



GALLAUDET INTERNATIONALIZATION LAB

Final Report (Stage 1)

Prepared by Gallaudet IZN Lab Steering Committee
Strategic Planning 2017-2019

**Gallaudet Internationalization Laboratory
Final Report (Stage 1)**

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I. Preface (Note to The Reader)

Thank you for your interest in the report of Gallaudet's Internationalization Laboratory, a two-year strategic planning effort.

You are holding "Stage 1" of the internationalization report, containing key findings, themes, and top recommendations. The chapters address campus-wide internationalization, including the following topics:

- Internationalizing the learning experience for everyone at Gallaudet.

- Advancing international students as assets to the campus community and ensuring their equitable participation in all campus activities.
- Favoring multi-faceted global relationships and transformative partnerships.

Each chapter includes key recommendations on the proposed direction and strategy of the University to implement IZN's final plans.

Please see the outline on the next page. The bolded items show what is contained in this Stage 1 document.

After conferring with University leadership, by September 2019, Stage 2 of the report will provide in-depth proposals for tackling our agreed needs, such as program action plans, reorganization schemes, and resource needs. (See the un-bolded items on the outline.)

The full report will be conveyed in American Sign Language as soon as possible.

Outline for Gallaudet IZN Lab's Final Report

The following is an outline for Gallaudet University's Internationalization Lab (IZN Lab) final report (<http://tinyw.in/VXOy>).

There are two "stages" of the IZN report: Stage 1 is a partial working draft prepared for American Council on Education (ACE) peer reviewers, and Stage 2, containing more on resources and organizational structure, will be the final report for sharing with the community by September 2019.

In the spirit of positivity, each grand theme will include real-life examples and/or assets of Gallaudet University (GU).

Generally, each chapter follows a S-B-A-R structure:

- S**ituation (problem, assets, ACE answers)
- B**ackground (context at GU, history)
- A**ssessment (interpretation of findings)
- R**ecommendations
 - More details on plans, re-organization & resources to follow in Stage 2

OUTLINE

(Bolded items are in Stage 1 report. Non--bolded items will be given in Stage 2 report.)

- I. Preface (Note to The Reader)
 - A. Report Outline
- II. **Acronyms (partial list)**
- III. Executive Summary
 - A. Key Recommendations
- IV. Introduction
 - A. **Brief Summary of Gallaudet University**
 1. **Global History**
 2. **Identity as Global Leader**
 - B. **History of IZN Process**
- V. Three Grand Themes of Gallaudet Internationalization
- VI. Campus-wide Internationalization
 - A. **Summary**
 - B. **Responsible Units**
 - C. **Situation/Findings**
 1. **Campus-wide approach to thinking and action planning**
 2. **Principles and Values**
 - D. **Background**
 1. **Institutional Commitment and Integration of Internationalization**

- 2. Functions of Research Support and International Affairs as One Unit
- 3. Role of International Affairs
- E. Assessment of Situation
 - 1. Efficiency in Administration (Centralizing vs. Specialized)
 - 2. History of International Affairs
 - 3. Need for More and Better Data
 - 4. Legal Issues and Compliance
- F. Key Recommendations
 - 1. Financial Evaluation of Implementing Recommendations

VII. Internationalize the Learning Experience

- Summary
- A. Responsible Units
- B. Situation/Findings
 - 1. International and Global Learning at Gallaudet
 - a) Interest Among Students for International/Global Learning
 - b) Opportunities Outside the Classroom (Research, Co-curricular Activities)
- C. Background
- D. Assessment of Situation
 - 1. Opportunities for Faculty
 - 2. Upcoming Curriculum Transformation
 - 3. Education and Research Abroad
- E. Key Recommendations
 - 1. Financial Evaluation of Implementing Recommendations

VIII. Advance International Students as Assets and Ensure Their Equitable Participation in All Campus Activities

- Summary
- A. Responsible Units
 - 1. Enrollment
 - 2. Student Success
- B. Situation/Findings
 - 1. Current International Enrollment Strategy
 - 2. International Students' Experiences with Support Services
- C. Background
 - 1. International Student Enrollment at Gallaudet
 - 2. Value of a Gallaudet Education
 - 3. International Students as Assets for Academic and Community Vitality
- D. Assessment of Situation
 - 1. Trend on International Enrollment and Revenue for Degree-Seeking Students
 - 2. Barriers to Successful International Enrollment
 - a) Education of the Deaf Act (1986)
 - b) Lack of a Centralized Office for International Enrollment
 - 3. International Students' Experiences with Campus Services

- a) Onboarding Process
 - b) Needed Transition Support
 - c) Academic Support
 - d) Career Opportunities (Optional Practical Training/Curricular Practical Training/on-campus employment)
 - e) Student Organizations
- 4. Academic Rigor and Readiness
- 5. Financial Support for International Students
- E. Key Recommendations
 - 1. Financial Evaluation of Implementing Recommendations

IX. Favor Multi-faceted Global Relationships and Transformative Partnerships

- Summary
- A. Responsible Units
- B. Situation/Findings
 - 1. The Nature of Our Most Successful International Collaborations
- C. Background
 - 1. Types of International Collaborations
 - 2. Inventory of Existing Affiliations
 - 3. Suitable “Mix” of International Relationships & Collaborations
- D. Assessment of Situation
 - 1. Overall Goals and Needs for International Collaborations
 - a) Moving from Reactive to Proactive
 - 2. Blending Academics and Global Engagement for Multiple Benefits
 - 3. Identity and Values to Project to the World
 - a) Co-constructing a “Theory of Change”
 - b) Capacity-Building Projects
 - 4. Internal Protocols for Mutually Beneficial and Sustainable Collaborations
 - a) Partnership Approval Channels
 - b) Base agreement
- E. Key Recommendations
 - 1. Financial Evaluation of Implementing Recommendations

X. Organizational Functions and Structure

- Summary
- A. Responsible Units
- B. Program Action Plans
 - 1. Education Abroad and Fellowships
 - 2. International Enrollment
 - 3. International Relations and Partnerships
- C. Re-organization Recommendations

XI. Campus Feedback and Report

- A. Campus Community Engagement

XII. Planning Methodology

- A. IZN Concept
- B. Data Collection and Analysis
- C. Wave 1 to Wave 2 Chart
- D. Working Groups' Write-Ups
- E. Monitoring and Evaluation

XIII. Conclusion

XIV. Appendices

Appendix 1: Base International Agreement

Appendix 2: Summary of Global Knowledge Base

Appendix 3: Inventory of Gallaudet's International Cooperative Agreements and Affiliations

XV. Glossary

XVI. Index

II. Acronyms

(partial list)

Academic Affairs	AA
Academic Portfolio Review	APR
Academic Training	AT
Administration and Finance	AF
Administrative Services Review	ASR
American Council on Education	ACE
American Sign Language	ASL
Association of American Colleges and Universities	AACU
Bachelor of Arts	BA
Budget Reconciliation and Reinvestment Initiative	BRRI
Center for Continuing and Online Education	CCOE
Center for Global Education	CGE
Council on Undergraduate Education	CUE
Council on Graduate Education	CGE
Counseling and Psychological Services	CAPS
Crisis Leadership Team	CLT
Curricular Practical Training	CPT
Deaf President Now	DPN
Department of Public Safety	DPS
Education Abroad	EA
Education of the Deaf Act	EDA
English Language Institute	ELI
English Language Institute Student Organization	ELISO
Enrollment Revenue Management	ERM

First Year Study Tour	FYST
Fiscal Year	FY
Fund for the Improvement of Postsecondary Education	FIPSE
Gallaudet University	GU
General Studies Requirements	GSR
International Affairs	IA
International Center on Deafness	ICD
International Relations	IR
Internationalization	IZN
Internationalization Laboratory	IZN Lab
International Special Student Program	ISSP
International Student and Scholar Services	ISSS
Master of Arts	MA
Memorandum of Understanding	MOU
National Survey of Student Engagement	NSSE
Office of Institutional Research	OIR
Optional Practical Training	OPT
Rapid Response Team	RRT
Research Support	RS
Research Support and International Affairs	RSIA
Student Learning Outcomes	SLO

III. Executive Summary

Gallaudet University is world renowned for its outreach and advocacy that empowers deaf people through education, training, and communication in their native sign language. To achieve this goal, Gallaudet has eagerly embraced the American Council on Education's (ACE) Internationalization Laboratory (IZN Lab), working diligently for the past two years on a strategic planning effort to provide data and recommendations leading to a stronger integration of international dimensions in every aspect of its operations. The changes that are made will strike the core of the University's identity as the "mecca" for the deaf community in the U.S. and abroad.

IZN planning at Gallaudet was led by a steering committee that oversaw nine workgroups made up of more than 80 faculty, staff, and students who worked for more than 18 months addressing various areas of importance in the University's metamorphosis. Dr. Robin Helms, director of ACE's Center for Internationalization and Global Engagement, has served as Gallaudet's primary advisor in the IZN process.

With this in mind, and guided by Gallaudet's "Connect. Discover. Influence." spirit, the workgroups identified the following three grand themes to achieve the integration of international learning opportunities, activities, and development possibilities within the curriculum, faculty policies, administrative structure, global collaborations, and student opportunities;

Internationalize the Learning Experience. Drawing upon Gallaudet's unique legacy, enhance the University's academic mission by embracing experiential global learning, impart to faculty the duty of preparing students to meet new demands in the 21st century workplace, and enhance its research and innovation agenda through revision of its curriculum and co-curricular activities to be global and multicultural in nature. The University will emphasize global learning outcomes in every aspect of the campus community, and provide faculty and staff development and support to enlighten and empower them to guide students in becoming successful, contributing members of a universal society.

Advance International Students as Assets and Ensure their Equitable Participation in all Campus Activities. Build on the foundation of Gallaudet's diverse academic and community vitality by embracing people from other societies as both teachers and learners. By considering the life opportunities of deaf and hard of hearing people in other nations, and how Gallaudet may advance their aspirations, undertake vigorous international enrollment management, including responsive marketing and admissions, followed by an "all hands on" pathway to international students' success and retention. Gallaudet will strive to be their "home away from home."

Favor Multi-Faceted Global Relationships and Transformative Partnerships. Rather than overreaching and attempt to be "all things to all people," select global relationships and partnerships that incorporate Gallaudet's [values](#) and harness the power of trans-national learning and exchange, thereby ensuring mutual benefits. Advance learning and research

opportunities that foster concerted efforts on global challenges facing deaf and hard of hearing people and the planet, thereby positioning Gallaudet to sustain and strategically broaden its role as a higher education leader of deaf, deafblind, and hard of hearing people, as well as for all of humanity.

Gallaudet is a major player on the global front, but not at the center. Now is the time for unified institutional commitment at Gallaudet to add a new dimension to its rich tradition of international engagement. As a community, the University must embrace the opportunities -- and face the challenges -- of the 21st century. It must learn about the varied experiences of being deaf and about the trials and tribulations of changing our societies; about ways to fulfill our human potential in education, life, and more.

Key Recommendations

With the Gallaudet administration's focus on expense control and generating new revenue opportunities, the following key recommendations are mindful of the goals of its ambitious Budget Reconciliation and Reinvestment Initiative (BRRI) and have been vetted for sensible, well-founded rationale in terms of costs and the possibilities of generating new revenues:

Global Learning:

1. Create international opportunities for faculty to broaden their knowledge and advance global learning in the classroom.
2. Internationalize the general studies and thematic clusters of Gallaudet's curriculum and program/major levels, placing global learning in the forefront.

International Students:

3. Establish a unified and resourced effort to develop and implement strategy for effective recruiting, admissions, and transition support for potential international students.
4. Take vigorous measures to advance international students as assets and to ensure their equitable participation in all aspects of the University inside and outside of the classrooms including daily interactions with students, staff and faculty.

International Collaborations:

5. In support of coordinated and strategic international activities, create clear and effective working linkages at Gallaudet between the Office of the President, Academic Affairs, and Administration and Finance.
6. Enhance Gallaudet's "international relations" capacity to include functions such as facilitating international relationships and agreements, ongoing analysis of global issues affecting the University, advising top leadership on international issues of relevance to Congressional relations and higher education advocacy, situational analysis on nations and institutions of interest, and facilitating revenue pursuits.
7. Agree on a model of international collaboration that balances Gallaudet's academic mission and its partners' capacity-building needs. Accordingly, select those collaborations that will best provide the foundation for ever-deepening relationships with multiple

benefits for the University and its partners, thereby scaling overseas commitments to a sustainable level.

8. Adopt partnership approval processes that involve the appropriate campus people in a comprehensive review and discussion of an opportunity, while remaining aware of Gallaudet's prior commitments and alternative opportunities. Incorporate a viable and sustainable financial model and solid administrative support into each new agreement.
9. Establish a "Global Opportunity Review" function/group to consider the feasibility of ideas to expand Gallaudet's professional and business footprint outside the U.S. Seek external expertise, as needed.

Note: This report contains the findings, analysis, and recommendations of the IZN Lab planning process at Gallaudet that was taken on by nine working groups representing all areas of the campus constituency. The chapters on campus-wide internationalization, including internationalizing the learning experience for everyone at Gallaudet, advancing international students as assets to the campus community and ensuring their equitable participation in all campus activities, and favoring multi-faceted global relationships and transformative partnerships, each contain high level recommendations as to the proposed direction and strategy of the University to implement IZN's final plans. After conferring with University leadership, by September 2019, Stage 2 of the report will provide in-depth proposals for tackling Gallaudet's internationalization needs, such as program action plans, reorganization schemes, and resource needs.

IV. Introduction

Gallaudet University is world renowned for its outreach and advocacy that empowers deaf people through education, training, and communication in their native sign language. Today, Gallaudet is committed to becoming a truly "global university," embracing, promoting, and celebrating the contributions of deaf people around the world by incorporating international dimensions into every aspect of its operations -- enrollment, curriculum, faculty policies and procedures, support systems for international students, education abroad, research, and more. Gallaudet has eagerly participated in the American Council on Education's (ACE) Internationalization Laboratory (IZN Lab), working diligently for the past two years on a strategic planning effort to lay a foundation that will be nurtured and expanded to guide the University for generations to come.

This report contains the findings, analysis, and recommendations of the IZN Lab planning process at Gallaudet that was taken on by nine working groups representing all areas of the campus constituency. The chapters on campus-wide internationalization, including internationalizing the learning experience for everyone at Gallaudet, advancing international students as assets to the campus community and ensuring their equitable participation in all campus activities, and favoring multi-faceted global relationships and transformative partnerships, each contain high level recommendations as to the proposed direction and strategy of the University to implement IZN's final plans. After conferring with University leadership, by September 2019, Stage 2 of the report will provide in-depth proposals for tackling Gallaudet's internationalization needs, such as program action plans, reorganization schemes, and resource needs.

The reader should be aware that this broad and ambitious planning initiative lays out a direction that will take years to fulfill. These changes strike the core of our identity as an organization that occupies a unique place in the world. The University's progress can be gauged by the extent to which it recognizes and integrates international dimensions into all of its activities. Gallaudet takes as its "North Star" a leading definition of internationalization as, "The intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society." DeWitt & Hunter (2015), expanded from Knight (2012). Nevertheless, we recognize that in some instances the unique nature of an objective and activity may need to be developed and managed separately.

The following workgroups' effort in IZN Lab has revealed what administrators have long known: the great variety of activities clustered under the label "international":

1. Articulated Institution Commitment
2. Administrative leadership, structure, and staffing
3. Curriculum, co-curriculum, and learning outcomes

4. Faculty policy and practices
5. International student recruiting strategy
6. International student support and inclusion
7. Education and research abroad
8. International collaborations: academic
9. International collaborations: capacity-building

Gallaudet's inclination now is to first integrate international-related matters into functional staff units as part of their core responsibility (international student enrollment under primary admissions units, ideally, as a coalition; international student academic issues under Student Success and Academic Quality, etc.). Secondly, where a separate international activity or program is warranted, the University seeks to define its scope, clarify its linkages to other units (aiming at a "shared service model"), and adequately resource the area. Prime examples of needed international-specific areas include immigration, education and research abroad, and international relations.

Further explanation on what the workgroups discovered and identified as the three grand themes of internationalization is broken into the following chapters:

Chapter VI names campus-wide internationalization that addresses the University's current thinking and action planning, and proposes how international dimensions can be integrated into its mission, strategies, and delivery.

Chapter VII discusses the current learning experience at Gallaudet and proposes to enhance the University's academic mission by embracing experiential global learning, impart to faculty the duty of preparing students to meet new demands in the 21st century workplace, and enhance its research and innovation agenda through revision of its curriculum and co-curricular activities to be global and multicultural in nature. The University will emphasize global learning outcomes in every aspect of the campus community, and provide faculty and staff development and support to enlighten and empower them to guide students in becoming successful, contributing members of a universal society.

Chapter VIII addresses the University's current approach to enrollment and retention, and proposes to advance international students as assets and ensure their equitable participation in all campus activities through building on the foundation of Gallaudet's diverse academic and community vitality by embracing people from other societies as both teachers and learners. By considering the life opportunities of deaf and hard of hearing people in other nations, and how Gallaudet may advance their aspirations, undertake vigorous international enrollment management, including responsive marketing and admissions, followed by an "all hands on" pathway to international students' success and retention. Gallaudet will strive to be their "home away from home."

Chapter IX explains Gallaudet's current approach to international partnerships and proposes to favor multi-faceted global relationships and transformative partnerships by selecting global relationships and partnerships that incorporate Gallaudet's values and harness the power of trans-national learning and exchange, thereby ensuring mutual benefits. The University will advance learning and research opportunities that foster concerted efforts on global challenges facing deaf and hard of hearing people and the planet, thereby positioning it to sustain and strategically broaden its role as a higher education leader of deaf, deafblind, and hard of hearing people, as well as for all of humanity.

