs tied to initiatives in such places as Latin America/Caribbean, Africa, and India.
- Create an Ithaca Center in China, building on the efforts of the Schools of HSHP and Music to develop a formal IC presence in that country.
 - Develop a cadre of courses in support of Chinese language, culture, literature, history, and politics.
 - Build on the efforts of the Music School to bring students from China to campus for specialized programming during the summer and develop ESL instruction on campus in support of Chinese (and other) international students.
 - Build an alumni and internship base in China.
- Increase the percentage of international students among the graduate and undergraduate study body and provide these students with the necessary on-campus support.
 - Develop programs in the acquisition of English language proficiency for those of our international students who need this help.
 - Determine which of our undergraduate and graduate majors hold the greatest appeal for international students.
- Institute an international visiting scholar program for campus visits of several weeks that permit meaningful engagement with students, faculty, and staff.
- Encourage faculty review of the curriculum in major fields of study with an eye to making adjustments that permit both semester-long and short-term overseas experiences for students.
- Offer first-year seminars with themes related to global affairs.
- Increase the number of institutional exchange agreements at the national and international level.