IUPUI
American Council on Education Internationalization Laboratory Report
March 2014

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IUPUI Internationalization Plan 2014–2020

<u>Overall Theme</u>

We have progressed dramatically over the past seven years,
and
we now have many international activities and assets to build upon,
but
a lot of them are very thinly resourced and exist largely because of the goodwill and commitment of particular individuals or offices,
so
in order to consolidate these gains and make them sustainable we need to institutionalize their support,
plus
there are a few key high-priority, high-return initiatives that could substantially advance and even transform the internationalization of IUPUI over the next seven years.

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Part I. Internationalization at IUPUI—Prior Work and Current Status

A. Relevant Organizational and Cultural Features of the IUPUI Campus

At every institution of higher education, internationalization is shaped by aspects of mission and program mix, institutional history and development, and factors in the institution's environment. Understanding these organizational and cultural features is helpful in seeing how internationalization has unfolded, where it stands today, and what is planned for the future. Here we introduce you to four major influences on internationalization at IUPUI.

1. Relationship of IUPUI within Indiana University

Our name tells only part of our story. The campus was indeed created to bring the Indianapolis programs of Indiana University and Purdue University together, but it is an Indiana University administered campus. The faculty and staff in the Purdue schools of Engineering & Technology and Science have Indiana University salaries and benefits and the tenure-line faculty have tenure in Indiana University.

One of the important influences on internationalization at IUPUI is therefore our status as a campus of Indiana University, which has a rich history and extensive experience in internationalization particularly at the Bloomington campus. At IUPUI, the leader of the Office of International Affairs (OIA) has roles and titles as Associate Vice Chancellor for International Affairs, reporting to the Executive Vice Chancellor and the Chancellor of the IUPUI campus, and Associate Vice President for International Affairs, reporting to the IU Vice President for International Affairs.

Being a campus of Indiana University therefore shapes internationalization at IUPUI in at least two central ways. First, all policies and practices of IUPUI's OIA must be consistent with the policies and priorities of the university's Office of the Vice President for International Affairs (OVPIA). Internationalization initiatives at IUPUI generally require the support of OVPIA, and efforts at IUPUI that are seen to be inconsistent with the direction, focus, priorities, and/or policies of Indiana University may be reviewed and redirected or halted by OVPIA. Second, Indiana University has its own International Strategic Plan (adopted in 2008) with which internationalization activities on all IU campuses are to align and help to advance.

Because Indiana University—again, particularly the Bloomington campus—has great history and experience in internationalization, there are many international relationships on which IUPUI can build and a significant institutional infrastructure to which we can avail ourselves. To take just one example, policies and procedures for approving overseas study and exchange programs exist as Indiana University policies and procedures, and IUPUI faculty or staff seeking to initiate new programs or renew existing ones can use those IU procedures to gain approval. For another example, Indiana University is in the process of establishing overseas "gateway" facilities. One has opened already in Delhi, India, and another is being planned for Beijing, China. IUPUI faculty, staff, students, and alumni may use these university facilities, which means that the campus does not need to establish and support its own.[1]

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[1] http://worldwide.iu.edu/gateway/index.shtml

2. IUPUI's Status as IU's Principal Health Science Campus

Another essential feature of IUPUI that has influenced and continues to influence its internationalization is being Indiana University's premier health and life sciences campus. Although they have programs on other Indiana University campuses, the IU School of Medicine and the IU School of Nursing are based at the IUPUI campus and have by far their largest programs and faculty and staff here. The Indiana University School of Dentistry is located solely at the IUPUI campus, as is the IU School of Health and Rehabilitation Sciences. One of Indiana University's two schools of public health—the IU Richard M. Fairbanks School of Public Health—is located here as well. The IU School of Optometry is headquartered at the Bloomington campus but has a large presence at IUPUI, especially since the opening in 2010 of the Glick Eye Institute. Furthermore, the state's largest hospital and physician network—IU Health—is headquartered in Indianapolis in space shared with the IU School of Medicine, and the IU Health system works closely with the professional health schools of Indiana University.

The presence of these professional health schools at IUPUI has also spawned complementary programs among schools on the campus that wouldn't necessarily have a health focus otherwise. The IU Kelley School of Business, IU School of Informatics and Computing, IU McKinney School of Law, and IU School of Liberal Arts all have developed health-related degree programs and attracted faculty and students to them.

The impact of this health-and-life-sciences focus on internationalization at IUPUI has been profound and far-reaching. The principal and most obvious manifestation of that impact is in the IU-Kenya program known as AMPATH. This Indiana University-Moi University partnership originated through the IU School of Medicine and has become one of the strongest international collaborations sustained by any university in the United States. We will have more to say about this below.[2] The schools of Medicine, Dentistry, and Nursing have also been engaged globally elsewhere for many years and continue to develop new initiatives. The IU Center for Global Health draws together faculty, staff, and students from several schools.

Thus, while the Bloomington campus of Indiana University has its own rich variety of international programs and relationships, internationalization at the IUPUI campus has been strongly influenced and led in particular directions by the presence here of the professional health schools. Many IUPUI international activities have a health focus or at least a health dimension.

3. IUPUI's Relatively Decentralized Structure with Strong Schools

Most of the schools at IUPUI are older than the campus. This is not just a bit of institutional historical trivia; in important ways it has shaped the relationship between the schools and the campus administration and this has ramifications for internationalization as well as many other things.

Furthermore, some of the schools at IUPUI are connected with their counterparts at other IU campuses as strongly as or more strongly than they are with the administration of the IUPUI campus—these are known as either "core schools" that exist on both the Bloomington and

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[2] See this section's discussion of international strategic partnerships, pp. 8-9; and the Executive Summary for the IU School of Medicine, p. 20, as well as footnote 20.

Indianapolis campuses or as "system schools" that exist on all campuses but share a dean and many aspects of their degree programs in common.[3] Also, as one might imagine, the two Purdue schools at IUPUI—the School of Engineering & Technology and the School of Science—have their own complex relationships with IUPUI as they provide administer both IU and Purdue degree programs on an Indiana University campus. Last but not least, IUPUI has a regional campus in Columbus, Indiana, where Indiana University Purdue University Columbus (IUPUC) offers a different combination of IU and Purdue courses and degree programs than that offered at IUPUI—for most budgetary, administrative, and academic purposes, IUPUC is treated as another school of IUPUI with its own dean and faculty senate.

The upshot of these historical and organizational realities and anomalies is a significant level of autonomy at the school level, which makes for campus leadership roles that are more coordinative than directive. Extending and underscoring this school-level autonomy is IUPUI's use of Responsibility Center Management (RCM) as its fiscal/business model. Under RCM as implemented at IUPUI, the individual schools retain their earned revenues (e.g., tuition and most student fees, research funding, philanthropic gifts) and pay assessments to support the campus and university administration and overhead services. Thus, in contrast to a more traditional university budgeting model where the central campus administration holds the revenue and schools have whatever the campus distributes to them, IUPUI operates largely in the reverse fashion with the central campus administration's funding provided by the schools.

IUPUI is therefore a campus with strong schools. Many campuses and universities in the U.S. also claim to have strong schools and decentralized structures, but one would search far to find a campus where it is more plainly true.

Internationalization at IUPUI has benefited in important ways from the relative autonomy of the schools. Pursuing their own distinct missions and interests, the 21 schools at IUPUI have surveyed the global terrain of higher education and developed a large number of international relationships and activities in a relatively short time. For most of the past 45 years, each school at IUPUI has had considerable latitude to identify programs at other universities around the world with which to establish programs. Predictably, where one school has gone has been different from where others went. The result has been a high level of international activity when viewed at the campus scale, owing to the efforts of the individual schools (and, of course, individuals within the schools) pursuing their own interests and goals and taking advantage of relationships created by their own faculty and staff.

While the entrepreneurial activities of the schools have generated a good deal of international activities and relationships, the campus' decentralized structure and the relative autonomy of the schools have had other consequences as well. Only this year (2013-14) has IUPUI created a campus-wide undergraduate general education core curriculum, and even that applies only to the first 30 cr. of the undergraduate experience. Curriculum internationalization is therefore largely a school-by-school matter. Also, while it is challenging at any large university to keep track of the breadth and extent of international activity, it is especially so on a campus where each school basically goes its own direction with internationalization. Identifying common campus-wide internationalization themes, actions, and objectives is even more challenging in this context than it would be otherwise.

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[3] Core schools include IU Kelley School of Business, IU School of Education, IU School of Informatics and Computing, and IU School of Public and Environmental Affairs. System schools include IU School of Dentistry, IU School of Medicine, IU School of Nursing, and IU School of Social Work.

Last but not least, the financial resources available to the campus Office of International Affairs depend on assessments paid by the schools, and there is always pressure to keep assessments as low as possible, so it has been difficult for OIA to grow in proportion with the growth of internationalization at IUPUI.

4. Community Engagement as Part of IUPUI's Culture

Civic engagement is a watchword for all of U.S. higher education. At IUPUI, it has become a deeply embedded component of organizational culture—it is often said that civic engagement isn't just something we do, it's who we are. The campus has received several national awards and recognitions for its community engagement, including service learning.

The political and business leadership of Indianapolis deliberately and actively supported the creation of IUPUI in the 1960s as part of a vision for the redevelopment of the city. To this day it is widely understood at IUPUI that we exist as a large urban public research university because Indianapolis wanted us to be here. The health and life of Indianapolis and central Indiana infuse much of our teaching and research as well as our service.

This identity as an engaged campus affects internationalization at IUPUI in at least two ways. One is that the culture of engagement has permeated overseas study. One third of the study abroad programs run by the schools have service learning components, including especially those of the professional health schools. A second is that we tend to look toward the local even as we contemplate the global. Before and during our time in the ACE Internationalization Laboratory and the development of this internationalization plan, IUPUI campus leadership have looked to the civic and business leadership of Indianapolis and central Indiana for advice and ideas about campus internationalization, and thought about how to pursue internationalization in ways that make sense and yield benefits not only for IUPUI per se but for the communities we serve here in Indiana.

B. Developing IUPUI's Approach to Internationalization—Prior to the 2012-14 Lab

Several milestones in the internationalization of IUPUI were achieved prior to our participation in the 2012-14 ACE Internationalization Laboratory. In the 15 years prior to our current experience in the Lab, IUPUI moved forward the IU-Kenya partnership with Moi University and adopted the "strategic international partnerships" approach as a hallmark of internationalization for IUPUI, increased overseas study and exchange programs, participated in the 2004-06 ACE Internationalization Laboratory, adopted a definition of and a strategic plan for internationalization, adopted a set of global learning outcomes, and received national recognition for leadership and innovation in internationalization.

The key shift during the period was from a focus on activity to a focus on strategy. What was then known as the Office of International Programs along with a campus committee of faculty and staff produced IUPUI's first Internationalization Plan in 1999. Adopting a plan was an important marker for the campus' progress toward internationalization. The plan focused primarily on increasing IUPUI student participation in overseas study and increasing the number of international students at IUPUI. In the ensuing decade, a change of outlook shifted the focus somewhat, from increased international activity to an international strategy aimed at "internationalization for all"—all schools and disciplines, all students, faculty, and staff. A distinctive feature of this approach was the inauguration of strategic international partnerships.

1. Strategic International Partnerships[4]

As the relationship between Indiana University and Moi University in Kenya deepened, it extended to more subjects of research, teaching, and service and engaged more schools at IUPUI. During the 2000s, a deliberate aim of the IUPUI Office of International Affairs with the support of the campus administration became getting all schools involved with the IU-Kenya partnership. This experience, and the evident benefits that flowed from it, contributed to and reinforced the conception of strategic international partnerships. Such partnerships are now a signature of internationalization at IUPUI.

We define strategic international partnerships as bi-national or possibly multi-national higher education communities—which ordinarily will be anchored by two universities, IU/IUPUI and a comprehensive research university in the other country such as Moi University in the case of the IU-Kenya partnership. In a true strategic international partnership, there is a continual flow of people, ideas, and projects back and forth and involving all schools and disciplines. These kinds of deep yet extensive partnerships have certain essential characteristics and requirements. They typically
- result from lengthy discussions with partner institutions,
- require campus-wide conversation, engagement, and approval,
- entail long-term commitments to develop the relationship over time,
- will be coordinated by a Steering Committee, and
- have Principles of Engagement agreed to by the partner universities.

The partnership approach holds the promise of numerous benefits beyond those normally realized by more narrowly-focused exchange and overseas study programs. They can be expected to
- benefit from economies of scale,
- foster creative interdisciplinarity,
- spark joint research and development projects on new topics,
- establish defined concentrations of activity that attract external funding,
- build resources through sharing and collaboration,
- enable faculty who know little about the partner country or have no international background to become involved,
- develop more complex understandings and a sense of mutual responsibility that deepens over time,
- impact student learning across the curriculum for both institutions,
- model the cross-national competencies we want for our students,
- lead to community engagement on both sides,
- involve administrators and staff, as well as faculty and students, and
- last long beyond their original proposers.

The strategic international partnership approach was also seen as a way of significantly advancing internationalization at IUPUI while fitting with or complementing some of the organizational and cultural features of the campus described in Section A above. The experience with Moi University showed over time that this kind of international partnership held the potential to counter somewhat the centrifugal forces of a decentralized campus with strong schools each going their own ways with internationalization. Schools weren't required

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[4] See the nominations for the Heiskell and Simon Awards (Appendices C and E) for more on IUPUI's two strategic partnerships.

to participate in the Moi partnership, but there were significant advantages to doing so—relationships had already been developed there, travel and on-site housing arrangements were in place, and so on—so what economists call the "transaction costs" (i.e., the amount of time and effort that goes into any exchange relationship) of sending students or faculty or staff to Moi University or receiving students, faculty, or staff from Moi were lowered. The partnership with Moi fit quite obviously with the identity of IUPUI as Indiana University's health sciences campus, but also with the civic engagement ethos of the campus since IUPUI students, faculty, and staff could go to Kenya and have research and learning experiences that were also opportunities for service. Overall, the IU-Kenya partnership involving IUPUI and Moi University demonstrated that the notion of strategic international partnerships could be a fruitful way of advancing internationalization in the context of this particular campus.

Because they are so intensive as well as extensive, strategic international partnerships that really involve the whole campus are almost by definition few in number. Prospective partnerships have to be selected carefully and pursued patiently and persistently. It is a strategic investment in a relationship that will involve the whole campus, as distinct from an overseas study program or exchange program that might involve a single department or degree program.

Throughout the 2000s, IUPUI and Sun Yat-sen University in Guangzhou, China, worked toward the development of such a partnership and that work continues today. Recently, Indiana University President Michael McRobbie visited Sun Yat-sen University and signed a university-to-university partnership agreement which is the formal policy document within which the IUPUI/Sun Yat-sen partnership will continue to progress. At this moment, then, IUPUI's two strategic international partnerships are in Kenya with Moi University and in China with Sun Yat-sen University. As described below, we intend to create more such relationships in the future—again, only a few, selected strategically and focused in countries and with universities that fit well with IUPUI, align with university and community priorities, and have the greatest potential for significantly advancing internationalization for all.

2. 2004-06 IUPUI in the ACE Internationalization Laboratory—International Learning Outcomes

While the development of the partnership concept emerged partly out of experience that was already developing by the middle of the decade, IUPUI's participation in the ACE International Laboratory provided an essential boost to the concept by creating the opportunity for IUPUI internationalization leaders to really think through internationalization and what it could mean and how it could proceed here. Advice from ACE leadership and interaction with international leaders at the other universities in the cohort contributed to that thinking and planning process. Thus, being part of the 2004-06 cohort was an important stage in IUPUI's development of a more strategic approach to internationalization.

Initially, IUPUI planned to use the ACE Lab experience to conduct a campus-wide assessment of international activities on the campus, but the size and complexity of the task made it too large to implement in only one year. This idea was replaced, however, by a focus on internationalization and student learning. The IUPUI team and the ACE leadership agreed that such an initiative would take greatest advantage of ACE's experience and expertise and would help advance IUPUI's internationalization significantly. The development of a set of International Learning Outcomes became the primary objective of IUPUI's participation in the Lab. ACE's "Global Learning for All" program contained a set of Learning Outcomes that provided a starting place.

Working with the Office of International Affairs, a faculty and staff committee took the Global Learning for All outcomes and undertook a process of considering how such learning outcomes could be identified and articulated for the IUPUI campus. They reviewed syllabi in the identified "gateway" courses at IUPUI (the top 25 freshman courses in terms of enrollment across campus), gathered statements on international learning from various disciplinary and professional associations, researched IUPUI peer institutions for additional examples and ideas, and held meetings across campus. This wide net collected approximately 50 possible International Learning Outcomes, which the committee combined and narrowed into a set of 12 International Learning Goals. Discussions of those 12 learning goals were held across campus and they were refined further. They remain the campus' international learning goals today. They are as follows.[5]

IUPUI is dedicated to graduating students who understand and function well in the globally interdependent world of the 21st century because they:

- Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.
- Are able to analyze and evaluate the forces shaping international events, both now and in the past.
- Have detailed knowledge of the cultures, language, history, and/or current condition of at least one country beyond the United States.
- Recognize the many ways 'the global is reflected in the local' within the United States and beyond.
- Have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems.
- Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.
- Are skilled at interacting and collaborating with individuals and organizations from other countries.
- Use diverse frames of reference and international dialogue to think critically and solve problems.
- Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.
- Understand the global context of their profession and have blended international perspectives into their professional learning.
- Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.
- Can apply their international learning to diversity in the communities in which they live.

3. The 2007 Internationalization Strategic Plan

In the course of the Internationalization Laboratory experience and the development of IUPUI's International Learning Goals, many conversations had been held on campus about internationalization, committees established, and so on. With the leadership of the Office of International Affairs and the support of the campus administration, these discussions continued and broadened to cover other aspects of internationalization—e.g., study abroad,

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[5] See Appendix A for the full document.

international partnerships, international research collaborations, international student recruitment and retention, and faculty/staff development. From 2006 through 2007, more than 200 faculty and administrators at IUPUI took part.

A campus-wide International Affairs Program Committee distilled and synthesized those many conversations into a strategic plan document. Titled, "Strategic Plan for a New Era of Internationalization," it was published and distributed campus-wide in the spring of 2007. The new plan replaced the one that had been developed and distributed in 1999. It contained 12 "strategies for 21st-century internationalization," accompanied by both short-term and longer-range action steps related to those strategies.

Contained within the 2007 plan document are several statements about the meaning and significance of internationalization at IUPUI, and the campus' approach to internationalization. Although the full document is available in the appendices to this report, a few selections from it are worth highlighting here.[6]

> We envision IUPUI as a leader in developing new modes of internationalization that make our city, state, and the two university systems to which we belong not only a "crossroads of America" but also a "crossroads of the world"….
>
> IUPUI is committed to preparing faculty, staff, and students, across all fields, to engage the broader world with skill and wisdom, and to embrace the global dimensions of citizenship….
>
> IUPUI's internationalization is driven by spreading international learning, research, and engagement across all units, including those not historically involved in international work. It focuses on building dynamic international partnerships that advance research, further student learning, share resources, improve local communities, and open a world of new possibilities. It uses information technology to enhance international communication, learning, and exchange in defiance of the former constraints of geographical distance. And it is a civically-engaged effort that partners with organizations, agencies, schools, and businesses in the state's capital city in pursuing their international goals.

4. Other Important Developments from this Period

A number of other important steps in the internationalization of IUPUI occurred distinctly from but in parallel with the development of the campus' International Learning Goals and 2007 Strategic Plan, and overlapping with IUPUI's 2004-06 participation in the ACE Internationalization Laboratory.
- In 2004, the IUPUI Chancellor, Executive Vice Chancellor, Council of Deans, and International Affairs Advisory Council all approved a funding document outlining the strategic partnerships approach noted above.
- In 2005, a bachelor's degree in International Studies was added—previously International Studies was available as a minor or as an undergraduate certificate but not as a major.[7]

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[6] Appendix B.
[7] In 2014 the name was changed to Global and International Studies.

- In 2006, a technology-enabled classroom named the "Global Crossroads" opened its doors, providing opportunities for live videoconferencing and other interactive exchange with individuals at sites around the world. A Global Dialogues course also launched that year, using the Global Crossroads facility to support interactive international teaching and learning involving IUPUI students with students at other universities around the world.
- In 2006, the Plater International Scholars Program was launched. Plater International Scholars have support for participation in overseas study programs and live for a year in the on-campus International House.
- Also during this period, IUPUI established an International Peer Mentoring Program to support the academic success of international students, and expanded the capacity of its on-campus International House to provide more welcoming housing options for international students.

Since 2007, other developments have contributed to or recognized the advance of internationalization at IUPUI.
- In 2008, the campus implemented the Enrollment Shaping Initiative, which dedicated a revenue stream to several campus efforts aimed at attracting higher numbers of nonresident and high-ability undergraduate students to IUPUI. Funding that has become available through the Enrollment Shaping Initiative has helped sustain or expand the capacity of programs to attract international students and to provide support for IUPUI students and faculty engaged in overseas study.
- Also in 2008, IUPUI received a Fulbright-Hays Project Grant that enabled a team of faculty and staff from several schools as well as elementary teachers from Indianapolis schools to go to Kenya and to work on curriculum and overseas study program development.
- In 2009, IUPUI received the Andrew Heiskell Award for International Exchange Partnerships.[8]
- In 2010, the campus launched the "RISE to the IUPUI Challenge" initiative to make participation in various co-curricular learning opportunities an integral part of undergraduate education at IUPUI. RISE is an acronym standing for research (R), international (I), and service (S) and experiential (E) learning. The goal of the RISE initiative is that every IUPUI undergraduate student will have had at least two RISE experiences before graduating.[9]
- Also in 2010, the Office of International Affairs created and distributed a document titled, "IUPUI's Present-Day Statement on Internationalization." Among other things, the statement contained a definition of internationalization at IUPUI— "The Office of International Affairs understands internationalization at IUPUI to mean: *active involvement, across the teaching, research, and engagement missions of the university, in global networks of knowledge and collaboration.*"[10]
- In 2011, IUPUI was one of five recipients of the Senator Paul Simon Award for Comprehensive Internationalization.[11]
- In 2013, a partnership between the Office of International Affairs and the Office of Alumni Relations established an International Host Program to provide additional welcoming housing options for international students.[12]

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[8] Appendix C.
[9] http://uc.iupui.edu/UndergraduateEducation/RISEtotheIUPUIChallenge.aspx
[10] Appendix D.
[11] Appendix E.
[12] http://news.iupui.edu/releases/2013/10/international-host.shtml

- In 2013, IUPUI composed and adopted a new campus-wide strategic plan, named "Our Commitment to Indiana and Beyond." One of the ten strategic initiatives of the campus, to be pursued intensively over the next five years with the active support of the campus administration, is to "strengthen internationalization efforts."[13]
- In 2014, Indianapolis joined a cohort of the *Global Cities Initiative: A Joint Project of Brookings and JPMorgan Chase*, with IUPUI as a key project partner. [14]

C. The Current Landscape

1. The IUPUI Office of International Affairs

The Office of International Affairs serves as IUPUI's hub of international activities, including the coordination of:
- campus-wide infrastructure for international engagement such as international partnerships;
- recruiting, advising, and admitting international students and providing visa services for international students and scholars;
- IUPUI study abroad activities;
- internationalizing the curriculum;
- managing International House; and
- facilitating international teaching and learning via the Global Crossroads videoconferencing facility.

As of Fall 2013, IUPUI hosted more than 1,800 international students, up from approximately 600 in 2000 and approximately 900 in 2006. The 2007 Strategic Plan for Internationalization had set a goal of doubling international enrollment from 3% to 6% of total IUPUI enrollment by 2015. That target was met two years early. Approximately 400 IUPUI students participated in overseas study in 2011-12. Further, IUPUI's international students and study abroad participants are prominently represented in IUPUI's Top 100 Outstanding Students, an annual recognition for top juniors and seniors. A record 14 international students received IUPUI's top 100 recognition in 2014, and an additional six students have a direct link with the Office of International Affairs through the International Peer Mentor Program. Forty-seven of the top 100 recipients will have participated in a study abroad experience by May 2014, showing the important role of study abroad to distinguish students during their undergraduate career.

The IUPUI Office of International Affairs now has a full-time staff of 34, space near the center of the campus, and an annual budget of approximately $1.75 million.
- The Office is led by the IUPUI Associate Vice Chancellor for International Affairs, who serves also as IU Associate Vice President of International Affairs.
- An IUPUI Executive Director of International Affairs, second in the leadership arrangements of the Office, serves also as IU Assistant Vice President for International Services.

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[13] Appendix F.

[14] The Global Cities Exchange will establish and guide a network of public and private sector practitioners in both U.S. and international cities in the development and implementation of actionable strategies that enhance global trade and commerce and strengthen their regional economies. See Appendix G for a summary.

- The Executive Director is primarily responsible for international student and scholar services, with the support and assistance of an Associate Director for Student Services, an Associate Director for Scholar Services, and a Director for International Admissions.
- Other leadership positions within the Office of International Affairs include: Director of Curriculum Internationalization, Director of International Partnerships, Director of Study Abroad, and Manager of International Information and Communications.[15]
- Since 1995, the Office of International Affairs has supported a Center on Southeast Asia.[16]

In addition to providing essential support services for international students and scholars, and reviewing proposals for overseas study and exchange programs, the IUPUI Office of International Affairs provides the following opportunities not mentioned already.

- An annual IUPUI International Festival, free and open to the public for ten years and counting, where schools and other units at IUPUI can showcase their international programs, student and other organizations can exhibit and promote their activities, and local community organizations can make connections with the campus.[17]
- A Global Voices Speakers Program, through which international students and scholars can volunteer to speak in classes or other venues at IUPUI about their countries and/or experiences.
- Several internal grant programs to support the development of overseas study and exchange programs, international visitors, international student recruitment, and participation in overseas conferences.[18]

The Office of International Affairs draws upon advice and expertise from the schools and other units at IUPUI through advisory committees composed of representatives from across campus, namely, the International Advisory Council, the Study Abroad Committee, and the International Enrollment Advisory Council.

2. Internationalization Activities of the Schools

The following summaries of the international activities of the schools at IUPUI are intended to provide a short description of how each school sees itself in relation to internationalization at IUPUI, and some examples and illustrations of international activities or relationships of that school. The summaries are distilled from a campus-wide inventory that drew upon a number of data sources, as well as direct communication with key individuals in each school.[19]

Art and Design, IU Herron School of

Herron's vision is to expand its role as a leader in the visual arts for the State of Indiana, across the country and throughout the world. Through its diverse academic offerings, and because the American tradition is so closely linked to the European tradition, Herron invites

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[15] See Appendix H for OIA Organizational Chart.

[16] CSEA is discussed further in Section 3 p. 44, and in Appendix I.

[17] http://international.iupui.edu/festival/

[18] http://international.iupui.edu/funding/

[19] We wish to acknowledge the staff from each school who responded to our requests for information, and Graduate Assistant Kevin Connolly who compiled the reports. The full report for individual schools can be made available as needed.

students to examine and experience art from the historically significant world cultures including the Classical world (Greece and Rome), Medieval Europe, the Italian Renaissance, the Northern Renaissance, the Baroque, and French Impressionism. A component of all studio courses is learning about current and recent artists involved in relevant explorations throughout the world. While the primary focus of studio art courses is making art, the scope of inquiry does span the international contemporary art world.

The school maintains that overseas study is the most effective and dramatic experience a student can have to broaden their international and intercultural awareness. Herron travel programs provide students with the opportunity to study and make art in a country and culture unlike their own. Students further their knowledge not only about art, but also about the world and its people.

To this end Herron facilitates a vibrant study abroad program that, in recent years, includes destinations such as Greece, China, The Netherlands, France, Belgium, England and Italy. During Summer 2014 students will have two unique international study abroad opportunities: They can choose between Spain and Central Europe, including Berlin, Prague and Vienna. A number of long-established funds and scholarships play a significant role in enabling qualifying students to avail themselves of these international opportunities.

Business, IU Kelley School of

In its mission statement, the Kelley School of Business sets a course to embrace a global perspective that permeates the content of its courses and also influences the topics of and contexts for the school's research. In addition it seeks to create and sustain national and international relationships with corporate and academic partners that provide opportunities for students, faculty, and alumni of the Kelley School of Business. The school's faculty members are internationally recognized for their teaching and thought leadership, and businesses worldwide hire the Kelley School's highly qualified graduates.

The school's academic programs embrace a broad spectrum of international studies including International Marketing, International Financial Markets, Global Supply Chain Management, and exploration of specific economies of the world such as China in Transition, India, and Liberia. The Business of Medicine program also includes an international dimension, recognizing the global personality of health care and macro-economics. In the aggregate, these courses examine the critical management issues for a business in the global economy and explore the essentials of choosing, negotiating, and managing an international alliance and identify the key challenges facing a manager working for a multinational/global company.

The International Studies program is designed as a second major in business and may be paired with finance, human resource management, supply chain management, or any other major to give the student a global perspective. At Kelley Indianapolis, international studies majors are required to meet the International Dimension Requirement which includes courses in foreign languages, international business and economics, overseas study, and an international focus study.

The Center for International Business Education and Research (CIBER) programs cover key emerging market regions of the world: Asia, Southeast Asia, the Middle East, Sub-Saharan Africa, the Caribbean, and the MERCOSUR countries of South America, as well as the major markets of Western Europe and Australia. Participating faculty members, as well as business professionals and graduate students, gain firsthand knowledge of how business is conducted in a particular region of the world and the opportunity to network with overseas counterparts providing the opportunity to see just how cultures and institutions influence the conduct of business.

Participation in IUPUI's international partnership programs is a major characteristic of the school's mission with on-going active partnerships that include: Sun Yat-sen University, School of Business (Guangzhou, China); Trisakti University, School of Business and Economics (Jakarta, Indonesia); and EM Strasbourg Business School (Strasbourg, France). Other international study abroad opportunities are available in Spain, Hungary, Egypt, Denmark, Scotland, Hong Kong, China, England, The Netherlands, Italy, Chile, Brazil, Singapore, Australia, Austria, and Germany; short-term summer opportunities are also available.

The Kelley School of Business has an extensive network of alumni spanning the globe who are changing the face of business, transforming lives, and ready to help the next generation of Kelley students grow into business leaders and carry on its long tradition of success.

Dentistry, IU School of

The IU School of Dentistry is well advanced in fulfilling its mission of advancing oral health in a worldwide, global dimension, and its goal to serve the international community through its various partnerships. Through its Office of Graduate Education and Global Engagement the school actively pursues opportunities to train and educate non-U.S. students, and to foster strong and long-term partnerships with international institutions.

IUSD has extended its global outreach to under-served communities in all quarters of the world, embracing 9 nations on 4 continents including Haiti, Kenya, Guatemala, Brazil, Ecuador, and Mexico. Since 1985 formal agreements have existed between IUSD and dental schools throughout the world and are now in place in 12 countries including, most recently, China and Saudi Arabia. The school's International Dental Program currently attracts students from India, Iraq, Iran, Myanmar, Egypt, Nepal, Pakistan, Philippines, and Ukraine.

Among the goals of IUSD International Service-Learning are to foster intercultural understanding and respect, provide needed services as identified by partner countries, and to promote the development of an oral health workforce with the skills to work effectively with diverse people in diverse environments and with greater understanding of the impact of culture on health.

Education, IU School of

School of Education programs at IUPUI involve inquiry-based and applied research in urban schools and communities. The school's multicultural focus also has led to several international initiatives. A program featuring study in Mexico is currently available and projects involving study in China and Africa are being planned.

Undergraduate and Graduate programs offer courses in English as second language and address cultural and linguistic diversity. The study abroad program provides opportunities in China, Ghana, India, and Kenya, and the school's faculty demonstrate a great degree of involvement with the international community, working on collaborative projects and research from Macedonia and Malawi, to Vietnam and Botswana. The Cross-Cultural Educational Program in Ghana creates life-changing experiences for all stakeholders.

The school organizes symposia that facilitate the exchange of ideas between the schools of education with which it collaborates and partners ensuring their missions and goals remain relevant to the needs of both the IUPUI students who engage in this work, and their partners in the global community.

Engineering and Technology, Purdue School of

Part of the School of Engineering and Technology's remit is to address the challenges of a global society, and to seek to understand diverse societies and cultures through analyzing the "interconnectedness" of global and local communities. Academically the school offers courses in Leadership for the Global Workforce and Principles of International Management, as well as Dual Degree programs which couple languages and cultural studies with engineering disciplines.

With partner universities in Germany, France, and Mexico, the School of Engineering actively engages the international community and expands its global outreach mission. In addition the Go-Green study abroad course, which is open to all IUPUI students, investigates Global Responsibility for Environmental and Economic Necessity. Partnership and international student recruitment initiatives include a 2+2 arrangement with Sun Yat-sen University in Mechanical Engineering. The school's multi-national faculty are energetically engaged in international activities, collaborations, and research, and have an established culture of reporting international activities, publications, languages spoken, etc. to a central depository.

Health and Rehabilitation Sciences, IU School of

It is part of the School of Health and Rehabilitation Sciences' vision to be recognized nationally and globally as a leader in graduate health and rehabilitation sciences, with a commitment to developing a lifelong commitment to civic engagement locally, nationally and globally. To this end the school offers courses that seek to enhance student knowledge and awareness of global rehabilitation and health care systems and which examine health and rehabilitation systems throughout the world, paying particular attention to the range of social, cultural, and economic factors that affect the incidence of disease and disability. Faculty members have recently been actively engaged in numerous international projects which include conferences in the Netherlands, Kenya, China, Sweden, and Switzerland, as well as in collaborative activities with academics in South Africa and Australia.

Honors College

The IUPUI Honors College understands that by exploring the world as a global citizen builds a strong foundation for a lifetime of learning and engagement. With an emphasis on diversity, global, and community leadership, and through approved international experiences for credit, one of the school's goals is to develop informed and globally experienced leaders.

Collaborative programs and strategic international partnerships support this vision and internationalized coursework allows Honors Scholars to enhance their ability to live an increasingly multicultural environment in the United States, to develop intercultural communication skills, and to encourage the emergence of positive attitudes toward diverse cultures. In addition the IUPUI Honors College offers two study abroad programs that are only open to Honors College Scholars. These are service learning programs based in Eldoret, Kenya, and in San Carlos, Costa Rica. Students attend lectures delivered by local faculty on culture, education, gender, geography, history, language, and politics in those countries and participate in local service activities facilitating a rich understanding of issues found in those countries and their inhabitants.

Informatics and Computing, IU School of

The IUPUI School of Informatics and Computing is committed to "the study and application of information technology to the arts, science and professions, and to its use in organizations and society at large." This commitment is manifested at various levels throughout the school and its BioHealth, Human-Centered Computing, and Library and Information Science departments, and reflected in the demographics of its student and faculty bodies, academic programs, faculty and student activities, and outreach activity.

The school addresses the connectivity of world communities in areas of health and medicine, science, interactive media and art, and business so that world communities may better understand one another. The School of Informatics and Computing seeks to provide students with the tools to design more livable and sustainable cities and the creation of social networks that facilitate social engagement. Each new piece of information and every new technology are seen by the school as an opportunity for Informatics to play a role in creating knowledge, bridging gaps, and impacting the future.

