**Global Programs 2020-2025 Strategic Planning**

**A Collective Responsibility: Global Engagement and the Institutional Landscape**

*Global Programs has shared an abridged version of this planning document with academic leadership. However, as a service to the Penn State community, we wanted to share a longer, but concise set of guidelines that we trust will be helpful to colleagues across the Commonwealth as we collectively plan for 2020-2025.*

**Preamble**

As Penn State enters the next round of strategic planning, the university reaffirms global engagement as a core foundation necessary for the success its mission. Institutional units are responding by developing unit plans and aligning those with the strategic goals of the University. The Office of Global Programs recognizes that strategic planning and associated budget responsibilities for resourcing global engagement across the institution resides with all academic, research and administrative units, not just in Global Programs. As Penn State considers the six foundations and five thematic priorities of the 2020-2025 Strategic Plan and our collective “commitment to impact,” the entire community should consider its place and role in our globally engaged ecosystem, and we ask that you account for this presence while engaged in strategic planning.

Each of the six Foundations that underpin the university endeavors are interwoven with the institutional priorities and inform each other. Simply put, global engagement like all the foundations and themes, resides across each of the thirty cells of the six Foundations and five thematic priorities (<https://strategicplan.psu.edu/committees/>).

Here in the Office of Global Programs we are earnestly creating a 2020-2025 Strategic Plan that confirms we must complete this work through collaborative partnerships across the university. We cannot expect to set meaningful outcomes without the commitment of the whole community. Similarly, Global programs understands we have a responsibility to team with and assist other units across the commonwealth as we collectively build global resilience. PSU is a complex ecosystem of academic and research enterprise and for Penn State to become a world-class model for global “pervasiveness” we must strategically plan beyond each academic college or research center, by constructing common and intentional goals for global engagement that supersede any particular area or unit-specific plan for university life.

**Global Engagement in Practice**

In recent years, learned associations and societies for higher education in the United States have increasingly focused on the global nature of knowledge negotiation and meaning. In this age of accelerations, efforts to promote the global nature of our interconnected societies within academia have grown in pace and urgency. These include detailed guidance and publications on internationalization from the American Council on Education, the Association of Public & Land-grant Universities and the Association of American Colleges and Universities (Appendix A). This Appendix also includes specific models of best practice in higher education from six highly renowned R1 universities.

This guidance affirms that we live in a globally connected world where innovations (disruptions) in one part of the world have global implications. Our graduates, regardless of their career paths, will need to be prepared to understand and contribute to this interwoven world, both as professionals and as informed citizens. Educating students to live and function in this globally connected society has become an imperative of all institutions of higher education. For an R1: Doctoral University, international collaboration is essential, given the ever-increasing rate at which new knowledge is generated and applied around the world. The resources expended in generating this knowledge are considerable and researchers and research institutions disconnected from this global research enterprise are at a disadvantage—particularly in STEM and health-related fields.

In addition, as a land-grant institution dedicated to the well-being of society, it is also clear that major challenges of food, energy and water security; cultural and environmental sustainability; biomedical engineering, climate change and loss of biodiversity, among others, are global. These challenges impact all of us, are interconnected and multifaceted, and are far too large to be addressed by individual institutions, colleges, departments or programs. They point to the need for a global approach to research, education, and our land-grant outreach mission. They underpin the drive for Penn State to be a world leader in global engagement—where *Making Life Better* goes beyond the borders of the Commonwealth and the nation and applies to interconnected people and communities world-wide.

The Office of Global Programs asserts that Global Engagement cannot stand alone as one of the six strategic plan foundations, disconnected and dysfunctional. It is illogical, for example to plan for Sustainability as a foundational focus without articulating the intersection with Global Engagement. Similarly, all the thematic approaches should be situated in global contexts. In summary, all areas of university life should understand their role as global leaders, and how to effectively define and operationalize global engagement in practice.

