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I. INTRODUCTION

Global Education at Dickinson starts the moment our students step onto campus.

Internationalization efforts permeate all elements of the college and there are many actors and stakeholders on campus. Global Education extends beyond Dickinson’s borders into the community in Carlisle and the communities of our Dickinson and partner programs around the globe. Global encompasses all the people on this campus, the intellectual life of the campus, and the lived experiences outside the classroom. The Center for Global Study and Engagement places a central role in leading, inspiring, monitoring, organizing, and assessing global education initiatives and programs.

Through this strategic plan, the CGSE provides the college with a clear and concise statement of long-term goals, a plan of action for meeting those goals, and a system for measuring and evaluating performance that will guide short and medium term decisions and actions and allocation of resources over the next 5 years. This plan is both bold and aspirational but also meant to be flexible and adaptable, allowing for shifting priorities and decision making at the College.

What became apparent through the listening session this fall is that our community still does not see all the work that the CGSE does focused on building and supporting an already global campus but instead conflates global education with only study abroad. Our work moving forward is to shift the narrative to a truly global and inclusive one in which all constituents can

see themselves. Central to the success of all of this is a commitment to the liberal arts and sciences, academic excellence, and collaboration.

II. MISSION AND VALUES

Mission Statement

The Center for Global Study & Engagement (CGSE) fosters global learning in the traditions of the liberal arts and sciences. Through language and cultural immersion and a global curriculum on campus and abroad as well as the integration of international scholars and students into our community, CGSE inspires Dickinsonians to live meaningful lives in a complex world. The center collaborates across the college's divisions, academic departments and programs, as well as with Dickinson centers and partner institutions abroad, to promote inclusion, academic excellence and an intercultural dimension of lifelong learning.

Values

Academic Excellence

We foster active learning and intellectual curiosity about the world through innovative education abroad programming and support of the international dimensions of the Dickinson curriculum on campus and abroad.

Collaboration

Our approach to global education relies on transparent and reciprocal cooperation amongst our many partners and stakeholders both on campus and abroad.

Inclusion

We create an inclusive global community by promoting diverse ideas, worldviews, and approaches and by building intercultural skills

GOALS, OBJECTIVES, AND OUTCOMES

Through the work of the Summer Study Group and the feedback from the listening sessions, a few distinct themes emerged that have been turned into five goals:

Leadership in Global Education (LGE)

Goal: Maintain and enhance Dickinson's role as a leader in global education

Curricular Connections (CC)

Goal: Advance efforts to promote intellectual curiosity and enhance the Dickinson community's understanding of vitally important global issues through the curriculum both on campus and abroad

Intercultural Competence and Inclusion (ICI)

Goal: Support and enable efforts on campus for Dickinson to become a living learning laboratory for building intercultural competence leading toward a more inclusive community

Campus Synergies (CS)

Goal: Provide leadership and a shared vision in creating a connected global community

Faculty Development (FD)

Goal: Strengthen our faculty's global expertise and ties to our global community by supporting their scholarship and teaching

At the forefront of these goals is leadership in global education. Dickinson has long been recognized as a leader in education abroad with its long history of study abroad programs that first started with the creation of the Dickinson Center in Bologna, Italy over 50 years ago. Subsequently, programs and partnerships have been built across the globe in Europe, Africa, Asia, the Middle East, Latin America, and Oceania.

Our programs have continued to be unique and distinctive via our relationships with local institutions and communities, our strong commitment to academic year study and foreign language learning, reciprocity in the form of visiting scholars and exchange students and joint projects, our faculty directorships, the involvement of faculty on Dickinson's campus in the creation and maintenance of these programs, and the ties these programs have to our curriculum. Dickinson faculty have also continued to be innovative and entrepreneurial in the development of short-term, faculty-led programs. These programs serve as living learning environments on global topics and themes and create opportunities for rigorous faculty-mentored, student learning both in and outside the classroom. The subsequent goals, objectives, and outcomes are set to sustain and enhance the excellent work we are already doing, while challenging us to remain innovative and better assess our work.

