

# **ASU 6th Internationalizing the Curriculum Symposium 2021: Course-Implementation**



**Thursday, June 3, 2021  
9:00 a.m. — 1:00 p.m.  
Virtual Conference**

**Funded by the U.S. Department of Education Title VI:  
Undergraduate International Studies and Foreign Language (UISFL) Grant**

# WELCOME TO ALBANY STATE UNIVERSITY



**Marion Fedrick**

*President of Albany State University*



**Dr. Angela W. Peters**

*Provost and Vice President of Academic Affairs*



**Dr. Tau Kadhi**

*Associate Provost and Associate VP of Academic Affairs*

## **ASU Comprehensive Internationalization Strategic Plan (CISP) Framework**

**Goal:** The main goal of this Plan is Comprehensive Internationalization of the Campus.

**Comprehensive Internationalization** is a process embarked upon by progressive twenty-first century learning institutions to increase the number of graduates who acquire international and intercultural competence. It involves a commitment confirmed through action and policy to infuse international and comparative perspectives throughout the curriculum and co-curriculum programs including teaching, research, and service mission of higher education (Hudzik and McCarthy, 2012). It is also a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected.

### **Focus Areas:**

1. **EDUCATION ABROAD:** Increase the number of students who participate in Study Abroad, international internship and research, service learning; and the number of study abroad collaborations and faculty-led programs to enhance international and intercultural competence
2. **PROFESSIONAL DEVELOPMENT:** Increase awareness, interest, and involvement of faculty and staff in international education and the number of faculty who internationalize their courses through various modes.
3. **CURRICULUM:** Increase the number of internationalized courses and develop a Global Citizenship (or Distinction) minor and certificate to impact students' international competence on graduation.
4. **CO-CURRICULUM CAMPUS PROGRAMS AND FACILITIES:** Increase international awareness of campus and community through campus-life activities and create international co-curricular activities with community collaborations and faculty and staff outreach globally; also, enhance international visual outlook of the campus.
5. **INTERNATIONAL STUDENT ENROLLMENT:** Increase the number and diversity of international students' enrollment and retention, aware that international students are a great resource for internationalizing the campus through planned curricular and co-curricular activities.
6. **INTERNATIONAL COLLABORATION:** Increase the number of international partnerships for international students' enrollment, research collaboration, study abroad, internships and service learning.

## Symposium Program Schedule

Welcome	<b>Dr. Tau Kadhi</b> , Associate Provost and Associate Vice President of Academic Affairs
Opening Remarks and Introduction of USG Guest Speaker	<b>Dr. Nneka Nora Osakwe</b> , Director of International Education and Professor of English
“The Importance of International Education and Resources for Faculty Internationalization”	<b>Tammy Rosner</b> , Director of International Education at the University System of Georgia (USG)
Overview of Study Abroad and Introduction of Director of IE	<b>Mark Hankerson</b> , Study Abroad Coordinator, Adviser, and Designated School Official (DSO), International Education
“How to Internationalize a Course: Strategic Process for Transformative Student Learning Experience”	<b>Dr. Osakwe</b> , Director of International Education and Professor of English
“Making Freshman Composition HIP with Globalization”	<b>Dr. Elizabeth Kuipers</b> , Instructor of English and English Area Coordinator, Department of Arts and Humanities
“Nutrition and the African Diaspora: The Impact of Diet on Wellness in International Black Communities (Virtual Study Abroad course)”	<b>Dr. John Williams, Jr.</b> , Associate Professor of Biology and Director of STEM Strategic Partnerships and Initiatives, Department of Natural Sciences
“Teaching Cultural Self-Awareness Through Curriculum Internationalization (Virtual Study Abroad course)”	<b>Dr. Erica DeCuir</b> , Associate Professor of Teacher Education, College of Business, Education, and Professional Studies
“Internationalizing the Curriculum in Social Work Virtual Study Abroad Courses”	<b>Dr. Annalease Gibson</b> , Associate Professor of Social Work and Bachelor of Social Work Program Director, College of Business, Education, and Professional Studies
“Investigating Critical and Contemporary Issues in Education: Perspectives from Sub-Saharan Africa”	<b>Dr. Anthony Owusu-Ansah</b> , Associate Professor of Education, College of Business, Education, and Professional Studies

