

Strategic Planning Commission
Undergraduate Programs Sub-Committee
Final Report
May 16, 2007

Vision

Excellent undergraduate education remains at the center of the mission of Appalachian State University. We strive to cultivate an excellent undergraduate reputation so that our graduates are highly regarded for relevant professional careers and advanced study. In order to prepare students to meet the challenges of a changing world and to be contributing members of society, Appalachian State University will establish and maintain undergraduate programs that engage students in the discovery, interpretation, creation, and application of knowledge.

Objective 1: Develop an outstanding general education curriculum (GENED) with articulated goals and programs that are responsive to change when desired learning outcomes are not being met.

Measurable Activities

1. Implement a general education curriculum based on the General Education Task Force recommendations and move to an outcome based vertically integrated model.

Rationale: The General Education Task Force has recommended four major goals and 21 learning outcomes that are based on a careful reading of the national literature on the role and status of general education in American colleges and universities. Those goals and learning outcomes have been presented at a series of public forums and the Provost has endorsed them. The new curriculum is to be integrated across the traditional departments and programs and integrated vertically from the first semester through the last.

Units: Administration Unit Responsible for GENED Curriculum (i.e., Academic Affairs, hereafter referred to as AA), University College

Timeline: beginning fall 2009, and completed by end of 2013 academic year

Resources: determined by AA

2. Assess the general education programs on an annual basis with feedback from that assessment resulting in appropriate cycles of revision to accomplish the desired GENED goals.

Rationale: It is essential to embed an iterative cycle of assessment and revision in the new general education curriculum in order for those learning outcomes to be achieved. Static GENED programs rarely succeed. Effective assessment will reveal where the ASU GENED program is succeeding and where it is failing to achieve the goals and learning outcomes.

Units: to be determined by the Assessment Task Force)

Timeline: yearly assessment, beginning fall 2009, with summative assessment completed at the end of spring semester 2010

Resources: currently being evaluated by Assessment Task Force

3. Establish a mechanism to provide the ongoing resources necessary to

accomplish a vertically integrated GENE D curriculum.

Rationale: The new GENE D curriculum must be developed from a combination of revision of existing courses and the development of new courses. Faculty development will be necessary to help all ASU faculty members teaching GENE D courses to understand the structure of the new curriculum and to help them develop courses that meet its goals. With the move to thematic perspectives, faculty will need support for course integration with their peers in other disciplines.

Units: AA, University College

Timeline: beginning with summer grants program, 2007 and then ongoing

Resources: determined by AA in conjunction with faculty input; Faculty Support Programs continue to support the GENE D Program

Outcomes: a minimum of \$50,000 in Faculty Development Grants along with an increase in the number of grants awarded to 50 by the end of the fifth year

4. Develop appropriate incentives and rewards to support the faculty's development and delivery of the vertically integrated courses in the GENE D programs.

Rationale: Part-time and non-tenure track faculty currently teach the majority of courses offered for GENE D credit at ASU. Appropriate rewards and incentives will be needed to encourage full-time faculty to become engaged in the new GENE D curriculum and to change from a focus on "survey of a discipline" courses to those that focus on the broader goals of GENE D.

Units: AA, Deans, and Chairs

Timeline: beginning with test program in summer 2007 and then ongoing

Resources: currently being evaluated by Assessment Task Force

Outcomes: rewards should include consideration in the annual review process, release time to develop new courses and linkages, and performance rewards such as the recently announced award for GENE D teaching excellence

5. Design an organizational structure that supports a vertically integrated GENE D curriculum and form a Faculty Oversight Committee to champion the curriculum integration across the university.

Rationale: Perhaps the greatest challenge in implementing a new GENE D curriculum is that of resisting a return to the status quo. An administrative structure that is faculty driven, committed to the new curriculum, and empowered to drive change is essential. That administrative structure need not be larger and more bureaucratic than the current structure; rather it needs the right structure, personnel, and resources to act effectively.

