

Internationalization at Hofstra University  
A Self-Study Report



HOFSTRA  
UNIVERSITY®

Prepared by the Internationalization Task Force  
Under the Auspices of the American Council on Education  
Internationalization Laboratory,  
Cohort 13, 2016-2017

## Table of Contents

- I. Executive Summary
- II. Narrative Summary
- III. Introduction
- IV. Task Force Membership  
with Sub-Committee Structure and Assignments
- V. Site Visit Itinerary
- VI. Sub-committees (and subgroups)
  - a) Institutional Commitment and Administration
  - b) Curriculum and Co-Curriculum
  - c) Faculty Policies, Practices, Research and Resource
  - d) Student Experience and Mobility
  - e) International Students and Community
- VII. Faculty, Administrator, Staff and Student Surveys - Executive Summaries

## I. **Executive Summary**

The Final Report of the American Council on Education (ACE) Internationalization Taskforce makes the following recommendations based on the materials collected, discussed and analyzed over the 17-month period of the self-study and in consultation with the members of the ACE site visit in March 2017:

1. The University should have a Senior International Officer (under whatever title) who reports directly to the Provost and works with all colleges, in cooperation with Admissions and Student Affairs (especially the International Student Office), to advance international focused initiatives. The SIO should establish a Faculty Advisory Board and internationalization committee to review and discuss international initiatives.
2. Among other duties, the SIO would provide central coordination of programs and facilitate communication in international engagement, including study abroad.
3. The University should expand international recruitment (of students, and faculty) and draw upon international alumni where possible, with a realistic but creative vision in line with Hofstra's mission, which then needs to reflect its commitment to internationalization.
4. The University should develop specific international learning goals (in all academic areas) that link back to the University's mission and support a global vision for the University and its curriculum, and also non-academic programs.
5. In particular, the Cross-Cultural distribution requirement should extend to all degree programs.
6. The University should establish a Center of International Affairs (under whatever name), which provides oversight and structure for all international projects, events, research, reports, curriculum, and global initiatives.
7. Higher visibility of international engagement of all types in all areas, in part through integrated webpage at university level.

## **II. Narrative Summary**

In November 2015, the University announced that it would participate, as of 13 colleges and universities, in the American Council on Education's (ACE) 13th Internationalization Laboratory, a broad-based self-study of the international dimension(s) of the university in all of its current academic and other operations, and its goals for the future. Over the next 17 months the University worked to stock of its past and present international relations, and develop strategies and goals for future campus internationalization, which included forming leadership teams to work on strategic planning and student outcomes, attending cohort meetings in Washington, participate in site visits and peer reviews, engage in monthly communication with ACE staff, and work with faculty to encourage participation and discussion of international perspectives in various programs. The Provost appointed a Steering Committee that then assembled the broadly representative Taskforce, whose members (listed below in Section 4) worked as co-directors of subcommittees, comprised of volunteers (assigned by the Steering committee) who had responded to a general announcement of the project and call for participants, and of solicited participants representing key areas. The subcommittees, along with the Steering Committee, contacted faculty, administration, staff and students for information and input about the international dimension of their activities and experiences, and invited members of the Hofstra community to offer their insights, thoughts, reflections, information or documentation through the Taskforce email address (INTLAB@hofstra.edu).

Aside from preliminary meetings, the active phase of the Internationalization Lab Taskforce on campus ran from January 2016 (with committee assignments) through the spring semester of 2017, culminating in the ACE site visit on March 25<sup>th</sup>, 2017. The other milestones consisted of the Steering Committee's participation in the ACE 13<sup>th</sup> Internationalization Laboratory cohort meeting in Washington, DC on February 8<sup>th</sup>, 2016, where discussion within the cohort compared plans, procedures and anticipated obstacles and challenges. The meeting provided early guidance from Barbara Hill and her staff and effectively launched the data collection phase of the self-study. A Steering Committee member and two associate deans from HCLAS also attended the ACE Globalization in Curriculum meeting in Montreal on Feb. 20<sup>th</sup>. Back on campus, the steering committee then established a schedule of meetings for the semester every two weeks, alternately of the entire Taskforce, and of the Steering Committee and subcommittees. These meetings were not simultaneous, since members of the steering committee were also liaisons to subcommittees and attended their meetings when possible. In the spring of 2016, the Taskforce also assembled and distributed, with the help of Institutional Research, a Faculty Survey on Internationalization; and then likewise developed and distributed in Fall 2016 a student survey (see Appendix).

The Faculty Survey actually included all faculty (FT/PT), staff and administration, and was distributed through Campus Labs Baseline in May and elicited 427 employee responses, with 128 full-time professors responding, 61 adjunct faculty or PT, and 238 staff and administrators. An executive summary for each group provides the general findings. Given the

time of the development of the faculty survey and the scheduling conflict with other surveys conducted by Institutional Research at Hofstra, it was decided to put off the student survey until the fall.

The faculty survey was adapted into a student survey, which had to be held back until after the distraction of the First Presidential Debate of 2016 at Hofstra on September 26th, 2016. The survey was sent out to students on October 3, 2016 and closed on October 31st. The student survey had a total of 1064 responses. 90% of respondents believe the Internationalization process at Hofstra is very important (60%), though only 40% of respondents have had a significant stay abroad (more than a month; not touristic only). The taskforce and subcommittees continued to review the specific results of both surveys as they pursued their separate lines of inquiry.

Apart from the surveys, regular meetings resumed in the fall and worked toward analysis (begun in the spring) and forging tentative conclusions and possible recommendations. Two members of the Steering Committee (Donahue and Elsey) then attended the second ACE 13<sup>th</sup> Internationalization Laboratory cohort meeting in Washington, DC on November 2, 2016 to report on progress, problems and to adumbrate conclusions, again while comparing to the reports of other cohort members. The Taskforce planned a final meeting of the semester on December 14<sup>th</sup>, 2016 and before the Thanksgiving break each subcommittee provided an Issues Report for general distribution and discussion at the meeting. The Issues Report extracted and extrapolated from the data collected by the subcommittees and anticipated final recommendations. At the Dec. 14<sup>th</sup> meeting the Taskforce began to coordinate the findings and issues and refine the recommendations to avoid overlap and duplication. That work continued in the spring of 2017 with direct consultation between the sub-committee directors and the Steering Committee as the Steering Committee put together a *draft* of the final report for submission to ACE.

