

IEC INTERNATIONALIZATION ASSESSMENT REPORT

# 2020 2021

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This document uses the six Pillars of Comprehensive Internationalization to report Gonzaga’s Self-Assessment. The six Pillars were developed by the American Council of Education’s (ACE) Center for Internationalization and Global Engagement.

Comprehensive internationalization, as defined by ACE, is a strategic, coordinated process that seeks to align and integrate policies, programs and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

Based on its work in colleges and universities in the ACE Internationalization Laboratory and other institutions, ACE has identified six interconnected target areas that require attention and resources in order to achieve truly comprehensive internationalization.

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# ARTICULATED INSTITUTIONAL COMMITMENT

## GONZAGA MISSION STATEMENT:

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, culturally, physically and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, **intercultural competence, global engagement**, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

## STRATEGIC PLAN:

The current Gonzaga Strategic Plan has a number of internationalization statements and goals for the university to achieve.

### COMMITMENT 2 STRATEGIC OBJECTIVE 4. Cultivate Global Perspectives and Enable Global Engagement:

As a Jesuit, Catholic, humanistic institution Gonzaga is obligated to cultivate global perspectives and intercultural competence in its faculty, staff, and baccalaureate and postbaccalaureate students. This entails acquiring and contributing to theoretical and conceptual knowledge about the world around us. That, in turn, requires developing the personal maturity, self-awareness, empathy and intercultural skills necessary to engage people from around the globe, and to do so insightfully and with openness to the self-transformation that often results from intercultural engagement. These skills are essential to our graduates' ability to communicate effectively across cultural difference and social groups and to embrace novel situations thoughtfully and with personal integrity. Through global subject matter across curricula and opportunities for international study, research, innovation and civic projects, especially collaborative work with students, scholars and communities in other countries, the university

seeks to provide students, faculty and staff the opportunity to advance global justice, enhance opportunity for historically marginalized peoples, and further the welfare of the planet.

### COMMITMENT 3 STRATEGIC OBJECTIVES 3. Develop a Cultural, Civic, and Global Identity:

Forging relationships with individuals whose experiences, beliefs and perspectives are different from our own, enriches the overall educational experience and promotes personal growth. The University recognizes that all students, faculty, staff and administrators bring a unique cultural identity to the community that needs to be developed, supported and celebrated. As a result, individuals will bring their own unique experiences and learn to communicate effectively across cultures and various interest groups to embrace novel situations thoughtfully and with personal integrity. With the goal of honoring and promoting the value of human dignity, members of our community will strive to acquire the theoretical and conceptual knowledge and skills, as well as the personal characteristics to analyze and engage insightfully with local and global issues. Additionally, with its commitments to social justice and solidarity with the poor and vulnerable, Gonzaga will engage with community partners locally and globally to create opportunities for mutually beneficial engagement that address critical social needs.



## APPENDIX:

### COMMITMENT 2 GOAL 8:

Provide opportunities for all students to engage with diverse cultures and global issues. This will be accomplished, in part, through further development of global engagement across the curriculum initiatives, at least 50% undergraduate participation in Study Abroad, and annually hosting four international scholars at the University. (Target: 2018).

Studying abroad helps students develop intercultural competence and prepares them for living and working in a global context. A robust study abroad program is another mark of premiere institutions and an important factor in attracting students to the University (56.3% of the May 18 graduating class participated in study abroad during their Gonzaga experience). Bringing international faculty to Gonzaga through scholar-in-residence and faculty exchange programs will increase the richness of the campus conversation about global issues, raise the institutions' global profile and further facilitate international cooperation and exchange in research and teaching. Together these initiatives, along with the continued focus on the development of global engagement across the curriculum, will increase direct engagement both inside and outside of the classroom with people from around the world to bolster intercultural competence and understanding of global issues for all students and faculty.

### COMMITMENT 3 GOAL 2:

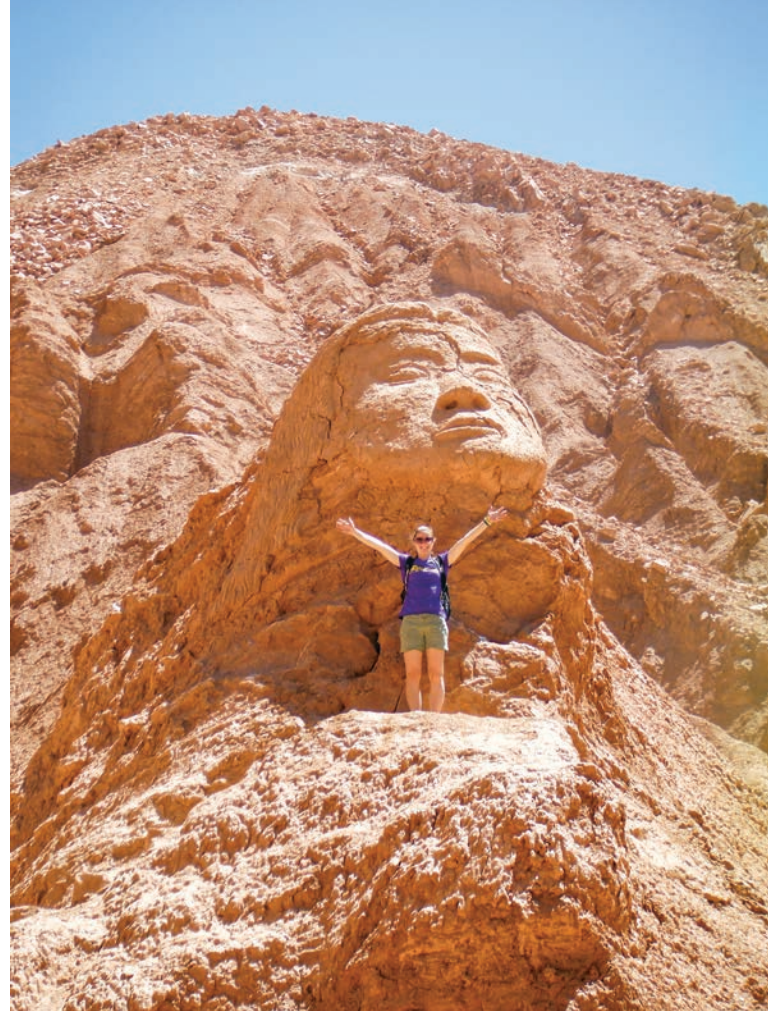
6% of entering undergraduates and 15% of graduate students will be from outside the U.S. and will be integrated into current university systems for stronger international, graduate, and undergraduate student experience and support. (Target: 2020)

The presence of international students enriches Gonzaga's culture and the educational experience for all students. The presence of international students also aligns Gonzaga with the Jesuit commitment to encounters across cultures. Since 2010, 1-2% of the incoming undergraduate classes and 10-12% of graduate students have come from outside the United States.

## ARCHITECTURE:

On the northwest façade of Hemmingson Center is a quote by former Jesuit Superior General Adolfo Nicolás, S.J., for all to see.

The new context of Globalization requires us to act as a universal body with a universal mission realizing at the same time the radical diversity of our situation. It is as a worldwide community and simultaneously as a network of local communities that we seek to serve others across the world.



## THE INTERNATIONAL EDUCATION COUNCIL

The International Education Council (IEC) was formally constituted for the first time in Fall 2008. The IEC strives to build upon the University's mission to develop a comprehensive international ethos throughout Gonzaga. The IEC promotes a Global Gonzaga by fostering the internationalization of curricula and encouraging international experiences among faculty, staff, and students. The IEC serves as an advisory body to the Senior International Office who advises the Provost.



PILLAR



# ADMINISTRATIVE LEADERSHIP, STRUCTURE, AND STAFFING





The Center for Global Engagement was created in 2012 after several reports were produced by various departments across campus on best practices for internationalization.

## 1ST ITERATION:

The 1st iteration of the Center for Global Engagement consisted of the English Language Center, Gonzaga in Florence, International Student and Scholar Services, and Study Abroad. At the time, International Student and Scholar Services was responsible for both international student recruitment and immigration compliance for international students with the U.S. Government. The English Language Center consisted of Intensive English Classes, Pathways (Global Bridge) and MA- TESOL.