What is more recent and equally as important to Dickinson's leadership and focus on global education is the support of our growing international student presence on campus and an increased need to foster intercultural competence in all of the members of our diverse community towards the aim of building a more inclusive campus.

1. Leadership in Global Education (LGE)

Goal: Maintain and enhance Dickinson's role as a leader in global education

Objective 1: Collect, interpret, and utilize data to be responsive to challenges and continue to be innovative

- Outcome 1: Use IIE Open Doors report and other rankings to better understand where Dickinson sits in the national international education landscape
- Outcome 2: As we develop new programs, prioritize and create support for programs in the Global South
- Outcome 3: Partner with Admissions to increase geographic diversity of international students

Objective 2: Commit to pursuing prestigious external awards by convening and collaborating with multiple partners (FD) (CS)

- Outcome 1: Apply for various government funded and educational professional organization institutional level programs (i.e. Simon Award)
- Outcome 2: Continue to collaborate within the academic divisions and departments to support student applicants in pursuing prestigious scholarships such as Fulbright, Gilman, CLS, Boren, etc. to increase applicants and awardees

Objective 3: Elevate the profile of ISS and showcase Dickinson's expertise

- Outcome 1: Collaborate with peer and aspirant institutions to co-organize one or more events every other year to share best practices
- Outcome 2: Serve as primary hub on campus for support of international students in and outside the classroom, streamlining support for these students
- Outcome 3: Help campus community understand the roles the CGSE staff and the importance of F-1 and J-1 visa and immigration compliance through website, workshops, presenting at committee meetings, and collaborative programming

Objective 4: Promote academic excellence across all *Dickinson in* programs

- Outcome 1: Maintain and increase student participation in academic year-long study abroad in one location
- Outcome 2: Promote, assess, and refine our strong language immersion model to encourage more students to study language on campus and abroad, embolden students to do their content courses abroad in another language, and to showcase Dickinson's commitment to foreign language study
- Outcome 3: Develop system and schedule for reviewing Dickinson and partner programs using the Forum of Education Abroad's Standards of Good Practice

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- Outcome 4: Develop a system for annual performance review of CGSE staff abroad to make sure we have the best, most qualified staff abroad who are supported and well-trained
- Outcome 5: Continue to prioritize unique *Dickinson In* program model through continuous assessment and investment

Objective 5: Collaborate with campus partners to move from diversity to inclusion within our campus community (ICI)

- Outcome 1: Meet annually with Admissions (staff, tour guides, etc.) to collaborate on an accurate global campus narrative that helps set expectations for our incoming students
- Outcome 2: Introduce intercultural concepts during first-year orientation so that more students are equipped with this knowledge earlier on
- Outcome 3: Collaborate to host campus-wide dialogues and to build a campus-wide campaign that challenges the norms of the dominant campus culture

Objective 6: Provide resources for CGSE staff members to advance their professional knowledge and skills while supporting their growth as leaders in the field

- Outcome 1: All CGSE Education Abroad staff members will complete Forum Certification process and engage in professional development activities such as sitting on committees, conference presentations/posters, program reviews, training, publishing, and giving workshops outside of Dickinson
- Outcome 2: All ISS CGSE staff members will complete NAFSA Academy

Objective 7: Commit to continued fiscal responsibility, stewardship, and transparency in all CGSE financial operations

- Outcome 1: Create transparent processes for request for proposals and selection of Visiting International Scholars and examine locked positions
- Outcome 2: Through good evaluation and feedback tools, prioritize student learning and academic excellence when allocating CGSE resources

Objective 8: Collaborate with Advancement to bolster our ties to alumni and find creative sources of funding for both operations and innovative programming

- Outcome 1: Meet each semester with Alumni relations to discuss how we can better collaborate on working with all alums to tell the global education narrative and with international alumni and parents
- Outcome 2: Continue meeting with Advancement to identify and cultivate donors and match them to CGSE needs and priorities to take pressure off the budget