The School of Informatics and Computing's faculty have extensive and active international collaborative connections that include relationships with academic institutions in Belgium, Canada, China, Estonia, Finland, India, Japan, Mexico, Russia, Switzerland, and the United Kingdom. Its faculty visit as guest professors, researchers, presenters, and as regular contributors to international academic publications in these and other countries. In addition the school's career services staff has developed career resources with international students in mind.

Journalism, IU School of

Offering courses on international news gathering systems and a foreign study in journalism, the IUPUI School of Journalism expands its horizons beyond a local and national perspective, recognizing and incorporating the global landscape into its curriculum. With faculty who have extensive and active international collaborations, chiefly in Europe, the school fosters an international outlook among its students. Effective July 1, 2014, Journalism and Public Relations degrees programs and faculty will be moving into the School of Liberal Arts.

Law, IU Robert H. McKinney School of

The mission of the IU Robert H. McKinney School of Law at IUPUI, Indianapolis is to be a premier public law school that advances understanding of the law at a local, state, national, and international level, and promotes a diverse, humane, and supportive community of persons engaged in influential scholarship, teaching, and service. The School of Law offers courses in Comparative Law, Conflict of Laws, European Law, Immigration Law, Human Rights Law, Islamic Law, Japanese, Chinese and Brazilian Law, as well as courses in International Family, Commercial, Environmental, Intellectual Property, Criminal, Tax, and Transportation Law.

In addition to the broad range of international courses offered, there are opportunities to carry out intern- and extern-ships in International Human Rights Law at a variety of locations in Europe, Asia, Australia, Africa, or North, South, and Central America, advancing teaching, study and scholarship on international human rights law. The Center for International and Comparative Law is the nucleus for all of the law school's international law programs,

including the LL.M., summer study abroad programs, and other international activities and internships. The Center encourages and supports student participation in a number of prestigious international moot court competitions as well as sponsoring visits by prominent scholars and practitioners who present guest lectures and public lectures in the area of international and comparative law.

Additionally, the Judge-in-Residence Program brings prominent jurists from around the globe to Indianapolis to speak with students and meet with members of the local, state, and federal judiciary.

The *European Journal of Law Reform* provides a forum for interdisciplinary debate on proposals for law reform and the development of private and public international law in Europe and is jointly edited by faculty of the IU Robert H. McKinney School of Law, the Institute of Advanced Legal Studies (London University), and the University of Basel School of Law in Switzerland, with the assistance of a team of student editors in Indianapolis.

The *Indiana International & Comparative Law Review* is devoted to the study and analysis of current international legal issues and problems. The review is edited by second and third-year law students chosen by their academic standing and performance in a writing competition.

Other international centers at the School of Law include:
- The Joint Center for Asian Law Studies that seeks to utilize scholarly inquiry and open dialogue to promote mutual understanding and goodwill between the countries of East Asia and the United States.
- The Asian Law Students Association that provides members not only with academia-based activities, but also with a legal, social, and cultural connection to the school, the city, and the world.
- The Global Crisis Leadership Forum is a joint initiative of the IU Robert H. McKinney School of Law and IU's School of Public and Environmental Affairs that brings together experts and practitioners in the field of global crisis management.

Faculty at the McKinney School of Law at IUPUI boast vast and varied international connections, collaborations, presentations, consultations, publications, and work experience with extensive involvement in the regional, national, and international legal community.

Liberal Arts, IU School of

The departments of the IUPUI School of Liberal Arts offer students, faculty, and staff the opportunity to explore the world through many dimensions including historical, geographical, philosophical, political, cultural and social, as well as providing international and global connections through languages and cultural centers. From African Studies to World Languages and Cultures, the School of Liberal Arts adopts an international dimension in its academics, collaborations, and activities which extend to all quarters of the globe. Courses allow and encourage students at all levels to engage with the international community through a variety of disciplines, and enable the student to authenticate that academic experience by participating in a variety of home-based, and international-based cultural opportunities.

The School of Liberal Arts is home to the Global and International Studies degree program, the English for Academic Purposes program, the Department of World Languages and Cultures, the Confucius Institute of Indianapolis, and the International Center for Intercultural Communication. In 2013, the school modified its Bachelor of Arts degree curriculum to require two years of foreign language competency; previously only one year was required.

Through its programs, the School of Liberal Arts ensures that students, faculty, and staff may focus their attention on global as well as local issues, and facilitates the contextualization of their learning in fields such as Religious Studies, Political Science, Sociology, Philosophy, Classical Studies, as well as in the more traditional international areas such as modern and ancient languages and Global Studies.

With partnerships and collaborative arrangements with institutions and organizations around the world in Africa, Asia, Europe, and South America, the IU School of Liberal Arts affords the student the opportunity to embrace the school's increasingly vibrant international profile both on campus, and in international settings.

The School is developing a Program in Intensive English for pre-matriculation international students, with launch planned for 2015.

Medicine, IU School of

The IU School of Medicine at IUPUI has one of the most active international profiles in the university. Its activities, collaborations, exchanges, teaching, presentations, and international outreach in general touches all quarters of the globe. The IU Center for Global Health brings together experts from diverse schools and disciplines to develop novel and interdisciplinary research and programs that identify and address the many dimensions of global health and health care delivery, such as access to clean water and nutritious food, income security and gender equity. Regular meetings serve to define and develop core initiatives and to solicit appropriate external funds from private and public donors and granting agencies to support these activities. Factors that support and threaten health and health delivery systems in any particular locale are embedded in cultural, linguistic, social, economic, political, historical and environmental contexts that cut across traditional disciplines and sectors.

There is a clear recognition as well that meaningful global health development requires long-term, sustained commitment and an enduring presence. To meet this mission and vision the School of Medicine offers a global health residency track and engages in meaningful programs in countries such as Botswana, Brazil, China, the Dominican Republic, Germany, Honduras, India, Jamaica, Kenya[20], Mexico, Thailand, Uganda, and Saudi Arabia, Sweden, and the United Kingdom among many others. The SOM's faculty, staff, and students actively engage in this sustained commitment and enduring presence and their work and knowledge are esteemed from small Kenyan villages to ground-breaking academic institutions and hospitals everywhere. Most departments participate fully and enthusiastically in the global healthcare activities to which the IU School of Medicine subscribes as a fundamental and defining feature of its mission.

Not only do IU School of Medicine faculty, students, and staff go abroad to participate in global healthcare initiatives as well as to teach, many international students come to Indianapolis to further their knowledge by availing of the expertise and facilities that are integral to the School of Medicine and her faculty and staff. Ever increasing collaborations with teaching institutions all over the world have resulted in a commensurate increase in the numbers of non-U.S. students furthering their education here.

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[20] AMPATH is Moi University, Moi Teaching and Referral Hospital and a consortium of North American academic health centers led by Indiana University working in partnership with the Government of Kenya. The two-plus decade initiative is considered to be one of the most highly regarded and successful university/government collaborations in the world. http://www.ampathkenya.org/ and http://international.iupui.edu/kenya/.

Nursing, IU School of

Educating nurses to function competently in a global society is one of the School of Nursing's major objectives. We approach this objective in response to increased world travel, immigration, and technological changes, and the corresponding demand that we be responsive to globalization through the school's curriculum and research. This effort is supported by ongoing relationships with internationally-located nursing programs and through partnerships with universities from around the world, offering participation in short-term nurse scholar exchanges that regularly involve not only bringing international students and faculty to Indiana, but also giving faculty and students a chance to go abroad to teach and learn.

The Indiana University School of Nursing supports and encourages nursing education and research that prepares future nursing professionals for effective civic engagement in a global society. The school also engages in initiatives through its role as a World Health Organization Collaborating Center in Healthy Cities to its international partnerships with universities. Current partner universities include nursing programs in Thailand, Mexico, and Kenya. Part of the SON's Strategic Goals for 2010-2013 included efforts to develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in global health care and health professions education, and to continue to develop RISE experiences in the undergraduate curriculum with emphasis on the international and research components and to secure funding opportunities for the international exchange of faculty and students.

Global research, education, and service are advanced through SON's activities and programs, including the Institute for Action Research in Community Health (IARCH). Through service learning, Nursing students and faculty have worked closely with partners in Nicaragua, Mexico, Costa Rica, Thailand, Kenya, Liberia, and Taiwan, while others have focused on immigrant and migrant populations in Indiana. In addition to service, these international experiences have included language/culture immersion, and cross-cultural comparison courses.

The IU School of Nursing's Citizen Diplomacy Program was selected as a Top Program by the Global Health Task Force and the U.S. Center for Citizen Diplomacy and recognized for addressing global health issues by utilizing the potential of the U.S. civilian capacity as a valuable resource.

Philanthropy, IU Lilly Family School of

The Indiana University Lilly Family School of Philanthropy is dedicated to improving philanthropy by training and empowering students and practitioners to be innovators and leaders who create positive and lasting change in the world. The School of Philanthropy provides education to those interested in changing lives and changing the world and recognizes that we live in a global environment, where everything is interconnected.

Partnering with a variety of universities around the world in places such as China, Egypt, Israel, Italy, Turkey, Kenya, Thailand and Australia, the school seeks to improve research and build alliances with other philanthropic leaders. The school's International Programs' team is spearheading innovative initiatives and partnerships in Turkey, Japan, Colombia, and China to name a few of the international destinations in which the International Programs staff endeavor to further the school's global reach.

In addition the school has recently hosted visitors from the National Institute of Development Administration (NIDA) in Thailand, Tsinghua University and Beijing Normal

University in China, nonprofit professionals from Saudi Arabia and Partners of the Americas from Brazil.

With funding provided by foundations such as the Rockefeller Brothers Fund, the Henry Luce Foundation, and the Ford Foundation, the School of Philanthropy seeks to increase the capacity of the philanthropic sector throughout the world and to engage a diversity of stakeholders in ongoing strategic development. The Lilly Family School of Philanthropy offers courses in the Cross-Cultural Dimensions of Philanthropy, the History of Humanitarian Assistance, Philanthropy in other parts of the world such as China, and in Philanthropy and Religion. In addition international internships are available in locations throughout the world.

Physical Education and Tourism Management, IU School of

Firmly rooted in the PETM mission is its engagement in service and experiential learning, international study opportunities, and research through the school's programs. Academically it offers classes in Cultural Anthropology and Foreign Languages, Global Tourism Geography, and exploration of principal geographic features, population centers and attractions, customs, traditions, habits, and festivals in travel destinations across the world. Through its courses in Global Tourism, electives include classes as diverse as Wines of the World and Cruise Line Management. PETM's global outlook is reflected also in its development of an understanding of the patterns, principles and management of international travel to popular tourist destinations; its course on International Meeting Planning addresses the organization and production of international corporate business meetings, seminars, incentive trips and customer events using innovative and cost-effective programs that respond to changing business needs. PETM students and faculty maintain a global dialogue with their counterparts in a tourism program at University of Primorska in Slovenia. This global dialogue not only provides students with international experiences, but they also learn about global tourism from different perspectives. Current trends in ecotourism and cultural tourism are examined, emphasizing the importance of recognizing our role as stewards of cultural property on a local and global scale.

Through Study Abroad programs and international collaborations, Sport Management students can participate in the South Korea Study Abroad Program. Links with Germany and Slovenia allow for semester-long student exchanges, and graduate students may qualify for a travel grant to Kenya in support of the IUPUI strategic partnership with Moi University. A 1+1 agreement between the graduate programs of PETM and Sun Yat-sen University in China promises to foster closer collaborative ties. In addition faculty from IUPUI School of PETM engage in collaborative research projects with faculty in South Korea.

The 2014 Global Educators Conference, co-hosted by faculty from IUPUI, Leeds Metropolitan University in the UK, and SYSU in China, will be held in Indianapolis attracting participants from all over the world.

Public and Environmental Affairs, IU School of

The School of Public and Environmental Affairs (SPEA) faculty and students are encouraged to understand the school's global teaching and research priorities through a mission aimed at deepening ties with Europe, Asia, the Middle East, Africa, and Central and South America. SPEA's specialists in international relations confirm that recognition of global power balances is crucial to understanding the world we live in.

Two parts of the globe that are particularly important to SPEA's programs are: the European Union and Asia.   The European Union represents an important experiment in

democratic governance that differs from the United States; one example is the EU's leadership on such key issues such as global climate change. SPEA can build on strong IU connections in Brussels, Paris, the Netherlands, Germany and the United Kingdom, on the Transatlantic Policy Consortium created by SPEA, and on the IU area studies and foreign language programs. A focus on Asia also makes good practical sense because of the strong connections that SPEA faculty and alumni have already built in Thailand, Korea, Taiwan and China.

Overseas education opportunities for SPEA's top-notch undergraduate students are a priority for SPEA. This may require flexibility in determining which overseas courses count toward SPEA majors and even some flexibility in allowing significant overseas opportunities to satisfy traditional internship requirements. Where possible, overseas opportunities should also be expanded and refined to address the needs of graduate students.

By 2015 the percentage of SPEA undergraduates who benefit from a meaningful overseas experience will have increased from less than 10% in 2007 to 25%. At a minimum, an overseas study opportunity should be available to all SPEA majors with a GPA of 3.0 or better.

In scholarship, a significant fraction of SPEA's faculty also need to turn their attention to problems that require a global perspective. Such problems include development, climate change, sustainability and international dispute resolution.

More broadly, SPEA should organize periodic conferences around the world that bring together academics and practitioners (city, provincial, national, international) to exchange ideas, learn about new tools and issues, and make connections. Priority should be given to assisting developing and transitional nations that are in urgent need of the tools of fiscal discipline that help generate investment and prosperity.

In order to achieve these goals SPEA recognizes that it must make a long-term investment in maintaining global connections, including SPEA's alumni living in the United States and in countries ranging from Thailand, Taiwan and Korea to China and the former Soviet republics.

Public Health, IU Fairbanks School of

The School of Public Health is committed to the principles of equality, shared decision-making, and a focus on the social, biological and environmental determinants of health which are central tenets of healthy communities and social justice, embracing collaborative and participatory activities as a means of working collectively with other institutions and organizations in the community, across the state, nationally and internationally to ensure healthy communities and populations.

Public health is dynamic and must respond in innovative ways to emerging challenges to world health. The school addresses this commitment through its academic programs including Graduate Topics in Medical Humanities: Ethics and Policy, Infectious Disease; each introduces an examination of concepts on globalization of disease, microbial ecology, and disease eradication. Global Public Health recognizes that all public health is global in today's world and explores the key global public health issues that face countries throughout the world, ranging from malnutrition to the use of new technologies to improve health. The school's faculty reflects a broad and diverse international background as well as an active participation in academic research and collaboration throughout the world, particularly in Asia and Africa.

Science, Purdue School of

The Purdue University School of Science at IUPUI is dedicated to IUPUI's vision as an urban research university with national and global impact. Through its relentless pursuit of academic excellence the School of Science fosters a globally-minded student body which consists of representatives from 38 countries with 200 international students currently pursuing degrees.

Study abroad opportunities are currently being developed in Earth Sciences and in Biology with a goal of sponsoring five International Study Abroad experiences within the next 5 years, as part of its strategic plan. Students are encouraged to study abroad through the many options at IUPUI, IU, or other universities. There are several educationally meaningful programs for science majors at IUPUI. For example, in 2012, over 80% of the students participating in the Honors College Kenya program and Honors College Costa Rica program were from the School of Science.

This commitment to developing a global outlook is reinforced through the school's academic program, including courses in Global Change Biology, the study of the effects of environmental change, such as global warming, on the ecology of various organisms. Environmental Problems (and Solutions) and Introduction to Geochemistry examine the interactions between geology, chemistry, and biology in natural systems and explore biogeochemical processes on small scales and in terms of global cycles. International collaborations include participation in the Department of Computer and Information Science's Sun Yat-sen International 2 + 2 Program and the Sun Yat-sen International 2 + 2 Actuarial Program.

The School of Science's internationally recognized faculty engage in active collaborative research and teaching in many parts of the world and, since 2009, have attracted international scholars to IUPUI as part of the Department of Mathematical Sciences Visiting Scholars Program from China, England, France, Iran, Israel, Russia, Taiwan, Turkey, and Ukraine.

International conferences are organized by or convened at IUPI School of Science, including hosting scientists from around the world in July 2013 for the first-ever workshop devoted to Distributed Drug Discovery. In October 2012 Ricardo Decca, professor and director of the physics graduate program, hosted a gathering of international physicists in Ushiana, an island off of Tierra del Fuego, in his native Argentina. Physicists came from across the globe to share their knowledge and expertise on the Casimir Effect, an extraordinary phenomenon in quantum physics. In March 2011 the Urban Center for the Advancement of STEM Education (UCASE) at IUPUI hosted a group of educators and administrators from across the world, including Bahrain, Liberia, Russia, and Uruguay. In 2012 The National Science Foundation (NSF) Office of Polar Programs funded a workshop, organized by Dr. Kathy Licht in the Department of Earth Sciences, to bring sixty American and New Zealand scientists to IUPUI to select a new U.S. Antarctic Program Transantarctic Mountains field camp for research on ice movement, climate change, dinosaur and other fossils, and microbes under the ice and snow.

Social Work, IU School of

The global perspective of social work, and the universality of the application of its teaching, is a significant characteristic of the School of Social Work's program. In its mission statement it seeks to foster competency for employment, internships, and activism in policy, practice, research, service, and advocacy for individuals, groups, families, and communities

locally and internationally. One of the school's educational objectives is to enable students to apply their knowledge to the factors that direct, enhance, or impede human development and social functioning in the local and global contexts. Students should graduate with a capacity to demonstrate knowledge of human diversity and understanding of the experiences and needs of vulnerable groups and broader issues such as human trafficking, and women and children in the global context. These groups include those distinguished by race, class, ethnicity, culture, family structure, gender, age, marital status, sex, sexual orientation, religion, spirituality, physical and mental ability, and national origin. The school recognizes that it is crucial for social work students to understand global issues and their implications for local communities, whether aboard or at home, and to work with community partners to design appropriate interventions.

These educational goals are addressed through the School of Social Work's academic program which includes electives such as Global Issues of Human Rights, Cultural Competent Practice and Social Work Practice in Post-War Communities, and International Service Learning opportunities in Croatia, in close collaboration with the University of Zagreb. These opportunities also include working with indigenous people in the areas of addiction, human-rights, environmental issues, and community development.

International Social Development in a Global Context: Globalization, Actors, and Models of Practice targets students interested in developing an in-depth understanding of complex, global social problems. Such understanding is crucial for social workers to understand global issues and their implications for local communities and to design appropriate interventions to address them. The School supports ethnically diverse faculty who bring their global experiences to the school and who expand the sociological and cultural horizons of students to encompass the global context and applicability of what they study.

The School of Social Work's faculty maintain active participation in social work practice, collaborations, and research in many regions of the world including Belize, Romania, Argentina, Canada and some European countries.

IUPU-Columbus

As an IUPUI administered campus, the Columbus center is designated for most purposes as a separate school, with its own dean and faculty senate, and it thus works directly with the IUPUI Office of International Affairs. Not all degree programs offered at the IUPUI campus are available at the Columbus center, but many are.

IUPU-Columbus has several international faculty, a growing number of international students, and a close collaboration with Cummins, a major multinational manufacturing corporation headquartered in Columbus. Cummins is very supportive of the further development of international programs and opportunities at IUPUC. As is true throughout the Midwestern U.S., the Columbus area has seen a significant increase in residents of Hispanic background, many of whom are non-native English speakers. With support from community organizations, IUPUC is welcoming more of these new residents as students.

Part II. IUPUI's Participation in the 2012–2014 ACE Internationalization Lab: Subcommittee Findings

A. Leadership Team Structure

IUPUI's current participation in the 2012–2014 cohort of the Internationalization Laboratory was organized with the above themes in mind. Co-chairs Bill Blomquist, Professor of Political Science and Dean of the School of Liberal Arts and Gil Latz, Professor of Geography and Philanthropy and IUPUI Associate Vice Chancellor/IU Associate Vice President, served alongside a greatly expanded leadership team of nearly 50 faculty, staff, students, and community advisors assembled to ensure input and representation from all schools and relevant campus administrative units; an advisory group from the local community included local business, government, and nonprofit leaders.[21]

The leadership team members each selected one of four subcommittees to focus their service:
- o   Curriculum Internationalization[22]
    - o   The Curriculum Internationalization subcommittee's work was informed by: *Strategies for Curriculum Internationalization and Assessment of Students' Global Competency*, Educational Advisory Board Custom Research Brief, commissioned by IUPUI, 2013 (at the end of Appendix K).
- o   International Partnerships[23]
- o   Engaging with the Community and Internationalizing the IUPUI Experience[24]
- o   Recruiting and Retaining International Students, Faculty, Staff, and Visitors[25]
    - o   The Recruiting and Retaining International Students, Faculty, Staff, and Visitors was informed by: *Implementing 2 + 2 International Transfer Agreements*, Educational Advisory Board Custom Research Brief, commissioned by IUPUPI, 2013 (at the end of Appendix N).

1. Curriculum Internationalization

Michael Snodgrass, Associate Professor of Latin American History; Director, Global and International Studies Program (Subcommittee Chair)
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
Nancy Chism, Professor of Education Emeritus, School of Education
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
Hilary Kahn, Director, Center for the Study of Global Change, IU School of Global & International Studies
Kathy Marrs, Assoc. Professor, Assoc. Dean for Academic Affairs, Director of UCASE, School of Science
Patricia Rogan, Professor and Executive Associate Dean, School of Education
Marianne Wokeck, Professor of History, Assoc. Dean for Academic Affairs; Faculty Council Representative
Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Summary

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[21] See Appendix J for the full roster.
[22] Appendix K.
[23] Appendix L.
[24] Appendix M.
[25] Appendix N.

Upon taking over leadership of the Office of International Affairs in 2003, Susan Sutton first created the position of Director of Curriculum Internationalization and filled it in 2004. Shortly thereafter, IUPUI was invited to participate in the 2004–2006 ACE Internationalization Laboratory. The result was "A Responsive Curriculum: International Learning Guidelines for IUPUI's Diverse Student Body" (Appendix B). In 2005 the campus opened the Global Crossroads videoconferencing facility[26] to encourage faculty use of videoconferencing, and in 2006 IUPUI hosted the first-ever Interactive Video for International Education conference. Further achievements are documented in NAFSA's Internationalizing the Curriculum 2011, published to celebrate IUPUI's receipt of the Senator Paul Simon Award for Campus Internationalization.

These early initiatives led to notable outcomes: the International Studies (renamed Global and International Studies) program, supported by the Office of International Affairs, now has more than 130 declared majors and 20+ minors. IUPUI student participation in study abroad has risen in the course of a decade from 151 in 1999–2000 to 410 in 2009–2010.[27] Likewise, the number of study abroad programs has nearly tripled between 2002–2003 and 2009–2010, from 18 to 53,[28] with one-third of study abroad opportunities including a service learning component, reinforcing the campus commitment to civic engagement. In 2013-2014, 47 of IUPUI's 100 Top Students had studied abroad, and 412 of the 6,531 2013 spring and summer graduates had studied abroad (6%). Interdisciplinary collaborations have even developed, as with a joint degree program between Liberal Arts and Engineering in German language study.

Recommendations

The campus should continue to support established curricular offerings—and hire faculty with relevant international expertise accordingly—to provide students who are interested the opportunity to obtain a deep understanding of a specific geographic area of interest or global issue. As a result of participation in the current ACE Internationalization Laboratory experience, the committee also recommends that the campus move to the next level in internationalization of the curriculum to truly institutionalize internationalization across schools, departments, and disciplines.

Content-specific offerings such as foreign languages, global and international studies courses, and study abroad offerings are not intended to be the limit of IUPUI's internationalization of the curriculum, and work remains to be done to support integration of discipline-specific global perspectives throughout all curricula, and to find ways to assess student global learning. General education and major-specific courses offered with global perspectives to achieve their course goals requires a shift in the very definition of an internationalized curriculum.

The subcommittee on curriculum internationalization recommends a Center on Curriculum Internationalization (hereafter referred to as the Center) to serve as a clearinghouse for all things international as they relate to the teaching, research, and service missions of the IUPUI campus. This Center would be the hub for faculty development for short-term study abroad programs, course assessment, and development of research proposals and projects. It would serve as a responsibility center for curriculum development and could be explicitly connected to the campus' existing expertise in assessment.[29] It would provide a base of expertise available to work with faculty over an extended period of time, and would explicitly connect the international thread between the existing Center for Teaching and Learning, Center for Research and Learning, and Center for Service and Learning, all of

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[26] http://international.iupui.edu/video-conferencing/
[27] Appendix O.
[28] Appendix P.
[29] http://www.assessmentinstitute.iupui.edu/index.shtml

which share a reporting line to the Executive Vice Chancellor, along with the Office of International Affairs.[30] This represents an opportunity to create a campus node of intersections where the shared responsibility and broad impact of curriculum internationalization is put into practice, to connect multicultural affairs, study abroad, international student services, student affairs, veterans affairs, academic advising, etc.

The Center would serve as a hub for developing global learning assessment tools that could be discipline-specific (for example, international learning for a student in Engineering & Technology would look different than that for a student in Liberal Arts). For IUPUI students in general, the center could help develop methods for assessing whether they have had meaningful international learning experiences, whether or not those took place abroad. As a first step, committee members propose development of a set of international learning rubrics to operationalize the learning guidelines first developed during IUPUI's 2004–2006 participation in the Internationalization Lab. The rubrics will serve as tools for assessment at the classroom or program level, and will help "measure" international learning at these levels and offer ideas for international activities.[31]

Further, increase in study abroad course development could bring opportunities for faculty to leverage their study abroad programs to do international research. If faculty had someone who could assist them in proposal development, more opportunities would be funded. Finally, the Center could be a centralized resource for international education questions such as how to better integrate international students on campus in order to improve learning opportunities for domestic students, how to address domestic diversity issues with international students, and how to engage the local community and/or alumni (both U.S.-born and international) with students (both U.S.-born and international) to create a more welcoming and inclusive environment.

Beyond this transformative initiative, the campus could take steps in the interim to integrate international learning components into first-year seminars to educate students on the value of global learning in the 21st century; identify existing minors with global content or focus—or develop "international certificates"— to encourage students to pursue more globally focused courses.

Finally, schools and departments could be encouraged to better integrate study abroad opportunities into their degree maps.

2. International Partnerships

Amy Conrad Warner, Vice Chancellor for External Affairs, IUPUI (Subcommittee Chair)
Ian McIntosh, Director of International Partnerships, IUPUI Office of International Affairs
Mark Bannatyne, Professor and Chair, Design and Communication Technology, Engineering & Technology
Angela Bies, Associate Professor of Philanthropic Studies and Director of International Programs, Lilly Family School of Philanthropy
Karen Bravo, Professor of Law and Assoc. Dean for International Affairs, Robert H. McKinney School of Law
George Edwards, Carl M. Gray Professor of Law, Robert H. McKinney School of Law
Bob Einterz, Professor of Clinical Medicine, Associate Dean for Global Health, IU School of Medicine
Sotiris Hji-Avgoustis, Professor, TCEM Department, School of Physical Education & Tourism Management
Michael Kowolik, Associate Dean for Graduate Education and Global Engagement, School of Dentistry
Jennifer Lee, Associate Professor, Associate Dean for Academic and Student Services, Herron School of Art and Design
Mary Beth Riner, Assoc. Professor, Environments for Health; Assoc. Dean for Global Affairs, Nursing

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[30] See http://ctl.iupui.edu/; http://crl.iupui.edu/; and http://csl.iupui.edu/, respectively.
[31] See Appendix Q for the latest draft of the proposed master rubric.

Rachel Umoren, MD, Pediatrics-Neonatology, IU School of Medicine
Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Summary

As noted above, International Partnerships at IUPUI are strategic transformative relationships between IUPUI and participating institutions that are mutually beneficial to each enterprise and to the communities served by these institutions. Rather than merely transactional, IUPUI has focused on developing *transformational* partnerships that establish platforms for interested faculty—even if they have no contacts at the partner institution or have little or no experience doing international work—to engage with partners around the globe in teaching, research, and service activities that benefit all involved.[32] In 2009 IUPUI was recognized for this work with the Andrew Heiskell Award for International Partnerships for the extent of campus and university involvement in its strategic partnerships with Moi University in Edloret, Kenya and Sun Yat-sen University in Guangzhou, China, as well as the creative thinking about the possibility that the Autonomous University of the State of Hidalgo (Mexico) might at some point join as a third strategic partnership.[33]

Recommendations

IUPUI's future partnerships will need to align with Indiana University priorities. Because of IUPUI's distinctive focus on community engagement, however, success will be measured through relevant outcomes of benefit to the community and to the participating institutions, both on campus and in the community in which the university resides.

- Clearly define the criteria for relationships with other universities to move along the continuum from faculty-to-faculty informal collaboration to a small number of full and formal university-to-university partnership, defined by IU as a "quality international agreements that have substantial levels of activity"
- Research and identify universities that fit with the Indiana University international strategy and which may be potential partners
- Strengthen community relationships with individuals and families in central Indiana who are from the existing partner countries—Kenya, China, and Mexico
- Build a critical mass of IUPUI faculty prepared to engage in international research and collaboration through best practices in international partnerships
- Better prepare students from partner universities who will study at IUPUI and IUPUI students who will study at partner universities
- Improve campus support for visiting scholars from the partner universities

Existing Partnerships

First, IUPUI should deliver excellence in the two IUPUI primary strategic agreements for international partnerships with Kenya and China and for countries of strategic priority with high levels of activity such as Mexico by improving campus support for visiting scholars and faculty in Indianapolis, including institutional support for visiting students and faculty to assist with housing, transportation, orientation, and student services. Cultural competency training could be provided for IUPUI faculty, staff and students who work with visitors to campus, and are likely to do so in the future. The campus

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[32] http://international.iupui.edu/partnerships/janfeb10_partnering.pdf
[33] Appendix C.

will need to establish guidelines and procedures for partnership activities, including dedicated staff for strategic agreements. An assessment plan, sustainability benchmarks, and (when necessary) disengagement strategies should be developed, to provide a framework for academic deans, department chairs and individual faculty to analyze international research and learning already in progress, identify potential opportunities to join institutional agreements, and develop strategies to leverage their academic strengths with the strengths of partner institutions.

Opportunities should be provided for post graduate research at partner/host institutions to grow strategic partnerships, build personal research relationships, nurture international research practices and prepare global faculty for the future. Students who will study at IUPUI or study at a partner institution should be prepared both culturally and academically (and appropriately oriented to their host institutions/environments).

Beyond campus, deep community relationships should be developed with foreign born professionals and families residing in Central Indiana from Kenya, China, and Mexico. This will enable exchange of ideas about trends, news, politics and culture and help IUPUI participants remain sensitive to political alliances and historical and contemporary conflicts. Such collaboration between faculty and community professionals could be fostered through the Kenya Interest Group, Mexico Interest Group, and China Philanthropic Leadership Institute and Confucius Institute,[34] which has just celebrated its fifth anniversary[35] at IUPUI.[36] Alliances should also be built with Sister City programs, international corporate partners, and economic development partners to leverage relationships in Kenya, China, Mexico, and future partners.

Future Partnerships

Following Indiana University's countries of strategic priority,[37] IUPUI should research and define potential universities with which to develop new collaborations, and establish a long-term strategy for engagement. IUPUI should coordinate expectations and the review and approval processes with Indiana University's Office of the Vice President for International Affairs by identifying and communicating the potential initial agreement structure and appropriate protocols to engage and proceed with one of three types of agreements: unit-to-unit, memorandum of understanding or primary, University-wide, strategic agreement.

In order to facilitate broad involvement in both existing and new partnerships, IUPUI should establish and maintain a comprehensive inventory and database on international working relationships of faculty and professional staff including research, study abroad locations, national origin. This should include international faculty research, international post graduate research, workshops, consulting or sabbaticals on the faculty annual activity report, as well as on post graduate international engagement, and alumni (both students who have studied at IUPUI and IUPUI students who have studied abroad, and students who have focused their studies on global and international issues).

Institutional resources can be leveraged to nurture communication with international partners through online learning tools and videoconferencing. An electronic resource room could be established for best practices, guidelines and protocols, campus and institutional experts, grant opportunities, faculty mentors and workshop information. Access to faculty annual reports would facilitate identification of faculty interest in specific topics and areas of the world; these reports should be adjusted to better capture faculty international work, moving forward.

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[34] http://www.iupui.edu/~china/
[35] http://news.iupui.edu/releases/2013/04/confucius.shtml
[36] See Appendix R for the most recent newsletter of the Confucius Institute in Indianapolis.
[37] http://worldwide.iu.edu/partnerships/development.shtml

Beyond institutions of higher education, IUPUI could build on existing university international alliances and national associations with established relationships, both by discipline and by geography, in those parts of the world of interest to IUPUI; these partnerships should be reviewed regularly for alignment with IUPUI priorities. Such strategic thinking could include leveraging partnership opportunities with existing non-educational partners including industry associations, professional organizations, and supply chain partners for Indiana businesses in key target markets globally; it could also facilitate invitations to multinational researchers to visit campus to meet with faculty and exchange ideas; or it could lead to deepened collaborative and inter-institutional opportunities such as the Global Oral Health alliance. Certificate programs and courses could be developed with and through prospective partner institutions in host communities.

Establish a Pipeline

Finally, IUPUI should clearly define the partnership criteria for movement along the partnership development continuum from faculty to faculty collaboration to unit-to-unit agreement to formal strategic partnership. Potential faculty, department chairs, and graduate fellows will be attracted to international exchange and research as a result of clearly defined international partnerships benefits. School-based procedures should be developed to assess existing school or unit-to-unit partnerships for continuation, growth or discontinuation. At the campus and school level, protocols and processes should be created for managing inbound requests from international partners to collaborate with IUPUI.

IUPUI should develop private philanthropy relationships to establish Global Partnership Endowments in Health and Life Sciences, Engineering/Technology and Communications, Politics/Policy and Philanthropy. A seed fund for innovation to invest in future strategic partnerships will encourage travel for faculty to existing host sites to gather information and identify opportunities to collaborate. Mini-grants would further international collaboration through travel abroad, hosting international visitors in Indiana, secure translation services, program & professional development, and/or graduate assistantships.

Faculty incentives should be developed for leadership in internationalization. IUPUI could evaluate and revise faculty promotion and tenure guidelines to reflect a commitment to internationalization. The campus can both build the capacity of campus international partner allies/stakeholders and involve them in leadership and decision making, as well as develop workshops and self-teaching resources for faculty and staff to learn about significant partner institutions and their countries.

