I. Introduction

This report is based on a visit to Indiana University Purdue University Indianapolis (IUPUI) by an American Council on Education (ACE) peer review team on March 23-25, 2014. This report also draws upon several documents, which the university provided to the peer review team: The IUPUI American Council on Education Internationalization Laboratory Report, March 2014, with its appendices; the International Learning Guidelines; the Strategic Plan for a New Era of Internationalization, developed by the IUPUI International Affairs Program Committee, Spring 2007; the Heiskell Award Proposal Narrative (undated); IUPUI’s Present-Day Statement on Internationalization (undated); the IUPUI application for the Senator Paul Simon Award for Comprehensive Internationalization; Our Commitment to Indiana and Beyond, IUPUI Strategic Plan, November 5, 2013; the Global Cities Initiative, a Joint Project of Brookings Institute and JPMorgan Chase Global Cities Exchange Program Briefing; various organizational charts and team rosters; subcommittee reports (Curriculum Internationalization, International Partnerships, Engaging the Community and Internationalizing the IUPUI Experience, Recruitment and Retaining International Students, Faculty, Staff, and Visitors); various charts about study abroad participation; the IUPUI International Learning Guidelines Draft Rubric; various newsletters, and other miscellaneous documents to provide the institutional context.

The visit included meetings with Charles Bantz, Chancellor (by phone on March 31 with Barbara Hill); Nasser Paydar, Executive Vice Chancellor; the IUPUI Steering Committee for the Internationalization Laboratory (SCIL) (Bill Blomquist, Professor of Political Science and Dean, School of Liberal Arts [co-chair]; Gil Latz, Professor of Geography and Philanthropy and IUPUI Associate Vice Chancellor for International Affairs, IU Associate Vice President for International Affairs [co-chair]; Cathie Carrigan, Associate Director of International Programs, Lilly Family School of Philanthropy; Becky Porter, Associate Vice Chancellor for Student Services; Michael Snodgrass, Associate Professor of Latin American History and Director, Global and International Studies Program, School of Liberal Arts; Sara Suarez, Student and President, International Club; Amy Conrad Warner, Vice Chancellor for External Affairs); the deans from select IUPUI schools (Sara Allaei, IUPUI Executive Director, International Affairs,
IU Assistant Vice President for International Services; Bill Blomquist, Professor of Political Science, Dean, IU School of Liberal Arts; Angela Bies, Associate Professor of Philanthropic Studies and Director of International Programs, IU Lilly Family School of Philanthropy [on behalf of Founding Dean Gene Tempel]; Karen Bravo, Professor of Law, Dean’s Fellow and Associate Dean for Graduate Studies and International Affairs, IU Robert H. McKinney School of Law [on behalf of Dean Andrew Klein]; Phil Cochran, Associate Dean for Indianapolis Operations, Thomas Binford Chair in Corporate Citizenship, Director, Randall L. Tobias Center for Leadership Excellence, IU Kelley School of Business; Paul Halverson, Founding Dean and Professor, IU Richard M. Fairbanks School of Public Health; Mathew Palakal, Professor of Informatics, Executive Associate Dean, IU School of Informatics and Computing; David Russomanno, Professor of Electrical and Computer Engineering; Dean, Purdue School of Engineering and Technology; and John N. Williams, Dean, IU School of Dentistry); some members of the International Partnerships Subcommittee (Amy Conrad Warner, Vice Chancellor for External Affairs, IUPUI [Subcommittee Chair]; Angela Bies, Associate Professor of Philanthropic Studies and Director of International Programs, Lilly Family School of Philanthropy; Bob Einterz, Professor of Clinical Medicine, Associate Dean for Global Health, IU School of Medicine; Rachel Umoren, MD, Pediatrics-Neonatology, IU School of Medicine); some members of the Recruitment and Retention Subcommittee (Becky Porter, Associate Vice Chancellor for Student Services [Subcommittee Chair]; Sara Allaei, Executive Director, International Affairs, IU Assistant Vice President for Intl Services; Jan Aycock, Director of International Admissions, Office of International Affairs; Khadija Khaja, Associate Professor, IU School of Social Work; Sandi Lemons, Associate Director of Student Services, Office of International Affairs; Sara Suarez, Student and President, International Club; and Mary Upton, Associate Director of Scholar Services, Office of International Affairs); some members of the Curriculum Internationalization Subcommittee (Michael Snodgrass, Associate Professor of Latin American History, Director, Global and International Studies Program, School of Liberal Arts; Dawn Michele Whitehead, Director of Curriculum Internationalization, Office of International Affairs; Marta Anton, Professor of Spanish; Chair of Department of World Languages & Cultures, Associate Director, Spanish Resource Center at IUPUI; Sarah Baker, Associate Professor of Radiologic & Imaging Sciences, Associate Dean, University College; Estele Ene, Assist. Professor of English, Director, English for Academic Purposes Program, School of Liberal Arts; Tony Faiola, Associate Professor of Informatics, Executive Associate Dean, School of Informatics; and Kathy Marrs, Associate Professor, Associate Dean for Academic Affairs, Director of UCASE, School of Science); some members of the Local Experience Subcommittee (Bill Blomquist, Professor of Political Science, Dean, School of Liberal Arts [Subcommittee Chair]; Stephanie Leslie, Director of Study Abroad, IUPUI Office of International Affairs; Emily Clossin, Academic Advisor, IUPUI Honors College; Todd Daniels-Howell, Associate Dean for Administration, University Library; Stefan Davis, Executive Director, Alumni Relations; Julie Hatcher, Associate Professor of Philanthropic Studies and Executive Director, Center for Service & Learning; Becky Van Voorhis, Senior Academy Representative; and Joe Xu, Professor of Medicine and Executive Director, Confucius Institute); some members of the Community Advisory Group (Steve Akard, Vice President & General
Counsel, Indiana Economic Development Corporation; Dee Metaj, Vice President for Development, IU Foundation; Bill Plater, Executive Vice Chancellor and Dean of the Faculties Emeritus, IUPUI; Diane Thomas, President and CEO, International Center; and Amy Warner, Vice Chancellor of External Affairs, IUPUI); and some International Peer Mentors.