2. Curricular Connections (CC)

Goal: Advance efforts to promote intellectual curiosity and enhance the Dickinson community's understanding of vitally important global issues through the curriculum both on campus and abroad

Objective 1: Facilitate students' awareness of multiple education abroad opportunities for every academic path, beginning with the first year

- Outcome 1: Illuminate the global dimensions of the curriculum in order to promote student awareness of and enrollment in courses that prepare students for education abroad experiences
- Outcome 2: Partner with language departments and Academic Advising to assist students in seeing the connection between language learning and study abroad
- Outcome 3: Create online and written materials by major so that students make choices based on academic fit, not location
- Outcome 4: Divide academic departments up by CGSE staff (in the way we do now by program) so that each department has a CGSE staff liaison and feels supported by and more connected to CGSE
- Outcome 5: Create academic and cross-cultural learning goals for each of the *Dickinson in* and partner programs

Objective 2: Refocus efforts to create meaningful research opportunities for our students abroad

- Outcome 1: Create a system for identifying students who are ready for independent research abroad
- Outcome 2: Streamline and make the application process more visible to students and departments, increasing numbers of students who apply for and receive grants
- Outcome 3: Prioritize funding research grants that build in sustainability and civic engagement themes creating more intentional connections between sustainability, civic engagement and global

Objective 3: Facilitate study abroad students' re-entry and reintegration in a manner that shows what they have accomplished abroad

- Outcome 1: Provide support for academic department-led programming regarding re-entry
- Outcome 2: Survey other institutions who do this well, examine best practices, and work with GEAC to determine the best path forward for Dickinson

- Outcome 3: In partnership with academic departments, help students bring their academic work from abroad back into the classroom at Dickinson and then highlight and showcase this work
- Outcome 4: Partner with CSE to provide signature programming for seniors that connects global and sustainability looking at the Baird Fellows program as a model

Objective 4: Help students identify global connections through the curriculum whether they study abroad or not

- Outcome 1: Partner with APSC and GEAC to best determine how we highlight the global components of the curriculum as well as individual courses
- Outcome 2: Partner with Academic Advising, the Career Center, and language departments to help students understand the value of language learning both as a pathway to study abroad and as a marketable skill

Objective 5: Strengthen the ties between our on-campus curriculum and our off-campus curriculum (LGE)

- Outcome 1: Create a more comprehensive system to evaluate and assess courses taught abroad whether by Dickinson faculty or staff or faculty hired to teach Dickinson students abroad or at our partner institutions
- Outcome 2: Where possible, have courses taught abroad just to or mostly to Dickinson students be approved by APSC designated with a Dickinson course number making them a stronger part of the curriculum
- Outcome 3: Support faculty site visits to increase understanding of programs and their ties to the Dickinson curriculum (FD)
- Outcome 4: Collaborate with CSE and Civic Engagement partners on campus to use Carlisle as first point of place-based learning as a scaffold to sustainability learning and civic learning abroad (CS) increasing awareness about how they are interconnected
- Outcome 5: Assess internship opportunities and associated courses in all of our *Dickinson in* sites and make sure there is consistency across programs

3. Intercultural Competence and Inclusion (ICI)

Goal: Support and enable efforts on campus for Dickinson to become a living learning laboratory for building intercultural competence leading toward a more inclusive community

Objective 1: Design strategies, initiatives, and programs that integrate the mapped global/intercultural learning outcomes of the Dickinson Four

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- Outcome 1: Provide support for student-led programming regarding re-entry and more opportunities for students to reflect on intercultural learning upon return to campus (CC)
- Outcome 2: Revamp Pre-Departure Orientation (PDO) and Abroad Prep into a series of workshops required for all study abroad students and, using the Dickinson 4 model, integrate them into existing first-year and sophomore programming making this process more meaningful and relevant
- Outcome 3: Create and deliver programming that integrates international students with returned study abroad students
- Outcome 4: With key campus partners, foster the intersection of social justice, sustainability, and civic engagement as it builds intercultural competence