**Perspectives of Global Engagement**

*For students*, Global Penn State should include integrated curricular and co-curricular experiences and an engagement with faculty research that both broadens and deepens their international experience. It should involve collaboration with other students from multiple countries in projects and programs that address global issues, establish research based and innovative thinking as central to solution-oriented inquiry, and promote global citizenship through real-life examples of positive societal change. Students should understand global engagement as a strand that runs through their General Education coursework, and as a critical perspective within their major. For example, at the intersection of the PSU global engagement and sustainability foundations lie the Sustainable Development Goals (SDGs). If the institution decides to endorse the SDGs, will all 16 goals be comprehensively evident across the general education curriculum? Will each major be prepared to offer experiential coursework and applied learning across a smaller and focused number of SDG’s found at the heart of that particular discipline? The resulting globally competent graduates would be sought after as active participants and future leaders in a global society and they will be more prepared for the rapidly evolving global job market.

*For faculty*, Global Penn State provides new sources of funding and ideas—expanding their access to wider networks of institutional and intellectual resources. Global engagement should provide them opportunities to deepen their research, education and outreach efforts around themes of global significance. It will encourage instruction to bridge research and theory while allowing faculty to situate the importance of their research folio within their teaching. Faculty constantly reflect on the importance of their discipline to our local, national and global communities and situate their research for positive societal change. Global engagement encourages them to bring their passion and their expertise to all aspects of knowledge transfer at Penn State.

*For the University*, global engagement will contribute to establishing Penn State as a leading global institution in 2025, leveraging our extraordinary resources and expertise with those of other leading institutions around the world, thereby transforming higher education’s role in addressing major global challenges, while improving the lives of our local and global communities.

**A Call to Action**

As we enter the next strategic planning cycle, Penn State’s global engagement is already multidimensional, broad-based and spans the teaching, research and service mission of the University. We have sent approximately 3,000 students abroad each year through a diverse portfolio of academically grounded education abroad opportunities. These programs take place in over 50 different countries. At the same time, we welcome over 9,000 graduate and undergraduate international students from more than 140 countries, and, in any year, we may host some 800 visiting international research scholars. A third of our research publications are with international co-authors at over 3,000 institutions outside the U.S.—with a field-weighted citation index that is higher than publications co-authored with only U.S. partners or other Penn State researchers, and more than double that of single-author papers. We have significant strategic partnerships with several universities around the world that leverage the physical and intellectual capital of both institutions.

These numbers provide an outstanding underpinning from which to continue building our global engagement platform, but they *cannot* by themselves ensure Penn State’s elevation as a global university with a global identity for advancing knowledge, educating future leaders, and solving the world’s greatest challenges. We know that the state of Pennsylvania has a higher percentage of high school graduates who stay in-state to go to university than any other state. We also know that despite our robust efforts to place Penn State students out in the world, the majority of our undergraduate and graduate students will not complete academic or research activity outside the United States during their time with us. For that majority of students to gain substantive global competence, global engagement must reside at the core of the academic and research folio and at the heart of our institutional values. Global Programs invites all academic, research and administrative units to consider their role both within the unit and across the university, as they shape the goals and outcomes of the 2020-2025 Strategic Plan. That is the call to action.

**Degrees of Global Engagement**

In 2018, the Penn State University Faculty Senate adopted definitions for *global awareness*, *global literacy*, *global competency*, *intercultural competency* and *global citizenship*. These terms are often used interchangeably and have many definitions. At Penn State, these terms describe progressively higher levels of learning as we define **global awareness** as being aware that we are part of a global community and that different countries and cultures have different perspectives. It implies a world view that goes beyond immediate and personal experience. **Global literacy** incorporates global awareness, but it also includes an understanding of how the global interacts with the local. Global literacy can be accomplished in the classroom and should be the minimum target for all Penn State graduates. **Global competency** builds on global literacy by developing the skills and responsibilities necessary to function as a citizen in a global society. Developing global competency requires interaction across cultures and involves the ability to communicate across cultural and linguistic barriers to work on complex problems and develop solutions that are culturally appropriate. Education abroad experiences that incorporate this level of engagement are one mechanism for developing global competency. Residential courses that include group/project based collaborative work with international partners can accomplish similar levels of competency. **Global citizenship**, therefore, suggests an active role in using global literacy and global competency to enhance the wellbeing of our community—recognizing that our community may be local, global, or some combination of the two.