From March 22-24, the Steering Committee hosted the representatives from the ACE as part of the self-study (see Appendix for itinerary): the ACE Internationalization Laboratory Site Visit is the culmination of the ACE Internationalization self-study process. The site visitors review the draft ahead of time and meet with different constituencies on campus all day long (Thursday), and then confer among themselves in the evening and the next day (Friday) present the Steering Committee orally with their impressions and recommendations, and then provide a written report (June), while the Taskforce/Steering Committee finalizes its report.

Based on the work of separate subcommittees, the Report reviews the international dimensions of Hofstra as an institution in terms of: 1) Institutional Commitment and Administration (from mission and goals to personnel to local and regional environment); 2) Curriculum and Co-Curriculum (how departments globalize content in different disciplines); 3) International Students and Community and how they fit or face challenges at Hofstra (enrollment, attitudes, strategies); 4) Student Experience and Mobility on the trends in study abroad and exchange programs and other opportunities for students to engage internationally and enhance their education; 5) Faculty Policies, Practices, Research and Resources, addresses the current range of Hofstra faculty in terms of languages, background/heritage, interests and

experiences, and the processes that support (in hiring, tenure, scholarship, promotion, etc.) international engagement.

The Executive Summary indicates a small number of far-reaching, core recommendations. The next section will include executive summaries, limited to 1-2 pages, of each subcommittee report with the mission of the subcommittee, findings and main recommendations; the supporting detail and reflection will follow in the online version as Discussion and Documentation, and will contain a great many more specific recommendations in different very particular areas.

### **III. Task Force Membership with Sub-Committee Structure and Assignments**

Hofstra University, American Council of Education Internationalization Laboratory, 2015-2017

#### ***ACE Liaison:***

Barbara Hill

#### ***Steering Committee:***

Neil Donahue

Brenda Elsey

Anthony Santella

Terri Shapiro

#### ***Task Force:***

Kara Alaimo, Assistant Professor and Assoc. Chair of Journalism, Mass Media and Public Relations

Stavroula Boutsis, Dean of International Student Recruitment [until September 2016]

Dwight Brooks, Vice Dean, School of Communication

Jenn Christ, Director of International Student Affairs [until October 2016]

Jason Davidow, Associate Professor and Graduate Program Director, Speech-Language-Hearing Sciences

Neil H. Donahue, Vice Provost for Undergraduate Academic Affairs

Brenda Elsey, Associate Professor of History and co-director of Latin American and Caribbean Studies

Maria Fixell, Assistant Dean for Study Abroad Programs

Tatiana Gordon, Professor of Teacher Education

Manuel Miranda, Assistant Professor of Civil Engineering

Steven Richman, Senior Director of Global Initiatives, School of Law [until XXXX] and now Dean of International Student Recruitment

Jennifer Saleta, Assistant Dean for Administration, School of Graduate Nursing and Physician Assistant Studies

Anthony Santella, Assistant Professor of Health Professions, Director, MPH Program

Kaushik Sengupta, Associate Professor and Chairperson of Management and Entrepreneurship

Terri Shapiro, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies

Dan Tinkelman, Professor and Chairperson, Accounting, Taxation & Legal Studies in Business [until May 2016]

Andrew Whyte IV, Senior Associate Director of Graduate Business Admissions

***Sub-Committees:***

***1. Institutional Commitment and Administration***

***Co-Chairs: Dwight Brooks and Tatiana Gordon and Steve Richman***

***Steering Committee Liaison: Terri Shapiro***

- a. This sub-committee will address the University's articulated mission, goals, and vision as well as the local, state, and broader environments for internationalization. Additionally, organizational structure and personnel and human and financial resources will be reviewed.
- b. This sub-committee formed four working groups: benchmarking, mission/strategy/grants, organizational structure/personnel and financial resources, and local/state and broader environment.

**Subcommittee on Institutional Commitment and Administration:**

***2. Curriculum and Co-Curriculum***

- a. This sub-committee will address the University's general education curriculum, how academic departments "internationalize" majors, opportunities for students to take courses with an international focus, and co-curricular opportunities and efforts.

***Co-Chairs: Manuel Miranda and Jason Davidow***

***Steering Committee Liaison: Brenda Elsey***

Jason H. Davidow, Associate Professor of Speech, Language, Hearing Sciences

Manuel Miranda, Assistant Professor of Civil Engineering

**Steering Committee Liaison**

Brenda Elsey, Associate Professor of History

**Sub-Committee Members[4] [5]**

Jacklyn Kuehn, Associate Dean for Student and Academic Affairs, School of Health Professions and Human Services

Ethna D. Lay, Associate Professor of Writing Studies and Composition

Keri Crocco, Instructional Designer, Faculty Computing

Rochelle Cooper, Adjunct Associate Professor of Management and Entrepreneurship

Sally Charnow, Professor of History

Francesca Cassio, Associate Professor of Music

Anne Mongillo, Dean of University Advising

Judith Tabron, Director, Faculty and Student Computing Services (until fall 2016)

Claudia Cafarelli, Adjunct Assistant Professor of Marketing and International Business

Ilaria Marchesi, Associate Professor of Classics and Comparative Literature



Kristal Brent Zook, Ph.D., Professor, Dept. of Journalism, Media Studies and Public Relations  
Tom Klinkowstein, Professor of Fine Arts, Design, Art History  
Kathleen Wallace, Professor of Philosophy  
Kari Jensen, Associate Professor of Global Studies and Geography

**3. *International Students and Community***

***Co-Chairs: Jennifer Christ and Stavroula Boutsis; then, Anne Mongillo and Andrew Whyte***  
***Steering Committee Liaison: Neil H. Donahue***

a. This sub-committee will review the University's international student body. Their interests, experiences, and attitudes will be examined. Additionally, enrollment data and trends and distribution (undergraduate vs. graduate, Schools/Colleges) and strategies to help domestic students learn from international students will be assessed. Engagement with institutions abroad will also be reviewed.