Objective 2: Institute a campus-wide system of comprehensive intercultural competence deployment and assessment

- Outcome 1: Evaluate instruments for measuring intercultural competence and determine which works best for Dickinson
- Outcome 2: Utilize and bolster CGSE staff expertise in intercultural competence training and development so they are prepared to support these efforts
- Outcome 3: Partner with campus departments and offices to share program initiatives for underrepresented students across campus

4. Campus Synergies (CS)

Goal: Provide leadership and a shared vision in creating a connected global community

Objective 1: Create and nurture relationships across campus and abroad in support of education abroad students and programs

- Outcome 1: Academic Departments and faculty advisors will be more informed of study abroad opportunities for their majors/minors and will better understand how to promote *Dickinson in* programs
- Outcome 2: Enhance and develop learning goals for and assessment of Global Ambassador program so that is more visible on campus and has a stronger multiplier effect
- Outcome 3: By senior year, students will be able to better articulate the skills and competencies they have learned through study abroad and by being part of the global campus community

Objective 2: Create and nurture relationships across campus and abroad in support of international students

- Outcome 1: Enhance retention and support of international students

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- Outcome 2: International students will be able to articulate the skills and competencies they have learned through study abroad and/or by being part of the global campus community
- Outcome 3: Contribute to the conversations about maintaining a sustainable level of international students so that the campus is not overwhelmed
- Outcome 4: Serve exchange students better with a streamlined selection process and more realistic expectation setting and improved assessment of their experience on campus

Objective 3: Create and nurture relationships across campus in support of visiting international scholars

- Outcome 1: See an increased number of visiting scholar applications from a wider variety of departments (LGE)
- Outcome 2: Make visiting international scholars and stronger part of the Dickinson global campus narrative (LGE)
- Outcome 3: Integrate visiting international scholars more into campus and department life through training and mentoring (FD)
- Outcome 4: Visiting Scholars will contribute more to the academic life of the college and students will have better learning experiences with them

Objective 4: Connect sustainability learning with global education and civic learning in ways that are mutually supportive

- Outcome 1: Identify, raise student awareness of, and increase student participation in opportunities for place-based study of sustainability and civic learning through education abroad and other off-campus study
- Outcome 2: Increase capacity of faculty program directors to integrate sustainability and civic learning into their faculty-led programs where possible
- Outcome 3: Integrate international student expertise to bolster/bulk programming and events on sustainability and civic learning, increasing cross-cultural dialogue on these issues
- Outcome 4: Build international students' understanding of US concepts of civic engagement and integration into campus life by creating civic engagement joint-programming for domestic students and exchange students and by weaving American and Dickinson focus on civic learning into international student orientation

5. Faculty Development (FD)

Goal: Strengthen our faculty's global expertise and ties to our global community by supporting their scholarship and teaching

Objective 1: Understand the global experiences of our faculty and identify areas of support and development

- Outcome 1: Work with Institutional Research to create a tool to collect and analyze data related to global experience of faculty
- Outcome 2: Cultivate relationships with individual faculty members and academic departments by setting aside time for individual and group meetings with faculty (CC)

Objective 2: Increase faculty understanding of resources and options for participation in and preparation for education abroad programs

- Outcome 1: Increase applications for resident directorships, faculty-led programs and exchanges, and participation of faculty who have not previously participated
- Outcome 2: Identify the barriers for faculty members to participate in resident directorships and faculty-led programs
- Outcome 3: Create an education abroad advising guide for faculty to help them make connections to existing programs
- Outcome 4: Through training, participation in professional conferences, and by ensuring compliance with Forum Standards of Good Practice, support and develop the skill sets of faculty to be effective study abroad program leaders

Objective 3: Equip faculty with tools and resources to support and advise international students