Units: A faculty-led structure that is supervised out of AA and University College which may include input from appropriate Faculty Senate committees

Timeline: implemented by fall 2009 and then ongoing

Resources: release time for members of this committee due to its structural complexity

Outcomes: successful implementation of a faculty-driven GENE D Program

Objective 2: Appalachian State will assess, support, develop, and maintain undergraduate majors that provide an in-depth exploration of a disciplinary or interdisciplinary field.

Measurable Activities

1. Each undergraduate major program will have an assessment plan for understanding its effect on students to include mission, goals, outcomes (should

include retention and graduation benchmark measures and goals), assessment methods, and evaluation criteria. Programs will collect evidence (student achievement on objective criteria and/or measuring how students have changed over time; *e.g.*, what are they doing as graduates) and report results cyclically on selected outcomes. These assessment reports will be used to produce a plan for the enhancement of existing major programs, for changing underperforming programs, for the development of innovative new major programs

Rationale: There is a “lack of meaningful or comparable measurements to assess student-learning outcomes. To build such a culture of evidence, students and faculty need tools to assess all levels of learning and to mark student progress in achieving the goals of a twenty-first century education.” (AAUP Greater Expectations) Campus leadership/administration can thoughtfully and objectively make resource allocation decisions.

Unit(s) responsible: Department and program faculties; Deans; Provost; Student

Development

Assessment strategy(ies):

- Assessment plans exist for each undergraduate major program
- Plans are produced for enhancement of, change to, and development of undergraduate major programs based on assessments
- Plans are implemented

Five year timeline:

- Assessment plans exist at the undergraduate major program level by Spring, 2008.
- Reports on selected outcomes beginning Fall, 2008.
- Campus-wide assessment and planning cycle published by Fall, 2010.
- Campus-wide investment in “culture of evidence” by Fall, 2012.

Estimation of resources (e.g. funds; people) required: Every academic unit should have an assessment designee (internal) and IRAP consultant.

2. Identify signature programs that are a) among the best in the UNC system or b) unique to Appalachian within the UNC system which focus on serving regional needs. Examples include but are not limited to:
 - health and human services
 - sustainability, energy, and environmental instruction, research, and policy
 - teacher education, particularly math and sciences
 - model programs within the College of Business such as the Holland Fellows Program, undergraduate majors in Accounting and Finance and Banking, the Center for Entrepreneurship

Rationale: North Carolina and the nation face serious shortages in many fields of health care and in K-12 teacher and administrator preparation. Our state—the world—is in need of solutions to pressing environmental problems and development of policies to sustain a greener world. Our economic well-being is also at stake. Appalachian is in a unique position to respond to these issues. Focusing resources on signature programs, and building on existing strengths, will enhance Appalachian State University’s ability to attract and retain outstanding scholars and students and to secure external funding through grants and sponsored programs.

Unit responsible: Academic Affairs (multiple departments), Student Development (student-led initiatives such as REI, practical application in terms of construction, outreach initiatives), Advancement (targeted fundraising)

Assessment strategy(ies):

- Assessment plans exist for each undergraduate program

- Plans are produced for enhancement of, change to, and development of undergraduate major programs based on assessments
- Plans are implemented

Five-year timeline:

Assessment plans exist at the undergraduate major program level by Spring, 2008

Reports on selected outcomes beginning Fall, 2008

Campus-wide assessment and planning cycle published by Fall, 2010

Campus-wide investment in “culture of evidence” by Fall, 2012

Estimation of resources (e.g., funds, people) required:

3. Encourage and value undergraduate engagement in the disciplinary or interdisciplinary major outside the traditional classroom through curricular components including (but not limited to): faculty supervised internships, field work or practical experiences; faculty supervised or collaborative research; and, faculty-guided community-based research or solving of community problems.

Rationale: For an undergraduate, the “real” and probably best opportunity to learn a major field is to engage in doing that disciplinary or interdisciplinary work outside the classroom with the guidance or collaboration of a faculty member.