Finally, **Chapter X** discusses Gallaudet's current functions and structure and proposes reorganization that will ensure the integration of international dimensions into the University's delivery and opportunities to improve approaches to international enrollment strategy, education and research abroad, and international relations and partnerships.

Now is the time for unified institutional commitment to internationalization at Gallaudet, adding a new dimension to its rich tradition of international engagement. Gallaudet is a major player on the global front, but not at the center. As a community, the University must embrace the opportunities -- and face the challenges -- of the 21st century. It must take learn about the varied experiences of being deaf and about the trials and tribulations of changing our societies; about ways to fulfill our human potential in education, life, and more. Through Gallaudet's participation in the IZN lab, it has been given the opportunity to learn about IZN history and successes, and seek ways to maximize their full potential to internationalize its campus.

Brief Summary of Gallaudet University

Global History

Achieving a visible and effective global advocacy for deaf and hard of hearing people has been an objective of Gallaudet University since its founding in 1864. Gallaudet itself is the beneficiary of the largesse of legendary French educators such as Abbe Sicard, Jean Missau and, in particular, Laurent Clerc, a highly educated deaf teacher whose influence and teaching methods make him and Thomas Hopkins Gallaudet the founders of deaf education in America. The responsibility for paving the way to success and fulfillment for deaf communities around the world has been evident for decades, perhaps gaining the greatest visibility when the late Andrew Foster, an alumnus of the Class of 1954, shared his Gallaudet education by establishing 32 schools for the deaf in 13 African nations.

Gallaudet's influence has since been felt in all parts of the world. In Fiscal Year 2018, 130 students from 41 countries were enrolled at the University, 27 of whom graduated: 16 earning bachelor's degrees, 10 master's, and one doctorate. Additionally, an exceptionally high percentage of its personnel hails from other nations. There are more than 20,000 alumni around the world, many of whom are active in one of the Gallaudet University Alumni Association's 53

chapters. Gallaudet has agreements with organizations in Nigeria, Italy, Japan, and Czech Republic among others.

Identity as Global Leader

As the world's only liberal arts university for deaf, deafblind, and hard of hearing students and the professionals that serve them, Gallaudet University has built a reputation for empowering deaf people through education and leadership training, and celebrating and preserving deaf culture and history. Many students enrolled at Gallaudet are from countries where few opportunities exist for higher education, and where their earlier learning came from schools where using their natural form of communication, sign language, was either discouraged or forbidden, forcing them to fend for themselves to learn the best way they could. It is a frequent response by international students who come to Gallaudet that they are inspired by what they find -- a place where everyone communicates in sign language, and where even the buildings are designed to optimize communication, with attention to light and open space -- an architectural concept called "DeafSpace" that was born here, and is being used more and more across the U.S. and abroad in designing buildings that are accessible to all.

At Gallaudet, being deaf is not regarded as a disability. The campus, and everyone in the extended Gallaudet community, adheres to the principle of "Deaf Gain," which recognizes the countless contributions deaf people have made to society. In keeping with its commitment to celebrating, promoting, and preserving deaf culture, the Gallaudet University Library is home to the Deaf Collections and Archives, which houses the world's largest collection of artifacts and other objects of artistic, cultural, and historic importance related to the evolving history of deaf people.

The president of Gallaudet University is by nature a celebrity in the U.S. and global deaf communities. This recognition of the president and of the university reached its peak when Dr. I. King Jordan became Gallaudet's first deaf president in 1988, despite protests by hearing members of the Board of Trustees who did not believe that deaf people were capable of leading a university and taking care of their own needs, lends favorably to building relationship between the institute and international deaf communities. DPN also captured the attention of the news media, bringing global attention to Gallaudet University. The fervor behind "Deaf President Now (DPN)" swept the campus and spread through deaf communities across the U.S. and beyond. Since then, all of Gallaudet's presidents have been deaf.

The energy generated by DPN and the heightened interest in deaf culture and sign language it brought to the fore was harnessed for two groundbreaking and exhilarating celebrations of the lives of Deaf people -- Deaf Way I & II, in 1989 and 2002, that brought deaf people from around the world to celebrate their common bond through visual arts and presentations in topical areas including advocacy and community development, economics, family, literature, sign language and interpretation, and sports. The latter subject has proven to be a particularly strong bond for deaf people. Gallaudet frequently provides financial support and sends its athletics and people

involved in sports to the Deaflympics, which began in 1924 and are held every four years, like the Olympic games. Deaflympics is recognized by the International Olympic Committee and takes place in various parts of the world.

Gallaudet University is often called a “mecca” of deaf culture and learning; an example of what deaf people can accomplish if given the opportunity. A testimony to this is reflected in the northeast quadrant of Washington, D.C. surrounding the Gallaudet campus, where many businesses are owned by deaf people, and even more establishments hire employees who know sign language to communicate with the large number of deaf clientele who frequent these places. In fact, Starbucks’ first U.S. “signing store,” recognizing the vibrant deaf community, opened in 2018 a few blocks from campus. Gallaudet optimistically regards these businesses as ripples in a pond that will eventually become widespread as its IZN efforts take hold and grow.

Despite such signs of progress, many people remain unaware of Gallaudet. Spreading awareness outside Deaf communities has long been a challenge to the University. Each year, the International Affairs (IA) office hosts numerous visitors from around the world who are eager to learn about Gallaudet’s teaching methods for deaf people. Last year, in addition to the hundreds of casual visitors from around the world who toured the Gallaudet campus, IA welcomed 150 strategic visitors from 26 countries. These visitors were here to meet Gallaudet leaders, students, and faculty, to observe classes and discuss ways that they, too, can educate and empower the deaf citizens of their country. Support for these visitors came from the U.S. Department of State, embassies, educational agencies and organizations, and many others. These visits are frequently an epiphany for many people -- often world-travelled, well-educated professionals -- who were unaware that a place like Gallaudet exists. For example, 12 accomplished legal, law enforcement, and civil rights professionals from around the world who are participating in the Hubert H. Humphrey Fellowship Program at American University’s Washington College of Law visited campus in September 2018 to explore ways to work with graduate and undergraduate students who are interested in entering law school after graduation. All were amazed that a University existed for deaf people, and that classes were conducted in sign language. Similarly, journalists from 21 countries visited Gallaudet in March 2019 to learn about the University’s unique global role in higher education and how it enhances workforce development. “They left inspired and empowered to pass on the Gallaudet message and vision,” commented Olga Bashbush, media relations officer for the East Asia and Pacific Region, Washington Foreign Press Center, U.S. Department of State, after the visit. The IZN initiative is a dynamic, far-reaching program that will undoubtedly help Gallaudet make more individuals, governments, and organizations aware of the benefits of a visual learning and living environment.

In addition, there are numerous examples of deaf and hearing people in the Gallaudet community who have served deaf people around the world through the Peace Corps. A tribute was paid to these individuals in 2010 with panel discussions by returned volunteers and an exhibition of photographs and objects of them engaged in their projects. Today, that spirit lives on in Gallaudet’s Peace Corps Preparatory program, which trains students for international

development fieldwork and potential Peace Corps service by building core competencies through interrelated coursework, hands-on experience, and professional development support to help them gain training and experience in a work sector, foreign language skills, intercultural competence, and professional and leadership development. In addition, Gallaudet students serve as ambassadors for the University through internships and career training gained through the International Development Master of Arts Degree Program, which prepares them to advocate, design, implement, monitor and evaluate social change activities in collaboration with Deaf, DeafBlind, and hard of hearing people, and people with disabilities, at local, national, and international levels; and the The Master of Public Administration Program, where they gain skills to work as leaders in public sector and non-profit organizations, develop others' capability to perform, and serve with integrity.

These individuals exemplify a passion by Gallaudet students, faculty, staff, and administrators to share its mission with the world and, in turn, be enriched by what the world has to offer. Much of the global work is frequently on a volunteer basis, sometimes with resources obtained through grants, and sometimes with the support of the University. What has been lacking -- and that IZN can remedy -- is a concerted, organized, and lasting commitment on the institutional level to foster internationalization efforts at home.

History of IZN Process

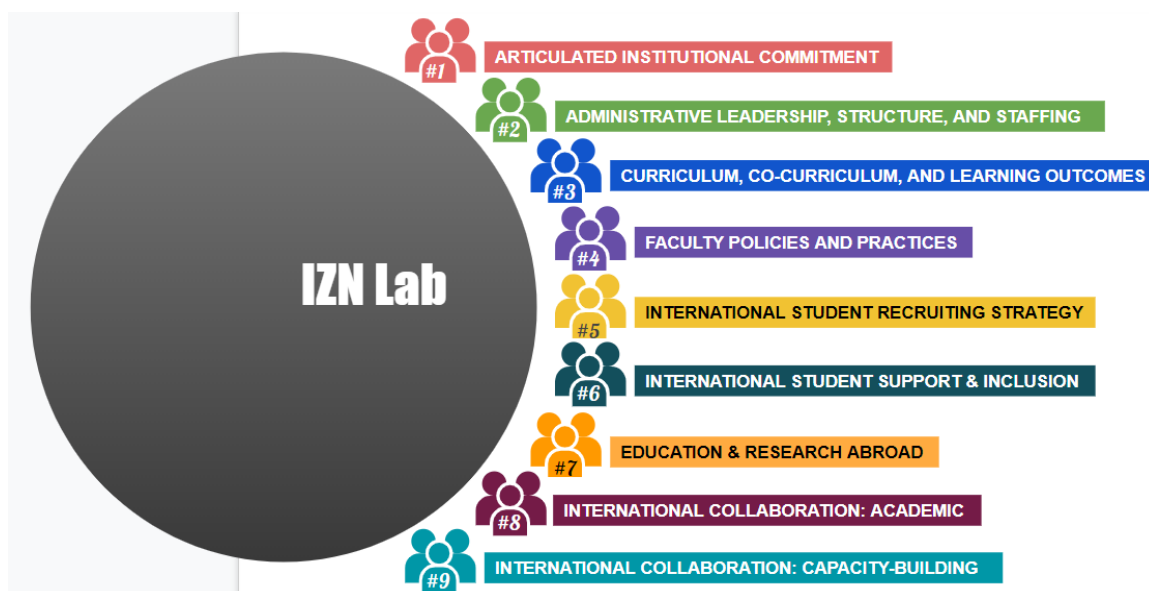
Definition of Internationalization:

"The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society." [DeWitt & Hunter \(2015\)](#)

The opportunity for Gallaudet to join the Internationalization Laboratory (IZN Lab) of the American Council of Education (ACE) has been eagerly embraced as seen in the high number of IZN participants on work groups and the responses to the engagement exercise (100). This invitational learning community holds untold promise for Gallaudet in developing goals, strategies, and action plans for comprehensive internationalization aligned with the University's strategic goals. Through ACE, Gallaudet has gained access to expertise, networking, and best practices in international education, such as curriculum and co-curriculum objectives, education abroad, faculty and administrative practices, inclusion of international students, and overseas collaborations.

The internationalization (IZN) planning effort was led by a steering committee co-chaired by Dr. Caroline Solomon, a professor in the Department of Science, Technology, and Mathematics, and chair of the Faculty Senate; Dr. Charles Reilly, executive director of the Office of Research Support and International Affairs; Gregoire Youbara, an instructor in the Department of World

Languages and Cultures; and William Hughes, assistant treasurer in the Division of Administration and Finance. Dr. Robin Helms, director of ACE's Center for Internationalization and Global Engagement, is Gallaudet's primary advisor in the IZN Lab process. More than 80 faculty, staff, and students participated in nine working groups over an 18-month period.



V. Three Grand Themes of Gallaudet Internationalization

Gallaudet University's three "grand themes" of internationalization

based on IZN Lab Strategic Planning, 2017-19

Gallaudet University is committed to being a truly global center of learning, training, and empowerment for deaf, deafblind, and hard of hearing people. In this spirit, the University will ensure equitable, high quality education and research opportunities for everyone. Gallaudet will make meaningful contributions to the world through incorporating an international dimension and cultural sensitivity into the purpose, functions, and delivery of all pursuits of knowledge. Guided by our "Connect, Discover, Influence" spirit, this will be achieved by vigorously integrating international learning opportunities, activities, and development possibilities within the curriculum, faculty policies, administrative structure, global collaborations, and student opportunities. These efforts fall into the following three themes:

Internationalize the learning experience

Drawing upon Gallaudet's unique legacy, enhance the University's academic mission by embracing experiential global learning, impart to faculty the duty of preparing students to meet new demands in the 21st century workplace, and enhance its research and innovation agenda through revision of its curriculum and co-curricular activities to be global and multicultural in nature. The University will emphasize global learning outcomes in every aspect of the campus community, and provide faculty and staff development and support to enlighten and empower them to guide students in becoming successful, contributing members of a universal society.

Advance international students as assets and ensure their equitable participation in all campus activities

Build on the foundation of Gallaudet's diverse academic and community vitality by embracing people from other societies as both teachers and learners. By considering the life opportunities of deaf and hard of hearing people in other nations, and how Gallaudet may advance their aspirations, undertake vigorous international enrollment management, including responsive marketing and admissions, followed by an "all hands on" pathway to international students' success and retention. Gallaudet will strive to be their "home away from home."

Favor multi-faceted global relationships and transformative partnerships

Rather than overreaching and attempt to be "all things to all people," select global relationships and partnerships that incorporate Gallaudet's values and harness the power of trans-national learning and exchange, thereby ensuring mutual benefits. Advance learning and research opportunities that foster concerted efforts on global challenges facing deaf and hard of hearing people and the planet, thereby positioning Gallaudet to sustain and strategically broaden its role as a higher education leader of deaf, deafblind, and hard of hearing people, as well as for all of humanity.

VI. Campus-wide Internationalization

Gallaudet University is committed to being a truly global center of learning, training, and empowerment for deaf, deafblind, and hard of hearing people. In this spirit, the University will ensure equitable, high quality education and research opportunities for everyone. Gallaudet will make meaningful contributions to the world through incorporating an international dimension and cultural sensitivity into the purpose, functions, and delivery of all pursuits of knowledge. Guided by our “Connect, Discover, Influence” spirit, this will be achieved by vigorously integrating international learning opportunities, activities, and development possibilities within the curriculum, faculty policies, administrative structure, global collaborations, and student opportunities.

Summary

This section describes the University’s global history, principles and values, international functions, strong interest to go global, and its commitment to integrate international dimensions into its strategies and operations through participation in the IZN Lab.

Responsible Units

All.

For a description of how this work is coordinated, please see the later section on “Organizational Functions and Structure”.

The recommendations at the end of this section indicate the direction of movement for the university towards closing gaps and embracing opportunities in this thematic area. Proposals for structuring, resourcing, and activities will be given in the Stage 2 report.

Situation/Findings

Campus-wide Approach to Thinking and Action Planning

Gallaudet’s current strategic plan is in effect through 2020, and refers to this internationalization planning process. Strategy 6 under Priority Four states that Gallaudet will “Complete a comprehensive review and develop a plan to prioritize and integrate international learning opportunities, activities, and development possibilities within Gallaudet’s curriculum, faculty

policies, administrative structure, overseas collaborations, and student opportunities.” (See <https://www.gallaudet.edu/strategic-plan>)

The intent was that the IZN Lab final report will provide data and recommendations for stronger integration of international dimensions into the following strategic plan, which commences in 2021. Dr. Susan Jacoby, executive director of planning, said her office is “working on the framing for the next strategic plan” at the time of this writing. She added, “We will be providing this framing to the campus in the fall ... and developing the context and the plan over the next 12-18 months. There are a number of proposed plans, assessments, task force reports, and other evolving efforts that will be incorporated into the next strategic plan, with a focus on implementation, integration, and evaluation of our efforts.”

This IZN report is broad-based, with numerous recommendations, ranging from Gallaudet’s faculty automatically including international themes in classroom discussions, to student support service workers becoming more culturally sensitive and prepared to work with international students, to administrators being mindful of international aspects in their strategies and everyday work.

With the recommendations from this final report, we hope Gallaudet University will become an even more fluid, wholesome, understanding, and open place for all students and other members of the deaf and hard of hearing community, regardless of nationality and culture as the campus community has strong interest/passion for Gallaudet “going global” as seen in the high number of IZN participants on work groups (80) and the responses to the engagement exercise (100). The globe-trotting spirit and growing diversity of the American deaf community aligns with a fostering Gallaudet as a truly “global university”.

Gallaudet will perpetuate its legacy of empowering deaf and hard of hearing people around the world by employing prudent fiscal management to conserve its resources. This will be realized through conducting comprehensive reviews such as the Budget Reconciliation and Reinvestment Initiative (BRRI), which will enable the University to fund strategic investments planned for FY 2019 and beyond.

With the project management and best practices assistance of an outside consulting firm, rpk GROUP, BRRI is an umbrella term encompassing all of the processes below:

- Academic Portfolio Review (APR), focusing on areas such as the demand/yield ratios of Gallaudet’s academic programs and majors, class size, range of course and section offerings, and average teaching load.
- Rapid Response Team Project (RRT), identifying \$5 million in savings to balance the budget and ensure that funds are available to support key work in the strategic plan.
- Administrative Services Review (ASR), focusing on spans and layers, organizational structure, shared services, leveraging technology, and third party partnerships, among other areas.

- Developing a new budget / resource allocation process for FY 2020, including mapping the current resource allocation process, interviewing stakeholders, and reviewing current reporting tools and reports.