The Center for Global Engagement employed staff of 30 to 35 people from 2012 to 2018. With 30 to 40 faculty members. The Center reported to the academic vice president. Staffing within in the Center consisted of the following:

- Assistant Vice President (Senior International Officer)
- Administrative Assistant to the Assistant Vice President
- Director of the English Language Center (hired in December 2017)
- Chair of the English Language Center (chair rotated each academic year)
  - » 6 to 10 faculty members
- Director of Gonzaga in Florence
  - » 10 staff members (includes director)
  - » 30 faculty (includes director and some staff)
- Director of International Student and Scholar Services (PDSO)
  - » 5 staff members (includes director)
- Director of Study Abroad
  - » 4 staff members (includes director)

In 2015, the Center for Global Engagement was moved from Schoenberg Center into Hemmingson Center and given prime space just inside the Northwest door. The administrative staff was moved into the Hemmingson Center, as well. The faculty in the English Language Center was moved to Welch Hall.

## 2ND ITERATION AND STRUCTURE:

The Center for Global Engagement currently consists of International Partnerships and Collaboration, International Student and Scholar Services, and Study Abroad. Prior to the 2018-19 year, MA- TESOL was moved from the English Language Center to the School of Education. During the 2018-19 academic year work was done with the interim provost and associate provost of Enrollment Management to realign components of the Center.

**GONZAGA IN FLORENCE:** Prior to 2016, Gonzaga in Florence reported to the academic vice president. From 2016 to 2018, Gonzaga in Florence reported to the assistant vice president for Global Engagement. Due to the unique financial implications of Gonzaga in Florence to the University, the program was moved to report to the provost in spring 2019.

**INTERNATIONAL ADMISSIONS:** In 2018-19, International Admissions was made a distinct office from International Student and Scholar Services. In 2018-19, International Admissions was moved to Undergraduate Admissions to align the University recruitment process and to integrate them into the CRM that Gonzaga had purchased for recruitment.

**THE ENGLISH LANGUAGE CENTER:** In spring 2019, the English Language Center was moved to the Department of Modern Languages and Literature to allow the faculty of the English Language Center to align with other faculty who specialize in language acquisition. Additionally, this allowed the English Language faculty to be a part of an academic division.

The Center for Global Engagement currently staffs 11 people. The Center reports to the associate provost for Enrollment Management and is a part of the Enrollment Management Division.

**Staffing within in the Center consists of the following:**

- Director (Senior International Officer)
- Budget and Personnel Officer
- Administrative Assistant/Front Desk
- Director of International Partnerships and Collaboration
- Assistant Director of International Student and Scholars (PDSO)
  - » 3 staff (includes assistant director)
- Associate Director of Study Abroad
  - » 4 staff (includes associate director)

The Center for Global Engagement continues to be located in the Hemmingson Center.



PILLAR



# CURRICULUM, CO-CURRICULUM, AND LEARNING OUTCOMES

## GENERAL EDUCATION REQUIREMENT:

Global Studies (GS) Designation: Courses with the Global Studies designation challenge students to perceive and understand human diversity by exploring diversity within a context of constantly changing global systems. These courses promote knowledge of particular social practices and cultural systems, primarily those outside the United States; prepare students with the skills necessary to engage people in other societies; and develop attitudes that reflect curiosity, openness to difference, and critical reflection when encountering values and belief systems that are different from the student's own.

**Learning Outcomes:** At the completion of this course, students will be able to

1. demonstrate knowledge of particular social practices and cultural systems as constructed by members of one or more societies (past or present).
2. demonstrate the skills necessary to engage people in those societies.
3. demonstrate openness to difference and critical reflection when encountering values and belief systems that are different from the ones with which they are already familiar (attitude).

## INTERNATIONAL DISCIPLINES:

- The International Business Concentration is designed for students who want to prepare themselves to meet the challenges associated with globalization. This concentration must be taken in tandem with another major (accounting) or another concentration. Students must complete the international course for the functional area of their primary concentration, if offered. This international course can be used to fulfill either a requirement in the primary concentration or the international business concentration.
- International Studies is a multi-disciplinary course of study preparing students for a variety of careers with an international dimension. The curriculum is designed to support Gonzaga University's mission to foster "a mature commitment to the dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet." We are also committed to the College of Arts and Sciences' vision of "engaging with meaningful problems in our local and global communities and pursuing the cause of social justice."
- The Modern Languages and Literature Department is home to the study of nine languages taught at a range of skill levels; Arabic, Chinese, English as a Second Language, French,

German, Italian, Japanese, Spanish, Tagalog. Gonzaga requires all of those seeking a degree in the College of Arts and Sciences to demonstrate competence in a second language

## LEARNING OUTCOMES:

The International Education Council (IEC), upon careful consideration upon a recommendation from the Interim Dean of the College of Arts and Sciences, agreed to use the AAC&U VALUE Rubrics.

The original AAC&U VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from more than 100 higher education institutions to develop 16 VALUE rubrics for the Liberal Education and America's Promise (LEAP) Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on their college campuses.

In 2019-20, the following learning outcomes were identified by the IEC for Summer Short Term Study Abroad Programs (Faculty-led and Gonzaga in Florence).

- **Knowledge of Cultural Worldview Frameworks:** Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- **Understanding Global Systems:** Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
- **Cultural Self-Awareness:** Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
- **Applying Knowledge to Contemporary Global Contexts:** Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
- **Cultural Diversity:** Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
- **Independence:** Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.



PILLAR  
**IV**

# FACULTY POLICIES AND PRACTICES

## GLOBAL ENGAGEMENT FACULTY DEVELOPMENT FUNDS:

In 2017-18, Interim Academic Vice President Elizabeth Merriman-Jozwiak approved \$50,000 for the Center for Global Engagement operating funds for faculty development. In 2018-19, Interim Provost Beth Martin approved a request to create a Global Engagement Faculty Development Fund that the IEC and the Center for Global Engagement would manage out of the \$50,000.

The funding made opportunities available for faculty to create and/or share global knowledge by: (1) developing global engagement components for a course(s), (2) pursuing research/scholarly and/or creative endeavors, or (3) creating opportunities for collaboration with international faculty and students.

## Report from the College and Schools Survey

### COLLEGE OF ARTS AND SCIENCES:

1. **What international research are faculty doing in the School?** We do not have an inventory, nor do we have a formal assessment tool to track this activity.
2. **What international conferences faculty were attending?** We do not have an inventory, nor do we have a formal assessment tool to track this activity. We can pull travel requests from last academic year, if needed.
3. **Are faculty applying for Fulbright's or other prestigious international scholarships?** Yes, we've had faculty receive these. Most recently Fulbright Scholar Ann Ostendorf, History, taught abroad in Japan (2019-2020).
4. **Are faculty teaching abroad on sabbaticals?** This is rare, if at all. We have not tracked this kind of activity.
5. **Does leading/participating in study abroad programs count toward tenure?** Faculty are evaluated in areas outlined in Section 300 of the Handbook. Leading/teaching in study abroad programs would be counted as part of teaching and advising/mentoring.
6. **Is there an articulated commitment in the College to internationalization?** Yes. **Vision 2024**, the College Strategic Plan, articulates several areas in global engagement/internationalization.
  - a. Teaming with educational, institutional and professional partners at Gonzaga and around the world to create a global educational experience for our students by:
    - I. *Developing study abroad and place-based opportunities that emphasize experiential learning and intercultural experiences:* Continue to collaborate with the Center for Global Engagement and Jesuit partners to cultivate local and international community partnerships. Work with the Center for Global Engagement to examine data on students' study abroad interests and needs.
    - II. *Educating faculty on resources that promote global or intercultural engagement in the curriculum:* Create and incentivize opportunities to prepare faculty to deepen global engagement in the classroom. Building on Global Studies courses in the university core, continue to promote global learning across the CAS curriculum so that students have multiple opportunities to gain global competence throughout their education.
    - III. *Leveraging the experience and abilities of international students and faculty on campus to support globalization across the curriculum, including developing further opportunities for students to share their experiences gained from living and/or studying abroad.* Pursue partnerships with Modern Languages (ELC) and the Center for Global Engagement (international students) to enrich classroom experiences for both native and non-native English speakers, such as through conversation partners. Work with student clubs focused on developing intercultural competencies.
7. **Is there an international curriculum? Yes. Vision 2024:** Challenging our students to understand and apply their education in an increasingly globalized world by developing a strategy to enhance language proficiency and intercultural competency at GU; Replace College core with additional requirements including a second language requirement:
  - \*\* Effective fall 2016, all students must demonstrate intermediate proficiency in a second language.
  - a. **Is there a degree program?** Yes. The International Studies Department offers students a broad curriculum.
    - I. Bachelor of Arts, International Relations major
    - II. Bachelor of Arts, International Studies: Asian Studies major
    - III. Bachelor of Arts, International Studies: European Studies major
    - IV. Bachelor of Arts, International Studies: Latin American Studies major
    - V. Minor in International Relations