**4. *Student Experience and Mobility***

***Co-Chairs: Kaushik Sengupta and Maria Fixell***  
***Steering Committee Liaison: Neil H. Donahue***

a. The charge of this sub-committee was to review the history and current of study abroad programs at Hofstra, including exchange programs, field work, service learning, and internships; the subcommittee assessed pre-departure activities, financing, trends in participation, the recognition of credit, and the demographic characteristics of students who engage in education abroad.

**5. *Faculty Policies, Practices, Research, and Resources***

***Co-Chairs: Kara Alaimo, Jennifer Saleta, Dan Tinkelman (spring 2015)***  
***Steering Committee Liaison: Anthony Santella***

a. This sub-committee will review faculty's language capacity, international background, interests, and experiences. Additionally, international faculty hiring, capacity, development, travel, and international experience in the tenure and promotion process will be assessed.

## IV. ACE Internationalization Lab Peer Reviewer Site Visit

March 22-24, 2017

Barbara Hill Senior Associate for Internationalization American Council on Education Washington, DC	Carrie Wojenski Exec. Director, Office of Global Affairs & ESL Sacred Heart University Fairfield, CT	Robert Wojtowitz Dean, Graduate School Professor, Art History Old Dominion University Norfolk, VA
---	--	---

Wednesday, March 22<sup>th</sup>, 2017

Arrival in afternoon  
Check-in at Marriott Hotel, Uniondale

6:00pm                      Drinks and Dinner at **City Cellar** with Steering Committee

Thursday, March 23<sup>rd</sup>, 2017

8:00am                      *Breakfast in Marriott* (on own or together – charge to room)

8:30am                      Travel from Hotel to campus – 10 minutes. Brenda Elsey will lead from hotel. Parking spots reserved at the Public Safety building on the corner of Hempstead Tpk. and California Ave. at corner of Hofstra campus.

9:00am                      *Welcome to Site Visit team in Hofstra Hall*

9:20am                      Visit to 10<sup>th</sup> Floor of Axinn Library – Guided overview - NHD

10:00am – 11:00am      *Meeting with President Stuart Rabinowitz and Provost and Senior VP of Academic Affairs, Gail Simmons in President’s Office, Axinn Library, West Wing*

11:00am – 12:00am      *Meeting – International Student Office representatives, including International students and students who have studied abroad President’s Conference Room, Axinn Library, West Wing 201*

12:30pm - 2:00pm      *Lunch University Club –*  
Anne Mongillo – Director of the International Student Office  
Steven Richman – Dean of International Recruitment  
Jessica Eads, Vice President for Enrollment Management  
Melissa Connolly, Vice President for University Relations  
Jean Peden-Christodoulou, Asst. Vice President for Student Affairs



## V. Introduction

Founded in 1935, Hofstra University began with 19 faculty members and four programs of study. Students attended classes in one building, Hofstra Hall. Today, almost 11,000 students choose from nearly 300 undergraduate and graduate programs. Our students work with 500 full-time faculty on a 240-acre campus that includes 115 buildings. Hofstra faculty comprises noted scholars in their disciplines, and more than 124,000 Hofstra alumni are experiencing success in their chosen careers. The University's primary mission is to provide a quality education to its students in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas, for the betterment of humankind. Academic excellence guides everything the University undertakes.

For undergraduates, there are approximately 140 programs and 6 degrees: BA, BBA, BE, BFA, BS, BSED. At the graduate level, there are approximately 150 programs and 13 degrees: [1] ADVC, PDIP, EDD, LLM, MA, MBA, MFA, MHA, MPH, MS, MSED, PHD, PSYD, and MD [2] (in 2015). In addition, students may choose from approximately 150 dual-degree programs, and over 100 minor programs of study. There are 10 colleges and schools within the University: Hofstra College of Liberal Arts and Sciences; Honors College; Lawrence Herbert School of Communication; Frank G. Zarb School of Business; School of Education; School of Health Sciences and Human Services; the Fred DeMatteis School of Engineering and Applied Science (SEAS); the Maurice A. Deane School of Law; Hofstra Northwell School of Medicine; and the Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies. With President Rabinowitz's tenure since 2001 and especially since the U.S. Presidential Debates of 2008, 2012, and 2016 here on campus, a new sense of momentum and energy animates the campus with the sense that the University is strong and growing stronger, and gaining its due recognition, thanks to effective planning, skilled implementation, and fiscal integrity and discipline.

Since President Stuart Rabinowitz began his tenure in 2001, the credentials of the entering class have shown measurable improvement. The average test score (SAT/ACT converted) of the class has improved from 1040 in fall 2000 to 1194 in 2016. High school GPA, the best predictor of academic success and retention before college, increased from 2.80 in 2000 to 3.62 in 2015. Twenty-eight percent of the students in the Fall 2015 entering class were in the top 10 percent of their high school class, while in Fall 2000 that number was only 12 percent. In Fall 2015,[3] there were 10,870 students enrolled in the University (undergraduate: 6,833; graduate: 2,951; School of Law: 733; School of Medicine: 353).

In addition, the University obtained seven re-accreditations in 2009 and maintains a total of 25 accreditations, 22 of them academic. The University continues to be recognized by *U.S. News & World Report*, *Princeton Review*, *Fiske*, *Washington Monthly*, and *Forbes* on each of their best college lists. The *Chronicle of Higher Education* has recognized Hofstra in its "Great Colleges to Work For" series for five consecutive years. The University continues to be named to the President's Higher Education and Community Service Honor Roll for exemplary commitment to service and civic engagement on and off campus.