Principles and Values

With the Gallaudet administration's focus on expense control and generating new revenue opportunities, the IZN Lab is mindful of the goals of BRRI. The recommendations in this report have been vetted for reasonableness in costs and the best possibilities of generating new revenues. For example, several recommendations are made to strengthen Gallaudet's resources through stepped-up efforts in international enrollment, support services for students to comply with U.S. immigration laws and policies, and sharing its resources with non-U.S. organizations to educate deaf and hard of hearing people in their country. Potential international students are a large untapped market(s), as this report points out. Other examples include recommending that we refocus some of Gallaudet's existing staff and resources on international student enrollment and support efforts rather than recommend the addition of a new division or department to Gallaudet's long-term cost structure.

We intend to bring IZN focus and sensitivity to the forefront of everyday interactions and conversations, both inside and outside classrooms and offices. For example, in the past, the deaf community appeared limited to those who are deaf or hard of hearing versus those who are hearing. Today, however, we note that the deaf and hard of hearing community has begun to see itself as encompassing larger groups: children of deaf adults, deaf, Deaf (with a capital D for the culturally deaf), deafblind, hard of hearing, and deaf with additional disabilities. Currently there is a growing interest in and acceptance of International Sign, which is loosely defined on Wikipedia as "a pidgin sign language which is used in a variety of different contexts, particularly at international meetings such as the World Federation of the Deaf congress, events such as the Deaflympics and the Miss & Mister Deaf World, and informally when travelling and socialising." https://en.wikipedia.org/wiki/International_Sign.

This growing acceptance of other groups of people gives an excellent opening to embracing concepts, cultures, and perspectives outside of the United States. IZN planning embraces, realigns, and enriches Gallaudet's evolving strategies and initiatives, making them more complete. Given that Gallaudet is committed to relationships with other countries to enrich its academic and community vitality, it needs to consider how it can develop rich, mutually beneficial, and sustainable relationships with other countries.

Background

Institutional Commitment and Integration of Internationalization

There is a lack of dedicated resources in many areas, including paying little attention to international matters within the existing administrative mechanism, e.g., Enrollment Revenue Management (ERM), and Crisis Leadership Team (CLT). The administration's scope is limited to domestic matters, so IZN (and the presence of representatives from International Affairs) presents an opportunity to internationalize ERM and CLT. In addition, there is almost no mention of international dimensions in the University's mission and vision statements. While the visibility of international issues has been steadily rising over the past few years, we must face the challenge of how to infuse a campus-wide sensitivity, and how to become competent in doing so. We see a viable solution in a carefully crafted balance between a central office (to advocate, inform, facilitate, build skills) and true commitment to "inclusive excellence" for all by functional staff units and academic departments. "Internationalizing" is not dissimilar to the challenges faced by others on campus who are promoting over-arching aims, such as Equity, Diversity, and Inclusion, and Student Success. There are a range of tactics needed, from centrally promoting and enforcing aims and policies to providing information, inspiration, and training to "front line" personnel and members of the community. This complex challenge nevertheless aligns well with the spirit of the evolving university "shared vision" as conveyed by the President and Provost: One Gallaudet, team work, and ensuring that students feel a sense of belonging.

Functions of Research Support and International Affairs as One Unit

RSIA, the overarching international unit, has been "the place" where queries related to internationalization are directed. RSIA is the campus unit responsible for immigration and visa matters for current and newly accepted international students (including English Language Institute [ELI] students). Visiting international student, scholar, and researcher programs are handled by RSIA, as well. The structure of RSIA shows two units functioning concurrently: Research Support "... [enhancing] Gallaudet's intellectual climate by facilitating scholarly opportunities on the Gallaudet campus," and International Affairs as "... the point of contact for international students, partners, visitors, and scholars."

According to its mission statement, RSIA, "... strives to fulfill Gallaudet University's mission to encourage, promote, and facilitate research, and to offer and oversee international and intercultural education opportunities for Gallaudet students and faculty, as well as the global community."

RSIA oversees three offices in International Affairs: International Student and Scholar Services, International Relations, and Education Abroad. Dr. Charles Reilly is the executive director for RSIA, overseeing a staff of 10 individuals with varying degrees of professional involvement in the field. At least five invest 100% of their time in international affairs, and the other five split their time between international affairs and research support by serving in various positions: manager for International Student Support Service, coordinator for global projects, coordinator

for education abroad, coordinator for internationalization planning, and coordinator for immigration policies.

The Role of International Affairs

1. International Student and Scholar Services is tasked with the following responsibilities:

- Ensure that the University is in compliance with U.S. immigration laws.
- Facilitate students' transition to a culture that may be different from their own through orientation to Gallaudet's programs and services, and facilitate dialogue with University leadership.
- Manage the International Special Students Program (ISSP), a one- or two-semester program designed for non-U.S. students who are not pursuing an academic degree at Gallaudet.
- Promote opportunities, including the Nippon Foundation's World Deaf Leadership and Sasakawa International scholarships.
 - Financial Aid/Student Financial Services

2. International Relations is charged with the following responsibilities:

- Facilitate the establishment of mutually beneficial cooperative agreements with foreign entities.
- Promote opportunities for exchanges through The Fulbright Programs for Scholars and Students to and from the United States and cooperative agreements with other universities.
- Host selected international visitors whose presence on campus supports Gallaudet's priority areas:
 - expand international enrollment,
 - enhance academic exchange, and
 - advance current or potential international relations.
- Participate in strategic planning and policy development that enhances internationalization, such as global recruiting and curricular enrichment.

The “International Collaboration” section of this report proposes that international relations assume new functions deemed critical to strengthening Gallaudet’s global outreach. A detailed action plan will be included in the Stage 2 report.

3. Education Abroad (EA) is charged with the following responsibilities:

- Collaborate with University departments to develop research and education abroad programs related to coursework, internships, and cross-cultural studies.
- Work with other campus units to help ensure a safe international travel experience for campus members, including keeping them in compliance with U.S. regulations.
- Provide travel guidelines and forms for student travel funded by the University.

Education Abroad is both an activity of learning, which needs to be linked to the faculty and curriculum, as stated in the “Global Learning” section of the report. EA is also a highly complex administrative and coordinating activity, intended to ensure safe and fulfilling experiences for our students and faculty while overseas. Until two years ago, Gallaudet had no EA office, since then, there have been major strides in developing a campus-wide network of distributed and coordinated responsibility, financial resources for student affordability, and developing a faculty-led model for overseas programs that satisfy our students’ interests in community-based engagement. Stage 2 of the report will include a detailed action plan for the expansion of Education Abroad’s scope (to include support for faculty professional opportunities overseas, among other functions).

Assessment of Situation

Efficiency in Administration (Centralizing vs. Specialized)

There is a cycle of centralizing and decentralizing Gallaudet’s international activities in the organizational structure throughout the decades. This presents a dilemma for efficiency in administration because it is apparent that centralized international services do work for immigration, education and research abroad, and international relations, but when it comes to serving international students, it would seem ideal if international students were included in existing campus services that already serve domestic students (e.g., international student academic issues under Student Success and Academic Quality). Ideally, international student enrollment would remain under primary admissions units as a coalition. There is a need for a

systematic decision making process that would take a problem, then look for a solution utilizing Gallaudet's existing mechanisms. This can be accomplished through cross-campus dialogue among units/offices and academic resources and additional staff training to serve more students. If there is no existing mechanism, it may require a new dedicated resource.

The following timeline of International Affairs at Gallaudet shows what has transpired from 1974 to the present, and the cycle of centralizing and decentralizing international activities.

History of International Affairs

- i. 1974: International Ambassador's Office (Powrie Vaux Doctor) becomes International Center on Deafness (ICD). Directors: Rev. Steve Mathis → Eli Savanick → Dr. James Fernandes → Dr. Donalda Ammons
- ii. 1986: English Language Institute (ELI) is established by ICD under Eli Savanick
- iii. 1993: International Student Services (ISS) moves to Undergraduate Admissions Office
- iv. 1995: Dr. Donalda Ammons renames ICD to Center for Global Education (CGE)
- v. 2001: CGE becomes part of the Graduate School and Professional Programs (moved from the College of Continuing Education)

CGE is responsible for the following six programs:

- Global Internship (GIP): "Students doing internships, practicums and exchanges abroad from several weeks up to one year."
- Global Partnerships (GPP): "Foster relationships between Gallaudet University and deaf/hard of hearing communities or organizations in other countries."
- Global Visitors (GVP): "Provides assistance in coordinating visits of foreign individuals and groups to the campus for periods of two days or longer."
- International Internships and Exchanges: "Arrange custom programs of study at Gallaudet for students and professionals from other nations for the purpose of non-degree, educational studies."
- Leadership Training (LTP): "Provides international students with leadership training seminars to help them become future leaders."

- Foreign Study (FSP): “Collaborates with academic departments to promote study abroad opportunities in their curriculum, and to provide a template to faculty for planning and preparation of an FSP.”
- vi. 2002: CGE proposes hiring an “international program specialist- overseas programs” and assigning logistics and coordinating responsibilities for at least .5 FTE. This would “remove a major disincentive for faculty and departments to organize such activities, free up faculty organizers to focus on the curriculum aspects, and provide necessary oversight on risk and safety issues.” --*Enhancing Scholarship Through Global Activity* by Charles Reilly, et. al. pg. 28
- vii. 2003: CGE joins English Language Institute (ELI) and ISS to form Office of International Programs and Services (OIPS). Director: Olugbenga 'Bunmi' Aina
- viii. Jan. 2008: CGE and International Services (IS) are transferred from OIPS to Regional, National, and International Outreach (RNIO). Olugbenga 'Bunmi' Aina
- ix. June 2008: OIPS changes its name to Center for International Programs and Services (CIPS). CIPS becomes a unit under the College of Professional Studies and Outreach (CPSO) with Dr. Joseph Innes as dean. RNIO becomes Regional and National Outreach (RNO).
 - Note: CGE changes its name to Global Education and Scholar Services (GESS) because the word "Center" in CGE conflicts with "Center" in the newly named CIPS. Director: Dr. Asiah Mason
 - CIPS now consists of the following four units:
 - English Language Institute (ELI)
 - Global Education and Scholar Services (GESS),
 - International Outreach (IO), which was formerly part of Regional, National, and International Outreach (RNIO)
 - International Student Services (ISS), which was formerly International Services (IS)
- x. June 2011: the College of Professional Studies and Outreach (CPSO) is dissolved, and the ELI program becomes an independent entity within the College of Liberal Arts, Sciences, and Technologies. International Outreach (IO) moves back to Regional and National Outreach (RNO) and RNO again becomes Regional, National, and International Outreach (RNIO).
 - CIPS, which now only consists of GESS and ISS, is dissolved, and Dr. Asiah Mason becomes the director of International Relations (IR) in the

Office of the President from 2011 until 2013. GESS and ISS become separate units in the undergraduate office

- xi. 2013: Asiah Mason leaves IR, and Danilo Torres becomes the sole coordinator. GESS and ISS combine to create International Student and Scholar Services (ISSS). Dr. Charles Reilly, director of the Gallaudet Research Institute (GRI) absorbs both IR and ISSS, which becomes Research Support and International Affairs (RSIA).
- xii. 2017: RSIA creates Education Abroad (EA) office
 - RSIA now consists of four units
 - Research Support (RS)
 - International Student and Scholar Services (ISSS)
 - International Relations (IR)
 - Education Abroad (EA)

In addition, work related to internationalization, whether as a part of overall office operations or as the sole focus of the office, has been housed in different offices under two divisions, Academic Affairs (AA) and Administration and Finance (AF). IZN is incorporated into offices in varying ways and with varying degrees of involvement or investment. The English Language Institute is another program that focuses on international students. It is an intensive English immersion program for domestic and international students who need more academic support in learning English and American Sign Language (ASL).

Need for More and Better Data

We looked at the institutional data and realize there are some missing and/or conflicting data stemming from programs. Examples below represent the challenge of finding, preserving, and recording data on domestic and international students, as well as staff and faculty;

- Example #1: National Survey of Student Engagement (NSSE)
 - The NSSE has nine topical modules; however, the Office of Institutional Research (OIR) has selected two: 1) First Year Experiences & Senior Transitions, and 2) Inclusiveness and Engagement with Cultural Diversity.
 - A global learning module is recommended to be added as part of a measurement tool, because the American Council on Education (ACE) and Association of American Colleges and Universities (AACU) frequently refer to NSSE.
 - Agreed to add global module for Spring 2020

- Example #2: Data Requests through OIR
 - Some working groups had the challenge in submitting the request related to data on international students.
 - Some got data from the Registrar's Office and/or International Student Scholars Services.
- Example #3: International Recruiting Strategy
 - Asked OIR but data was unavailable.
 - Obtained data from Registrar's Office for the number of applicants, those who accepted, and those who enrolled.
- Example #4: International Student Support and Inclusion
 - Conflicting information about mariculated ELI students data
 - ELI gets data from Registrar's Office and compiles its own dataset.
 - OIR has different dataset on ELI students who matriculate into undergraduate and graduate programs.
- Example #5: Education and Research Abroad
 - Two different datasets; one by program (Carl Pramuk, associate dean, Student Center, and Travis Imel, interim dean, Student Affairs) and one by OIR.
- Example #6: Faculty Practices and Policies
 - OIR doesn't keep data on faculty because it is embedded in evaluation forms, which are paper, not electronic, and stay within Academic Affairs (deans/department chairs).

Legal Issues and Compliance

- Gallaudet's authority to serve international students (F & J visas)
- Legal proxy for the president
- *International Policy Manual*
 - "A central online resource for faculty, staff, and administrators about international-related matters. To log in to the manual, click <https://my.gallaudet.edu/international-affairs> and select International Policy Manual from the left sidebar."

Key Recommendations

Key recommendations will be given in the Stage 2 report on the direction of movement for the University towards closing gaps and embracing opportunities in this thematic area.

Financial Evaluation of Implementing Recommendations

VII. Internationalize the Learning Experience

Drawing upon Gallaudet's unique legacy, enhance the University's academic mission by embracing experiential global learning, impart to faculty the duty of preparing students to meet new demands in the 21st century workplace, and enhance its research and innovation agenda through revision of its curriculum and co-curricular activities to be global and multicultural in nature. The University will emphasize global learning outcomes in every aspect of the campus community, and provide faculty and staff development and support to enlighten and empower them to guide students in becoming successful, contributing members of a universal society.

Summary

In this section, the compelling reasons to infuse our students' learning with an internationalized curriculum and experience are explained. The integration of global learning in reforming the curriculum, including General Studies Requirements (GSR), is recommended.

Global Learning:

"Critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability."

Association of American Colleges and Universities (AACU)
<https://www.aacu.org/global-learning/definitions>,

Responsible Units

Council on Undergraduate Education (lead), Council on Graduate Education (lead), Research Support and International Affairs (Education Abroad, International Student and Scholar Services), Student Success and Academic Quality.

For a description of how this work is coordinated, please see the later section on "Organizational Functions and Structure."

The recommendations at the end of this section indicate the direction of movement for the university towards closing gaps and embracing opportunities for global learning. Proposals for structuring, resourcing, and activities will be given in the Stage 2 report.

Situation/Findings

International and Global Learning at Gallaudet

The five institutional level student learning outcomes (SLO) are not explicit about international or global learning, many departments and programs did not intentionally include it in their course or program level SLOs. The only SLO connected with the possibility of international or global learning is SLO 3:

Identity & Culture: Students will understand themselves, complex social identities, including deaf identities and the interrelations within and among diverse cultures and groups.

When faculty were polled as part of the general studies self-study on what changes or additions they would like to make to the SLOs, their responses did not include any suggestions of how we are operating in a diverse, international, and multinational world. Without a requirement at the university level to include international or global learning, the faculty curriculum committees (Council on Undergraduate Education, CUE; Council on Graduate Education, CGE), do not require it as part of course and program proposals. There are a few select programs that do mention in their SLOs that students should be aware of both local and global issues or address international and/or diversity such as majors in Art, Deaf Studies, Counseling, Psychology, Communications, International Studies, Early Childhood Education, Accounting, Government, Social Work. There is no assessment of international or global learning at the institutional level, however, some assessment does occur within some programs/majors.

Courses that offer insight in international or global issues are limited to those within certain programs/majors (Table 1) with some majors solely focused on international/global learning such as Bachelor of Arts (BA) in International Studies, Master of Arts (MA) in International Development, BA/minor in Spanish and the Peace Corps Preparation Certificate.

Table 1: Courses in various program/departments incorporate international/global learning.

Program/major	Number of courses
Business	8

Government	5
Sociology	1
Education	2
History	12
Philosophy	3
Deaf Studies	3
Theatre	2
World Languages and Cultures	14
International Studies	2
Spanish	11
English	4
Psychology	2
Communication	1
General studies (AY 2017-2019)*	X

* A survey of GSR 210/220 courses over two academic years (e.g. African traditional religions and culture, Spain and Latin America, Introduction to Swahili, Introduction to LGBTQ+, French, Spanish through TV, Latino presence in the US)

Interest Among Students for International/Global Learning

While there is no requirement to learn foreign languages, students interested in international or global learning are limited to majors in Spanish, French, or international studies/development. Those majors require basic courses in either Spanish or French.

First and fourth year students at Gallaudet take the National Survey of Student Engagement (NSSE). Gallaudet does not use the topical module on global learning, so the results are inferred from other questions on the NSSE. However, it is known that 35-42% of first year students planned to study abroad but only 12-18% actually did so by their senior year. It is clear that there is interest and need for global learning and exposure to diverse perspectives, as shown in the increase of applications (800%) and engagement in education and research abroad, especially internships in the past two years (2017-2019). Faculty have seen these students return to campus as deeper thinkers, more enlightened about other cultures and lifestyles. There is also increasing demand for faculty-led experiences and students who are eager to experience living abroad, often with intent to provide service to global deaf communities.

