LOYOLA UNIVERSITY NEW ORLEANS
CENTER FOR INTERNATIONAL EDUCATION
STRATEGIC PLAN 2011-2016

INTRODUCTION
Loyola University New Orleans will provide a global education that enables students to understand the world through the eyes of others and teaches them how their actions can affect and be affected by people throughout the world. This global education takes place every day at Loyola in classrooms and residence halls, through programming, lectures cultural events, and casual conversations as well as on programs abroad. It involves the contributions of many members of the campus community, whether they come from abroad or the U.S. All of these experiences help prepare our students for life in a globalized world. While acknowledging that internationalization is a university-wide endeavor, the Center for International Education strategic plan only addresses those areas which we can address or where we can have an impact and so is an incomplete plan for internationalizing the institution.

INTERNATIONAL MISSION STATEMENT
The mission of the Center for International Education at Loyola University New Orleans is to prepare students to live and interact successfully in the global community. CIE facilitates the internationalization of the university by initiating, developing and supporting a wide range of international and intercultural educational opportunities for members of the Loyola community.

1. To ensure that international students are well integrated into the Loyola and New Orleans community by providing innovative programs and services.

2. To provide a high-quality Loyola Intensive English Program that is well-integrated into the university and the local community.

3. To increase participation of all students in education abroad programs that adhere to industry best practices.

4. To ensure that international students, scholars and faculty are knowledgeable of their immigration responsibilities and that the university is in compliance with U.S. government requirements related to immigration.

5. To serve as a leader in the internationalization of Loyola and collaborate with all members of the Loyola community as well as alumni.

LOYOLA UNIVERSITY NEW ORLEANS INTERNATIONAL LEARNING OUTCOMES
An internationalized Loyola University New Orleans will be an institution in which we educate and graduate students who possess the following:

1. Knowledge: Loyola graduates will know and understand
   a. their culture in a global and comparative context;
b. that their culture is one of many diverse cultures and that alternate perceptions and behavior may be based in cultural differences;
c. how historical and current forces shape world systems;
d. other languages and cultures (beliefs, values, perspectives, practices, and products).

2. Skills: Loyola graduates will
   a. interpret issues and situations from more than one cultural perspective;
   b. use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and to work toward more just relationships within and between societies;
   c. speak, listen, read, and/or write in a language other than their first language.

3. Attitudes: Loyola graduates will
   a. be willing to learn from others who are culturally different from themselves;
   b. accept cultural differences and tolerate cultural ambiguity;
   c. appreciate the language, art, religion, philosophy, and material culture of different peoples.

Assumptions:
1. For those students who study abroad, it should be the most influential experience in their lives. So, programs should be carefully designed to achieve learning outcomes. A recent study\(^1\) has found that study abroad has the most impact on a college student’s life. Study abroad scored higher than any other area including peer relationships, faculty, courses, or community service. The study found that students who study abroad during their college years are more globally engaged than other students.

2. In order to move beyond 35-40% of our students graduating with a study abroad experience, certain events must happen:
   a. Without some scholarships for study abroad, it is doubtful that we can get more than 40% of students abroad.
   b. To get beyond 40%, study abroad must be integrated into the curriculum. For this to happen, faculty must have international experiences and connections with institutions abroad.
   c. Opportunities must be available in nontraditional fields such as science and music and the academic programs must support study abroad.

3. The Loyola Intensive English Program (LIEP) is not only a source of students for the university but can support linkages with academic institutions abroad, particularly Latin America.

4. In addition to exchange programs, Loyola must offer other options which allow students to use financial aid and scholarships when either the students or the locations require more support to process the experience.

5. CIE is understaffed and without additional staff, we will be unable to complete this plan.

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\(^1\)“Study Abroad for Global Engagement”, conducted by the University of Minnesota, surveyed 6391 former study abroad participants from 22 U.S. colleges, universities and education abroad providers nationwide covering a 50-year time span.
DRAFT SWOT ANALYSIS

STRENGTHS
1) Internationalization is a goal in Loyola 2012, the University Strategic Plan, “Internationalization of the University: Increasing the number of Loyola students who graduate with a study abroad experience. Internationalization will be part of the university culture with study abroad integrated into every major, with faculty working with colleagues abroad, doing research, and developing new study abroad programs, and with a diverse population of international students.”