The visit is part of the ACE Internationalization Laboratory (Lab), a project that builds upon the learning from several earlier ACE multi-campus initiatives, including Promising Practices in International Education, Global Learning for All, and the previous nine cohorts of the Lab itself. In addition to IUPUI, other institutions participating in the 2012–2014 Laboratory are Becker College (MA); Grand Valley State University (MI); Merrimack College (MA); Samford University (AL); Texas Christian University; University of Minnesota Duluth; Villanova University (PA); and Virginia Commonwealth University.

This confidential report to IUPUI is designed to assist the institution with its comprehensive internationalization efforts. In spite of the ample reading material provided to the peer review team, we want to emphasize that this report can only be a snapshot of the university, not a full portrait, because the peer review lasted only 24 hours over 2 days and IUPUI is an intrinsically complex and decentralized institution. Nonetheless, we encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless the institution chooses to do so or gives ACE permission to do so.

II. Peer Review Team

Dr. Harvey Charles, Vice Provost for International Education, Northern Arizona University

Dr. Barbara Hill, Senior Associate for Internationalization and Director of the Internationalization Laboratory, Center for Internationalization and Global Engagement, American Council on Education, Washington, DC (team leader)

Dr. Hilary Landorf, Associate Professor, College of Education, Director, Office of Global Learning Initiatives, Florida International University

III. Overall Strengths

Senior Leadership
IUPUI is at a propitious moment in time to broaden and deepen its internationalization efforts. The institution already has high levels of international activity, in many of the schools, and this is a good foundation on which to build. Internationalization has received strong and engaged support from the current chancellor, executive vice chancellor, and the deans—a fact widely
acknowledged and appreciated on campus. We found the deans to be especially collaborative. Even the vice chancellor for development and the associate vice chancellor for student services actively understand and support the international issues that were under discussion. Because IUPUI operates in a complicated institutional environment, this wide range of senior support is critical to the task of implementing the university’s emerging new global vision.