3. Engaging with the Community and Internationalizing the IUPUI Experience

Bill Blomquist, Professor of Political Science; Dean, School of Liberal Arts (Subcommittee Chair)
Stephanie Leslie, Director of Study Abroad, IUPUI Office of International Affairs
Diane Billings, Chancellor's Professor Emeritus, School of Nursing
Lorrie Brown, Assoc. Director, Center for Service and Learning
Emily Clossin, Academic Advisor, IUPUI Honors College
Todd Daniels-Howell, Associate Dean for Administration, University Library
Christina Darling, Assist. Director, Continuing Medical Education, IU School of Medicine
Stefan Davis, Executive Director, Alumni Relations
Lawrence Goldblatt, Professor and Dean Emeritus, IU School of Dentistry
Julie Hatcher, Assoc. Professor of Philanthropic Studies and Executive Director, Center for Service and Learning
Jill Helphinstine, MD, Pediatrics, IU School of Medicine
Maggie Stimming, Senior Work/Life Consultant, Human Resources Administration, Staff Council

Representative
Becky Van Voorhis, Senior Academy Representative
Gregory Wilson, Fairbanks School of Public Health
Joe Xu, Professor of Medicine and Executive Director, Confucius Institute
Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Summary

The charge of our subcommittee as we understood it was two-fold.

1. How can IUPUI engage the community—whether conceived as Indianapolis or Central Indiana or all of Indiana—so that the university participates in and contributes to the community's existing international relationships and its aspirations?
2. How can we increase the opportunities—and participation in those opportunities—for international experiences for IUPUI students, staff, and faculty?

These two charges are not dichotomous, however. In fact, one of the most effective ways we can internationalize the IUPUI experience is through stronger engagement with Indiana's international populations, relationships, and organizations, and this became an important focus for our subcommittee discussions.

Past and present efforts to internationalize the IUPUI experience for students, staff, and faculty consist primarily of programs, activities, and services such as the following.

1. On-campus programming such as the annual IUPUI International Festival (Appendix G), Study Abroad Fair, speakers, events, etc.
2. Study-abroad opportunities and exchange programs that encourage IUPUI students, guided by faculty and/or staff, to visit and learn in another country.[38]
3. The presence of international students, staff, and faculty at IUPUI, interaction with whom provides another "window on the world" for local students, staff, and faculty.
4. Relationships with local and statewide organizations that have international missions and/or relationships, such as the International Center of Indianapolis, the Japan America Society of Indiana, the Indiana Economic Development Corporation, Develop Indy, and many other businesses and nonprofit entities.
5. Courses on international topics and degree and certificate options such as Global and International Studies, Global Health, Translation and Interpreting, and World Languages and Cultures.

We did not undertake a full inventory of past and present engagements such as these, but it is likely that such an inventory would reveal both a scope and a longevity of international engagement and activities that would surprise many of us. Keeping track of everything that has been done or is occurring at present would be a real challenge given IUPUI's relatively decentralized structure. Furthermore, many of the schools are older than the campus itself so we didn't even start recording or assessing activities at a campus scale until after 1969. Nevertheless, there is clearly a base to build upon—both with respect to internationalizing the IUPUI experience and engaging the community.

Recommendations

Needs for more and better information

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[38] IUPUI recently pledged to increase study abroad participation by 25% over the next 5 years; see Appendix V.

Our engagement with the community, our ability to internationalize the experience on the IUPUI campus, and our ability to assess progress with respect to both would be significantly enhanced if we could:
1. Create a system for information about student study-abroad participation to feed into alumni records, so we can have better information on which alumni went to what other countries as part of their IUPUI education; and
2. Create and maintain current data on international experience and expertise of faculty and staff, as well as language abilities.

Institutionalizing linkages and communications with local entities

Much of IUPUI schools', faculty, and staff communication and cooperation with area businesses and nonprofit organizations that have international missions or relationships occurs singly—i.e., a particular individual or unit at IUPUI has a relationship with organization XYZ but this information is not captured or available in ways that can be viewed by others at IUPUI.

This creates at least two obstacles to further progress in internationalizing IUPUI and engaging with the community. One is that other individuals and units at IUPUI who may contact organization XYZ have no idea beforehand that XYZ is already engaged with some other individual or unit at IUPUI, which among other things can foster an impression at XYZ that IUPUI is fragmented or poorly organized with respect to internationalization or with respect to community engagement generally. The other is that individuals and units at IUPUI who might wish to initiate outreach or engagement may overlook organization XYZ even though it is involved in international activities and already interacts with one or more individuals or units at IUPUI. Further, there are many organizations (especially religious congregations and associations) in the Indianapolis area that are engaged internationally, but not with us.

How can and should we improve this engagement and do so in a coordinated fashion?
1. Community engagement with respect to internationalization at IUPUI might therefore advance more rapidly and effectively if there were capacity at the IUPUI campus to maintain an inventory of campus-community relationships.[39]
2. The 21 schools at IUPUI need to institutionalize international programs—e.g., having their own internationalization plans, having an international office(r) within each school, and having those international officers meet regularly enough (perhaps twice per year) to keep one another apprised of their respective schools' international activities and relationships. In addition to the information sharing that would result, this interaction should make it easier for schools to build upon and complement one another's work.
3. The *Global Cities Initiative: A Joint Project of Brookings and JPMorgan Chase* provides an excellent opportunity for enhancing the IUPUI's engagement with area businesses, business associations, and local and state government agencies. A key element of IUPUI's participation in the Brookings experience should be the development of a plan for ongoing engagement between campus and community on matters of international trade and economic development that will last beyond the four years of the Global Cities Exchange itself.

Enhancing the number and quality of international educational experiences for IUPUI students

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[39] Best practices can be gleaned, for example, from the IUPUI Center for Service & Learning (http://csl.iupui.edu/) and the IUPUI Solution Center (http://www.iupui.edu/~solctr/). See also section 3, recommendation 2, pp 41-42.

International internships and other experiential-learning opportunities are a potentially powerful addition to more traditional study-abroad programs. The experience of the School of Engineering and Technology, the School of Medicine, and other units thus far attests to the value of these opportunities. Such experiences can take place overseas but might also occur here at home through the placement of an IUPUI student in an internship or other experience at an area business or other organization that is engaged in international activity. A recurring theme the committee discussed was how can we internationalize the experience of students who don't/can't travel? To the extent practicable, faculty, staff, and administrators should seek to expand internships and experiential-learning opportunities as well as more traditional study-abroad programs.

<u>Enhancing the number and quality of international experiences for IUPUI students, staff, faculty, and alumni</u>

The city of Indianapolis has sister-city relationships with eight communities around the world. Other cities in Indiana have sister-city relationships as well. The state of Indiana has sister-state relationships with states, provinces, and other regions around the world. These relationships involve (or should involve) regular communication and at least occasional visits between persons here and elsewhere. To date, IUPUI has been engaged with sister-city or sister-state activities only if some individual student, staff, or faculty member happens to connect with them or if a sister-city committee or sister-state committee happens to invite our participation. In the subcommittee's view, greater involvement with sister-city and sister-state committees holds significant potential for internationalizing the IUPUI experience via community engagement. Such relationships could serve as building blocks for development of exchange programs and even university partnerships in locations around the world where Indianapolis and Indiana ties help to strengthen our IUPUI involvement, and where participation by IUPUI helps to strengthen the ways in which these sister-city and sister-state relationships promote the internationalization of Indianapolis and Indiana.   We recommend that IUPUI senior leadership challenge the campus to establish relationships with every Indianapolis sister-city committee and every Indiana sister-state committee by 2020, with IUPUI participation in sister-city and sister-state visits occurring between now and then to the extent possible.

Finally, we could better promote resources at IUPUI: For example, The Confucius Institute of Indianapolis is taking approximately 20 IUPUI students to China each summer—they could include staff and faculty. Free lunch-hour Chinese language and culture classes are also available through the Confucius Institute. The IU Alumni Association runs a "Hoosier Travel" program for alumni, and our faculty could be better engaged in that programming. And faculty, staff, and students with intercultural and second-language expertise could be engaged to welcome visitors to Indianapolis and IUPUI.

4. Recruiting and Retaining International Students, Faculty, Staff, and Visitors

Becky Porter, Associate Vice Chancellor for Student Services (Subcommittee Chair)
Sara Allaei, Executive Director, International Affairs; IU Assistant Vice President for International Services
Austin Agho, Dean and Professor, School of Health & Rehabilitation Sciences
Ken Carow, Professor of Finance; Associate Dean for Indianapolis Research and Programs, Kelley School of Business
Chao Guo, Associate Professor and Director of International Programs, School of Public and Environmental Affairs
Khadija Khaja, Associate Professor, IU School of Social Work
Jason Spratt, Dean of Students, Division of Student Life
Sara Suarez, Student and President, International Club
Marwan Wafa, Vice Chancellor and Dean, Indiana University–Purdue University Columbus

Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Summary

The 2007 Strategic Plan for a New Era of Internationalization set a target for growth of international student enrollment from 3% to 6% by 2015. During the 2007-08 academic year, the launch of the complementary IUPUI Enrollment Shaping Initiative[40] channeled a portion of new nonresident tuition revenue to support intensified recruitment of international students, enabling the campus to achieve this target two years early, in Fall 2013. In the timeframe from Fall 2006 to 2013, international student enrollment has nearly doubled, increasing from 942 to 1837, a 95% increase. In the same timeframe, international student support and engagement programs such as the International Peer Mentoring Program, mandatory Summer Bridge Academy for international freshmen, International Student Ambassadors, and Graduate Welcome Volunteers have been implemented or expanded.

Preface to Recommendations

- o The work of the subcommittee was informed by the components of the IUPUI Enrollment Management Strategic Planning Taskforce. The relevant items are appended to this document.[41]
- o To accomplish our 2020 enrollment goal of an international student enrollment of 8-9% of the student population (approximately 3000 international students), we need to have 1st year retention at 93%, 6 year graduation rate of 50-60%, and add 100 students per year.
- o Other subcommittees have considered elements that would enhance the experience of international students, faculty, staff and visitors. The internationalization focus should help us establish a welcoming environment.

IUPUI 2020 Total Enrollment	Possible enrollment distribution for 8% International				Possible enrollment distribution for 9% International			
32,150	**2575**				**2900**			
IUPUI's ratio of undergraduate: graduate degree-seeking enrollment typically ranging from 40:60 and 45:55 2012 = 43:57	Undergrad	Graduate	Nondegree/ Visiting Student Programs	Online Program Enrollment (primarily outside the U.S.)	Undergrad	Graduate	Nondegree including IUPUI Program in Intensive English	Online Program Enrollment (primarily outside the U.S.)
40:60	920	1380	140	135	960	1540	350	150
45:55	1035	1265	140	135	1080	1320	350	150
Outcome: Increase international student enrollment to 8-10% of the student body (2800-3500 international students) by 2025								
IUPUI 2025 Total Enrollment	Possible enrollment distribution for 8% International				Possible enrollment distribution for 10% International			
35,000	**2800**				**3500**			
40:60	1000	1500	150	150	1120	1680	400	300
45:55	1125	1375	150	150	1260	1520	400	300

Recommendations

- • Seek ways of reducing cost barriers to attending IUPUI through scholarships and limiting increases in nonresident tuition and fees

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[40] http://academicaffairs.iupui.edu/PlansInitiatives/Plans/Archives/Academic-Plan/Teaching--Learning
[41] Appendix N.

- Expand outreach and recruitment efforts in order to diversify the number of countries from which IUPUI attracts international students
- Make adjustments as needed to allow international students in 2+2 and other such degree programs to fulfill General Education requirements and English language proficiency assessment prior to arrival on campus, to the extent possible
- Improve the on-campus welcoming and engagement experiences of international students, faculty, and staff—additional and enhanced programming for initial welcoming and for opportunities for international students, faculty, and staff to get better acquainted with members of the IUPUI campus
- Improve the off-campus welcoming and engagement experiences of international students, faculty, and staff—using alumni, the International Host Program, and existing faculty and staff.

Faculty, Staff, Visitors

Recruiting international faculty and staff is complicated by the expense of bringing candidates to campus for interviews. While interviewing candidates via remote connections is useful for the initial stages of the interview process, the on-campus component is a critical part of the selection process and can be prohibitively expensive for some departments. The lack of on-campus housing for international visitors also provides challenges. More options for medium-term stays of one to six months are needed. New international faculty and researchers would be assisted by having transitional housing available while they are in the process of finding permanent housing. IUPUI should develop a defined process for assisting international faculty and fellows with integration into the campus community and the Indianapolis community.

In order to identify on-campus resources for creating a welcoming environment, IUPUI needs a comprehensive, searchable database of international expertise and interests of IUPUI faculty.

Students

The cost of IUPUI nonresident tuition continues to be a disincentive to enrolling international students. The level of discounting should be increased in order to achieve the goal of enrolling more international students. IUPUI needs to better monitor the effectiveness of admissions-based scholarships on international student enrollment yield and adjust programs as necessary to impact international student enrollment decisions.

OIA has developed an International Undergraduate Recruitment Plan. Mechanisms to increase distribution and awareness of the plan should be explored. The IUPUI websites need to be readily accessible on mobile devices and responsive to the prospective international student perspective across all academic programs and services. There is a need to expand recruitment outreach to U.S.-based international student markets (e.g. intensive English programs, community colleges, and high schools enrolling significant populations of international students [in collaboration with the Office of Undergraduate Admissions].

The current diversity of country of origin is not sufficient to sustain enrollment levels in the face of unanticipated factors which could block enrollment from a particular country or region. Additional focus on recruitment from new regions should be funded and undertaken.

Expand use of faculty members with academic links abroad in recruitment. Increase engagement of international alumni in outreach programs.

IUPUI should advocate for an amendment to University policy to permit well-vetted and carefully-managed agreements that engage reputable third-party organizations in a broader range of recruitment-related services than is currently permitted. A more flexible policy would increase IUPUI's ability to remain competitive in the global international student marketplace, realize greater return on investments in recruitment outreach, and achieve targeted recruitment goals.

Development of 2+2 agreements with international institutions have become more challenging since the curricula must be designed to incorporate the IUPUI General Education Core.[42] One approach would be to enroll students in IUPUI online courses while the students are at their home institution. The success of these students would be augmented by hiring an individual to act as an onsite assisting instructor. Another approach is to train faculty at the home institution to offer IUPUI general education courses. This issue requires immediate attention because it is placing existing agreements at risk and impeding the development of new agreements. IUPUI should:
- investigate establishing a liaison position at SYSU to focus on maximizing enrollment through the SYSU 2 + 2 programs;
- review institutional capacity and target disciplines, identify diverse mix of partner feeder institutions and develop 2+2 transfer and articulation agreements that feed into programs with available capacity; and
- support international 2+2 transfer programs by developing flexible guidance for application of IUPUI General Core requirements to transfer credit from feeder international institutions.

IUPUI currently accepts students with a lower level of ELS course completion than many of our peers. Concerns have been raised about the performance of these students once enrolled at IUPUI. Increasing the level of ELS course completion by one performance level will have a substantial impact (approximately 40% reduction) in our international student enrollment, particularly impacting the number of Saudi students. This issue requires further analysis in terms of the student performance, enrollment numbers, and campus reputation.

A new School of Liberal Arts Program in Intensive English will enroll students beginning Fall 2015. A pathways program is being developed to enroll students whose English language skills require additional attention concurrent with the student's enrollment in selected credit-bearing IUPUI courses. An avenue to explore would be utilizing the growing base of expertise in TESOL and Applied Linguistics within the School of Liberal Arts to evaluate and develop English language instruction at our partner institutions in ways that facilitate direct W131 placement as students transfer to IUPUI. Since some students also have difficulty with their performance on the math placement tests, and/ or performance in math courses, developing an approach that incorporates access to math and facilitated engagement with ALEKS (Assessment and LEarning in Knowledge Spaces) modules within the intensive English language program structure should be explored. The development of our own Program in Intensive English will impact our relationship with the ELS Language Centers. Efforts should be made to continue to maintain these centers as a source of student support.

There should be an expansion of professional development opportunities for faculty who enhance their effectiveness in teaching students from diverse cultural backgrounds and developing English proficiency.

On-campus employment opportunities for international students appear to be more limited at IUPUI than at other campuses our size, in part due to more limited student employment in housing and food service positions. In addition to actual employment opportunities, to include on-campus employment

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[42] See EAB report in Appendix N, p. 176.

opportunities not restricted to work-study regulations, there should be expanded access to financial literacy education and to financial resources that are relevant to international students, including: funding for emergency grants, student loan opportunities that do not require a U.S. co-signer, scholarships for continuing students based on financial need, etc.

Development of defined processes for assisting international students with integration into the campus community and the Indianapolis community are recommended. Different approaches will be required for international students who are enrolled in degree completion programs in comparison to international students who are attending IUPUI as part of their study abroad experience. There should be an expansion in the number of transition support services for international students involved in campus engagement (e.g. International Peer Mentoring Program, Summer Bridge capacity, etc.). The Indianapolis International Host Family program should continue to grow in support in order support exposure of growing numbers of international students to the local community.

The infrastructure to support coordinated international visiting student programs (i.e. study abroad programs at IUPUI) should be further developed; such programs have the potential to enroll groups of students and build IUPUI's international profile.

A campus-level fellowship program or other funding incentives should be explored to support successful Fulbright placements (especially at the master's level) where tuition cost-shares are required. Fulbright students undergo a rigorous selection process, typically return home to become leaders in their fields in their home countries, and enhance the reputation of the institutions where they enroll.

The response time to graduate masters/professional inquiries and applications should be improved. A "one stop" liaison position for sponsored student scholarship programs should be established to support an increase in fully funded undergraduate and graduate placements.

Academic advising resources available for targeted support of international students at key points should be increased. Projects to be considered include: new international student orientation, Summer Bridge program, and use of FLAGS (Fostering, Learning, Achievement, and Graduation) for targeted interventions developed collaboratively between academic programs and Office of International Affairs.

The development of Indiana University's Sunapsis International Office Module admissions system should be prioritized in order to ensure appropriate functionality for IUPUI programs, improve efficiency of the international admission process, and enhance systematic communications with prospective students.[43]

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[43] http://www.sunapsis.iu.edu/

Part III: Aspirations/Vision associated with Strengthening Internationalization Efforts

> *IUPUI will become a global campus—with effective international partnerships and opportunities for students, faculty, and staff—and will do so in close connection with Indianapolis becoming a global city.*

Over the past 15 years, IUPUI has invested considerable effort in internationalization initiatives, focusing especially on developing strategic partnerships with higher education institutions abroad, bringing more international students to the IUPUI campus, increasing study abroad opportunities, internationalizing curricula across academic programs, providing co-curricular international opportunities for our students, and attracting international staff, faculty, and visitors.

With leadership from the campus' Office of International Affairs (OIA), these efforts have borne fruit. Our development of strategic international partnerships and comprehensive campus internationalization have become national models for how to promote broad and deep collaborative relationships, at home and abroad, recognized by the Heiskell Award (2009), and the Simon Award (2011).[44] Since 1999-2000, the number of international students studying at IUPUI has more than tripled, from 606 in Fall 1999 to 1,837—more than six percent of all IUPUI students—in Fall 2013.[45] Study abroad opportunities have multiplied, particularly shorter-term programs that fit the needs of the majority of our students for whom full-semester or full-year trips are impractical; students studying abroad now number approximately 400 each academic year, up from 151 in 1999-2000.[46] Approximately one-third of these programs have a service learning theme. On-campus internationalization efforts have also gained momentum with the establishment of a bachelor's degree in International Studies (renamed Global and International Studies in 2014) and the development of a state-of-the-art international videoconferencing facility for interactive teaching and learning with faculty and students overseas.

This progress has set the stage for a major move forward in the coming years. As part of the master campus strategic plan, "Our Commitment to Indiana and Beyond: IUPUI Strategic Plan," OIA has been working with the Office of Academic Affairs, all campus academic and service units, and its community Advisory Board on an IUPUI Internationalization Plan to be implemented in 2014-2020.[47] Assisting us with this initiative is the American Council on Education's (ACE) Internationalization Laboratory, an invitational learning community that assists participating colleges and universities in achieving comprehensive internationalization. We are reviewing the array of our international activities with an eye to extending, broadening, and deepening internationalization at IUPUI.

Internationalizing IUPUI is a strategic initiative that provides benefits of its own, but also promotes the success of the other strategic initiatives in the IUPUI Strategic Plan, "Our Commitment to Indiana and Beyond." For example, as a recognized "high-impact practice," internationalization contributes to the aims of increasing student success and advancing both undergraduate and graduate education. By expanding cultural awareness among students, staff, and faculty, internationalization contributes to the goal of fostering a more inclusive campus climate. By enhancing IUPUI's reputation as a desirable destination campus, internationalization promotes our efforts to optimize enrollment management. Internationalization opportunities also promote the recruitment, development, and retention of faculty and staff talent. Research and innovation for the 21st century, for example in the health and life

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[44] Appendices C and E.
[45] Appendix S.
[46] Appendices O and P.
[47] Appendix F.

sciences, a priority of the IUPUI campus, takes place increasingly on a global scale through international partnerships and collaborations among researchers and practitioners. And as mentioned in Section 1, internationalization is strongly connected with the campus' goal of deepening community engagement. Our internationalization initiative has the strong support of the Indianapolis area community—governmental, business, and nonprofit sectors alike—as our city and region advance toward truly global engagement, recognition, and service.

As IUPUI moves forward with its internationalization plans, the linkages identified with the Indianapolis metropolitan area represent a distinctive characteristic. Like many urban academic institutions in the U.S., IUPUI has addressed community need by broadening educational access and focusing on issues of local importance. This important work has, however, been historically only partially integrated with international teaching or other activities we have undertaken. Such separation has little justification in these globalized times, and this changes how we approach the task of recognizing the responsibilities of academic institutions to contribute positively and thoughtfully to the places that we live. As Thomas Friedman, among others, has noted, the leading communities of the future will be those that harness higher learning and global connectivity. This, in turn, asks academic institutions to revise their approach to international education and consider how academic internationalization can become a strategic and comprehensive campus priority, serving their students and communities in which they reside.[48]

Urban-serving academic institutions like IUPUI and their communities are on parallel trajectories of global engagement, and there is much to gain from joining together on this journey. There is now a need to understand the reach of the urban communities and regions we serve not only in terms of geographic proximity but also in terms of "spheres of engagement," from local to global. Urban places are operating in multiple, nested networks of other places, from local to national to global, and an understanding of all these levels require our attention if the places within them are to progress. One imperative facing IUPUI, indeed all of higher education in the second decade of the 21st century, is how to better prepare our graduates—no matter what their discipline or profession—to operate across these levels with skill, wisdom, and responsibility. In so doing, we must also change how we view international education within the academy as well as in and with the Indianapolis metropolitan area.

Our aim is to transform ourselves into a global campus, in partnership with the Indianapolis metropolitan area, by 2020. The strategic initiatives and actions we identify will help us to achieve our goals by focusing on providing internationalization opportunities for all IUPUI students, faculty, and staff; developing IUPUI as an international and intercultural hub to help make Indianapolis more welcoming and attractive to international students and other visitors; and implementing the Internationalization Plan emerging from our collaboration with the ACE Internationalization Laboratory. Together, these proposals reinforce IU's Principles of Excellence which serve as the foundation for IUPUI's strategic international initiative, to create distinctive approaches to campus internationalization that serve the needs of our students and city.[49]

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[48] Based on an unpublished essay, "Internationalization and Stewardship of Urban Places," Gil Latz, Susan Sutton, and Barbara Hill. Paper delivered at AIEA, Annual Meeting, February 2014 (Appendix T).
[49] http://pres.iu.edu/vision/principles-of-excellence/. Pertinent dimensions include:
The International Dimension of Excellence
    Increase IU's engagement internationally through globally aware education, enlarged study abroad activity, alumni activity, and expanded strategic partnerships with leading institutions of higher learning throughout the world, and continue IU's historical commitment to institution-building around the globe.
and Excellence in Engagement and Economic Development

The following strategic initiatives and actions will help us achieve our goals. They are ordered somewhat sequentially, in that each will strengthen the next.

1. Complete an IUPUI Internationalization Plan through the ACE Internationalization Laboratory process by mid-2014, with concrete goals, objectives, action steps and metrics, to transform IUPUI into a global campus by 2020.

    Key overarching recommendations of the Plan:
      a. Respective Schools at IUPUI will be asked to develop individual internationalization plans and report annually on internationalization activities and outcomes.[50]
      b. Create a new overarching Center for Curriculum Internationalization linked to assessment. See also #4, below. The Center to make annual presentations at IUPUI Assessment Institute.
      c. Initiate a task force charged with identifying the key issues for faculty focus regarding international collaboration on research and transnational research, including consideration of a "Grand Challenge" regarding global health, energy, urbanization, philanthropy, and/or civil society development. The task force will be convened in 2014 and report to the Executive Vice Chancellor in 2015.
      d. In connection with this research initiative, build a coalition across the IU System to establish, on the IUPUI campus, an International House of Indiana designed to meet campus, university, and community goals for advancing global engagement. The coalition will work to include this idea in the IU Bicentennial campaign. See #7, below.
      e. Initiate a task force charged with creating a plan for IUPUI's utilization of the emerging Indiana University Gateway Office framework for India, China, and other emerging locations. The task force will be convened in 2014 and report to the EVC in 2015.

2. Expand the number of study abroad, international service learning, and international internship opportunities for IUPUI undergraduate and graduate students, as well as opportunities for engagement with the international community in our metro area, focusing on IUPUI's strategic international partnerships and on the countries and universities identified in Indiana University's International Strategic Plan.
    Recommendations:
      a. Increase IUPUI student participation in overseas study (See Appendix L).[51]
      b. Expand support (endowments) for study abroad and link to IU's upcoming Bicentennial Campaign.
      c. Increase the number of students from previously underrepresented groups participating in study abroad.

Actively engage the university's strengths to support the health, economic, and social development of Indiana, the nation, and the world.

Translating innovation. Accelerate the transformation of the innovations and intellectual property developed by IU faculty, staff, and students into new products, services, and companies to improve the Indiana economy and national competitiveness.

Strong communities. Partner with the communities and regions of which IU is part to provide education, expertise, innovation, and leadership for their advancement.

[50] The rationale behind encouraging School-level plans is based on our experience conducting an inventory as part of our participation in this ACE Internationalization Lab.

[51] IUPUI recently pledged to increase study abroad participation by 25% over the next 5 years; see Appendix V.

d.   Expand international internships as a complement, or as an alternative, to overseas study courses.

e.   "Internationalization at home"—increase interaction of IUPUI students, faculty, and staff with international populations and organizations here in Indianapolis and surrounding communities through service learning, community-based research, internships, and other programs. [52]

f.   Coordinate with organized local programs and organizations. Examples: greater IUPUI involvement with Sister City and Sister State relationships; with other organized international bodies such as the International Center, Exodus Refugee International, etc.; and expanded engagement with festivals and events organized by and with local organizations.

3.   Promote international opportunities for faculty and staff through exchanges, research, and service activities, focusing on IUPUI's strategic international partnerships and on the countries of strategic priority identified in Indiana University's International Strategic Plan,[53] many of which are also countries of strategic priority for Indianapolis and Central Indiana.
Recommendations:

a.   Identify key issues for faculty focus regarding international collaboration on research and transnational research: health, energy, philanthropy, civil society development, and so forth.

b.   Focus efforts to recruit faculty with international interests; measure annually.

c.   Better incorporate telecommunications into IUPUI's teaching and learning.

d.   "Internationalization at home"—increased interaction of IUPUI students, faculty, and staff with international populations and organizations in Indianapolis and surrounding communities through service learning, community-based research, and other programs.

e.   Create more professional development opportunities for IUPUI staff and faculty—e.g., study in a second language, opportunities for international engagement through service, research, and/or teaching; deepen collaboration with the Office of Student Affairs and the Office of Diversity, Equity and Inclusion.

f.   Revise Faculty Annual Reports to include reporting on international teaching, research, and service so the campus can better track (and encourage) internationalization. Consider further the international dimensions for promotion and tenure guidelines.

g.   Review policies that discourage faculty engagement in international work and recommend streamlining.

h.   Increase campus funding opportunities that support internationally oriented teaching, research and service.

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[52] In order to become responsible, productive citizens, our students must understand their own cultures and those of their neighbors at home and afar. By engaging higher education institutions in examining the collaboration potential between diversity/multicultural education and internationalization, we seek to address these needs through the *At Home in the World: Educating for Global Connections and Local Commitments initiative*. For institutions to fulfill their service mission in a globalized society, they will need to advance the analytical frameworks, pedagogical enhancements, diversification strategies and innovative solutions to societal issues that the work in this intersection affords. (http://www.acenet.edu/about-ace/special-initiatives/Pages/At-Home-in-the-World.aspx)
[53] http://worldwide.iu.edu/partnerships/development.shtml

      i.   Support Center for Curriculum Internationalization; create electronic resource room to assist campus and course internationalization; develop annual mini grants to assist campus and course internationalization.

      j.   Create faculty seminars organized around international themes and site visits, to further internationalize the curriculum (link to new Center for Curriculum Internationalization).

      k.   Build coalition for Global Partnership Endowments in Health and Life Sciences, Engineering/ Technology and Communications, Politics/Policy and Philanthropy, (see #9, below).

4. Develop curricula and co-curricular activities that make it possible for any IUPUI undergraduate or graduate student to have at least one meaningful international experience during his or her IUPUI career.
   Recommendations:
   a. Establish definition for meaningful international experiences (curricular and co-curricular).
   b. Integrate international learning components into first-year seminars to educate students on value of global learning in 21st century.
   c. Existing minors with global content or focus identified to encourage students to pursue more learning opportunities.
   d. The language of global and international learning should be integrated directly into IUPUI's Principles of Undergraduate Learning (Appendix M).
   e. Widespread departmental adoption of Global Learning Guidelines and assessment rubric for IUPUI students, undergraduate and graduate.
   f. Develop an International Learning Guidelines Rubric for evaluating students' global learning.[54]
   g. All IUPUI schools/departments should be encouraged to integrate study abroad opportunities into degree maps.
   h. "Internationalization at home"—increase interaction of IUPUI students, faculty, and staff with international populations and organizations in Indianapolis and surrounding communities through service learning, community-based research, and other programs
   i. Create new overarching Center for Curriculum Internationalization, tied to assessment.
   j. Prioritize the *At Home in the World: Educating for Global Connections and Local Commitments* project; identify a process, in partnership with Office of Equity, Diversity and Inclusion, to implement project recommendations.

5. Increase the recruitment, retention, and graduation of international undergraduate and graduate students studying at IUPUI.
   Recommendations:
   a. Identify ways of reducing cost barriers to attending IUPUI through scholarships and limiting increases in nonresident tuition and fees, including more on campus employment opportunities.
   b. Expand outreach and recruitment efforts in order to diversify the number of countries from which IUPUI attracts international students.

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[54] See Appendix Q for the latest draft of the proposed master rubric.

c. Make adjustments as needed to allow international students in 2+2 and other such degree programs to fulfill General Education requirements and English language proficiency assessment prior to arrival on campus.
   d. Improve the on-campus support programs, as well as welcoming and engagement experiences for international students, faculty, and staff; create additional and enhanced programming for initial welcoming of international students and for opportunities for international students, faculty, and staff to become better acquainted with members of the IUPUI campus; prioritize need for additional housing.
   e. Improve the off-campus welcoming and engagement experiences of international students, faculty, and staff—through engagement with alumni, the International Host Program, and existing faculty and staff.[55]
   f. Assist in realization of the School of Liberal Arts' Program in Intensive English.
   g. Build a coalition across the IU System to establish, on the IUPUI campus, an International House of Indiana designed to meet campus and community goals for advancing global engagement. The coalition will work to include this idea in the IU Bicentennial campaign. See #7, below.

6. Continually improve our existing strategic international partnerships in China (SYSU) and Kenya (Moi), build upon on our history of engagement with Southeast Asia, and develop one or more new strategic international partnership by 2020 in Latin America (Mexico), Asia (India), or Southeast Asia.
   Recommendations:
   a. Clearly define the criteria for relationships with other universities to move along the continuum from faculty-to-faculty collaboration to full and formal university-to-university partnership.
   b. Research and identify universities that fit with the Indiana University international strategy and which may be potential partners.[56]
   c. Strengthen community relationships with immigrants and families in central Indiana who are from the existing partner countries—Kenya and China; pursue community partnerships with immigrants from Mexico and India—and tie to Sister City programs.
   d. Build a critical mass of IUPUI faculty prepared to engage in international research and collaboration through best practices in international partnerships; link to new Center for Curriculum Internationalization; create seed fund for innovation in partnership collaboration.
   e. Improve campus support for visiting scholars from the partner universities; prioritize the need for additional housing (see also #7, below).
   f. Highlight Cooperative Development Committee with SYSU as a model for next stage in development of IUPUI's strategic partnerships; prioritize the CDC recommendation to create a liaison position at SYSU in support of enrollment in SYSU/IUPUI 2+2 programs.[57]

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[55] http://news.iupui.edu/releases/2013/10/international-host.shtml
[56] One example is to align the IUPUI Center for Southeast Asia with the recently announced IU Center for Southeast Asian Studies. See Appendix I.
[57] See Appendix U for sample vision and structure.

7. Lead the effort to make Indianapolis and Central Indiana more welcoming and attractive to international students, faculty, staff, and visitors by expanding facilities and support services and working with organizations, businesses, and governments to improve the experience and integration of students as well as visitors and new arrivals to the region.
   Recommendations:
   a. Build coalition to establish an International House of Indiana, as mentioned in Recommendation 1.d., to:
      i. house international and domestic students, and visiting scholars;
      ii. serve as a forum for regular programming on international dialogue through its meeting rooms and conference facilities;
      iii. act as the central facility in the metropolitan region for coordinating the flow of people, ideas, and activities leading to internationalization of the university and the community in which it resides
      iv. International House models to consider: International House of Japan and the International House at the University of Chicago.[58]
   b. Compile an annual Global Indy report (White paper) for campus and community that charts the changing metropolitan areas' global engagement.
   c. Develop a comprehensive, searchable database of international expertise and interests of IUPUI faculty, in support of the campus creating a more welcoming environment.

8. Create new and strengthen existing partnerships with Indiana businesses and community organizations that have international activities and relationships, with the goal of making IUPUI an inter-cultural hub where campus and community work with one another and with the rest of the world, leading to transformative, mutually beneficial outcomes for our global campus and a global city. We plan to operationalize the vision of urban universities serving as Stewards of Place.[59]
   Recommendations:
   a. IUPUI will identify, in partnership with the Indianapolis metropolitan region of Central Indiana, a set of common university/ community goals that advance international awareness and opportunity (in such areas as: trade, investment, immigrant integration, global philanthropy); the object of these goals will be to advance the life science and urban research identity of IUPUI.
   b. Campus and community priorities will be organized around the following themes:
      i. Institute global learning for all, regardless of major, and connect these learning experiences to professional practice and community development.
      ii. Create public awareness and understanding of the ways in which global forces are reshaping the communities we serve.
      iii. Key international academic programs at least partially to the international interconnectivity of surrounding communities, thus supporting local businesses and organizations in functioning effectively in these places.
      iv. Reach out to our growing immigrant communities and identify strategies for their integration into the metropolitan region.

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[58] http://www.i-house.or.jp/eng/ and http://ihouse.uchicago.edu/.
[59] Appendix T.

