Action Plan for Center for International Education Strategic Plan 2012-2017

Acronyms
CIE - Center for International Education
IEC - International Education Committee
ADISSS – Assistant Director for International Student and Scholar Services
SAA – Study Abroad Advisor
LIEP PC – LIEP Program Coordinator
LIEP Director – LIEP Academic Director
Faculty – LIEP Full-time faculty
Director – CIE Director
**Goal 1:** To ensure that international students are well integrated into the Loyola and New Orleans community by providing innovative programs and services.

|----------------------------|----------------------------|---------------------------|---------------------------|---------------------|
| **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. | **Action Step 1:** Assess CIE services for international students and learning outcomes  
B. Ensure that LIEP students are being assessed on CIE services and their experience at Loyola. | | | ADISSS & LIEP PC |
| **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. | B. Explore offering a certificate in New Orleans studies. | | Director |
| **Action Step 3:** Continue updating and developing pre-departure and orientation materials (print and online) for international students. | | | | ADISSS, LIEP |
| **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. - | | | | ADISSS & LIEP |
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<tr>
<th>Action Step 5:</th>
<th>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.</th>
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<th>ADISSS</th>
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<tr>
<td>Action Step 6:</td>
<td>Continue advising the International Student Association (ISA) to create additional opportunities for international students to integrate into the Loyola community.</td>
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<td>Action Step 7:</td>
<td>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.</td>
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<td>ADISSS and SAA</td>
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<td>Action Step 8:</td>
<td>Continue developing website for international students and scholars to include up to date content, pictures and organization.</td>
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<td>Action Step 9:</td>
<td>Create a comprehensive online guide for international students to use before they come and orientation.</td>
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<td>ADISSS</td>
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<td>Action Step 10:</td>
<td>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.</td>
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<td>ADISSS</td>
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<td>Action Step 11:</td>
<td>Continue developing opportunities for domestic and international</td>
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<td>SAA, ADISSS, &amp; LIEP PC</td>
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**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.

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**Action Steps for 2013/2014**

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**Responsible Parties**

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

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

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**Scholarships and Finance**

**Action Step 1:** CIE will work with Enrollment Management, Institutional Advancement, and Grants and Research to identify scholarships for approved study abroad and raise funds.

**Action Step 1(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.

- 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.

- Review Southeast Asia in 2014/2015
- Review Africa programs in 2015/2016

**Director**
**Action Plan for Center for International Education 2012-2016**

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<tr>
<th>Action Step 1(B):</th>
<th>Work with Institutional Advancement to create endowments for study abroad scholarships</th>
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<td>Action Step 1(C):</td>
<td>Work with Institutional Advancement and the Office of Grants and Research to identify foundations and write appropriate grants for scholarships</td>
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<td>Action Step 1(D):</td>
<td>Work with SGA to assess a student fee for study abroad scholarships.</td>
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<td>Action Step 1(E):</td>
<td>Work with Institutional Advancement to develop scholarships funds from study abroad and international alumni.</td>
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<td>Director, ADISSS, SAA</td>
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<td>Preparing students for their entire study abroad experience, (before, during and after).</td>
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<td>Action Step 2:</td>
<td>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</td>
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<td>Director and SAA</td>
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<td>Action Step 2(A):</td>
<td>Include question in pre-departure evaluation regarding visa and in program evaluation.</td>
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<td>Director and SAA</td>
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<td>Action Step 2(B):</td>
<td>Update exchange program pages in the website to include specific links to country and visa information.</td>
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<td>Director and SAA</td>
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<td>Action Step 3:</td>
<td>Set up online course approval and equivalencies for exchange and other programs.</td>
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<td>Director and SAA</td>
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<td>Action Step 4:</td>
<td>Develop an online</td>
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<td>Director and SAA</td>
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<td>Action Step 4: Develop an online orientation program for summer education abroad programs.</td>
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<td><strong>Action Step 5:</strong> 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.</td>
<td><strong>Action Step 5:</strong> Update the evaluation in fall 2013</td>
<td>Director and SAA</td>
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<td><strong>Action Step 6:</strong> Develop a reflection component for all study abroad programs including guidelines for faculty led programs.</td>
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<td>Director and SAA</td>
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<td><strong>Action Step 7:</strong> Continue to develop and improve the pre-departure orientation. &lt;br&gt;A. Provide additional information via email or online on LGBTQIA, Women Abroad, Sexual Assault, and Culture prior to pre-departure.</td>
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<td>Director and SAA</td>
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<td><strong>Action Step 8:</strong> Continue to revise the advising and delivery of information using peer advisors that will allow us to advise an increasing number of students.</td>
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<td>Director and SAA</td>
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<td><strong>Action Step 9:</strong> Develop a process to follow up with students in advising to increase the number of students who study abroad for a semester.</td>
<td><strong>Action Step 9:</strong> Develop a process to follow up with students in advising to increase the number of students who study abroad summer programs 2014/2015</td>
<td>Director and SAA</td>
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<td>Integration of Programs into Academics</td>
<td><strong>Action Step 10:</strong> Work with University Ministry to have their immersion programs receive academic credit. Dependent on university ministry</td>
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### Action Step 11: 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 and develop a guide sheet for advisors and students. Developing materials and will assess following year.