“Internationalizing an Asynchronous Online Course through Globally-Oriented Media”	<b>Dr. Matthew Stanley</b> , Associate Professor of History, Department of Social Sciences
“Who in the World Are We? Internationalizing Current World Problems at Home”	<b>Prof. Ishante Hunter</b> , Instructor of Political Science and African American Studies, Department of Social Sciences
“Beyond the Statistics: Accessing International Voices in History”	<b>Dr. Ronald Leonhardt</b> , Assistant Professor of History, Department of Social Sciences
“Internationalizing a Human Development Course: What I learned about Human Development”	<b>Dr. Patrick Whitehead</b> , Associate Professor of Psychology, Department of Social Sciences
Closing Remarks	Dr. Osakwe
Questions and Evaluations	Faculty and attendees

## **University System of Georgia Guest Speaker: Tammy Rosner**



Tammy Rosner is the Director of International Education at the University System of Georgia office in Atlanta, where she has worked since 2015. She has previously worked in International Education at both the University of Georgia and Georgia State University and has worked in the University system since 1996 in various roles. Tammy received both her bachelor's degree in History and master's degree in Adult Education from the University of Georgia. She has been an active member of both the Georgia Association of International Educators (GAIE) and NAFSA: Association of International Educators, holding state, regional, and national leadership roles since 2000. Tammy studied Higher Education in Germany and Poland as a Fulbright Scholar through the U.S. - Germany International Education Administrators Program in 2005. In her free time, Tammy enjoys spending time with her family, cooking, being active outdoors, and traveling whenever she can.

## **Keynote Speaker: ASU Director of International Education Dr. Nneka Nora Osakwe**



Dr. Nneka Nora Osakwe is the Director of International Education and professor of English at Albany State University (ASU), Georgia. She leads international programs and oversees the operation of 57 fulltime faculty members who lead study abroad programs to over a dozen countries and internationalize courses at home. She initiates, manages, and expands international activities across campus, and led the first ASU study abroad programs to Peru, China, and Ghana. Under her leadership as the director of Title III Activity Project on Strengthening International Education, ASU has been awarded \$602,713.73 to increase study abroad participation, international partnerships, international students' retention, and to institutionalize internationalization on campus.

Dr. Osakwe is the Principal Investigator (PI) for ASU's U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) Grant, 2018-2021, and leads a multi-year strategic planning process for comprehensive internationalization of ASU with the American Council on Education (ACE). She is a Fulbright, an AAUW, and a British Council Fellow, and was recently named a University System of Georgia Leadership Fellow (2020-2021). Dr. Osakwe has presented numerous papers in various national and international conferences, and has authored several articles, book chapters, and is editor/co-editor of books and journals. She studied English, Curriculum Studies, and English Language Teaching (ELT) & Supervision of Instruction from Texas Woman's University (Denton), The University of Nigeria, The University of Jos (Nigeria), and University College of St. Mark and St. John, Plymouth, U.K., respectively, and earned a BA (Cum Laude) an MA, a PGDE, an M.Ed., a PhD and a Graduate Certificate. In her spare time, she loves travels, documentaries, family time, gardening, exercising, contemplation, and soft music.

**Lead Presentation Title: How to Internationalize a Course: Strategic Process for Transformative Student Learning Experience**

### **Abstract:**

Internationalizing the curriculum is a 21<sup>st</sup> Century education phenomenon, and it can be defined from various perspectives: international, national, institutional, departmental and individual faculty levels. Whichever perspective, it is a response to globalization, which is a mix bag of outcomes from all kinds of political, economic, educational, health, and social interactions of world citizens. All students need to graduate with knowledge, skills and the right attitudes to live and succeed in the global village. For several decades, many institutions of higher learning have focused attention on visible global attainments over global learning experiences of all students. This presentation shares a strategic process of internationalizing a course with a focus on actualizing students' international, intercultural, and transformative learning outcomes. Ultimately, participants should: 1. Identify at least four aspects to develop in an internationalized course for experiential student learning outcomes, 2. Identify some tried activities, projects and pedagogies used in various disciplines to achieve set objectives, and 3. Explore the nature of assessment, evaluation, and outcomes for an internationalized course.

