

SUNY Cobleskill
Expanded Investment and Performance Fund
White Paper

Title: Internationalizing SUNY Cobleskill

Executive Summary: SUNY Cobleskill will increase completion, graduation and retention rates, and student achievement and success through a comprehensive program to internationalize the SUNY Cobleskill campus. Program activities will include; developing a model student-run United Nations, building a distance learning lab, faculty and staff training, a study abroad program for under-served students, and partnerships with two and four year international colleges and universities. Achieving cultural (and intercultural) competence is one of the universal outcomes targeted in SUNY Cobleskill's assessment plan. By incorporating internationalizing themes into enrollment diversification and applied learning programs, SUNY Cobleskill intends to build a model that leads students, faculty and staff toward the universal outcome of cultural/intercultural competence. The expected impact of this innovative initiative will be a highly diverse campus community that will become a beacon for domestic students interested in an international experience and international students interested in a nurturing and welcoming SUNY campus environment.

SUNY Cobleskill is already experienced on the international stage. The college currently enrolls 50 international students (or 2% of the campus student population), from ten countries. In 2014-15, the college sent 93 students (almost 4% of the campus student population) to study abroad in both short-term and semester-long programs. The college has also conducted two faculty-led programs abroad each semester for the past four years. SUNY Cobleskill has developed joint and dual diploma programs with international institutional partners that are bringing diverse groups of students to the campus to complete their academic degrees. The college is currently completing an agreement with American Language Academy, an English as a second language provider, that will enable international students in our joint and dual diploma programs to sufficiently raise their English proficiency level so their conditional admission status becomes full admission status. Through its Global Ambassadors club, SUNY Cobleskill's Office of International Education offers a conversation partners program that arranges for international non-native speakers of English to practice English and build connections/friendships with native English speakers.

SUNY Cobleskill will become the model international program campus for SUNY through this initiative.

Student Run Model United Nations: SUNY Cobleskill will bring United Nations (UN) experts to campus to organize a Model UN that would be led by resident assistants in the residence halls and draw both domestic and international students as participants. RA's would be trained to guide other students in Model UN activities so cross-cultural/service learning activities will engage all students beyond the classroom. Engaged students are more likely to feel tied to the campus community and successfully complete their academic degrees. Completion.

International Distance Learning Lab: SUNY Cobleskill is a Nodal Network campus in the SUNY Collaborative Online International Learning initiative. Currently, there are three faculty members participating in Collaborative Online International Learning academies with Mexican and Turkish partners. COIL collaborations enable Cobleskill students to work with international student partners on projects that cultivate applied learning skills and promote the development of cultural/intercultural competence. Access.

SUNY Cobleskill will build a learning lab classroom to accommodate courses with international/distance learning components, such as COIL enhanced courses. The classroom will include computers for independent and group work; tables *without* computers for other types of group work; convenient seating to allow for the delivery of lectures; software and other resources to facilitate interactive cross-cultural education. Courses (and other programs) that include international experiences and/or US-based distance experiences will have priority for room scheduling.

International Experiential Learning Toolkit Training: SUNY Cobleskill will train faculty on the use of the International Cross-cultural Experiential Learning Evaluation Toolkit. Participants will learn how to design cross-cultural outcomes (skills), create applied learning assignments that produce those outcomes and use the tools and resources provided to assess whether those outcomes have been attained. Retention.

Study Abroad for Under-Served Students: SUNY Cobleskill has been reaching out to under-served students to engage them in affordable study abroad opportunities. The Office of International Education and the EOP office have partnered to make presentations to EOP students who would never have imagined that studying abroad could be possible. The Office of International Education has developed a very affordable exchange program and has been successful in sending a number of EOP students to Turkey for a semester of study. SUNY Cobleskill EOP Director Derwin Bennett commented “In every instance (study abroad opportunity) our students have returned with a broader scope of the world, a cross cultural sensitivity and astuteness and a passion to make a difference in the “world”. Many SUNY Cobleskill students, primarily those majoring in agriculture, are also under-served but not eligible to be an EOP student. The college would like to be able to give these students the opportunity to also study abroad and has begun creation of an endowment that would provide travel support to low-income students. Access, Success.

Partnerships with Two- and Four-Year International Colleges: While SUNY Cobleskill enjoys a wide variety of partnerships with Universities in China, Turkey and others, expanding the number and diversity of international partners will enhance international enrollment, retention, and completion. Access, Diversity.

Amount of Funding Requested and Type of Funding

Investment and Performance Fund - \$340,000

Investment and Performance Fund is for new program development and adjustments to existing programs and initiatives that will drive long-term improvement efficiency in program delivery.

Matching Funding

International Programs IFR \$5,000

EOP Faculty-Led Study Abroad Program to Sweden and Finland – Explorations in Diversity and Academic Excellence – PI: Sinikka Grant - \$10,000

Scalability/Replicability: The scalability of this initiative is limited only by the available enrollment on the SUNY Cobleskill campus. Its replicability is possible at other SUNY colleges, but the unique, small-campus community of Cobleskill will give this program a distinction that would be difficult to duplicate at a larger SUNY.

Attachment

Impact of the Proposal on the Institution and the SUNY System

Metric	Year One	Year Two	Year Three
International Enrollment	60	70	80
Study Abroad Participation	100	110	120
Underserved Student Study Abroad Participation	10	25	35
Curriculum Internationalization Completion (courses)	5	10	15
COIL Course enrollment	20	40	60
International college partnerships	6	8	10
Number of students involved in Model UN	25	45	65
Number of faculty participating in Tool Kit training	10	15	20

Attachment

Timeline of Activities

Date	Action Item
December 2015	Notification of Award
Jan 2016 – March 2016	Identify UN staff, recruit students. Distance learning lab equipment identified and purchased. Tool-kit training scheduled for spring and fall.
March 2016-May 2016	Under-served Study Abroad students recruited. Distance learning equipment installed and tested.
June 2016 – August 2016	Study abroad schedule and logistics meetings. First student-led UN meeting convened. Outreach for additional University Partnerships begins.
September 2016	Student-led UN meetings begin. Distance Learning classroom schedule finalized – classes begin.
October 2016	Faculty tool-kit trainings begin. Recruitment for study abroad for summer 2017 begins.
Nov 2016 – Dec 2016	First group of study abroad applicants reviewed. Student led UN completes first semester of meetings – report published.
January 2017 – March 2017	Study abroad applicants finalized and reviewed. Faculty tool-kit trainings continue. Student led UN begins second semester of meetings.
April 2017	Study Abroad students identified. Distance Learning classroom adds additional COIL courses. Outreach for additional University Partnerships continues.
June 2017 – August 2017	Study Abroad students participate in 1 st faculty-led trip.
May 2017 – November 2017	Second full semester of Student-led UN meetings concludes – a summary report is published. COIL classes continue to be scheduled in the distance learning lab.