- VI. Minor in International Studies: Asian Studies
- VII. Minor in International Studies: European Studies
- VIII. Minor in International Studies: Latin American Studies
- IX. Area Studies provide students with a more focused program of study in one of three regions: Asia, Europe or Latin America.

b. **How many classes or credits?** [www.gonzaga.edu/college-of-arts-sciences/about/information-for-students/degree-worksheets#international-studies](http://www.gonzaga.edu/college-of-arts-sciences/about/information-for-students/degree-worksheets#international-studies)

8. **Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** No

### SCHOOL OF BUSINESS ADMINISTRATION:

1. **What international research are faculty doing in the School?** School of Business Administration (SBA) faculty have done research in many areas of international business. Many have published in journals or presented at conferences that have “International” in the title but that’s not always a good indicator of topic. Looking across some of our faculty CVs you will see work on such topics as immigration, wealth effects in Brazil, mindfulness, manufacturing infrastructure, crisis management, brand attitude, consumer behavior, country-of-origin, cultural intelligence, impact of credit crisis on foreign stocks, burnout and depression, social justice, divestment in China, corporate governance in Korea, information technology in China, socio-economic development in Southeast Asia, multicultural ethics, tax implications for foreign partners, foreign exchange risk, and emerging markets.
2. **What international conferences faculty were attending?** In the last few years, SBA faculty have presented papers at conferences in Canada, Brazil, Ireland, Kenya, Italy, China, India, Greece and the UK, among other places.
3. **Are faculty applying for Fulbright’s or other prestigious international scholarships?** Occasionally yes. Tim Olsen, associate professor of MIS, is currently on a Fulbright to Malaysia.
4. **Are faculty teaching abroad on sabbaticals?** Occasionally yes.
5. **Does leading/participating in study abroad programs count toward tenure?** Yes. In addition to its specific impact (e.g., teaching), it would be seen as academic citizenship.
6. **Is there an articulated commitment in the School to internationalization?** Yes, among other things, it is found in our strategic plan.

7. **Is there an international curriculum?** Yes.
  - a. **Is there a degree program?** Yes, as part of the business administration major we offer a concentration in International Business.
  - b. **How many classes or credits?** 12credits
8. **Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** No.

### SCHOOL OF EDUCATION:

1. **What international research are faculty doing in the School?** N/A
2. **What international conferences faculty were attending?** Some counseling faculty have presented at international conferences.
3. **Are faculty applying for Fulbright’s or other prestigious international scholarships?** N/A
4. **Are faculty teaching abroad on sabbaticals?** N/A
5. **Does leading/participating in study abroad programs count toward tenure?** No
6. **Is there an articulated commitment in the School to internationalization?** No
7. **Is there an international curriculum?** Yes and No
  - a. **Is there a degree program?** The Master of Arts in Teaching English to Speakers of Other Languages (MA/ TESOL) Program prepare individuals for a career as an ESOL teacher or language specialist who helps students develop skills for diverse and global societies.
  - b. **How many classes or credits?** 36 Credits
8. **Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** The School of Education was to host the Japan-U.S. Teacher Education Consortium Conference in June 2020.

### SCHOOL OF ENGINEERING AND APPLIED SCIENCE:

1. **What international research are faculty doing in the School?** Faculty in the School of Engineering and Applied Science have worked on a joint research project on predictive power control for relay network with Qatar University, Qatar. Additionally, they have worked with Nile University, Egypt, since 2015, on content distribution for relay networks and content recommendations and valuations. Some faculty are members of D.A.R.C.L.E, an international group of researchers who meet monthly to discuss topics related to processing day-long recordings of children. Their area of research is computational linguistics, and in regional dialects. Other faculty are co-authoring

research papers and a book with scholars at the University of Twente in the Netherlands.

**2. What international conference faculty were attending?**

- » Faculty have attended and published papers in the Institute of Electrical and Electronics Engineers (IEEE) International Conference on Communications Workshops and the IEEE Global Communications Conference.
- » 18th International Conference on Machine Learning and Applications, Florida, 2019
- » The Genetic and Evolutionary Computation Conference, Kyoto, Japan, 2018
- » Joint 17th World Congress of International Fuzzy Systems Association and 9th International Conference on Soft Computing and Intelligent Systems, Otsu, Japan, 2017
- » 17th Annual Convention of the Media Ecology Association, Bologna, Italy, 2016
- » 2020 American Control Conference

**3. Are faculty applying for Fulbright's or other prestigious international scholarships?** Some faculty have applied for the Fulbright, but were turned down, but plan to apply for a Fulbright in the future.

**4. Are faculty teaching abroad on sabbaticals?** Typically, faculty are not teaching at other universities on sabbatical. Some have taught at Gonzaga in Florence in the past.

**5. Does leading/participating in study abroad programs count toward tenure?** N/A

**6. Is there an articulated commitment in the School to internationalization?** N/A

**7. Is there an international curriculum?** No

**8. Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** No

### SCHOOL OF LAW:

**1. What international research are faculty doing in the School?** We have several faculty who engage in comparative legal scholarship or regularly write about foreign law. Chief among them are Professors Upendra Acharya and Mary Pat Treuthart.

**2. What international conferences faculty were attending?** Asian Society of International Law. There may be others.

**3. Are faculty applying for Fulbright's or other prestigious international scholarships?** Several faculty have received Fulbrights over the years; Ann Murphy—China (twice);

Megan Ballard—Jordan; Inga Laurent—Jamaica.

**4. Are faculty teaching abroad on sabbaticals?** Not all are, but some have.

**5. Does leading/participating in study abroad programs count toward tenure?** It can count toward Academic Citizenship

**6. Is there an articulated commitment in the School to internationalization?** Not at this time, although that's a good idea, and something we should work toward.

**7. Is there an international curriculum?**

**8. Is there a degree program**

- a. **How many classes or credits?** We don't have a degree program, although a committee this year is investigating how we might take better advantage of our summer program in Florence, to offer, perhaps, a certificate for foreign lawyers. Courses taught in Florence by our faculty are comparative in nature. We also teach International Law and International Human Rights/ Women's Rights regularly, and occasional upper-level electives that are rooted in international/comparative law.

**9. Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** No.

### SCHOOL OF LEADERSHIP STUDIES:

**1. What international research are faculty doing in the School?** Pavel Shlossberg: Two separate projects in Colombia. The first is on civic efforts at peace-building and non-violent resistance by ethnic communities in rural Colombia in the face reconfigured and intensifying rural violence in the aftermath of the Peace agreement. The second project looks at the role that grassroots community media plays in creating spaces for civic voice and empowerment for marginal urban communities in Cali populated by individuals displaced by conflict. Kem Gambrell has two book chapters accepted for International Leadership Research Handbook. Adrian Popa and Steven Kyle Denton in partnership with Brussels European Forum – Impact of global immersions on global leadership mindset. Josh Armstrong published an article on the development of intercultural competencies by students who participated in the Zambia study abroad program, to be published by the Journal of Leadership Education in October 2020. Armstrong is in the process of becoming a country co-investigator in Zambia for the GLOBE 2020 study, an international global leadership and organizational behavior effectiveness study with more than 300 researchers from 62 countries studying more than 17,000 mid-level managers.



**2. What international conference faculty were attending?**

Sherri Lynch and Rachele Strawther will be presenting at the International Leadership Association (ILA) in November. Kem Gambrell and Lynch, along with Assistant Professor of Education Catherine Zeisner, are hosting an interactive roundtable at ILA titled, “Tend and Befriend, Resiliency, and Women in Higher Education.” Rosey Hunter and Strawther are co-presenting “Developing Physician-Leaders: How Two Universities Partnered to Create a Medical School Leadership Pathway,” along with Associate Dean Potyk from UW School of Medicine. Other conferences attended by faculty include Pavel Shlossberg: Latin America Studies Association annual conference in locations such as Lima, Peru, Guadalajara, Mexico, and San Juan, Puerto Rico; Digital Humanities International Studies Association Conference in Mexico City; and ERIP conference in Morelia, Mexico. Gambrell: In March attended “Te Tiriti-based Futures + Anti-racism,” which was virtually presented out of New Zealand. Other ILA Presenters: Josh Armstrong, Kristine Hoover, Shann Ferch, Mike Carey, Dung Tran.

**3. Are faculty applying for Fulbright’s or other prestigious international scholarships?** Pavel Shlossberg submitted a grant with LASER-PULSE/USAID. Kem Gambrell is working on a Fulbright proposal for summer 2022-23 with hope to return to New Zealand for the grant. Adrian Popa is working with Timisoara West University on Erasmus+ agreement between for Gonzaga faculty to teach at that university.