## Dr. Elizabeth Kuipers



Dr. Elizabeth Kuipers has been teaching at Albany State University for two years. She currently serves as the English Area Coordinator. Prior to coming to ASU she built a K-12 charter school at which she served as principal. She also taught at Georgia Southwestern State University for 19 years where she served as Chair of the Department of English and Modern Languages as well as the Director of the Women’s Studies Program.

### Presentation: **Making Freshman Composition HIP with Globalization**

#### **Abstract:**

This presentation will describe the process and outcomes of internationalizing two of the four main essay assignments in Freshman Composition I (ENGL 1101). The internationalization process was guided by the American Association of Colleges and University’s “Global Learning Value Rubric” and focused on “Global Self-Awareness, Perspective Taking, and Cultural Diversity.” The presentation will describe quantitative and qualitative results as well as challenges faced by the course designer.

## Dr. John Williams, Jr.



John Williams is a native of Albany, GA and a graduate of Albany State University, where he received his Bachelor of Science in Biology. As a Gates Millennium Scholar and Bridge to Doctorate Fellow, he attended Florida State University, where he received his Ph.D. in Cell and Molecular Biology. During this time, he served as President of the Black Graduate Student Association, and currently maintains an active relationship with the organization. His graduate research focused on molecular mechanisms of cardiac muscle contraction. As a faculty member, Dr. Williams teaches biological and biomedical courses, including Cell/Molecular Biology, Human Anatomy and Physiology, and Pathophysiology. Currently, he is the Director of STEM Strategic Partnerships and Initiatives at Albany State University, where he is responsible for developing programming with external partners for the benefit of the ASU student body and faculty.

### **Presentation: Nutrition and the African Diaspora: The Impact of Diet on Wellness in International Black Communities**

#### **Abstract:**

Cultural competency is a critical component for professional success, particularly in medical and health-related fields. Understanding how culture and identity affect wellness in communities is critical for the delivery of ethical care. Through internationalization of courses and study abroad programs, undergraduate scholars are able to begin developing these competencies while developing a solid academic foundation. In this internationalized, research-based, virtual study course (BIOL 3901- Pathophysiology: Nutrition and The African Diaspora), our undergraduate scholars will investigate the traditional dietary practices and components of four Black cultures: southern USA (soul food), Jamaica, Haiti, and Ethiopia. Each scholar will be given a topic to research related to a particular culture and common diseases that may be linked to the diet of those cultures, such as diabetes, hypertension, and cancer. Over the course of the session, scholars will participate in seminars, virtual engagement activities, and expert dialogues with members and institutions that are linked to these cultures in order to receive first-hand experience related to our target communities. Additionally, scholars will also identify and explore components of cultural diets that provide for health maintenance and wellness where available. Scholars will present their findings in the form of a research paper for evaluation, and these papers will be compiled into book form for publication. By the end of this internationalized course, it is expected that these scholars will be able to 1) recognize and appreciate the impact that cultural practices and diet have on the health and wellness of communities and 2) develop the foundations of cultural competency that will be strengthened and utilized in their future medical and graduate programs.

## Dr. Erica DeCuir



Dr. Erica DeCuir is an associate professor of Teacher Education at Albany State University. Her research centers on culturally-responsive teaching, K-12 teacher preparation, and the professional development of college and university faculty. Her accomplishments as a teaching professional include Albany State University Teacher of the Year (2018-2019), Chancellor’s Learning Scholar (2018-2020), Governor’s Teaching Fellow (2016-2017), College of Education Teacher of the Year (2017), Curriculum Internationalization Faculty Fellow (2020), and Center for Educational Opportunity Fellow (2019-2021). Currently, Dr. DeCuir is the faculty coordinator of a study abroad program for future teachers that addresses cultural and linguistic diversity within a global context. Dr. DeCuir is a dedicated teacher educator focused on promoting effective practices that meets the needs of all learners.