Opportunities Outside the Classroom (Research, Co-curricular Activities)

Some faculty engage in international research with countries such as the United Kingdom, Japan, Israel, and Canada, and it often involves Gallaudet students. Support for students to do international research can come from internal funding through the Small Research Grants program administered by the Office of Research Support International Affairs (RSIA) or external programs such as Fulbright.

There are no clear policies, procedures, or articulated learning goals for co-curricular activities. More often, they are initiated and coordinated by different campus units, including Student Affairs (includes Residence Life and Campus Activities); Office for Equity, Diversity and Inclusion, RSIA, and academic major/minor programs. A sampling of over 50 international events and activities during 2017 and 2018 include UnityFest, Flemish Sign Language Parent-Child Sharing, Deaf Jews-Arab relationships in Israel seminar, Deaf International Festival Clin d'Oeil, and Chinese Lunar New Year: Year of the Dog.

In addition to NSSE, Residence Life administers a housing survey that includes questions on learning from diverse interactions. There are three questions on the survey that we can learn from:

- (1) To what degree has your on-campus housing experience helped you interact with residents who are different from you (i.e. race, gender, beliefs)?*
- (2) To what degree has your on-campus housing experience helped you understand other residents by putting yourself in their place?*
- (3) To what degree has your on-campus housing experience helped you benefit from interactions with residents who are different from you?*

While students gained more understanding from 2015 to 2017, it is still considered a work in progress. In addition, Gallaudet does not have formal programs to pair U.S. and international students to help integrate students socially. Most international students socialize almost exclusively within their own circles: either with their ELI cohorts or student organizations. (This was addressed by another working group.)

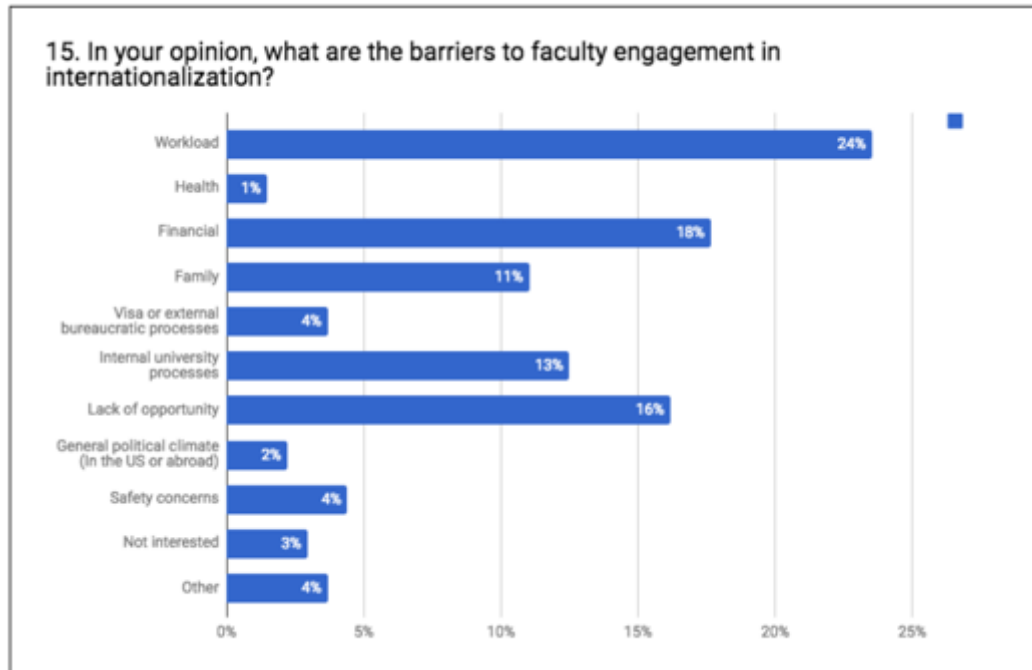
Background

Assessment of Situation

Opportunities for Faculty

A survey was sent to faculty in May 2018 to gather their experiences related to opportunities to engage in international activities. The results, which represent a small sample (44 out of about 180 faculty members) reveal that the biggest obstacles to engagement in internationalization are: workload, financial limitations, lack of opportunities, University procedures, and family

obligations. In addition, the majority of those surveyed reported that not much attention has been given to removing these barriers. The survey also revealed that faculty are not rewarded for international activities through hiring, promotion, and tenure processes. Additionally, they often do not take the opportunity to go abroad for their sabbaticals.



Upcoming Curriculum Transformation

For the first time since its inception 10 years ago, Gallaudet University's General Studies Curriculum underwent a program review, starting with a self-study that was completed in spring 2018. The self-study noted suggested that Gallaudet's mission should be revised with language such as:

Upon graduation, the Gallaudet scholar will be identifiable by their ability to connect knowledge through critical thinking from the humanities, arts, and sciences. They will be prepared to discover and engage a diverse world with cultural understanding and competency. They will be effective communicators in both American Sign Language and written English. They will be able to influence the world with sound ethical reasoning that strives to create social justice.

This suggested revision touches on global learning that needs to take place at Gallaudet. The self-study also reported that chairs and program directors responded that they would like to make changes to this student learning objective but to add emphasis on developing respect for and understanding of those with identities different from their own, but defining identity by hearing status, race, religion, gender, sexual orientation, and intersectionality rather than internationally (or their place in the world). The general studies self report completed by faculty

was given to administrators in the spring of 2018. External evaluators came to campus in February 2019 and reported to the community in April 2019. One reviewer mentioned that Claflin University (Orangeburg, S.C.) has student learning outcomes that are explicitly connected to their strategic plan, and offers the idea of global citizenship as a pathway for students. The other two reviewers did not address the issue of global learning.

The establishment of the general studies curriculum in 2007 led to existing institutional SLOs. The overall program review process will provide faculty an opportunity to revise institutional learning outcomes, and they need to be mindful of international and global learning opportunities for students. The discussion began in fall 2018, and was the focus of Professional Development Week activities in January 2019. Dr. Janet Shope and Dr. Nina Kasniunas (who won the Paul Simon Internationalization award in 2008), from Goucher College (Baltimore, Md.), spoke about creating interdisciplinary centers and their study abroad program. Dr. Dawn Whitehead, an expert in internationalizing the curriculum, spoke with faculty about creating global student learning outcomes. More experts will be invited to campus as faculty determine how they would like to internationalize the curriculum. As ACE [suggests](#), there are many possible avenues, as study abroad is not the only mechanism:

- General Education Requirements with a Global Component
- Institution-Wide Foreign Language Requirements
- Institutional Guidance and Resources for Course Internationalization
- International Course Designations
- Internationalized Courses
- Internationalized Majors, Minors, and Tracks
- International and Global Learning Certificates
- Internationally-Focused Co-Curricular Programs
- Globally-Focused Student Learning Outcomes and Competencies
- Associations: International Sections
- Global Learning Assessments (non-institution based)
- Curriculum and Course Design Workshops and Programs
- International Living-Learning Communities
- Internationalization Through Technology
- Educational Abroad (which we will expand on next)

However, curriculum transformation and redesign will go beyond Gallaudet's general studies curriculum. Revision of GSR 101: First Year Experience will occur in summer 2019. The curriculum of this course for all freshmen on how to navigate the college experience, and discover and examine their own identity, will be revisited by a group of faculty. An international faculty member or staff member from RSIA should be part of this group to ensure that international student pathway and identity, and internship/study abroad opportunities are part of this course.

The faculty are currently being asked to submit proposals for ideas by October 1, 2019 on restructuring Academic Affairs in ways that might lead to interdisciplinary/multidisciplinary clusters that support these initiatives, as well as provide an opportunity to re-think how global learning occurs, and how to integrate it as a part of the curriculum of each cluster. General studies courses are most likely to be offered by the clusters rather than a separate program, so global learning must be infused throughout the curriculum.

Education and Research Abroad

As one opportunity to expose students to global learning, education and research abroad have a huge potential for Gallaudet as high-impact practices. There are three ways to provide educational or research abroad opportunities:

- (1) Direct exchange(s) with other universities.
- (2) Third party programs, where students join programs that are run by other universities and organizations.
- (3) Gallaudet-run programs that can either be arranged logistically by the University or through partnerships (e.g., Council on International Educational Exchange).

The third option (Gallaudet-run programs) has potential to be a major part of the curriculum, as well as a source of revenue to the University as a provider of ASL study abroad programs that expose students to the lives of deaf people in societies outside the United States (e.g. community-based engagement). In order to implement and develop those programs (e.g., the Gallaudet model), placeholder courses need to be added to the academic catalog by the councils on undergraduate and graduate education, policies regarding faculty compensation need to be developed, financial aid and scholarship opportunities need to be made available, and potential partners need to be identified.

Key Recommendations

Our recommendations are twofold: curriculum-related and faculty opportunities/activities.

- Internationalize the general studies and thematic clusters of Gallaudet's curriculum and program/major levels to place global learning in the forefront.
- Create international opportunities for faculty to broaden their knowledge and advance global learning in the classroom.

Financial Evaluation of Implementing Recommendations

VIII. Advance International Students as Assets and Ensure their Equitable Participation in All Campus Activities

Build on the foundation of Gallaudet's diverse [academic and community vitality](#) by embracing people from other societies as both teachers and learners. By considering the life opportunities of deaf and hard of hearing people in other nations, and how Gallaudet may advance their aspirations, undertake vigorous international enrollment management, including responsive marketing and admissions, followed by an "all hands on" pathway to international students' success and retention. Gallaudet will strive to be their "home away from home."

Summary

This section describes the "arc" of international students from "first contact" and enrollment, through admissions and onboarding, and then graduation and returning home. Gallaudet's need to establish a comprehensive and cohesive international enrollment strategy to enrich international students' lives and Gallaudet's academic and cultural vitality is described. Highlighted are successes and challenges in cooperating among offices within the division of Academic Affairs and the division of Equity, Diversity, and Inclusion, to monitoring and addressing students' needs, and enhancing our personnel's intercultural competency.

Responsible Units

Enrollment

Undergraduate Admissions (lead), Graduate Admissions (lead), English Language Institute (lead), Center for Continuing and Online Education, Research Support and International Affairs, Student Financial Services, and Financial Aid.

Student Success

Student Success and Academic Quality (lead), Student Affairs, Research Support and International Affairs, Equity, Diversity, and Inclusion, General Studies Program, Council on Undergraduate Education, and Council on Graduate Education.

For a description of how this work is coordinated, please see the later section on "Organizational Functions and Structure."

The recommendations at the end of this section indicate the direction of movement for the university towards closing gaps and embracing opportunities in this thematic area. Proposals for structuring, resourcing, and activities will be given in the Stage 2 report.

Notably, program action plans will be included for expanding the functions of international enrollment planning and management.

Situation/Findings

Current International Enrollment Strategy

Although there are countless success stories of international students whose lives have been changed by a Gallaudet education, the University has never had a unified, cohesive strategy for enrolling students from outside the U.S. Likewise, there are no substantial resources for admissions staff to extend their scope by contacting potential students from outside the U.S. The University's various units and committees focused on student matters (cost, support, and well-being) strive to serve all equally. Nevertheless, unique "twists" presented by students from other nations often confound Gallaudet's standard approaches, being rooted in assumptions about the needs of its majority American population. Fortunately, the University is seeing a positive trend of increasing attention to the needs and the assets of its international students and faculty members.

Gallaudet has four units that admit international students: the English Language Institute (ELI), Undergraduate Admissions, Graduate Admissions, and the Center for Continuing and Online Education (CCOE). ELI, which serves students who need additional academic and English language development in order to gain admittance to a U.S. college or university, is the only one that actively contacts potential international students. While undergraduate and graduate admissions and CCOE do not actively seek to enroll international students, they do provide information and admissions support.

However, University personnel lack specific knowledge about the circumstances and job opportunities for people from other nations, nor are there materials for prospective international students, which often need to be customized for specific nations. Resources are lacking as to market research and enrollment. In the past, ELI set aside \$5,000 annually for international enrollment, but this funding was discontinued in 2016. As for undergraduate enrollment, approximately \$10,000 is earmarked each year, but the demographic scope for identifying potential students to enroll is limited to the U.S. and Canada. Graduate Admissions does not have an international enrollment plan.

International Students' Experience with Support Services

As an integral part of the student body, international students' well being must always be kept in the forefront, bearing in mind that their needs frequently differ from those of domestic students. At any given time, Gallaudet University may have students from over 40 nations on campus, but only a small number from a single nation. This wide range of diversity of backgrounds has challenged Gallaudet staff and faculty to develop helpful support services for all. These services, such as those housed under International Student and Scholar Services (ISSS), have done relatively well in meeting the needs of these students in terms of maintaining their immigration status while attending Gallaudet. This means international students receive thorough assistance from ISSS related to their visa status (F-1, J-1) and the expectations they entail. While this is essential in ensuring compliance with legal regulations, the University must allocate resources in other areas that reflect positively on international students' overall educational experience at Gallaudet.

Addressing international students' well being begins before they arrive on campus. From the time they are accepted by the University, the admissions offices and ISSS aim to help ease international students' entry to the globally diverse campus community by helping them learn about what to expect. ISSS also provides international students with a pre-arrival orientation brochure with useful information to help ease the stress of transitioning to live on campus and in the U.S., and an orientation seminar when they arrive.

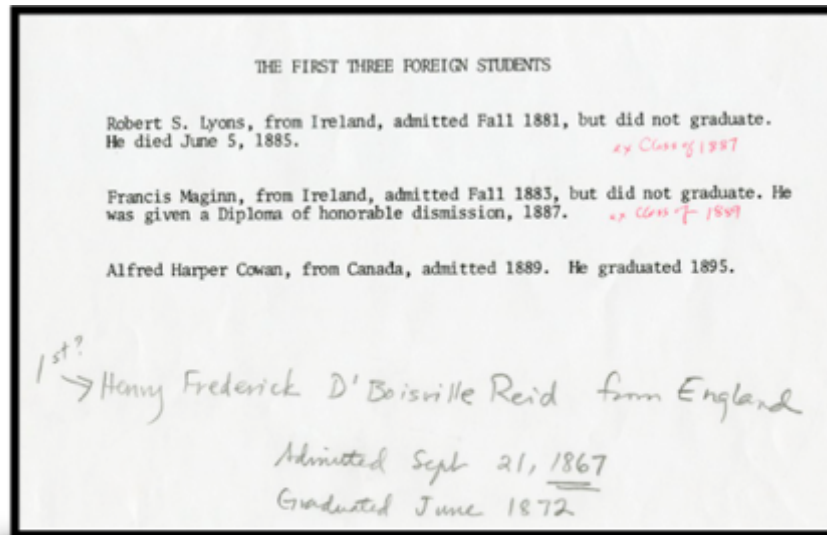
Background

International Student Enrollment at Gallaudet

Gallaudet University began enrolling international students soon after its founding. Their presence has been mutually beneficial to the campus community in that they take home knowledge and training that enriches their lives and serves as a example to their peers of what Deaf people can achieve, and at the same time, enriches Gallaudet's academic and cultural vitality, and strengthen its revenue base by expanding the scope of its enrollment.

The first known record of a non-U.S. student at Gallaudet was 1867 (see below), when an Englishman was admitted to the University, and the first known Canadian enrolled in 1884. The latter was a particularly auspicious sign: Canadians became and continue to be the largest group of international students enrolled at Gallaudet, although their number has shrunk to one-fourth of what it was 30 years ago. Today, international students represent a small but vibrant part of the Gallaudet community. Last year, 29 international students representing 15 countries earned degrees from the University: 20 undergraduates and nine graduates, including a doctorate in clinical psychology earned by a student from Malaysia, and a master's in public affairs earned

by a Gallaudet/Nippon World Deaf Leadership scholar from Egypt. Twenty-seven of these students are deaf and two are hearing.



Courtesy of Gallaudet University Archives



International graduates from the Class of 2017, along with family, friends, faculty, and University staff, gather for a photo at a reception in Living and Learning Residence Hall #6 that was held in the graduates' honor on the morning of Commencement day. The previous year, 37 international students received Gallaudet diplomas.



Proudly displaying photos of themselves in graduation regalia are (from left): Sarah Iwamoto (Japan), Izumi Takizawa (Japan), Lingyu Kong (China), Phoebe Tay (Singapore), Gabriel Saucedo-Romero (Mexico), and Ayano Yamamoto, Japan.

-- Photos courtesy of Yudan Liu

Graduation from college is a joyous and memorable occasion for anyone, but for an international student who earns a diploma from Gallaudet University, the event is life-changing.

"I'm very proud and very emotional today. I've been waiting for this day since he was born."

--Reena Sen, mother of Krishneer Sen, a native of Fiji, on Commencement day

Always aware of how bright their son was, Krishneer Sen's parents moved the family often to make sure he benefited from the limited educational opportunities available for deaf people in their country, Fiji. "My dream has always been for him to be educated and to be on his own. Today, my dream has come true." Sen discovered Gallaudet by surfing the Internet for deaf universities. "There were pictures of deaf people being educated and signing with each other. I was so excited." Looking back, he said, "I can't believe how much I've learned. Gallaudet gave me a quality education I couldn't have found anywhere else." Upon graduation, Sen was appointed a UNICEF Ambassador in Fiji. Today, he is a project officer for Fiji Association of the Deaf, where he is working to improve the living standard of people with disabilities through Information Communication Technologies and human rights advocacy in the South Pacific region and around the world.