**4. Are faculty teaching abroad on sabbaticals** N/A

**5. Does leading/participating in study abroad programs count toward tenure?** Yes, most directly reflective of the teaching and perhaps citizenship (faculty handbook).

**6. Is there an articulated commitment in the School to internationalization?** N/A

**7. Is there an international curriculum?** Global Leadership Concentration in COML/ORGL, courses include Introduction to Global System, Globalization and its Impacts, Global Citizenship, International and

Intercultural Communication, and study abroad courses such as Communication, Leadership and Community Development,;Methods of Inquiry and Strategy for Contemporary Global Issues, Florence (International) Law Seminars, Project Europe at a Crossroads, and Renaissance Leadership for the 21st Century.

a. Is there a degree program: Global Leadership Concentration

b. How many classes or credits? 4 classes or 12 credits

**8. Does the college/school have international collaborations and/or partnerships that CGE may not be aware of?** Yes, SLS partnered with Pontifica Universidad Javeriana for the past three years to deliver a one-week study-abroad course for its M.B.A. students entitled, Innovative Leadership. Joe Albert and Adrian Popa were guest faculty at PUJ-Bogota three years ago. A study-abroad course is being planned for Sophia University and several other Japanese universities, in which their students will study women’s leadership and intercultural competence at Gonzaga for one week next year. Rosey Hunter is working Jesuit Refugee Service in Afghanistan, Myanmar, and Thailand.

**SCHOOL OF NURSING & HUMAN PHYSIOLOGY:**

**1. What international research are faculty doing in the School?** In a survey distributed in June 2020, only one respondent indicated that they had conducted international research during their tenure with the School of Nursing and Human Physiology. Dean and Professor Vince Salyers has carried out data analysis and three publications in Canada. The research, carried out with colleagues in Canada, related to student and faculty perspectives about care of older adults. Salyers has also studied and published two articles related to interdisciplinary international education experiences for university students and how to make these sustainable over time.

Gonzaga School of Nursing and Human Physiology faculty have participated in various international research endeavors outside their tenure with SNHP. Jane Tiedt, associate dean for Graduate Programs, participated in a



grant from the World Diabetes Federation to implement a diabetes train-the-trainer program in Liberia. Elise Donovan, lecturer in Human Physiology, conducted a post-doctoral fellowship in New Zealand at the Liggins Institute in the University of Auckland School of Medicine. From there, Elise travelled to and presented at multiple meetings in New Zealand, as well as meetings in Lisbon, Portugal and Singapore. Nursing Lecturer Melanie Nash participated in four medical missions to five states in India and one medical mission in Kenya.

2. **What international conferences were faculty attending?** Susan Edwards, lecturer in Nursing and Resource Simulation Center director, attended the International Meeting of Simulation in Healthcare.
3. **Are faculty applying for Fulbright's or other prestigious international scholarships?** N/A
4. **Are faculty teaching abroad on sabbaticals?** N/A
5. **Does leading/participating in study abroad programs count toward tenure?** While leading/participating in study abroad programs is not specifically included in the Department of Nursing criteria, any study abroad experience could count toward tenure. This would depend on how the faculty articulated how leading a study abroad program supports the criteria around teaching, advising, academic citizenship and/or professional development.

6. **Is there an articulated commitment in the School to internationalization?** Students in the School of Nursing and Human Physiology have opportunities to research with exemplary faculty, pursue social justice by serving vulnerable populations, and are encouraged to engage with health communities locally, nationally and around the world.

7. **Is there an international curriculum?** Many of the BSN courses consider a global perspective, however, the undergraduate core designation of Global Studies is only given when 50% or more of the curriculum is related to global issues.

Only one nursing course has this designation and it is taught as NURS 210/PSYC 357. It is only available through study abroad at in Gonzaga-in-Scotland. Nursing Lecturer Julie Derzay has taught this course with a Psychology faculty member, based on enrollment. The undergraduates complete six credits of Global Studies designated courses as a degree requirement for a BSN. However, they usually are not NURS courses.





PILLAR  
**V**

# STUDENT MOBILITY

# INTERNATIONAL STUDENTS:

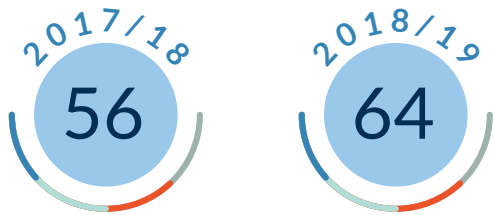
## Enrollment of International Students

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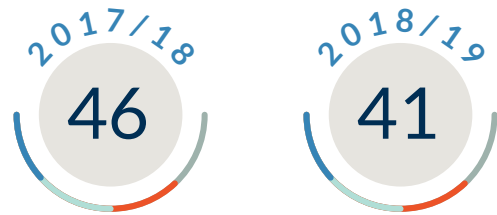
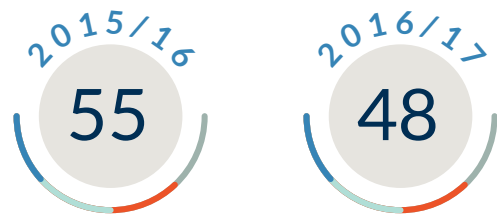
## Undergraduate International Student Enrollment

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## Graduate International Student Enrollment

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## Intensive English Students



## Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL
FEMALE	427	438	446	565	320	2196
MALE	204	276	280	358	196	1314
<b>TOTAL</b>	<b>631</b>	<b>714</b>	<b>726</b>	<b>923</b>	<b>516</b>	<b>3510</b>

# AMERICA



	2015/16	2016/17	2017/18	2018/19	2019/20
BELIZE	1	1			
BRAZIL	11				2
CANADA	18	13	13	14	15
COLOMBIA	2		1	2	
ECUADOR	1	1	1	1	2
HONDURAS		1			1
MEXICO	8	6	4	4	4
PANAMA					1
VENEZUELA	2	3	3	3	5





# EUROPE



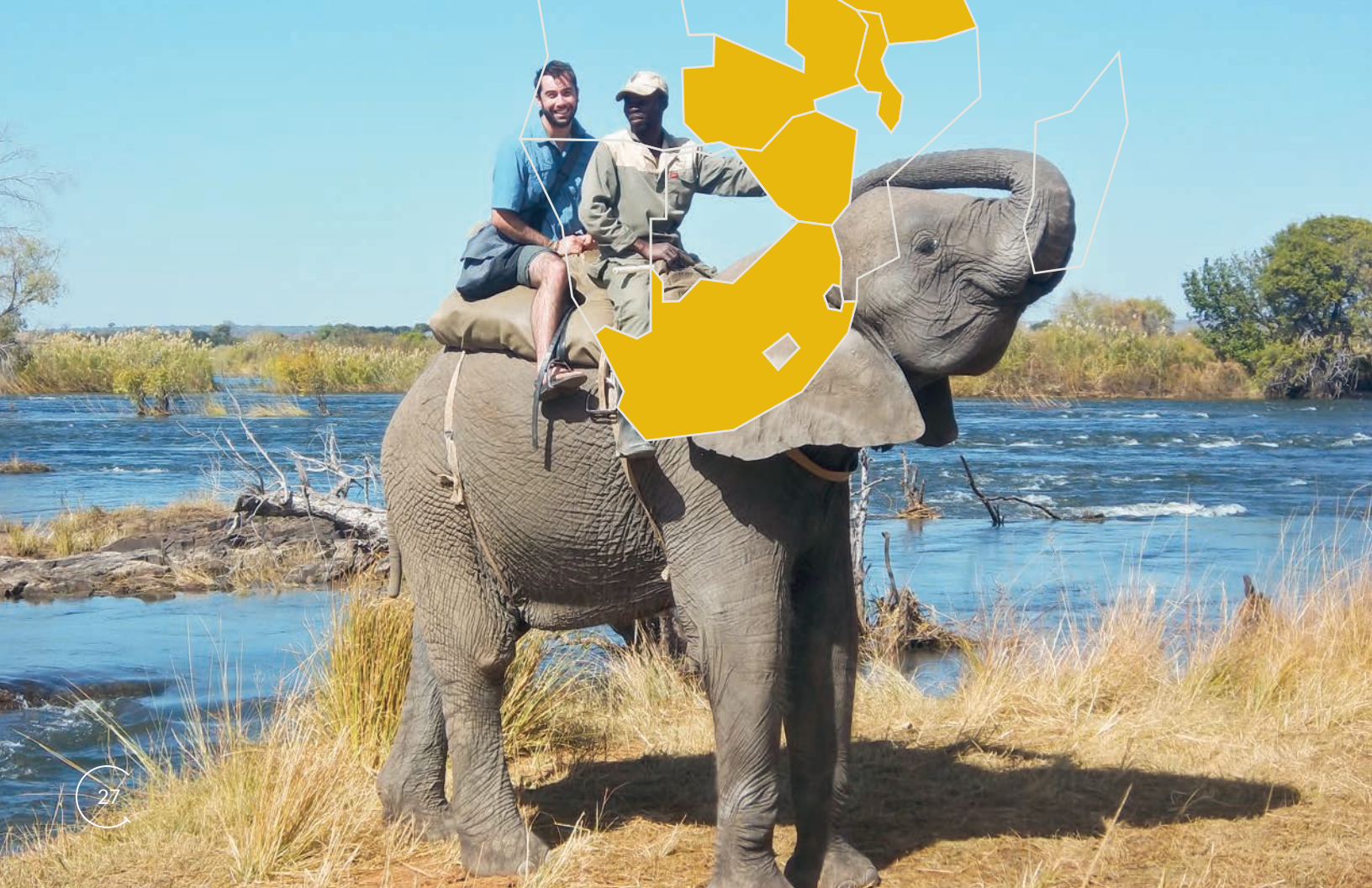
	2015/16	2016/17	2017/18	2018/19	2019/20
ALBANIA	3	4	4	4	4
CZECH REPUBLIC					1
DENMARK	1	2	1	1	1
FRANCE		1	3	2	2
GERMANY	3	1	1		
ICELAND	1				
IRELAND					1
ITALY	1		1	3	1
LITHUANIA					1
MOLDOVA				1	1
NETHERLANDS	2				
POLAND	1	1			
PORTUGAL	1				
ROMANIA				1	1
RUSSIAN FEDERATION				1	3
SERBIA				1	1
SPAIN	4	2	4	5	6
SWEDEN					2
UNITED KINGDOM	1	1	1	1	1