Hofstra is located in the town of Hempstead, in Nassau county, bordering New York City. Hempstead is a diverse community, including many of Haitian, Italian, and Salvadoran descent. Given its proximity to New York City, Hofstra students are part of a global metropolitan area and the university works to integrate them into the city. For demographic context on

Hofstra's location, the 2015 Census data report that 70% of the Long Island population is White, 18% is Black or African-American, 9% is Asian, 19% is Hispanic or Latino. The University is located in Nassau County—one of two counties on Long Island. Seventy-six percent of Nassau County residents are White, 13% are African American or Black, 10% are Asian, and 17% are Hispanic/Latino. In the town of Hempstead, 68% are White, 17% are African American or Black, 5% are Asian, and 17% are Hispanic or Latino; the town of Uniondale also borders the University campus. In this community, 45% are African-American, 42% - Hispanic or Latino; Asian - 2%. Foreign born - 41%: born in Latin America - 91%, Asia - 4%, Africa - 2% (2013). The most common non-English languages are Spanish, French Creole and Creole. According to the New York State Office for New Americans, "New York State is the gateway for immigrants to America...4.3 million New Americans live in the US." According to the US Census Bureau (2008-2012) almost 300,000 New Americans live in Nassau County. Another 200,000 live in the adjacent Suffolk County on Long Island. Spanish is the top foreign language spoken (326,664) in Long Island, followed by Italian (45,074) and Chinese (30,431). According to the US Census Bureau (2008-2012), the top countries of origin of Long Island's foreign-born new Americans were El Salvador (66,496), India (30,379), and the Dominican Republic (25,828).

---

international profile will become the focus of planning in the coming years, which makes Hofstra's participation in the ACE Internationalization Lab, as one of thirteen institutions of higher learning in the 2015 cohort, a crucial part of developing a unifying comprehensive strategy for further internationalization in line with changing demographics, future goals and Hofstra's mission.

## VI. Subcommittee Executive Summary Reports

### **Institutional Commitment and Administration**

The subcommittee on Institutional Commitment and Administration was tasked with a broad initiative to review and evaluate the institution's relation to Internationalization and discovered that Hofstra has a strong institutional commitment to internationalization and a strong foundation to build upon (such as the president's recent statements and #youarewelcome video), but the subcommittee ultimately determined that despite the commitment, Hofstra does not presently have the administrative structure to support the wide range of international activity on and off-campus in the present and for the future.

The subcommittee divided its work into four areas: benchmarking; mission and goals; organizational structure, personnel and financial resources; and administrative structures.

1) The Benchmarking sub-group examined the surface information available on Hofstra's current internationalization efforts and researched over 20 schools, to determine other institutions helpful to draw inspiration from in improving Hofstra's internationalization. The schools benchmarked are detailed in the Appendix.

2) Mission and Goals : The current Hofstra mission has minimal reference to internationalization. The statement refers to "global issues" and "global communities" with no focus on internationalization. The mission statement is very generic and should include "international" students, global focus, etc. The survey indicates that FT faculty believe that the university does not have clear vision of its international identity. The sub-group reviewed over 25 peer/aspiration schools, as identified in the Appendix and was able to identify many with a focused, or separate mission statement articulated to reflect globalization of their campus. Hofstra would be well served to create a committee to redefine the existing mission or create its own international mission statement.

3) Organizational Structure, Personnel, Financial Resources

Hofstra University has a wide range of faculty, student and administrative programs that focus internationally in different colleges or administrative departments. However, due to the lack of clear communication structures, or identifiable senior leadership for all internationalization, there is little accountability to ensure the disparate structures of international involvement relate effectively.

The University structure includes the following entities, which currently support internationalization: the Dean of International Recruitment; Office of Enrollment; Assistant Dean for Study Abroad Programs; Director of International Student Affairs; Assistant Director of Global Initiatives for the Law School; Special Advisor to the Provost on Diversity; The Center for Civic Engagement's Community Partnerships; The Office for Research and Sponsored Programs; The National Center for Suburban Studies; Career Center; Office of Intercultural Engagement.

The majority of Hofstra's structured international activities fall in the following areas: Hofstra College of Liberal Arts and Sciences (HCLAS); The Maurice Deane Law School; The Zarb School of Business; Enrollment Management / Admissions; The Division of Student Affairs (includes multiple relevant offices).

4) Administrative Structures

Current resources at the University are stand-alone and are not organized in a manner that supports a targeted approach to internationalization, as described in the Documentation and Discussion section. The

University may benefit from establishing a Center of International Affairs, or something similar, which provides oversight and structure for all international projects, research, curriculum, and global initiatives. All of these, together will demonstrate the significance of internationalization to the campus as a whole. Over time, the Center can serve all of its partners equitably. In addition, the university could develop a website which chronicles events and initiatives including exchanges in partnership, student and faculty projects, activities, and research initiatives. The website would be a repository of information, guidelines, admission policies, and networking resources for students, faculty, and community, and also include templates for agreements between Hofstra University and its international partners.

In order to establish effective communication and collaboration with local and international global partners, Hofstra must retool itself to address specific faculty needs for training in regard to intercultural sensitivity, incorporating international content. Institutional resources may include professional development and networking opportunities. The university must learn more about state and local environments to enhance the institution's efforts.