"She is so happy she found Gallaudet. Sometimes I think Gallaudet found her."

--Father of Ana Arce, a native of the Philippines

Ana Arce's parents were worried about leaving their daughter alone at a college in a big city like Washington, D.C., so far from their home in the Philippines, but they knew they'd done the right thing four years later when they saw the joy, triumph, and excitement reflected on their daughter's face on Commencement Day. "She is so happy she found Gallaudet," said her father. "Sometimes I think Gallaudet found her." Gallaudet is the only place in the world that offers a master's degree in deaf studies, a field that Arce yearned to pursue. After returning home to , Ana was promoted from graphic artist to head of the newly established Deaf Culture unit of Benilde College in Manila, responsible for developing a curriculum to aid the college in more sensitively serving deaf Filipinos.

Value of a Gallaudet Education

There is a need to highlight the value of a Gallaudet degree for potential international students and their parents. The University has the reputation of being the world's only institution of higher education that serves deaf, deafblind, and hard of hearing students, and it attracts interest from deaf communities who want to learn about what Gallaudet has to offer. However, too often, sponsors and families of deaf people fail to recognize how an educated deaf person can assist in upgrading services to their country, such as improving the education system. Ultimately, they aren't convinced that the cost of educating deaf people represents an acceptable return on their investment. Gallaudet needs to take steps to change this mindset among parents/families, government, and organizations, to name a few, and share with them some of the many examples, as given above, of deaf people whose lives -- and many others -- were transformed by a Gallaudet education.

International Students as Assets for Academic and Community Vitality

Recognizing and advancing the fact that international students are assets for academic and community vitality through the rich cultural exchanges the bring between domestic and international students, must be promoted by Gallaudet.

LINGUISTIC AND CULTURAL VITALITY

- Recognizing Gallaudet as a multilingual community, even though American Sign Language (ASL) and English are the primary languages used on campus.

- Research has demonstrated through many studies the value of early and ongoing language exposure for deaf babies [Visual Language and Visual Learning (VL2), Department of Linguistics, and Department of Education.
- International events hosted by various campus units reflect cultural diversity (e.g., presentations by international guest speakers, student clubs such as Asia-Pacific Organization, Latin Student Union, Office of Diversity and Equity for Students. and Research Support and International Affairs [RSIA]).

DEAF/DEAFBLIND/HARD OF HEARING LEADERSHIP AND ADVOCACY

- Fosters full participation in society through equal accessibility and in all affairs that impact deaf people.
- Collaboration on issues that are important to deaf and hard of hearing people.
- Promotes leadership and innovation in global deaf communities through research and community engagement (Master's in International Development program).
- Advancing deaf/deafblind/hard of hearing people in the areas of professional and leadership positions in the U.S. and abroad, and ongoing projects related to access and empowerment (i.e., Deaf Gain).

DEAF DIVERSITY AND LIFELONG LEARNING

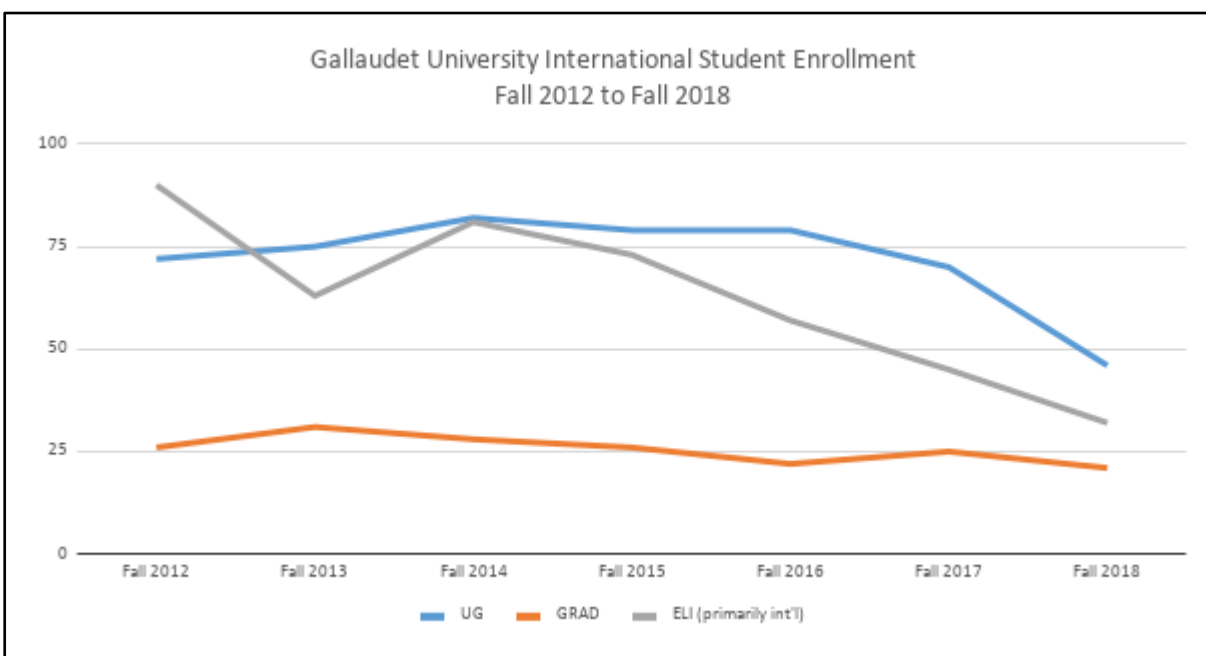
- Promotes ethnocultural and linguistic diversity on campus.
- Commitment to providing multicultural and linguistically rich settings of learning, exchange, and innovation for deaf and hard of hearing students in the curriculum.
- Recognition of the value of other sign languages on campus by offering classes in sign languages from other countries, International Sign, Pro-tactile ASL, etc.
- Promotes U.S. and international students' pursuit of personal and professional success, and leads to positive social change in local, national, and global communities.

- Personal and professional development of students through study abroad initiatives, international internships, etc.
- Commitment to establishing and maintaining strong institutional relationships with other universities and organizations through the global partnerships program.

Assessment of Situation

Trend on International Enrollment and Revenue for Degree Seeking Students

The graph below shows recent trends in international enrollment at Gallaudet. While the number of international graduate students has remained fairly consistent over the years, enrollment in ELI and at the undergraduate level began experiencing a dramatic drop beginning in fall 2018.

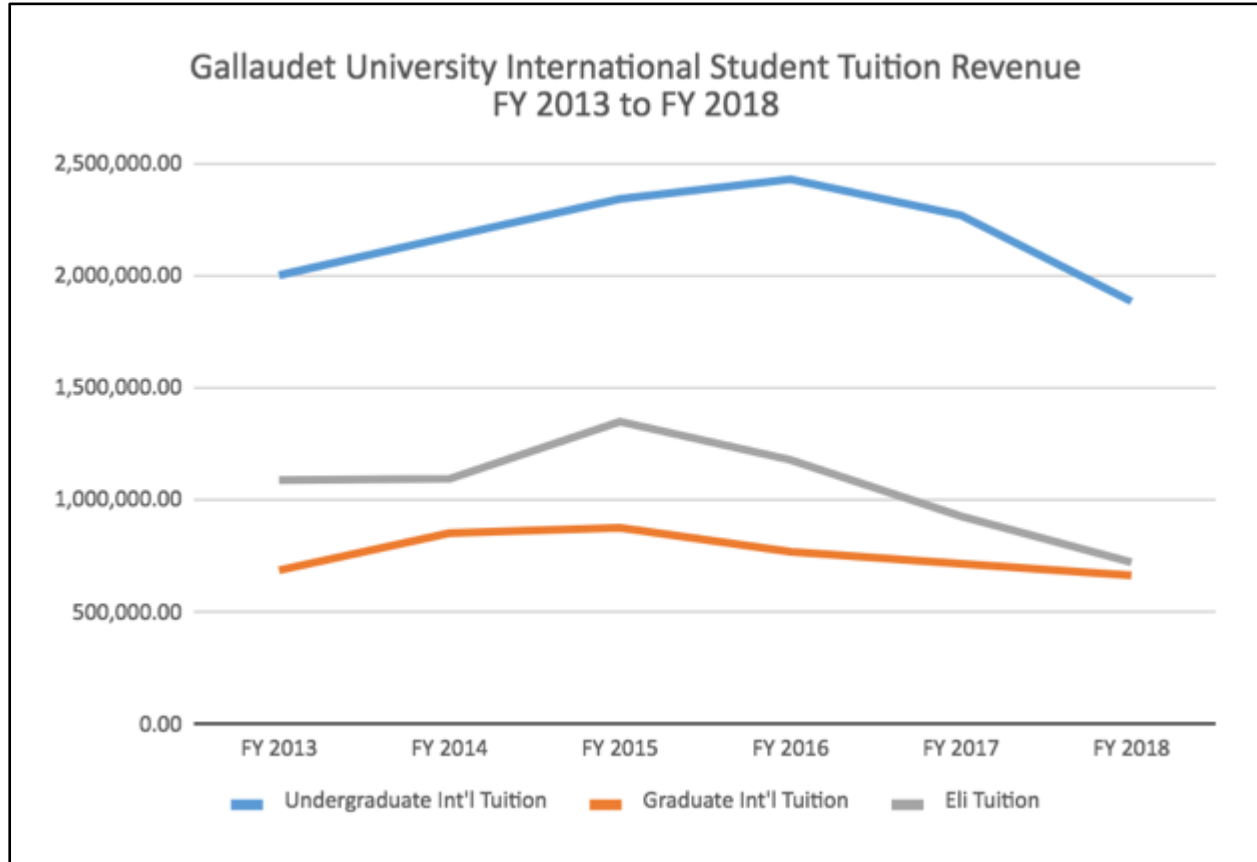


The geographical distribution of countries of origin for Gallaudet students today is as following: 54.08% from North America (primarily Canada), 19.16% from Asia, 10.77% from Europe, 9.18% from Africa, and 3.63% from the Middle East.

There are 66 international students currently enrolled at Gallaudet: 24 in the College of Arts and Sciences; 10 in the School of Education, Business, and Human Services; and 32 have not yet declared majors. By comparison, total enrollment by headcount, both domestic and international,

for academic year 2018-2019, is 1,808 students. The top three majors for international students for the past five years (2012-2017) has been psychology, social work, and accounting.

As a consequence of the drop in enrollment, revenue generated by international students has been in decline in the past few years as well, as shown in the chart below:



Total gross revenue for Gallaudet grew from \$23.9 million in Fiscal Year (FY) 2013 to \$29.3 million in FY 2018. International student tuition as a percentage of the University's total revenue initially rose from 11.2% to 12.6% between FY 2013 and FY 2015, then declined steadily to 8.7% by the end of FY 2018. Seen in dollar terms, it fell from a peak of \$4.6 million in FY 2015 to \$3.3 million in FY 2018. If Gallaudet's international student tuition revenue had remained steady from FY 2015 on, the University would have seen an additional \$1.3 million to its gross tuition revenue, which would have been especially helpful, in light of Gallaudet's current budget challenges.

Barriers to Successful International Enrollment

Education of the Deaf Act (1986)

Gallaudet University is required by the Education of the Deaf Act (EDA) of 1986 to cap enrollment of international students at 15% for those who are degree-seeking. The University is

approximately 66-70% federally funded, which means there are restrictions on using the federal money, as outlined by the EDA. Also, the EDA requires an international student tuition surcharge, which is frequently seen as a barrier for enrolling international students. International students from non-developing countries are charged double the Gallaudet tuition for U.S. students, a requirement specified in EDA Section 4359a(b)(1). For students from developing countries, the surcharge is 50%; in other words, 150% of the Gallaudet tuition for U.S. students.

Although the EDA permits further reduction of these surcharges on a sliding scale upon demonstration of need and good faith efforts in securing financial aid from third parties, the University has not been successful in implementing this provision. Several years ago, Gallaudet, along with the Rochester Institute of Technology's National Technical Institute for the Deaf, the other institution of higher education funded under the EDA, conferred with the U.S. Department of Education on this matter. It was concluded that because of the complexities of daily international currency valuation fluctuations and varying definitions of poverty levels in other countries around the world, it would be impractical to come up with a sliding scale model. For that reason, Gallaudet's international students have been charged a surcharge of either 50% or 100% solely on the basis of the per capita criteria specified in §4359a.

Lack of a Centralized Office for International Enrollment

The lack of a centralized international services office presents a barrier in achieving Gallaudet's IZN goals. In addition, the University doesn't have international enrollment policies and guidelines, and financial constraints have prevented the University from building an international enrollment team and coordinating international travel plans.

International Students' Experiences with Campus Services

There are many resources, services, and organizations both on campus and off campus that provide avenues for international students to feel welcome and included. These include:

- **Counseling** - Counseling And Psychological Services (CAPS), Peer Advisors, [Academic Advising](#).
- **Socialization** - Multicultural Student Development and Mentoring, Peer Advisors (Residence Life), Peer Mentors (Student Success), Campus Activities, [Athletics \(Intramurals\)](#), [Physical Education and Recreation](#), and Late Night Gallaudet University.
- **[Student Organizations](#)** - Student Body Government, Graduate Student Association, BisonTV, African Student Union, Asian Pacific Islanders Association, English Language

Student Organization, Saudi Student Organization, Latinx Student Union, Black Student Union.

- **Washington, D.C. Deaf Organizations and Events-** Deaf Night Out, Deaf Night Life, Greater Washington Asian Deaf Association, Latin Deaf and Hard of Hearing Association of Metropolitan D.C., Capital Metropolitan Rainbow Alliance, Washington Society for Jewish Deaf, ASL Meetup.

Onboarding Process

The focus here is on the type of preparation international students receive prior to traveling to the United States after they have been officially accepted at Gallaudet and have been issued a student visa at a U.S. consulate in their home country. Prospective students receive an admissions package as well as the brochure, which contains information such as what to expect on arrival at a U.S. airport, how to get from the airport to campus, options for mobile communication, weather conditions for each season, and so on.

Considerations for this material include:

- Is it available in other languages besides English?
- Is it available in other signed languages besides ASL? (Signed languages can be per target region; i.e., a variation of the sign language used in many parts of sub-Saharan Africa.)

Gallaudet's website is the primary place prospective students, parents, and sponsors turn for information. However, there have been reports of some difficulties locating essential information on the website; i.e, the actual cost of attendance (tuition, books, room and board, and other expenses) per semester or academic year, as well as possible sources of financial assistance or scholarships. This needs to be addressed so that important information is easily accessible.

Needed Transition Support

Providing information, while important, is quite different than having to put it to use in a real-life situation. The reality of arriving in the U.S. can simply be overwhelming for most international students. To facilitate the transition from the moment of arrival on campus, there needs to be concrete action plans and clear communication among units acting as front-liners here: ISSS, Residence Life, Student Success (Student Orientation), Department of Public Safety (DPS) and other relevant units. Issues often encountered by international students when they first arrive on campus include:

- Residence Life staff not on site for check-in.

- Dorm room not assigned and keys not ready.
- Residence Life assistant staff and/or DPS are not aware of arrivals.
- Lack of ability or patience to interact with new arrivees and their families.
- International students more likely to be assigned to rooms in buildings with lower standards, since rooms with higher standards had been reserved by domestic students.

The U.S. college model is often different than what most international students are used to. Academic rigor aside, they often have to come to terms with the pace of academic life in the U.S.: the number of assignments they receive, periodic assessments, communicating with teachers by email or other means indicated on the course syllabus, group projects both within and outside of class, etc. This stands in stark contrast to what most international students are used to at the higher education level, which is limited to attending lectures, taking notes, and studying for trimestrial exams.

Also, depending on their academic background, students enrolled in the ELI program and most undergraduate students may not have the readiness for academic rigor. The focus is often on addressing language challenges first (ASL, English), First Year Experience seminars under the General Studies Requirement introduces students to academic life. It can be tailored to address specifically international students.

Efforts should be reinforced to encourage them to share what is important to them in feeling at home on campus, as well as meeting their academic and career goals. There is a cross campus collaboration project called “All Hands On for International Students” that is led by RSIA, Office of Equity, Diversity, and InclusionI, and other campus units. The purpose of this project is to monitor international students’ issues and to develop a better referral system.

Academic Support

Academic advisors often refer international students to ISSS, which can be interpreted as a lack of knowledge on their part to appropriately advise international students in many necessary areas, such as choosing possible career pathways. This brings into consideration:

- Are academic advisors equipped with the competency to serve international students?
- Should academic advising for international students under the purview of international office staff?

International students enrolled in the ELI program have access to academic advising. ELI instructors serve as primary academic advisors, while general advising is the responsibility of a

designated staff member. While effective, it excludes ELI students from the general advising support available to other students.

Career Opportunities (Optional Practical Training/Curricular Practical Training/On-Campus Employment)

Employment for international students is contingent upon immigration legislation. Depending on the type of visa or status, off-campus employment is possible only with U.S. Citizenship and Immigration Services or Department of State authorization[1]. Generally, international students are eligible for on-campus employment on the condition that they work no more than 20 hours per week during the fall and spring semesters. During the summer session, they can work full time on campus for up to 40 hours, even if they aren't taking classes. However, as legislation tends to change, this needs to be verified periodically with ISSS. The responsibility for confirming whether a student is eligible for employment, and the relevant document(s) to be obtained for employment purposes, rests on the international student in coordination with ISSS.

- Hiring departments/units across campus need to be made aware of these students' eligibility, as the prevalent assumption is that international students are not eligible for employment.
- ISSS does a good job of keeping students up to date on current legislation in this area, and needs to continue doing so.