**Establishing Global Literacy and Competency**

As a leading institution worldwide, Penn State has an obligation to educate and prepare its students for a globally interconnected life. Penn State’s requirement that all baccalaureate students take 3-credits of *International Cultures* is a first step toward developing global awareness and global literacy, but if not related to other course work, this course could inadvertently pigeon-hole all-things-international. This, is turn, could result in some students viewing global knowledge as disconnected and, dare we say, encourage them to simply check off that particular general education box and move on to their next course. Consequently, while a good start, this minimal emphasis is not, and will never be pervasive in nature. The office of Global Programs urges academic colleagues to attain the University’s goal of developing global awareness and global literacy by incorporating real-world content and experiences into course delivery. It is important to note that Global Programs is *not* asking colleagues to squeeze another mandate into their already-packed course content. On the contrary, we are asking faculty to continue thinking of their teaching in authentic and applied ways. How can a global focus bring richness and relevance to a course syllabus without requiring any more of scarce course time and without adding to the students’ course load? How can program faculty build intentional curricular bridges between and across the program sequence so that students comprehend the linkages and tenets of the discipline? Global engagement, like the other strategic planning foundations is not about providing additional and technical electives. Rather, it is about providing enriched meaning in the core curriculum and within the content of the major. A global education should be institutionalized and woven into the required coursework of the undergraduate and graduate student experience.

*Global Competency* is developed through engagement across cultures, regardless of the discipline —most effectively--where there is applied learning. This may be achieved through study or interning abroad, or the use of technology to link courses and students with parallel courses at partner institutions. However, global competency can also be achieved by considering global systems and processes in the local community. Curricular and co-curricular programs can engage domestic and international students both on campus and through community-based learning programs that engage students with populations, challenges, or relevant issues. Irrespective of the means through which students gain global competency, Penn State supports the integration of engagement within the curriculum. To this end, study abroad and study away experiences should never be viewed as “add-ons” but rather academically enriching choices that are embedded within each unit’s curricular sequence.

Academic programs should aspire to develop global competency as an integrated theme within and across curricula scope and sequence. Activities should be embedded within the curriculum and opportunities to gain a global perspective should be referenced in program goals and explicitly stated within learning outcomes for required courses— thereby ensuring the program is less dependent upon individual faculty skills and expertise and more pervasive throughout the curriculum. A focus on global engagement doesn’t mean every student can, or even should, study abroad but it does mean programs should embed first-hand engagement opportunities through learning experiences within the core curriculum. Penn State is home to world class researchers across the disciplines and there will be ever-increasing opportunities to bridge research and teaching. Faculty should bring tangible examples from their own exemplary and globally relevant research to their classroom teaching. Graduate and undergraduate students alike will benefit by learning from an empowered researcher who connects classroom experience with tangible implications for society.

In evaluating the degree to which *global* is integrated within the curriculum, units may want to consider whether their students’ only engagement is through general education, or is there global content within the major? Going further, is a global focus a component of core classes within the major and are global learning outcomes articulated in the desired program outcomes? Are these institutionalized and considered in course sequencing and student advising, or are they *ad-hoc* and dependent of faculty interest?

As units develop their strategic plan and consider where their programs fall along this continuum, please note that the Office of Global Programs can assist in a variety of ways to support strategic objectives in this area from partnership agreements, program development, faculty and staff orientation to specific needs of global populations, and curricular integration efforts related to education abroad.

**Research and Scholarship**

Penn State faculty are internationally engaged, particularly in research. For obvious reasons, much of this activity is project specific, developed by the faculty themselves and tied to individual research interests. With a few exceptions, a limited infrastructure supports international research and scholarship but there are opportunities to leverage that engagement at the college level, and through interdisciplinary research institutes.