- Outcome 1: Partner with Academic Affairs to host workshops and trainings on topics such as advising international students and intercultural competence to support faculty work with these students in- and outside the classroom
- Outcome 2: Identify the barriers for faculty members to advise and support international students
- Outcome 3: Create an international student advising guide for faculty

Objective 4: Create more opportunities for faculty to teach and conduct research abroad outside of faculty-led programs and resident directorships

- Outcome 1: Increase advising for Fulbright and other exchange opportunities giving priority to *Dickinson in* locations
- Outcome 2: Collaborate with the Provost and his staff to enhance and fill in gaps from other faculty development resources and opportunities, creating a more comprehensive portfolio

APPENDIX I. Strategic Planning Process

The Center for Global Study and Engagement was tasked with creating a strategic plan as part of the Report on Strategic Direction issued by the 2015-2016 strategic planning committee. From that report:

Dickinson has developed a distinctive approach to the liberal arts and sciences. Hallmarks include global education, sustainability, interdisciplinarity and active learning. While we need to maintain our leadership position in these areas, we also recognize that this is also the moment to build on our other strengths.

- Complete new strategic plans for both global education and sustainability. A priority must be to connect each to the other and identify significant connections to other distinctive elements of our academic program.

In the summer of 2016, with the help and support of Steve Riccio, the CGSE Strategic Planning process began with the creation of a summer study group, which met at the end of August, to better define the process, start to develop areas of focus, and come up with questions for the fall listening sessions. Most of the faculty and staff in this group would become the CGSE Strategic Planning Group that would be the advisory group throughout the spring 2017 semester after the listening group session's data had been collected and analyzed through the fall 2016 semester.

Strategic Planning Timeline

August 19, 2016

- Summer Study Group meeting

Fall 2016 Semester

- Listening sessions held with faculty, staff and students

January 2017

- Listening sessions transcribed and reviewed by CGSE staff

Spring 2017 Semester

- Present draft goals/objectives/outcomes as they relate to international students to ESLC on April 18th, 2017
- The Global Education Advisory Committee (GEAC is updated at monthly meetings throughout the process and asked to comment on draft of Goals/Outcomes/Objectives)
- Strategic Planning Group Meetings

- February 17, 2017 - Review of fall listening session information and themes
- March 10, 2017 - Theme Teams – creation of themes and building goals/objectives/outcomes
- April 28, 2017 - Mission and Values exercise
- May 15, 2017- Review of draft mission statement and presentation of draft

Members of Summer Study Group/Strategic Planning Working Group

Tom Arnold - Professor of Biology

Russ Bova - Professor of Political Science; Walter E. Beach '56 Chair in Political Science

Samantha Brandauer - Executive Director of the Center for Global Study and Engagement and Associate Provost

Alyssa DeBlasio - Associate Professor of Russian

Katie DeGuzman (Working Group – only) - Associate Director, Education Abroad

Lucile Duperron - Associate Professor of French

Brian Falck- Associate Vice President for College Advancement

Angie Harris (Summer Study Group – only) - Associate Dean of Students

Neil Leary - Director, Center for Sustainability Education

Connie McNamara - Executive Director, Marketing and Communications

Jimmy McMenamin (Working Group – only) - Associate Professor of Italian

Stefanie Niles - Vice President for Enrollment Management

Sonja Paulson - Director of International Student and Scholar Support

Steve Riccio - Lecturer in International Business and Management

Susan Rose - Charles A. Dana Professor of Sociology; Director of the Community Studies Center

Dave Sarcone - Associate Professor of International Business and Management

Shalom Staub - Associate Provost for Academic Affairs

Damon Yarnell - Dean of Academic Advising

Alecia Sundsmo (Summer Study Group – only) - Director, Wellness Center

Luca Lanzilotta (Summer Study Group – only) - Senior Lecturer in Italian

Kristine Mitchell (Summer Study Group – only) - Associate Professor of Political Science and International Studies