> v. Take the lead in developing projects on global issues and community conversations on matters of global citizenship and responsibility
>
> c. Create an inventory of campus/community international relationships.
> d. Engage in international trade research in partnership with the community. Prioritize the *Global Cities Initiative: A Joint Project of Brookings and JPMorgan Chase*, in partnership with DevelopIndy, over the next four years.[60]
>
>> i. What are the businesses that the metro region wants to grow and sustain?
>> ii. How do we make Indianapolis into one of the best places to live, work, and learn.
>> iii. What are the key issues for international collaboration on research and transnational research: health, energy, philanthropy, civil society development, so forth.
>
> e. Explore creation of international district for IUPUI in partnership with city

9. Affirm the need to endow international activities and, to the extent possible, pursue such fundraising as one of the goals of the Indiana University 2020 Bicentennial Campaign. Recommendations:
   a. Acknowledge that IUPUI's internationalization efforts increase the capacity of the campus to raise funds from external sources.
      i. Explore possibility that a few of the various schools' development officers could be convened to offer guidance on internationalization as a campus theme/priority, to assist them in fundraising.
   b. In recognition that tuition resources alone will not fully advance internationalization, create Global Partnership Endowments in Health and Life Sciences, Engineering/ Technology and Communications, Politics/Policy, and Philanthropy.
   c. In recognition that tuition resources alone will not fully advance internationalization, create additional study abroad endowments that will enable more IUPUI student participation.
      i. Ensure all programs have the opportunity to utilize the IU endowment match for gifts of $50,000 for study abroad, offered through 2017.
   d. Engage the IU Lilly Family School of Philanthropy, as a unique IUPUI asset, in the identification of ways to create endowments in support of international activities.
   e. Connect the IUPUI Plater Scholars Program to priority countries that have long-term significance to the State of Indiana.[61]
      i. These recipients shall be both domestic and international students at IUPUI.
   f. Expand support for international student scholars.

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[60] Appendix G.

[61] http://honorscollege.iupui.edu/scholarships/plater/

Appendix A: International Learning Guidelines

A Responsive Curriculum: International Learning Goals
for IUPUI's Many Schools and Diverse Student Body
(Defined by a Campus-Wide Group of Faculty, adopted Oct. 2006)

IUPUI is dedicated to graduating students who understand and function well in the globally interdependent world of the 21st century because they:

- Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.

- Are able to analyze and evaluate the forces shaping international events, both now and in the past.

- Have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States.

- Recognize the many ways "the global is reflected in the local" within the United States and beyond.

- Have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems.

- Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.

- Are skilled at interacting and collaborating with individuals and organizations from other countries.

- Use diverse frames of reference and international dialogue to think critically and solve problems.

- Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.

- Understand the global context of their chosen profession and have blended international perspectives into their professional learning.

- Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.

- Can apply their international learning to diversity in the communities in which they live.

Strategic Plan for a New Era of Internationalization

Indiana University Purdue University Indianapolis

Plan developed by

IUPUI International Affairs Program Committee

Marjorie Lyles, *Chair*
Spring 2007

Mark Bannatyne *School of Engineering and Technology*
Tim Diemer *School of Engineering and Technology*
Frank Emmert *School of Law*
Sasha Fedorikhin *Kelley School of Business*
David Ford *School of Liberal Arts*
Marjorie Lyles *Kelley School of Business*
Rose Mays *School of Nursing*
Craig McDaniel *Herron School of Art and Design*
John Parrish-Sprowl *School of Liberal Arts*
William Plater *International Community Development*
Natalia Rekhter *School of Public and Environmental Affairs*
Mary Beth Riner *School of Nursing*
Javier Sevilla-Martir *School of Medicine*
Susan Sutton *Office of International Affairs*
Thomas Upton *School of Liberal Arts*
Michelle Verduzco *Student Life and Diversity Programs*
Oner Yurtseven *School of Engineering and Technology*

Strategic Plan for a New Era of Internationalization
Indiana University Purdue University Indianapolis
Spring 2007

Why a new International Plan for IUPUI? Dramatic new patterns of globalization require a new plan for campus internationalization. This document outlines actions that will enhance IUPUI's position in the global networks now reshaping our university, our community, and the fundamental nature of scholarship and professional practice. It builds upon but replaces the 1999 Internationalization Plan. This new Plan identifies opportunities and spreads responsibility for internationalization widely across all units of IUPUI. It seeks to support and coordinate campus efforts, to find synergies and develop economies of scale, to focus on best practices, and to recognize that we have entered a new era in which global dialogue and partnership are paramount.

International Vision. We envision IUPUI as a leader in developing new modes of internationalization that make our city, state, and the two university systems to which we belong not only a "crossroads of America," but also a "crossroads of the world." We will do this by making global partnerships the centerpiece of our internationalization efforts, building new forms of collaboration that enhance all involved, and strongly positioning IUPUI in the global networks that are driving economic, political, and cultural change in the 21st century. IUPUI is leading the way in replacing unilateral approaches to internationalization with collaborative ones.

International Mission. IUPUI is committed to preparing faculty, staff, and students, across all fields, to engage the broader world with skill and wisdom, and to embrace the global dimensions of citizenship. It strives to be a source of international expertise for the state, and a leader in international networks of science, research, and creative activity, attracting the best students and scholars from around the world. It takes on pressing issues of international health, conflict, development, and environment. And it pursues these missions in ways that enhance our commitment to equity and diversity, while building international bridges of reciprocity, collaboration, and mutual benefit.

Our Distinctive Approach. IUPUI's internationalization is driven by spreading international learning, research, and engagement across all units, including those not historically involved in international work. It focuses on building dynamic international partnerships that advance research, further student learning, share resources, improve local communities, and open a world of new possibilities. It uses information technology to enhance international communication, learning, and exchange in defiance of the former constraints of geographical distance. And it is a civically-engaged effort, that partners with organizations, agencies, schools, and businesses in the state's capital city in pursuing their international goals

Twelve Strategies for 21st Century Internationalization

1) Accord internationalization a **central position in the mission**, core activities, policies, and reward structures of both the campus and its constituent units.

2) Cultivate **international partnerships** as dynamic 21st century platforms for research, teaching, and mutual benefit.

3) Make **global learning** a hallmark of an IUPUI degree, across all disciplines and at all levels.

4) Support the international frameworks that are increasingly integral to IUPUI's **research** endeavors, laboratories, studios, and centers of excellence.

5) Engage with the international interests and activities of organizations, agencies, and businesses in **central Indiana**.

6) Expand **study abroad** to new student audiences, focusing on learning experiences that foster skills of international interaction and collaboration.

7) Dramatically increase the number of **international students** pursuing IUPUI coursework and degrees, both near and far.

8) Explore the potential of **advanced information** technology to create innovative forms of international learning and collaboration not previously possible.

9) Develop dynamic **professional development programs** that prepare faculty and staff across the campus for effective international work.

10) Create a lively **international atmosphere** for the campus, brimming with lectures, films, performances, and visual stimuli.

11) Develop and make accessible a **repository of information** on IUPUI's international activities, for purposes of research, assessment, networking, and public relations.

12) Develop the **resource base** that will enable these activities to go forward.

Putting These Strategies into Action: Critical Immediate Steps for 2007-08.

- Incorporate statements on the importance of internationalization in key documents related to campus mission.

- Ask each school and administrative unit to develop its own internationalization plan, with specific action steps and goals.

- Establish an annual State of Campus Internationalization Report to be issued by the Executive Vice Chancellor for Academic Affairs.

- Insure that international themes are visually prominent in the new Campus Center and international events including the IUPUI International Festival are held there.

- Transform the International Affairs Program Committee into a broader IUPUI International Council (continuing to report to the Vice Chancellor of Academic Affairs) with unit-appointed representatives from each school and administrative unit at IUPUI.

- Initiate a comprehensive, searchable, on-line data bank of IUPUI's international activities and programs.

- Seek funding (through student activity fees, the Campus Campaign, and other sources) for:

  o Increased study abroad support
  o Increased support for international students
  o Increased support for faculty/student/staff development through exchanges and international partnerships

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(Revised 05/01/07)

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  - Increased support for international students
  - Increased support for faculty/student/staff development through exchanges and international partnerships

Putting These Strategies into Action: A Comprehensive Plan for the Long Term.

Internationalization is not a simple add-on to existing structures; it transforms these structures, as the curriculum evolves; the composition of student, staff, and faculty diversifies; research is carried out through international collaboration; partnerships with universities outside the U.S. intensify; students, staff, and faculty travel; courses and degrees are offered in a variety of formats in a variety of locations; and universities play critical roles in helping communities engage the broader world. As we have come to understand it, internationalization refers to:

> the process of connecting a university's teaching, research, and engagement activities to the global networks that frame 21st century life.

In this light, the strategies and action steps listed below are intended to set in motion a series of processes and developments, not all of which can be fully envisioned at present. This will always be a work in progress.

1)Accord internationalization a central position in the mission, core activities, policies, and reward structures of both the campus and its constituent units.

Rationale: Unless internationalization is clearly articulated in key policies and statements, it can fall to the wayside as something nice but not necessary. Unless a new approach to internationalization is also articulated, its relevance to all disciplines and to a campus with a strong commitment to local engagement may also not be clear.

Campus-level action steps:

- Incorporate statements on the importance of internationalization in key documents related to campus mission.
- Establish an annual State of Campus Internationalization Report to be issued by the Executive Vice Chancellor for Academic Affairs.
- Insure that international issues are present at various forums and levels of decision-making, including the Faculty Council, Staff Council, Deans Council.
- Coordinate internationalization with other campus diversity initiatives.
- Examine various policies, such as tenure and promotion guidelines, to insure that international work is recognized and supported.
- Enable faculty, schools, and units to report on international activities in their annual reports.
- Engage in annual assessment loop of monitoring, evaluating, and refocusing IUPUI's internationalization efforts.
- Build international priorities into budgeting and also the upcoming campus campaign.

- Articulate the value of internationalization in the school/unit mission statement.
- Develop a school- or unit-specific internationalization plan.
- Assign oversight of internationalization to an associate dean or other appropriate administrator.
- Insure that international issues are present at various forums and levels of decision-making, including faculty assemblies, staff meetings, and units, school, and departmental planning.
- Build international priorities into school and unit budgeting.
- Ask faculty/staff to report international activities in their annual reports.
- Recognize international work as appropriate and valuable in tenure, promotion, and annual review processes.

2)Cultivate international partnerships as dynamic 21st century platforms for research, teaching, and mutual benefit.

Rationale: Internationalization must now be based on reciprocity, collaboration, and the sharing of ideas and resources across borders. IUPUI will pursue and support international partnerships with wisdom and deliberation. Some will be one-on-one partnerships that benefit a particular unit or faculty member. Others will be comprehensive Strategic Partnerships that create platforms for new activities, cumulative learning by students in many courses and involvement of many units across the campus.

Campus-level action steps:

- Inventory and create a data base of IUPUI's existing international partnerships, both formal and informal.
- Establish and support the IUPUI-Moi University Strategic Partnership Steering Committee to coordinate, support, and advance this campus-wide partnership.
- Establish and support Interest Groups for Mexico, China, India, France, Southeast Asia, and other parts of the world of great interest to IUPUI in terms of partnerships.
- Develop funding to support faculty, staff, and students in collaborating with partner institutions
- Develop workshops and self-teaching resources for faculty and staff to learn about significant partner institutions and their countries.
- Develop workshops and self-teaching resources for faculty and staff on best practices in international partnership and collaboration – whether in the classroom, laboratory, on-line communications, or face-to-face.
- Develop procedures for faculty at partner institutions to teach (both on campus and remotely), conduct research, and otherwise serve as vital human resources for IUPUI.

- Provide incentives and support for faculty, staff, and students to develop and participate in international partnerships.
- Develop school or unit-wide procedures for proposing countries or institutions that would be particularly appropriate for school or exchanges and collaboration.
- Assess existing partnerships of the school or unit.
- Develop procedures and facilities for receiving and collaborating with faculty and students from partner institutions.
- Explore ways that the school or unit might productively participate in IUPUI's Strategic Partnerships.

3) **Make global learning a hallmark of an IUPUI degree, across all disciplines and at all levels.**

Rationale: International learning must spread beyond the disciplines where it has historically been concentrated. IUPUI embraces the concept of global learning for all, both undergraduate and graduate, from the liberal arts to the professions. Global learning can be threaded into existing courses on many subjects, as well as foregrounded in courses specifically dedicated to international topics. It constitutes a vital part of Principle of Undergraduate Learning on "Understanding Culture and Society." It includes – in equal parts – specific knowledge on other countries and peoples, conceptual and theoretical frameworks for understanding the world beyond the U.S., and practical skills of global competence and interaction.

Campus-level action steps:

- Define and disseminate international learning goals that are appropriate for IUPUI's particular student body and 21st century forms of global learning.
- Embed international perspectives into First-Year Seminars, Themed Learning Communities, and other early learning experiences.
- Inventory and create a data base of internationally-themed courses (with enrollments).
- Develop workshops and self-teaching resources on effective methods of assessing international learning.
- Develop faculty development programs to support faculty in pursuing innovative methods for internationalizing courses and curricula.
- Develop an innovative program for exchanging courses and class sessions with international partners.
- Develop and disseminate effective ways of involving international students, international faculty, and the Indianapolis community in student learning.
- Support internationally-focused disciplines in developing certificates, tailored courses, and short courses for students from various majors across the campus.
- Develop a program to support faculty in teaching about Strategic Partner countries in a wide range of courses, thus building a cumulative understanding of these across the curriculum.

- Develop workshops, pilot programs, and self-teaching resources on effective ways to use IT for international learning, including curricular exchange, collaborative videoconferencing, email exchanges, and so forth.
- Explore the possibility of receiving courses, certificates, and degree programs from overseas partners, adding to our faculty resources and establishing IUPUI as an institution where students can pursue coursework from universities abroad.

School or unit-level action steps:

- Adapt campus-wide international learning goals (above) to specific degree programs within the school.
- Set goals that all graduates will have taken at least one course that seriously engages international issues and improves global competence.
- Provide incentives and support faculty in pursuing course and curriculum internationalization initiatives.
- Provide incentives and support faculty in including units about or with international partners (especially Strategic Partners) and countries in their courses.
- Commit to adding at least one new international course (or newly internationalized existing course) to the curriculum each year.
- Support the development of an international concentration, minor, or certificate appropriate to students in the school.

4) Support the international frameworks that are increasingly integral to IUPUI's research endeavors, laboratories, studios, and centers of excellence.

Rationale: IUPUI's researchers, scholars, librarians, and artists undertake their work on a global stage, not just in terms of being internationally recognized, but also in contributing to international forums, partnering with international colleagues, working in laboratories and research centers around the world, and understanding the global implications of their work. IUPUI personnel must be supported and encouraged in their international endeavors, and faculty, librarians, and others from our partner institutions must be welcomed in joining the research efforts of IUPUI.

Campus-level action steps:

- Continue the International Development Fund which provides seed money to stimulate research and other professional and creative work done through international collaboration and/or on international topics.
- Develop a data base on IUPUI's international research and creative collaborations.
- Develop workshops and self-teaching resources on using videoconferencing and other forms of IT to identify, dialogue, and collaborate with colleagues overseas.
- Develop workshops and self-teaching resources for faculty and staff on best practices in international research partnership and collaboration.

- Increase campus-wide funding to bring visiting faculty, librarians, and staff to IUPUI, and send our faculty, librarians, and staff abroad for professional collaboration.
- Explore the development of special, internationally collaborative programs on global health and other topics of particular interest to IUPUI's research profile.

School or unit-level action steps:

- Support and reward faculty and librarians who develop an international dimension to their research, practice, or creative activity.
- Invite faculty from partner institutions abroad to spend time at the school, working with colleagues and developing new research or creative activities.
- Develop school-specific orientation and support programs for postdoctoral students and visiting international faculty, researchers, librarians, and staff.
- Pursue partnerships with institutions abroad that are particularly well-suited to advance research and creative activity for the school.

5) Engage with the international interests and activities of organizations, agencies, and businesses in central Indiana.

Rationale: It is time to make the connection between the local and the global both explicit and active. With its location in the state capital and its expertise in civic engagement, IUPUI is well-positioned to frame its approach to internationalization as working in tandem with community organizations, government agencies, immigrant groups, schools, and businesses.

Campus-level action steps:

- Establish an international community advisory board, consisting of representatives from Indiana businesses, agencies, and organizations.
- Develop a data base of IUPUI's international expertise and involvement that can be tapped by the local community.
- Publicize IUPUI's many international lectures, films, exhibits, and events to the public.
- Work with the Indiana Department of Education to enhance international learning in primary and secondary schools.
- Work with the International Center, the Nationalities Council, the Sister Cities organization, and the international consuls in Indianapolis to develop collaborative projects that engage the international expertise of IUPUI.
- Pursue collaborative partnerships with Indiana businesses and governmental agencies which have international interests.
- Evaluate potential international partners with an eye toward the international connections and interests of central Indiana.
- Consider developing a set of international travel-study-service programs, which bring faculty, students, and community leaders into dialogue with each other.
- Consider developing a public conversation on international engagement, philanthropy, and the global dimensions of citizenship.

- Seek innovative ways to connect local immigrant, ethnic, and racial groups with international networks and activities of particular relevance to them.

School or unit-level action steps:

- Pursue any of the above activities in ways that are particularly relevant to the school or unit.
- Work with businesses and civic organizations (both locally and abroad) to develop internship possibilities for IUPUI students who study abroad and international students coming to IUPUI.

6) Expand study abroad to new student audiences, focusing on learning experiences that foster skills of international interaction and collaboration.

Rationale: Study abroad is a powerful pedagogy that not only builds global competence, but also improves academic performance and retention in other subjects once students return. The number of students who engage in study abroad at IUPUI has tripled over the last decade, but is still significantly below most of our peers. IUPUI can, however, take the lead in spreading study abroad to non-traditional audiences by focusing it toward the development of skills and understandings critical to life in the 21st century. An appropriate target would be to increase the percentage of IUPUI students who study abroad from the current 1% annually to 5% by 2015.

Campus-level action steps:

- Seek new funds for study abroad scholarships, as well as cost-effective ways for IUPUI students to engage in student exchanges with partner institutions abroad.
- Embed study abroad support into campus-wide scholarship programs.
- Develop workshops and self-teaching resources on internships, service learning, and student research as appropriate modes for IUPUI's study abroad programs.
- Develop a comprehensive data base of IUPUI's study abroad activities and enrollments.
- Increase activities that publicize and recruit for study abroad across the campus.
- Provide general pre-departure and re-entry sessions for students studying abroad.
- Provide a platform for electronic applications for schools that wish to use this.
- Research what kinds of study abroad programs are effective in attracting more minority and non-traditional students.
- Work through the campus-wide faculty Study Abroad Committee in working on policies, procedures, and recruitment activities.
- Develop a faculty fellowship program, and conduct workshops and travel-study tours for faculty interested in developing (or enhancing) study abroad programs.
- Work with international partners to develop study abroad programs for our students on their campuses (and vice versa).

School or unit-level action steps:

- Develop new study abroad programs (or rework older ones), especially ones that speak to the interests and needs of students who might not have done study abroad in the past.
- Engage in a school-wide conversation that defines the benefits and types of study abroad most appropriate for the school.
- Count at least some study abroad experiences as directly contributing toward fulfillment of degree requirements.
- Develop procedures for compensating faculty who conduct study abroad programs (e.g., counting the course as part of load, extra salary).
- Include the possibility of study abroad early on in the student advising process.
- Work with partner institutions overseas to develop cost-effective methods of exchange for students in degree programs within the school.

7) Dramatically increase the number of international students pursuing IUPUI coursework and degrees, both near and far.

Rationale: The presence of international students at IUPUI enriches the experience of domestic students, brings international perspectives directly into the classroom, and creates personal networks that can last a lifetime. International students constitute a high quality cohort, being retained at very high rates and achieving a mean GPA of over 3.0 on the undergraduate level. Most international students pay out-of-state tuition and thus constitute a significant source of income to the campus. An appropriate target would be to increase the percentage of international students at IUPUI from the current 3% to 6% by 2015, thus placing it in line with its peer institutions.

Campus-level action steps:

- Develop an overall international student enrollment management plan that takes into account the latest information on student flows and degree popularity as well as the unique academic, language, and cultural needs of international students.
- Insure that IUPUI's international student admissions processing, student services, orientation activities, and academic English language support programs remain at the cutting edge of best practices.
- Examine and possibly revise admissions, financial aid, and other policies to insure that they support growth in international enrollments.
- Examine and possibly revise campus-level websites to be welcoming, relevant, and clear to potential international students.
- Pursue greater general funding for international students, through effect exchange funding mechanisms, scholarships, and assistantships.
- Consider a special scholarship program for students from Strategic Partner institutions.
- Further develop the Peer Mentoring Program, International House, weekly Culture Hours, and other programs that integrate international students into the campus.
- Provide workshops and self-teaching resources on teaching and advising international students.

- Establish an International Student Board that advises campus administrators on matters of concern.
- Pursue greater involvement with international alumni through IUPUI clubs, visits when in their countries, and an international alumni e-letter.
- Provide workshops and self-teaching resources on using distance education that enable international students to do part (or all) of their work at remote locations.
- Explore the feasibility of awarding IUPUI credit and/or establishing IUPUI branch campuses abroad, either through our partners or independently.

School or unit-level action steps:

- Develop an international student enrollment management plan for the school that takes into account the latest information on student flows and degree popularity.
- Consider developing coordinated degrees, 2+2 programs, and similar academic ventures with overseas partner institutions.
- Examine and possibly revise school website to be welcoming, relevant, and clear to potential international students.
- Develop methods and policies for granting some international students waivers on out-of-state tuition (as an incentive to come to IUPUI) and also explore the possibility of establishing dedicated scholarships/assistantships for them.
- Keep track of international alumni and keep in regular communication with them.
- Explore the development of programs using distance education that enable international students to do part (or all) of their work at remote locations.

8) Explore the potential of advanced information technology to create innovative forms of international learning and collaboration not previously possible.

Rationale: Advances in information, instructional, and communications technologies are collapsing geographical distances at ever-increasing rates. Being in the forefront of such developments will enable IUPUI to internationalize in innovative, cost-effective ways. It will bring new colleagues into conversation with us and make international dialogue and collaboration an integral part of our daily lives.

Campus-level action steps:
- Provide workshops and self-teaching resources on using videoconferencing, e-communications, and other forms of IT for international work.
- Make the Global Crossroads (ES 2132) available to any school, unit, or group that wishes to explore different modes of IT for international work.
- Create innovative student-to-student, staff-to-staff, and faculty-to-faculty e-conversations and work groups that cross national boundaries.
- Develop international on-line course modules and data bases that can be accessed broadly across the campus.

School or unit-level action steps:

- Develop innovative hybrid degree programs, which combine on-line learning and interactive video with face-to-face delivery, both in Indiana and abroad.

- Develop curricular exchanges, in which IUPUI faculty exchange courses with faculty at partner institutions, thereby expanding the capacity of both.
- Make use of Internet2 to facilitate complex research communications, including the sharing of large data bases.
- Encourage the inclusion of interactive videoconferencing with faculty and students at partner institutions a common inclusion in many courses.

9) Develop dynamic professional development programs that prepare faculty and staff across the campus for effective international work.

Rationale: Adapting to the increasingly internationalized world of academia requires transformation in thinking and practice on the part of nearly everyone. This, in turn, rests on IUPUI's commitment to faculty and staff development that is easily accessible and directly relevant to IUPUI's particular strengths and interests.

Campus-level action steps:

- Provide workshops, fellowships, and study tours suited to faculty and staff in a range of disciplines and administrative units.
- Provide a range of self-teaching platforms for international learning for faculty and staff (digital, library, bank of on-campus experts, as well as colleagues at universities abroad).
- Make use of Strategic Partners as major forums for international learning for faculty and staff.
- Establish campus-wide faculty and staff committees appropriate for a variety of international interests.

School or unit-level action steps:

- Support faculty and staff in pursuing international professional development opportunities (through partial funding, released time).
- Develop a school or unit international seminar series to expand conversation on international matters.
- Ask visiting scholars and staff from overseas to give lectures to the school or unit while they are at IUPUI.

10) Create a lively international atmosphere for the campus, brimming with lectures, films, performances, and visual stimuli.

Rationale: Internationalization requires that international themes be visible and present throughout the campus. It requires a culture of internationalism to be part of the fabric of the institution and to be noticeable when coming onto the campus. Such an atmosphere will heighten awareness of international issues, provide a welcoming atmosphere for international students and scholars, and bring the global into the local on a daily basis. It will also make IUPUI a center of international learning and activity for central Indiana.

Campus-level action steps:

- Provide support for international co-curricular programming (films, lectures, performances).
- Expand artwork on campus that has an international theme.
- Look for ways to have an international presence in the new Campus Center.
- Look for ways to have an international dimension to the Cultural Trail running through campus.
- Insure that Democracy Plaza has periodic discussions of international themes.
- Support the annual IUPUI International Festival, and encourage all schools, units, and student groups to take part.
- Place signs, maps, and other visual indicators of international connections around the campus.

School or unit-level action steps:

- Support international films, lectures, and performances that are relevant to the school or unit.
- Expand artwork that has an international theme in the hallways of the school or unit.
- Support informal gatherings of international and domestic students.

11) Develop and make accessible a repository of information on IUPUI's international activities, for purposes of research, assessment, networking, and public relations.

Rationale: IUPUI already engages in a great many international activities, but they are not particularly well-known. Neither are they gathered together in any comprehensive format that would enable the campus to take stock and plan new directions. Developing greater awareness of these activities will increase participation and lead to synergies as faculty, staff, and students become aware of mutual interests they share with others.

Campus-level action steps:
- Solicit, assemble, and analyze data that will facilitate a campus-wide assessment of IUPUI's internationalization.
- Create a searchable, on-line data base listing IUPUI's many international resources and activities.
- Establish an annual State of Campus Internationalization Report to be issued by the Executive Vice Chancellor for Academic Affairs.
- Disseminate campus-wide listing of upcoming events with international themes.
- Expand the reach of the IntlNews list serve.
- Continue the newly established e-Newsletter of the Office of International Affairs.
- Develop a media relations program for IUPUI's international activities.
- Keep the newly established international link on IUPUI's home page.

School or unit-level action steps:
- Include international activities in school and unit newsletters.

- Develop an international icon or link on the home page of the school or unit.
- Require international activities to be listed in faculty and staff annual reports.
- Consider issuing an annual report on school or unit internationalization.
- Submit items for campus-wide data bases, newsletter, reports.

12) Develop the resource base that will enable these activities to go forward.

Rationale: Much of what is suggested here can be pursued through existing resources, because it represents a reframing of what is already occurring rather than a replacement or addition. Information technology, for example, can be used to shrink the geographical distances inherent in internationalization in cost-effective ways. Sharing resources with partner institutions (e.g., exchanging courses, laboratory facilities, faculty, and staff) will also expand the capacity of all involved. Several areas (listed below) will, however, require new funding, whether through grants, reworking of school and campuses budgets, and/or being given priority in the upcoming campus campaign.

Campus-level action steps:

- Develop a campus-level plan for fund-raising for international initiatives (especially study abroad, international student scholarships, support for international partnerships, and faculty/staff development).
- Pursue the possibility of a small student activity fee dedicated to supporting study abroad (scholars, emergency fund, program development).
- Pursue external grants that support internationalization across the campus.
- Work with local immigrant groups, community organizations, and businesses to partner on programs concerning specific countries or themes of mutual interest.
- Develop procedures and understandings that enable faculty and staff at international partner institutions to be engaged in teaching, research, and other activities at IUPUI.
- Develop a constant level of base-line support for maintaining important international partnerships and exchanges.
- Consider dedicating some student scholarship funds for international students.
- Continue the International Incentive scholarship program currently in place.
- Match the number of support staff to changing numbers of international students, study abroad programs, and other international activities, either through base funding, fee for services, or sharing positions across units.
- Develop an innovative program for exchanging courses and class sessions with international partners, in a cost-effective manner, using IT.
- Continue the International Development Fund which provides seed money to stimulate research and other professional and creative work done through international collaboration and/or on international topics.
- Develop general models for revenue-neutral methods of student, faculty, and staff exchange with international partners.
- Consider running alumni and community study-tours as a source of revenue generation.

School or unit-level action steps:

- Develop the funding implications of the school's or unit's internationalization plan.
- Pursue external grants that would advance school or unit-specific international programming.
- Work with local businesses and organizations to develop joint international program of particular relevance to the school or unit.
- Develop methods and policies for granting some international students waivers on out-of-state tuition (as an incentive to come to IUPUI) and also explore the possibility of establishing dedicated scholarships/assistantships for them.

Appendix C. Heiskell Award Proposal Narrative

Four years ago, Indiana University Purdue University Indianapolis (IUPUI) embarked upon an innovative, campus-wide program that places a select and strategic set of partnerships at the heart of its internationalization efforts. IUPUI, like most large, public universities, has a good many international partnerships, but several have been elevated to strategic status and now drive its internationalization. These strategic partnerships go far beyond the occasional exchange of faculty and students that characterize standard institutional linkages. These partnerships emphasize transformation over transaction, collaboration over exchange. They are dynamic bi-national academic communities, which develop collaborative programs and initiatives far beyond what either institution could do on its own. They reflect an articulated philosophy of partnership, thrive on broad institutional engagement, and generate a wealth of new activities and collaborations, the impact of which spreads across both institutions.

IUPUI's move toward internationalization through partnership resulted from widespread campus discussions that produced a foundational document approved unanimously by the Chancellor, Vice Chancellor, Council of Deans, and faculty-based International Affairs Advisory Council in 2004. Since that time, the campus has moved forward on three core partnerships: Moi University (Moi) in Eldoret, Kenya; Sun Yat Sen (SYSU) in Guangzhou, China; and the Autonomous University of the State of Hidalgo (UAEH) in Pachuca, Mexico. These choices resulted from wide-ranging discussions among several hundred faculty and administrators, and reflect the importance of each region for international learning, existing or potential ties between Indiana and these countries, and the goodness of fit with IUPUI's areas of excellence. This selection also, of course, reflects intensive conversations with these institutions themselves. In the ensuing four years, each of these core partnerships has developed in quite dramatic ways.

The growth and impact of these strategic partnerships rests on their role as platforms for deep, cumulative learning, research, and engagement, such that new projects build on previous ones, students encounter these partners in a variety of courses and co-curricular activities, and a broad spectrum of faculty collaborate across national boundaries. The result is an integrated set of activities that cuts across both institutions, enhances the capacity of each for international work, and is sustained over a long period.

These strategic partnerships are creating bi-national communities of collaboration and dialogue, pulling each institution into ever deepening relationships of mutual benefit. They focus and prioritize campus internationalization, creating economies of scale and synergies of effort. They establish explicit concentrations of activity that attract attention and support from external sources. They lay foundations whereby new projects build on existing ones, and new faculty, students, and staff become involved, including those with little previous international experience.

IUPUI's program of internationalization through partnership also reflects a theoretical position that internationalization in the 21st century must be more than a process of infusing international resources and perspectives into our institutions (as important as this is). It must also be a process of drawing our institutions out into something larger than themselves. It must take off from the recognition that international understanding requires international dialogue. Seen in this light, internationalization very much rests on an institution's ability to connect with the broader world,

to engage in the global construction of knowledge, and to do so with cross-cultural skill and wisdom. It rests as much on external networks as internal expertise.

Placing partnerships at the heart of internationalization thus reframes what universities are doing. We are knocking down academic silos to join in dynamic networks of exchange, engagement, and discovery. We are developing academic communities larger than our own institutions. We no longer need to hire dozens of new faculty to teach international courses because we can exchange courses and teach collaboratively with our partner institutions (both virtually and face-to-face). We identify skill at international dialogue and interaction to be key learning objectives for our students, and faculty model these in their relations with colleagues abroad. Disciplines that have not traditionally had an international perspective are assisted in developing one by networking with colleagues overseas. International respect, reciprocity, and resource-sharing become the new "Three R's" of higher education.

IUPUI's shift to internationalization through partnership has not required massive amounts of new funding but rather a focusing of existing activities and funding. It has also reframed the work of the IUPUI Office of International Affairs (OIA) which supports and frames these partnerships by developing programs that draw faculty into them; working with schools, departments, and first-year programs to incorporate teaching on partner countries across the curriculum; working with Student Life on co-curricular programming; piloting innovative ways to use partnerships for both research and curriculum development; maintaining a continuous stream of communication; and developing structures that facilitate a coordinated, campus-wide approach. IUPUI has, for example, piloted the use of a professional networking web-platform (Epsilen) that enables faculty at both institutions in each partnership to share information and communicate regularly, even if one side only has dial-up internet connections.

The success of the core partnerships developed thus far is testimony to the effectiveness of this strategy for internationalization. The selection of Moi as IUPUI's first such partner was easy, as this builds on an eighteen-year collaboration between our two medical schools and promotes deep understanding and engagement with a continent whose history is intertwined with our own. While the IUPUI-Moi medical collaboration began as a standard exchange of a few faculty and students, over the last ten years it has transformed into a significant team effort to fight HIV/AIDS in western Kenya, resulting in the building of two hospitals, a dozen outreach clinics, and a series of model farms and workshops for recovering patients. This truly bi-national medical collaboration now serves over 70,000 patients a year and was nominated for a Nobel Peace Prize in 2007. As IUPUI moved toward internationalization through partnership, Moi was the obvious first choice, and in 2006, both Chancellors signed a new Memorandum of Strategic Alliance aimed at expanding the partnership across the breadth of both institutions. This expanded alliance has not only brought all our mutual resources to bear on the pandemic. It has also facilitated entirely new curricular and research collaborations in education, social work, informatics, engineering, library science, business, tourism management, nursing, dentistry, allied health fields, physical education, and the arts and sciences. As each new endeavor begins, it is informed and encouraged by what has already happened. U.S. Ambassador to Kenya Michael Ranneberger has publicly stated that the IUPUI-Moi partnership is the most comprehensive anywhere in Africa (see http://ium.epsilen.com).

As the IUPUI-Moi partnership has grown, so has the involvement of IUPUI faculty, students, staff, and even the Indianapolis community. Over the last three years, over 50 IUPUI faculty have traveled to Moi to work on partnership activities, including many who had never set foot in Africa before, while over 20 Moi faculty have gone in the reverse direction. Similar levels of students have made such journeys. A student-run Impact Kenya organization has arisen. Moi faculty have taught at IUPUI, and IUPUI faculty have taught at Moi. Email partnerships have been fostered between IUPUI and Moi students as key mechanisms for learning in courses at both institutions. An active Social Science Research Network has emerged between the two universities, developing such new projects as an upcoming symposium on harmonization in the aftermath of the post-election violence in Kenya this year. The cross-campus Moi Partnership Steering Committee coordinates and promotes these activities at IUPUI, and is currently developing an adaptable platform for Moi faculty to provide the cultural, historical, environmental, political, and economic framework for IUPUI study abroad programs in disciplines from ranging from Liberal Arts to Engineering.

The IUPUI-Moi partnership has also stimulated interest in Kenya within the Indianapolis community. A host of religious, fraternal, and social service organizations have recently become involved in working with their counterparts in the Eldoret area. Two weeks ago, the partnership was given the International Citizen of the Year Award by the International Center of Indianapolis. This is the highest award for international work in the state and has previously been given only to prominent individuals.