Committee
The SCIL was designed with a diversity of membership across the schools to ensure broad faculty and administrative buy-in, and the group has produced strong recommendations with clear, focused goals. The subcommittee chairs gave balanced and sensitive direction to the thorough process. The SCIL was given an ambitious charge, and it was very well executed because of the excellent leadership of Bill Blomquist and Gil Latz, and seems to have engendered a lot of discussion on the campus.

The team organized itself into subcommittees (International Partnerships, Recruitment and Retention, Curriculum Internationalization, Local Experience, and a Community Advisory Group) to deal with the various aspects of internationalization, gathering information, studying it in depth, analyzing current opportunities and challenges, and giving ample opportunity for people to participate in the process. We were impressed by the depth and breadth of information collected.

During the peer review visit, the scheduled meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important administrative offices. The conversations we had during the visit suggested that internationalization has strong buy-in on campus, but conversations about why internationalization is important must continue. They can shape everything the university does, and clearly a committed core of faculty and staff members are willing to work to achieve that vision.

Infrastructure
IUPUI has a large, centralized, well run international office that supports and coordinates the strategic planning process. The physical space, both in terms of location and scale, is impressive compared to other institutions.

The leadership of the office at all levels is strong, but we expect that these positions will evolve as the work of internationalization expands and unfolds. The office has been given a leadership role within the university as the coordinating authority for international priorities and synergies, but the university needs to make this clear to the community at large. The university needs to find ways both to continue to staff the office and to promote it effectively on campus and in the city of Indianapolis.
International Students
The number of international students is sizable, about 1800 overall, in spite of the high tuition that the SCIL finds a barrier. What is attracting these students to IUPUI? Can the institution build on these attractions?

Study Abroad
While the population demographics work against any major increases in study abroad, the availability of scholarships for this form of international education demonstrates the institution’s support for this kind of activity.

Commitment to Global Learning
Building on the work of IUPUI’s previous engagement with the Internationalization Laboratory in 2004-2005, which developed the International Learning Guidelines, some schools have incorporated them into their program designs. Thus, IUPUI has already started down this path, and there are models already developed that can be shared in an effort to engage all IUPUI students in global learning. The institution’s commitment to civic engagement can also provide a template for schools as they move to global engagement for students because the internationalization mission aligns with the institutional mission of engagement and service.

Strategic Partnerships
IUPUI is justifiably proud of and well known for its strategic partnerships. The institution has a clear definition of what level of school and department involvement is needed for a partnership to be strategic. This definition allows for coherence of different activities, some efficiency in scale, while allowing for nuanced participation.

The Common Good
In many of our meetings, the people in attendance, faculty and deans and other senior officers, talked about “the common good,” a term that just does not come up in conversation so directly at other institutions. Clearly, “the common good” is a significant value for IUPUI, and it has meaning across 21 schools, an accomplishment in which the university should take great pride.

IV. Observations and Recommendations

Prioritization of Goals
While the subcommittees made appropriate recommendations as part of their reports, they are not prioritized, nor is there an executive summary. This is unfinished business for the steering committee. The recommended actions should be brought together and prioritized with a timeline of three to five years for their accomplishment. Certainly the no-cost or low-cost items could be dealt with first, and those items requiring significant funding to be done later, with a clean plan for reallocating and/or securing new resources. This will then lead to an implementation plan for
comprehensive internationalization, a road map for the future. Other components of the evolving IUPUI Strategic Plan are developing such implementation plans, so internationalization would be at a disadvantage if the group does not develop one.

We recommend the ACE model for comprehensive internationalization to keep a balance among IUPUI’s international activities. Comprehensive internationalization, as defined by the Center for Internationalization and Global Engagement at ACE, is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

The CIGE Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs:

- Articulated Institutional Commitment
- Administrative Structure and Staffing
- Curriculum, Co-curriculum, and Learning Outcomes
- Faculty Policies and Practices
- Student Mobility
- Collaboration and Partnerships

http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx

Advisory Group
The work of prioritization and implementation suggests that there is a need for a continuing advisory group or council. The current SCIL could form the basis for such a group. It should be given a clear charge from the executive vice chancellor.