Five-year timeline:

- a. Courses such as independent study, directed research, internship, research assistant, etc. are available in each undergraduate major program at various levels (i.e., 2000 for sophomores, 3000 for juniors and 4000 for seniors) by Fall 2009.
- b. A minimum of 3 semester hours credit toward completion of each disciplinary or interdisciplinary major offered by Appalachian State University can be earned through completion of courses such as independent study, directed research, internship, research assistant, etc. by Fall 2010.

Units responsible: Academic Affairs by directing the College/Deans who direct faculty of disciplinary (i.e. department) or interdisciplinary (i.e., multiple departments) major to add courses (A. above) and credit toward major (B. above) if not already in the curriculum – requires AP&P approval.

Assessment strategies: Examine curriculum of each disciplinary or interdisciplinary major to determine that courses are available for every major and that at least 3 hours credit toward completion of every major is allowed by target dates.

Resources: A revision of what is considered a course in the teaching load will be required so Academic Affairs may have to provide resources in terms of faculty lines or a reorganization of faculty load. For example, possibly have faculty choose to provide one of the opportunities mentioned above to say 6 students in a semester (assuming a 3 credit hour opportunity) and count it as a course in normal teaching load. So the resource needed becomes time and the \$ for that time but not necessarily in “buy-out” or “back fill” but possibly in reorganization.

4. Capitalize on the increased role of inter-disciplinarity fostered by the General Education Model Perspectives by designing, implementing and assessing a process to encourage interdisciplinary majors

Rationale: A major current trend in higher education and a trend emphasized in the Appalachian State General Education Plan is the increase in interdisciplinary teaching and learning. It seems logical to take this to the next level by developing a structure that encourages the formation of interdisciplinary majors. The sorts of barriers that exist to this sort of major include scheduling issues (who makes sure classes are offered if many departments involved), resource allocation issues (the departments doing the advising and administration of the major don’t receive all of the credit hours), and cultural (we think of majors as residing in departments.)

Unit responsible: Academic Affairs

Assessment strategy(ies): ???

Five-year timeline:

- Structure in place for creating and rewarding interdisciplinary majors including incentives to departments for administering and advising students in these majors.(2009)
- First interdisciplinary majors implemented under this plan. (2010)
- Plan is assessed for its effectiveness and adjustments made. (2012)

Estimation of resources (e.g., funds, people) required: ???

Objective #3: Appalachian State will seek to accomplish the goals and outcomes of both general education and the majors by providing opportunities and resources for experiential learning experiences. These experiences should include individualized experiences such as student research opportunities, internships, and practicums as well group experiences incorporating service and community-based learning.

1. Expand and strengthen the ASU Service –Learning Program to meet the goals of the General Education Task Force, as well as strengthen departmental connections to include service-learning components in 25% of upper-level courses in all disciplines.

Rationale: In order to provide students with hands-on learning that enables our community to better serve the the local population and environment, students will have the opportunity to participate in a variety of service-learning experiences while at Appalachian State University. Service learning is a teaching pedagogy that increases student learning, while working with the community.

Units Responsible: Academic Affairs and Student Affairs (primarily ACT, University College, and departmental faculty members).

Assessment Strategy: This is academically proven to be good for student learning; assessing community impact is an area of focus. Therefore, continue existing program assessment, with an increased attention to effect on community relations and meeting the needs of the community.

Five-year timeline: Completion by 2012-2013 academic year.

Estimation of Resources: Approximately \$5,000 per year for faculty incentives.

2. Students will be encouraged to experience hands-on learning through career related internships while a student at Appalachian State University.

Rationale: Internships provide hands-on experience in major specific fields or exploratory career paths for students. Increased visibility for current internship offerings, and heightening current opportunities will educate students on options available and the importance of participating in relation to career strategy and exploration.

Units Responsible: Student Development, Career Development

Assessment Strategy: Impact on internships with retention and job placement & satisfaction

Five Year timeline: Completion by 2012-2013 academic year.

Estimation of Resources: ??

3. 100% of all Appalachian students will report having had the opportunity for a mentoring relationship with at least 2 university-related staff members or faculty members.