While the IUPUI-Moi partnership is certainly the oldest and most fully developed of the three strategic partnerships, the other two are advancing rapidly. Conversations with these two universities began only a few years ago, but the philosophy of strategic partnership guiding these collaborations has enabled much to happen. There are already strong collaborations with SYSU in medicine, liberal arts, informatics, business, education, and public administration, once again drawing in faculty not previously been engaged in international work. These collaborations have proven so fruitful that SYSU and IUPUI worked together to create a Confucius Institute at IUPUI, which now serves as the hub for spreading Chinese language and culture not only across the university, but out into the Indianapolis community. This summer, for example, the Institute operated a Chinese language-and-culture day camp for local children that attracted 50 students per week, while also establishing a fully subscribed study abroad program for IUPUI students at SYSU and collaborating with the Mayor to hold Indianapolis' first-ever Chinese Festival.

The strategic partnership with UAEH is an organic outgrowth of the increasing migratory ties between this heartland area of Mexico and the heartland state of Indiana. Together we are working to understand this new phenomenon and improve the lives of individuals and communities connected to it. The IUPUI Schools of Medicine, Dentistry, Nursing, and Social Work have engaged their students in working with UAEH faculty and students to deliver basic health care in the rural communities of Hidalgo. In 2006 this work spawned a new IUPUI Signature Center of Excellence – the Bi-national Cross Cultural Health Center. This, in turn, has brought in faculty from liberal arts, education, engineering, and law, all of whom are now working with their counterparts at UAEH. The Spanish Department is relocating its intensive Spanish study abroad program there. The momentum of this growing partnership has also been

carried along by a series of videoconference symposia in which faculty and community leaders from both Hidalgo and Indianapolis discuss the complex issues of Mexican-U.S. relationships.

What lies ahead for these strategic partnerships cannot be known at this point. Nor should it be. As with all true collaborations, these alliances will take us to unexpected places, and this is, of course, is the point of moving partnerships to the center of internationalization.

Appendix D. IUPUI's Present-Day Statement on Internationalization

Internationalization at IUPUI
The Office of International Affairs understands internationalization at IUPUI to mean:

> **active involvement, across the teaching, research, and engagement missions of the university, in global networks of knowledge and collaboration.**

At IUPUI internationalization means not only infusing international dimensions into what we are doing (the traditional view), but also drawing us out and into global networks as active participants. It has an outward as well as inward dimension. At IUPUI internationalization is the process of interaction, dialogue, and partnership with individuals and entities around the world. It means becoming part of systems that span the earth, playing a significant role in these systems, and basing our understandings and activities on what is revealed by our interaction with others.

Internationalization is not a simple add-on to existing structures; it transforms these structures into something new, as the curriculum evolves; the composition of students, staff, and faculty diversifies; research is conducted through international collaboration; partnerships with universities outside the U.S. intensify; students and faculty travel; courses and degrees are offered in a variety of formats in a variety of locations; and the campus plays a critical role in connecting the local community to the broader world.

In this light, internationalization at IUPUI is **defined by the following themes**:

- International partnership and dialogue are centrally important for placing IUPUI within the global networks that are shaping the 21st century and for building complex, multidimensional understandings of the human condition. .

- A small set of Strategic Partnerships that are campus-wide in nature will provide platforms for deep, cumulative learning, research, and engagement with particular parts of the world.

- International learning is not confined to area studies and languages, but strongly directed across the curriculum, with serious investigation of the meaning of global competence for the professions and sciences.

- Study abroad programs stress service learning, internships, and other forms of experiential learning that draw students into dialogue with host communities and match the learning styles of professional and non-traditional students.

- IUPUI's broad array of programs is seen as a significant resource for articulating the international expertise of the liberal arts with that of the sciences and professions in a robust and innovative manner.

- International student recruitment, admissions, and services are conjoined in a single office with study abroad, curriculum internationalization, and international partnerships, thereby facilitating innovative synergies between student affairs and academic affairs.

- International efforts are undertaken with a keen eye to the international needs, interests, and networks of the central Indiana region, and the critical role that public, urban universities can play in mediating the local and the global.

- New forms of communication and information technology are explored for their potential to shrink distances, enhance international dialogue, reach new audiences, and create virtual communities that span national boundaries.

- Increasing the number of international students and scholars on campus is seen as critical to building international understandings and networks, and an active program of international student recruitment and support is under way.

- International activities by faculty are not deemed to be simply forms of service but rather essential steps for conducting research, scholarship, creative work, and professional practice in the 21st century.

- Campus internationalization is consistently framed by active participation in national (and international) associations, discussions, and research on the goals, nature, and methods of international education.

Appendix E. IUPUI's application for the Senator Paul Simon Award for Comprehensive Internationalization

Submitted by Susan Buck Sutton, IU Associate Vice President/IUPUI Associate Vice Chancellor for International Affairs

Comprehensive programs of internationalization come neither easily nor naturally to institutions like Indiana University Purdue University Indianapolis (IUPUI). Public urban universities constitute an important new dimension in U.S. higher education, but their distinctiveness presents challenges to traditional modes of internationalization. Their student bodies, for example, generally fall outside the parameters of those who have historically studied abroad, and institutional missions are often closely keyed toward local needs.

Until fifteen years ago, IUPUI clearly fit this profile. Its international activities were scattered, and its attention was largely elsewhere. IUPUI was established in 1969 to merge the urban operations of Indiana's two major public universities in the state's capital. IU's schools of medicine, nursing, dentistry, and social work were combined with branches of PU's schools of engineering and science to fill the need for a comprehensive university in Indiana's population center. IUPUI had to accomplish many things quickly, and even its name conveyed the complexity of the work ahead. IUPUI needed to integrate two universities, some 20 separate schools, the strong research components of these schools and the non-traditional, commuting undergraduate audience that quickly appeared. IUPUI rose to these challenges, becoming an educational catalyst for central Indiana, developing a research profile that sometimes garners more external funding than any university in the state, producing the most professional degrees in Indiana, working closely with local government and business, and devoting extraordinary attention to educational access and innovative forms of student learning. IUPUI's repeated listing in *U.S. News and World Report*'s top 25 institutions for undergraduate learning and civic engagement is but one measure of its accomplishments.

By the mid-1990s, IUPUI had emerged as a mature institution with significant outreach to the local community. International activities were still outside its core profile, but IUPUI's leaders were increasingly recognizing the ways in which local and global were becoming intertwined and hence the need to direct more attention to internationalization. Thus began a journey that has taken IUPUI to unexpected locations in unexpected ways.

IUPUI's internationalization has defied the odds not by replicating the historical modes of international education found elsewhere but by thinking through what new forms of internationalization might fit the new kind of institution IUPUI represents as well as the increasingly globalized nature of higher education itself. Roughly twelve years ago, IUPUI embarked on a program of internationalization for all (regardless of discipline or student profile), internationalization connected to community engagement, and internationalization accomplished through partnership and sharing. This has been a long process of institutional self-realization, and we hope some of the lessons learned are more broadly applicable outside the IUPUI context

As outlined in its first International Plan (crafted in 1999 by a multi-school faculty committee under the guidance of the Chancellor and Vice Chancellor), IUPUI's first steps toward greater internationalization addressed two long-standing measures: international students on campus and domestic students studying abroad. Over the last 15 years, IUPUI has directed $1 million in new base annual funding to provide staffing and infrastructure to increase these numbers. Some of this funding came from new student fees, some from public-private partnerships, and some from a tuition-sharing plan known as the Enrollment Shaping Initiative. As a result, both numbers have more than doubled. International students went from 606 in 1999-2000 to 1364 in 2010-11. In like fashion, study abroad numbers went from 151 in 1999-2000 to 410 in 2009-10.   Such growth was accomplished by creating a welcoming and supportive campus environment for international students in a city not historically known for its international diversity; and by encouraging meaningful, short-term study abroad programs that fit the needs and expand the horizons of domestic students constrained by jobs, family obligations, and professional school curricula. Peer mentoring, an expanded International House living-learning residence, and materials and programs targeted toward students from key countries did much to grow international student numbers, as did careful development of dual degree programs such as IUPUI's distinctive 2+2 undergraduate engineering program with the University of Tehran. An emphasis on service learning, internships, and other forms of reflective experiential learning keyed to specific curricula did the same for study abroad.

On-campus curriculum internationalization has also been gaining momentum. The International Studies major was inaugurated in 2005 and has grown steadily. Of equal importance, IUPUI was an early member of the Internationalization Collaborative of the American Council on Education, an initiative through which a campus-wide faculty committee spent two years developing twelve international learning outcomes that span the liberal arts and the professions. IUPUI has no common General Education requirements across all its schools, but shapes the undergraduate experience through six Principles of Undergraduate Learning (PULs) that are interpreted and put into action by each school. PUL 5 calls for developing an understanding of the diversity and unity of human societies, and the international learning outcomes guide faculty and departments in pursuing this goal.. Two years ago, IUPUI also began its RISE to the Challenge initiative, which encourages each undergraduate to pursue at least two forms of experiential learning, including study abroad. In 2006, IUPUI also built a state-of-the-art international videoconferencing facility to encourage the use of interactive, collaborative teaching with faculty and students overseas throughout the curriculum.

The past decade has also seen significant growth in faculty development opportunities. The new International Development Fund recycles 20% of the indirect costs of all external grants with an international component into seed grants for faculty who wish to start international research collaborations or develop international courses. The RISE initiative also provides course development grants, and the Office of International Affairs and Centers for Service & Learning and Teaching & Learning facilitate workshops and faculty learning communities devoted to international learning.

Several years ago, IUPUI began to develop a distinctive way of pulling these varied international activities together. Institutional experience gave rise to a distinctive philosophy that recognized the importance of robust international partnerships as the driving force for 21st century

internationalization. IUPUI, like many large universities, has dozens of signed agreements with universities overseas, some resulting in the occasional exchange of students or faculty, many entirely inactive after their signers lose interest. Slowly we came to emphasize fewer but more meaningful partnerships. We came to understand that internationalization is not a unilateral enterprise, and that it thrives on – even requires - international dialogue. Thus we began to refashion our approach to partnerships to emphasize transformation over transaction, collaboration over exchange. We came to see partnerships as dynamic bi-national academic communities, which develop collaborative programs and initiatives far beyond what either institution could do on its own.

IUPUI's move toward internationalization through partnership resulted from widespread campus discussions that produced a foundational document approved unanimously by the Chancellor, Vice Chancellor, Council of Deans, and faculty-based International Affairs Advisory Council in 2006. Since that time, the campus has moved forward on three core partnerships (as well as several slightly smaller ones that still have campus-wide impact): Moi University (Moi) in Eldoret, Kenya; Sun Yat Sen (SYSU) in Guangzhou, China; and the Autonomous University of the State of Hidalgo (UAEH) in Pachuca, Mexico. These choices resulted from wide-ranging discussions among several hundred faculty and administrators, and reflect the importance of each region for international learning, existing or potential ties between Indiana and these countries, and the goodness of fit with IUPUI's areas of excellence. This selection also, of course, reflects intensive conversations with these institutions themselves.

The growth and impact of these strategic partnerships rests on their role as platforms for deep, cumulative learning, research, and engagement, such that new projects build on previous ones, students encounter these partners in a variety of courses and co-curricular activities, and a broad spectrum of faculty collaborate across national boundaries. The result is an integrated set of activities that cuts across both institutions, enhances the capacity of each for international work, and is sustained over time.

These strategic partnerships are bi-national communities of collaboration and dialogue, pulling both institutions into ever deepening relationships of mutual benefit. They focus and prioritize campus internationalization, creating economies of scale and synergies of effort. They establish explicit concentrations of activity that attract attention and support from external sources. They lay foundations whereby new projects build on existing ones, and new faculty, students, and staff become involved, including those with little previous international experience.

IUPUI's program of internationalization through partnership also reflects a theoretical position that internationalization in the 21st century must be more than a process of infusing international resources and perspectives into our institutions (as important as this is). It must also be a process of drawing our institutions out into something larger than themselves. It must take off from the recognition that international understanding requires international dialogue. Seen in this light, internationalization very much rests on an institution's ability to connect with the broader world, to engage in the global construction of knowledge, and to do so with cross-cultural skill and wisdom. It rests as much on external networks as internal expertise.

Placing partnerships at the heart of internationalization has reframed IUPUI's international activities, across the domains of learning, research, and engagement. We exchange courses and teach collaboratively with our partner institutions (both virtually and face-to-face). We have identified skill at international dialogue and interaction to be key learning objectives for our students, and faculty model these in their relations with colleagues abroad. Disciplines that have not traditionally had an international perspective are assisted in developing one by networking with colleagues overseas.

IUPUI's shift to internationalization through partnership has not required massive amounts of new funding but rather a focusing of existing activities and resources. It has reframed the work of the Office of International Affairs, which now focuses attention on supporting faculty in collaborating with partners; working with schools, departments, and first-year programs to incorporate teaching on partner countries across the curriculum; working with Student Life on co-curricular programming; piloting innovative ways to use partnerships for both research and curriculum development; maintaining a continuous stream of communication with partners; and developing structures that facilitate a coordinated, campus-wide approach.

The success of the core partnerships developed thus far testifies to the effectiveness of this strategy. The selection of Moi as IUPUI's first such partner was easy, as this builds on a twenty-year collaboration between our two medical schools and promotes deep understanding and engagement with a continent whose history is intertwined with our own. While the IUPUI-Moi medical collaboration began as a standard exchange of a few faculty and students, over the last 12 years it has transformed into a significant team effort to fight HIV/AIDS in western Kenya, resulting in the building of two hospitals, 40+ outreach clinics, and a series of model farms and workshops for recovering patients. This bi-national medical collaboration now serves over 100,000 patients a year. In 2006, the Moi and IUPUI Chancellors signed a new Memorandum of Strategic Alliance aimed at expanding this partnership across the breadth of both institutions. This expanded alliance not only brought all our mutual resources to bear on the pandemic. It also facilitated entirely new curricular and research collaborations in education, social work, informatics, engineering, library science, business, tourism management, nursing, dentistry, allied health fields, physical education, and the arts and sciences. As each new endeavor begins, it is informed and encouraged by what has already happened.

As the IUPUI-Moi partnership has grown, so has the involvement of IUPUI faculty, students, staff, and even the Indianapolis community. Over the last three years, over 50+ IUPUI faculty have traveled to Moi to work on partnership activities, including many who had never set foot in Africa before, while over 20 Moi faculty have gone in the reverse direction. Similar levels of students have made such journeys. Moi faculty have taught at IUPUI, and IUPUI faculty have taught at Moi. Email partnerships have been fostered between IUPUI and Moi students, and an active Social Science Research Network has emerged between the two universities, developing such new projects as an annual symposium on reconciliation in the aftermath of the post-election violence in Kenya two years ago. The cross-campus Moi Partnership Steering Committee coordinates and promotes these activities at IUPUI, and a Fulbright-Hayes Group Travel Award Projects Abroad Award enabled IUPUI and Moi faculty to develop modules on Kenyan culture, history, environment, politics and economics that can be used for IUPUI study abroad programs in disciplines ranging from Liberal Arts to Engineering.

The Moi partnership has also stimulated interest in Kenya within the Indianapolis community. A host of religious, fraternal, and social service organizations have recently become involved in working with their counterparts in the Eldoret area. Last year, the partnership was given the International Citizen of the Year Award by the International Center of Indianapolis, the highest award for international work in the state, previously been given only to prominent political and business leaders.

While the Moi partnership is the most fully developed of IUPUI's key partnerships, the other two are advancing rapidly. Conversations with these two universities began only a few years ago, but the partnership philosophy guiding these collaborations has enabled much to happen. There are already strong collaborations with SYSU in medicine, liberal arts, informatics, business, education, and public administration, once again drawing in faculty not previously engaged in international work. These collaborations have proven so fruitful that SYSU and IUPUI worked together to create a Confucius Institute at IUPUI, which now serves as the hub for spreading Chinese language and culture not only across the university, but across central Indiana. Last summer, for example, the Institute operated a Chinese language-and-culture day camp for local children that attracted roughly 50 students per week, while also establishing a fully subscribed study abroad program for IUPUI students at SYSU and collaborating with the Mayor to hold Indianapolis' first-ever Chinese Festival.

The strategic partnership with UAEH is an organic outgrowth of the increasing migratory ties between this heartland area of Mexico and the heartland state of Indiana. Together we are working to understand this new phenomenon and improve the lives of individuals and communities connected to it. The IUPUI schools of medicine, dentistry, nursing, and social work have engaged their students in working with UAEH faculty and students to deliver basic health care in the rural communities of Hidalgo. In 2006 this work spawned a new IUPUI Signature Center of Excellence – the Bi-national Cross-cultural Center for Community Health Enhancement. This has brought in faculty from liberal arts, education, engineering, and law, all of whom are now working with their counterparts at UAEH. The Spanish Department is relocating its intensive Spanish study abroad program there. The momentum of this growing partnership has also been carried along by a series of videoconference symposia in which faculty and community leaders from both Hidalgo and Indianapolis discuss the complex issues of Mexican-U.S. relationships.

What lies ahead for these strategic partnerships and for IUPUI's internationalization cannot be fully known at this point. Nor should it be. As with all true collaborations, these alliances will take us to unexpected places, and this is, of course, is the point of moving partnerships to the center of internationalization.

Our Commitment to Indiana and Beyond
IUPUI Strategic Plan
Draft
November 5, 2013

Our Commitment to Indiana and Beyond: IUPUI Strategic Plan

Introduction, Background, and Context

Our Commitment to Indiana and Beyond: IUPUI Strategic Plan reaffirms the campus's commitment to the city of Indianapolis and the state of Indiana, as well as to continued national and global engagement to improve the quality of life in communities worldwide. As we re-dedicate ourselves in this plan to our vision, mission, and values, we also look ahead to several key milestones for IUPUI, IU, and American higher education:

≠   In **2019**, IUPUI will celebrate its 50th anniversary as a campus. Since our founding in 1969, there has been tremendous growth of both the city and the campus, and each has made crucial contributions to the success of the other. As a leading Indianapolis employer, and the only urban, public research institution of higher education in the region, IUPUI continues to enrich the quality of life for the citizens of Indianapolis, serving as an educational and economic powerhouse in the city.

≠   In **2020**, Indiana University will commemorate its bicentennial, marking 200 years of providing educational excellence to Hoosiers and others from around the nation and world. As both a core campus of IU and the state's only academic health and life sciences center, IUPUI plays a key role in advancing IU. In our comparatively short history, the campus has grown in size, stature, and impact, and been widely recognized for accomplishments in teaching and learning, research and creative activity, and community engagement. As IU's 200th anniversary approaches, IUPUI can take pride in its substantial contributions to strengthening IU's reputation, quality, and effectiveness.

≠   **2025** is a landmark year for which a number of important state and national goals for college degree attainment and economic development have been identified. The Indiana Commission for Higher Education's *Reaching Higher, Achieving More* outlines an ambitious goal: by 2025, Indiana must substantially increase the proportion of Hoosiers with a high-quality degree or credential. The Indiana Chamber of Commerce's *Indiana Vision 2025: A Plan for Hoosier Prosperity* calls for Indiana to become a global leader in innovation and economic opportunity, a place where enterprises and citizens prosper. These state efforts are joined by national initiatives led by, among others, the Lumina Foundation for Higher Education, the American Association of State Colleges and Universities, and the Association of Public and Land-grant Universities, all of whom have developed plans to increase higher education attainment in the U.S. by 2025.

Our Commitment is more than just a title of a strategic planning document: it reflects the values, aspirations, and culture of IUPUI. The theme of commitment has permeated our planning process, and as we implement this strategic plan, we embrace *Our Commitment* to:

≠   Serving Indianapolis, the state of Indiana, and beyond
≠   Addressing the needs and expectations of IUPUI's many stakeholders, including students, staff, faculty, community members, and other partners
≠   Honoring and achieving IUPUI's vision, mission, values, and campus strategy, including greater coordination and alignment of our activities to achieve maximum impact

≠ Reporting on and improving IUPUI's effectiveness, using performance indicators to evaluate our progress.

Our Commitment is also an opportunity for IUPUI to re-engage in renewal and change, as we envision a future of continued development and impact. Our planning unfolds within a sharply altered national and global context, and necessarily takes into account a variety of social and economic forces that are disrupting and reshaping higher education. These include, but are not limited to, the following:

Increasing emphasis on "inclusive excellence"[1]
American higher education must broaden access and opportunity for traditionally underrepresented groups, while supporting success and improving quality for all students.

Changing student, faculty, and staff demographics[2]
Institutional structures, academic and co-curricular offerings, and policies in higher education institutions must evolve continually to meet the needs of diverse student, faculty, and staff constituencies.

Continued evolution and innovation in teaching and learning[3]
Changing demographics, new technologies, competition, and stakeholder expectations will continue to drive innovations—from e-advising, to evidence-based pedagogy, to free and open textbooks, to public-private partnerships—in teaching and learning.

Efficiency, stewardship of resources, responsiveness, and accountability[4,5]
Institutions of higher education must become leaner, more agile, more transparent, and more responsive to the expectations of diverse stakeholders, particularly around complex issues like access, completion, quality, and efficiency.

Communication with stakeholders about return on investment and value of higher education[6]
Given the resources of time and money invested by students and other stakeholders in higher education, institutions will need to continue to communicate the value of a college degree and the educational and economic benefits of timely college completion.

Competition and the need for differentiation and distinction[7]
Colleges and universities must develop strategies that reflect their unique missions and promote distinctive programs, services, and solutions in an increasingly crowded and competitive higher education marketplace.

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[1] http://www.aacu.org/compass/inclusive_excellence.cfm
[2] http://www.aacu.org/peerreview/pr-su10/pr-su10_Changing.cfm
[3] http://chronicle.com/article/The-Future-Is-Now-15/140479/
[4] http://www.deltacostproject.org/resources/pdf/AccountabilityforproductivityLuminaconferencepaper.pdf
[5] http://www.aacu.org/liberaleducation/le-wi12/walters.cfm
[6] http://www.educationsector.org/publications/degrees-value-evaluating-return-college-investment

[7] http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/sep-oct07strategic.pdf

<u>Community engagement as a defining value in American higher education</u>[8]
Higher education institutions must continue to strengthen their focus on community engagement, collaborations, and partnerships to add value to their communities (however defined) and prepare students for lives of engaged citizenship. Engagement and service will increasingly permeate the lives and work of students, faculty, staff, and community partners.

<u>Continued focus on translating research into practical applications</u>[9]
Universities will increasingly need to demonstrate that they are translating research findings and theoretical orientations into usable and actionable information to meet societal needs and improve quality of life.

<u>Changes in the creation, distribution, and funding of scholarly communication</u>[10]
Open access and other new tools and economic models are changing the way in which research is disseminated. Librarians, publishers, and scholars alike must seek strategies for addressing these challenges as the nature of scholarly communication is reshaped.

Process to Date and Next Steps

<u>Fall 2012</u>
≠   Executive Vice Chancellor Paydar charged by Chancellor Bantz with leading a new strategic planning process
≠   Representative Executive, Steering, and Planning Committees formed to guide the process
≠   Web site developed as venue for communication, interaction, transparency, and ongoing updates (http://strategicplan.iupui.edu/)
≠   50+ on- and off-campus stakeholder groups consulted on IUPUI's future directions
≠   Environmental scan of IUPUI peer institutions' strategic plans conducted to analyze sources of distinction/differentiation
≠   Ten strategic initiatives identified; twelve task forces formed; 250+ individuals across campus involved

<u>Spring 2013</u>
≠   Task force meetings convened to identify and craft recommendations
≠   Draft recommendations from task forces received and released to campus
≠   Three town hall meetings held to garner additional input and guide synthesis and refinement of the draft plan
≠   Updated draft of strategic plan released for review and feedback.
≠   Recommendations, related initiatives, emerging performance indicators, and *IU Principles of Excellence* aligned in tabular format

<u>Summer 2013</u>
≠   Discussions of strategic plan held with deans, vice chancellors, and other administrators
≠   Sub-groups worked on: (1) Integration; and (2) Performance Indicators/Annual Reporting Framework
≠   Deans' Retreat in August focused on change management and strategic plan next steps

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[8] http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
[9] http://trip.iupui.edu/Concrete5/articles/
[10] http://www.educause.edu/ero/article/role-subsidy-scholarly-communication

≠ Revised strategic plan draft developed to incorporate additional stakeholder input and edits for clarity and consistency

<u>Next Steps</u>
≠ Task forces re-engage with, review, and validate recommendations
≠ Further discussions held to gather input from student, faculty, staff, and community stakeholders
≠ Strategic plan released to IUPUI community at Chancellor's State of the Campus address (November)
≠ Plan released to wider public at Chancellor's Report to the Community (February)
≠ *2013-2014 IUPUI Performance Report* reorganized to align with the ten strategic initiatives
≠ Ongoing implementation, review, and improvement of *Our Commitment to Indiana and Beyond: IUPUI Strategic Plan*

IUPUI Vision, Mission, and Values Statements

The development of *Our Commitment to Indiana and Beyond: IUPUI Strategic Plan* resulted in the creation of a new institutional vision statement and a reaffirmation of our campus mission, values, and commitment to diversity.

IUPUI Vision Statement
IUPUI's vision is to be a leading urban research institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond.

IUPUI Mission Statement
Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in:
≠ Teaching and Learning
≠ Research, Scholarship, and Creative Activity
≠ Civic Engagement, Locally, Nationally, and Globally

With each of these core activities characterized by:
≠ Collaboration within and across disciplines and with the community,
≠ A commitment to ensuring diversity, and
≠ Pursuit of best practices

Statement of Values
IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.

IUPUI recognizes students as partners in learning. We value the opportunities afforded by our location in Indiana's capital city and are committed to serving the needs of our community. Our students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners who serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline.

As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all.

Diversity
IUPUI, as educators and advocates, provides student-centered services, consulting, facilities, learning experiences and programs for students, faculty, staff, alumni and the community. Guided by theoretical frameworks of student development, the university contributes to an intentionally inclusive, accessible campus community and inspires educational, personal, social and professional achievement.

IUPUI Campus Strategy

The IUPUI campus strategy focuses on three urgent priorities, each of them crucial to the success of our institution, our city, and our state: (1) *the success of our students*; (2) *advances in health and life sciences*; and (3) *contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond*. This strategy builds on our existing sources of strength, honors our prior investments, and reflects widespread stakeholder input into the planning process. Within the three priorities, ten strategic initiatives have been identified to support implementation of the campus strategy; these initiatives are aligned with, derived from, and organized around elements of the IUPUI Vision Statement:

The Success of our Students
≠ Promote Undergraduate Student Learning and Success
   IUPUI will build on its strengths to maintain and expand the intellectual, social, and community engagement of students by creating effective environments for their learning and success.

≠ Optimize our Enrollment Management
   IUPUI will create and implement a strategic enrollment management plan to expand our reach, optimize enrollments, retain students, and increase degree attainment.

≠ Increase Capacity for Graduate Education
   IUPUI will develop tomorrow's intellectual leaders and scholars through enhanced opportunities in graduate and inter-professional education.

≠ Transform Online Education
   IUPUI will become a leader in technology-enhanced learning through the use of cutting-edge tools and processes that promote access and opportunities for learners.

Advances in Health and Life Sciences
≠   Leverage our Strengths in Health and Life Sciences
       IUPUI will assert its national leadership position in health and life sciences to advance its
       capabilities and contributions in these disciplines.

Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond
≠   Accelerate Innovation and Discovery through Research
       IUPUI will translate research into practice by focusing efforts on applying innovation and
       discovery to improving the quality of life.

≠   Deepen our Commitment to Community Engagement
       IUPUI will collaborate and partner with the community to expand service learning, promote
       economic development, and provide outreach and engagement to address urban needs.

≠   Strengthen Internationalization Efforts
       IUPUI will capitalize on IU and Purdue's international reputations to forge and expand effective
       international partnerships and support the development of our students as global citizens.

≠   Promote an Inclusive Campus Climate
       IUPUI will nurture and an inclusive campus climate that seeks, values, and cultivates diversity
       in all of its forms.

≠   Develop our Faculty and Staff
       IUPUI will invest in and develop its faculty and staff so that individuals can realize their fullest
       potential to contribute to an institution focused on excellence.

Aligning *Our Commitment* Initiatives with IU's *Principles of Excellence*

Our Commitment embraces and advances IU's *Principles of Excellence*
(http://pres.iu.edu/vision/principles-of-excellence/index.shtml). By continuing to grow as a leading
urban center for education, research, health and life sciences, and community engagement, IUPUI
will further IU's development as "one of the great research universities of the twenty-first century
and… the pre-eminent institution of higher education in Indiana." Indeed, the ten initiatives set
forth in *Our Commitment* will enable IUPUI to lead by example in fulfilling the *Principles*:

An Excellent Education

All ten of IUPUI's strategic initiatives support the principle of "An Excellent Education," with
particular emphasis on student success, diversity, student life, and innovative teaching. *Our
Commitment* will strengthen our tradition of developing cutting-edge, distinctive, and frequently
interdisciplinary degree programs that meet community, state, national, and global needs, and
enable us to make unique contributions to IU's capacity to offer students "An Excellent Education."

An Excellent Faculty

IUPUI has long recognized the importance of recruiting and retaining a diverse faculty and
providing faculty members with effective professional development, support for innovative teaching

and scholarship, and facilitation of teamwork in order to fulfill our mission effectively. Strategic initiatives to develop faculty and staff, accelerate innovation and discovery through research, strengthen internationalization efforts, and promote an inclusive campus climate will support the principle of "An Excellent Faculty," as will our efforts to promote student success and advance our work in the health and life sciences.

Excellence in Research

IUPUI has developed a tradition of research focused on improving the quality of life and on translating research findings into practical applications. As Indiana's premier urban campus, IUPUI has sustained a commitment to urban research that enables not only our own city, but cities around the globe, to make evidence-based decisions. Much of this research is conducted in collaboration with community partners or with partner institutions, and our research enterprise has demonstrated steady growth over the course of our history. By accelerating innovation and discovery through research and leveraging our strengths in health and life sciences, *Our Commitment* will enable us to provide "Excellence in Research" and to continue expanding our capacity to develop new knowledge to serve society.

The International Dimension of Excellence

IUPUI's strategic initiative to strengthen internationalization efforts builds on our nationally recognized work to create distinctive approaches to campus internationalization that serve the needs of our students and city. In recent years, we have built strategic partnerships with institutions abroad, created study abroad experiences that combine international and service learning, improved the physical infrastructure for internationalization, and expanded the campus's corps of international students. As part of our new internationalization initiative, we are working with the Internationalization Laboratory of the American Council on Education, an invitational learning community, to develop a new strategic plan for comprehensive campus internationalization. Our past and current efforts and successes position us well to advance the principle of "The International Dimension of Excellence" at IU.

Excellence in the Health Sciences and Health Care

IUPUI has achieved national prominence as a center for the health and life sciences, distinguished by interdisciplinary, collaborative, and translational approaches to health and life science education and scholarship. Our strategic initiative to leverage our strengths in the health and life sciences speaks directly to the principle of "Excellence in the Health Sciences and Health Care," and will focus particularly on developing and disseminating effective models of interprofessional health education and collaborative practice.

Excellence in Engagement and Economic Development

IUPUI was established in large part to apply new knowledge to improving the quality of life and advancing economic development in our city, region, and state. Engagement has thus always been an explicit element of our vision, mission, and values; we are one of the nation's most recognized campuses for community engagement. *Our Commitment* reaffirms and re-dedicates the campus to this core component of our institutional identity. A signature initiative of *Our Commitment* is its expanded definition of community engagement and pledge to deepen our commitment to

community engagement, both locally and across the globe. All of the strategic initiatives in our plan will support the principle of "Excellence in Engagement and Economic Development."

IU's *Framework for Excellence* as Foundation for our Work

The *Framework for Excellence* provides the necessary foundation for implementing *Our Commitment*; the ten strategic initiatives cannot succeed unless each part of this foundation is strong:

Excellence in Advancement

IUPUI's recent advancement efforts have surpassed expectations and will help to provide the resources needed to undertake the initiatives set forth in *Our Commitment*. We will continue to pursue "Excellence in Advancement" by seeking expanded and enhanced volunteer, philanthropic, and other support among IUPUI alumni, faculty, staff, students, and friends locally, nationally, and internationally.

Building for Excellence

New construction has transformed the IUPUI campus over the past decade and enabled all of our academic units to come together in one physical location. But many current and future needs remain to be met. We will continue to focus on "Building for Excellence" by developing new and renovated physical facilities and infrastructure, recognizing the importance of historical stewardship, creating an environment that reflects IU's values, and meeting future needs in accord with our master plan.

The Centrality of Information

Along with the rest of IU, IUPUI takes pride in the strength of its information technology infrastructure and resources, including its library resources. As we implement *Our Commitment*, we will continue to build and draw on these resources, in collaboration with our IU partners.

Responsible Stewardship of Indiana University's Resources

Implementing *Our Commitment* will require us to continue to use public and private resources wisely, effectively, and efficiently. We must also maintain our strong tradition of analysis, assessment, evaluation, and accountability, embodied in our individual units' annual reports, the annual *IUPUI Performance Report*, annual *State of Diversity Report,* and other documents, as well as in our online Performance Indicators (http://iport.iupui.edu). The success of *Our Commitment*'s ten initiatives will be evaluated regularly, using a new set of Performance Indicators currently under development. (See Appendix A.) Finally, we must continue to provide outstanding administrative services to support the *Principles of Excellence*, our campus vision, mission, and values, and the priorities articulated in *Our Commitment,* and to communicate our accomplishments to stakeholders and others locally, nationally, and globally.

The Success of our Students:
Strategic Initiatives and Actions

Promote Undergraduate Student Learning and Success
IUPUI will build on its strengths to maintain and expand the intellectual, social, and community engagement of students by creating effective environments for their learning and success.

IUPUI has an enviable track record of success in developing innovative, distinctive undergraduate curricula and creating opportunities for students to engage in high-impact practices. Our Principles of Undergraduate Learning provide a flexible, competency-based framework for curricular and co-curricular learning, and we are nationally recognized for excellence in such areas as the first-year experience, service learning and themed learning communities. Support for undergraduate student learning and success is infused across the curriculum and co-curriculum, and outcomes are routinely assessed and tracked to help ensure ongoing improvement. Student persistence and on-time degree completion are systematically addressed through academic policies and procedures like IU-FLAGS (Fostering Learning, Achievement, and Graduation Success—an early alert system for students at risk of poor performance in a course) and Administrative Withdrawal; community-based college readiness initiatives like SPAN (Special Programs for Academic Nurturing), Upward Bound, and Project SEED (Summer Experience for the Economically Disadvantaged); and cohort- and scholarship-based support programs like the Cox Scholars program and the Twenty-First Century Scholars program. Abundant campus resources and services—including the Bepko Learning Center, the Math Assistance Center, and the University Writing Center—are dedicated to supporting student learning. In addition, IUPUI shares a model program of collaboration with Ivy Tech Community College and we have recently enhanced our support services for transfer students. Finally, councils exist to promote networking and sharing of best practices among academic advisors, career professionals, and faculty and staff engaged in retention efforts.

