CASE STATEMENT

FOR COMPREHENSIVE INTERNATIONALIZATION

AT THE UNIVERSITY OF UTAH

Prepared by

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Executive Summary: The University of Utah's mission and core values clearly state the importance of global engagement and learning, focused on local to global (glocal) teaching, research, and service. The U is a global university in many respects; however, it is a large and complex institution where historically global activities have been decentralized and primarily coordinated in departments, colleges, and individual offices. The establishment of the Office for Global Engagement (OGE) in August 2013 was a first step in providing leadership for comprehensive internationalization and institutional-level coordination among the various units engaged in global activities. This case statement outlines a rationale and definition for comprehensive internationalization and seven target areas to focus on for the U to develop a coherent approach.

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The University of Utah Mission, Values Statement, and Core Values

The University of Utah's mission, values statement, and core values clearly outline the institution's commitment to internationalization:

The University of Utah Mission Statement

The University of Utah fosters student success by preparing ==students from diverse backgrounds== for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and ==we engage local and global communities== to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

The University of Utah Values Statement

In accomplishing ==our local to global mission==, the University cultivates an academic environment in which the highest standards of intellectual integrity, teaching, research and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines and who offer high quality engaged learning and clinical experiences. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance ==rigorous interdisciplinary inquiry, international involvement, and social responsibility, and integrate global and sustainability goals and principles== across the institution.

Teaching

In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing ==challenging instruction for all its students, from both Utah and other states and nations==, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are ==participation and leadership in national and international academic disciplines==. The University also cooperates in research and creative activities with

other agencies and institutions of higher education, with the community, and with private enterprise.

<u>Public Life</u>

In its role as a contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

The University of Utah Core Values

1. **Student success and engagement:** The U is committed to providing the financial assistance, personalized support, and engaged learning experiences that increase access to the university and facilitate persistence through degree completion.
2. **Research and teaching excellence:** The U engages in cutting-edge teaching and research that foster inter- and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge and technology transfer.
3. **Diversity:** The U celebrates the rich diversity of people as well as creative and intellectual traditions by being inclusive in every respect.
4. **Sustainability:** The U contributes to a more sustainable world through research, teaching, and demonstrating best practices in protecting and enhancing the natural and built environment on the campus and environs, making it a great place to live, learn, work, play, create, recreate, and visit.
5. **Global vision and strategy:** The U thinks and acts globally by increasing opportunities for students and faculty to engage in international study, teaching, research, and service.
6. **Community:** The U maintains a strong sense of community among students, faculty, and staff, and cultivates meaningful university, neighborhood, city, region, state, and global partnerships.
7. **Leadership:** The U engages students, faculty, staff, and the larger community in conversations that lead to positive transformation at the local, state, national, and global levels.

Rationale

It is clear that global learning, teaching, research and service are at the core of what we do at the University of Utah. In the globalized and interconnected world of the 21st century, an institution striving to be at the cutting edge of scholarship, teaching, and public outreach must have a global footprint and engage with partners around the world. The U is a global university in many respects; however, it is a large and complex institution where historically global activities have been decentralized and primarily coordinated in departments, colleges, and individual offices. The establishment of the Office for Global Engagement (OGE) in August 2013 was designed to provide leadership for comprehensive internationalization and institutional-level coordination among the various units engaged in global activities.

OGE has developed institutional coordination and resources for the U's global initiatives and activities regarding global partnerships, learning abroad opportunities, global learning on campus, international student & scholar support services, risk management, the development of an online global activities inventory, and the establishment of two campuses abroad. This work was absolutely necessary to better understand where and how the institution is engaged in the world, to engage faculty and staff in a coordinated global effort, to address serious gaps in ensuring the health & safety of our students and employees traveling abroad, and to facilitate student mobility creating a supportive environment for international students and providing effective advising for students participating in learning abroad. This work will continue and expand.

Now that more of the infrastructure is in place to effectively coordinate global activities across the University, the next phase is to develop an institutional strategy and vision for comprehensive internationalization (CI). CI is defined as a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as globally-oriented and internationally-connected institutions. Not to be confused with globalization: Internationalization is the response of higher education to globalization. Internationalization has also been defined as the process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education (Knight, 2015).