Need data base
The work of the subcommittees gathered much information about the international activity of the faculty and staff. The use and updating of internationalization data can be an on-going legacy of the Lab’s work. We recommend that the data collected during the Lab process be organized into a data base and made available so that faculty and administration have access to it for their internationalization efforts to encourage further research and to enable collaborative teaching. Some thought must be given to how the data can be up-dated, perhaps by structuring year-end reports from faculty and deans to make this possible.

Principles of Undergraduate Learning
In its first engagement with ACE’s Internationalization Laboratory in 2004-2005, IUPUI developed a set of international learning goals entitled A Responsive Curriculum: International Learning Guidelines for IUPUI’s Many Schools and Diverse Student Body. Because of the recommendations of the Curriculum Internationalization Subcommittee, these
guidelines need to be revisited. Is there still agreement on these guidelines, or do they need reframing? This could perhaps be part of the work of an ongoing council or other appropriate governance group.

**Global Learning Outcomes**

Internationalizing the curriculum is a necessary part of comprehensive internationalization. Because not all students will be able to study abroad, the university must consider ways to internationalize at home by internationalizing the curriculum. We recommend that IUPUI begin the process of internationalizing the curriculum and pedagogy as soon as possible. This is a long-term process, involving an iterative discussions with stakeholders throughout the university to determine the desired student learning outcomes, creating opportunities in all programs for students to acquire and demonstrate, assess, and use this learning for continuous improvement, and integrating student study abroad experiences into the curriculum (both prior to departure and once they return). General education is a prime location for an international focus in the curriculum, though internationalization of the curriculum must go beyond general education. We envision having global learning tied even to the RISE Initiative; such rethinking and recalibration could make this new program more substantial and pervasive.

The chief resource needed to accomplish this is the faculty, both the ones currently at the institution and those who will be hired in the future. They need to be incentivized to do this work. Internationalization cannot be accidental—it must be intentional. Advertisements of new positions can emphasize that international experience or background is preferred so that the institution can augment its internationalization. Professional development at various levels will be necessary to help faculty members, department chairs, and deans identify international and/or intercultural learning outcomes, enhance the international/intercultural content of current programs and perhaps create study abroad opportunities that will give global perspectives to the majors. This is not new work, but a means to give the faculty new ways to think about their current teaching and research in a more nuanced way. As the university’s international agenda continues to develop and incorporate graduate education as well as faculty research, the possibilities for productive linkages between undergraduate and graduate training as well as research should be enhanced as much as possible.

Internationalizing the curriculum is not just a responsibility of the language departments; a global dimension can be infused in all academic disciplines, general education requirements, and majors and minors, and some programs at the university already do this. Given the nature of IUPUI, the STEM disciplines and the health sciences need to be on board in the curriculum discussions. It is helpful to have scientists talking to scientists about the value of internationalization.

All disciplines need to understand the major in terms of local, national, and global dimensions. Encouraging interdisciplinary, cross-disciplinary as well as cross-unit collaboration
in curriculum development will be especially important in a university such as IUPUI with its very strong constituent schools and units.

Many resources are available to assist the faculty in internationalizing the curriculum. ACE has posted or published successful programs from several projects: “Where Faculty Live”—disciplinary associations (American Political Science Association, American Psychological Association, American Historical Association, and the Association of American Geographers) describing what an internationalized major would look like in their discipline.