2) A core of faculty, administrators and students supportive of international education. (72% of faculty answering the International Education Survey in 2007/2008 believed that all students should participate in a formal international education experience such as study abroad.)

3) A core of faculty with international experience and facility in a second language. (78% of faculty answering the International Education Survey in 2007/2008 knew a language other than English and had experience living or working in countries other than the U.S.)

4) Supportive campus environment for international students and study abroad. (Of students answering the International Education Survey in 2007/2008, 79% of students strongly agreed or agreed that the presence of international students enriches the learning experience for American students.)

5) Committed, knowledgeable staff in the Center for International Education who provide individualized attention to students, staff, faculty, and parents.

6) CIE staff work with students individually to find the right study abroad program.

7) Admissions Office commitment to recruit internationally.

8) Historic ability to attract students from Latin America.

9) An academically rigorous Loyola Intensive English Program helps diversify the international student population, provides the university with opportunities to attract new students to Loyola and expands our relationships with partner institutions abroad.

10) The 2 year language requirement for Social Sciences and Humanities students will allow more students to qualify for exchanges and other programs with language requirements and further improve their language proficiency.

WEAKNESSES
1) Lack of scholarships for students who want to study abroad on both Loyola and non-Loyola programs. (In student survey in 2007/2008, 30% of students plan to study abroad but 76% state that they would study abroad if they could use their Loyola financial aid or find funding.)

2) Inadequate language requirement for business and music students. (In faculty survey in 2007/2008, 78% agree or strongly agree that in today's society, it is important for Loyola's graduates to be proficient in a second language. In student survey, 71% agree or strongly agree that knowing a second language is important in order to successfully compete in the job market. 52% strongly agree or agree that all students should be required to study a foreign language if they don’t already know one. 68% strongly agree or agree that the study of language is important in order to understand other cultures.)

3) Working with students individually to find the right study abroad program is incredibly time consuming and with a limited staff it becomes almost impossible to follow all health and safety procedures and provide adequate assistance to students on a number of issues including obtaining visas.

4) The reliance on exchange programs does not serve the needs of students with less international experience and who may need additional support in study abroad.
5) Inadequate resources for international education activities such as programming, developing new study abroad program, and scholarships.
6) Inadequate resources to help faculty internationalize and for curriculum development.
7) Insufficient staff in CIE to provide quality programs and services to students and faculty due to increasing number of students studying abroad and requiring advising, international and exchange students, international faculty and visitors requiring immigration petitions and new exchange programs.
8) Lack of recognition given to international activities of faculty in tenure review.
9) High cost of tuition and limited scholarships discourages international students from attending.
10) Inadequate number of languages offered at 300 level.
11) Lack of staff and budget support for cross-cultural programs for domestic and international students.
12) Failure to connect international alumni to institution.
13) Failure to utilize faculty international expertise and experience.
14) Failure to make use of faculty going abroad for recruiting, admissions, and alumni programs.
15) Lack of recognition within the New Orleans community of the expertise on Loyola’s campus.

OPPORTUNITIES
1) Worldwide network of Jesuit institutions, particularly AUSJAL, opportunities for study abroad programs and faculty and student exchanges that.
2) Growing student interest in study abroad creates a demand for more such programs throughout the world.
3) Converging international interests of other schools creates opportunities for cooperation.
4) Geographic location and cultural diversity of New Orleans provides opportunities for international education for U.S. and international students.
5) U.S. economy and weak dollar could make education in the U.S. more affordable for students from Europe and Asia.
6) Strong economic growth in Asia and the traditional emphasis on education makes U.S. education more attractive to students from Asia.