### **Recommendations:**

- Include internationalization content in all university communications and marketing.
- Establish a Center of International Affairs to provide oversight and structure for all international projects, research, curriculum, and global initiatives.
- Define and fund a position for a Dean of International Education, or something similar, to work with deans to enhance development of internationally focused initiatives.
- Create a website for internationalization to centralize information related to international research, teaching, internships, education abroad, institutional collaborations, service, etc.
- Develop articulation agreements with institutions abroad, to serve as feeder schools for undergraduate, graduate, and doctoral degree programs.
- Evaluate existing exchange partners and consider adjusting those that are less effective in generating student exchanges in relation to the effort/cost of sustaining them.
- Create templates for international agreements between colleges and partner institutions.
- Expand the number of funding organizations and programs for visiting international students.
- Work with internal & external groups to enhance recruitment of international students.
- Encourage ties to other countries using a systematic approach to partnership, using local immigrant populations (i.e., Korean, Latin/Latina, Portuguese, African, etc.).
- Enhance visibility of the university's international climate within the local community, through programs such as international fairs, outreach activities, etc.
- Establish a special fund to support visiting professors from developing countries.
- Communicate to department chairs and colleges the available opportunities for international professional development specific to the college/department.
- Promote recognition of faculty's international work (research, teaching and service) in hiring, tenure, promotion, and merit pay increases.
- Develop an on-going campus-wide seminar/speaker series focused on international topics.
- Support of the development of new courses with significant international content.
- Connect with international graduates who return to their home countries after earning their degrees at Hofstra. Expand international alumni development!



## **Curriculum and Co-Curriculum**

(Co-chairs Manuel Miranda and Jason Davidow, Steering Committee, Brenda Elsey)

This sub-committee evaluated the international content of Hofstra University's curriculum within the general education program, within academic departments, as well as co-curricular offerings. Toward that end, the subcommittee studied university bulletins, department web pages, the survey conducted by the task force, and met with different units on campus. On the whole, we found the majors and minors offered rich opportunities for international study. We defined international curriculum quite broadly, to include perspectives, methods, and content from outside the United States. Compared to other universities, Hofstra seemed on average with its peers. There are universities with particularly strong emphasis in international curriculum that we could study further, including Dickinson or Middlebury, for example. The degree of international content was rather uneven, mostly residing in HCLAS. Given the specialism of the faculty in that school, we were not surprised to find this to be the case. Thus, one can see the value of all students participating in the general education curriculum. For example, the B.B.A. degree in International business requires, students choose merely one course on African, Asian, European, or Latin American business. African business is only offered once every two years at most. It seems clear that these students would be served by completing the general education requirement. Students in the B.S. program of the Lawrence Herbert School of Communication Programs do not have to take the Cross-Cultural requirement, merely six credits of Humanities, six credits of Social Sciences, and six credits of Natural Science and Mathematics. In addition, engineering students are not required to take the Cross-Cultural requirement.

The vast majority of students and staff surveyed supported the internationalization process and indicated it would be "very important" or "important" to making the curriculum more robust, building empathy, and increasing knowledge of world events and issues. About half of the students felt unsure as to whether there was enough international curriculum. While the vast majority identified an international perspective as "important" or "somewhat important" to their learning objectives, they seemed to indicate satisfaction with the campus events on international issues. Student respondents had little interest in international housing opportunities, in particular.

### **Recommendations**

- 1) We recommend that the Provost review the degree programs which do not currently require the general education distribution and consider requiring it, or at the very least requiring a Cross-Cultural course. For example, engineering students currently are not required to take the Cross-Cultural requirement. Given the deep specialisms in international research of HCLAS, we recommend that this requirement remain within the school.
- 2) We recommend that the faculty committee or future director of the Internationalization process create a more intentional guide for international curriculum that includes the reasoning and aspirations for it.
- 3) We recommend a modest course development grant to encourage faculty to develop course

content focused on the global South. ACE has provided us with resources that could help faculty guide faculty in designing such a project courses:

---

## **Faculty Policies, Practices, Research, and Resources Sub-Committee**

Many faculty members conduct international research at Hofstra. To assess the impact of this at the university, we examined data from the faculty and staff survey, assessed grant and foundation activity, and analyzed Digital Measures as a means of gauging research output.

Several questions were asked in the Hofstra Internationalization Survey that pertain to international research. Most faculty (72.6%) believe that the internationalization process is somewhat important or very important to enhancing creative and artistic work. Furthermore, when asked to evaluate the level of support for activities (internationalization workshops, research support, mentoring, conferences, and/or databases, most of the respondents to this question noted that Hofstra was either *neither supportive or unsupportive* or that it was *somewhat supportive*.

Faculty conducting research that requires international travel is also important. More than 42% noted that their research requires international travel. However, this question had a very high number of non-responses. When these are added in, only 13.8% noted that their research required international travel. On a similar note, roughly 50% of the faculty perform research abroad. However, it is worth noting that when the missing responses are totaled 16.5% of faculty responded that they perform research abroad. Additionally, roughly half publish in scholarly outlets outside of the United States. Interestingly, many more (63.9) present abroad. Most respondents felt that the university's support for research abroad with neither adequate nor inadequate.

Out of 449 respondents, approximately half (50.8%), 228 respondents indicated that they have some proficiency in at least one language other than English. About 20% of the faculty and staff who responded to the survey indicated they were "international". Additionally, we sought to find out where the countries of origin were for our faculty and staff. Of 292 responses, 80% of these were the United States, followed by China (2.4%), India, and the United Kingdom (1.7% each).

When asked which internationalization programs or activities they were most interested in, 25/142 (17.6%) respondents were most interested in adding internationalization curriculum development projects in their portfolio while 50/142 (35.2%) were least interested in this activity. Approximately 80% of the respondents expressed moderate to very high interest in attending seminars or conferences on international topics related to their discipline.

The majority (61.1%) of faculty felt that their experiences of working/studying in another country could be a potential resource to Hofstra's internationalization process.