For colleges, campuses and institutes, potential exists to bring faculty together around a research theme that, by working with international partners, leverages our intellectual capital and resources with other major research universities around the world. In doing so, we capitalize on the strengths of our partners and open access to new shared resources, while benefiting from a multidisciplinary and multicultural approach to problem solving. Historically, much international research was centered on individual faculty working together in bilateral partnerships. Over time those outcomes may have led to hosting visiting scholars and joint grant proposals, but without strategic communication and an effective infrastructure, faculty in the same department often worked separately with different international partners and with little synergy. Moving forward Global Programs will look to provide the best intelligence on critical partnership opportunities across disciplines and stakeholders and will welcome further conversation.

In evaluating the degree to which global engagement is supported and valued within a unit, units may want to consider whether all international research occurs through individual person-to-person collaboration and, if so, how many faculty have international collaborators? Or, at the other end of the scale, does the unit encourage and support multi-investigator programs with select international partners in a “joint center” arrangement that seek to develop a leading position in specific areas of research? Are international co-authored papers given added weight in annual reviews? Does the unit actively support a visiting scholar program and Fulbright opportunities for its faculty?

Note that ‘joint center’ here is meant to convey the idea that there is some infrastructure in place to ensure sustainability of the relationship beyond individual faculty connections and projects. The continuum here goes from a unit that allows individual faculty collaboration with international partners with no active support or reward, to one that has selected areas of strength for a strategic effort within the unit that engages with strategically chosen international partners to leverage resources and multiply impact.

As research units develop more sophisticated infrastructures for seeking international funding and initiating international project proposals, Global Programs will seek to work with the OVPR to assist interdisciplinary and multi-investigator arrangements across specific interdomain areas of research. As Penn State continues to create a global footprint with the highest levels of knowledge production, transformation and translation, the university will require a global research model integrated throughout the University. The institution must consider expanding our funding apparatus to include globally sourced funds from non-traditional sources. Global research incentives at the University should be aligned with the university values of addressing global challenges through global research and outreach. Accordingly, faculty should be formally recognized and rewarded for specific research into global systems and processes with applied outcomes that support positive societal change. That brings us to outreach.

**Service/Outreach/Unit “World View”**

Faculty are called upon to support multiple university outcomes through their work, some of which have not historically been perceived as core responsibilities. To become a profoundly engaged global community with the highest levels of global integration, Penn State faculty must envision the global footprint of their discipline as central to all their work and those activities must be resourced within and beyond teaching and research. A holistic approach to creating a globally minded academic community may include:

* The development of job descriptions, together with recruiting and hiring practices that, where appropriate, prioritize international perspectives and experiences,
* Administrative guidelines and associated professional development, that support activity beyond U.S. borders in areas of research, grant opportunities, conference attendance, or teaching engagements. Fulbright Fellowships should also be supported where appropriate.
* Annual review and promotion criteria that recognize and encourage community and global engagement including membership on advisory boards, steering committees, working groups, and applied research projects.
* Service to one’s community, tied to globally oriented initiatives, extends tangible knowledge of a particular research and scholarship and its impact; elevates the visibility of Penn State and fosters goodwill and the institutional reputation in local and global community-based organizations; and serves as a multiplier effect for the unit leading to other opportunities for engagement.

As with educational and research focus above, integration and institutionalization of a globally oriented service culture is achieved when faculty and staff are encouraged, supported, and recognized for including service with a global perspective as part of their traditional responsibilities and to engage students in these globally oriented cultures.

As units consider their Unit “world view” you may ask yourselves questions such as—when you benchmark processes, enrollment, etc., do you talk just to the BTAA or disciplinary leaders in the U.S., or do you talk to leading departments that reflect your research acumen around the world? When you think about the curriculum, do you look at the trends in your discipline in the U.S., or do you look globally? When you develop your speaker/seminar series do you invite personal contacts, the best from the U.S., or the best from around the world?

More generally, you might ask yourselves how much you engage your international alumni—are they part of your Development plan, do they provide locations for student internships, do you connect with them for study abroad programs, and are they on your program advisory board? Do you market yourselves to a global audience? Do you asses your global impact—in the discipline, on society?

