**Appendix C**

**THE NEW AMERICAN *GLOBAL* RESEARCH UNIVERSITY**

**Prepared by Nancy Guerra**

**COMMON THEMES**

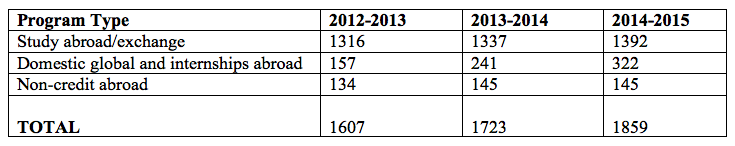
1. What does it mean to be a global citizen and how can UD contribute to this type of student development?
2. How can we increase faculty engagement in international collaborative research and promote the global visibility of UD?
3. What is the best strategic organizational structure for global activities at UD that allows for integration within and across colleges and units?

**A. Creating global citizens--student engagement**

Although there are many ways that UD has promoted global engagement for students, we are most known for our undergraduate Study Abroad programs. Since 1923, UD has sent students abroad, winning the Andrew Haskell Award from NAFSA in 2006. We currently are finalists for the Paul Simon comprehensive internationalization award. The great majority of study abroad programs are short-term, faculty led and run in winter session (we typically run between 60-70 winter session programs per year). We also run summer session programs, and currently contract with a small set of third party providers for semester abroad. The Institute of Global Studies (IGS), founded in 2009, manages all study abroad programs.

Student participation began to drop off in 2008 (aligned with the economic recession), and IGS took

steps to address this including: (a) working with faculty to curtail costs; (b) increasing scholarship funding from $500,000 to $800,000 annually; and (c) expanding internship, service learning, and non-credit opportunities. Since 2012, total numbers have rebounded, as illustrated below.



Still, the UD study abroad model has remained relatively static, with the bulk of programs being short-term, faculty led. UD also has dropped out of the top 25 public research universities in number of students going abroad. Programs are limited by faculty interests, and not linked to strategic areas of global academic engagement at UD. Further, the field of education abroad is shifting nationally and globally towards greater emphasis on internships and service learning opportunities. A challenge for UD is to develop programs that are department-specific rather than faculty specific, and that are linked to important social problems and issues with a global connection. A further challenge is to build a sustainable model of engagement in service learning and internships that harmonizes opportunities for local, national, and global engagement for students.

As shown above, IGS has made significant progress and works collaboratively with the Office of Service Learning and Career Services. For strategic planning, it is important to develop further a broader range of opportunities to build global citizens both at UD and abroad. These opportunities also should be linked to academic majors and minors; for instance, area studies programs must align better with study abroad programs, and opportunities should be increased for majors with relatively fixed course sequences to incorporate study abroad. Opportunities to internationalize the curriculum that allow faculty to develop sustainable models (e.g., online platforms for international course linkages, etc.) should be supported through funding competitions and technical assistance. New programs, such as the UD World Scholars, can provide venues for students to distinguish themselves as global citizens.

Finally, rather than envision UD as a community of domestic and international students, UD should become an "international community" with diverse representation and multiple avenues for global engagement both at home and abroad. This requires an intentional international recruitment strategy that brings in students from many countries around the world, as well as dedicated programs and activities on campus and abroad that allow students to develop connections and build community together. It requires integrating recruitment and activities of the English Language Institute (ELI) and the Conditional Admission Program (CAP) into the broader UD strategy as well as aligning campus diversity and globalization goals.

**B. Increasing faculty engagement and promoting global visibility**

UD has over 170 research partnerships registered with IGS. These range from agreements between two faculty (one UD and one abroad) to conduct joint research to student exchange and dual degree programs to large and extensive collaborations across departments and colleges. In many cases, these partnerships emerged from faculty connections and relationships or by invitation from a university partner or a State of DE partnership. However, historically UD has done less to proactively initiate partnerships with universities that provide a strategic advantage (by region or thematic area) to our faculty, students, or state.

Since 2012 there has been an increasing emphasis on: (a) building deeper connections with fewer "anchor" universities in key regions; (b) identifying key strategic regions for proactive engagement that allow us to establish a significant presence; and (c) increasing student exchanges and dual degree programs. For example, we have several collaborations with Xiamen University in China, including a Confucius Institute and American Cultural Center partnership, and several current and planned dual degree programs. We have identified Africa and Latin America as strategic regional partners and have developed a UD Africa Initiative and strategic partnerships with sponsored student programs in Latin America. We have supported new dual degree programs, although an ongoing problem with student exchanges is the UD requirement for annual tuition reciprocity (this simply is not feasible).

There is a need to engage faculty more effectively in regional and thematic partnerships and to proactively encourage these relationships. This can be accomplished through regional planning groups at UD, as well as leveraging funding opportunities for engagement in these regions. In many cases, these are organic, faculty-driven processes. The challenge is how best to facilitate these processes, and also to build new connections that are most aligned with strategic goals. Indeed, global and national trends seem to favor establishing a strong university presence in a select number of regions and countries, either through multiple collaborations at one site or through more formal university centers.