In addition, ACE has sponsored three technology awards about bringing the world into the classroom, and these models are available on the ACE website. A technique to boost faculty involvement in international education efforts is to use technology to greater advantage. At a much lower cost than faculty travel, technology offers faculty and their students the opportunity to engage with colleagues overseas. Co-teaching courses with faculty from abroad using video/Internet technology, for example, can help fill gaps in international expertise at an institution and enhance the internationalization of the curriculum. This will require having technical capacities in areas of the two campuses that are convenient for faculty and students. It will also require that there is support for developing the relationships that can lead to such cooperation, and the university will need to recognize that this will require face-to-face contact for cooperating faculty (and possibly administrators) at some points. Yet, to be successful, technology must serve specific objectives of the international education, and not simply “build it and they will come.” Technology, at its best, needs to be used to integrate classroom and educational experience across the disciplines. Technology can prove to be very costly, and if it is not designed to clearly support the international program, IUPUI may find that these scarce funds have not been most effectively utilized.

While IUPUI has begun this work, it must continue. Such curricular work should be specifically asked for in faculty and department and school annual reports.

**Center for Internationalizing the Curriculum**

Because of the importance of this curricular work, we endorse the recommendation to establish a Center to bring high visibility and legitimacy to work, both on campus and nationally. This can be a suitable place for faculty development. This Center should be the key organization to facilitate all the moving pieces involved in internationalizing the curriculum – from coordinating the iterative discussions throughout the university that will come to a consensus on the global learning outcomes, to doing the faculty development workshops, helping faculty with course assessment, doing program assessment, reporting results to the university community and beyond—the Center is the hub of the wheel that allows the university to successfully move forward with this ambitious endeavor.

**Rewards for Curricular Development**
We recommend that there be a plan of curricular enhancement grants and course releases to further this work and also to emulate existing awards in order to bring attention to internationalizing the curriculum and to showcase successful practitioners.

**Diversity/Internationalization**
The report did not give enough detail to the potential links between IUPUI’s diversity initiatives and the potential collaboration with the international office. This is an area of significant growth on other campuses, and IUPUI should keep this issue on the table.

**International Students**
While the steering committee felt that the tuition situation works against the recruitment of international students, IUPUI still has a significant number of students from around the world. What is attractive about IUPUI to this particular set of stakeholders? Can the university learn from these students how to continue recruiting them in spite of the tuition situation?

Because of these factors, we recommend an enrollment management plan with the following features. First, it needs to set intentional numerical goals for both domestic and international students. Second, it needs to address issues of the quality of entering students, ensuring that there is equal attention to this issue for both domestic and international students. Third, it needs to address the diversity of both domestic and international students and to be intentional about ensuring that diversity. Fourth, and equally important, steps must be taken to ensure that international students be distributed widely across the schools so there is no disproportionate impact on any one of them.

**International Alumni**
IUPUI should give considerable thought to how its international alumni can be engaged to further the university’s internationalization. IUPUI should develop a process for tracking all international alumni. Alums are valuable to institutions for recruitment, the development of exchange programs, providing international internships, and potentially for funding. As a first step, the university should get names of recent graduates and hire a graduate assistant to search for the international graduates on the Internet as professionals are relatively easy to track. This can form the basis for building a more comprehensive data base.

**Community Partnerships**
While IUPUI has a history of involvement with the Indianapolis community, sometimes the partnerships have been episodic. As IUPUI positions itself to assist Indianapolis as a global city, such local partnerships can be instrumental in this work.

**Interactions between Domestic and International Students**
Because they can be instrumental in helping students to get global perspectives outside the classroom, IUPUI should be very intentional about programming that will encourage such interactions.
V. Conclusion

IUPUI is clearly fortunate to have strong support for internationalization from many faculty and administrators. Of course, conversations about internationalization must continue, in order to widen this base of support so that the university can effectively achieve its vision and mission in terms of internationalization and to prepare its students to be leaders in a global world. While IUPUI has made remarkable progress over the course of its participation in the ACE Internationalization Lab on developing a set of recommendations for supporting internationalization, the academic content to these efforts – whether curricular, research or programmatic – needs to follow closely behind.

The institution is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and a sense of direction. Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment. By developing and continuing an intentional process, IUPUI will make balanced internationalization goals part of its everyday operations, continuing to reinforce its status as a distinguished and distinctive institution.

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