### **Presentation: Teaching Cultural Self-Awareness Through Curriculum Internationalization**

#### **Abstract:**

This presentation will share a virtual study abroad implementation process as it explores issues surrounding the complexities of cultural self-awareness, namely how individuals identify their own race, ethnicity, culture, and identity within a global context. In the United States, race tends to predominate self-identification and “Black” is considered more than one’s racial classification. For many, it defines their ethnicity, culture, and identity. We will discuss how all of these aspects of an individual are actually separate, but not mutually exclusive. This presentation explores how cultural self-awareness can be examined with our undergraduate students, many of whom are struggling to understand themselves and how they are perceived around the world. I will describe my rationale for virtual study abroad, internationalized learning outcomes and objectives to achieve international/intercultural learning content covered, learner-centered pedagogy-activities, and proposed course assessment and evaluation process.

## Dr. Annalease Gibson



Dr. Annalease Gibson is an associate professor of Social Work and the Bachelor of Social Work Program Director. She coordinates a faculty-led study abroad program with the University of the West Indies, Mona, Jamaica campus in Kingston, Jamaica. She also led a faculty-focused study abroad professional development program. Her research interests are integrative/experiential learning, study abroad, women's health, public health, undergraduate research, and children and families. Dr. Gibson holds a B.S.W. from Albany State University, a M.S.W. and Ph.D. in Social Work from Clark Atlanta University.

### **Presentation: Internationalizing the Curriculum in Social Work Virtual Study Abroad Courses**

#### **Abstract:**

This presentation will highlight the process taken to transform a study abroad course for virtual study broad. Discussion will center on how the course was planned for hybrid experience and changed to completely virtual. The international focus of the course is on social work practice with children of the Jamaican/Caribbean culture. Assignments in the course varied from hands-on assignments for working with children from diverse populations; reading specific material authored by a lecturer from a Jamaican University; ordering reading material that focused on children of the Caribbean; the process of co-teaching with a guest lecturer from the University of West Indies, Mona, Jamaica campus; and presenting virtual tours and videos from previous study abroad trips.

## Dr. Anthony Owusu-Ansah



Dr. Anthony Owusu-Ansah is an Associate Professor of Education at Albany State University, Albany, Georgia. He completed his doctoral degree in Curriculum and Instruction from Ohio University in Athens, Ohio. His research interests are on issues related to struggling readers, reading instruction, clinical and field experiences, school diversity and multicultural education. He has written on ways to improve early literacy in the developing world and is currently working on the internationalization of the reading curriculum as a way to introduce the world of reading instruction at the basic level to his students.

### **Presentation: Investigating Critical and Contemporary Issues in Education: Perspectives from Sub-Saharan Africa**

#### **Abstract:**

Educational issues have long-lasting effects on children around the world. These issues, if well handled, have the power to enhance youth development and impact economic and national growth. When these issues are not attended to, they generate decay and lawlessness that eventually affect the children we teach and the collective future we yearn for ourselves and our children.

This project will compare educational issues in the United States to those in Ghana and Botswana. Students will investigate a variety of contemporary topics affecting education in these two sub Saharan countries and compare them to what happens in the United States.

## Dr. Matthew Stanley



Dr. Matthew E. Stanley is an associate professor of history at Albany State University, where he has led four short-term study abroad Europe trips. He is also the author or co-author of numerous articles and three books, including *The Loyal West: Civil War and Reunion in Middle America* (University of Illinois Press, 2017), which won the 2018 Wiley-Silver Prize for best first book in Civil War history, and the recently published *Grand Army of Labor: Workers, Veterans, and the Meaning of the Civil War* (University of Illinois Press, 2021).