The ACE Model for Comprehensive Internationalization

According to the American Council on Education's Center for Internationalization and Global Engagement (CIGE), the following six interconnected target areas should be addressed for an institution to fully develop its global dimension:

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

Following is an explanation of each of the six target areas:

Articulated Institutional Commitment

Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.

- **Strategic planning**. Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee**. A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders**. Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment**. Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.

Administrative Leadership, Structure, and Staffing

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.

- **Senior leadership**. The president and CAO are committed to internationalization and are engaged in the process from the start.
- **International office**. An office or offices are designated to coordinate campus-wide internationalization activities. The senior international officer primarily responsible for internationalization reports to the CAO or president.

Curriculum, Co-curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

- **General education requirements**. Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines**. Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum**. Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes**. Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology**. Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.

Faculty Policies and Practices

As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.

- **Tenure and promotion policies**. Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines**. International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility**. Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).
- **On-campus professional development**. Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.

Student Mobility

Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.

- **Credit transfer policies**. Students can easily earn credit for study abroad through approved programs.
- **Financial aid and funding**. Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs**. Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students**. Academic and social support structures and programs facilitate international students' full integration into campus life.

Collaboration and Partnerships

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. ACE recommends a **4-step approach for creating and managing international partnerships**:

- **Step 1: Strategic planning**. Partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.
- **Step 2: Review possible structures**. International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria.
- **Step 3: Identify potential partners**. It is important to analyze the higher education context in target countries, including policies, priorities, structure, and operations. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. Peer institutions in the U.S. can provide useful information on potential partners abroad, and conferences often include opportunities for direct networking with institutional representatives from other countries.
- **Step 4: On-going management**. As partnerships proliferate, institutions may find themselves with too many MOUs – often of varying scope and effectiveness. Another common situation is for partnerships based on a personal connection to dissipate once that connection is no longer active. Centralized coordination, engaging a broader base of faculty support, and designating certain relationships as "strategic" can help mitigate these issues.

Seven Target Areas at the University of Utah

In addition to the above target areas, OGE would suggest a seventh: Glocal Community Engagement. Due to the U's emphasis on community engagement and the many global aspects of our local area, developing community connections and actively collaborating with community partners around global and intercultural themes and issues is an important component of comprehensive internationalization at the U.

Considering the seven proposed target areas, it is important to understand what is currently in place at the U and where have we made significant advances versus where the gaps are that need to be addressed. The following is intended to, in very general terms, outline how we are addressing the seven identified target areas and where gaps may exist.

1. **Articulated Institutional Commitment:** the U at this time is lacking a strategic plan for internationalization; however, the university's mission, values, and strategic goals include internationalization and outline the U's goals as a global university. Additionally, OGE has established the Global U Council, serving as an ad hoc internationalization committee, composed of globally engaged faculty and administrators at the U.

2. **Administrative Leadership, Structure, and Staffing:** OGE was established in August 2013 with a senior international officer who reports to the President and sits on the President's Cabinet. Senior leadership (President and CAO) are committed to advancing the global dimension of the U. The President established OGE which is under the Presidents Office. President Pershing has also actively supported the development of the Asia Campus in South Korea, Fulbright, the GLAD initiative, and other programs by providing necessary funding. The SVPAA is leading the development of the U's international student recruiting structure to increase and diversify the U's international student enrollment. Many of the deans are deeply engaged in specific global activities they feel are priorities for their colleges while some have less experience. All have expressed an interest in broadening their college's global activities. Senior leadership for Health Sciences is advancing numerous international projects and is fully engaged in internationalization. A Director for Global Health position was created in 2015 and the individual in this position collaborates directly with OGE.

3. **Curriculum, Co-curriculum, and Learning Outcomes:** There are approximately 30 globally-focused academic programs at the U. Most are interdisciplinary programs and they include two Title VI National Resource Centers in Asian Studies and Latin American Studies. Globally-focused academic programs have not yet been inventoried for the U to have a comprehensive picture of the institution-wide academic programs available for students to gain global competency. Also, the University has not yet defined what constitutes a "globally-focused academic program" and although there is some coordination among some of these programs, there has not been a coordinated effort to understand how these programs promote internationalization and global competency for

U students. For example, learning outcomes have not been defined to be able to assess global competency.