APPENDIX II. Recent Accomplishments

- a. Staff restructuring –With the departure of the former Associate Provost and Executive Director of the CGSE in April 2016 and the promotion of Samantha Brandauer into that role, there were 3 vacancies in the CGSE. Thus, looking at best practices in the field and in close collaboration with HR, new job descriptions were developed, as well as reporting lines changed, that created more crossover within the staff between the work to support education abroad and international students and scholars. Through the rethinking of positions, flattening of the office structure, professionalization of the staff, and increased cross-team collaboration, the staff in the Center is working more efficiently and effectively by sharing knowledge, increasing creativity and problem solving, and leveraging a variety of skill-sets. We go into the summer of 2017 with a full staff in place for the first time in at least 5 years.
- b. Recent Program Development (2013/14-2015/16)
 - i. Academic Year/Semester -
 1. University of Otago, Dunedin, New Zealand
 2. Business Track on the Dickinson in Spain program
 3. SIT India (Jaipur and Delhi)
 4. Institute of American Indian Arts, New Mexico
 5. Pilot Program at Yunnan University Kunming, China
 - ii. Short-term/Faculty led –
 1. Globally Integrated/Global Scholars
 - a. Introduction to Sustainable Practices in Public Art in Norway - Norway
 - b. Leadership in 4 Directions: The Attack on Pearl Harbor, Hawaii -US
 - c. Chile: Environmental Issues in Contemporary Chilean Literature - Chile
 - d. National Futures: Reproductive Health Policy and Practices in the United States, Japan and Israel – Israel
 - e. Theater and Dance Program in New York City – US
 - f. Global Scholars Health, Aging and Wellness – US and Japan
 2. Summer (including mini-Mosaics)
 - a. Inequality in Brazil: An Exploration of Race, Class, Gender, and Geography (Mini-Mosaic) - Multi-city Brazil

- b. London: The Political Arts - London, England
 - c. War and Disaster in Japanese History and Culture - Nagoya and Kyoto, Japan
 - d. Israel/Palestine: Exploring Conflict Resolution Strategies in an Intractable Conflict - Israel
 - e. Meltdowns and Waves: Responding to Disasters in the US and Japan (Mini-Mosaic) – US and Japan
 - f. Intensive Language and Culture - Lecce, Italy
3. Mosaics (Semester)
- a. Cuba - Mini-Mosaic Associated with SPAN 360 and SPAN 380/LALC 300-01/FLST 310-04: Cubania and Cuban Cinema courses
 - b. Italy - 2nd Mediterranean Migration
 - c. South Africa - Race and Education: Assessing American and South African Education Since Civil Rights and the End of Apartheid
 - d. Peru -Global Climate Change Mosaic
 - e. US - Eco-Entrepreneurship Path Mosaic
 - f. US- Natural History Mosaic
- c. Created a Global Reserve and Strategic Planning Fund Initiative
 - d. Created more synergy in the Center between the education abroad and international student and scholar services – starting with staff reorganization in the CGSE, making Sonja Paulson, Director of International Student and Scholar Services a College Dean, working more collaboratively with Student Life, and doing more joint programming for education abroad students and international and exchange students
 - e. Curtailed DIS Study Abroad in Scandinavia (Copenhagen, Denmark) enrollments
 - f. Faculty Seminar/Site Visit to Dickinson in Cameroon culminating in a Dickinson in Cameroon working group
 - g. Added International SOS as Global Medical Assistance provider
 - h. Hired new Resident Director for the Dickinson in France program
 - i. Site visit to new pilot program at Yunnan University in Kunming, China to lay groundwork for collaboration
 - j. Selected next set of faculty directors for Dickinson in Spain, England, and Italy
 - k. Developed a registration policy for incoming exchange students
 - l. After working with faculty and staff at Dickinson and at our programs overseas to better understand the needs and capabilities of our students going abroad, worked with Advancement to convert the Geldrich-Leffman Fund that was set up to fund independent research, but was underutilized, into a Fund to support pre-

semester language study. This new Fund will create more opportunities for students who have enough language to participate in our academic year and semester language immersion programs.