### **Presentation: Internationalizing an Asynchronous Online Course through Globally-Oriented Media**

#### **Abstract:**

This class includes international and intercultural learning objectives that are linked to the use of globally-oriented media for major course assignments, including graphic novels, documentaries, and films.

The goal of internationalizing a course is for students to attain international and intercultural competence as they are engaged in their regular program of studies. Among many other things, this might include enhancing a course with new material that would increase global learning outcomes and competency of students (e.g., global media or documentaries to contribute to development of course projects). As such, I am assigning two major paper projects that deal with global historical themes. The first assignment explores slavery in the Americas and the transatlantic slave trade from the 16th through the 19th centuries and the second looks at the rise of fascism prior to World War II. Both assignments require that students utilize globally-oriented materials: one film, one graphic novel, and one global (foreign-produced) documentary.

## Prof. Ishante Hunter



Ishante Hunter is a self-described “wayward wannabe academic writer” who is passionate about teaching everything she knows about social justice and advocacy to anyone who is interested. Her areas of expertise include American government, Florida state politics, undergraduate professional development, and African American studies. Professor Hunter currently teaches political science and African American studies at Albany State University while working on her dissertation research.

### **Presentation: Who in the World Are We? Internationalizing Current World Problems at Home**

#### **Abstract:**

The purpose of the POLS 1105 course is to provide students with an introduction to the complex issues that drive the world’s economic, political, environmental, and social systems. As the content of this course is already internationalized, this iteration will employ the role-playing method of internationalization, as described by Smithee (2020), in which students take on the role of Area Studies Councilmembers and the instructor will take on the role of Area Studies Council Executive Director. Area Studies Council projects include executive briefs, structured outlines, concept maps, and Google earth maps. The final project will be an executive summary that contains an interactive activity to be presented to United States Secretary of State Antony J. Blinken. Learner objectives are internationalized thusly: Explain and apply vocabulary and theories from international relations theory; Describe international current events; Identify historical events that have led to current international problems; Connect patterns of continuity and change in relations between states; Create concept maps of interstate relationships and issues; Identify how governments and events have changed and remained the same over time. Students will be assessed using VALUE Rubrics that have been modified for this course (Association of American Colleges and Universities, 2021). To mitigate issues of student isolation and anxiety, students will engage in group projects and have staggered deadlines for assignment submission. As large projects can be overwhelming for students, the final area paper will be scaffolded throughout the term, as the activities from each weekly assignment will be used to develop the final paper.

## Dr. Ronald Leonhardt



Ron Leonhardt is an Assistant Professor of History at Albany State University and a non-resident scholar with the Sigur Center for Asian Studies at The George Washington University. He is currently charting the lives, mobility, and politics of non-Khmer populations living in Cambodia in the 1950s and 1960s. As part of his research, Leonhardt also explores Cambodia's involvement in international sports, ties to Black revolutionaries, and diplomacy with Eastern Europe during the early Cold War period.

### Presentation: **Beyond the Statistics: Accessing International Voices in History**

#### **Abstract:**

In this American History course, we will focus heavily on the lives, experiences, and histories of marginalized communities in the United States. Often times in survey-level history courses, major historical periods are covered without much attention to the individuals that comprise a particular history. In the case of the Reagan and Clinton eras (1980s-1990s), this course will focus on the individual voices involved and will get beyond the statistics that often obscure the true extent of the HIV/AIDS epidemic, carceral state violence, and federal immigration and drug policies.

The many humanitarian crises throughout the world during the Reagan and Clinton eras led to the movement of peoples out of warzones and poverty and into new and unfamiliar geographies. In the last week of the semester, we will have a conversation via Webex with a Cambodian refugee who fled US bombing campaigns, lived in refugee camps in Thailand, granted asylum in the United States, and then was deported back to Cambodia due to her criminal record. This conversation with a Cambodian deportee currently “stuck” in Cambodia will help tie together topics on Reagan-era racism with Clinton’s “progressiveness” within an international framework. Through discussion posts, in-class conversations, and exam questions, we will assess how American politics, racisms, and policies reverberate throughout the globe resulting in American History consisting of ideas, people, and emotions outside of the boundaries of the United States.