# ASIA

	2015/16	2016/17	2017/18	2018/19	2019/20
AZERBAIJAN					1
BANGLADESH		1		1	1
BURMA-MYANMAR	1	1			
CHINA	17	20	20	14	10
INDIA	5	3	5	3	4
INDONESIA			1	1	1
IRAN	1				
IRAQ		1	1	1	
JAPAN	16	12	13	14	10
KOREA	9	3	3	5	4
KUWAIT					1
LEBANON	1				
LIBYA	1	2	1	1	
MALAYSIA		1	1	1	2
NEPAL	1	1	1	1	
PHILIPPINES	4	3	1	1	1
SAUDI ARABIA	54	34	21	13	7
SYRIA		1			
TAIWAN	1	3	1	2	2
THAILAND	2	3	3	4	4
VIETNAM	5	8	9	7	7
YEMEN					1






# AFRICA



	2015/16	2016/17	2017/18	2018/19	2019/20
CONGO		1	2	1	
ETHIOPIA				1	1
KENYA	5	3	6	7	3
MALAWI	1	1			3
MALI					1
NIGERIA		1	2	2	
SOUTH AFRICA	1	1	1		
TANZANIA		2	1	1	
UGANDA	1	1	1	1	1
ZAMBIA				1	1
ZIBABWE	1	1			

# OCEANIA

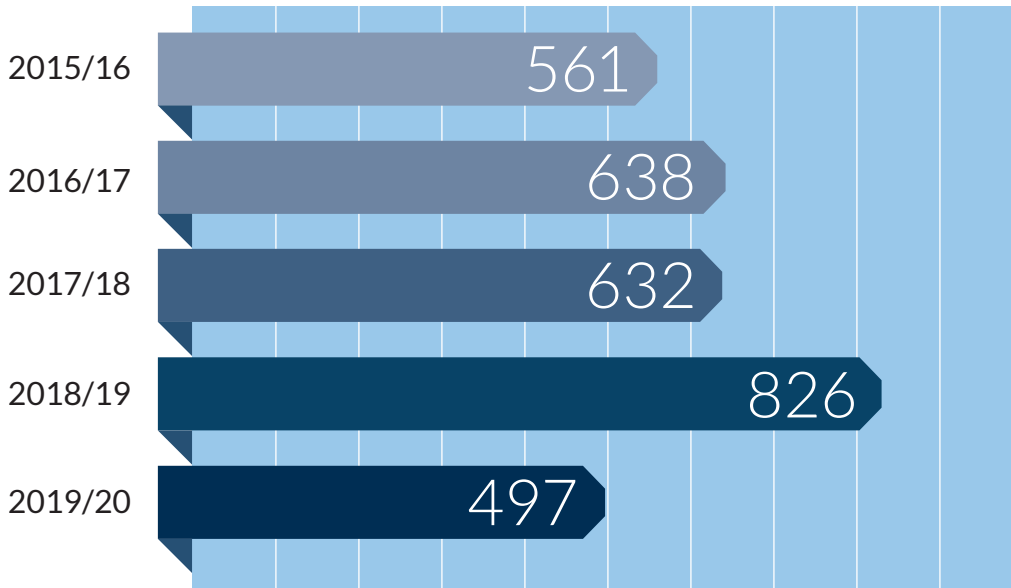


	2015/16	2016/17	2017/18	2018/19	2019/20
AUSTRALIA	4	3	1	1	1
NEW ZEALAND		1	1		1
UNKNOWN	1		2	4	2

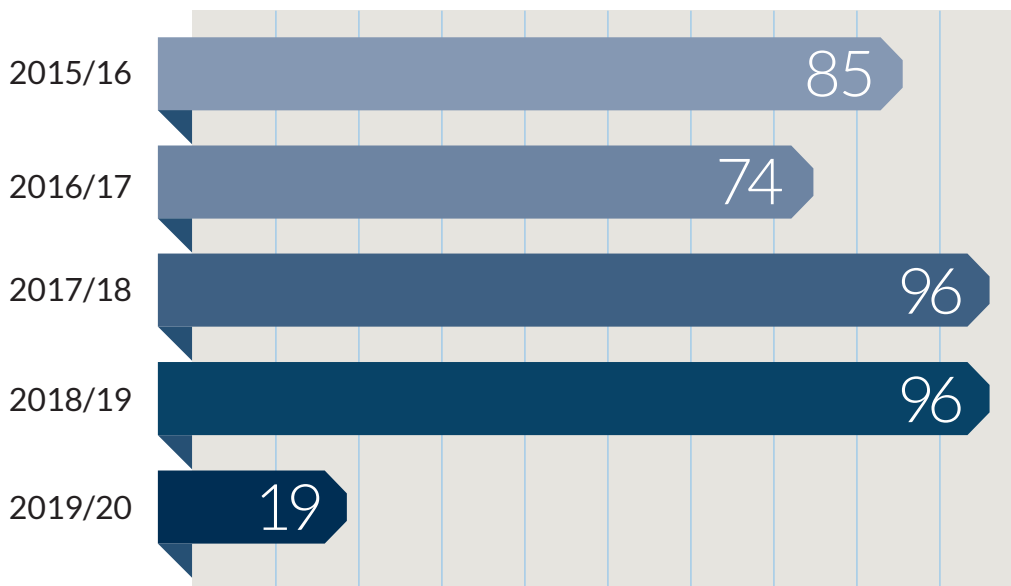
## STUDY ABROAD:

Please note in the following report, 2019/2020 numbers reflect only Fall 2019 and Spring 2020 semesters. The Summer 2020 semester was canceled due to COVID-19 restrictions.