THREATS
1) International economic crisis.
2) Parental and student fears of terrorism and other safety problems abroad, both real and perceived.
3) More restrictive immigration regulations.
4) Hurricanes in New Orleans.
5) Crime in New Orleans and the perception of how dangerous the city is.
6) Competition for international students from other English-speaking countries.
**STRATEGIC GOALS**

**Goal 1:** To ensure that international students are well integrated into the Loyola and New Orleans community by providing innovative programs and services.

Specific tasks will include:

**Action Step 1:** Assess CIE services for international students.

A. Revise and administer international student survey to include assessment of CIE goals, services, and international student experience at Loyola.
   
   **Timeline:** Spring 2013
   
   **Responsible Parties:** ADISSS
   
   **Budget:** No additional funds
   
   **Assessment:** International Student Survey

B. Ensure that LIEP students are being assessed on CIE services and their experience at Loyola.
   
   **Timeline:** Fall 2013
   
   **Responsible Parties:** ADISSS and LIEP PC
   
   **Budget:** Additional funds required for food for focus group.
   
   **Assessment:** LIEP end of term evaluation

**Action Step 2:** Encourage exchange students to take New Orleans classes.

A. Add a question to exchange student evaluation asking if they took courses in New Orleans studies.
   
   **Timeline:** 2013/2014
   
   **B.** Explore offering a certificate in New Orleans studies.
   
   **Timeline:** 2014/2015
   
   **Timeline:** Ongoing except were noted
   
   **Responsible Parties:** Director
   
   **Budget:** No Additional funds required.
   
   **Assessment:** Add a question to the exchange student evaluation, “Did you take any courses on New Orleans? If yes, please list the courses and would you recommend these for other exchange students.” Also count percentage of students who took New Orleans studies classes.

**Action Step 3:** Continue updating and developing pre-departure and orientation materials (print and online) for international students.

**Timeline:** 2012 Ongoing

**Responsible Parties:** ADISSS

**Budget:** Print costs may increase depending upon what orientation materials we use.

**Assessment:** International student survey, international orientation evaluation and beginning of year evaluation for assessment.

**Action Step 4:** Continue working with the Office of Residential Life to ensure that international students are integrated into life in the residence halls.

A. Continue refining communication about and coordination of application, placement and move-in process for exchange and LIEP students (Admissions takes care of degree-seeking students).

B. Placement of international students with U.S. American students.

C. Training to help RAs understand the cultural adjustment process of international students and who the international students are at Loyola.
D. Ensure that LIEP student experience is appropriately assessed.
Timeline: Ongoing
Responsible Parties: ADISSS
Budget: No additional funds required.
Assessment: International student survey and exchange evaluation and annual CIE assessment meeting.

**Action Step 5:** Continue refining International student orientation and working with Co-Curricular Programs to aid in the transition of international students to Loyola, New Orleans and the United States as well as to ensure they have the information and support needed to succeed at Loyola.
Specific details in annual goals/report.
Timeline: Ongoing
Responsible Parties: ADISSS
Budget: No additional funds required.
Assessment: International student survey, beginning of year evaluation and exchange evaluation.

**Action Step 6:** Continue advising the International Student Association (ISA) to create additional opportunities for international students to integrate into the Loyola community.
Timeline: Ongoing
Responsible Parties: ADISSS
Budget: Limited activities because of a lack of CIE programming funds and uncertainty of SGA funding
Assessment: ISA Eboard assessment and annual CIE assessment meeting.

**Action Step 7:** Work with Inbus to provide both international students and exchange students the opportunity to integrate into the Loyola community and explore New Orleans and the surrounding area.
Timeline: Ongoing
Responsible Parties: SAA
Budget: Limited activities because of a lack of CIE programming funds and uncertainty of SGA funding
Assessment: International student survey and exchange evaluation and annual CIE assessment meeting.

**Action Step 8:** Continue developing website for international students and scholars to include up to date content, pictures and organization.
Timeline: Ongoing
Responsible Parties: ADISSS
Budget: No additional funds required.
Assessment: International student survey and annual CIE assessment meeting.