## Dr. Patrick Whitehead



Patrick Whitehead is an Associate Professor of Psychology at Albany State University and author of five books including *Existential Health Psychology: The Blind-spot in Healthcare* (Palgrave, 2019). His work has been published in journals of philosophy, psychology, higher education, and theoretical biology.

### **Presentation: Internationalizing a Human Development Course: What I learned about Human Development**

#### **Abstract:**

Human development cannot be easily summarized by nature (i.e., biological and evolutionary predisposition) or nurture (i.e., learning through environment and experience). Development must be seen as a combination of both, and this makes the internationalization of courses in human development necessary. The internationalization of the course in question is set up with respect to cultural differences in individualism and collectivism. In each internationalization activity, students were asked to compare and contrast mainstream scientific rituals and practices in development (which is consonant with traditional human development textbooks) with indigenous rituals and practices (which are often left out of textbooks). I will provide detailed examples of how this process was carried out, what the objectives were and how they were assessed, as well as describe some of the problems I faced in doing so.

**2021-22 Curriculum Internationalization Faculty Fellows  
For Transformative Global Learning  
New Faculty Cohort Proposals**

Name	Department	Internationalized Course(s)	No. of Students Impacted
Dr. Elizabeth Kuipers	Arts and Humanities	ENGL 1101-English Composition I	68
Dr. John Williams, Jr.	Natural Sciences	BIOL 3901- Pathophysiology: Nutrition and The African Diaspora <b>(Virtual Study Abroad)</b>	16
Dr. Erica DeCuir	School of Education	EDUC 3402- Educator Preparation Practicum II <b>(Virtual Study Abroad)</b>  EDUC 3378- Creative/Effective Teaching Performance-Based <b>(Virtual Study Abroad)</b>	4  1
Dr. Annalease Gibson	Social Work	SOWK 3385- Social Work with Children <b>(Virtual Study Abroad)</b>  SOWK- Special Topics in Social Work <b>(Virtual Study Abroad)</b>	10  7
Dr. Anthony Owusu-Ansah	School of Education	EDUC 2110- Investigating Critical	20

		and Contemporary Issues in Education	
Dr. Matthew Stanley	History	HIST 1112-Survey of World History II	4
Prof. Ishante Hunter	Political Science	POLS 1105-Current World Problems (2)	70
Dr. Ronald Leonhardt	Political Science	HIST 1112-Survey of World History	35
		HIST 2112-Survey of American History	35
Dr. Patrick Whitehead	Psychology	PSYC 2103-Human Growth and Development	32

**2020-21 Curriculum Internationalization Faculty Fellows  
For Transformative Global Learning**

Name	Department	Internationalized Course(s)	No. of Students Impacted
Dr. Erica DeCuir	Teacher Education	MGED 3315	2 (Research)
Prof. Aaron Johnson	Business Administration	ECON 2105	93
Dr. Chinenye Ofodile	Mathematics and Computer Science	MATH 2212	12 (Research)
Dr. Devona Mallory	English, Modern Languages, and Mass Communication	ENGL 3824	20

Prof. Shani Clark	English, Modern Languages, and Mass Communication	COMM 4140	29
Prof. Lisa Jenkins	Nursing	NURS 1311 Adult Health II Nursing	55
Dr. Andrea Dozier	Nursing	NURS 3630	20
Dr. Uzoma Okafor	Chemistry and Forensic Science	FOSC 2100	22
Prof. Anta'Sha Jones	Biological Sciences	BIO 2412 BIO 2412	39

**2019-2020 Curriculum Internationalization Faculty Fellows  
For Transformative Global Learning**

Name	Department	Internationalized Course(s)	No. of Students Impacted
Dr. Annalease Gibson	Social Work	SOWK 2310	12
Dr. Chinenye Ofodile	Mathematics and Computer Science	MATH 2212	16
Prof. Shani T. Clark	English, Modern Languages, and Mass Communication	COMM1110 COMM 1000	424
Dr. Patrick Whitehead	Sociology and Psychology	PSYC 2103	74
Dr. Anthony Owusu-Ansah	Teacher Education	MGED 4439	7