### Undergraduate Study Abroad Enrollment



### Graduate Study Abroad Enrollment



## Program – GU Program Enrollment

	2015/16	2016/17	2017/18	2018/19	2019/20
Domestic	3	6	10	11	5
Exchange	9	5	4	4	1
Faculty-led	174	274	175	250	35
Gonzaga in Florence	300	276	297	323	245
Gonzaga in Paris*	13	3	0	0	0
Non-Sponsored	17	20	40	35	7
Sponsored	115	130	200	300	223
<b>Total</b>	<b>631</b>	<b>714</b>	<b>726</b>	<b>923</b>	<b>516</b>

\*Gonzaga in Paris was discontinued in 2017

## Program – Non-GU Program Enrollment

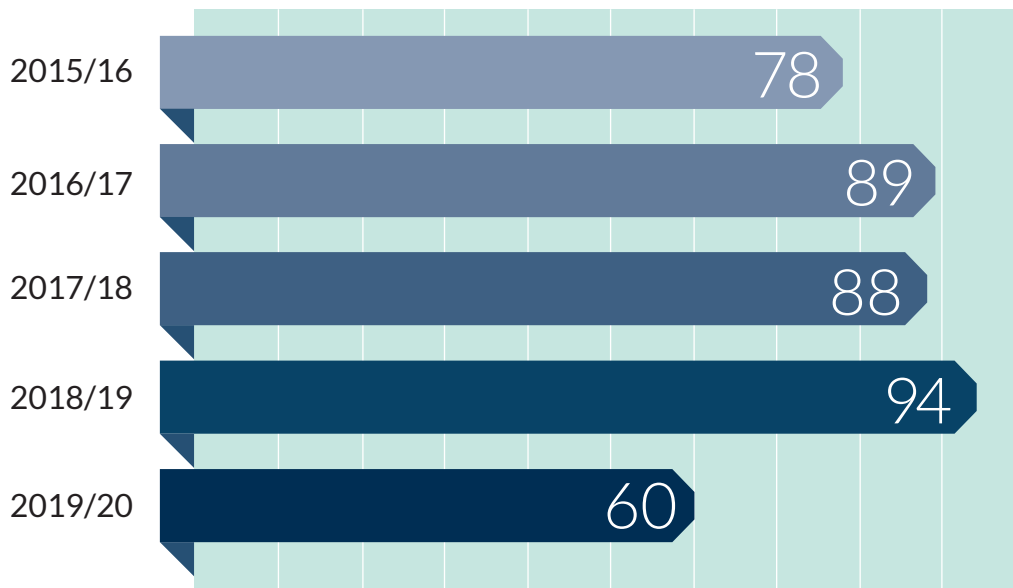
	2015/16	2016/17	2017/18	2018/19	2019/20
Gonzaga in Belgium & Italy			1	1	
Gonzaga in Chimfunshi			1		
Gonzaga in Derry	2				
Gonzaga in Ecuador		1			
Gonzaga in Florence	72	67	72	74	98
Gonzaga in Florence: Law Program	4	7	5	5	
Gonzaga in Florence: Renaissance Leadership			1		
Gonzaga in Valyermo			1		
Gonzaga in Sinop: Archaeological Field Pro-ject	3	5			
	<b>81</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>98</b>



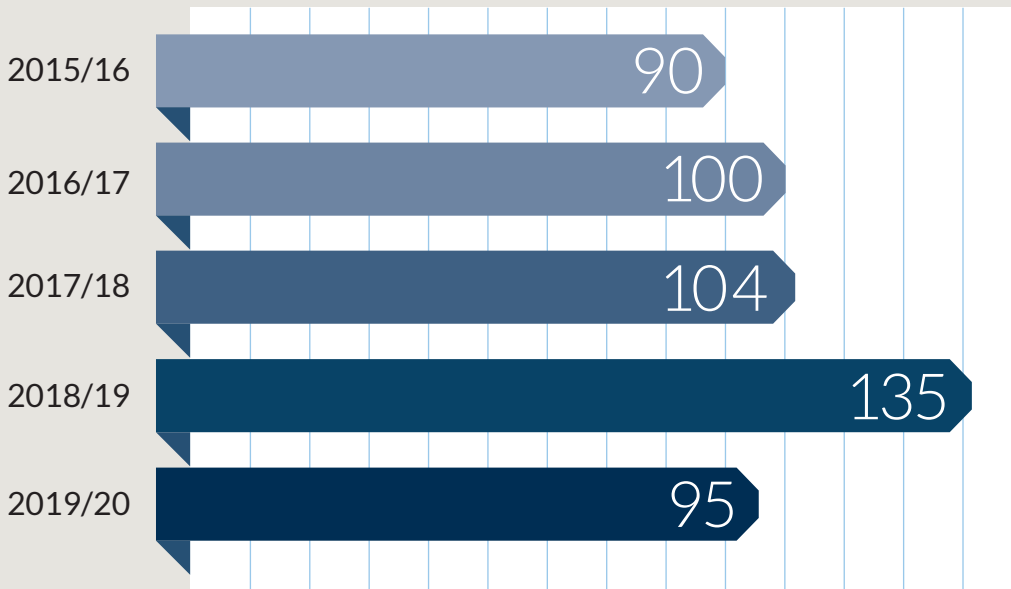
## Ethnicity

	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL	PERCENTAGE
American Indian or Alaskan Native	3	3	2	4	4	16	0.46%
Asian	27	33	29	31	18	138	3.93%
Black of African American	7	11	8	10	8	44	1.25%
Hispanic of any race	52	63	77	102	53	347	9.89%
Native Hawaiian or Other Pacific Island	0	0	4	3	2	9	0.26%
Nonresident Alien	5	2	2	5	0	14	0.40%
Two or more races	35	38	38	59	26	196	5.58%
Unknown	25	23	23	42	10	123	3.50%
White	477	541	543	667	395	2623	74.73%
<b>Total</b>	<b>631</b>	<b>714</b>	<b>726</b>	<b>923</b>	<b>516</b>	<b>3510</b>	<b>100.00%</b>