**Action Step 9:** Create a comprehensive online guide for international students to use before they come and during orientation.
Responsible Parties: ADISSS
Budget: No additional funds required.
Assessment: International student survey and annual CIE assessment meeting.
Action Step 10: Continue refining and expanding programs, such as the Country Fair, Multicultural Orientation and the International Student Scholarship Banquet. Specific details in previous year’s evaluation and assessment.

Timeline: Ongoing
Responsible Parties: Assistant Director for International Students and Scholar Services (ADISSS)
Budget: Dependent on SGA funding and Fundraising
Assessment: Annual assessment of events

Action Step 11: Continue developing opportunities for domestic and international student interaction. Specific details in previous year’s evaluation and assessment.

A. InBUS
B. International Student Association
C. LIEP Tutors
D. Outgoing study abroad and returnees (pre-departure, etc.)

Timeline: Ongoing
Responsible Parties: Study Abroad Advisor (SAA), ADISSS, and LIEP Program Coordinator
Budget: No additional budget
Assessment: Annual assessment of events

Action Step 12: Ensure that LIEP students are well integrated into Loyola

Timeline: Ongoing
Responsible Parties: ADISSS, and LIEP Program Coordinator
Budget: No additional budget
Assessment: LIEP Assessment

Goal 2: To develop a high-quality Loyola Intensive English Program that is well-integrated into the university and the local community and contributes to Loyola’s internationalization.
Specific tasks will include:

Goal 3: To increase participation of all students in education abroad programs that adhere to industry best practices.
Specific tasks will include:

Action Step 1: Request a new staff person to provide study abroad advising and administrative support for study abroad including maintainance of StudioAbroad and the 300+ webpages as well as application procedures, ensuring compliance with best practices in health and safety, working with summer programs, billing and other administrative tasks. Without this position, it will be impossible to complete many of the action steps in this plan or increase the number of student or ensure compliance with health and safety requirements.

Timeline: Submitted 2013/2014 for hire in 2014/2015
Responsible Parties: Director
Scholarships and Finance

Action Step 2: CIE will work with Enrollment Management, Institutional Advancement, and Grants and Research to offer scholarships for approved study abroad

A. Work with Enrollment Management to allow students to use financial aid and scholarships on selected AJCU programs in regions where students will need additional support to process the experience.

   **Timeline:**
   - Review budget of students going on partner study abroad programs to determine actual cost in Fall 2013
   - Review programs in China, specifically The Beijing Center in 2013/2014
   - Review Southeast Asia in 2014/2015
   - Review Africa programs in 2015/2016

   **Responsible Parties:** Director
   **Budget:** TBD
   **Assessment:** Availability of new options and number of students on programs receiving their Loyola scholarships

B. Work with Institutional Advancement to create endowments for study abroad scholarships

   **Timeline:** 2012 and ongoing
   **Responsible Parties:** Director
   **Budget:** TBD
   **Assessment:** Staff Assessment

C. Work with Institutional Advancement and the Office of Grants and Research to identify foundations and write appropriate grants for scholarships

   **Timeline:** 2012 and Ongoing
   **Responsible Parties:** Director
   **Budget:** No new funds required
   **Assessment:** Staff Assessment

D. Work with SGA to assess a student fee for study abroad scholarships.

   **Timeline:** Fall 2013
   **Responsible Parties:** Director and SAA
   **Budget:** TBD
   **Assessment:** Staff Assessment

E. Work with Institutional Advancement to develop scholarships funds from study abroad and international alumni.

   **Timeline:** Fall 2013 and ongoing
   **Responsible Parties:** Director, ADISSS and SAA
   **Budget:** No new funds required
   **Assessment:** Staff Assessment

F. Increase number of successful applicants for Gilman and other competitive scholarships

   **Timeline:** spring 2013 and ongoing
Responsible Parties: Director and SAA
Budget: No new funds required
Assessment: Staff Assessment and increase in number of students receiving scholarships

Preparing students for their entire study abroad experience – before, during and after.

Action Step 3: Ensure that study abroad students understand visa requirements and apply early.