## **Recommendations**

1. Many faculty members present at international conferences and conduct international research but many noted the lack of support for international research. We should provide internal grant opportunities for faculty to attend international conferences and to conduct international research.
2. Find ways to better support and celebrate international scholarship.
3. The Hofstra Office of Research and Sponsored Programs should regularly search for funding opportunities for international research and send them to the appropriate faculty members.
4. Create a database of international expertise to better understand regional expertise among the faculty.
5. Provide greater classification opportunities in Digital Measures so that we can better capture scholarly output focused on international issues. In addition, Digital Measures should find a way to list multi-year projects to avoid over counting in annual metrics of research output. Note that these initiatives are already being explored.
6. Establish a Visiting Professor program to bring scholars from around the world to Hofstra to teach and partner with Hofstra faculty on research and service.
7. Establish an interdisciplinary faculty international research program to increase the number of Hofstra scholars who are conducting research abroad
8. Offer intensive language classes for faculty members wanting to learn a new language or preparing to conduct research in a country where English is not the official language
9. Although the University and Faculty Union (AAUP) recently negotiated a 5 year contract, there should be more discussion on changes to the Faculty Policy Series changes that can facilitate greater faculty involvement in international research, teaching, and service
10. Address internal Hofstra administrative processes that can help promote Hofstra's visibility around the world. For example, Human Resources will not allow the United States to be listed on business cards as it is outside their fixed format and faculty cannot make international phone calls.
11. Send Hofstra faculty/administrators to their countries of origin as 'Hofstra Ambassadors' to give talks about teaching/research will also help broaden Hofstra's international footprint.
- 12.

In conclusion, our subcommittee has presented the need for further funding for faculty presentations and research abroad, the ability to make international phone calls from campus for research, being able to put our country on our business cards, among other efforts that would promote and support the internationalization efforts of Hofstra University.

## **Student Experience and Mobility**

The charge of this sub-committee was to review the history and current state of study abroad programs at Hofstra, including exchange programs, field work, service learning, and internships; the subcommittee assessed pre-departure activities, financing, trends in participation, the recognition of credit, and the demographic features of students who engage in education abroad.

### **Current student participation in study abroad programs - Hofstra-based Programs**

Currently, study abroad at Hofstra University is de-centralized and includes short-term Hofstra-based programs (January and summer); Semester programs (European Odyssey; two India Programs: University of Hyderabad and Northeast India); and Exchange Programs through Hofstra College of Liberal Arts and Sciences (HCLAS) and the Zarb School of Business. The majority of short-term programs are housed in HCLAS and includes Athens, Greece; Belize; Havana, Cuba; the Galapagos Islands; London, England; and the Venice, Italy programs in January. The summer programs travel to China, France, Germany, Ireland, Italy, Japan, Spain, and Costa Rica, and also, outside of HCLAS, China with Zarb SOB and Rome with LHSCO.

Short-term programs offer students opportunities to develop cross-cultural competencies and engage with the host culture and people. The advantages of a Hofstra-based program is two-fold and serves both students and parents: students connect with other students, the director and faculty during pre-departure; parents are reassured about health, safety and well-being abroad, learn about program structure, planning, itinerary, excursions and have ample time to meet with program director and participating faculty members. However, between 2012-2017, established short-term January and summer programs at times had low enrollments and programs had to be cancelled, as has happened with two separate semester programs in India. Only the semester-long and unique European Odyssey program, our longest running program, continues to thrive.

Zarb SOB has taken **new initiatives** to enhance the study abroad experience, as follows:

- An exchange program with Dongbei University of Finance and Economics (DUFE) in Global Finance and Global Business. Students spend 6 weeks in the summer in Dalian, China with cultural immersion and an internship at a Chinese company (15 students in 2016; 19 in 2017).
- The TABSA Alliance with four European universities for a semester or the summer. Enrollment has been low but growing, with no financial support from the university. The four universities are in Hertfordshire, UK; Valencia, Spain; Bremen, Germany; and Marseilles, France.
- Zarb has also developed similar programs outside of the TABSA alliance with the Montpellier Business School and the Korea University Business School.
- An entrepreneurial consulting experiential course in Johannesburg, South Africa. This new model in Spring 2017 is online with a few on-campus sessions and a trip (in Spring Break) to

Cape Town and Johannesburg to meet with the start-up companies on site. Enrollment has been very good in this new model (27 total - 20 BBA and 7 MBA/MS students). The costs fall under the full tuition credit cap and Zarb provided a \$1,000 scholarship to defray airfare.

- The Amsterdam Scholarship Exchange Program (since 1993) nominates 12 students per year, with 6 spots reserved for Zarb SOB. The UoA sends 12 students yearly. However, the number of Hofstra applicants has not been high, with little visibility of the UoA guest students at Hofstra.

- HCLAS has developed exchange programs with two partner universities in China: Beijing Normal and Xi'an Jiaotong, but Hofstra semester charges for programs in China limit interest.

#### **The Hofstra-based programs face challenges:**

- a) The longer running programs may no longer meet needs, since repetitive.
- b) Competition and duplication among Hofstra programs requires planning and coordination.
- c) The cost structure of steady program costs over years with steadily increasing tuition costs makes it harder to recruit participants, which leads to disparate travel and funding incentives across colleges and programs. The university needs to find alternate funding models, whether donations or subventions or tuition reductions to encourage participation.

#### **Recommendations for Hofstra programs**

- a) More short duration travel programs during regular semesters as part of a regular course, either during spring break or at the end of the term, as with the Galapagos and Belize programs.
- b) More exchange options with universities abroad, creating a structure where imbalances in the tuition across institutions are minimized to the extent possible.
- d) Implementation of programs with credit flexibility (3 or 6).
- e) Reevaluation and combination of programs; coordinate interdisciplinary programs.
- f) Encourage continuity of program director(s) to build interest, but also allow rotation.

Students can also choose a **non-Hofstra program** with another American university or a study abroad provider. The University should develop new partnerships with both in order to enhance location options, and endorse this study abroad model for students with need, and explore the possibility of a first-year study abroad program.

The university should make the logistical and cultural sessions for **pre-departure orientation, re-entry and parent outreach/orientation** more interactive and engaging (with an online program also), and explore new ways of highlighting student experiences abroad.