		MGED 4423 MGED 5520 (Study Abroad)	(Study Abroad)
Dr. Ashok Jain	Biological Sciences	BIOL 4701	51
Dr. Shavecca Snead	Visual and Performing Arts	ART 1100	133
Dr. Mimi Noda	Visual and Performing Arts	MUSC 1100	38
Dr. Kathaleena Edward Monds	Accounting, Management Information Systems, and Marketing	MIST 4220	25 (Study Abroad)
Prof. Joy S. Handelman	English, Modern Languages, and Mass Communication	ENGL 1102	69
Dr. Zachariah Oommen	Chemistry and Forensic Science	FOSC 4050 CHEM 50643	6 (Study Abroad)
Dr. Louise Wrensford	Chemistry and Forensic Science	CHEM 3250	29

**Grand Total Impacted by Past, Current, and New Faculty Cohorts**

<b>Faculty</b>	<b>Departments</b>	<b>Courses</b>	<b>Students</b>
<b>28</b>	<b>15</b>	<b>37</b>	<b>1,478</b>

**Total Impacted by New Faculty Cohort Proposals**

<b>Faculty</b>	<b>Departments</b>	<b>Courses</b>	<b>Students</b>
<b>9</b>	<b>4</b>	<b>13</b>	<b>302</b>

# Albany State University (ASU) Comprehensive Internationalization Strategic Plan (CISP)

## 2020-2025 Goals and Objectives

### 1. GOAL: Education Abroad

Albany State University (ASU) will increase the number of students who participate in study abroad/study away, international internship, research, and service learning, and faculty-led programs for academic excellence, student retention, and students' success.

#### Objective 1.1

Continue to increase study abroad enrollment through ASU/Colleges/Departmental major events.

#### Objective 1.2

Increase the number of faculty-led programs in each department.

#### Objective 1.3

Establish ASU Foundation scholarship funding for study abroad, and continue to promote other scholarship funding sources.

#### Objective 1.4

Engage study abroad alumni to support and promote ASU study abroad.

### 2. GOAL: Professional Development

ASU will increase awareness, interest, and involvement of faculty and staff in international and intercultural education to promote a culturally responsive environment and students' academic excellence.

#### Objective 2.1

Provide professional development opportunities for faculty to expand their knowledge and skills of establishing and leading study abroad/study-away programs.

#### Objective 2.2

Provide professional development opportunities for faculty to expand their knowledge and skills of internationalizing courses.

#### Objective 2.3

Provide campus-wide seminars/workshops to faculty and staff for intercultural/communicative competence.

**Objective 2.4**

Promote and support faculty and staff international professional development engagements.

**3. GOAL: Curriculum**

ASU will enhance global learning through its curriculum program offerings to expand transformational student experiences and academic excellence.

**Objective 3.1**

Increase the number of study abroad/study-away courses in departments and colleges.

**Objective 3.2**

Increase the number of internationalized courses in departments and colleges.

**Objective 3.3**

Develop a Global Citizenship (or Distinction) minor/certificate in all colleges to motivate enrollment and global learning on graduation.

**4. GOAL: Co-Curricular Programs and Facilities**

ASU will increase international and intercultural awareness of students, faculty and staff through increased global learning co-curricular programs.

**Objective 4.1**

Establish global learning activities for all students, especially those in residence hall in collaboration with ASU departments and community.

**Objective 4.2**

Develop international, national, and local service learning programs to expand cultural awareness and global knowledge.

**Objective 4.3**

Establish and sustain international and cultural physical presence on ASU campuses through signage, branding, and flag displays.

**5. GOAL: International Student/Scholar Enrollment**

ASU will increase the number of international students' enrollment through targeted recruitment efforts to expand diversity and intercultural learning opportunities, aware that international students are a great resource for internationalizing the campus through planned curricular and co-curricular activities.