OGE developed the Global Learning Across the Disciplines (GLAD) grants initiative to incentivize departments to integrate global learning into the curriculum. Ten grants have been awarded so far to a wide range of academic programs in the following Colleges: Architecture + Planning, Cultural & Social Transformation, Education, Engineering, Fine Arts, Humanities, Mines & Earth Sciences, Nursing, and Social & Behavioral Science. The General Education curriculum includes an International Requirement (IR) with global learning outcomes for each of the IR courses. It also includes a Global Citizenship track that students can choose as well as an integrated Global Citizenship Minor. The Learning Abroad staff is working with faculty to integrate education abroad opportunities into the curriculum. At this time, the University does not have articulated institutional global learning outcomes or an institutional goal to develop global outcomes and assessment.

4. **Faculty Policies and Practices:** This is probably one of the weakest areas at the U in terms of internationalization. There are currently no guidelines to reward faculty global engagement as part of promotion and tenure. International background, experience, and interests are not listed as criteria for selecting candidates in the hiring process. Except for support regarding Fulbright opportunities and through the U's two Title VI National Resource Centers focused on Asia and Latin America, there are few support structures or funding mechanisms for faculty mobility. Faculty development opportunities for global engagement and learning are limited at this time. A consistent effort is needed to build a faculty with regional and international expertise, such as for example, a transformative hire initiative to strategically add faculty with Asia, Latin America and Africa/Middle East expertise to colleges with need or strength in those areas.

5. **Student Mobility:** The U has a dedicated Learning Abroad unit in OGE that facilitates outbound student mobility. Additionally, in partnership with the Hinckley Institute, there is infrastructure to support student internships abroad. The administrative processes and policies are largely in place for students to participate in mobility opportunities; however, there are some remaining challenges for students who participate in learning abroad experiences that are not for U credit as students are not enrolled at the U despite participating in U-sponsored learning abroad opportunities. Although there are significant scholarship opportunities, more funding is needed especially for underrepresented students. Additionally, Learning Abroad operations and personnel are mostly funded by charging students participating in a learning abroad experience an administrative fee. This funding structure is no longer sustainable.

There is a very limited infrastructure and budget for recruiting international students. Therefore, U is implementing a partnership with Shorelight Education to recruit international students and is planning to develop an in-house recruiting infrastructure as this partnership is implemented. This initiative is being led by the SVPAA, OGE, and Enrollment Management.

6. **Collaboration and Partnerships:** OGE has developed a strategy and protocols for global partnership development as well as a central database of all university global partnerships. OGE relies mostly on faculty to develop new partnerships with institutions abroad where they have colleagues with whom they are actively collaborating. A limited number of student exchanges have been developed without faculty involvement. We have not yet taken a strategic approach in identifying potential partner universities and specific regions or countries where we currently have few or no partnerships. There are a large number of faculty actively involved in international collaborations and developing new institutional partnerships abroad.

7. **Glocal Community Engagement:**
    There are extensive campus-community partnerships and many of these focus on the international population in the local area, global trade and economic development in the state, global research and development, global talent, and many other aspects. Similar to globally focused academic programs above, the University does not have a comprehensive list or inventory of the number, types, and level of these engagements. Therefore, it is difficult to assess, at this time, where there are gaps in our campus-community partnerships focused on glocal issues and whether there are opportunities to increase these engagements for the University to have a more meaningful impact on the community and also how existing partnerships could be leveraged to provide global experiences for students, extend research opportunities, provide educational opportunities for community members on campus, etc.

Next Steps

1. Finalize this case statement
2. Circulate the statement among the university leadership and ask each college whether the priorities align with college goals for internationalization, to indicate their priorities, and comment on how to address them.
3. Prepare a university-wide strategy outline on institutional priorities for CI.
4. Based on the case statement and strategy outline, appoint a small task force to develop a strategic plan outlining a definition of CI for the U, goals, timeline, and resources needed.

References:

Knight, Jane. 2015. *Updating the Definition of Internationalization.* International Higher Education. https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/7391/6588