A. Include a question on visa requirements in the application and expand information in the pre-departure orientation.
   Timeline: Update application 2012-2013
   Include question in pre-departure evaluation regarding visa and in program evaluation – Fall 2013
   Responsible Parties: Director and SAA
   Budget: No additional funds
   Assessment: In study abroad evaluation and pre-departure assessment, and annual assessment meeting.

B. Update exchange program pages in the website to include specific links to country and visa information.
   Timeline: 2013-2014
   Responsible Parties: Director and SAA
   Budget: No additional funds
   Assessment: In study abroad evaluation and pre-departure assessment

Action Step 4: Set up online course approval and equivalencies for exchange and other programs.
   Timeline: 2013-2016
   Responsible Parties: Director and SAA
   Budget: No additional Funds
   Assessment: Feedback from students in evaluation and informally from Colleges

Action Step 5: Develop an online orientation program for summer education abroad programs.
   Timeline: For implementation in Summer 2014
   Responsible Parties: Director and SAA
   Budget: No additional funds
   Assessment: Include questions in evaluation

Action Step 6: Revise the application and evaluation process for exchange and semester study abroad programs to better assess students learning and to begin the process of reflection on their experience.
   Timeline: Exchange programs (implement in fall 2012 for students going abroad in 2013/2014) Update evaluation in Fall 2013
   Responsible Parties: Director and SAA
   Budget: No additional Funds
Assessment: Staff evaluation with faculty interview committees and during annual assessment meeting.

**Action Step 7:** Develop a reflection component for all study abroad programs including guidelines for faculty led programs.
- **Timeline:** Develop in 2014/2015 for implementation in 2015/2016
- **Responsible Parties:** Director and SAA
- **Budget:** Dependent on additional staffing
- **Assessment:** Returnee Evaluations

**Action Step 8:** Continue to develop and improve the pre-departure orientation
- **Timeline:** Ongoing
- **Responsible Parties:** Director and SAA
- **Budget:** No additional funds
- **Assessment:** Pre-departure evaluation and Returnee evaluation

A. Provide additional information via email or online on LGBTQIA, Women Abroad, Sexual Assault, and Culture prior to pre-departure
- **Timeline:** Develop for pre-departure for students going abroad fall 2013.
- **Responsible Parties:** Director and SAA
- **Budget:** No additional funds
- **Assessment:** Pre-departure evaluation and Returnee evaluation

B. Update pre-departure handbook
- **Timeline:** Develop for pre-departure for students going abroad spring 2014.
- **Responsible Parties:** Director and SAA
- **Budget:** No additional funds
- **Assessment:** Pre-departure evaluation

**Action Step 9:** Continue to revise the advising and delivery of information using peer advisors that will allow us to advise an increasing number of students.
- **Timeline:** Ongoing
- **Responsible Parties:** Director and SAA
- **Budget:** No additional funds
- **Assessment:** Increase number of students studying abroad and staff bi-annual evaluation

**Action Step 10:** Develop a process to follow up with students in advising phase to increase the number of students who study abroad.
- **Timeline:** Semester Programs 2012/2013
  - Summer programs 2014/2015
- **Responsible Parties:** SAA and Director
- **Budget:** No additional funds needed
- **Assessment:** Decrease the percentage of students who withdraw after beginning an application from 43-47% to 35% and in staff bi-annual evaluation.

**Action Step 11:** Develop a sustainable process to remain in contact with students abroad.
- **Timeline:** 2013-2014
- **Responsible Parties:** Study Abroad Advisor
**Budget:** No additional funds  
**Assessment:** Pre-departure evaluation and Returnee evaluation

**Integration of Programs into Academics**

**Action Step 12:** Work with University Ministry to have their immersion programs receive academic credit.  
**Timeline:** 2014-2015  
**Responsible Parties:** Director  
**Budget:** No additional funds from CIE  
**Assessment:** Success in getting programs approved for academic credit.

**Action Step 13:** Work with academic departments, colleges and advisors so that study abroad is integrated into all undergraduate academic programs.