Those not familiar with legislation relevant to international students who wish to work may be unaware of Optional Practical Training (OPT) and Curricular Practical Training (CPT) for F-1 students, and pre - and post-graduation Academic Training (AT) for J-1 students. These documents involve screening to ensure that eligibility requirements are met. They are under the responsibility of ISSS. OPT, CPT, and AT primarily concern undergraduate students who are nearing completion of a degree. Graduate international students may be eligible to obtain CPT or AT authorization when they aren't close to completing a degree in the instance of a practicum, internship, teaching assistantship, or other activity that is part of their degree requirements. ISSS periodically provides workshops and information sessions on the requirements of these training opportunities for international students, and needs to continue doing so.

Student Organizations

Equally important for international student support and inclusion are student organizations on campus. Students are made aware of the existence of these organizations during orientation. Acclimating to new surroundings and new realities is often eased by associating with people to whom we can relate. Student organizations geared primarily for international students, such as English Language Institute Student Organization (ELISO) or African Student Union, should be

key actors in this process. Since the overall goal is inclusion within the larger student population, the Student Body Government and Graduate Student Association should also be onboard from the start. At present, the international student body should be encouraged to restart the international student organization, which has gone dormant over the past few years. ELISO is currently acting as the de facto international student organization, although its original purpose was to serve ELI students.

Academic Rigor & Readiness

Taking into consideration the vast differences in educational systems among countries, curricula, and cultures, it is essential to determine prospective students' readiness for academic life at Gallaudet. As a rule, current international admissions practices entail:

- Prospective undergraduate students
- Prospective graduate students
- ELI students
- Non-degree seeking and special students

Regardless of their academic level, international students, especially those from non-English speaking countries, are more likely to be placed in intensive English classes offered by the ELI program in order to acquire language competency in English before undertaking credit courses at either the undergraduate or graduate level. Research shows that acquiring the necessary proficiency in a target language takes three to five years; thus, how long a student stays in the ELI program varies. It should be noted that ELI students also receive instruction in ASL, thereby bringing into the equation the fact that they are concurrently learning two distinct languages. Sponsors and parents, and students themselves, often do not realize the length of time (years) required to gain bilingual proficiency at college level.

In 2019 a task force was convened to review the status of the English Language Institute, in light of declining numbers. Subsequently, a report by the lead administrators pointed to a need to clarify ELI's mission (whether to serve those with any level of English or only those who are near-ready for college matriculation), to take steps to reduce isolation from the general student body and campus life, to standardize assessment measures, and to invest in enrollment, among other steps. The review and discussions will continue during 2019.

Financial Support for International Students

Monetary issues are a top concern of Gallaudet's international students, including affordability, clarity of policies, timeliness of billing and financial aid awards, and the perceived value (return on investment) of a Gallaudet degree. During 2018-19 the issues were analyzed by a task force

comprising representatives from Administration and Finance, International Affairs, Student Success and Academic Quality, Student Financial Services, and Institutional Advancement. The conclusions of the task force are included at the end of this section.

As for providing funding for international students, the number of scholarships available is limited. Approximately \$350,000 total per annum is available for international scholarships, the largest being the World Deaf Leadership Scholarship program through The Nippon Foundation. This scholarship covers all expenses for a degree program. (Two students, from Nigeria and the Philippines, were selected in 2018.) The Sasakawa International Scholarship program, also offered through The Nippon Foundation, was awarded to nine students in the 2017-2018 academic year. Both scholarships are limited to students from developing countries. There are some scholarships earmarked for international students, but the payout is small. Also, there is no effort underway to raise funds for international students scholarships.

The University has an Enrollment Revenue Management Committee, but it is focused on domestic students. However, thanks to inroads made by IZN planning over the past two years, the committee is becoming aware of international trends and issues, such as the mandatory surcharge for international students that was mentioned earlier in this section.

Federal regulations require prospective international students to provide reliable financial documentation of their ability to cover tuition, books and other educational resources, and living expenses for the duration of their studies in a U.S. college or university. The proof of financial resources is also required as a condition for obtaining relevant immigration document necessary for issuance of a visa at a U.S. embassy or consulate post abroad. While not precluding international students from seeking scholarship opportunities, this has led to assumptions that international students are barred from scholarships or other financial aid opportunities. The source of this misconception seems to be that because a large share of Gallaudet's financial support comes from the U.S. Congress, it cannot be used to support non-U.S. students.

In truth, while federal money can't be used for scholarships or direct financial aid to international students, the University is not barred from seeking private financial means supporting them. [\[See Page 8: "Unpacking Int'l Student Monetary Issues"\]](#) Gallaudet has 23 endowment accounts established specifically for, or "with preference given to," international students.

- Handling available private monies
 - Every fiscal year, the Board of Trustees allows the University to withdraw a certain percentage of endowed funds for financial aid, some of which is earmarked for international students. For example, available funding for the 2019-2020 academic year is about \$71,000, awarded to 15 applicants. An Ad Hoc Committee from RSIA, Financial Aid, Graduate School, Undergraduate Admissions, Academic Advising, and Equity, Diversity, and Inclusion meets at the end of April/early May to review applications and award aid, as appropriate.

- Increasing available funding
 - The University does not have an articulated or cohesive plan for increasing financial aid to international students. While the the EDA limits the number of international students enrolled at Gallaudet to 15% of the student body, this number has never been reached. Financial support may be an important factor behind these low numbers.

The tuition surcharge for international students poses a challenge for fundraising. For example, a scholarship award of \$2,000 to a U.S. undergraduate student in Academic Year 2018-19 would have a discount rate of 12% ($\$2,000 / \$16,512 = 12.11\%$). The same \$2,000 award to an international student from a non-developing country would only yield a discount rate of 6% ($\$2,000 / \$33,024 = 6.06\%$). Thus, Gallaudet fundraising efforts in theory would always have to be greater for its international students than for its U.S. students. Another problem facing international students is the requirement to pay tuition fees upfront, which they often have great difficulty in complying with.

- To meet the challenge of the EDA requirements for international student enrollment, it is suggested that Gallaudet:
 - Focus on targeted countries for enrollment.
 - Identify financial solutions (family, United States Agency for International Develop, government) to improve affordability to study at the University.
 - Set aside a percentage of paid tuition from prosperous countries (e.g., Saudi Arabia, Oman, United Arab Emirates) as financial aid for students from economically challenged countries.
- Communications with international students
 - Scholarship availability, billing, tuition charges, etc.
 - During the spring semester of an academic year, international students will be notified to apply for the University's available financial aid.
 - Student Financial Services will inform international students through bison.gallaudet.edu well in advance of the beginning of a semester as to cost of attendance for that particular semester

Key Recommendations

- Establish a unified and resourced effort to develop and implement strategy for effective recruiting, admissions, and transition support for potential international students.

- Take vigorous measures to advance international students as assets and to ensure their equitable participation in all aspects of the University inside and outside of the classrooms including daily interactions with students, staff and faculty.

Financial Evaluation of Implementing Recommendations

IX. Favor Multi-Faceted Global Relationships and Transformative Partnerships

Rather than overreaching and attempt to be “all things to all people,” select global relationships and partnerships that incorporate Gallaudet’s [values](#) and harness the power of trans-national learning and exchange, thereby ensuring mutual benefits. Advance learning and research opportunities that foster concerted efforts on global challenges facing deaf and hard of hearing people and the planet, thereby positioning Gallaudet to sustain and strategically broaden its role as a higher education leader of deaf, deafblind, and hard of hearing people, as well as for all of humanity.

Summary

This section recounts how the University’s notable successes in the international realm have been based on relationships built by motivated individuals, then buoyed by administrative support. The challenge faced by the University in balancing its academic mission with its global imperative is delineated. It lays out the need to craft international academic partnerships that incorporate community-supportive elements, emphasize appropriate internal workflows in considering new collaborations, and suggest how the University can project its core values and foster its partners’ development of their own “theory of change” as it relates to deaf people’s education, career, and community. The rationale for expanding the functions of the international relations team is given. In these ways, Gallaudet will solidify its knowledge, relevance, and ethical stance in global engagement.

Responsible Units

International Affairs / Provost, Office of the President, Business and Campus Services, legal counsel, and academic departments. For a description of how this work is coordinated, please see the later section on “Organizational Functions and Structure.”

The recommendations at the end of this section indicate the direction of movement for the University towards closing gaps and embracing opportunities for international relationships and collaborations. Proposals for structuring, resourcing, and activities will be given in the Stage 2 report.

Notably, program action plans will be included for expanding the functions of international relations and international enrollment management/recruiting.

Situation/Findings

This section aims to advance dialogue about how Gallaudet can extend itself in the world in a fulfilling, fruitful, and fiscally fit way. “International academic partnership” (IAP) is just one strategy in broader “international relations,” a domain of particular complexity for Gallaudet in light of its legacy and unique influence in the field of higher education and community development for our stakeholders worldwide. This Stage 1 document focuses on IAPs; Stage 2 will address the functions of international relations.

While the University is determined (and required) to focus its resources on the betterment of its students, Gallaudet is a beacon for the world, a shining example of American leadership in social investment. As the University ponders its purpose and impact in the 21st century, interest by Gallaudet’s leadership and community in institutionally supported global engagement is growing. Clearly, there is great demand for Gallaudet to share its expertise, models of pedagogy, and tenets of deaf leadership.

Clearly, we are a community of global-minded individuals. The International Collaborations: Academic & Capacity-Building groups did extensive interviewing and review of current and earlier cases of global activity. We learned how the University’s students, driven by curiosity about other “deaf ways,” and faculty, aspiring to master their disciplines, learn from and contribute to the world. The group saw activities that are fostering a flow of ideas among the campus community, and grassroots communities and universities worldwide. In fact, many of Gallaudet’s successes in overseas collaborations are attributable to “individual acts of heroism,” to quote the late Christina Berdichevsky, a professor at the University noted for decades of pioneering efforts. The campus is rich with such individuals for whom the Gallaudet tagline “Connect. Discover. Influence.” are more than words -- they are a passion played out on a global stage.

For example, Berdichevsky and her colleagues, driven by the belief that students should have an opportunity to experience different cultures, spent years building relations with organizations in Central America “on a shoestring,” eventually attracting funding from the Fund for the Improvement of Postsecondary Education, which provided study abroad internships for students, mostly to developing countries in Africa and Latin America. Partnerships were formed in Costa Rica, and a two-exchange benefiting Deaf Costa Ricans ensued. At that point, the possibilities of what can be attained became clear when the University’s administration steps in. In 2008, a First Year Study Tour (FYST) program was initiated by Dean of Enrollment Margery Miller (retired). The idea was to offer a service project outside the U.S during Spring Break to all academically qualified new freshmen and transfer students, with the intent of boosting enrollment and strengthening retention. Roots to the deaf Costa Rican community laid by Berdichevsky and professor Barbara White (retired) made that country an ideal choice for the study tour. During the FYST, students did volunteer work at deaf schools and national parks.

Approximately 250 students benefited from the program during the five years of its existence, and it is credited with boosting retention. While the program stopped due to budget cuts, it remains an exemplary model of what is possible when determined members of the campus community are supported by the University administration.

While Gallaudet's history contains innumerable examples of highly motivated individuals engaging in the world, rarely have they received substantial and sustained institutional backing. One reason for the lack of University support is a concern about use of federal resources overseas, which is unsubstantiated due to Gallaudet's legal authority to craft programs to fulfill its academic mission as it sees fit. Other reasons include a tendency for global efforts to not rise above the "sole proprietorship" stage, and to remain limited to the purview of a few individuals and a single office or academic department. Thus, the initiatives rarely last beyond the lifespan of the original champions. Even formal agreements approved by the top leadership have often fallen from sight when those individuals who developed the initiative depart. The following section shows how much of Gallaudet's international portfolio is lying fallow.

Now, the University is facing increasing demand for support from around the world, while at the same time facing significant financial challenges. The University's leadership and many campus members are in agreement that it must expand its engagement globally, for its own interests and to fulfill its unique role. Gallaudet's intellectual resources are at an all-time high; the expertise of campus personnel in traditional core areas -- language, education, and deaf studies -- has experienced a tremendous uplift, now spanning a wide range of sciences, technology, pre-law, and more. The University's leadership has laid an expansive vision for moving beyond traditional academics to advance deaf, hard of hearing, and deafblind people's opportunities and create community vibrancy through advocacy, applied research, and a wide range of affiliations.

As a small University with a large mandate (and heart) Gallaudet must ask itself, "What institutional goals and needs are served by international collaborations?"

Next is a review of the University's current portfolio of agreements and affiliations, and their purposes.

Background

This section presents a tally of the University's current and recently expired agreements by global region and breadth of purpose/scope. The reader may see the full **Inventory of Gallaudet's International Agreements and Affiliations in Appendix 3.**

Agreements by region are as follows:

Asia 4, Africa 1, South America 1, Central America 2, North America ____, Europe 4, US-based organizations 5.

Agreements by “transactional” (narrow purpose) versus transformational (broader aims):

4 agreements are narrowly designed for student mobility, both incoming and outgoing individuals who undertake internships, courses, or research, or who are engaged in study abroad groups. Notably, there are no agreements for faculty mobility, which is a shortcoming pointed out by the IZN group on international-related faculty policies. Clearly, effective internationalization depends on broadening faculty and staff members’ relationships and professional knowledge beyond the U.S.

Below are two photos that give a sense of activities under this kind of agreement.



Under a memorandum of understanding with IFARHU, a foundation in Panama, deserving individuals such as Lully Segundo are able to acquire critical skills for national development. He graduated in May 2019 with an MA in Sign Language Education and accepted a position in Universidad Especializada de las Américas in Panama City.



An agreement between Gallaudet and Siena School for Liberal Art in Italy, gives Gallaudet students a first-hand experience learning about Italian deaf culture and Italian Sign Language.

Potentially transformative agreements:

Three agreements have broader aims:

1. **U.S. Peace Corps-** to establish a Peace Corps Prep Program.
2. **Gallaudet in Nigeria-GAIN (Wesley University, Nigeria National Association of the Deaf)-** to facilitate a national network of knowledge and community of practice in Nigeria that “promotes international academic cooperation and the strengthening of educational and career opportunities for all Deaf, DeafBlind, and Hard-of-Hearing Nigerian citizens.”



Impactful international agreements are built upon a bedrock of trusting relationships. President Cordano's recognition of Gallaudet's abiding history with Nigeria led to the 2018 joint commitment to enhancing educational quality and exchange with Nigeria National Association of the Deaf and Wesley University.

3. **Beijing Union University (expired)**- “for the development of programs and service for deaf and hard of hearing citizens in China to obtain access to quality higher education and for the broadening of their relations for mutual enrichment.”



Along with many eye-opening experiences, students from Beijing Union University used their time at Gallaudet to discuss how to improve their own university experience back in China. The agreement between the two universities stimulated valuable two-way student exchanges.



The influence of Chinese architecture in Gallaudet's Deaf Space designs was seen by our students during the "China Through Deaf Eyes" study abroad during 2014-15-- a shared effort of three campus departments.

Conclusions from inventory review:

In general, it has been difficult to sustain global engagement, in part due to failure to institutionalize (both as to mission and human resources). Practically all of the University's agreements lack an underlying resource plan and dedicated human resources. The GAIN project, with leadership from the Office of the President, is striving to identify internal resources

to carry out critical planning, relationship-building, and training activities. From this experience, we expect good “lessons learned” about mechanisms for securing internal “start up” and oversight resources for future agreements.

In reviewing Gallaudet’s inventory of agreements and affiliations, useful activity can be found, especially among students. Yet, in general, the review found that Gallaudet’s set of agreements has developed haphazardly without overall vision, explicit strategy, and business-fiscal analysis. The result is a disjointed set of activities that lacks integration into the planning effort underway by top leadership.

Assessment of Situation

In the evolving landscape of IAP, there is:

- (1) growing recognition that academic internationalization is as much a process of outward engagement as internal restructuring, and
- (2) increasing need for academic institutions to position themselves within emerging global systems of higher education.¹

The “internationalization” plan arrives at a time when Gallaudet is actively engaged in a re-definition of its direction and relevance. As Sutton, et al, noted, the trend towards transformative academic partnerships involves each partner in assisting the strategic and enrichment aims of the other. One of Gallaudet’s greatest strengths is its worldwide network, and the relationships that our members have with like-minded people around the world. We are looked to for leadership, and we increasingly have deep and broad intellectual assets and models of top-notch pedagogy for deaf, deafblind, and hard of hearing people.

In the domain of international relations, we see Gallaudet’s challenge as twofold:

- To devise a model of international collaboration that balances its academic mission with others’ capacity-building needs and fosters their cross fertilization, sustained by a solid administrative and financial base.
- To agree on a strategy for selecting collaborative opportunities that will best foster ever-deepening and rich engagements with multiple benefits for the University and its partners.

It is vital that Gallaudet move from reactive to proactive in choosing where and with whom it expends its time and resources. The University proposes a framework based on shared values,

¹ Sutton, S, Barnes, T., Overmann, C. (2019). Strategic Partnerships Resource Packet. San Francisco: 2019 AIEA Pre-Conference Workshop.

understanding of local context, and participatory decision-making as to its feasibility in light of other commitments and opportunities.