Rationale: It is through relationships that students feel connected and learn best. Through in-classroom and out-of-classroom opportunities, students have multiple opportunities to learn from and with professionals with whom they interact (e.g., faculty members, club advisors, supervisors/employers, teaching assistants).

Unit Responsible: Everyone

Assessment strategy: NSSE data, and exit survey for graduating seniors.

Five-year timeline: Completion by 2010-2011

Estimation of Resources: n/a

4. Increase by 30% the number of Appalachian students participating in student research.

Rationale: Research provides a hands-on method for students to learn and create new information. When conducted with the advice/mentoring of a faculty member, students learn these skills and contribute to the creation of knowledge. Though growing, students need more information and more opportunity to perform this work in collaboration with faculty members.

Units Responsible: Academic Affairs, Office of Student Research, and academic departments.

Assessment strategy: Data will be collected by Institutional Research through departmental annual reports and reports of other offices including the Office of Student Research and the Honors program.

Five-year timeline: Baseline data collected 2008-2009 and monitored each year.

Estimation of Resources: Increased resources for faculty incentives to encourage this activity, increased resources for the Office of Student Research to enhance research opportunities for students in all disciplines.

Objective #4: Appalachian State University will develop, support, assess, and maintain programs that offer distinctive academic and co-curricular experiences for intellectually gifted and highly motivated students. (Activities organized by program)

HELTZER HONORS PROGRAM

1. Build a living-learning center for the Heltzer Honors Program.

Rationale: Excellent students benefit from living together as well as studying together. The honors program is currently housed in a building that is not an attractive living-learning facility. A new building could be designed with the unique pedagogical and social needs of an honors program in mind. An excellent facility would increase the visibility of the program, attract outstanding students, and improve the quality of the educational experience.

Units Responsible: Heltzer Honors Program, Academic Affairs, Student Development, Appalachian Foundation

Assessment Strategy: Measure impact of living-learning center on academic and co-curricular programs, as well as student satisfaction.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: The new building will cost approximately 20-22 million dollars. This will come from fee-generated income, state monies, and private gifts.

2. Fully fund 25 Chancellor's scholarships.

Rationale: In order to compete for excellent students, Appalachian needs a prestige scholarship that covers all costs and provides unique opportunities for internships, service projects, and travel.

Units Responsible: Heltzer Honors Program, Academic Affairs, Appalachian Foundation

Assessment Strategy: Measure quality of students being attracted to and retained to program.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: An annual budget of \$900,000 – \$1,000,000 per year. The current budget is \$387,000.

3. Create a comprehensive honors curriculum.

Rationale: The excellent students we recruit should experience a varied and challenging curriculum. There should be enough honors courses offered, both in General Honors and in departments, so that honors students are able to complete their general education requirements in honors courses. All departments should offer a program, including a capstone senior project, that leads to an honors degree.

Units Responsible: Academic Affairs, Honors Task Force, academic departments

Assessment Strategy: Measure retention rates of honors students, as well as applications to prestigious scholarships, graduate, and professional programs

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: No cost, other than departments should be allowed to offer smaller classes for honors courses without hurting their standing in the matrix.

4. Designate faculty as honors program professors.

Rationale: An expanded honors program requires a dedicated faculty. Professors from around the university could serve three-year terms in the honors program, teaching General Honors and departmental honors courses, participating in the learning community, and advising honors students. The excellent students we recruit need faculty with whom they can work closely over an extended period of time.

Units Responsible: Heltzer Honors Program, Academic Affairs

Assessment Strategy: Measure faculty performance and student satisfaction

Five-year timeline: ongoing

Estimation of Resources: Buy-outs in the amount of \$35,000 – \$60,000 annually per faculty member assigned to honors, so that departments can replace with full-time non-tenure track individuals.

WATAUGA COLLEGE

1. Develop an internationally-focused curriculum with significant, required co-curricular activities in the Living-Learning Center and in Watauga County that will support and enhance the academic focus; rename Watauga College

“Watauga International Scholars Program.”