A. CIE will work with individual departments to identify current and potential partners and other programs in each major. Develop individual advising sheets for each major for advisors and students and send to departments with list of students  
**Timeline:** 2012/2013 - Develop sheets in 2012/ 2013 and send out in fall 2013  
**Responsible Parties:** Director  
**Budget:** No additional funds  
**Assessment:** Increase in number of students from those departments.

B. Work with departments and colleges to develop new exchange partners and programs that provide new opportunities for students, in diverse locations and in specific majors.  
2012/2013  
- Universiteit van Amsterdam  
- PUC-Rio  
- University of Birmingham  
- PUCE-Quito  
- Sogang University  
- The Grieg Academy, University of Bergen, Norway  

2013/2014  
- Work with AUSJAL institutions to utilize their programs with a Service Learning Component  
  - Ibero in Puebla  
  - Universidad La Catolica, Uruguay  
  - Universidad Javeriana, Colombia  
- MICEFA  

2014/2017  
- Continue to research and develop new programs that expand options for both locations and majors  
- Middle East (2014/2015)  
- Review programs in the following locations to identify a program where financial aid can be used  
  - Africa  
  - SE Asia
Responsible Parties: Director
Budget: Site visits
Assessment: Increase in number of students on Loyola programs and program assessments

C. As departments integrate study abroad into their programs, CIE will develop PDF documents and web pages (if additional staff) to show students how they can study abroad as part of degree programs.
  Timeline: Ongoing
  Responsible Parties: Director and SAA
  Budget: Additional staff needed to maintain website
  Assessment: Increase in number of students from those departments.

D. Complete evaluations of all exchange programs (2012/2013) and make recommendation to EAC on status.
  Timeline: 2013-2014 and then continue with 3 year review
  Responsible Parties: Director
  Budget: No additional budget
  Assessment: Assessment tool

Action Step 14: Promote proficiency in foreign languages through study abroad.
A. Encourage all students studying abroad in non-English speaking countries to initiate some study of the local language. Ideally, if language study is not part of the study abroad program, funding for appropriate courses should be made available to support language study.
  Timeline: 2013-2014
  Responsible Parties: Director
  Budget: Scholarships for language learning
  Assessment: Returnee evaluation – add a question to determine if students program had a language component.

B. Work with Department of Languages and Cultures to develop partnerships with programs that allow students to complete their language requirements abroad and use their scholarships and financial aid.
  Timeline: 2014-2015 and ongoing
  Responsible Parties: Director
  Budget: Funds for site visits may be required. From Study Abroad Fee
  Assessment: New programs and student attendance

Marketing
Action Step 15: Update Website (we have over 240 program pages that have to be maintained and another 70 content pages. Currently it is impossible to keep the website up to date and ensure compliance with health and safety requirements.)
  Timeline: 2012-2013 and ongoing
  Responsible Parties: Director and SAA
  Budget: Part-time staff person to update webpages. Currently training a workstudy students to update.
  Assessment: Reviewed by faculty and staff
Action Step 16: Establish annual schedule of class visits and other student organizations and increase as time allows.
   Timeline: 2013-2014 and ongoing
   Responsible Parties: Director and SAA
   Budget: No additional funding
   Assessment: Bi-annual staff assessment

Action Step 17: Work with Publications to develop template or brochure for exchange programs.
   Timeline: 2013-2014 and ongoing
   Responsible Parties: Director and SAA
   Budget: No additional funding
   Assessment: Reviewed by staff

Action Step 18: Develop a canned presentation for peer advisors with FAQs.
   Timeline: 2013/2014
   Responsible Parties: SAA
   Budget: No additional funding
   Assessment: Reviewed by staff

Action Step 19: Refine and implement Study Abroad Marketing Plan
   Timeline: 2012/2013 and Ongoing
   Responsible Parties: SAA
   Budget: No additional funding
   Assessment: Reviewed by staff

Health and Safety

Action Step 20: Revise policy for study in locations with a travel warning to allow not only for continuation of programs but establishment of new programs in locations where there is a travel warning but where it may be limited to one area of the country or a limited time or in other ways is more nuanced, e.g. Mexico and Colombia. (2012/2013)
   Timeline: 2012-2013 (Completed September 2012)
   Responsible Parties: Director and International Education Committee
   Budget: No additional funding
   Assessment: Policy will be reviewed by the International Education Committee when new programs in locations with travel warning are submitted.