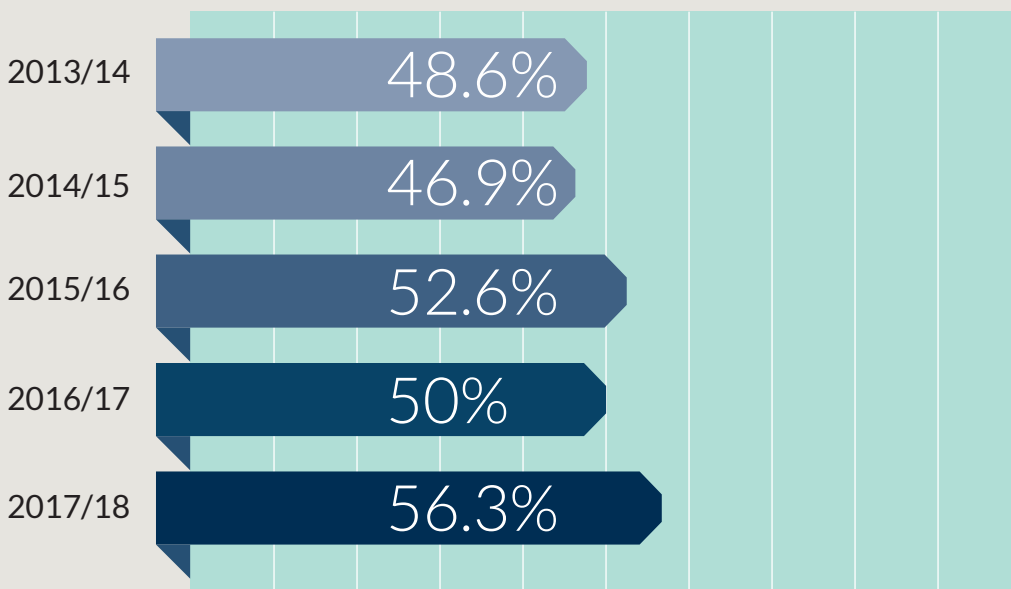
## 1st Generation Students



## Number of Pell Grant Recipients Who Studied Abroad



## Percentage of Undergraduate who study abroad

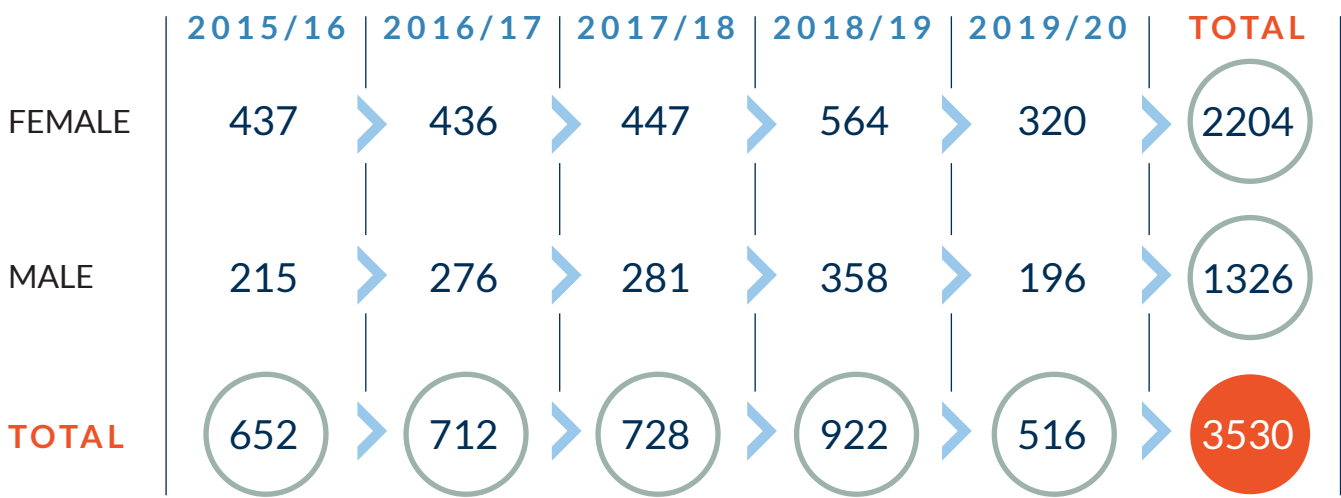


\* The Institute for International Education reporting is one year behind





## Gender



## Headline

Duration	2015/16	2016/17	2017/18	2018/19	2019/20
Semester	379	364	500	612	478
Spring Break	24	20			7
Summer	217	298	189	270	
Wintermester		21	22	31	22
Year	11	11	17	9	9
<b>Total</b>	<b>631</b>	<b>714</b>	<b>728</b>	<b>922</b>	<b>516</b>

## Study Abroad Destinations

Destination	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL	PERCENTAGE
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### AMERICA

Argentina	3	2	3	2	5	15	0.42%
Colombia	4	10	15	11		40	1.12%
Chile	4	6	9	13	9	41	1.15%
Costa Rica	2	5	2	7	2	18	0.50%
Dominican Republic			2	1		3	0.08%
Ecuador		38	7	17		62	1.73%
Mexico	22	22	22	30	29	125	3.50%
Panama	4	2	3	1	2	12	0.34%
Peru			3	2		5	0.14%
United States	3	19	37	43	11	113	3.16%

### ASIA

Bhutan			2		2	4	0.11%
Cambodia	1	1		1		3	0.08%
China	33	18	9	16	1	77	2.15%
India	1	2	2	1		6	0.17%
Israel		10			1	11	0.31%
Japan	5	5	5	5	1	21	0.59%
Jordan		6	4	4	5	19	0.53%
Philippines			1		1	2	0.06%
Thailand	1	1	1			3	0.08%

### EUROPE

Austria	2	10		8	2	22	0.62%
Belgium	2	24	25	25		76	2.13%
Czech Republic			6	6	4	16	0.45%
Denmark	4	2	7	7	12	32	0.90%
France	14	3	6	17	11	51	1.43%
Germany			1			1	0.03%

Destination	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL	PERCENTAGE
Greece		2			1	3	0.08%
Ireland	16	1	3	16	7	43	1.20%
Italy	353	325	355	418	245	1696	47.45%
Netherlands		1		12		13	0.36%
Norway		1				1	0.03%
Portugal			2			2	0.06%
Russia			1			1	0.03%
Spain	46	41	71	131	111	400	11.19%
Sweden					1	1	0.03%
Switzerland		1				1	0.03%
United Kingdom	56	86	53	69	33	297	8.31%

## AFRICA

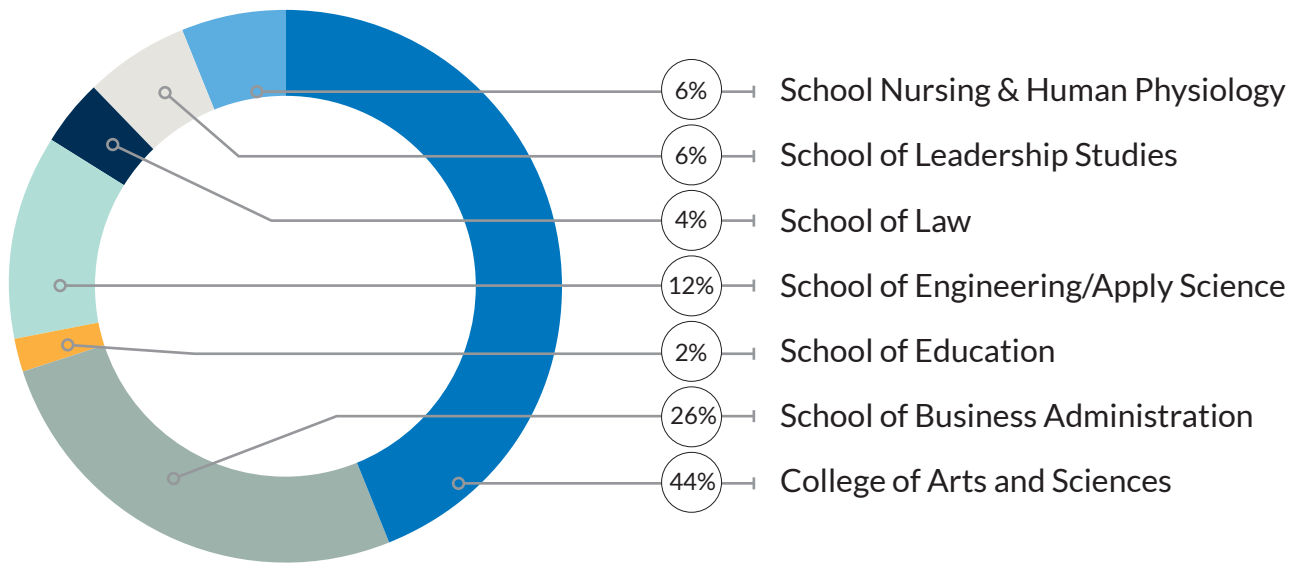
Ghana	2	2	2	3		9	0.25%
Morocco			1	1		2	0.06%
Multi	2	1	1		1	5	0.14%
South Africa	2	2	3	9	4	20	0.56%
Tanzania		2	3	3		8	0.22%
Turkey	3	2				5	0.14%
Turks & Caicos	2	1		3	1	7	0.20%
Uganda			1			1	0.03%
Zambia	31	47	32	19		129	3.61%
Zimbabwe		28				28	0.78%

## OCEANIA

Australia	3	2	2	3	2	12	0.34%
New Zealand	13	23	40	25	11	112	3.13%

<b>Total</b>	<b>634</b>	<b>754</b>	<b>742</b>	<b>929</b>	<b>515</b>	<b>3574</b>	
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## College and School 2015-2020



## College and Schools 2015-2020

	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL
College of Arts and Sciences	286	310	291	419	253	1559
School of Business Administration	160	172	199	240	149	920
School of Education	16	13	14	16	8	67
School of Engineering /Appl Sci	72	96	90	101	59	418
School of Law	46	34	24	21	8	133
School of Leadership Studies	40	33	66	63	10	212
School of Nursing & Human Physiology	34	54	44	62	29	223
<b>Total</b>	<b>654</b>	<b>712</b>	<b>728</b>	<b>922</b>	<b>516</b>	

## SCHOLARSHIP:

Since 2015, the Center for Global Engagement has helped students win over **\$253,000** in outside scholarships for study abroad.

### BOREN AND GILMAN SCHOLARSHIPS:

That includes assisting students in winning prestigious international scholarships. In the last three years, Gonzaga has had two Boren scholars.



International Scholarships	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL
Boren			1		1	2
Gilman		4	7	3	2	16

### FULBRIGHT:

The Center for Global Engagement assists colleagues in the College of Arts and Sciences in advertising and promoting the Fulbright Scholarship. Many returning study abroad students apply for the prestigious scholarship.

International Scholarships	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL
Fulbright		2		2		4

### GATE-CAMBRIDGE, MARSHALL, RHODES, & TRUMAN SCHOLARSHIPS:

Gonzaga students have garnered 15 invitations to the final interviews for Rhodes, Marshall and Truman Scholarships between 2008 and 2019. These finalists have included one Marshall Scholarship winner, Christopher Birmingham, class of 2015, who went on to earn a Master of Assistive Robotics at the University of Bristol in the U.K. and who is currently completing his Ph.D. in Computer Science at the University of Southern California. Also included have been Julia Riegler, an Honors student and historian of the Holocaust in the Gonzaga Class of 2010, who has gone on to complete a Ph.D. in History at Indiana

University; and Aaron Danowski, Gonzaga Class of 2017, an Honors student and Sustainable Business major who, in 2019, completed his MSc in Human Ecology, at Lund University in Sweden.