Rationale: In keeping with its experiential approach to education, Watauga College needs to encourage students to integrate classroom content with their own lives, both on and off campus. Currently accomplished primarily via service-learning, there must be other venues for cultural exchanges, especially those seen as among equals rather than as providing help for a disadvantaged group. Further, the name for Watauga College needs to reflect the focus of the program. "Watauga International Scholars Program" is proposed. Retaining "Watauga" affirms the program's past as an interdisciplinary, experimental program, and dropping "College" eliminates the confusion resulting from naming a program within Appalachian State University a college.

Units Responsible: Watauga College faculty, in consultation with Office of International Education and Development

Assessment Strategy: Measure students' degree of integration with the campus community and the local community, as well as their development of global competencies.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: The LLC administrative assistant is the ideal person to coordinate this goal, working with LLC residents, INTAPP students, and local connections.

2. Recruit appropriate, globally-competent faculty from across campus on a rotating basis to replace retirees.

Rationale: Since there will be no dedicated faculty lines for Watauga College, the program will need committed instructors for both the classroom and co-curricular activities. Faculty need to be part of the program long enough to justify the time and work applied to course development and to become part of its culture. The program also needs new faculty with fresh ideas regarding course content and teaching methods.

Units Responsible: Watauga College director and faculty

Assessment Strategy: Measure level of cooperation among units on campus

Five-year timeline: ongoing

Estimation of Resources: Departments should be encouraged to view collaboration with Watauga College as a form of faculty development. Just as faculty can bring new ideas and methods to Watauga College, they will bring back to their home departments their experiences of team-teaching topically-focused, interdisciplinary classes. Teaching within a special program must be affirmed as a valid part of merit considerations, just as departmental teaching, research, and service.

3. Offer need-based vouchers for study abroad experiences to all Watauga College students, providing sufficient financial help to bring the costs of studying abroad closer to the expenses of staying here at Appalachian.

Rationale: Watauga College can successfully internationalize its curriculum, but to be considered globally competent, students need to experience another culture firsthand by being immersed in it. Offering some type and degree of financial help makes the expectation of study abroad realistic and not out of reach of those who work hard to cover the basic expenses of a college education.

Units Responsible: Watauga College, Office of International Education and Development, Appalachian Foundation

Assessment Strategy: Measure number of students utilizing vouchers; measure the impact on students' global competencies through pre- and post-evaluation.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Funding from more than one source. A grant could get this started, and donors to Appalachian could be encouraged to earmark their donations for a fund to support these vouchers.

PLEMMONS LEADER FELLOWS PROGRAM

1. Expand current Plemmons Leader Fellows Program to increase by 10 students per class, and increase scholarship levels to \$2000 per year per student.

Rationale: In order to recruit excellent student leaders from around the state and nation, Appalachian must be competitive in both the levels and numbers of scholarships offered to students who have demonstrated strong leadership skills in high school, and who are likely to contribute to Appalachian both in and out of the classroom.

Units Responsible: Student Development, Center for Student Involvement & Leadership, Appalachian Foundation

Assessment Strategy: Continue existing program assessment, with increased attention to measuring the impact of increased funds on students' involvement and leadership.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Approximately \$26,000 per year

2. Re-design Plemmons Leader Fellows Program to provide a way for 10 rising juniors to join the program and be financially rewarded.

Rationale: The current structure of this program does not allow funding to assist students who become actively involved in programming and leadership upon arrival at Appalachian. Increasing the class size in the beginning of the junior year would give current on-campus students something for which to strive, and an opportunity to join in this on-campus leadership program.

Units Responsible: Student Development, Center for Student Involvement & Leadership, Appalachian Foundation

Assessment Strategy: Measure Plemmons Leader Fellows' involvement in campus-wide leadership roles and overall retention at ASU.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Approximately \$20,000 per year

3. Develop an international study abroad component to the Plemmons Leader Fellows Program, resulting in 75% of 4-year Plemmons Fellows participating in a study abroad program.