A particular challenge for UD is our lack of global visibility. Looking at the leading international rankings, UD scores in the 150-200 range on both the Times and Shanghai rankings, but in the 450-500 range on QS rankings. This difference is due to lack of international visibility, because QS rankings weight international reputation heavily. We have taken a number of steps to increase our visibility, including: (a) participating in leadership development programs for students in Africa and MENA who return home; (b) engaging with partnership development programs such as the IAPP Norway program; (c) identifying potential UD Centers abroad; (d) increasing involvement in hosting Fulbright visitors; and (e) encouraging UD participation in the Fulbright program through a newly-established UD Fulbright society, focused trainings and mentoring, and liaison with departments and colleges.

**C. Organizational structure**

Much global engagement at UD is faculty-led--study abroad, partnerships, establishing dual degrees, etc. This engagement is embedded in departments and colleges, but the value placed on these activities varies by department and college, and there is little articulation and documentation of impact. There is significant variation by college in terms of the "point person" for global who may be a faculty member, associate dean, deputy dean, or dean. At the university level, the IGS is the primary organizational structure for integrating global activities across colleges and units, as well as providing oversight for study abroad, partnerships, and university-wide initiatives. However, IGS is largely staff-driven, with few venues for continued faculty involvement.   
  
UD also does not have a Provost-level Office of Global Engagement. Rather, IGS, Confucius Institute, and OISS report to the Associate Provost for International Programs who, in turn, reports to the Deputy Provost for Academic Affairs. This is in contrast to the leading global public universities such as Michigan State, UC Davis, and Colorado State all of whom have some type of Office of Global Programs led by a Vice Provost and serving as a central repository for all global activities.

**SHORT-TERM TASKS**

* Increase numbers of students studying abroad by 5-10% per year for the next 2 years through domestic/global internships and service learning opportunities led by IGS with designated scholarships ($200,000 from IGS reserves).
* Develop area studies specific department/faculty-led and semester study abroad programs in European Studies and Latin American Studies with designated scholarships ($100,000 from IGS reserves).
* Sponsor a faculty curriculum internationalization development fund to encourage novel approaches ($100,000 from IGS reserves).
* Build the UD World Scholars program as a collaborative effort between VP for Enrollment Management, CAS, and IGS; increase capacity from one to two sites and enroll 60 students by AY 2016/2017 (costs offset by tuition and program fees).
* Eliminate student exchange requirement for yearly tuition reciprocity (costs offset over multiple years similar to what most research universities do).
* Develop a comprehensive international recruitment strategy that includes collaboration from Enrollment Management, ELI, Student Life, and Diversity (no cost).
* Develop college-level global strategic plans and integrate into a university-wide strategic plan for campus internationalization (no cost).
* Identify key regional "anchor" partners in Europe, Africa, and Latin America based on a consensus of optimal regions for UD engagement and collaboration (no cost).
* Establish an Office of Global and Community Engagement led by a Vice Provost, with a revamped website (funding only for website development).
* Translate key website pages into Spanish, Portuguese, Mandarin, and Arabic ($20,000 per language initial costs; $10,000 per language per year for maintenance).

**LONG-TERM TASKS**

* Expand the UD World Scholars program to 4-5 sites with freshman enrollments of 120-150 students per cohort and develop opportunities for dual degree and 4+1 programs (costs offset by tuition and program fees).
* Develop new and innovative models for increasing domestic and global engagement opportunities for students and faculty, and that allow for flexibility in study abroad options. For instance, an experimental college with a 5-week block program structure would greatly facilitate embedded study abroad programs and provide opportunities to integrate local and global engagement.
* Implement an integrated annual assessment for cultural competence and diversity tolerance among domestic and international undergraduates, utilizing items from the NSSY survey as well as scales designed to measure common outcomes (internal costs for IR).
* Increase global opportunities for study abroad, dissertation fellowships, and research exchanges for graduate students ($100,000/year could be offset by identification of scholarship opportunities and fund raising).
* Develop a system for documenting faculty international collaborations, for instance, using Academic Analytics to track faculty joint publications with international collaborators, faculty publications in high impact international journals (e.g., Lancet), etc. (minimal costs for maintaining data base).
* Develop a system for tracking "UD around the world" to encourage faculty to meet with prospective partners and students when traveling professionally ($20,000 to build).
* Revise tenure and promotion guidelines to define, encourage, and reward international visibility (no cost).
* Identify grand challenges and big ideas that allow for alignment of efforts locally (in Delaware and regionally), nationally, and globally. In this manner, opportunities for student and faculty engagement in problem-based, solution-focused learning and action would be available at multiple levels and the interconnections between local and global issues would be highlighted (costs depend on level of university commitment).
* Develop 2-3 UD Global Centers in collaboration with international university partners (costs varied).
* Build a global alumni network in key regions ($50-100,000/year for sustained efforts).
* Design and implement a fund-raising strategy for targeted global activities such as scholarships, graduate dissertation fellowships, global centers ($50,000-$100,000 year for sustained effort).