The University needs to revitalize study abroad to increase campus-wide student participation with additional resources, creative pricing and program models. Hofstra needs to explain and promote more fully and early on the advantages of study abroad in general and its own programs in particular, by coordinating efforts by Admissions, CUA and Academic Affairs on multiple levels, including the Provost's Office, the Office of Study Abroad programs, all colleges, departments and faculty, who should be encouraged to integrate international dimensions and study abroad into classroom discussion when appropriate.

Hofstra University should embrace the IIE's Generation Study Abroad Initiative which challenges schools (with no obligation) to double their study abroad participation rates by 2019.

## **International Students and Community - Executive Summary**

In general, the recommendations here aim at making more services and programs for international graduate students and most of the issues they identified addressed problems specific to graduate students. The subcommittee [hereafter SC] came to the conclusion that more programs and services for graduate students would resolve many of the general issues overall.

This SC started their examination of Hofstra's international student community with the results in hand of an international task force that had completed a report (see Appendix 2) in 2015, which were based on a separate survey in 2014, and an April 2007 report regarding recruitment and retention issues of international students (by the Senate UAAC). The present ACE Taskforce Subcommittee thus reflects a line of inquiry and self-examination by the university under President Rabinowitz (since 2001) about its international dimensions and intentions, and underscores the enduring challenge of these issues.

1) **Improve Resources for Enhancing English Language Abilities**, both written and oral, in the curriculum (ELP) and outside the curriculum, with a progress report system (now possible in EAB); enhanced tutorial services should be marketed to all international students, in ELP, the University Tutorial Program and Writing Center, and CAE, with workshops on second-language issues. Also, develop workshops on academic integrity with instruction on citation formatting.

2) **Increase involvement on campus** with more student hourly positions on campus for international students, which allows them to use their English and connect broadly to the community; and increase opportunities for interaction with native speakers through the coordination and expansion of programs (ISA; OSLA; Global Mentors, etc.).

a) Get more undergrad international students involved with the First-Year Connections Program.

b) Advertise to graduate students that they are allowed to participate in intramural sports.

c) Develop a marketing campaign to highlight the diverse backgrounds of faculty, staff, and administrators, showing role models for students to seek connection. Create a faculty global mentor program, or a system that will create more student-faculty one-on-one activities.

d) Work with departments on setting up mentoring programs for their international students.

e) Expand opportunities for socialization through various clubs and organizations through DSA, but also particular events such as an H1B Immigration Workshop or tax clinic.

3) **Improve communication about, -and resources for-, pre-arrival and on-campus assistance** for international students beyond current actions: specifically,

a) a State of International Affairs report Admissions and ISA to the Chairs' Caucus every August, with list of incoming students and focus on discussion of transitional issues for upcoming semester and outreach.

b) Create an Admit Packet to be mailed to UG and graduate international students and law international students with their I-20 (Office of Admissions/Law School Admissions).

f) Create a pre-arrival orientation, via BlackBoard, that students complete before they register for classes (CUA, ISA, and graduate departments).

- h) Inaugurate a required first-year seminar for all international students which focuses on issues of transition to college and introduces students to resources on campus. This seminar would also create more opportunities for international students to interact with domestic students. This could be a credit-bearing course and be team-taught by, for example, the library personnel and ELP faculty, and guest speakers from various departments and offices on campus, such as the Writing Center, Library, Financial Services, CUA, ISA, Off-Campus Living, and ResLife.
- i) Review and modify tuition payment plans and deadlines for new international students.

**4) Increase Personnel and Funds for Pre-Arrival and On-Campus International Support**

- a) Increase ISA team by 2 staff members to meet NAFSA standards, centralizing immigration efforts to move from a transactional experience to a more relational experience: specifically, two more full-time CUA staff members trained in F-1 and J-1 immigration processing, and passionate about creating programs and services to help international students.
- b) Dedicate a full-time employee in the Health and Wellness Center to international student health issues and explain how health insurance works in the U.S. (with myriad secondary issues).
- c) Provide Welcome Packages for students when they first arrive on campus. These care packages can contain travel size toiletries, granola bars, water, apples, pillows, blankets, etc.
- d) Continue the international student airport pick-up service for new international students, including students in the Summer Semester ELP, as has been the practice for the past two years.
- e) Develop a cohort-building retreat experience for new international students about 6-8 weeks into the semester (when most severe culture shock usually sets in) to establish that “Hofstra is their home” and increase excitement about where they are living and the proximity to NYC, other cities and sites of interest, fun activities as well as career opportunities.
- g) Add a designated space near ISA for international students to relax and socialize.

**5) Increase Opportunities for International Students to Share Their Cultures**

- a) Provide more opportunities for students to share their cultures; this could relate to proposed seminar, with perhaps an international student speaker bureau, to allow international students to present at local schools and also learn more about the educational systems in the United States.
- c) Create an international friendship program, where students are matched with local families to meet once a month for cultural exchange, as another support system for international students.
- d) Evaluate the dining options and work with multicultural student organizations to offer more consistent cultural food offerings (e.g., Indian, African, Korean).

**6) Improve Transfer Credit Evaluation Process**

- a) Streamline the process for transfer credit evaluation for both ELP and matriculated international students, and begin the evaluation process begin as soon as an I-20 is generated. As with (in 2016), a set of new departmental course equivalencies for the International Baccalaureate courses, which expedites credit transfer, so too now with Cambridge A-Levels.
- b) Create a database regarding transfer credits for courses that have already been reviewed in the past or from institutions where we have an Articulation Agreement or MOU.



# Internationalization Student Survey

## Results

### Fall 2016

**[replace in hard copy with logo]**

**Conducted by the Division of Accreditation & Assessment Outcomes, Provost Office**

**Executive Summary – All Students**

#### **Response rate**

The Internationalization Survey was distributed to 11,139 students online via CampusLabs Baseline. A total of 1064 students responded to the survey with a response rate of 9.6%. Note that not every respondent answered every item, so sample sizes may vary by question.