Rationale: The excellent student leaders we recruit as Plemmons Leader Fellows will receive additional leadership skills and knowledge while immersed in a cross-cultural setting. Today's leaders need these experiences for greater global understanding and new perspectives. Students may participate in existing Leadership Study Abroad courses, international service-learning courses, or study abroad for a semester to achieve this goal.

Units Responsible: Student Development, Center for Student Involvement & Leadership, Office of International Education and Development

Assessment Strategy: Measure the impact on student leaders' global competencies through pre- and post-evaluation.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Approximately \$15,000 per year, giving \$1,000 waivers to assist with international travel

TEACHING FELLOWS

1. Structure formal and informal opportunities for international students and Teaching Fellows to interact on a regular basis. Continue to have international students and Teaching Fellows live together in the Living-Learning Center.

Rationale: See below.

Units Responsible: Teaching Fellows, Office of International Education and Development, Living-Learning Center staff

Assessment Strategy: Measure degree and quality of interaction occurring in the Living-Learning Center between international students and Teaching Fellows.

Five-year timeline: ongoing

Estimation of Resources: Personnel to structure and implement formal interactions between Teaching Fellows and international students; \$1,000 annually for programming in the Living-Learning Center.

2. Offer linked general education classes for freshmen Teaching Fellows. An example would be COM 3124, Intercultural Communication and FL 3535, Selves and Others. The courses should have a service-learning component.

Rationale: See below.

Units Responsible: Academic departments, ACT office

Assessment Strategy: Measure student awareness of internationalization and student satisfaction with integration of linked-course experience.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Faculty from Foreign Language and Communication Departments to teach the linked classes. The two courses in the example already exist. A faculty development stipend for individuals to plan together and develop the service-learning component is desirable.

3. Offer need-based vouchers for study abroad experiences to all Teaching Fellows, providing sufficient financial help to bring the costs of studying abroad closer to the expenses of staying here at Appalachian.

Rationale: See below.

Units Responsible: Teaching Fellows, Office of International Education and Development, Appalachian Foundation

Assessment Strategy: Measure number of students utilizing vouchers; post-graduation assessment of perceived job preparedness and overall satisfaction.

Five-year timeline: Completion by 2012-2013 academic year

Estimation of Resources: Funding from more than one source. A grant could get this started, and donors to Appalachian could be encouraged to earmark their donations for a fund to support these vouchers.

Overall Rationale: It is critical to prepare teachers who can help K-12 students develop as citizens, workers, and leaders in a global society. North Carolina in the World is a state-wide

collaboration to strengthen K-12 international education. *Preparing North Carolina Teachers for an Interconnected World* report was developed by the North Carolina in the World Preservice Teacher Education Study Group. In this report, there are five recommendations. The five recommendations are: (1) More teacher education candidates will participate in structured international experiences, including study abroad; (2) More teacher education candidates will have intense, structured, globally-oriented engagement in the US including (a) interactions with international university students, (b) internships, (c) service-learning opportunities and cultural experiences within the community, and (d) collaborations with university students abroad utilizing technology; (3) Teacher education candidates will complete more internationally focused coursework, including language study. Global perspectives will be infused into the professional education curriculum; (4) Teacher education faculty members in NC will increase their capacity to prepare candidates with knowledge and skills about the interconnectedness of the world; and (5) The preservice teacher education infrastructure to support globalization will be strengthened through the development of web pages, online forums, publications that delineate best practices, and notifications of funding opportunities. Offering some type and degree of financial help makes the expectation of study abroad realistic and not out of reach of those who work hard to cover the basic expenses of a college education. It would also be a recruitment tool for the program to ensure that we continue to attract the best and brightest of teaching fellows.

Objective #5: Appalachian State will imbed international and multicultural educational experiences in the undergraduate curriculum by increasing curricular and co-curricular opportunities for these experiences for students; by increasing opportunities for (and the capacity of) faculty members to integrate language, culture, and international content into the classroom; by increasing the international student population, thereby advancing an academic culture that promotes a global prospective .