Is your global footprint or your global world view a factor when you recruit faculty staff and students? If there are globally-minded faculty or students in your discipline looking for their new “home” would they consider Penn State the place to be?

Should units need some support in contextualizing the present profile of their programs, please consider completing the additional self-study questions presented in Appendix B. At all times the Office of Global Programs is available to assist you with this work.

**Closing thoughts**

As the Office of Global Programs constructs our 2020-2025 strategic plan, we assert it is essential that our institutional stakeholders understand that each of the Penn State strategic planning Foundations and Thematic Priorities not only inform each other, but are also central to the core planning of each institutional unit. Global Programs invites all our colleagues to carefully consider how global engagement cannot simply be a supplemental concept to be squeezed into the core work of a unit. In a world class and globally renowned institution, the key tenets of global engagement should be infused and pervasive across all our shared work.

The Office of Global Programs will detail this position through our vision, attainable goals, associated actions, measurable indicators, and assessments for over the next five years. Nevertheless, given the stated institutional commitment to global engagement, it will ‘take a village’ to enact these values and beliefs in all our actions and processes. The same can be said for every one of the six foundations and five thematic priorities. For example, digital innovation will be a clarion call to each of us as our world evolves. Similarly, sustainability as a knowledge base, a set of applied actions, and a solution-oriented vehicle for future innovation should be a core concern for us all. Global programs will seek to serve, collaborate, and innovate alongside the extraordinary academic and research enterprise of the university. Together with the faculty, staff, students, alumni, community, and business and industry partners, we welcome this collective responsibility and are available to our colleagues across the Penn State ecosystem.

Appendix A

**Overview of Higher Education Internationalization Practices**

1. ***Summary***

The far-reaching impacts of globalization have compelled universities to adopt a strategic approach to internationalization. *Comprehensive internationalization*, whichisthe deliberate process of integrating international dimensions in university core missions, has become a priority.

This survey of intergovernmental and higher education organizations highlights the following requirements:

* Leadership must frame internationalization into mission and vision statements
* “Internationalization at home” and global learning outcomes must be prioritized
* Faculty must be more engaged and should be recognized for their internationalization efforts
* Collaborations and synergies between global affairs units and other academic/administrative units must be fostered
* Administrative structure and financial resources must be strengthened

In what follows, a review of internationalization guidelines and activities for six intergovernmental and higher education institutions and for seven select universities is presented:

* Higher education institutions include the American Council on Education (ACE), Association of International Educators (NAFSA), Association of Public and Land-Grant Universities (APLU), European Directorate for Internal Policies on Culture and Education (EU), Organization for Economic Cooperation and Development (OECD), and Association of American Colleges and Universities (AAC&U)
* Representative universities include the University of California Davis, University of Iowa, University of Minnesota, University of Calgary, Michigan State University, Ohio University, and Purdue University.

1. ***Higher Education Organizations: Guidance and Definitions***

**American Council on Education**

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

Comprehensive internationalization is based on six pillars:

* Articulated institutional commitment
* Administrative leadership, structure, and staffing
* Curriculum, co-curriculum, and learning outcomes
* Faculty policies and practices
* Student mobility
* Collaboration and partnerships

Despite progress toward comprehensive internationalization in US universities, ACE notes that most internationalization efforts have been externally oriented which “is ultimately problematic in that it neglects the core of the academic enterprise.”

US universities must intensify on-campus internationalization, and faculty engagement and recognition.

**NAFSA**

Top (university-level) and middl**e** (college-, department-, and unit-level) leaderships drive internationalization.

University leaders set the institutional tone. College and department leaders, and influential faculty members provide academic resources. Senior international officers identify changes needed and “cultivate support across the leadership layers.” Influential staff members operationalize institutional commitment.