Certain precepts guide Gallaudet's thinking about a sustainable and satisfying approach to international collaborations:

- Recognizing the need to humanely yet firmly “capitalize” on its assets internationally, as there is clear potential for generating substantial revenue by rendering services overseas and recruiting international learners to campus. Federal restrictions imposed on the University must turn it towards outside sources of funding.
- Integrating international student recruiting into international relations and partnership endeavors.
- Networking and using talent beyond campus, such as alumni, retirees, and trusted experts from across the U.S. and in other nations.
- Affiliating (“teaming”) with like-minded organizations that may be better equipped for field work and project management, especially in capacity-building projects in developing nations.
- Considering the establishment of a separate organizational structure (501c3, etc.) run by the University but structured along the lines of international development nonprofits, allowing for flexibility in pursuit of grants, hiring, and so forth.

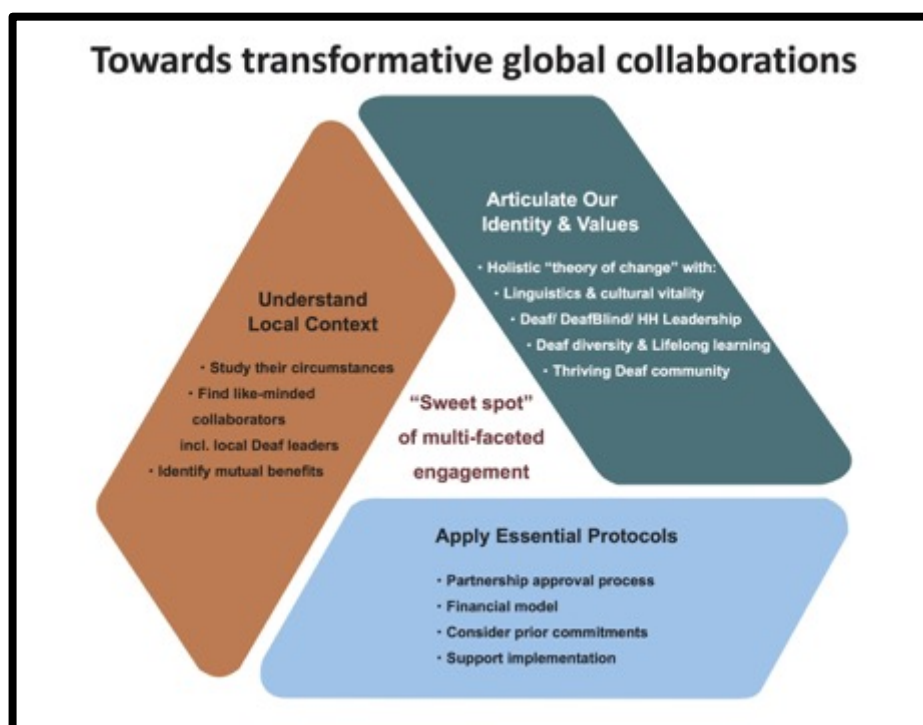
Towards Favoring Multi-Faceted Global Relationships and Transformative Partnerships

In considering the frequent requests to collaborate, we must consider if the output of University resources, both fiscal and intellectual, will be in proportion to net results in opportunities for its students and/or faculty, its research goals, and the overall advancement. Moreover, because the University's capacity to support international activities is limited, it must consider each request in light of existing commitments and future opportunities.

As Gallaudet is at a nascent stage in developing a model of global engagement, it is prudent to restrain itself from trying to meet high demands for its attention that come from institutions around the world. This is not simply a matter of human capacity. In fact, the University believes that the “quality over quantity” approach to international collaborations fits its identity as a community-centric, liberal arts-oriented, and globally -engaged place. Also, it must be recognized that Gallaudet's development after 155 years has made it a highly sophisticated enterprise, the likes of which cannot be found anywhere else. If the University seeks to both advance the “state of the art” in fully accessible pedagogy and assist other nations in evolving from their current state of affairs, it must seek a mix of partners who bring a similar spirit, if not experience, to the relationship. Specifically, there are three strands of thought that affirm a selective approach:

1. A nuanced balancing of academics and capacity-building that will require Gallaudet to devise new ways of dialogue and working (within and between Academic Affairs, Administration and Finance, and the Office of the President), new fiscal/revenue sharing approaches, monitoring and evaluation to maximize outcomes, and new ways of fostering authentic learning and problem-solving with global collaborators.
2. Because there is much to be learned about how to respectfully project its identity and values² in ways that are supportive of people who have very different socio-economic milieu, Gallaudet must globalize its intent to “Discover. Connect. Influence.” It will have to learn to institutionalize the art of cross-cultural sensitivity. As is being learned in the GAIN endeavor, relationship building and joint learning are indispensable -- and takes time.
3. By focusing its attention in only a few key places, Gallaudet will come to foster rich, multi-faceted institutional and community relationships as an underpinning for the deep engagement and learning in another society that is the hallmark of a liberal arts education.

Accordingly, a multi-dimensional approach is proposed to considering (screening) for transformative partnership opportunities comprising three distinct layers, all to be considered before a commitment is made. The following graphic captures the essence of the approach.



During the IZN effort, the work groups’ thinking evolved from “identity and values to project to the world” to considerations about how Gallaudet will do so in an way that is fair and relevant to

² Later in this section, see the list of values that are proposed to be included in all global agreements.

people outside the U.S. The groups articulated a set of eight values (shown below) that are at the core of the “Gallaudet identity,” then developed a (partial) list of how the University expresses or embodies those values (ways in which it equalizes ASL with English, and so forth). These may be presented as an expression of values that fit an American context, and can set the stage for authentic discussion with like-minded people in other societies as to how they might adapt and implement said values. While more will be written on this approach to cross-cultural dialogue, it is clear that Gallaudet itself will learn much, this being a major benefit of taking the time to build abiding and trusting relationships.

It is proposed that the following value statement be included in all formal agreements between Gallaudet University and institutions of higher learning around the world.³

The Parties agree to uphold these values:

1. Respect local Deaf, DeafBlind, and Hard of Hearing people’s voices and ensure their involvement in all stages of this joint engagement, including but not limited to, planning, decision-making, operation, and evaluation;
2. Identify diverse representatives of the local Deaf, DeafBlind, and Hard of Hearing community and promote and advance leadership roles from within;
3. Recognize that every signed language is a bona fide language in its own right and acknowledge the importance of local signed languages in all aspects of Deaf, DeafBlind, and Hard of Hearing people’s lives;
4. Ensure accessibility to information and communication between Deaf, DeafBlind, and Hard of Hearing signers and non-signers, under available resources;
5. Respect intellectual copyrights and promote a collaboration that is beneficial to all parties, and to local, national, and global society;
6. Commit to sustainability and invest in long-term benefits of the collaboration;
7. Advocate for ethnocultural and linguistic diversity, and evaluate the impact of American Sign Language on indigenous sign language communities; and
8. Encourage and consider the creation of an environment that is safe and welcoming for people from diverse backgrounds, including but not limited to, ethnicity/race/tribe, gender, age, sexual orientation, religion, and culture.

As regards the imperative to “understand the local context,” it is proposed that Gallaudet build the capacity of its International Affairs’ staff to undertake systematic analysis of countries and institutions of interest. (Note: See the concept for a Global Knowledge Base in the back of this section showing a list of 74 data points that will give the University national, community, and

³ To date, the values statement has been used only in the agreement with Nigerian-GAIN partners.

institutional understanding, and support its objectives, such as student enrollment and online course prospects.)

The adoption of a “base agreement” (memorandum of understanding) that has been vetted by the University’s leadership, business experts, and legal counsel is proposed. (Note: A draft of this base agreement is given at the back of this section.)

Internal Processes of Review

Gallaudet often receives requests for collaboration from international schools, non-profit organizations, and governments. Some requests arise from relationships with its global-minded personnel, while other requests are “out of the blue,” motivated by its reputation. The volume of requests is growing, averaging one per month.

Ultimately, before agreeing to enter into a partnership with any international entity, Gallaudet must first determine if such an arrangement would advance its mission. Whether proposing a student exchange, research collaboration, or broad program of cooperation, each seeks to tap the University’s well of expertise. Consequently, a process of internal deliberation is needed with faculty and staff, each of whom faces specific constraints in offering their expertise globally as part of their job.⁴

International Affairs has developed a five-step process:

Phase 1. Conduct Initial screening (led by International Affairs)

Phase 2. Determine feasibility (led by deans and faculty)

Phase 3. Draft agreement

Phase 4. Submit agreement to Gallaudet’s top leadership for consideration

Phase 5. Develop operational procedures and implement activities

These steps are defined in an internal document, Gallaudet University’s Guidelines in Considering Requests For Formal Collaboration With A Foreign Organization.

Regrettably, campus members sometimes pursue international collaborations without seeking input from International Affairs, including:

1. Research centers- There are efforts underway by the University’s Visual Language and Visual Learning (VL2) research center to establish broader cooperative agreements with various universities, such as the University of Hong Kong. Neither the IZN effort or the

⁴ Published frameworks on devising sustainable partnerships have guided the IZN investigation, including Sutton, S., Egginton, E., and Favela, R. (2012). Collaborating on the Future: Strategic Partnerships and Linkages. In D. Deardorff et al (Eds.), Sage Handbook of International Higher Education. Los Angeles, USA: Sage.

international relations team has a working relationship with VL2 -- or any of its other research centers -- about their international activity and aspirations. The need for improved coordination will be addressed in Stage 2.

2. Online program development- The coordinator of online programs, who participated in IZN, expressed interest in exploring global opportunities with International Affairs' support. Accordingly, the nascent Gallaudet Global Knowledge Base has been expanded to capture information about online markets and regulations in nations of interest.
3. Periodically, International Affairs learns about other proposed or completed agreements, such as in Hungary and with United Nations' agencies.

It is suggested that the University's top leadership require all proposed agreements across the university to be reviewed with International Affairs' involvement, so as to facilitate the process with appropriate campus units, and to maintain institutional records.

Finally, the review process described above was designed for Academic Affairs, and calls upon the deans to confer with academic department chairs to consider the "fit" of a collaboration request with their goals and resources. The partnership approval "flow" needs to be modified to involve the appropriate people in collaborations for research and other specialized activities. When the University's top leaders wish to consider the feasibility of a broader, multi-dimensional collaboration, a different partnership approval routing will be needed. Most importantly, in order to get University-wide attention on these (potentially) transformative partnership ideas, the active support of Gallaudet's top leaders will likely be necessary.

Key Recommendations

1. In support of coordinated and strategic international activity, create clear and active working linkages at Gallaudet between the Office of the President, Academic Affairs, and Administration and Finance.
2. Enhance Gallaudet's "international relations" capacity to include functions such as facilitating international relationships and agreements, ongoing analysis of global issues affecting Gallaudet, advising top leadership on international issues of relevance to Congressional relations and higher education advocacy, situational analysis on nations and institutions of interest, and facilitating revenue pursuits.
3. Agree on a model of international collaboration that balances Gallaudet's academic mission and its partners' capacity-building needs. Accordingly, select those collaborations that will best provide the foundation for ever-deepening relationships

with multiple benefits for the University and its partners, thereby scaling overseas commitments to a sustainable level.

4. Adopt partnership approval processes that involve the appropriate campus people in a comprehensive review and discussion of an opportunity, while remaining aware of Gallaudet's prior commitments and alternative opportunities. Incorporate a viable and sustainable financial model and solid administrative support into each new agreement.
5. Establish a "Global Opportunity Review" function/group to consider the feasibility of ideas to expand the University's professional and business footprint outside the U.S. Seek external expertise, as needed.

Financial Evaluation of Implementing Recommendations

X. Organizational Functions and Structure

Responsible Units

Program Action Plans

Education Abroad and Fellowships

International Enrollment

International Relations and Partnerships

Re-organization Recommendations

XI. Campus Feedback and Report

Campus Community Engagement

XII. Planning Methodology

IZN Concept

Data Collection and Analysis

Wave 1 to Wave 2 Chart

Working Groups' Write-Ups

Monitoring and Evaluation

XIII. Conclusion

XIV. Appendices

Appendix 1: Base International Agreement

Gallaudet University Base International Agreement

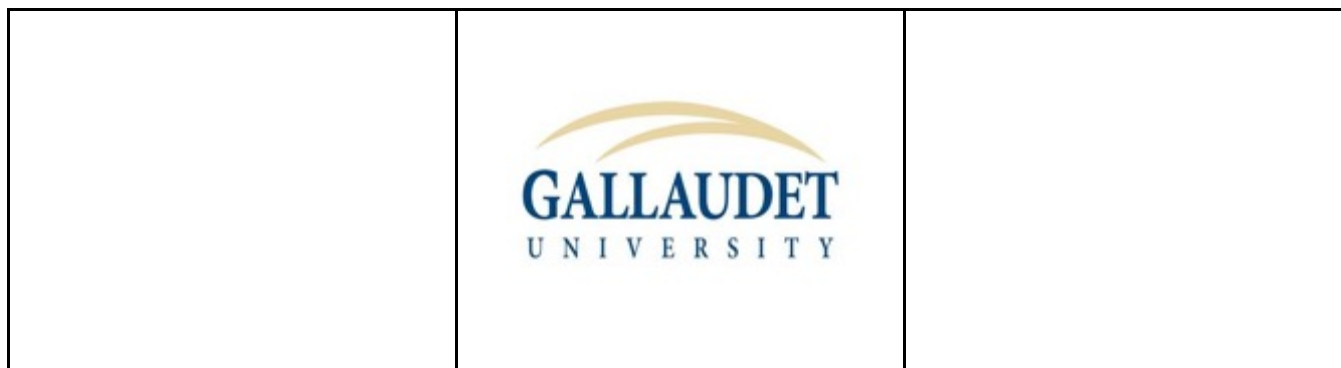
Table of contents

It is the intent that all general international agreements, including the Memorandum of Understanding, will comprise five elements with pre-approved wording:

I. Parties, Values, and Purpose	Error! Bookmark not defined.
II. Activities and Program Oversight	Error! Bookmark not defined.
Templates of different types of partnerships	Error! Bookmark not defined.
III. Terms and Conditions	Error! Bookmark not defined.
IV. Authorization and Signatures	Error! Bookmark not defined.
V. Operational guidelines	13

Also, for each agreement we will prepare supporting materials:

- a. For attachment -- Highlights of the agreement; e.g., see https://docs.google.com/document/d/1d5dQ8Lu983u8KXnkRoxqatE_Znng66NdJTzaNmor71Y/edit?ts=5be050e8
- b. Notes for internal discussion about the relationship, and agreement and obligations.



Memorandum of Understanding

BETWEEN

and

Gallaudet University

I. Parties, Values, and Purpose

TIME PERIOD: _____

THIS AGREEMENT, entered into this _____ day of _____, 20____, by _____, hereinafter referred to as “_____,” its seat located at _____ FULL ADDRESS, is duly represented by _____ NAME, _____ TITLE, _____ ABBREVIATED NAME OF ENTITY FROM EARLIER IN SENTENCE.;

And

Gallaudet University, hereinafter referred to as “GU,” its seat located at 800 Florida Avenue, NE, Washington, DC 20002-3695, United States of America, is duly represented by _____, President GU;

And

_____ and GU hereinafter will be referred to individually as a “Party” and collectively as the “Parties.”

WHEREAS

The Parties will encourage the following activities to _____ SENTENCE WITH INTENT OF AGREEMENT AND WHO WILL BENEFIT:

LIST SPECIFICS:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

WHEREAS

STATE RATIONALE FOR INITIATING THE AGREEMENT, INCLUDING HISTORY OF THE GEOGRAPHIC AREA, THE AFFECTED PARTY(IES), THE EXISTING PROBLEM, AND THE NEED TO RESOLVE IT.

; and

WHEREAS

_____ ENTITY ONE, DATE OF ITS FOUNDING, ITS SOURCE OF FUNDING, WHO IT SERVES, ITS MISSION AND GOALS.

WHEREAS

GU, federally chartered in 1864, is a bilingual, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English, and is committed to global outreach and exchange and seeks to empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work.

THEREFORE

The Parties agree to uphold the following values:

1. Respect local Deaf, DeafBlind, and Hard of Hearing people's voices and ensure their involvement in all stages of this project, including but not limited to, planning, decision-making, operation, and evaluation;
2. Identify diverse representatives of the local Deaf, DeafBlind, and Hard of Hearing community and promote and advance leadership roles from within;
3. Recognize that every signed language is a bona fide language in its own right and acknowledge the importance of local signed languages in all aspects of Deaf, DeafBlind, and Hard of Hearing people's lives;
4. Ensure accessibility to information and communication between Deaf, DeafBlind, and Hard of Hearing signers and non-signers, under available resources;
5. Respect intellectual copyrights and promote a collaboration that is beneficial to all parties, and to local, national, and global society;
6. Commit to sustainability and invest in long-term benefits of the collaboration;
7. Advocate for ethnocultural and linguistic diversity, and evaluate the impact of American Sign Language on indigenous sign language communities; and
8. Encourage and consider the creation of an environment that is safe and welcoming for people from diverse backgrounds, including but not limited to, ethnicity/race/tribe, gender, age, sexual orientation, religion, and culture.

II. Activities and Program Oversight

Types/Details of collaboration (Customized text for each type will be made available)

1. Research
2. Incoming international special student (for courses)
3. Outgoing students -Student exchange
 - a. Outgoing/Education Abroad
 - i. Internship /Research placements
 - ii. Group
4. Donations
 - a. Incoming student support
5. Capacity building (include tripartite text)
6. Business opportunities

Scope of Purpose: This Agreement seeks to establish and facilitate cooperation among _____ENTITY ONE, GU, and _____ENTITY THREE, specifically as to activities described in a future detailed Agreement. In no event do the Parties intend to create under this Agreement any separate legal or administrative entity.