APPENDIX II. Glossary

Education Abroad: Education that occurs outside the participant's home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals.

Exchange: A program involving reciprocal movement of participants—whether faculty, students, staff, or community members—between institutions or countries.

Exchange Students/Overseas Assistants (OSAs): These are students with a J-1 visa status who come to Dickinson for a semester or a year as part of an exchange agreement between Dickinson and their home institution. OSAs support the language and cultural learning work of our language faculty in- and outside the classroom.

F-1 visa: A non-immigrant student visa where students must maintain a full course of study. Degree seeking international students come to Dickinson on an F-1 visa.

Faculty Program Director: A university faculty member appointed to lead an education abroad program. The individual's on-campus roles may include program development, advising, recruitment, admission, orientation, and advocacy. Faculty program directors assume a range of important overseas responsibilities in the areas of administration, logistics, finances, and academics.

Faculty-Led Program (or Faculty-Directed Program): A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.

Homestay: Private housing hosted by a local family that often includes a private or shared bedroom, meals, and laundry. Homestay experiences usually provide the greatest immersion in the host language and culture, giving students firsthand experience with family life in the host culture and the opportunity to use the host language in an informal setting. In many cases, the host family welcomes the student as a member of the family and provides a support network.

IIE Open Doors: The Open Doors® Report on International Educational Exchange is published by the Institute of International Education, the leading not-for-profit educational and cultural exchange organization in the United States. IIE has conducted an annual statistical survey of campuses regarding the international students in the United States since 1919, and with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since the early 1970s. The census is based on a survey of approximately 3,000 accredited U.S. institutions. Open Doors also conducts and reports on separate surveys on U.S. students studying abroad for academic credit (since 1985), and on international scholars at U.S. universities and international students enrolled in pre-academic Intensive English Programs.

Immersion Program: An informal term for a program that integrates students into the host culture to a substantial degree. Includes integrated university study programs and some varieties of field study programs.

Inclusive global campus community: From the moment students step on campus they are a part of a global campus which includes, the student body (international students and exchange students), international and internationalized faculty, the curriculum, co-curricular learning, etc.

Intercultural Communication: 1) How people from differing cultural backgrounds communicate with each other. 2) The field of study that attempts to understand how people from different cultures communicate with each other and which emphasizes the development of Intercultural Communication Competence. Sometimes used synonymously with Cross-Cultural Communication.

Intercultural Competence: A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

International Education: 1) A field involved in facilitating and supporting the migration of students and scholars across geopolitical borders. Professionals involved in this field may be employees of educational institutions, government agencies, or independent program and service providers. This may include, but is not limited to (on U.S. campuses), support for matriculating and exchange students from countries outside the United States, instruction in English as a second language, international student recruitment, assessment of non-U.S. higher education credentials, student services for postgraduate research students and fellows, facilitation of education abroad for U.S. students, and (outside the U.S.) support and services for visiting U.S. students. 2) The knowledge and skills resulting from conducting a portion of one's education in another country. As a more general term, this definition applies to international activity that occurs at any level of education (K-12, undergraduate, graduate, or postgraduate).

J-1 visa: A non-immigrant visa issued by the United States to research scholars, professors, and exchange visitors participating in programs that promote cultural exchange, especially to obtain medical or business training within the U.S.

Matriculating International Students: These are degree –seeking, non-U.S citizens students who will complete their degrees at Dickinson.

Visiting Faculty/Scholars: These are faculty from abroad (often our partner institutions) who spend some time at Dickinson. They may teach a whole slate of courses for a semester or a year, come for a few weeks in residence, or just come for a lecture or two.

2022 STRATEGIC PLAN FOR THE CENTER FOR GLOBAL STUDY AND ENGAGEMENT (CGSE)

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