Measurable Activities

1. Establish an endowment fund so that resources are not an obstacle for any student to study abroad.

Unit(s) responsible: University Advancement Office

Assessment strategy(ies):

- \$\$ amount in the endowment fund
- Rate (number??) of students receiving scholarships
- Rate of Appalachian students studying abroad

Timeline: Academic year 2012-2013

Resources required: \$3,000,000 and Naming Opportunity

Assumptions:

1. 25% (3,750) of Appalachian students will be supported by the Fund to study abroad
2. 50% (1,875) of the students will receive scholarships of covering round-trip travel expenses
3. 40% (1,500) of the students will receive scholarships of \$1,000
4. 10% (375) of the students will receive scholarships of \$1,500

2. Increase the number of international scholars in-residence.

Unit(s) responsible: Office of International Education and Development, Academic Departments

Assessment strategy(ies):

- # of international scholars-in-residence per semester
- Diversity of academic departments hosting international scholars at Appalachian

Timeline: Academic year 2012-2013

Resources required: \$721,100 (\$144,220 per year)

Assumptions:

1. At least 20 international scholars per year (10 per semester) will be in residence at Appalachian
 2. Appalachian will provide a stipend of \$6,072 (MA) - \$6,750 (Ph.D.) per semester per scholar to teach at least two courses
 3. Appalachian will provide accommodation (at our expense to the extent possible) for the international scholars in its Mountaineer Apartments (furnished, TV provided with cable hook-up, internet access)
 4. Appalachian will pay for travel costs for faculty members from developing countries at \$2,000 per scholar (at least 40% (8 scholars) of the visiting international scholars will come from developing countries)
3. Encourage and support faculty (individually, in teams) to develop courses and curricula that provide interdisciplinary treatment of international and global issues; Encourage and support faculty to infuse international and global issues into their courses. (Faculty development curriculum; course development stipends; cross-border experiences imbedded in courses – e.g., over breaks; release time for foreign language study at Appalachian)

Unit(s) responsible: Faculty members, Hubbard Center, and Office of International Education and Development

Assessment strategy(ies):

- New courses that provide interdisciplinary treatment of international and global issues developed and taught by faculty individually or in teams.
- Faculty receiving stipends to develop new courses that provide interdisciplinary treatment of international and global issues
- Workshops/seminars organized by the Hubbard Center and Office of International Education and Development on how to infuse of international and global issues into the courses

Timeline: Academic year 2012-2013

Resources required: \$636,250 (\$127,250/year for 5 years)

Assumptions:

1. 10% (71) of the faculty will receive stipends to develop new courses that provide interdisciplinary treatment of international and global issues
 2. Stipends of \$1,500 - \$2,000 will be provided to faculty for this purpose
 3. The Hubbard Center and Office of International Education and Development will organize at least one workshop per semester on how to infuse of international and global issues into the courses at the cost of \$1,500/workshop or seminar
 4. Faculty will apply for competitive release time opportunities for foreign language study at ASU
4. Facilitate the hiring of permanent, tenure track international faculty and capably bi-lingual non-international faculty.

Unit(s) responsible: Academic Departments, Deans, Office of International Education and Development

Assessment strategy(ies):

- # of new permanent, tenure tract international faculty hired
- Non-international faculty have the opportunity to demonstrate bilingual capacity during hiring process

- OIED maintains database of faculty language abilities
- # of H-1B visa petitions processed and approved by the Office of International Education and Development

Timeline: Academic year 2012-2013

Resources required:

Assumptions:

1. At least two new permanent, tenure tract international faculty will be hired per year
 2. The Office of International Education and Development will process H-1B visa petitions for new hires. The fee of \$1,000 for premium processing will be paid per faculty
 3. Appalachian will provide accommodation for the international scholars in its Mountaineer Apartments
 4. Appalachian will pay for travel costs for faculty members from developing countries at \$2,000 per scholar (at least 40% (8 scholars) of the visiting international scholars will come from developing countries)
5. Provide expanded and diverse study abroad options and make study abroad an integrated part of a student's educational experience at Appalachian by working to define high-quality educational outcomes—skills, knowledge, experience, attitudes, and abilities in study abroad programs and by better integrating study abroad into major requirements and electives.