The research on undergraduate student success and our own experience tell us that increased engagement of students and other stakeholders with learning and campus life will be critical to supporting continued improvements in undergraduate attainment. We should thus continue to create venues and opportunities for our undergraduates, as well as our other diverse stakeholders, to establish, nurture, and sustain connections. Such connections are crucial to the vitality and quality of campus life. While IUPUI has invested extensively in campus life and co-curricular programming, interventions, and infrastructure, continued progress will require renewed efforts to develop a dynamic and engaged campus community.

Accordingly, our strategy for promoting undergraduate student learning and success calls for engaging students in proven high-impact educational practices, including more deeply integrated academic and career advising, throughout and beyond the freshman year; development of curricular and co-curricular connections through the design of our formal and informal learning spaces; creation of new opportunities to learn and apply learning in and out of class; and redefinition of "the IUPUI experience" to strengthen campus community, build on campus traditions, and promote health and wellness. We must also increase our efforts to engage and support transfer students as they make the transition to IUPUI. These approaches provide the framework for the strategic actions listed below, which aim to reduce attrition of undergraduates; increase degree completion for transfer and returning adult students; and improve graduation rates for all students, in order to fulfill IUPUI's commitment to the state of Indiana to develop a well-educated, talented, and versatile workforce.

Strategic Actions

1. Engage transfer students as early as possible before enrollment to ensure seamless transitions and credit transfer. Offer potential transfer students easily accessible transfer credit information, including access to IUPUI degree maps at their initial two-year institution, and accelerated decisions regarding undistributed transfer credit within schools.
2. Improve opportunities for credit distribution from transfer institutions, early college, dual enrollment, and military credit, as well as credit from nationally accredited institutions. Create a campus-wide structure and institute policies and procedures for awarding credit through Prior Learning Assessment (PLA), using IUPUI's electronic portfolio platform. Develop a web site that enables students to access information on how departments award PLA credits and apply them to specific courses.
3. Develop opportunities to provide students with credit based on evidence of learning from co-curricular involvement experiences. Create explicit curricular and co-curricular linkages that help students connect in-class learning with out-of-class opportunities for leadership experiences, personal development, community engagement, and application of new knowledge. Identify current strategies and gaps that exist in the process of actively engaging students, faculty and staff in curricular and co-curricular learning.
4. Support integrated academic and career planning and reflection on goals through mechanisms like the ePDP (electronic Personal Development Plan) and online modules that foster career exploration.
5. Build on the success of our first-year experience programs by creating a campus-level position to provide strategic oversight for the sophomore year. Responsibilities will include enhancing communication with second-semester freshmen, sophomores, and families to connect them with targeted programming and support; creating peer mentoring programs for second-semester freshmen and all sophomores; and developing extended (two-semester) first-year seminars.
6. Develop additional support services and programming, especially those that support campus engagement, for underrepresented student groups (first-generation and minority students, international students, students with disabilities, and adult degree completers). Include in these services focused campus programs, an Indianapolis host family program, and American Disabilities Act (ADA) education and training.
7. Reduce dependence on developmental education by matching support services to the needs of learners. These support services may include technology-assisted learning and summer programming to reduce the need for developmental courses in mathematics and writing. Offer supplemental instruction as co-requisite to credit-bearing mathematics courses as an alternative to developmental mathematics.
8. Create a leadership position to provide strategic oversight for expanding student participation in high-impact educational practices through the RISE (Research, International experience, Service learning, Experiential learning) Initiative, with emphasis on involving underrepresented students in experiences that combine multiple high-impact practices.
9. Intervene when high variability in DFW rates (rates at which students earn grades of D or F or Withdraw from a course) is noted across sections of the same gateway course
10. Build a distinctive campus identity and a stronger campus community to engage faculty, staff, and alumni by using space, visual elements, and events creatively to enhance campus pride and develop campus traditions. Educate all students, faculty, and staff about IUPUI's history and traditions at the outset of their IUPUI experience. Incorporate the use of the Jaguar as a unifying

symbol, and integrate it, along with campus colors and themes, into the design of buildings, classrooms, lounges, signage, and outdoor spaces.

11. Identify and create a wide variety of new formal and informal learning spaces to accommodate diverse learning styles and increase student engagement. Establish a plan to revitalize current facilities and build new facilities to become more multifunctional, ADA-compliant, and commuter- and family-friendly. Develop an outdoor space engagement plan. Build new facilities that serve as learning laboratories and support enhanced connections with the Indianapolis community.

12. Regain national recognition and exposure for IUPUI athletics and performing arts.

13. Review and re-imagine the campus infrastructure to ensure that processes, policies, and organizational units are coordinated to provide a more engaging campus life experience. For example, develop a 24/7 business model to better serve students. Increase the capacity of on-campus housing to meet the recommended General Assembly standard of 10 percent of the total student population. Develop on-campus childcare options for students.

14. Build a state-of-the-art health and wellness facility that offers resources for all students, faculty, and staff, advances IUPUI's health and life sciences mission, and serves as an exemplar of excellence in health science education for the entire state.

Increase Capacity for Graduate Education

IUPUI will develop tomorrow's intellectual leaders and scholars through enhanced opportunities in graduate and inter-professional education.

From its earliest beginnings, IUPUI has been one of Indiana's principal sites for post-baccalaureate professional education, particularly in health-related fields. We provide our state with more than 80 percent of its dentists, more than 50 percent of its physicians, and large percentages of the work force holding post-baccalaureate degrees in other professions, including nursing, social work, law, engineering and technology, and education. Recent years have seen an increase of post-graduate professional degrees at IUPUI to meet the needs of our city, state, and nation. For example, the School of Medicine has expanded the size of its student body to alleviate projected physician shortages and we have launched the Richard M. Fairbanks School of Public Health to address critical issues like obesity, diabetes, and heart disease.

The state and nation also need growing numbers of professionals with doctoral preparation to innovate, develop new knowledge, and translate research into practice, and IUPUI has responded in recent years by developing a variety of new Ph.D. programs. These programs have enhanced the campus's intellectual vitality and enabled new forms of civic engagement, a defining value of our institution. Many of them draw on our strengths in the health sciences and in interdisciplinary and translational research. For example, Ph.D. programs in Health Informatics and Biomedical Engineering are helping to develop Indianapolis and Central Indiana as a hub for the health sciences industry. Ph.D. degrees in Epidemiology and in Health Policy and Management, within the Fairbanks School of Public Health, prepare scientific leaders to work in academic, governmental, nonprofit, and industry settings. Beyond the health and life sciences fields, our interdisciplinary Ph.D. in Philanthropic Studies, the only program of its kind in the world, prepares innovative researchers and leaders for careers in philanthropy, higher education, and nonprofit organizations.

In 2011, the IUPUI faculty adopted the Principles of Graduate and Professional Learning (PGPLs), which provide a broad academic framework for our graduate programs. The PGPLs describe

general expectations for learning outcomes of post-baccalaureate programs, differentiating between master's and doctoral programs and between research-focused and professional degrees. In all cases, students are expected to acquire a knowledge base that will prepare them for additional study or for advanced practice in their fields. Now we are poised to develop a larger strategic vision for graduate education, to assess how graduate education contributes to a new vision and goals for IUPUI, and to create strategies that will ensure the health of graduate education on our campus far into the future. The strategic actions outlined below will enable us to develop more autonomous Ph.D. programs and expand our capacity for Ph.D.-level education; create unique interdisciplinary graduate programs that build on campus strengths; and develop new professional master's degree programs.

Strategic Actions

1. As a first step in moving toward more autonomous Ph.D. programs at IUPUI, gain site approval for Ph.D. degrees in the School of Science, beginning with Biology and Chemistry.
2. Over the next seven years, expand capacity for Ph.D. education by doubling enrollments and degree conferrals in Ph.D. programs; increasing the number of research faculty and research publications by 50 percent; increasing research support that includes funding for graduate students by 30 percent.
3. Develop unique interdisciplinary Ph.D. degrees and Ph.D. degrees, including a degree program linked to the "big and bold" research project proposed by the task force on accelerating innovation and discovery and a program linked to an active IUPUI research center.
4. Aggressively develop professional master's degrees by creating a committee to oversee the development of these degrees and by launching at least one new professional master's degree program each year for the next three years or until local needs are met.
5. In partnership with businesses and other organizations in the state, offer degrees that are malleable and intentionally translational, such as the MBA cohort program in the Business of Medicine in the Kelley School of Business or the partnership between Eli Lilly and the School of Science currently under development. Develop cohort degree plans for existing degrees in at least three schools.

Transform Online Education
IUPUI will become a leader in technology-enhanced learning through the use of cutting-edge tools and processes that promote access and opportunities for learners.

Higher education institutions have only begun to explore the potential of online environments to expand educational access and improve student learning and achievement. IUPUI thus has the opportunity to forge its own distinctive pathway through this largely uncharted territory and to provide leadership within the larger IU Online enterprise. Over the next several years, the IUPUI faculty will apply its creativity to developing new and innovative online opportunities, options, and initiatives to benefit our students. These opportunities will include not only formal courses and programs, but also innovative cross-curricular learning experiences like modules, tutorials, educational gaming, and immersive environments to supplement formal coursework, engage students, and enhance learning.

Within this context, our efforts to transform online education will aim to increase the number of IUPUI and IU degree programs offered in hybrid or entirely online formats; support the scalability

and sustainability of the IU Online initiative at IUPUI; and develop an infrastructure that brings together IUPUI's online learning efforts in one easily accessible location.

Strategic Actions

1. To catalyze and support transformation of online education, establish a centralized resource to help faculty design, develop, and evaluate innovative and effective teaching/learning technology-enabled strategies (including Technology-Enabled Learning Experiences, Massive Open Online Courses, Educational Games, and so on), and to strategically coordinate and align IUPUI's online efforts.
2. Champion the IU Online initiative at IUPUI by creating, implementing, and improving courses, certificates, and degree programs that meet market needs, facilitate degree completion, and position IUPUI and IU as a leading provider of high-quality online education.
3. Appoint a taskforce to survey the national landscape to identify existing Technology-Enabled Learning Experiences (TELEs), Massive Open Online Courses (MOOCs), Educational Games (EGs), and additional innovative strategies from other institutions that can serve as foundations for IUPUI-crafted teaching and learning offerings.
4. As an initial step toward the "Super Platform," dramatically redesign the current web-based guide to online courses, establish a video service to begin populating an IUPUI/IU Tube channel, and incorporate a series of small TELEs.
5. Empower students (the "digital natives") to be our partners by actively soliciting student ideas for online courses or strategies, practical services such as enrollment, matching of students with peer mentors, and so on.
6. Identify and develop at least one classroom or learning space in each academic unit as a "state-of-the-art" location with all appropriate technologies in order to facilitate hybrid digital-physical learning.
7. Augment existing faculty development opportunities by adding a workshop in which faculty from various disciplines explain and expand the fundamental concept of the TELE.
8. Sponsor an annual prize for faculty/departments/schools that develop the most innovative TELEs, including TELEs that best address campus goals or "Grand Challenge Projects" that address large-scale themes or problems.
9. Promote and expand the use of Peer-Led Team Learning (PLTL), including its adaptation and adoption through Cyber Peer-Led Team Learning (cPLTL).
10. Create employment and support mechanisms for online student assistants/peer facilitators in online courses and programs.

Optimize our Enrollment Management
IUPUI will create and implement a strategic enrollment management plan to expand our reach, optimize enrollments, retain students, and increase degree attainment.

Strategic and managed enrollment growth is an institution-wide responsibility that is critical to IUPUI's future viability and to the effectiveness of all of the above recommendations for enhancing student learning and achievement. Our student body and its success are increasingly the attributes that define us in the eyes of the public, as well as the government. In addition, enrollments are assuming growing importance as a funding source; in 2011-2012, enrollments provided 52 percent of our total education and general revenue stream, up from 41 percent in 2005-2006. Given decreased state appropriations, reduced availability of external research funds, and the probability of limited tuition increases and additional cuts in other revenue streams, this trend is likely to

continue. Moreover, we have more control over enrollments than we do over other sources of income.

Concurrently with this strategic planning initiative, IUPUI is constructing a strategic, proactive, data-driven enrollment plan that responds to both historical trend data and indicators of future demographic and market trends. Through collaboration among academic and administrative units, the plan offers a means for deploying enrollment management resources effectively and efficiently to support our enrollment goals, and ensure long-term enrollment success and institutional fiscal health. At the same time, it recognizes changes in our environment and in the fundamental role that IUPUI plays and will play within IU, the state, and the nation.

The strategic actions listed below focus on implementing long-term coordinated enrollment planning; providing realistic and specific goals for student recruitment and student success, as measured by increases in retention and graduation; and improving enrollment efficiency to meet budget needs through the wise allocation of space, time, and teaching capacity.

Strategic Actions

1. Implement a strategic, proactive enrollment management plan to expand enrollment of undergraduate, graduate, and professional students at the Indianapolis campus and increase the number of degrees awarded at the baccalaureate and graduate/professional levels.
2. Shorten the length of time needed to complete an undergraduate degree.
3. Establish a Division of Enrollment Management led by a senior-level administrator charged with implementing the campus's enrollment planning and management activities.
4. Implement recruitment and retention strategies and ensure that the campus policies, processes, and data infrastructure necessary for accomplishing goals are in place.

Advances in Health and Life Sciences:
Strategic Initiatives and Actions

Leverage our Strengths in Health and Life Sciences
IUPUI will assert its national leadership position in health and life sciences to advance its capabilities and contributions in these disciplines.

The recommendations for advancing this initiative seek to elevate IU's status as a leader in developing models of interprofessional health education and collaborative practice; prepare health care providers to influence and lead the health care system; and promote excellence in curriculum development and integration, faculty development and leadership training, and outcomes evaluation and scholarship.

[More information forthcoming from stakeholder conversations with representatives of BioCrossroads, the Center for Interprofessional Health Education and Practice, and others]

Strategic Actions

1. Become a national model for population health, healthcare delivery, and public-private healthcare partnerships.
2. Develop and selectively invest in specific health subfields within such areas as cancer, neuroscience, and cardiovascular health.
3. Improve the organization, integration, and alignment of IUPUI's healthcare education infrastructure to achieve the common goals of our various healthcare programs.
4. Educate community members on health and wellness to improve Indiana's health status and reduce vulnerability to disease. Promote early interventions that target quality-of-life (prevention, physical activities, decreased tobacco use, alternatives to violence, and so on).
5. Encourage student, faculty, staff, and visitor wellness at IUPUI by making the "healthy option" the default option, whenever possible.
6. Model sustainability by focusing holistically on the social, environmental, and economic vitality of citizens and communities.
7. Create and scale up the Center for Interprofessional Health Education and Practice with a goal of achieving sustainability through internal and external funding.
8. Engage students and faculty from the various health and life sciences schools in collaborating in classroom and clinical settings to deliver higher quality, comprehensive patient care.
9. Implement, integrate, and evaluate interprofessional health education programs and exemplary practices sites and translate outcomes into collaborative practice models in order to improve patient outcomes, quality, and cost effectiveness.
10. Promote excellence in three key areas of interprofessional heath education and practice: curriculum development and integration; faculty development and leadership training; and outcomes evaluation and scholarship.

Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond:
Strategic Initiatives and Actions

Accelerate Innovation and Discovery through Research and Creative Activity
IUPUI will translate research into practice by focusing efforts on applying innovation and discovery to improving the quality of life.

IUPUI is known for the cutting-edge research its faculty, research scientists, and students undertake, and the ability of our researchers to translate research into practical applications for the betterment of society. The academic diversity of the campus promotes a rich environment where inter- and multi-disciplinary innovations and discoveries are forged. Our strengths in health and life sciences and STEM, as well as in other professional disciplines, the arts and humanities, and the social sciences position us to pursue initiatives with direct application to improving the quality of life in our community and beyond. And our inclusive approach to valuing and promoting an array of research, scholarship, and creative activity—in disciplinary research, the scholarship of teaching and learning, and community-engaged research, for example—further augments the ability of our researchers and scholars to make significant impacts locally, nationally, and globally.

The recommendations for supporting this initiative draw on the unique capabilities and strengths of our campus and academic units, with emphasis on developing robust research plans that capitalize on the strengths of our academic units; investing in "big and bold" research projects addressing quality of life issues of national and international importance that we are well positioned to influence; and creating a "collaboratory" and clearinghouse to permit rapid, one-stop responsiveness to research requests and opportunities.

Strategic Actions

1. Invest in a "Big and Bold" research project that addresses critical national and international quality-of-life issues by establishing a transdisciplinary, long-term, longitudinal study in collaboration with Indianapolis communities and citizens.
2. To improve recognition of IUPUI as a potential research collaborator for industry, government, nonprofit, and academic partner institutions, create a "collaboratory"—a virtual and personal clearinghouse for the entire IUPUI campus to respond quickly and easily to research requests and opportunities.
3. Revise promotion and tenure guidelines to align faculty rewards with campus goals and improve faculty retention; develop rewards and incentives for faculty to participate in entrepreneurial and translational work, creative work, team scholarship, and public scholarship; and enhance promotion and tenure committees' understanding of ways to evaluate nontraditional forms of publication, creative work, and scholarship.
4. Develop nationally recognized cross-disciplinary graduate programs in critical areas to help expand campus capacity for graduate education.
5. Expand and integrate research experiences for undergraduates across all disciplines at IUPUI and develop new programs that foster opportunities for undergraduates to engage in interdisciplinary research and training.
6. Explore new incentives to support research/scholarly productivity among all faculty, including reviewing policies related to indirect cost recovery for designated research centers.

7. Encourage wider access to findings from research at IUPUI by offering researchers support for easy, inexpensive open distribution of results, and by working with librarians, publishers, and other partners to embrace and leverage new forms of scholarly communication to widely disseminate research findings.

Deepen our Commitment to Community Engagement
IUPUI will collaborate and partner with the community to expand service learning, promote economic development, and provide outreach and engagement to address urban needs.

Commitment to community engagement is a defining attribute of IUPUI, a vital component of our vision, mission, and values, and a tradition dating to the campus's very beginning. The dedicated efforts of our students, faculty, and staff to improve life in Indianapolis, Central Indiana, and beyond have earned us national recognition and numerous awards. At the same time, our civic and community engagement work is diffuse, involving multiple centers, schools, and faculty initiatives. The following recommendations seek to expand our capacity for effective community engagement by developing an innovative and inclusive engagement agenda aimed at increasing the impact of our engagement; coordinating engagement activities more comprehensively, systematically, and strategically; evaluating, recognizing, and rewarding contributions to community engagement; and seeking external validation and recognition for community engagement activities at IUPUI.

Strategic Actions

1. Develop a "big and bold" plan for community engagement, in partnership with the community, that embraces democratic principles of reciprocity, including working "in and with," rather than "to and for," various communities.
2. Develop an operational model of community engagement that resolves tensions among different definitions of engagement and incorporates nontraditional forms of campus-community engagement like clinical outreach, commercialization and technology transfer, translational research, and others.
3. Build a nationally distinctive contemporary model for community engagement that includes more effective strategies for coordinating, advocating for, and leading community engagement in IUPUI's decentralized environment.
4. Ensure an appropriate infrastructure is in place to support community engagement at IUPUI, including leadership, coordination and mapping of community engagement activities, and effective communication with on- and off-campus stakeholders involved in community engagement.
5. Working with community stakeholders, develop a robust information system to measure the collective impact of community engagement outcomes, an effective economic model for community engagement, and accurate, transparent performance indicators that can be regularly communicated to stakeholders.
6. Re-envision and re-articulate the roles of students, staff, and faculty members in a contemporary, engaged urban institution. Define community engagement work as distinct from service, so that it can be explicitly captured and reflected in Faculty Annual Reports, promotion and tenure guidelines, staff reward mechanisms/performance appraisals, and student RISE experiences.
7. Encourage and support involvement of all students, faculty and staff in community engagement efforts and effectively promote, recognize, and reward community activities and accomplishments.

8. Articulate learning outcomes for students to prepare them for lives as active citizens in their communities and professions.
9. Maintain and expand external recognition of community engagement initiatives at IUPUI (e.g., via the Carnegie Foundation's Community Engagement Classification).
10. Create a senior-level role with broad responsibility for community engagement at IUPUI to better coordinate, align, and promote the various components of community engagement.

Strengthen Internationalization Efforts
IUPUI will capitalize on IU and Purdue's international reputations to forge and expand effective international partnerships and support the development of our students as global citizens.

Over the past 15 years, IUPUI has invested considerable effort in internationalization initiatives, focusing especially on developing strategic partnerships with higher education institutions abroad, bringing more international students to the IUPUI campus, increasing study abroad opportunities, internationalizing curricula across academic programs, and providing co-curricular international opportunities for our students. With leadership from the campus's Office of International Affairs (OIA), these efforts have borne fruit: since 1999-2000, for example, the number of international students studying at IUPUI has more than tripled, from 606 in Fall 1999 to 1,837—more than six percent of all IUPUI students—in Fall 2013. Study abroad opportunities have multiplied, particularly shorter-term programs that fit the needs of the majority of our students for whom full-semester or full-year trips are impractical; students studying abroad now number approximately 400 each academic year, up from 151 in 1999-2000. On-campus internationalization efforts have also gained momentum with the development of a state-of-the-art international videoconferencing facility for interactive teaching and learning with faculty and students overseas.

Much remains to be accomplished, however, and OIA is currently working with the Office of Academic Affairs, all campus academic and service units, and its community Advisory Board on an IUPUI Internationalization Plan to be implemented in 2014-2020. Assisting us with this initiative is the Internationalization Laboratory, an invitational learning community of the American Council on Education (ACE) that assists participating colleges and universities in achieving comprehensive internationalization. As part of the planning process, and in collaboration with ACE, we are reviewing the array of our international activities, articulating student learning outcomes for international learning, and developing approaches to assessing progress towards those outcomes, all with an eye to extending, broadening, and deepening internationalization at IUPUI. Our aim is to transform ourselves into a global campus by 2020.

The strategic actions below will help us to achieve our goals by focusing on providing internationalization opportunities for all IUPUI students, faculty, and staff; developing IUPUI as an international and intercultural hub to help make Indianapolis more welcoming and attractive to international students and other visitors; and implementing the Internationalization Plan emerging from our collaboration with the ACE Internationalization Laboratory.

Strategic Actions

1. Complete an IUPUI Internationalization Plan through the ACE Internationalization Laboratory Process by mid-2014. Include concrete goals, objectives, and action steps to transform IUPUI into a global campus by 2020. Ask schools at IUPUI to develop their own internationalization plans and to report annually on internationalization activities and outcomes.

2. Expand the number of study abroad, international service learning, and international internship opportunities for IUPUI undergraduate and graduate students, focusing on IUPUI's strategic international partnerships and on the countries and universities identified in Indiana University's International Strategic Plan. Endowments will be sought to help support and sustain these programs.

3. Promote international opportunities for faculty and staff through exchanges, research, and service activities, focusing on IUPUI's strategic international partnerships and on the countries and universities identified in Indiana University's International Strategic Plan. Endowments will be sought to help support and sustain these programs as well.

4. Develop curricula and co-curricular activities that make it possible for any IUPUI undergraduate or graduate student to have at least one meaningful international experience during his or her IUPUI career.

5. Increase the recruitment, retention, and graduation of international undergraduate and graduate students.

6. Continually improve our existing strategic international partnerships in China, Central America, and Africa, build on our history of engagement with Southeast Asia, and develop one or more new strategic international partnerships by 2020.

7. Lead the effort to make Indianapolis and Central Indiana even more welcoming and attractive to international students, faculty, staff, and visitors by expanding facilities, including an International House, and support services; and working with organizations, businesses, and governments to enhance the experiences and integration of students as well as visitors and new arrivals to the region. Endowments will be sought to help support and sustain these efforts.

8. To support efforts to make IUPUI an inter-cultural hub, create new and strengthen existing partnerships with Indiana businesses and community organizations that have developed international activities and relationships. Aim to transform IUPUI and Indianapolis into a global campus and a global city working together and with the rest of the world.

Promote an Inclusive Campus Climate
IUPUI will foster and promote an inclusive campus climate that seeks, values, and cultivates diversity in all of its forms.

As Indiana's premier urban public higher education institution, IUPUI seeks, values, and cultivates diversity in all of its forms, and strives to provide an environment where every individual feels welcomed, valued, and supported to achieve his or her fullest potential. Our commitment to fostering and sustaining an inclusive campus climate for all students, faculty, and staff members begins with IUPUI's leaders and permeates the entire campus. We have a strong track record of serving an array of students—high-ability, first-generation, veteran, returning adult, historically underrepresented, to name a few—and our success in effectively educating these diverse learners depends, to a great extent, on ensuring a similarly diverse faculty and staff and a student body that reflects the communities we serve. We must also develop and expand curricular and co-curricular activities that foster inclusiveness, and ensure that our structures, policies, processes, and programs enable diverse people and perspectives to thrive.

Our recommendations for supporting this initiative aim to enhance the diversity of students, faculty, and staff at IUPUI by creating pathways for success; foster and sustain excellence in diversity by ensuring that all members of the campus and community develop cross-cultural knowledge and cultural competence; and holding all units accountable to the Chancellor for developing, implementing, and achieving a diversity plan.

<u>Strategic Actions</u>

1. Hold each unit accountable to the Chancellor for developing, implementing, and achieving a plan to establish a diverse, equitable, and inclusive environment, in collaboration with the Vice Chancellor for Diversity, Equity, and Inclusion, the Director of the Office of Equal Opportunity, and the Director of the Office for Women.
2. Create a centralized data management position within the office of DEI dedicated to supporting all units in collecting, coordinating, and analyzing diversity-related data and to systematically measuring IUPUI's performance against the performance indicators established for this initiative, in coordination with IMIR.
3. Increase IUPUI's commitment to cultural competence and social justice literacy by educating and learning from campus and community stakeholders; and by developing, implementing, and institutionalizing initiatives that support ongoing improvement of faculty and staff members' cultural literacy.
4. Require all students to engage in high-impact curricular and co-curricular experiences designed to enhance cross-cultural knowledge, understanding, attitudes, and skills as well as awareness of social justice issues and civic responsibility.
5. Enhance the diversity of IUPUI students, faculty, and staff by identifying and removing barriers to access and advancement for specific populations.
6. Become the premier institution for service members seeking an education in Indiana.
7. Increase IUPUI's commitment to a family-friendly environment to ensure that faculty, staff, and students are able to focus on their IUPUI obligations and commitments.
8. Develop, expand, and provide additional institutional funding for the recruitment and retention of historically underrepresented faculty, staff, and students.
9. Work with community partners to create and expand pipeline programs from elementary through graduate education in order to recruit and retain historically underrepresented student and faculty leaders for IUPUI and other institutions.
10. In order to institutionalize excellence in diversity, equity and inclusion, create an Institute for Excellence in Diversity, Equity, and Inclusion that supports research, practice, and teaching focused on cultural diversity and social justice.

Develop Faculty and Staff
IUPUI will invest in and develop its faculty and staff so that individuals can realize their fullest potential to contribute to an institution focused on excellence.

Faculty and librarians are the lifeblood of any higher education institution. IUPUI faculty members are deeply engaged in all areas of our institutional mission, including teaching and learning, research and creative activity, and community engagement. Increasingly, the nature of faculty and librarian work is being reshaped by inter- and multi-disciplinary approaches; technology that redefines when, where, and how work is performed; and a need to frequently enhance and update knowledge, skills, and perspectives to keep pace with new disciplinary and interdisciplinary knowledge, changing student demographics, technology, external stakeholder expectations, and broader societal needs. Thus, IUPUI should regularly revisit its policies, approaches, and resources related to faculty and librarians to ensure that the campus is well-positioned to attract, develop, retain, support, reward, and advance the wide range of faculty and librarian talent.

Similarly, IUPUI's dedicated staff is among its chief assets and strengths. As we embark upon a new vision and strategic plan, we must invest in and develop our staff in order for individuals to realize their fullest potential, contribute to institutional excellence, and succeed in a rapidly changing higher education environment. Just as we do in the case of faculty, we must regularly revisit our policies, approaches, and resources related to staff to ensure that the campus is well-positioned to attract, develop, retain, support, reward, and advance our staff talent.

Our approach to developing our faculty, librarians, and staff must reflect the campus's uniqueness: the complexity of our structure as well as the span of disciplines and degrees represented here; our focus on team and translational science; and our dynamic nature as an urban health science campus with a diverse student population. Our recommendations for supporting this initiative focus on positioning IUPUI as an "employer of choice" for staff and faculty through improved workplace culture and communication, meaningful work, and flexible and attractive benefits packages; providing more robust development opportunities for both faculty and staff, including programming, mentoring, and other tools and resources for career success; and strengthening performance management and promotion/tenure approaches to reflect the dynamic and varying nature of faculty and staff roles and responsibilities.

Strategic Actions

1. Ensure that IUPUI is an employer of choice for faculty and staff (including part-time and associate faculty and staff) by regularly recognizing each individual's value to the institution and by systematically evaluating and rewarding all employees' work and contributions.
2. Capitalize on IUPUI's focus on the health sciences to promote and value work-life balance in the lives of faculty, staff, and students. Initiatives might include developing a state-of-the-art campus fitness/wellness center, supporting employer-sponsored health clinics, providing resources for health/wellness programs, and promoting a physically active campus.
3. Align promotion and tenure guidelines to a new and dynamic definition of faculty work that recognizes the changing nature of teaching, research, and service, and acknowledges the multi-faceted and changing roles faculty play.
4. Align performance management and career advancement guidelines and practices with the challenges and demands of work that is constantly evolving.
5. Increase opportunities for faculty and staff professional and career development through mentoring, support, and continuing education (e.g., mini teaching sabbaticals).
6. Create flexible and competitive benefit and support packages that are adaptable to individual needs (e.g., dependent care support, long-term care insurance, short-term disability insurance), that provide equitable benefit dollars for all employees according to employment status, that include flexible work options, and that recognize changing definitions of family.
7. Encourage faculty and staff involvement in solving problems for Indianapolis by promoting partnerships with communities and corporations, surrounding cities, and the state, and by rewarding faculty and staff for civic engagement that has an impact on the local and regional communities.
8. Engage faculty in leadership roles in the areas of accountability for student learning and economic and workforce development.
9. Engage members of the IUPUI Senior Academy more fully in addressing campus strategic priorities and mentoring faculty, staff, and students.

10. Establish a tradition of communication among staff, administration, and faculty to encourage open dialogue among all members of the campus community; to educate members of the campus community about campus, division, and school policies, practices, and procedures; to foster staff and faculty advocacy and communication with campus administration; and to ensure a welcoming, safe, diverse, and inclusive environment across the campus.

11. Take advantage of faculty expertise on organizational improvement to identify areas where improvement is needed and to develop appropriate programs and solutions.

Appendix A

Emerging and Representative Performance Indicators

Performance indicators are relevant, direct, indirect, quantitative, and qualitative measures that individually and collectively reflect evidence of progress on a particular strategic initiative. IUPUI is committed to transparency in reporting and improving its effectiveness, and future editions of the annual *IUPUI Performance Report* will be organized around the ten strategic initiatives that comprise IUPUI's strategic plan. Presented herein are emerging and representative performance indicators that have been identified to date for each strategic initiative. These draft indicators will be further refined and prioritized during the implementation of the strategic plan.