Top and middle leaderships must collaborate to:

* Align programs with institutional priorities
* Promote institution-wide messaging and dialogue
* Build a network of core allies by adopting a what-is-in-there-for-them approach
* Establish managerial policies and practices that define goals and reward success
* Encourage synergies across areas and dual purposing of existing resources
* Report performance and results

**Association of Public and Land-Grant Universities**

Pervasive internationalization is “transformative, substantive, and woven across the fabric of the university culture.” APLU describes the role of presidents, provosts, and senior international officers in framing this vision.

Presidents must:

* Align pervasive internationalization to core mission and values
* Create policies and programs for equitable student access to global experiences
* Focus on measurement and accountability

Provosts must:

* Establish inclusive networks of stakeholders on campus
* Provide metrics and funding for documented goals
* Review undergraduate and graduate curricula
* Provide resources for new international research collaborations
* Include international students in enrollment management plans

Senior international officers must:

* Balance the centralization of functions with the needs of colleges and academic centers
* Work with vice presidents for research to promote innovative international research
* Build discussion communities on campus
* Coordinate institutional governance structures for internationalization

(bullet items quoted from Pervasive Internationalization: A Call for Renewed Leadership)

Three trends should be considered: the reduction in international student enrollment, the increased focus on internationalization at home, and the development of global research partnerships.

**European Parliament**

**Globally competent students** can “examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.”

**Global competence** is a “multifaceted cognitive, socio-emotional and civic learning goal” that OECD proposes to assess along four dimensions: knowledge, skills, attitudes, and values.

**OECD**

**Globally competent students** can “examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.” Global competence is a “multifaceted cognitive, socio-emotional and civic learning goal” that OECD proposes to assess along four dimensions: knowledge, skills, attitudes, and values

**Association of American Colleges and Universities**

AACU created the global learning value rubric, a framework to help institutions map and assess global learning.

The rubric is built on the expectation that global learning will encourage students to “become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; seek to understand how their actions affect both local and global communities; address the world’s most pressing and enduring issues collaboratively and equitably.”

Seven categories are ranked on a 4-point scale:

* Global self-awareness
* Perspective taking
* Cultural diversity
* Personal and social responsibility
* Understanding of global systems
* Application of knowledge to contemporary global contexts

This assessment should be performed over extended periods of time as global learning “cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career.”

1. ***Peer Institutions: Practices Review***

**UC Davis**

UC Davis’ commitment to internationalization is woven in the University’s strategic plan. Global Affairs leads the effort by focusing on three themes:

* Developing Global Affairs as the physical, virtual, metaphorical hub for global engagement
* Building the capacity of the entire UC Davis community to succeed in an interconnected world
* Improving communication and visibility

To become a hub for global engagement, Global Affairs moved into a new International Center and launched the Global Learning Hub. The center offers a physical place that consolidates advising, networking opportunities, and global events. The hub is a virtual platform that centralizes global learning resources such as courses and internship opportunities.

UC Davis’ pledge to a global education for all involves global awareness certificates for staff, virtual classrooms (COIL), global learning courses, extended study abroad opportunities, revised learning outcomes, and curriculum internationalization trainings and incentives for faculty. A notable initiative is the Global Engagement Opportunity (GEO), a “one-year residential living-learning community that provides students an opportunity to engage in cross cultural exchange.”

Communication tools under development include a Global Affairs intranet, video spotlight series, and a fundraising plan.

All three themes integrate actions to connect local and global communities. Proposed activities include inviting international speakers to local schools and hosting discussions between local community members and international students on American culture and history.

The partnerships strategy of Global Affairs combines the implementation of Global Centers with region-specific objectives and wider partnerships with national and international institutions.

**The University of Iowa**

The University of Iowa’s global vision is organized around three themes: student success, creation and discovery, and engagement.

To realize this vision, the International Programs unit:

* Centralizes international services, study abroad, intercultural learning, and research
* Develops collaborations and encourages engagement across the university
* Consolidates global information and reports on progress

Intercultural learning activities include global awareness certifications for faculty, staff, and students, and semester-long trainings that connect international and domestic students.

International research activities include grant writing assistance and external funding identification.

Both activities are encouraged by multiple International Programs grants such as the global curriculum award and the special projects award.