Both Riegler and Danowski accomplished the rare, and extremely difficult, feat of being named finalists for both the Rhodes and Marshall Scholarships in the same year.

**Emily Klein, Class of 2020**, an English Literature and International Relations double major, is **Gonzaga's most recent Rhodes finalist**. Emily, a 4.0 student who made it to the finals in her home state of Colorado, is Gonzaga's first finalist in Rhodes District 13. Emily earned the Gonzaga Global Scholar Award



for Distinction. She attended Gonzaga as a Gonzaga University Trustee Scholar; a Gonzaga Ignatian scholar; recipient of the Anthony T. Wadden and Michael B. Herzog Award in the English Department; was a long-time reporter, opinion columnist, and opinion editor of the Gonzaga Bulletin; and editor-in-chief of Charter, the campus journal of scholarship and opinion. She served two summer jobs; one as an intern, and then as paid staff, for an activist political consulting firm in Denver. Emily is pursuing an M.Litt. in Modern and Contemporary Literature and Culture at the University of St. Andrews in Scotland.

Klein's current studies at St. Andrews continues a pattern for Gonzaga students that has been established in recent years. Students apply for these competitive scholarships – and even though they do not win, they develop a deep and genuine connection that makes them want to find a path to study at a

great university in the U.K. Undaunted by not winning a Rhodes or Marshall scholarship, these tenacious Gonzaga graduates each figured out alternative financing options and proceeded to have fabulous experiences, along with obtaining advanced degrees in the U.K. or Europe. Recent Examples of the above phenomenon include:

**David Ahern, Gonzaga Class of 2018**, with Biology and English Literature (Writing module) majors, earned a **Master of Immunology degree at Somerville College, Oxford**. This was a program in which roughly one-quarter of the students had already earned their M.D. degrees. David is an unusually versatile person who combines his passion for medicine with love of the outdoors. He has worked as a wilderness helicopter firefighter for the state of Washington and is certified as a wilderness rescue and recovery expert. David has apparently developed an abiding attraction to Spokane: he is currently a first-year student in the Gonzaga-University of Washington, M.D. program.

### **FLORENCE SCHOLARS:**

Gonzaga in Florence continues to be the most popular and successful study abroad program at Gonzaga. Many Gonzaga alumni have endowed scholarships for students to study abroad in Florence. In 2017, the Florence Scholars was created for students with financial need, first-generation college students, and students from underrepresented groups, giving them the opportunity to study in Florence.

In addition, the Florence Scholars was also created to increase the number of students going to Florence who had more advanced Italian language skills and who had the ability to have a more immersive study abroad experience, similar to the early years of Gonzaga in Florence.









# COLLABORATION AND PARTNERSHIPS

## INSTITUTIONAL PARTNERSHIPS

Institutional Partnerships are those relationships through which Gonzaga is striving to expand itself and the opportunities it offers students. Institutional partners represent more than just transactional engagement, but drive Gonzaga faculty, students and administrators to deeper, transformational engagement through mutually-beneficial projects and experiences.

- Akita International University, **Akita City, Japan**
- Bond University, **Gold Coast, Australia**
- Charles Lwanga College of Education, **Monze, Zambia**
- Hebei Foreign Studies University, **Shijiazhuang, China**
- Karl Franzens University, **Graz, Austria**
- Kinjo Gakuin University, **Moriyama-ku, Nagoya, Japan**
- Mukogawa Women's University, **Nishinomiya, Hyōgo, Japan**
- Osaka Jikei College, **Osaka, Japan**
- Queen Mary, University of London, **London, England**
- Pontificia Universidad Javeriana, **Colombia**
- Sophia University, **Tokyo, Japan**
- The University of Auckland, **New Zealand**
- University of Ghana, **Legion, Ghana**

- University of Glasgow, **Scotland**
- University of Limerick, **Limerick, Ireland**
- The University of Zambia, **Lusaka, Zambia**
- Universidad Iberoamericana, **Leon, Mexico**
- Universitatea de Vest din Timisoara, **Timisoara, Romania**
- Vesalius College, **Brussels, Belgium**

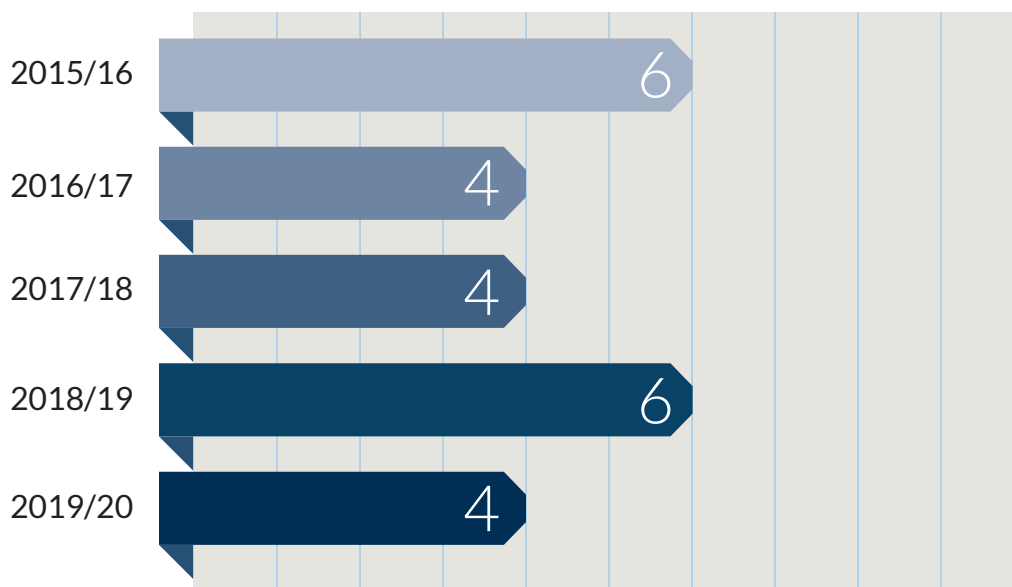
## INTERNATIONAL VISITING SCHOLARS:

International Visiting Scholars are invited from around the world to Gonzaga to conduct research under the guidance of, or in collaboration with, Gonzaga faculty. International Visiting Scholars benefit from an accommodating place to pursue their work and the ability to exchange ideas with Gonzaga faculty.

In addition to pursuing their own research, International Visiting Scholars are often invited to actively participate in other University activities, such as:

- Deliver a formal lecture to the school/college
- Participate in departmental or interdisciplinary program seminars
- Engage in formal or informal discussions with graduate students
- Present guest lectures in classes

## International Visiting Scholars





## AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION:

American Council strengthens international ties and mutual understanding through excellence in academic, professional and cultural exchange, language acquisition, educational development, and research. They regularly invite universities to host fellows and scholars. During the 2019-20 academic year, Gonzaga was one of eight universities to host two fellows from Uzbekistan.

## FULBRIGHT SCHOLARS:

Since 2019, the Center for Global Engagement and Modern Languages and Literature have collaborated to increase the number of Fulbright Scholars on Gonzaga's campus. During 2019-20, Gonzaga hosted a Fulbright Scholar from Ireland teaching Gaelic. In 2020-21, GU has two Fulbright Scholars, one from Algeria teaching Arabic and one from the Philippines teaching Tagalog.



## YOUNG SOUTHEAST ASIAN LEADERS INITIATIVE (YSEALI):

From 2018-20, Gonzaga has brought 10 Young Southeast Asian Leaders to Spokane. YSEALI is the U.S. government's signature program to strengthen leadership development and networking in Southeast Asia. YSEALI seeks to build the leadership capabilities of youth in the region, strengthen ties between the United States and Southeast Asia, and nurture an ASEAN community. YSEALI focuses on critical topics identified by youth in the region: Civic engagement, sustainable development, education and economic growth.





## IEC MEMBERS:

ARTS AND SCIENCES  
Christina Isabelli

---

ACADEMIC COUNCIL  
Jennifer Akins

---

BUSINESS  
Mirjeta Beqiri

---

CENTER FOR GLOBAL  
ENGAGEMENT  
Richard Menard

---

DIVERSITY, EQUITY,  
AND INCLUSION  
Raymond Reyes

---

EDUCATION  
Jerrri Shepard

---

LAW  
Brooks Holland

---

LEADERSHIP  
Adian Popa

---

MISSION AND MINISTRY  
Fr. Dan Mai

---

NURSING AND HUMAN  
Phys Julie Derzay

---

STUDENT AFFAIRS  
Eric Baldwin

---

UNIVERSITY CORE  
Molly Kretchmar