#### **Demographics**

Of the students who responded to the survey, 31.7% identified as male, 65.9% identified as female, and 1.3% identified as other. 22.7% of the respondents were freshmen, 14.1% of the respondents were sophomores, 15.1% of the respondents were juniors, 13.6% of the respondents were seniors, and 34.6% of the respondents were graduate students. The majority of students were born in the US (77.1%), few identified as international students (17.1%), and few have lived in another country (16.6%). Almost half the students have had an international experience of a significant nature that extended more than 1 month (42%). However, only about a third of the students have traveled outside their home for academic purposes (30.6%). Of these students who have traveled for academic purposes, almost half them only spent one month or less outside the United States (45.6%). The most common places students traveled for academic purposes were Italy (19.5%), United Kingdom (17.3%), and France (16.3%).

#### **Internationalization Process Importance**

The majority of students who responded to the survey believed increasing the knowledge of international events and global issues, furthering the robustness of Hofstra's curriculum on global issues, educating the Hofstra community on other people and cultures, increasing compassion toward people different than you, enhancing the understanding of people outside of the US, improving performance in the job market, addressing life challenges, and enhancing creative and artistic work were all at least somewhat important to the internationalization process at Hofstra (enhancing creative and artistic work had the least amount of students believing it was at least somewhat important at 73.8%). Further, students believed that educating the Hofstra

community on other people and cultures was the most important to the internationalization process (4.5, n=1064).

### **Hofstra environment and Activities**

More students at Hofstra believe that Hofstra is a welcoming environment to international students (64%) than not (4.3%); about a third of the students don't know if Hofstra is welcoming to international students (31.7%). Very few students have participated in or plan to participate in peer mentor programs that pairs U.S. students with international students (14.4%), international residence halls (10.7%), conversation partner program that pairs U.S. students with international students (18.1%), and joining a language-specific conversation table with native speakers (18.2%) However, some have participated in or plan to participate in international clubs or organizations (26.8%) and study groups with international students (27.8%); almost half of the students have participated in or plan to participate in international festivals on campus (47.4%). Furthermore, many students have an interest in learning more about conversation partner programs that pairs U.S. students with international students (52.3%), peer mentor programs that pairs U.S. students with international students (48.8%), and joining a language-specific conversation table with native speakers (41.5%).

### **Classroom/Curriculum/Services**

More students at Hofstra believe that Hofstra's general curriculum is meeting their needs from an internationalization perspective than not (38% vs 10.5%; 51.6% not sure). Additionally, more students at Hofstra can find the courses they want from an internationalization perspective than not (40.1% vs 11.3%; 48.7% believe statement is not applicable to them). Few students believed that that there are more international topics that need to be addressed in the curriculum (19.5%) and in extra-curricular events (15.2%). More students at Hofstra think that study-abroad programs address their curricular interests than not (53% vs 19.5%; 27.5% don't know). Finally, more students believe that Hofstra offers enough major areas of study with an international focus than not (40.8% vs 15.8%; 43.4% don't know). On average, students who completed the survey felt that the international perspective is somewhat important to the learning objectives at Hofstra (4.2, n=861). Students felt that Academic Advising (69.8%), Career Services (65.7%), immigration advising (63.1%), International Friendship Program (63.1%), International Student Health Insurance (60.8%), Global Mentors for undergraduate students (60.1%) and Life at Hofstra – international Student Transition Series services/programs offered by Hofstra were particularly valuable to international students.

### **Not native English speakers section**

Around one in five students who responded to the survey stated that English was not their native language (20.9%). Of these students, the majority have been studying English more than 5 years (84.1%). Further, the majority believe that their TOEFL and ELP test scores accurately reflect their ability to understand course instruction or their English is even better than these scores (97.5%). Most of the students whose native language is not English do actively participate in class discussion (81%), receive passing grades on multiple choice based forms of assessments

(93.3%), receive passing grades on take-home assignments and/or exams (97.6%), and receive passing grades on in-class assignments and/or exams (yes 93.9%). On average, students who are non-native English speakers believe that their knowledge of English affects their performance in in-class participation (2.9, n=163), in exams (3.2, n=163), and on how well they understand course material (2.9, n=163). When seeking resources to help with coursework and/or English skills, English speakers tended to contact their professors via email (60.7%), contact their professor via office hours (41.7%), and consult with native English speaking classmates (39.9). Further, these non-native English speaking students believed that these three resources were the most helpful in their respective order (33.1%, 18.1, 17.3%)

### **Study Abroad**

While students were somewhat familiar with the range of Hofstra's study abroad offerings (3.3, n=835), few students have studied abroad (outside the U.S.) as part of a Hofstra sponsored program (7.4%). Of the students who have studied abroad program as part of a Hofstra sponsored program, over half went through the Hofstra-based short-term January/Summer program (65%) while only a few went through with the Hofstra University-Partner exchange program in China, Korea, or Holland (16.7%) and few went through with another University/study abroad provider (21.7%). Most of these students found out about the study abroad programs by word of mouth (40%) and posters/flyers around campus (40%). The majority of students who have studied abroad as part of a Hofstra sponsored program felt that increasing knowledge of their own culture, increasing knowledge of other's culture, increasing foreign language skills, making them better global citizens, improving job prospects, providing skills to work with people from diverse backgrounds, increasing their sense of well-being and happiness, increasing empathy and developing intercultural sensitivity, increasing awareness of difference, and increasing their sense of independence were all at least somewhat important benefits from the international study abroad experience Hofstra (improving job prospects had the least amount of students believing it was at least somewhat important at 80%). Additionally, students who have studied abroad as part of Hofstra's sponsored program feel that increasing knowledge of other's culture was the most important benefit (4.78, n = 60). On average, students who have studied abroad are somewhat interested in participating in another study abroad program in the future (4.23, n=60). Of the students who did not study abroad as part of a Hofstra sponsored program, the three most common reasons for not participating was that it was too expensive (54.2%), they have not gone yet but plan to before they graduate (29.2%), and that it will delay their graduation (25.6%).