The Success of our Students

Promote Undergraduate Student Learning and Success

- ≠ Length of time to undergraduate degree/reduced time-to-degree completion
- ≠ Increase in retention
- ≠ Number of degrees awarded
- ≠ Increased yield of transfer student applications
- ≠ Increased transfer student enrollment
- ≠ Increased transfer student graduation rates
- ≠ Successful entry of new graduates into career or graduate program of choice
- ≠ Reduced DFW rates in undergraduate courses and less variability across class sections
- ≠ Accelerated entry into degree programs
- ≠ Decrease in number and percent of undistributed credits
- ≠ Decrease in number of credits taken at IUPUI to complete degree
- ≠ Decrease in time to complete credit analysis
- ≠ Number of students requesting Prior Learning Assessment (PLA)
- ≠ Number of PLA credits earned
- ≠ Time to degree for students with PLA credit
- ≠ Student satisfaction with PLA process
- ≠ Graduation rate for students with PLA credit
- ≠ Participation in internships
- ≠ Increased recruitment and retention of international students.
- ≠ Increased social engagement of international students
- ≠ Reduced debt burden of undergraduates
- ≠ Reduced enrollment in noncredit remedial education courses
- ≠ Reduced DFW rates in credit-bearing math and writing.
- ≠ Number of students enrolled in degree completion package programs
- ≠ Student satisfaction with programs
- ≠ Graduation rate for students in programs
- ≠ Increased participation in internships
- ≠ Increased rates of post-internship hiring
- ≠ Number of students accessing services and participating in programming, web site utilization
- ≠ Increased recruitment, retention, and satisfaction of students with disabilities

≠ Improved satisfaction of IUPUI alumni

Optimize our Enrollment Management

≠ Number of undergraduate, graduate, and professional students
≠ Number of degrees awarded
≠ Yield ratios (applicants/admits/enrolled)
≠ Return-on-investment of enrollment management expenditures (e.g., scholarships)
≠ Stakeholder satisfaction with enrollment management activities

Increase Capacity for Graduate Education

≠ Number of Ph.D. programs offered at IUPUI
≠ Number of Ph.D. students enrolled
≠ Number of degrees awarded
≠ Amount and type of support provided to graduate students
≠ Number of professional master's programs
≠ Number of graduate certificates offered and awarded
≠ Number of sponsored or cohort-based programs
≠ External rankings of programs

Transform Online Education

≠ Number of online courses and degree programs offered
≠ Number of credit hours generated from online offerings
≠ Number of students served by online offerings
≠ Student learning outcomes and satisfaction with online interventions
≠ Sources of student enrollment in online courses and programs
≠ Number of departments and faculty participating in online courses/programs
≠ Scholarly output related to online learning
≠ Type and nature of external recognition for online efforts

Advances in Health and Life Sciences

Leverage our Strengths in Health and Life Sciences

≠ Performance indicators to be developed in Fall 2013

Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond

Accelerate Innovation and Discovery through Research

≠ Number of proposals and awards
≠ Total research expenditures
≠ Total awards
≠ Sources of awards

- ≠ Community collaboration surrounding:
  - o Number of proposals and awards
  - o Total research expenditures
  - o Total awards
  - o Sources of awards
- ≠ Extent of faculty participation in research collaboratory
- ≠ Number, nature, and funding of undergraduate research efforts
- ≠ Patent applications, disclosures, and commercialization/technology transfer
- ≠ Continued tenure, promotion, reward, and recognition opportunities for innovation and discovery activities
- ≠ Open access to the data and articles that result from research conducted on the campus

Deepen our Commitment to Community Engagement

- ≠ Community conversations convened
- ≠ Outcomes and measurements for each element of community engagement model
- ≠ Widespread buy-in and support across campus and in the community
- ≠ Internal and external resources dedicated to community engagement
- ≠ Carnegie re-classification achieved
- ≠ Increase in scholarly output on community engagement
- ≠ Social return on investment
- ≠ Ratification of success by stakeholders
- ≠ Criteria collaboratively developed for community engagement projects
- ≠ Faculty Annual Reports
- ≠ Staff performance appraisals
- ≠ Internal/external awards
- ≠ RISE experiences assessed in partnership with community stakeholders
- ≠ PULs mapped to community engagement

Strengthen Internationalization Efforts

- ≠ Annual increase in the number of faculty and staff at IUPUI participating in one or more international experiences
- ≠ Increase in number of international events and activities held at IUPUI or sponsored by IUPUI
- ≠ Increase in attendance by IUPUI faculty, staff, and students, and community members in IUPUI international events
- ≠ Local media attention to the "GlobalIndy" report
- ≠ Increase in IUPUI participation (faculty, staff, students) in events and exchanges with Indianapolis sister cities and with countries that have honorary consuls in Indianapolis
- ≠ Increase in community participation in IUPUI Strategic International Partnerships
- ≠ Increase in IUPUI students' community engagement (service learning, internships, etc.) that have an international focus or dimension
- ≠ Increase in Indiana international economic development activities that include an IUPUI partnership in the form of research and/or engagement
- ≠ Increase in the number of successfully recruited and retained international students, faculty, and staff
- ≠ Annual increase in number of international visitors to IUPUI and Indianapolis

- Completion of draft comprehensive plan by end of 2013; site visit in Spring 2014 semester; and revisions to and completion of the comprehensive plan by May 2014
- Number of international students enrolled
- Source and diversity of countries represented
- Number of students with international experiences
- Number of curricular and co-curricular opportunities created/available
- Number of faculty and staff involved in international experiences
- Number and nature of international-oriented events (in particular, in partnership with city and state)
- Number and nature of international articulation and related agreements
- Type and scope of external funds received to support international activities
- International student satisfaction
- Utilization of short-term housing by international visitors

Promote a Healthy, Sustainable, and Inclusive Campus Climate

- Evidence of enhanced diversity
- Number, nature of appointments, and demographic profile of faculty and staff
- Evidence of community and intercultural collaboration
- Health profile of IUPUI students and employees
- External recognition of campus sustainability efforts

Develop Faculty and Staff

- Improved retention of faculty and staff; balance of faculty/staff trade
- Administrative support for Staff Council
- Opportunities for staff input into decisions affecting IUPUI
- Campus decisions, including context and reasoning, quickly and effectively communicated to staff
- Increase in opportunities for staff recognition
- Verification that all employees have been given some type of performance review
- Consistent and timely performance management/feedback
- Mentoring and coaching availability, utilization, and impact
- Opportunities for merit raises provided
- General and job-specific training available and provided
- Appointment of staff person to manage staff career plans and to conduct career counseling
- Increased discount and approval for payroll deduction
- Number of supervisors trained in managing employees with flexible schedules
- Number of campus units on campus that have processes in place to evaluate flexible schedule requests
- Number of staff on flexible schedules given regular reviews to identify issues
- External recognition of workplace practices for faculty and staff (e.g., Employer of Choice award)
- Development of a revised policy document describing types of staff work
- Faculty tenured/promoted based on nontraditional activities

- ≠ Use of outside academic experts to evaluate non-published activities (nontraditional scholarly outputs)
- ≠ Type, nature, and impact of recognition and development for associate faculty
- ≠ Type, nature, and impact of professional development for faculty and staff
- ≠ Faculty satisfaction
- ≠ Availability of high-quality health, wellness, and work-life programs, participation, and interventions
- ≠ Type, nature, extent, and impact of partnerships
- ≠ Type, nature, extent, and impact of engagement
- ≠ Evidence of facility upgrades
- ≠ Increased engagement of the Senior Academy
- ≠ Increased staff and faculty enrollment in courses

Appendix G. Global Cities Initiative: A Joint Project of Brookings and JPMorgan Chase

Brookings Institute/JPMorgan Chase
Global Cities Exchange Program Briefing

The Global Cities Exchange will establish and guide a network of public and private sector practitioners in both U.S. and international cities in the development and implementation of actionable strategies that enhance global trade and commerce and strengthen their regional economies.

Exchange aims to achieve four primary goals: 1) Help U.S. metros and their global counterparts become more globally fluent and increase global commerce; 2) Provide the structure and opportunity for 28 U.S. metros to create and adopt global engagement strategies, mainstream those strategies into their economic development efforts; 3) Catalyze metropolitan action by helping leaders to create more purposeful trade and investment strategies—with greater exports and foreign direct investment at the core, but also smarter alignment of related assets (e.g., logistics, advanced industries,); and 4) Integrate the actions of state and national governments, and private and civic sector partners to fully maximize the success of metropolitan-level trade and investment strategies, helping local leaders to become agents of change at the state and national levels.

Indianapolis is one of eight inaugural Exchange metro areas that will design and implement a regional export plan in 2014 (followed by another three years of collaboration on development of a global trade plan that is metro-specific). The articles below have more detail, with more in the first.
- •	http://www.insideindianabusiness.com/newsitem.asp?ID=62469
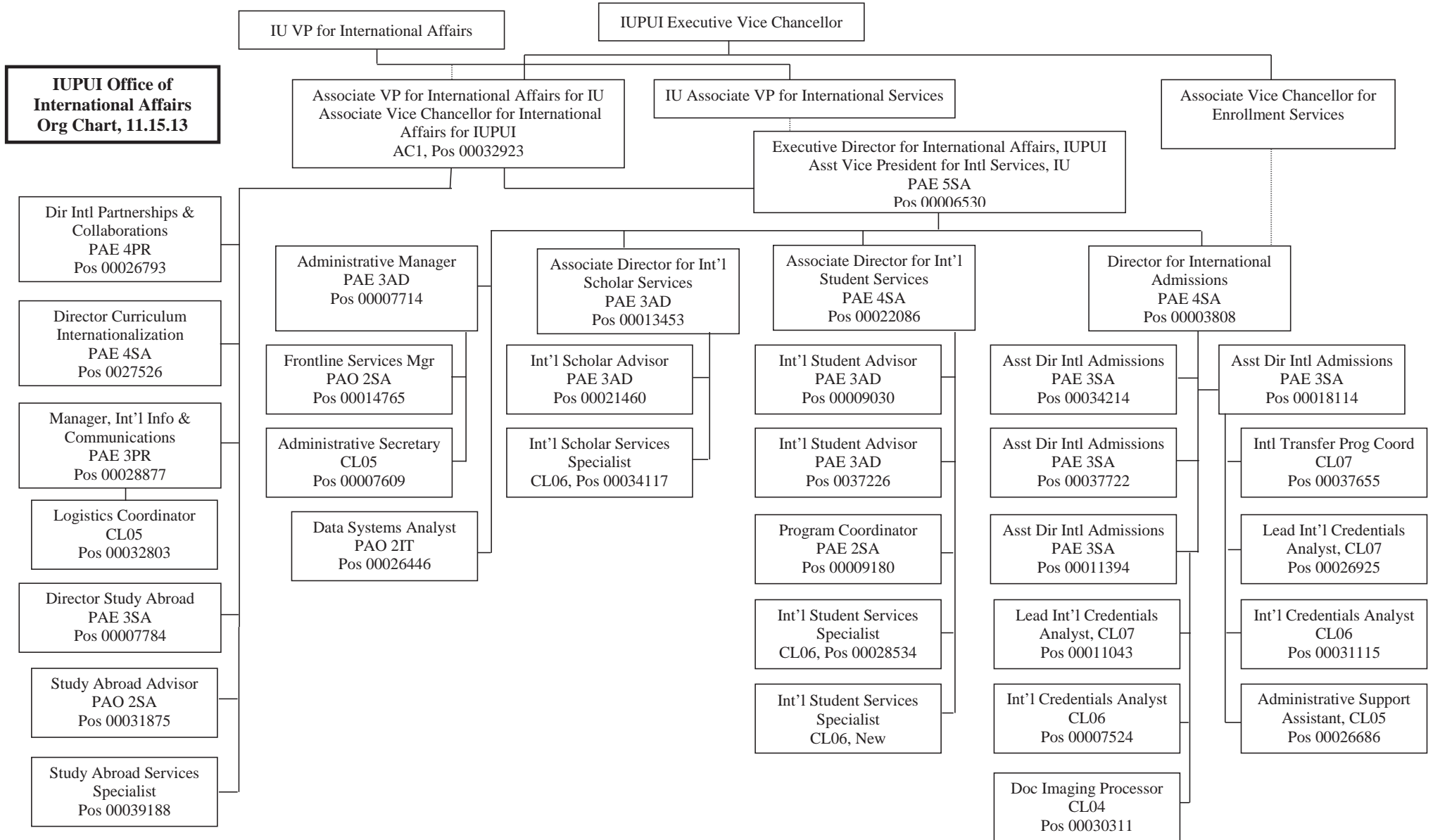- •	http://www.indystar.com/article/20131121/NEWS05/311210006/

The Exchange project has been prioritized for the campus, and complements nicely the IUPUI Strategic Plan, Our Commitment to Indiana and Beyond, see: http://strategicplan.iupui.edu/

Global Cities Exchange Resources
Earlier this month, Brookings released its Global Cities Initiative website http://www.brookings.edu/about/projects/global-cities which contains statistical information about the role of metropolitan areas in global trade.

25 January 2014 piece co-authored by Gil Latz, Marty Vanags, and Kathy Davis that appeared in the Indianapolis Business Journal, "Trade is crucial to Indianapolis' future." http://www.ibj.com/article/shared?userId=8&key1=WdC7XoIQjkCnUCy4u1lgqwyT%2B9yufPTm&key2=kTP%2FC8%2FG0WI%3D

Marty Vanags' "Are you Globally Fluent?" piece from the 17 February 2014 Indy Chamber newsletter. http://www.developindy.com/files/documents/globallyfluent.pdf

IUPUI Office of International Affairs Org Chart, 11.15.13

IU VP for International Affairs

IUPUI Executive Vice Chancellor

Associate VP for International Affairs for IU
Associate Vice Chancellor for International Affairs for IUPUI
AC1, Pos 00032923

IU Associate VP for International Services

Associate Vice Chancellor for Enrollment Services

Executive Director for International Affairs, IUPUI
Asst Vice President for Intl Services, IU
PAE 5SA
Pos 00006530

Dir Intl Partnerships & Collaborations
PAE 4PR
Pos 00026793

Director Curriculum Internationalization
PAE 4SA
Pos 0027526

Manager, Int'l Info & Communications
PAE 3PR
Pos 00028877

Logistics Coordinator
CL05
Pos 00032803

Director Study Abroad
PAE 3SA
Pos 00007784

Study Abroad Advisor
PAO 2SA
Pos 00031875

Study Abroad Services Specialist
Pos 00039188

Administrative Manager
PAE 3AD
Pos 00007714

Frontline Services Mgr
PAO 2SA
Pos 00014765

Administrative Secretary
CL05
Pos 00007609

Data Systems Analyst
PAO 2IT
Pos 00026446

Associate Director for Int'l Scholar Services
PAE 3AD
Pos 00013453

Int'l Scholar Advisor
PAE 3AD
Pos 00021460

Int'l Scholar Services Specialist
CL06, Pos 00034117

Associate Director for Int'l Student Services
PAE 4SA
Pos 00022086

Int'l Student Advisor
PAE 3AD
Pos 00009030

Int'l Student Advisor
PAE 3AD
Pos 0037226

Program Coordinator
PAE 2SA
Pos 00009180

Int'l Student Services Specialist
CL06, Pos 00028534

Int'l Student Services Specialist
CL06, New

Director for International Admissions
PAE 4SA
Pos 00003808

Asst Dir Intl Admissions
PAE 3SA
Pos 00034214

Asst Dir Intl Admissions
PAE 3SA
Pos 00037722

Asst Dir Intl Admissions
PAE 3SA
Pos 00011394

Lead Int'l Credentials Analyst, CL07
Pos 00011043

Int'l Credentials Analyst
CL06
Pos 00007524

Doc Imaging Processor
CL04
Pos 00030311

Asst Dir Intl Admissions
PAE 3SA
Pos 00018114

Intl Transfer Prog Coord
CL07
Pos 00037655

Lead Int'l Credentials Analyst, CL07
Pos 00026925

Int'l Credentials Analyst
CL06
Pos 00031115

Administrative Support Assistant, CL05
Pos 00026686

Appendix I. Center on Southeast Asia White Paper Summary

**Summary of Marjorie Lyles' White Paper on Future Directions
for IUPUI's International Activities**

The Office of International Affairs (OIA) commissioned Dr. Marjorie A. Lyles to write a "White Paper on Future Directions for IUPUI's International Activities" with a focus on South East Asia (SEA). Submitted in February 2014, the White Paper was written to assist IUPUI in its strategic planning process for international activities.

- Indiana University's earliest ventures abroad were to SEA. Key relationships include more than three decades of engagement with the National Institute of Development Administration (NIDA) in Thailand. IU assisted in NIDA's establishment, and many visits, exchanges and alumni meetings have been held over the years. In the 1990's, the Purdue School of Engineering and Technology at IUPUI assisted Tenaga Nasional Berhad (UNITEN), one of the largest utility companies in south-east Asia, in establishing a school of engineering in Malaysia.
- In the early 1990's IUPUI established a Center on Southeast Asia (CSEA), the first area center outside of IU Bloomington. The Director created programs and a governance structure to include a committee of advisors comprised of community representatives. A South East Asia Lecture Series was established, several courses were initiated, and, with Eli Lilly & Company as the main corporate sponsor, a major conference on Vietnam was held. The CSEA received major funding, including a UISFL grant from the Department of Education to work with the Universiti Sains Malaysia, and a Title VI grant for work with Gadjah Mada University in Indonesia.
- SEA remains low on priority lists of interests for IUPUI students and faculty relative to subject matter, study abroad programs, and research topics. Creating sustainable international activities requires financial support, including the need for each school to devote a certain percentage of its budget to an internationalization line item that would include scholarships for student exchanges, study abroad programing, faculty and staff travel, research, faculty travel grants, resources for hosting visitors, and course development. Reestablishing the CSEA would require a sufficient financial commitment from IUPUI. An effective and sustainable center would need a 50% faculty director, a 100% administrative director, and at least 2 or 3 staff members, plus a budget for administrative costs, salaries, travel, hosting, etc.

SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)

Strengths.   IUPUI seeks a strategy for "growth" which involves the commitment to grow activities, locations, and faculty expertise. A renewed CSEA could leverage the IU alumni in the region and seek their help and support for future activities. There are some IUPUI faculty with

deep interests in SEA that could be called upon to assist in the start-up. The IUPUI campus has some unique strengths: the capabilities for making international strategic partnerships a success, unique areas of concentration such as engineering and technology, philanthropy, life sciences, operations management, dentistry, nursing, and service learning. IUPUI also has a growing reputation as a leader among urban universities.

Weaknesses.   The CSEA is currently not active and would necessitate a serious effort to reactivate. There are few IUPUI's alumni in SEA outside of the School of Engineering & Technology and IUPUI lacks comprehensive data indicating which faculty are interested in doing international activities. There is no one on the ground in SEA whose job it is to uncover opportunities or potential grants for IUPUI. There is limited funding for supporting the visits of international delegations, for international student scholarships, for IUPUI faculty and students going abroad, or for inviting international academics to visit IUPUI.

Opportunities.   IUPUI has official IU approval to operate a Center for Southeast Asia. The Purdue School of Engineering and Technology at IUPUI has a substantial alumni base and continues to enroll students from Malaysia in its engineering programs.

Threats.   IUB plans to have many courses on SEA and its languages in the School of Global and International Studies (SGIS). SGIS will strengthen IU's focus and partnerships in SEA. In addition, there are five other Midwest universities with SEA centers. There are few activities in Indiana relating to SEA, and there are relatively few identified firms in Indiana with interests in SEA.[1]

Existing Midwest Southeast Asian Centers – A Comparative Perspective[2]

1. Each institution has a lengthy history of teaching and research related to SEA and all centers have been operating for more than 40 years.
2. The centers have from 3 to 5 full time staff.
3. Each center has been designated a National Resource Center and has national recognition in terms of size, prominence and/or innovation.   International recognition is touted and/or presumed from the scope of their programs.
4. Each center has qualified for and sustained US Department of Education Title VI grants and Foreign Language and Area Study (FLAS) grants
5. Each center has a minimum of 30 professors associated with their center from as many as 15 disciplines
6. Each university offers at least five SEA languages.

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[1] IU recently announced plans for a Center for Southeast Asian Studies, as part of its new School of Global and International Studies. See 'IU Announces Collaboration with Myanmar', Inside INdiana Business: http://www.insideindianabusiness.com/newsitem.asp?ID=63845
[2] The summary to follow is based on review of centers at: University of Michigan (UM), University of Wisconsin (UW) and Northern Illinois University (NIU).

7. Courses offered with SEA content at the universities range from 30 (17 language & culture) to 221 (96 language & culture).

SCENARIOS FOR REACTIVATING THE CSEA

Scenario 1: Develop an IU Center on Southeast Asia at IUPUI

Create an IU Center on Southeast Asia and provide the resources to develop programming and opportunities for schools and faculty to be involved. This is the riskiest strategy because the Center was tried and discontinued, and it would need time to develop and grow.

The short term goal would be to develop IUPUI's own knowledge base and capacity. The quickest way would be to hire a director and faculty that are experts in SEA. Another way would be to bring in visiting faculty from our partner universities to have them teach and to assist in developing new classes and research projects. The CSEA would need to reestablish an advisory committee, a lecture series, and investigate grant possibilities, etc. It is possible that IUPUI will not be able to attract many students who are interested in SEA since IUB will have a larger number of SEA courses and languages.

Scenario 2: Focus on select countries in SEA but do not create a CSEA

A mid-level strategy would be for IUPUI to develop a strategic focus on specific countries in SEA without creating a center, for example with Indonesia, Thailand and Vietnam. IUPUI has many ties in Thailand so we might investigate a "strategic country" relationship. In Vietnam, we have several MOUs that are symbolic but we have not tried to fully utilize these. In the short term it would be ideal to have several visiting SEA faculty who can fill the gap while IUPUI ramps up its activities. One of the benefits of this scenario is the ability to strengthen existing relationships in a series of steps, including faculty exchanges and research programs, as well as curriculum development and student study abroad programs. The costs for implementing this strategy might be about the same as creating a CSEA. One of the benefits of this strategy is that it could provide a foundation for a CSEA-type organization to be created at a later time.

Scenario 3: An Information Technology (IT) Approach to CSEA

Another approach would be to move forward with re-establishing the CSEA utilizing the efficiencies of technology for programs, collaborations, communication and education. This would entail a systems approach partnered initially with one or two SEA universities in different countries. Once successfully developed and implemented it could potentially evolve into a template for expanding to other SEA countries and universities. The goal would be to maximize the connectivity of the students and faculty at IUPUI with similar cohorts in SEA using a SEA website, the Internet and perhaps iPads and smartphones. This scenario would need much further study as to the financial implications; however, the range of creative ideas for expanding SEA programs at IUPUI and vastly increasing the direct connectivity of IUPUI with students and

faculty at SEA institutions is significant.   Such a "virtual" CSEA would necessitate targeting SEA collaborators that meet strategic criteria established to maximize successful programing for both institutions.   Perhaps there are successful local technology companies that might provide added development support (e.g. ExactTarget, Interactive Intelligence).

Scenario 4: Hybrid with a balanced international portfolio

The forth scenario recognizes that it might be better for IUPUI to choose countries around the world as partners rather than concentrating solely in Southeast Asia. A hybrid approach would not be to eliminate SEA as an area of recognition, but might include only one SEA country to have as a partner. Other partners then could be representative of different parts of the world. IUPUI might consider Turkey for Europe/Middle East and/or South Africa or Kenya in Africa. It would involve putting effort in developing these relationships.   It could allow different schools with different agendas to have more choices in developing their relationships and more flexibility.

CONCLUSION

SEA offers an important and large opportunity for IUPUI's internationalization and the engagement of students, faculty and Indiana and Indianapolis. Past experiences with the CSEA at IUPUI and reviews of existing CSEAS at other universities confirm the sober reality that reestablishing a broad-based center requires a major sustained commitment of time, energy and funding. The question remains open as to whether a more creative approach in terms of defining or structuring the CSEA presents a viable and more cost effective option.

Immediate recommendations should entail the following steps:

1. Leadership should define IUPUI-specific priorities such that a "mission statement" can be honed relative to the development of SEA programs and/or the reactivation of the CSEA.   A mission statement that aligns with IUPUI's longer-term objectives will undoubtedly be more sustainable.
2. A SEA leadership committee composed of faculty from a variety of disciplines and interested leaders within the administration should be formed to evaluate and more fully assess the interests of IUPUI relative to the opportunities in SEA.   Determining which SEA institutions in which countries of SEA offer the greatest synergy and support for collaborations is a critical element of that analysis.
3. Long-term viability and sustainable funding are critical elements for the design of a program or center. Most important will be identifying the leadership (Director) with the necessary interest, commitment, knowledge and entrepreneurial drive.

Appendix J. Leadership Team and Advisory Group Roster

Curriculum Internationalization

Michael Snodgrass, Associate Professor of Latin American History; Director, Global and International Studies Program, School of Liberal Arts (Subcommittee Chair)*
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
Nancy Chism, Professor of Education Emeritus, School of Education
Estele Ene, Assist. Professor of English; Director, English for Academic Purposes Program, Liberal Arts
Tony Faiola, Associate Professor of Informatics, Executive Associate Dean, School of Informatics
Hilary Kahn, Director, Center for the Study of Global Change, IU School of Global & International Studies
Kathy Marrs, Assoc. Professor, Assoc. Dean for Academic Affairs, Director of UCASE, School of Science
Patricia Rogan, Professor and Executive Associate Dean, School of Education
Marianne Wokeck, Professor of History, Assoc. Dean for Academic Affairs; Faculty Council Representative
Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

International Partnerships

Amy Conrad Warner, Vice Chancellor for External Affairs, IUPUI (Subcommittee Chair)*
Ian McIntosh, Director of International Partnerships, IUPUI Office of International Affairs
Mark Bannatyne, Professor and Chair, Design and Communication Technology, Engineering & Technology
Angela Bies, Associate Professor of Philanthropic Studies and Director of International Programs, Lilly Family School of Philanthropy
Karen Bravo, Professor of Law and Assoc. Dean for International Affairs, Robert H. McKinney School of Law
George Edwards, Carl M. Gray Professor of Law, Robert H. McKinney School of Law
Bob Einterz, Professor of Clinical Medicine, Associate Dean for Global Health, IU School of Medicine
Sotiris Hji-Avgoustis, Professor, TCEM Department, School of Physical Education & Tourism Management**
Michael Kowolik, Associate Dean for Graduate Education and Global Engagement, School of Dentistry
Jennifer Lee, Assoc. Professor, Assoc. Dean for Academic and Student Services, Herron School of Art and Design
Mary Beth Riner, Assoc. Professor, Environments for Health; Assoc. Dean for Global Affairs, Nursing
Rachel Umoren, MD, Pediatrics-Neonatology, IU School of Medicine
Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Engaging with the Community and Internationalizing the IUPUI Experience

Bill Blomquist, Professor of Political Science; Dean, School of Liberal Arts (Subcommittee Chair)*
Stephanie Leslie, Director of Study Abroad, IUPUI Office of International Affairs
Diane Billings, Chancellor's Professor Emeritus, School of Nursing
Lorrie Brown, Assoc. Director, Center for Service and Learning
Emily Clossin, Academic Advisor, IUPUI Honors College
Todd Daniels-Howell, Associate Dean for Administration, University Library
Christina Darling, Assist. Director, Continuing Medical Education, IU School of Medicine

Stefan Davis, Executive Director, Alumni Relations

Lawrence Goldblatt, Professor and Dean Emeritus, IU School of Dentistry

Julie Hatcher, Assoc. Professor of Philanthropic Studies and Executive Director, Center for Service and Learning

Jill Helphinstine, MD, Pediatrics, IU School of Medicine

Maggie Stimming, Senior Work/Life Consultant, Human Resources Administration, Staff Council Representative**

Becky Van Voorhis, Senior Academy Representative

Gregory Wilson, Fairbanks School of Public Health

Joe Xu, Professor of Medicine and Executive Director, Confucius Institute

Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Recruiting and Retaining International Students, Staff, Faculty, and Visitors

Becky Porter, Associate Vice Chancellor for Student Services (Subcommittee Chair)*

Sara Allaei, Executive Director, International Affairs; IU Assistant Vice President for International Services

Austin Agho, Dean and Professor, School of Health & Rehabilitation Sciences

Ken Carow, Professor of Finance; Assoc. Dean for Indianapolis Research and Programs, Kelley School of Business

Chao Guo, Assoc. Professor and Director of International Programs, School of Public and Environmental Affairs**

Khadija Khaja, Associate Professor, IU School of Social Work

Jason Spratt, Dean of Students, Division of Student Life

Sara Suarez, Student and President, International Club*

Marwan Wafa, Vice Chancellor and Dean, Indiana University–Purdue University Columbus

Oner Yurtseven, Professor Emeritus of Electrical and Computer Engineering; Dean Emeritus of School of Engineering and Technology

Advisory Group

The advisory group was asked how IUPUI might work together with the city/region to advance the whole economic, social, civic, cultural life of the area. Are there things IUPUI can be doing that would benefit the region, and what does Indy want to achieve internationally, where IUPUI can help? Suppose we had this aspiration to be one of the best places in the world to live, work, and learn: what would Indianapolis need to develop in order to achieve it?

Steve Akard, VP & General Counsel, Indiana Economic Development Corporation

Mark Gerstle, Vice President for Community Relations, Cummins**

Nancy Langdon, Executive Director for International Economic Development, Develop Indy

Patty Martin, Vice President for Global Diversity, Lilly

Dee Metaj, Vice President, IU Foundation

Matt Neff, CEO, University Health Management, Inc.**

Bill Plater, Executive Vice Chancellor and Dean of the Faculties Emeritus, IUPUI

Diane Thomas, President and CEO, International Center

Mari Yamaguchi, President, Indianapolis Intercultural Network

David Zaret, Professor of Sociology, Vice President for International Affairs, Indiana University

* Steering committee member
**Left position during cohort

Curriculum Internationalization Sub-Committee
Report submitted for ACE Internationalization Lab external review (March 2014)

Supplemental attachments:
1) International Learning Guidelines Rubric
2) Global and International Studies Program master course list

Part I: Past Development and Best Practices in Curriculum Internationalization

Under Dr. Susan Sutton, the Office of International Affairs (OIA) developed its first strategic and comprehensive initiative to internationalize the curriculum at IUPUI. To this end, a Director of Curriculum Internationalization position was created in 2004. During the 2004-2005 period, IUPUI was selected to take part in the ACE Internationalization Laboratory. Out of that came the development of a 12-point campus-wide plan called "A Responsive Curriculum: International Learning Guidelines for IUPUI's Many Schools and Diverse Study Body." These basic principles of international learning are posted to the OIA's Curriculum Internationalization page, (http://international.iupui.edu/curriculum/), where one may learn the goals of CI, its importance to students' career development, and the means and resources with which faculty may undertake to internationalize their own courses. Funding to advance the goals came from a major Commitment to Excellence Initiative grant to support campus internationalization. It financed infrastructure like the Global Crossroads classroom to facilitate international education through direct communicative links to campuses across the globe. It supported the development of new study abroad programs. The grant also supported the proposal's initial motive, a new interdisciplinary program and BA in International Studies, housed in the School of Liberal Arts.

These early initiatives led to notable outcomes, making IUPUI an exemplary model when it comes to Best Practices. Evidence for student interest in international and global affairs is illustrated by the steady growth of the re-named Global and International Studies program, one that launched in 2007 that currently counts more than 130 declared majors and 20+ minors. In the last ten years, student participation in Study Abroad programs also climbed from 270 to a record 410 (2009-10), while the number of programs offered through IUPUI increased from 22 to 53. Further achievements are documented in national publications such as NAFSA's Internationalizing the Curriculum 2011, published to celebrate IUPUI's receipt of the Paul Simon Award for Campus Internationalization.

Fostering the study of world languages is key to comprehensive internationalization. While not all schools require foreign language study in their core curriculum as Liberal Arts does, it is notable that 70% of students in first-year language course come from schools with no such requirement, strong evidence that many students understand how language study teaches inter-cultural global competencies. A joint double-degree program between Liberal Arts and Engineering prepares future engineers for international career opportunities by allowing their pursuit of language (especially German) studies and the study abroad experience alongside their traditional course work. The new program highlights the possibilities of inter-school/departmental collaborations to foster CI.

Internationalizing the student experience extends beyond the classroom. The past eight years have seen a notable increase in international student groups, cultural activities, and service learning and community engagement opportunities with a global focus. Students and community members turned out in record numbers for the 2013 International Festival at the Campus Center. The International Peer Mentoring Program brings native-born and foreign exchange students together to promote cultural exchange. Global Crossroads videoconferencing offers students unable to study abroad a proximate experience of inter-cultural communication with foreign peers.

Pt. 2: Advancing Curriculum Internationalization - Opportunities and Proposals

Among many issues related to CI, our committee identified the following agenda items as opportunities where we can enhance global learning and proposed means to do so using both existing and new resources.

Global and International Studies course options at IUPUI:
Both graduate and undergraduate students who wish to pursue global learning enjoy many options at IUPUI. Kevin Connelly's report offers abundant evidence of graduate-level coursework and service learning options in every school on campus. As at most institutions, undergraduate course options are greatest within the School of Liberal Arts. See the attached master course list developed by the Global and International Studies program for almost all courses available for undergraduate students at IUPUI. (Among the courses NOT on this list would be 100-level surveys in fields like history that do not satisfy requirements for the major.)

The committee agrees that the further advancement of global learning opportunities depends on the development of more course options in schools other than Liberal Arts, notably those whose faculty already pursue an international research agenda. Among these would be SPEA and the new schools of Public Health and Philanthropic Studies. All three schools with immediate potential for course development given research focus of faculty members and deans' commitment to internationalization.

Course Development and Faculty Resources:

How to encourage faculty to revise existing or create new courses with some or total global learning component? Provide financial incentives through course development grants. Encourage the development of international education 'champions' within schools to promote goals of curricular internationalization.

Committee Proposal: Establish an IUPUI Internationalization Consortium (or International Education and Research Center). This would be structured as an independently-funded umbrella center that integrated teaching, research, and service activities and would serve to assist faculty in development of new or revised courses with global learning content and objectives. Staffed by representatives from existing centers like Service Learning, Research and Learning, Teaching and Learning and with an advisory board comprised of faculty from different disciplines. Could

be housed within the OIA and build upon prior initiative to create director of curriculum internationalization.

The center's would administer funds dedicated to curriculum and course development and revisions. (This would be separate from existing funds within schools and campus for new course development.) Funding for development of new study abroad programs. Offer consultation and technical support from faculty or other representatives. Center could build upon existing option for course development through Institute for Curriculum and Campus Internationalization by funding faculty participation at annual Bloomington meeting or sponsoring separate ICCI gathering on IUPUI campus. Center would also maintain inventory of all teaching, service learning, community engagement and research activities with global content.

Study Abroad:

Objective: Facilitate greater student participation in study abroad through program development and greater levels of scholarships/financial assistance for students.

Means: 1) Develop more scholarship opportunities at school and campus level, and develop greater external sources of scholarship support through alumni-sponsored grants or corporate sponsorship. 2) Facilitate faculty development of new programs (or expansion of current short-term ones) by offering greater incentives. Faculty receive limited recognition for work put into developing and administering programs. Provide either stipends or teaching release as incentive to maintain programs. 3) Greater human and financial resources for existing study abroad office. More programs, scholarships, student participants require greater staff than currently exist. 4) Develop more direct/reciprocal exchange programs like those with Newcastle and Derby universities to make full year or semester abroad more affordable. Relieve faculty who develop such programs from administrative burden of maintaining them by enhancing administrative support staff in Study Abroad office.

Encourage schools/departments to better integrate study abroad opportunities into degree maps so that highly structured programs do not create disincentives. Identify term/semester when students might be encouraged to undertake a study abroad program, and substitute hours earned for other course requirements. Individual schools need in-house advocates to champion study abroad among colleagues, students, and advisers.

Assessment of Global Learning Outcomes:

IUPUI Strategic Plan positively targets goal of internationalization. Among target goals is to "Develop curricula and co-curricular activities that make it possible for any IUPUI undergraduate or graduate student to have at least one meaningful international experience during his or her IUPUI career." Committee feels that this is too limited and vague. How to identify and quantify 'meaningful'? Below are some proposals to better gauge international learning opportunities and outcomes.

Revise Faculty Annual Reports to better track (and encourage) internationalization. Two means: a) include checkbox like those for community engagement and diversity for faculty to indicate whether teaching, research, or service with a global component; b) established separate Internationalization tab where faculty document all international activities, from course content to conference participation.

A plan to better measure global learning outcomes was developed by two members of our committee and draft of plan is attached here as International Learning Guidelines Rubric. Language of global and international learning should also be integrated directly into existing PULs (rather than create another separate rubric given ones that already exist, include RISE initiative).

Learning outcome methods for students participating in study abroad program were shared with committee by Stephanie Leslie (Director of SA in OIA). She indicated that IUPUI needs to better document learning outcomes and this is being done by some programs by requiring ePortfolio to document and assess learning before, during, and after program. We learned that such an assessment tool cannot be a requirement for IU-sponsored programs. Committee suggests that it can be a requirement demanded of all students receiving financial support from Study Abroad Office.

Marketing and Promoting Curriculum Internationalization (intended audience: Faculty, Students, and Student Recruits):

Integrate some international learning component into first-year seminars to educate students on value of global learning in 21st century. Identify existing minors with global content or focus - or develop 'international certificates' - to encourage students to pursue more courses. Schools could develop certificates or some other indicator based upon minimal number of courses identified as having significant global learning component. Could build upon the RISE initiative model so that final transcript would indicate this achievement.

Existing system of Themed Learning Communities could identify and promote all TLCs with specific global learning objectives or component. Promote development of new TLCs with global focus such as one on Global Health.

Update campus-wide and widely-known Principles of Undergraduate Learning to incorporate global learning objectives explicitly. Revising Faculty Annual Report structure will alert faculty to value given to CI.

o   Exemplary, Proficient , Developing, Beginning

	Exemplary	Proficient	Developing	Beginning
Global Awareness and Understanding 1,2, 3,and 5	Able to apply detailed knowledge of the cultures, languages, history, and /or current condition of at least one country beyond the USA to evaluate and analyze the forces shaping historical and contemporary events (3)	Are able to analyze and evaluate the forces shaping international events, both now and in the past and understanding	Are able to explain the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems. *Provide specific benchmarks	Have some knowledge of the broader world, etc.
Appreciation of Cultural Perspectives 4, 6	Appreciate the complexity of contemporary cultural systems by evaluating the fundamental principles of intercultural understanding and communication.	Able to analyze the many ways "the global is reflected in the local" within the United States and beyond.	Explains cultural differences and their impact on intercultural understanding and communication	Able to identify cultural differences in intercultural understanding and communication
Disposition toward International Learning 9	*Exhibits humility in the face of difference, tolerance of ambiguity and unfamiliarity, and willingness to be in the position of a learner when encountering others*	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity*	Reflects on how own attitudes and beliefs are different from those of to the cultures and communities. Exhibits curiosity on what can be learned from diversity of communities and cultures. *	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures* *From AAC&U CIVIC ENGAGEMENT VALUE RUBRIC language
Application within the Global Context 7,8,10,12	Are skilled at interacting and collaborating with individuals and organizations from other cultures and countries. (8)	Can apply their international learning to diversity in the communities in which they live.	Use diverse frames of reference and international dialogue to think critically and solve problems. (7)	Understand the global context of their chosen profession and have blended international perspectives into their professional learning. (10)
Global Commitment and Responsibility 9,11	Takes informed and responsible action to address ethical, social, and/or environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Analyzes the ethical, social, and/or environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Explains the ethical, social, and/or environmental consequences of local and national decisions on global systems.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Identifies base ethical dimensions of some local or national decisions that have global impact.