- **Step 11(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.
  - Work with AUSJAL institutions to utilize their programs with a Service Learning Component
  - MICEFA
  - 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 –
  - SE Asia and Africa

### Action Step 11(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.

### Action Step 11(D): Complete evaluations of all exchange programs and make recommendation to EAC on status.

### Action Step 12: Promote proficiency in foreign languages through study abroad.
**Action Step 12(A):** Encourage all students studying abroad in non-English speaking countries to
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<th>Action Step 12(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.</th>
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**Marketing**

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<th>Action Step 13: Update Program Web Pages</th>
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<th>Action Step 14: Establish annual schedule of class visits and other student organizations and increase as time allows.</th>
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<th>Action Step 15: Work with Publications to develop template or brochure for exchange programs.</th>
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<th>Action Step 16: Develop a canned presentation for peer advisors with FAQs.</th>
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<th>Action Step 17: Implement Marketing Plan</th>
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**Health and Safety**

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<th>Action Step 17: Revise policy for study in locations with a travel warning to allow for not only 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</th>
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<td>Director and IEC</td>
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### Action Plan for Center for International Education 2012-2016

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<th>Action Step 17: Revise policy for study in locations with a travel warning to allow for not only 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)</th>
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<th>Director and IEC</th>
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<td>Action Step 18: Work with Risk Management, University Police and Health Services to ensure that Loyola abides by best practices for education abroad programs.</td>
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<td><strong>Loyola Programs and faculty Training.</strong></td>
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<td><strong>Action Step 19:</strong> Create online training for faculty directors and other faculty taking students abroad</td>
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<td><strong>Action Step 20:</strong> Revise Handbook for Faculty Directors and post online</td>
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| **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. |  |  | ADISSS |
| Action Step 2: Continue ensuring |  |  | ADISSS |
### Action Plan for Center for International Education 2012-2016

**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

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<tr>
<th>Action Step 1</th>
<th>Develop opportunities for faculty connections and relationships through partner institutions and AUSJAL (Association of Jesuit International Alumni Leadership)</th>
<th>Explore possibility for faculty exchanges with exchange partners</th>
<th>Director</th>
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<td><strong>Goal 5:</strong></td>
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<td><strong>Action Step 2:</strong></td>
<td>Continue ensuring university compliance with SEVIS (Student &amp; Exchange Visitor Information System), the failure of which could result in Loyola’s loss of authorization to admit international students and scholars.</td>
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<td>ADISSS</td>
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<td><strong>Action Step 3:</strong></td>
<td>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. Add question to exchange survey about immigration regulations</td>
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<td>ADISSS</td>
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<td><strong>Action Step 4:</strong></td>
<td>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.</td>
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<td>ADISSS</td>
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<td><strong>Action Step 5:</strong></td>
<td>Continue working with academic departments in initial hiring of international faculty with non-immigrant applications.</td>
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<td><strong>B.</strong></td>
<td>Develop a more defined organizational/communication system between CIE, Departments, Deans and H-1B applicants.</td>
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<td><strong>Action Step 6:</strong></td>
<td>Serve as a liaison between attorney’s office and Loyola on faculty permanent residence applications.</td>
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<td>Director and ADISSS</td>
<td>ADISSS</td>
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<tr>
<th><strong>Action Step 1:</strong> 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. <strong>(A):</strong> Promote opportunities for faculty to acquire foreign language proficiency through AUSJAL.</th>
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<tr>
<td>Explore possibility for faculty exchanges with exchange partners</td>
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<th><strong>Action Step 2:</strong> Identify contacts for potential exchanges institutions with which faculty are already working.</th>
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<tr>
<th><strong>Action Step 3:</strong> 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.</th>
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<th><strong>Action Step 4:</strong> 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.</th>
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<th><strong>Action Step 5:</strong> 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. Develop Process in 2012-2013</th>
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<th><strong>Action Step 6:</strong> Conduct an online survey of faculty to determine attitudes and experience in international education. Use NSSE data for students.</th>
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| **Director, ADISSS and SAA** |

| **Director** |

| **Director** |

| **CIE Staff** |

| **Director and ADISSS** |

<p>| <strong>Director, ADISSS and SAA</strong> |</p>
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<th>Action Step 7: Revise Learning Outcomes</th>
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<td><strong>Action Step 8:</strong> Develop a rubric for learning outcomes and assessment.</td>
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<td><strong>Action Step 9:</strong> Identify an assessment tool to evaluate international learning outcomes and to be used with both international students and those on education abroad programs.</td>
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