**Objective 5.1**

Engage ASU coaches, faculty, and staff members through special articulation for targeted recruitment of international students in various countries.

**Objective 5.2**

Increase engagement and work opportunities for international students on campus for their retention.

**6. GOAL: International Collaboration**

ASU will continue to develop international and intercultural partnerships with local, national, and international community to enhance academic excellence and institutional competitiveness.

**Objective 6.1**

Increase and sustain the number of Memorandum of Understandings (MOUs) for education abroad, exchanges, international students' recruitment, faculty exchanges/professional development and research collaborations.

**Objective 6.2**

Engage department chairs to recruit international J-I scholars to support science research at ASU.

\*Study-away refers programs within the U.S but with rich international and intercultural cultural exposure

**Goal:** The main goal of ASU's Comprehensive Internationalization Strategic Plan (CISP) is to provide direction on enhancing students' global learning, expand ASU's global visibility, and attract reputable international partners for economic competitiveness

The ASU-Internationalization LAB Project Engagement (2018-2020) is to help develop a CISP that aligns with ASU's new Strategic Plan.

CISP is guided by ACE Comprehensive Internationalization Model, updated 2020.



## **Special Thanks to the ASU Comprehensive Internationalization Committee**

Dr. Nneka Nora Osakwe, Director of International Education (**Chair**)  
Dr. Angela Peters, VP & Provost, Academic Affairs  
Dr. Tau Kadhi, Associate VP & Provost, Academic Affairs  
Dr. Dorene Medlin, Director of Faculty Excellence  
Kenyatta Johnson, VP Enrollment and Student Success  
Dean's Designee for College of Arts and Science (or Dr. Melanie Hatch)  
Dean's Designee for College of Professional Studies (or Dr. Alicia Jackson)  
Dean's Designee for Darton College of Health Profession (or Dr. Sarah Brinson)  
Dr. Wendy Wilson, VP University Relations and Chief of Staff,  
Dr. Terry Lindsay, VP of Student Affairs  
Dr. Chinenye Ofodile, Chair, Department of Mathematics & Computer Science  
Dr. Charles Ochie, Director Graduate Programs  
Dr. Rhonda Porter, Chair, Department of Education  
Mark Hankerson, Study Abroad Coordinator and Advisor  
Michelle Appling, International Student and Scholar Coordinator/Advisor  
Dr. Annalease Gibson, Associate Professor Social Work  
Marcia Poulos, Director of Academic Support Services  
Dr. Mark Thomas, Faculty Senate President  
Dr. Louise Wrensford, Executive Director Research and Sponsored Program  
Dr. Kimberly Burgess, Director of Student Success  
Dr. Kelly McMurray, Vice President for Institutional Planning and Accreditation  
Dr. Florence Lyons, Director of Honor's Program  
Domonique Hines, Director of Distance Learning and Online Programs  
Dr. LaVerne McLaughlin, Director of Library Services  
Dr. Devi Akella, Professor, School of Business  
Dr. Cathy Williams, Chair, Nursing  
Dr. Seong Seo, Chair, Natural Sciences  
Dr. Zachariah Oommen, Professor, Chemistry and Forensic Science  
Dr. Adriana Primo McKinley, Associate Professor Spanish  
Sherrell Byrd, Community Member Representative  
Albany Mayor or Mayor Representative  
Dr. McKenne Brown, American Council on Education (ACE) Campus Adviser/Member at Large

**Committee charged as follows:** Review ASU Internationalization Status, Revise/ Develop ASU Comprehensive Internationalization Strategic Plan to align with American Council on Education (ACE) recommendations in the six focus areas:

1. Articulated Institutional Commitment;
2. Administrative Leadership, Structure, and Staffing;
3. Curriculum, Co-curriculum and Learning Outcomes;
4. Faculty Policies and Practices;
5. Student Mobility;
6. Collaboration and Partnerships

# *Acknowledgement and Appreciation*

*Marion Fedrick, ASU President*

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**Faculty Symposium 2019**



**Faculty Symposium 2017**



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