Institutional collaborations include the faculty advisory council made of faculty from each college, and partnerships with the Division of Equity and Students Housing. Those collaborations helped advance key topics (e.g. internationalization and tenure process) and led to new intercultural initiatives and housing options for scholars.

Live podcasts and a name pronunciation tool are programs that cultivate global engagement.

Operations are supported by alumni contributions and integrated information systems including a web-based internationalization dashboard and a partnership database

**The University of Minnesota**

The Global Programs and Strategic Alliance (GPS Alliance) drives internationalization by:

* Leading intercultural learning efforts that actively engage faculty
* Building institutional collaborations
* Enforcing consistent communication

Intercultural learning activities encompass curriculum internationalization, education abroad, and career integration. Dedicated teams conduct research and frame models for internationalization, match students career ambitions to relevant programs, support virtual classrooms design, train faculty on global awareness, and provide curricular assessment.

Institutional collaborations “spread ownership for international education.” GPS Alliance partners with academic units and leaders across the university to shape international processes and to support curriculum internationalization.

Communication strategy includes lectures series, workshops, and a biannual conference on curriculum internationalization.

**The University of Calgary**

The University of Calgary has four international priorities: campus diversity, cross-cultural competencies, collaborations and partnerships, and international development.

The International Office is expanding its cross-cultural services. A senior academic advisor in charge of providing academic oversight was recently hired and an intercultural capacity framework is being developed.

Introduced in 2017, the International Partnership Assessment Rating Index (IPARI) is a tool to manage international collaborations. IPARI has received several awards.

The office encourages projects that connect local and global communities. The world’s challenge awards $30,000 to innovative ideas for addressing global problems and the young global leaders program offers global impact internship opportunities abroad.

**Michigan State University**

The Office of International Studies and Programs (ISP) focuses on international research. This office has a dedicated Research Associated Dean.

ISP contributes to MSU’s international research through a network of thematic centers, seven of which are housed within ISP and eleven are affiliates.

ISP works with these faculty-driven, independent centers to promote MSU’s priorities by offering critical services, including the identification of funding opportunities and connections to international partners.

**The Ohio State University**

OSU is developing a new international strategic plan. The process includes:

* Committees and working groups made of representatives across OSU
* Preliminary task forces responsible for identifying themes based on assigned questions
* External and internal data collection (e.g. peers benchmarking, rankings, student mobility)
* Institution-wide consultations
* Continuous communication through a dedicated web page

The themes are international education and student experience, international research, international partnerships, global operations, and international reputation and outreach.

Partnerships and global gateways are essential to the current strategy.

Global gateways function as international representative offices that support research, teaching, study abroad, international student recruitment, academic programming, and corporate training. The Office of International Affairs facilitates their development, but each gateway is managed by a smaller team located both in Ohio and abroad.

The monitoring of partnerships is facilitated by the liaison portal. Through this intranet portal, campuses and colleges can directly access the partnership database.

**Purdue University**

Purdue University is committed to intercultural learning. The Center for Intercultural Learning Mentorship Assessment Research (CILMAR) promotes “an inclusive and interculturally proficient Purdue community that moves the world forward.”

Housed within the Office of International Programs (OIP), CILMAR:

* Centralizes intercultural learning resources

Conducts research related to curriculum and co-curriculum internationalization

* Provides professional development opportunities to faculty and staff
* Supports global learning endeavors financially
* Leads global learning assessment efforts

The Intercultural Learning Hub (hubICL) is a web interface that provides a research repository and global collaborative space.

The Office of Global Partnerships, which does not belong to OIP, develops worldwide collaborations with companies, governmental agencies, non-governmental organizations, domestic and international universities, and alumni and friends.