Unit(s) responsible: Office of International Education and Development, Academic Departments

Assessment strategy(ies): Establish baseline participation rates; survey new students regarding their expectations for and interest in study abroad; assess students' perception that expectations are met; demonstrate increased participation rates

Timeline: 2007-2009

Resources required:

6. Improve instruction in English for international students (ESL) and develop the TESL program into an accredited and certificate-granting program.

Unit(s) responsible: Department of FLL; ESL Task Force; TESL faculty

Assessment strategy(ies):

Timeline: by Fall 2009

Resources required: faculty salary

7. Expand foreign language study opportunities by supporting development of a wider array of options for language acquisition within the new General Education model and for integrating language requirements more fully into the curricula and study abroad programs. Suggest that a level of foreign language proficiency be a requirement for bachelor's of science degree as well.

Unit(s) responsible: Provost; University College

Assessment strategy(ies):

Timeline: 2008 – 2010

Resources required:

8. Apprise all students of international opportunities and advise them on how to integrate these international opportunities into their academic programs from their time of arrival on campus; advisor development; expect all Appalachian students and new faculty to arrive with a passport.

Unit(s) responsible: Academic Advising, Office of International Education and Development

Assessment strategy(ies):

Timeline:

Resources required:

9. Expand opportunities for the content-specific acquisition and discipline-focused use of foreign language and cultural knowledge by students regardless of their chosen areas of expertise and inquiry (e.g. support and develop a cross-disciplinary program like Cultures and Languages Across the Curriculum; ESP).

Unit(s) responsible: Academic Departments, Academic Affairs

Assessment strategy(ies):

Timeline:

Resources required:

10. Develop a professional position to oversee recruitment, enrollment and retention of international students and to liaison with department, college, agency efforts (athletes, honors, etc.)

Unit(s) responsible: Office of Enrollment Management, School of Graduate Studies, and Office of International Education and Development

Assessment strategy(ies):

Timeline: 2008

Resources required: \$55,000 - \$75,000 salary range for full-time EPA position

11. Identify international opportunities beyond study abroad, including domestic internships, research, and volunteer service and service-learning opportunities for students who do not study abroad to develop international, cross-cultural competence (e.g., internships with international organizations and agencies in Washington, DC and New York; service learning opportunities in North Carolina's diverse multiethnic communities—Native Americans, Hispanics, and Hmong; multicultural residential opportunities on campus)

Unit(s) responsible: Career Development Center, Appalachian and Community Together, Academic Departments, Office of International Education and Development; Residence Life

Assessment strategy(ies):

Timeline:

12. Integrate international students into on-campus living and learning environments to contribute further to the internationalization of the on-campus community (e.g., use of students as guest speakers in the classrooms, the Living and Learning Center, instructional assistants in culture and language courses, etc.).

Unit(s) responsible: Student Development; Academic Departments

Assessment strategy(ies):

Timeline:

Resources required:

13. Provide sections of courses taught in Spanish (an immersion experience).

Unit(s) responsible: Department of Foreign Languages and Literature, Academic Departments; Academic Affairs; General Education; Chancellor

Assessment strategy(ies): Sections of certain courses are taught in Spanish; Faculty propose themes in new General Education

Timeline:

Resources required:

14. Support and encourage increased participation by faculty in study abroad - pursuing research agenda, attending conferences, scholar exchanges.

Unit(s) responsible: Deans, Academic Departments, and Office of International Education and Development

Assessment strategy(ies):

Timeline:

Resources required: conference fees; travel reimbursement; short-term accommodations

15. Every Academic Department establishes a small committee on International Education to consult with and support faculty who want to internationalize their courses' contents and to expand international experience opportunities for their students and themselves.

Unit(s) responsible: Academic Departments, Chair

Assessment strategy(ies):

Timeline: 2008

Resources required: recognition of service on such committees in tenure/promotion decisions