Points of Contact: TITLES ONLY OF LEAD CONTACTS FOR ENTITIES ONE AND THREE, in consultation with GU's Executive Director of the Office of Research Support and International Affairs (RSIA), shall act as Points of Contact for the Agreement.

For official correspondences and decisions of ENTITY ONE in respect to responsibilities under this Agreement, the Point of Contact shall be the _____ SAME TITLE AS ABOVE PARAGRAPH, in consultation with _____ NAME OF ENTITY ONE'S GOVERNING BODY. For official correspondences and decisions in respect to responsibilities under this Agreement, the Point of Contact shall be the _____ SAME TITLE AS ABOVE FOR ENTITY THREE, in consultation with _____ NAME OF ENTITY THREE'S GOVERNING BODY, ensuring equal representation of all _____ DEMOGRAPHIC AREA (NOTE: "GEOPOLITICAL ZONES" MAY SUFFICE) and genders. For official correspondences and decisions of GU in respect to responsibilities under this Agreement, the Point of Contact shall be GU's Executive Director of RSIA.

III. Terms and Conditions

1. **Mutual Commitments:** The Parties will form and actively support a Program Steering Committee to facilitate the activities under this MOU and future Activity Agreements. **The Parties recognize that available internal financial resources are insufficient to support the agreed activities, and that external sources of funding must be identified and procured prior to implementing proposed activities.** THE PRIOR SENTENCE CAN BE USED OR OMITTED, DEPENDING ON CASE-BY-CASE BASIS. The Parties will make a good faith effort to obtain sufficient resources to support all program activities. The Parties understand that Gallaudet must abide by U.S.Department of Education restrictions on the use of funds. The Parties recognize that the success of this program relies upon a range of resources, including finances, subject expertise, cultural and linguistic expertise and rights, and the incorporation, in each stage of this project, of diverse perspectives from the deaf and hard of hearing _____ COUNTRY.
2. **Activities Under This Agreement:** It is expected that activities taking place under this Agreement will be initiated primarily by _____ and GU, and in coordination with their respective administrative units concerned with international activities. All activities undertaken must conform to the policies and procedures in place at each institution. For GU, faculty and student exchanges will follow university guidelines for faculty and student exchange.
3. **Planning and Management of Activities:** Each distinct collaboration program or activity will be described in a separate Activity Agreement drawn up jointly and signed by authorized signatories of all Parties. Such agreements will specify the names of those individuals from each Party responsible for their involvement with the program and set forth all terms and conditions associated with the activity.
4. **Compliance with Immigration Laws and Regulations and Export Control:** Each exchange participant shall be subject to all applicable immigration laws, regulations, and policies of the host country and any limitations and/or restrictions related thereto, including those on export and import control. The receiving Party shall be responsible for assisting participants to the fullest extent possible, including completion of documents and information for securing the appropriate visa required by the receiving Party for the duration of the participant's stay, including on-campus employment rules and regulations. Participants shall be responsible for obtaining their own visas and completing the required immigration formalities, and for obtaining the travel and other related documents needed at the host Party. Participants may not stay beyond the expiration of their immigration documentation. The Office of Research Support and International Affairs at GU is responsible for international students' immigration compliance. At _____ RESPONSIBLE PARTY'S NAME, _____ RESPONSIBLE PARTY'S NAME is responsible for GU students' immigration compliance, under the supervision of _____ DEPARTMENT, _____ INDIVIDUAL'S NAME.

5. Use of Name: _____ ENTITY will not use the name of GALLAUDET, nor of any employee of GALLAUDET UNIVERSITY'S in any publicity, advertising, or news release without the prior written approval of an authorized representative of GALLAUDET UNIVERSITY. GALLAUDET UNIVERSITY will not use the name of _____ ENTITY, or any employee of _____ ENTITY in any publicity, advertising, or news release without the prior written approval of _____ ENTITY. _____ ENTITY will not use the name of GALLAUDET UNIVERSITY nor any employee of GALLAUDET UNIVERSITY or _____ ENTITY in any publicity, advertising, or news release without the prior written approval of an authorized representative of GALLAUDET UNIVERSITY.
6. Nondiscrimination: _____ ENTITY and GU agree that no person shall, on the grounds of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran, be excluded from participation under the terms of this Agreement.
7. Prevailing Language: Should this document be executed in two languages, the English version of this Memorandum of Understanding represents the understanding of all Parties. Any other version is provided as a translation. In the event of conflict between the two versions, the English version will prevail.
8. Modification: The terms of this Agreement may be changed or modified only by written amendment signed by authorized agents of the Parties hereto.
9. Foreign Corrupt Practices Act: _____ ENTITY and GU represent and warrant to each other that they are aware of the requirements of the United States Foreign Corrupt Practices Act (FCPA) and that they will not, and will not allow their owners, employees, representatives, officers, directors, contractors, or other agents, to take any action in connection with this Agreement or any separate Activity Agreement to provide, offer, or promise to provide, or authorize the provision directly or indirectly, of any money, gift, loan, service, or anything else of value to (i) any government official (or any agent, employee, or family member thereof), (ii) any political party or candidate for political office, or (iii) any person, while knowing that all or a portion of such money or thing of value will be offered, given, or promised, directly or indirectly, to any of the foregoing in (i) or (ii), for the purpose of obtaining or retaining business or funding, to direct business or funding to any person or entity, or to secure any other improper advantage.
10. Promotion of the Program: Any Party shall use the other Party's name or program staff, or marks for any purpose, including advertising or promotional literature, after obtaining the written consent of the other Party. All Parties have the right to publish information about the program.
11. Faculty/Staff Exchange: Exchanges and academic visits of faculty and staff and joint research projects shall be encouraged, especially regarding the fields of deaf studies and sign language

research and interpreting, as well as for teaching the oral languages of deaf people. Specific details of faculty/staff exchanges and visits are to be negotiated separately.

12. Amendments: Amendments to this Agreement may be submitted by any Party for the consideration of the other at any time.
13. Force Majeure: No Party will be responsible for any delay or failure in performance resulting from any cause beyond their control, including without limitation, wars, strikes, civil disturbances, and Acts of God.
14. Assignment: No Party shall assign or otherwise transfer its rights or delegate its obligations under this Agreement without both Parties' prior written consent. Any attempted assignment, transfer, or delegation without such consent shall be void. All of the terms and provisions of this Agreement shall be binding upon and inure to the benefit of the Parties hereto.
15. Waiver: The failure of a Party to enforce any provision in this Agreement shall not be deemed a waiver of such right. Should any portion of this Agreement be declared invalid or unenforceable for any reason, such portion is deemed severable from the Agreement and the remainder of this Agreement shall remain fully void and enforceable.
16. Entire Agreement: This Agreement constitutes the entire understanding of the Parties and supersedes all prior oral and written Agreements. This contract can be modified or amended only in writing and signed by all Parties.
17. Limitations on Liability: Nothing in this Agreement shall be construed to constitute any of the Parties, for legal purposes, as an agent or representative of the others. None of the Parties shall have the right or authority to assume or create any obligation on behalf of the others or in the name of the others, to accept legal process for the others, or to bind the others in any way. All Parties expect to continue discussions concerning possible future phases of their work together. This Agreement is entirely independent of future cooperation on subsequent phases, which will be separately evaluated and require separate Agreements.
18. Choice of Law and Dispute Resolution: This Agreement and all amendments, modifications, alterations, or supplements hereto, and the rights of the Parties under this Agreement, shall be construed under and governed by the laws of the District of Columbia (without regard to conflicts of law rules) and the United States of America. In the event of any controversy, dispute, or claim of whatever nature arising out of, in connection with, or in relation to the interpretation, performance, or breach of this Agreement, including any claim based on contract, tort, or statute (a "Dispute"), such Dispute shall be resolved as follows:
 - a. Negotiation. Any attempt to resolve a Dispute shall first be through good faith negotiations between the Parties. Toward this end, the Parties shall use their best efforts

- to settle the Dispute by direct negotiations among their designated officers or representatives having appropriate settlement authority. If such officers or representatives cannot resolve the Dispute within thirty (30) days, then the matter shall be referred to _____ ENTITIES ONE AND TWO'S most senior officers and GU's Vice President of Administration and Finance, who will meet to resolve the Dispute.
- b. Mediation. In the event the Dispute cannot be resolved through friendly negotiations within the time set forth above, the Parties agree to submit the Dispute to mediation under the International Centre for Dispute Resolution in accordance with its International Mediation Rules, available at: https://www.icdr.org/sites/default/files/document_repository/ICDR_SubmissionForm.pdf and https://www.icdr.org/about_icdr. The language of the mediation shall be English, with translators provided at the expense of the requesting Parties. The location of the mediation shall be in the District of Columbia, USA; provided, however, that if the International Centre for Dispute Resolution is able to conduct the mediation through teleconference, video conference, or other electronic means through which all parties can be heard simultaneously, then the mediation may be conducted electronically. The costs of the mediation and the mediator will be shared equally between the Parties. All Parties will be responsible for their own expenses in connection with travel to the location of the mediation, if any.
- c. Arbitration. In the event the Parties have not resolved the Dispute within sixty (60) days after service of a written demand for mediation, then the Parties shall agree to submit the Dispute to international arbitration under the International Centre for Dispute Resolution in accordance with its International Arbitration Rules, available at: https://www.icdr.org/sites/default/files/document_repository/ICDR_Rules.pdf; [https://www.icdr.org/sites/default/files/document_repository/Final_Offer_Supplementary Arbitration Procedures.pdf](https://www.icdr.org/sites/default/files/document_repository/Final_Offer_Supplementary_Arbitration_Procedures.pdf); [https://www.icdr.org/sites/default/files/document_repository/ICDR_Notice_of Arbitration.pdf](https://www.icdr.org/sites/default/files/document_repository/ICDR_Notice_of_Arbitration.pdf); and https://www.icdr.org/about_icdr. The language of the arbitration shall be English, with translators provided at the expense of the requesting Parties. The location of the arbitration shall be in the District of Columbia, USA. The costs of the arbitration and the arbitrators will be shared equally between the Parties. All Parties will be responsible for their own expenses in connection with travel to the location of the arbitration, if any. Except as may be required by law, neither a Party nor its representatives may disclose the existence, content, or results of any arbitration herein without the prior written consent of all Parties. Notwithstanding any language to the contrary in the contract, the Parties hereby agree that a final award issued through arbitration may be appealed pursuant to the American Arbitration Association's Optional Appellate Arbitration Rules ("Appellate Rules"). Appeals must be initiated within thirty (30) days of receipt of a final award, as defined by rule A-3 of the Appellate Rules, by filing a Notice of Appeal with the International Centre for Dispute Resolution. Following

the appeal process, the decision rendered by the appeal tribunal may be entered in any court having jurisdiction thereof.

19. Termination: This Agreement may be ended prior to the Termination Date in any of the following ways:
- a) Termination of Agreement. The Parties may mutually agree to terminate this Agreement in writing, on the terms and dates stipulated therein.
 - b) Early Termination. Any Party may terminate this Agreement at any time with or without cause by delivering written notice of termination to the other Party at least ninety (90) days prior to such early termination.
 - c) Termination for Cause. Any Party may terminate this Agreement upon a material breach by the other Party which is not rectified within thirty (30) days of written notice of such breach to the other Parties. Any second or subsequent material breach within a particular one (1) year term, whether such breach is of the same kind or not, shall be grounds for immediate termination of this Agreement.
 - d) Ongoing Obligations Upon the termination of this Agreement, the provisions herein shall cease to be in force and effect; provided, however, that termination of this Agreement shall have no effect on the following obligations of all Parties: (i) obligations accruing prior to the date of termination; (ii) student(s) enrolled in an activity or Agreement shall be permitted to complete said activity or Agreement; and (iii) obligations, promises, or covenants contained herein that are expressly made to extend beyond the term of this Agreement, including, without limitation, confidentiality of information.

IV. Authorization and Signatures

This Agreement will be in effect as of the date of the last signature affixed hereto and may be terminated by any Party through written notice to that effect subject to the provisions found in ____.

Signed in _____ CITY, STATE/TERRITORY, COUNTRY, on the _____ day of _____, two thousand and ____.

NAME

TITLE

ORGANIZATION - _____

Signed in Washington, D.C., United States of America, on the _____ day of _____, two thousand and ____.

NAME

President

Gallaudet University

Appendix 2: Summary of Global Knowledge Base

Statement of Purpose

The Global Knowledge Database (GKB) is intended to be a reference site where various individuals and departments here at Gallaudet can refer to when looking for information on a specific nation. Many collaborations, site visits, high-level meetings, etc. require an amount of research and this is what the Global Knowledge Database (GKB) provides to Gallaudet, information to be fully prepared before engaging with such individuals or organizations.

The GKB is divided into multiple categories of information which are intended to aid the work of various offices at Gallaudet in recruiting, admissions, strategic visitors, diplomatic, etc.

As of May 2019: Conducted pilot in collecting information on Jordan and Japan, in support of visits by dignitaries to our campus, for discussions with the President Cordano. Gabon is being worked on now. Currently, we are showing this database to various campus officials to get their feedback and ideas of what should be included in the knowledge base.

The following information will be collected on a nation of interest to the university:

Background Information

1. Geographical location
2. Population
3. Official language(s)
4. People/Society
5. Government Type
6. Unemployment Rate
7. Unemployment Rate of Deaf people
8. Literacy Rate
9. Literacy Rate of Deaf people
10. Education Rate
11. Education Rate of Deaf people
12. Life Expectancy Rate
13. Life Expectancy Rate of Deaf people
14. Human Development Index
15. Economic Status
16. World Bank's country classifications by income level
17. Embassy Information
18. Are there any indirect obstacles for the applicant were they to return to the country? Ethnic tensions? Corrupt government?

Cultural Etiquette

19. Greeting Royalty
20. Greetings
21. Respect/Courtesy
22. Communication
23. Gift giving
24. During Meeting and Time

Travelers' Risks

25. Travel Warnings
26. Export Control
27. Overall Health and Safety

Nation's Commitment to Deaf Community

28. Signed/Ratified CRPD
29. Existence of any disability bills
30. Government departments of ministries assigned to assist people with disabilities
31. Designated PoC for departments or ministries working with PWDs and specifically to Deaf people and its mission and summary of services
32. How effective are the efforts by the "key players" for people with disabilities including govt. and NGOs?
33. Evident at the community level, this nation has strong push to create opportunities for Deaf community and individuals.
34. Sign Language Recognition
35. Number of sign languages in said country
36. Availability of sign language research centers in that nation
37. Does the Deaf community in said country seem open to change?

Strength/Receptiveness of Deaf Culture and Community

38. Size of Deaf population
39. How committed is the government to the growth and cultivation of the rights of Deaf people?
40. Job opportunities for Deaf people
41. Presence of former or current Deaf leaders in the national or regional communities

42. Has early childhood education programs in place?
43. Level of their sign language and written skills
44. Does said nation have pool of interpreters?
45. Has governmental or non-governmental organization that have active connections with concentrations of Deaf persons in that nation.
46. What is the employment rate of Deaf people in said country?

Gallaudet connection with this nation and its Deaf community

47. Students from said country have studied and been successful at Gallaudet (e.g., high retention rate, graduation)
48. Gallaudet Staff, Faculty and Students from said country
49. GU degree is recognized as legitimate credential within the education system and employers within that country. GU degrees offer a real "return on investment" for deaf individuals in their economy.
50. GU personnel have connections with that nation and/or GU has activities there (e.g., study abroad)
51. GU has a formal relationship/cooperative agreement with an organization there
52. Their Deaf community has positive regard for Gallaudet, aspires to attend.
53. Former visitors to Gallaudet from said nation

Marketing Analysis

54. Gallaudet's competing institutions
--

Non-Governmental Organizations (NGOs)

55. NGOs with access to precious source of information that benefits Deaf people
56. Agencies that invest money in that nation's projects that its with Gallaudet's strategic goals

Relations Mapping

57. What relations between our potential partner or organizations/institutions of interest
58. Nation's fit with Gallaudet's values

Nation's Capacity to Produce Qualified Applicants to Gallaudet

59. This nation has a strong economic standing.
60. The government in this nation has programs and/or regulations in place in support of deaf adults, especially in access to higher education.

61. The nation has scholarship or loans are available for their deaf citizens to study in the USA.
62. Said nation provides government support to students?
63. Has well-resourced, high standard K-12 education system for deaf and hard of hearing people producing qualified college applicants.
64. The nation uses English as a first or second language. Or there is a strong commitment to effective life-long learning of English by all, including deaf citizens.

Motivated Deaf-Friendly University and/or National Organization to Promote Gallaudet

65. Educational partner: Nation has at least one college/univ. that is open to deaf people, and is willing and able to actively promote Gallaudet.
66. What is the level of access to information for Deaf People at University/Organization?
67. Does organization and university provide access to Deaf people?
68. That potential partner organization has strong English language capacity (for business communications).
69. That potential partner organization has strong technology capacity to support online communications and digital learning
70. Potential partner's resources/capacity to sustain its partnership with Gallaudet
71. For Deaf organizations/associations, what is their mission and what are they working towards?
72. Has governmental or non-governmental organization that has active connections with concentrations of urban and educated deaf persons in that nation, and is willing & able to promote Gallaudet nationally.

Strength of Family and Community Support for Deaf People in Higher Education

73. Does this Deaf person have support from family and community?
74. Evident at the community level, this nation has strong ethos and "push" for inclusion of disadvantaged citizens.

Appendix 3: Inventory of Gallaudet's International Cooperative Agreements and Affiliations

Link to the inventory of Gallaudet's International Cooperative Agreements and Affiliations:

Note: Refer to enclosed handout to view the inventory.

XV. Glossary

XVI. Index