1. ***Sources: Intergovernmental and Higher Education Organizations***

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University of Iowa

* International Programs Self-Study (2019) [international.uiowa.edu/self-study2019.pdf](https://international.uiowa.edu/sites/international.uiowa.edu/files/ip_self-study_2019_-_9-30-2019.pdf)
* International Programs Annual Report (2019) [international.uiowa.edu/annual\_report\_2019\_issuu.pdf](https://international.uiowa.edu/sites/international.uiowa.edu/files/annual_report_2019_issuu.pdf)

University of Minnesota

* About the GPS Alliance [global.umn.edu/about/index.html](https://global.umn.edu/about/index.html)
* Curriculum Integration [umabroad.umn.edu/professionals/curriculum integration](https://umabroad.umn.edu/professionals/curriculumintegration)
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University of Calgary

* University of Calgary International [www.ucalgary.ca/international](http://www.ucalgary.ca/international)
* Enhance International Partnerships [www.ucalgary.ca/live-uc-ucalgary-site/Goal3.pdf](http://www.ucalgary.ca/live-uc-ucalgary-site/Goal3.pdf)
* Engage in International Development [www.ucalgary.ca/live-uc-ucalgary-site/Goal4.pdf](http://www.ucalgary.ca/live-uc-ucalgary-site/Goal4.pdf)

Michigan State University

* Area and Thematic Studies Centers [www.isp.msu.edu/international-centers-units/area-and-thematic-studies-centers/](https://www.isp.msu.edu/international-centers-units/area-and-thematic-studies-centers/)
* Global Innovations in Development, Engagement, & Scholarship [globalideas.isp.msu.edu/](https://globalideas.isp.msu.edu/)

Ohio State University

* International Strategic Planning [oaa.osu.edu/international-strategic-planning](https://oaa.osu.edu/international-strategic-planning)
* The Gateway to Expanding International Partnerships, William I. Brustein, Maureen E. Miller [oia.osu.edu/pdf/ExpandingInternationalPartnerships.pdf](https://oia.osu.edu/pdf/ExpandingInternationalPartnerships.pdf)

Purdue University

* Center for Intercultural Learning, Mentorship, Assessment and Research [purdue.edu/IPPU/CILMAR/](https://www.purdue.edu/IPPU/CILMAR/)
* Intercultural Learning Hub [hubicl.org/](https://hubicl.org/)

Appendix B

**Self-Study Queries**

Additional questions a unit might ask itself to assess the degree to which their global engagement efforts are integrated within their operations.

|  |
| --- |
| Self-Study Queries |
| Have you put international experiences – whatever they may be – within the reach of all students?  How can you demonstrate this? |
| Does your curriculum engage with global topics or concerns? |
| Are technologies being utilized to connect to global settings? |
| Do classes encourage global awareness/literacy/competency/citizenship? |
| Is your facility welcoming to international students? Does it represent to visitors how the University is global? |
| Have you measured global initiatives’ impact on retention or recruitment? |
| Have you engaged staff, not just faculty, in global operations? |
| Have interdisciplinary and global activities been encouraged by the leadership? |
| How does your unit incentivize or otherwise support global engagement activity among your faculty and staff? |
| Have you engaged your alumni in global activities? |
| How have you encouraged faculty to collaborate across disciplines and across colleges/campuses to work on global challenges? |
| How does your unit encourage and sustain projects that increase the global visibility of your unit? |
| Has a favorable environment been created to nurture the growth of global collaborations? |
| Have cross-cultural programming and activities increased to foster a collegial environment and welcome international students? |
| Are students encouraged to participate in global research and service? |
| Do you offer programming for employees to nurture this enthusiasm? |
| How are your faculty supported if they wish to collaboratively integrate a module within a course with a colleague’s course taught overseas at a partner institution or lead an education abroad program? |
| Does your unit’s senior leadership actively encourage the pursuit of Fulbright appointments?  How can you demonstrate this encouragement? |
| How is service to the unit recognized in the promotion and tenure process?  Is there a conscious recognition of service that furthers global initiatives? |
| What are your over-arching goals within global learning and research and how does your unit articulate these for faculty and staff? |
| Are development officers within your unit keenly aware of your global strategy and how this may appeal to prospects? |

This list is by no means exhaustive, and we encourage units to explore their relationship with the strategic plan’s global foundation in a manner that is unique and appropriate for their goals.