Action Step 21: Work with Risk Management, University Police and Health Services to ensure that Loyola abides by best practices for health, safety and security for education abroad programs.
   Timeline: 2012-2013 and ongoing
   Responsible Parties: Director
   Budget: No additional funding
   Assessment: Annual Staff Meeting

Loyola Programs and Faculty Training

Action Step 22: Create online training for faculty directors and other faculty taking students abroad
Action Step 23: Revise Handbook for Faculty Directors and post online
   Timeline: 2013-2014 and ongoing
   Responsible Parties: Director
   Budget: No additional funds
   Assessment: Reviewed by faculty and staff

Goal 4: To ensure that international students, scholars and faculty are knowledgeable of their immigration responsibilities and that the university is in compliance with U.S. government requirements related to immigration.

Action Step 1: Continue developing and implementing immigration policies and procedures through research and analysis of immigration regulations, professional guidelines and standards and peer institution resources.
   Timeline: Ongoing
   Responsible Parties: ADISSS
   Budget: No additional funds
   Assessment: In weekly meetings and Annual Staff Evaluation Meeting

Action Step 2: Continue ensuring university compliance with SEVIS (Student & Exchange Visitor Information System), the failure of which could result in Loyola’s loss of authorization to admit international students and scholars.
   Timeline: Ongoing
   Responsible Parties: ADISSS
   Budget: No additional funds
   Assessment: Weekly review of immigration and compliance issues with Director and ADISSS plus notification of registration with compliance officer.

Action Step 3: Continue advising F-1 and J-1 students, J-1 scholars and H-1B faculty on immigration requirements and how to maintain valid immigration status.
   Timeline: Ongoing
   Responsible Parties: ADISSS
   Budget: No additional funds
   Assessment: International student survey.

Action Step 4: Continue developing and implementing various immigration workshops and programs, such as “How to Get a Job in the U.S.”, for international students and scholars as needed.
   Timeline: Ongoing
   Responsible Parties: ADISSS
   Budget: No additional funds
   Assessment: International student survey.

Action Step 5: Continue working with academic departments in initial hiring of international faculty with non-immigrant applications.
   Timeline: Ongoing
**Goal 5: To serve as a leader in the internationalization of Loyola and collaborate with all members of the Loyola community as well as alumni.**

**Action Step 1:** Develop opportunities for faculty connections and relationships through partner institutions and AUSJAL (Association of Jesuit Colleges and Universities in Latin America) and other Jesuit institutions worldwide.

A. Promote opportunities for faculty to acquire foreign language proficiency through AUSJAL.
   - **Timeline:** 2012-2013 and ongoing
   - **Responsible Parties:** Director
   - **Budget:** No additional funds
   - **Assessment:** Review numbers of faculty attending program.

B. Explore possibility for faculty exchanges with exchange partners.
   - **Timeline:** 2013/2014 as time allows
   - **Responsible Parties:** Director
   - **Budget:** No additional funds
   - **Assessment:** participation

**Action Step 2:** Identify contacts for potential exchanges institutions with which faculty are already working.
   - **Timeline:** 2013 and ongoing
   - **Responsible Parties:** Director

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**Responsible Parties:** ADISSS  
**Budget:** No additional funds  
**Assessment:** Annual Staff Evaluation Meeting

B. Develop a more defined organizational/communication system between CIE, Departments, Deans and H-1B applicants.
   - **Timeline:** 2012-2013 and ongoing
   - **Responsible Parties:** ADISSS
   - **Budget:** No additional funds
   - **Assessment:** Annual Staff Evaluation Meeting

**Action Step 6:** Serve as a liaison between attorney’s office and Loyola on faculty permanent residence applications.
   - **Timeline:** 2012 and ongoing
   - **Responsible Parties:** Director and ADISS
   - **Budget:** No additional funds
   - **Assessment:** Annual Staff Evaluation Meeting

**Action Step 7:** Prepare for SEVIS II to ensure continued compliance through batch processing.
   - **Timeline:** 2013 and ongoing
   - **Responsible Parties:** Director and ADISS
   - **Budget:** Additional funding will be dependant on whether fsaATLAS supports SEVIS II. If not, we will need to explore other software which will allow us to batch records to SEVIS
   - **Assessment:** Annual Staff Evaluation Meeting
Budget: No additional funds  
Assessment: Director evaluation

**Action Step 3:** Publish international newsletter and send to Loyola community and alumni with information on activities on campus, alumni, faculty, etc. – to be published a minimum of once a year and preferably twice a year. While readership is low, we can publish on facebook and in other places.

  *Timeline:* Ongoing  
  *Responsible Parties:* CIE staff  
  *Budget:* No additional funds  
  *Assessment:* Review response in My Emma

**Action Step 4:** Coordinate with the New Orleans World Affairs Council to bring international visitors to the campus to be briefed by faculty and to share their expertise, where appropriate, with faculty and students.

  *Timeline:* 2013 and ongoing  
  *Responsible Parties:* Director and ADISSS  
  *Budget:* No additional funds  
  *Assessment:* Evaluate individual visits

**Action Step 5:** Work with the alumni office and institutional advancement to identify international student and study abroad students for assistance with recruiting, scholarships, support for alumni, and building the reputation of the institution.

  *Timeline:* 2012-2013 (develop process) and ongoing  
  *Responsible Parties:* Director, ADISSS, SAA  
  *Budget:* No additional funds  
  *Assessment:* Funds raised

**Action Step 6:** Conduct an online survey of faculty to determine attitudes and experience in international education. Use NSSE data for students.

  *Timeline:* 2013-2014 for faculty  
  *Responsible Parties:* Director and International Education Committee (IEC)  
  *Budget:* None  
  *Assessment:* Assessment tool

**Action Step 7:** Revise Learning Outcomes

  *Timeline:* 2012/2013  
  *Responsible Parties:* Director  
  *Budget:* No additional funds required  
  *Assessment:* Assessment tool

**Action Step 8:** Develop a rubric for learning outcomes and assessment.

  *Timeline:* 2013/2014  
  *Responsible Parties:* Director  
  *Budget:* No additional funds required  
  *Assessment:* Assessment tool

**Action Step 9:** Identify an assessment tool to evaluate international learning outcomes and to be used with both international students and those on education abroad programs.

  *Timeline:* 2013/2014 to be used in 2014/2015
Responsible Parties: Director
Budget: Ability to implement this is dependent on university’s funding of this. Most current assessment tools cost $10-$15 each.
Assessment: Assessment tool

Goal 6: To ensure that CIE develops and implements policies and procedures that allow staff to consistently and sustainably provide students with services and programs that meet industry best practices.

Action Step 1: Develop procedures for a paperless office.
  Timeline: Study Abroad and LIEP – 2013-2014
  International Students – post implementation of SEVIS II
  Responsible Parties: Director, ADISSS, SAA, LIEP
  Budget: No additional funds required
  Assessment: Annual staff meeting

Action Step 2: Develop written procedures for all online study abroad applications and maintenance of study abroad.
  Timeline: 2013/2014
  Responsible Parties: Director and SAA
  Budget: No additional funds required
  Assessment: Monthly staff meetings

Action Step 3: Work with various oncampus offices to ensure appropriate coding and proper billing of students in SIS.
  A. Incoming and Outgoing exchange students
  B. Study abroad and international student insurance
  C. Study abroad program billing
  D. Study abroad courses
  E. LIEP registration

  Timeline: ongoing
  Responsible Parties: Director, ADISSS, Office Manager, LIEP and SAA
  Budget: No additional funds required
  Assessment: Monthly staff meetings