(From AAC&U VALUE Rubric for Global Learning with slight modification) |

*Collapsing the twelve into four and using the twelve as descriptors: Clear with the campus community

Sample Internationalization Experiences by Level

4 Major Areas

1. Take area studies courses
2. Participate in Study Abroad Programs
3. Involvement in cultural organizations locally and/or internationally
4. Participation in international extracurricular activities

Sample internationalization experiences

Beginning

≠ Take an introductory language course

≠ Take an introductory international studies course

≠ Attend exhibits of art or cultural presentations that originates or depicts an unfamiliar culture

≠ Travel to an international location

≠ Participation in an occasional service experience with a local, international community organization

Developing

≠ Select an intermediate language course

≠ Select a variety of courses with international focus

≠ Participation in extracurricular activities that involve immersion in the local, international community

≠ Participate in a short-term study abroad program with a focus on a specific culture/language

Proficient

≠ Take advanced language course

≠ Take advanced courses about specific areas of the world and demonstrate the ability to analyze international elements and the relationship between the global and the local

≠ Take a course with an internationalized service learning experience

≠ Collaborate on creating an exhibit of art or a cultural presentation that originates or depicts an unfamiliar culture showing reflection of how attitudes and beliefs are different and curiosity of what can be learned.

≠ Reflect on how own attitudes and beliefs are different from those of the cultures and communities. Exhibits curiosity on what can be learned from diversity of communities and cultures.

≠ Collaboration or co-organization of local, international community organization's initiative or project

≠ Participate in an extended study abroad program (4-8 weeks) with a focus on a specific culture/language and demonstrate global awareness and appreciation of cultural differences through artifacts that show evidence of reflection

Exemplary

≠ Spend at least a semester abroad immersed in the local language and culture with a critical reflection component demonstrating detailed knowledge of the cultures, languages, history, and appreciation of the complexity of cultural systems and intercultural communication and adjustment of own attitudes and beliefs

≠ Demonstration of profound knowledge by majoring international studies, language, and/or other disciplines focusing on a specific country or area of the world.

≠ Leading the creation of an exhibit of art or a cultural presentation that originates or depicts an unfamiliar culture showing reflection of how attitudes and beliefs have evolved and curiosity of what can be learned.

≠ Leading substantial initiatives or projects in partnership with a local, international community

≠ Leadership in substantial research and/or service with an international community partner resulting in significant impact on the international community

International Studies
Course List

-Students may take up to 6 hours of I415 independent study credit, but no more than 3 credits in any specific area or thematic concentration.

-Courses that are cross-listed in more than one area and/or thematic concentration can only be used in one of those concentrations.

-Courses marked with an * are variable topic courses. Only the specific course titles listed count toward the respective area and/or thematic concentrations.

This list is intended to assist International Studies majors in course scheduling. It is possible that we have missed a class or that the list may be updated as courses are added.

If students have questions about a course offered in Fall 2013 that is not on this list, please contact Dr. Michael Snodgrass.

***Hyperlinked courses are offered ***

International Studies Courses
INTL I100 Intro to International Studies
INTL I400 International Studies Capstone Seminar

Windows on the World
ANTH A104/A304 Introduction to Cultural Anthropology
GEOG G110 Introduction to Human Geography
HIST H109 Perspectives on the World: 1800-Present
POLS Y219 Introduction to International Relations

International Studies Language

ARABIC (NELC)
A131-Basic Arabic I
A132-Basic Arabic II
AND
A200-Intermediate Arabic I
A250-Intermediate Arabic II

CHINESE (EALC)
C117- Basic Chinese I
C118- Basic Chinese II
C119 Basic Chinese III

AND
C201- Second-Year Chinese I
C202 Second-Year Chinese II

FRENCH (FREN)
F117- Beginning French I
F118- Beginning French II
F119 Beginning French III
OR
F131- Intensive Beginning French I
F132 Intensive Beginning French II
AND
F203 Second-Year French I
F204 Second-Year French II

GERMAN (GER)
G117- Beginning German I
G118-Beginning German II
G119 Beginning German III
OR
G131 Intensive Beginning German I
G132 Intensive Beginning German II

AND
G225 Intermediate German I
G230 Intermediate German II

ITALIAN (ITAL)
M117-Beginning Italian I
M118-Beginning Italian II
M119 -Beginning Italian III

AND
M200-Intermediate Italian I

***Note: Only the first course of the 2nd year Italian currently offered on the IUPUI campus.

JAPANESE (EALC)
J131-Beginning Japanese I
J132-Beginning Japanese II
AND
J201-Second-Year Japanese I
J202 Second-Year Japanese II

SPANISH (SPAN)
S117- Beginning Spanish I
S118- Beginning Spanish II
S119 Beginning Spanish III
OR
S131- Intensive Beginning Spanish I
S132 Intensive Beginning Spanish II
AND
S203 Second-Year Spanish I
S204 Second-Year Spanish II

International Studies Major Area Concentrations

AFRICA

AFRO A202	The West and the African Diaspora
AFRO A303*	South Africa in a Global Economy
AFRO A303*	Women of the African Diaspora
ANTH E384	The African Diaspora
ANTH A460*	African Health-Historical and Cultural Content
ENG L382*	Fiction of the Non-Western World: 20th Century African Literature
ENG L411*	South African Literature and Society (also taught as INTG I300)
GEOG G424	Geography of Africa
HER H301	Africa, Oceania and the Americas
HER H304*	African Art Now
HER H351	African Art I
HER H352	African Art II
HER H400*	African Memorials & Symbolic Space
HIST E432	History of Africa 2
HIST H227	African Civilizations
HIST H421*	Peoples and Cultures of Africa
HIST H421*	Modern Africa
HIST H432	Popular Cultures and African Cities 2
INTG I300*	South African Literature and Society (also taught as ENGL L411)
MHHS M492*	African Health-History and Cultural Context
POLS Y338	African Politics
POLS Y490*	African Politics
REL R300*	Contemporary African Christianity
REL R300*	Religion and Health in Africa

ASIA

ANTH A460*	Popular Culture of East Asia
ANTH A460*	Anthropology of Central Asia and the Middle East
ANTH A485*	Aboriginal Australia
ANTH E300*	Cultures of Southeast Asia

ANTH E356	Cultures of the Pacific
EALC E231	Japan: The Living Tradition
EALC E335	Chinese Martial Arts Culture
EALC E344	Contemporary Chinese Cinema
EALC E351*	Japanese Film and Fiction
EALC E472	Modern Japanese Fiction
EALC J330	Business Japanese
ECON E307*	India: Economic Issues
HER H304*	The Art of China
HER H304*	Art in Japan
HER H361	Asian Art I
HER H362	Asian Art II
HIST G451*	Traditional Asia
HIST G452	Modern Asia
HIST-G461	Imperial China
HIST G485	Modern China
HIST H207	Modern East Asian Civilization
HIST H421*	History of Chinese Medicine
MHHS M492*	China & US Healthcare: Cross-Cultural Comparison
PHIL P328	Philosophies of India
PHIL P334	Buddhist Philosophy
PHIL P349	Philosophies of China (change from P383* numbering)
PHIL P383*	Philosophy of Krishnamurti
POLS Y333	Chinese Politics
POLS Y336	Southeast Asian Political Systems
POLS Y356	South Asian Politics
REL R153	Religions of Asia
REL R300*	Chinese Religions
REL R300*	Religions of India
REL R300*	Religions of Japan
REL R352	Religion and Literature in Asia
REL R361	Hinduism and Buddhism
SOC R495*	Sociological Study of China

EUROPE

ANTH E326	Modern Greek Society
CLAS A301	Classical Archaeology
CLAS A412	Art and Archaeology of the Aegean
CLAS A413	The Art and Archaeology of Greece
CLAS A414	The Art and Archaeology of Rome
CLAS A418	Myth and Reality in Greek Art
CLAS C310	Classical Drama
CLAS C311	Classical Epics
CLAS C351	Golden Age of Athens

CLAS C361	Golden Age of Rome
CLAS/HIST C386	Greek History
CLAS C388	Roman History
CLAS C396	Classical Studies Abroad
CLAS C412	Art and Archaeology of the Aegean
CLAS C413	Art and Archaeology of Greece
CLAS C414	Art and Archaeology of Rome
ENG C390*	French Cinema History Survey
ENG L301	Critical and Historical Survey of English Literature I
ENG L302	Critical and Historical Survey of English Literature II
ENG L348	19th Century British Fiction
ENG L365	Modern Drama Continental
ENG L366	Modern Drama: Irish Drama
ENG L378*	Renaissance and Restoration-Period Writing by British Women
FREN F300	Lectrs et Analyses Litteraires
FREN F307	Masterpieces of French Literature
FREN F326	French in the Business World
FREN F360	Introduction socio-culturelle à la France
FREN F371	French Existentialism
FREN F451	Le Francais des affaires
FREN F452	La civilization et littérature québécoises
FREN F454	Literature Contemporaine 2
FREN F460	French Fiction in Film
FREN F461	La France contemporaine
GEOG G321	Geography of Europe
GEOG G322	Geography of Russia and Adjacent Lands
GER G331	Business German I
GER G340	German Language and Society: Past and Present
GER G355	Theater Spielen
GER G365	Deutsche Kultur Heute
GER G370/371	German Cinema/Der deutsche Film
GER-G408	Love/Nature in the Age of Romanticism
GER G409	Jahrhundert: Kultur und Literatur
GER G410	Jahrhundert: Kultur und Literatur
GER G431	Advanced Business German
HER H302	Post-Impressionism to Cubism
HER H323	History of Printmaking I
HER H326	Romanesque and Gothic Art
HER H331	Italian Renaissance Art
HER H333	Renaissance Art
HER H334	Baroque Art
HER H341	Nineteenth-Century Art
HER H342	From Dada to Abstract Expressionism
HER H400*	Cultural History of French Impressionism
HER H413	Art & Archaeology of Greece
HER H420	The Artist in the Renaissance

HIST B309	Britain I
HIST B310	Britain II
HIST B323	History of the Holocaust
HIST B351	Barbarian Europe 200-1000
HIST B352	The Age of Chivalry 1000-1500
HIST B353	The Renaissance
HIST B354	The Reformation
HIST B355	Europe: Louis XIV to French Revolution
HIST B356	French Revolution and Napoleon
HIST B357	Modern France
HIST B359	Europe—Napoleon to First World War I
HIST B360	Europe—Napoleon to First World War II
HIST B361	Europe in the Twentieth Century I
HIST B362	Europe in the Twentieth Century II
HIST B383	European Intellectual History I
HIST B384	European Intellectual History II
HIST B393	German History: From Bismarck to Hitler
HIST B421*/H477	Comparative Perspectives on British Imperialism
HIST B421*	Cultural History of French Impressionism
HIST B421*	The Enlightenment
HIST B421*	The First World War
HIST B421*	Scientific Revolutions
HIST B421*	Tudor-Stuart Britain
HIST B421*	Women in Europe: 1500-Present
HIST B421*	The Viking Age
HIST B421*	Modern French Cultural History
HIST B425	The Second World War
HIST D313	Russian Social and Cultural History, 1801-1917
HIST D314	Soviet Social and Cultural History
HIST D428	Eastern Europe: 1914 to Present
HIST H425*	History of Hospitals
INTG I300*	Ireland:Tradition and Change
PHIL P307	Classical Philosophy
PHIL P314	Modern Philosophy
POLS Y332	Russian Politics
POLS Y335	West European Politics
POLS Y350	Politics of the European Union
POLS Y381	Classical Political Thought
POLS Y382	Modern Political Thought
REL R344	Reformations of the Sixteenth Century
SPAN S315	Spanish in the Business World
SPAN S360	Introduction to Hispanic Literature
SPAN S363	Introduction to Hispanic Culture
SPAN S407	Survey of Spanish Literature I
SPAN S408	Survey of Spanish Literature II
SPAN S411	Spain: The Cultural Context

SPAN S495   Hispanic Colloquium

LATIN AMERICAN AND THE CARIBBEAN

AFRO A303*	Afro Brazilian Culture and Capoeira Angola
AMST A303*	Banana History
ANTH A460*	Anthropology of Latin America
ANTH A460*	Archaeologies of Latin America
ANTH A460*	Anthropology of Migration and Transnationalism
ANTH E300*	Cultures of Mexico and Central America
ANTH E340	Indians of Mexico and Central America
ENG L245	Introduction to Caribbean Literature
ENG L406*	Caribbean Women Writers
ENG L406*	Anglophone Caribbean Writers
GEOG G323	Geography of Latin America
GEOG G324	Geography of the Caribbean
GEOG G363	Landscapes & Cultures of the Caribbean
HER H301	Africa, Oceania and the Americas
HER H304*	Art & Empire: Ancient Americas
HER H304*	Art of the Andes
HER H304*	Modern US and Mexican Art
HER H355	Arts of the American Indian
HIST A352	History of Latinos in the USA
HIST F341	Latin America: Conquest and Empire
HIST F342	Latin America: Evolution and Revolution Since Independence
HIST F346	Modern Mexico
HIST F347	US-Latin American Relations
HIST H421*	Women and Gender in Latin America
HIST H425	Comparative Native American History
MUSIC Z375	Introduction to Latin American Music
POLS Y337	Latin American Politics
REL R328	Religions of the African Diaspora
SPAN S315	Spanish in the Business World
SPAN S360	Introduction to Hispanic Literature
SPAN S363	Introduction to Hispanic Culture
SPAN S412	Latin American Culture and Civilization
SPAN S470	Women & Hispanic Literature
SPAN S472	Spanish American Literature 2
SPAN S477	Twentieth-Century Spanish-American Prose Fiction

MIDDLE EAST

ANTH E300*/A460*	Cultures of the Middle East
ANTH A460*	Anthropology of Central Asia and the Middle East
HER H304*	Islamic Architecture

HER H325	Islamic Art
HER H400*	Topics: Islamic Art
HIST H425*	Topics: Middle Eastern History
NELC N302	Contemporary Middle East
POLS Y339	Middle Eastern Politics
POLS Y370	Politics of Islam (change of course number from Y380*)
POLS Y380*	United States and the Middle East
REL R257	Introduction to Islam
REL R304	Islamic Beginnings
REL R305	Islam and Modernity
REL R308	Arab Histories
REL R309	Contemporary Middle East
REL R310	Prophecy in Ancient Israel
WLAC F400*	Islam, Gender and Conflicts
WOST WS300*	Women and Islam

International Studies Major Thematic Concentrations

COMPARATIVE SYSTEMS

ANTH E380	Urban Anthropology
ANTH E402	Gender in Cross-Cultural Perspective
ANTH E421	Anthropology of Aging
ANTH E455	Anthropology of Religion
ECON E325	Comparative Economic Systems
HIST B421*	The Enlightenment
HIST H425*	History of Hospitals
HIST H425*	Birth of Human Rights in the Atlantic World
HIST H364	History of Medicine and Public Health
MHHS M492*	China & US Healthcare: Cross-Cultural Comparison
PBHL P300*	Global Public Health
POLS Y217	Introduction to Comparative Politics
POLS Y341	Authoritarian Systems
POLS Y346	Comparative Politics in Developing Countries
POLS Y349	Comparative Public Policy
POLS Y363	Comparative Foreign Policy
REL R212	Comparative Religions
REL R300*	Religion and Healing
REL R393	Comparative Religious Ethics
SOC R305	Population
SOC R338	Comparative Social Systems
SOC R425	Gender and Work

Note: ECON E325 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

DEVELOPMENT

ANTH A460*	Anthropology of Migration and Transnationalism
ANTH E391	Women in Developing Countries
ANTH E411	Wealth, Exchange and Power in Anthropological Perspective
ECON E337	Economic Development
ENG L373	Literature and Colonialism
GEOG G324	Geography of the Caribbean
GEOG G363	Landscapes & Cultures of the Caribbean
GEOG G421	Environments of Tropical Lands
HIST F342	Latin America: Evolution and Revolution Since Independence
HIST H421*	History of Chinese Medicine
HIST H425*/H509*	History of Humanitarian Assistance
POLS Y338	African Politics
POLS Y346	Comparative Politics in Developing Countries
POLS Y377	Globalization
REL R385	The Ethics of Consumption
SOC R463	Inequality and Society

48 possible credits from 8 different departments

Note: ECON E337 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

GLOBAL CIVIL SOCIETY

AFRO A303*	Women of the African Diaspora
ECON E414	Economics of Nonprofit Organizations
ENG L431*	Topics in Literary Study: Philanthropy and Literature
HIST H415	Philanthropy in the West
HIST H425*	History of Humanitarian Assistance
HIST H425*	Birth of Human Rights in the Atlantic World
POLS Y301	Political Parties and Interest Groups
POLS Y378	Civil Society and Public Policy
REL R366	Religion and Civil Society
REL R379	Religion and Philanthropy
SOC R330	Community
SOC R476	Social Movements
SPEA V221	Nonprofit and Voluntary Sector
SPEA V362	Nonprofit Management and Leadership
SPEA V382	Political Action and Civic Engagement
SPEA V412	Leadership and Ethics
SPEA V436	Communications for Government and Nonprofit Organizations

SPEA V458   Fund Development for Nonprofits

Note: ECON E414 has Intro to Microeconomics (E201) as a prerequisite.

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GLOBAL AND CROSS-CULTURAL INTERACTIONS
AMST A303*   Asian-American Culture
AFRO A306   African Diaspora:Global Perspective
AFRO A369   The African-American Experience
ANTH A460*   Anthropology of Central Asia and the Middle East
ANTH A460*   Indigenous People and Film
ANTH E402   Gender in Cross-Cultural Perspective
ANTH E457   Ethnic Identity
ANTH L300   Language and Culture
ANTH L401   Language, Power and Gender
COMM C482   Intercultural Communications
ENG W366   Language, Dialects and Writing
ENG Z301   History of the English Language
HIST-A421*   The American Ethnic Experience
HIST B421*/H477   Comparative Perspectives on British Imperialism
HIST F341   Latin America: Conquest and Empire
HIST F347   US-Latin American Relations
HER H304*   The Art of Spain and New Spain
HER H331   Italian Renaissance Art
HER H400*   African Memorials & Symbolic Space
HER-H400*   Pilgrimage Art: A World Perspective
INTG I300*   The African-American Experience
INTG I300*   Global Dialogues
MUS Z105   Traditions in World Music
MUS Z320*   Global Music Journey
REL R257   Introduction to Islam
REL R300*   Asian Religions in America
REL R300*   Religion and Healing
REL R300*   Pilgrimage in World Religions
REL R300*   Indians Missions & Colonialism
REL R305   Islam and Modernity
REL R328   Religions of the African Diaspora
REL R370   Islam in America
TCEM 372   Global Tourism Geography
TCEM 472   Global Tourism
WLAC F200   Cross-Cultural Perspectives

ANTH A104, GEOG G110, and GEOG G130 fulfill the International Relations thematic
concentration only if completed during or before the Spring 2013 semester.

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GLOBAL ENVIRONMENT

ECON E307	Energy, the Environment and Economics
ECON E363	Environmental and Natural Resource Economics
GEOG G310	Human Impact on the Environment
GEOG G315	Environmental Conservation
GEOG G421	Environments of Tropical Lands (also taught as INTG I300)
GEOG G446	Cultural Biogeography
GEOG G475	Climate Change
HIST A410	American Environmental History
INTG I300*	Environments of Tropical Lands (also taught as GEOG G421)
PBHL A316	Environmental Health Science
PBHL A459	Environmental Science & Health Data Analysis
PHIL P237	Environmental Ethics
POLS Y314	Global Environmental Policy

Note: ECON E363 has the required prerequisites of Intro to Micro and Intro to Macroeconomics. PBHL A459 has several prerequisites; contact Public Health for more information.

INTERNATIONAL BUSINESS AND ECONOMICS

ANTH E411	Wealth, Exchange and Power in Anthropological Perspective
BUS D301*	International Business Environment
BUS D302	Operation of International Enterprises**
BUS F494	International Financial Management**
BUS M401	International Marketing**
COMM C223	Business and Professional Communications
ECON E303	Survey of International Economics
ECON E337*	Economic Development
GEOG G331	Economic Geography
POLS Y376	International Political Economy
POLS Y377	Globalization

Note: Courses marked with * require prior completion of ECON E201 (Intro to Microeconomics) and ECON E202 (Intro to Macroeconomics). Courses marked with ** are open only to Kelley School of Business majors.

INTERNATIONAL RELATIONS

ANTH A460*	Reconciliation in International Perspective
ANTH A460*	Truth and Reconciliation
ANTH A460*	Refugees and 21st Century Human Rights
ANTH E411	Wealth, Exchange and Power in Anthropological Perspective
ANTH L300	Language and Culture
COMM C482	Intercultural Communications

COMM G391*	Communications of Power and Diplomacy
GEOG G355	Political Geography
HIST A345	American Diplomatic History I
HIST A346	American Diplomatic History II
HIST B421*	The First World War
HIST B425	The Second World War
HIST B426	Genocide and Its Origins
HIST F347	US-Latin American Relations
HIST H425*/H509*	History of Humanitarian Assistance
PHIL P323	Society and State in the Modern World
POLS Y219	Introduction to International Relations
POLS Y311	Democracy and National Security
POLS Y360	US Foreign Policy
POLS Y367	International Law
POLS Y373	Politics of Terrorism
POLS Y374	International Organization
POLS Y375	War and International Conflict
POLS Y376	International Political Economy
POLS Y377	Globalization
POLS Y380*	Human Rights
POLS Y388	Marxist Theory
REL 300*	Religion and Peace
SPEA V272	Terrorism and Public Policy
WOST WS300*	Women's Rights Around the World

GEOG G110 and HIST H109 fulfill the International Relations thematic concentration only if completed during or before the Spring 2013 semester.

Strategies for Curriculum Internationalization

And Assessment of Students' Global Competency

Academic Affairs Forum

Jeffrey Scholl
Research Associate

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Table of Contents

1) Executive Overview

Key Observations

Complete curriculum internationalization requires insertion of global content within general education requirements, upper-level major courses, and the co-curriculum. Many institutions find that the general education curriculum offers the most feasible opportunity for an institution-wide global education requirement that does not impose additional credit-earning responsibility on students. Cross-listed courses team-taught by faculty from multiple departments encourage diversity of perspectives from course participants in addition to the inherent content diversity. Contacts reflect that inclusion of global content within higher-level major courses, where students are deeply invested and competent, encourages more genuine student engagement and learning. Institution size, degree of academic unit decentralization, and faculty culture also impact the strategic location of global learning within the curriculum.

Identify faculty members across diverse disciplines who already incorporate international content to champion curriculum internationalization efforts. Faculty who already recognize the applicability of global learning to their field rouse peer support and serve as critical partners to initiative leaders, particularly in non-liberal arts disciplines. Leaders of curriculum internationalization efforts meet with deans and faculty of each department to explore concrete examples of global content integration within their fields.

Comprehensive assessment of students' global learning competency combines many qualitative and quantitative instruments. Standardized external assessment instruments (e.g., Intercultural Development Inventory (IDI), American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interviews) offer convenient insight but are expensive and unaligned with institution-specific global learning outcomes. Home-grown tools are expensive to develop and administer, but cater to precise institutional global learning goals.

Lack of sustained funding and faculty and leadership turnover represent the primary obstacles to continued assessment of global learning outcomes. All contact institutions experience difficulty with the sustainability of global learning assessment; those that developed comprehensive global learning initiatives have suspended assessment activity due to lack of financial and staff resources. Several contacts also report that turnover of senior administrators has stalled initiative progress. Contacts emphasize the value of detailed rubrics to assess learning across various activities, particularly when assessment involves multiple evaluators.

Contact institutions report that to date, assessment of curriculum internationalization outcomes have not catalyzed additional curricular reform. However, contacts speculate that analyses and results from longitudinal global competency assessments would likely encourage institution-wide reform. They also emphasize that discussions about global content offer productive platforms for conversations about broader curriculum improvement opportunities.

2) Comprehensive Global Learning Integration

Institution-wide Approaches

Mandate Interdisciplinary Global Content Within General Education Requirements

Many institutions include global content in general education requirements that apply to all undergraduate students. Contacts at **Alverno College** and **Wayne State University** emphasize that these courses should be multidisciplinary and include students with diverse declared or intended majors. Ideally, faculty from several disciplines team-teach these courses to encourage diversity of perspectives from those who participate in the course in addition to the diversity of the course material. Cross-listed courses that count towards mandatory general education or major requirements also ensure that the addition of internationalized curricular components does not inflate total credit requirements.[1]

> **Avoiding Global Credit Creep at _Georgia Tech_**
>
> Students in 26 different major programs at **Georgia Tech** can elect to participate in the International Plan (IP), a four-year global competency-focused program for undergraduates. Participation requires a minimum of 26 weeks of international study, work, or research experience; language proficiency; and internationally oriented coursework. Learning outcomes reflect global competency for IP participants broadly, not for discrete courses or majors.
>
> Students enroll in global versions of mandatory courses to fulfill both IP and major requirements; for example, a global economics course also counts towards a combined micro/macroeconomics requirement that all engineering students must complete.
>
> Source: Forum interviews, IP website

Augment GE Requirements with Additional Institution-wide Supplemental and Co-curricular Options

Progressive institutions supplement general education courses with additional academic and co-curricular global experiences to provide more comprehensive curricular internationalization. Experiences include:

- **Study Abroad Requirement or Option**: Although studying abroad remains cost-prohibitive for many students, institutions committed to curricular internationalization ensure that opportunities for study, work, or research abroad are at least available to students in all majors and that work completed

On-campus International Students

Contacts at the **University of Cincinnati** and **Wayne State University** encourage institutions to include international students into global learning opportunities. These students offer unique perspectives to courses with global content and can similarly benefit from exposure to international-related academic content.

1) Attis et. al., 32.

abroad counts towards standard graduation requirements. Some institutions create endowments or scholarships to help students defray costs of studying abroad for year-long, semester, or short-term (e.g., summer, winter break) programs.

- **Common Reading**: The **University of Cincinnati** requires that all incoming first-year students complete a common reading; many general education courses incorporate this reading, and all include at least one or two assignments based on the book. Readings with global themes or international content strengthen institution-wide internationalization.

- **Junior Capstone Course**: Contacts at **Wayne State University** recommend junior-level capstone courses to complement introductory-level global courses. Students from diverse majors work in teams to solve real-word international business problems and examine applied case studies from multinational corporations.

Administrators at **Alverno College** created a mandatory general education course at the junior-year level to infuse global content into the undergraduate curriculum. While course content varies significantly, all sections of the course reflect a common set of learning outcomes. Written exercises and self-evaluations assess learning outcomes. Each academic department offers at least one section, and students can select from multiple section options each semester.

Development of Junior-level Global Perspective Course at *Alverno College*

The undergraduate curriculum at **Alverno College** is founded on eight core ability departments, one of which is "Developing a Global Perspective."

Faculty member meets with **Ability Department leadership** to discuss ideas for new global perspective-related courses.

Faculty member submits statement of course outcomes and type of assessments that will measure these outcomes; faculty member submits full course outline with week-to-week assignments is submitted at a later date.

Proposed course undergoes standard **curriculum committee** review and receives approval if academic standards are met.

Contacts report that one advantage of the junior-year institution-wide global requirement was the ability to generate student performance data to demonstrate gains across the institution (analysis which proves difficult for distinct courses in different departments).

Contacts report that faculty in arts and sciences disciplines were among the first to explore offering this course, but interest quickly spread to non-liberal arts disciplines; faculty view the course as an opportunity for creativity and instruction aligned to personal international-related research interests.

College- and Discipline-specific Approaches

Mandate Unique Development of Global Learning Curricula at the College or Department Level

Administrators at large and complex institutions often find blanket curricular internationalization initiatives administratively unwieldy and impractical, and instead locate the nexus of global competency within individual colleges or departments. The Global Learning Initiative at **Northern Arizona University** (recently inactive, due to lack of funding) used academic disciplines as the principle site for integration of global themes into the curriculum. Contacts reflect that many general education courses already addressed global learning outcomes, and that no one survey course provides students with the skills necessary to become truly globally competent. Contacts at the **University of Cincinnati** suggest that traditionally siloed colleges might prefer to develop global learning outcomes that reflect practical applications within their own discipline, instead of faculty struggling to conceptualize how their discipline relates to broader institutional learning goals.

Advantages and Disadvantages of Academic Unit-Level Curricular Internationalization

Advantages	Disadvantages
▪ Global learning outcomes tailored to practical applications of disciplines ▪ Encourages international focus within students' majors, where they are most likely to be deeply invested ▪ Grants more flexibility and decision-making authority to faculty	▪ Hinders opportunity for consistent institution-wide assessment ▪ Difficult to enforce accountability across many academic units ▪ Requires more faculty commitment to develop and implement unique set of global learning outcomes

3) Strategic Faculty Collaboration

Critical Leaders

Secure Senior Leadership and Assessment Administrator Support to Ensure Longevity

Presidential support emphasizes initiatives' importance to a diverse campus audience; provosts hold critical decision-making authority to allocate sufficient resources to implement new courses and sustain assessment activities. Contacts at **Wayne State University** report that several presidential transitions stalled progress toward curricular internationalization at their institution. At **Northern Arizona University**, the Provost's Leadership Council's to the Global Learning Initiative helped encourage initiative adoption across diverse academic units.

Contacts at **Georgia Tech** warn that the international affairs department should not be the primary driver of an institution-wide curricular internationalization initiative. While their advocacy and participation is important, other academic units may respond negatively to what they perceive as mandates from their peers in other disciplines.

Early Faculty Adopters Further Successful Engagement of Non-liberal Arts Disciplines

Contacts across institutions acknowledge that faculty in non-liberal arts disciplines typically express the greatest apprehension about curricular internationalization. Encouragement from peers within their field who already teach international themes and examples of successful global content integration within their discipline help to assuage faculty concerns.

Strategies to Encourage Curricular Internationalization across All Disciplines

Conduct Global Activity Inventory

Ability department leaders at **Alverno College** inventoried the highest profile internationalization efforts on campus to identify global content gaps and existing champions of international education.

Target Existing Champions of International Content

These individuals already recognize connections between their discipline and global perspectives and can galvanize department-level support for curricular reform. They can also offer global course redesign training to colleagues in their field.[2]

Encourage Co-curricular Creativity

Global Learning Initiative leaders at **Northern Arizona University** encouraged faculty to explore opportunities in the co-curriculum that reflect global learning outcomes. Faculty appreciate recognition that applications of global content can vary across disciplines; for example, science students typically conduct research instead of standard work internships, so institutions leverage international partnerships to provide opportunities for student research abroad.

Reinforce Institution-wide Benefits

Deans' groups, faculty senate, and all-faculty department meetings provide forums for senior administrators to reinforce the benefits of internationalized curricula. Initiative leaders also share examples from secondary literature of courses that successfully incorporate global learning outcomes, and how to assess learning within those courses.

> "Students in the program can expect to be better prepared for the global work environment, be more competitive on the job market, to earn higher salaries in their careers, and to achieve higher overall job satisfaction."
>
> -Georgia Tech IP website

Student Benefits

- Global perspective and intercultural relational abilities are necessary to succeed in many professional environments
- Expansion of post-graduation employment possibilities to opportunities beyond the United States
- Students gain confidence in their ability to contribute to complex problems that involve diverse constituencies

Faculty Benefits

- Opportunities for global collaboration with foreign colleagues
- Increased likelihood of international exposure and recognition of scholarship
- Additional on-campus leadership and professional development opportunities (which factor into promotion considerations)

Contacts at Northern Arizona University recommend that administrators hold open forum discussions around curricular internationalization plans to encourage transparency and predispose faculty to the topic before appearances at faculty meetings.

2) Attis et. al., 18.

"We aren't trying to educate bench engineers and scientists. We're trying to educate leaders who want to solve global problems."

-Forum interview

Successful Engineering Curricular Internationalization

The Associate Provost for Student Success at **Wayne State University** highlights the importance of global learning as part of ABET accreditation. Contacts report that the college of engineering has demonstrated an entrepreneurial attitude toward curriculum internationalization; with support from the international programs office, the college offers a Global Experience Scholarship Program that awards $1,000 to 20 engineering and computer science undergraduates students who wish to gain research and industry experience abroad. Contacts at **Georgia Tech** also report widespread support for the International Plan from engineering leadership.

Communication with Faculty

Incentivize Faculty through Formal Review or Monetary Awards

Ideally, institutions recognize work completed to further curricular internationalization within institutions' traditional rewards structure: annual review criteria and promotion and tenure processes. Faculty members are most likely to comply with initiatives that factor into their assessment. However, contacts recognize that amending this system may not be feasible. Monetary or course-release compensation for contributions to curricular internationalization has succeeded at several profiled institutions.

Industry Leader Voices Bolster Need for Curricular Reform

Many business leaders from multinational corporations serve on the board of visitors at **Wayne State University**. Contacts report that these industry leaders reiterate the importance of global competency development to deans; in particular, their clout has helped garner support from previously skeptical business and communication arts deans.

Faculty Compensation for Global Curriculum Work at *Northern Arizona University*

Initiative Development Phase
Each degree program designates teams of three to four faculty members (pending the size of the program) to:

- audit existing global experiences,
- develop global learning outcomes in the context of their discipline, and
- develop strategies to pursue these outcomes (e.g., capstone courses, more study abroad opportunities, assessment strategies).

At least one faculty member must be a senior tenured faculty member of influence in the department.

Participating faculty receive a $4,000 stipend as compensated overload salary or a course release.

More than half of all academic departments have now completed this work.

Post-implementation Phase
Senior leadership creates distinguished awards to recognize individual faculty members and departments that make notable contributions to the institution-wide internationalization agenda.

The provost presents awards for Faculty and Departmental Excellence in Global Learning at the end-of-year President's Award Ceremony.

The prize includes a $12,000 check.

Faculty Self-Assessment or Gap Analysis Reveals Tangible Action Steps

Contacts emphasize that when faculty members critically examine their current research and teaching responsibilities, many recognize opportunities to insert global texts, case studies, or broader disciplinary themes. In some cases they realize they are already doing so, or easily identify colleagues whose area of expertise may complement their own. Faculty more actively participate in curriculum internationalization efforts if they do not perceive participation to require burdensome work unrelated to their interests.

Two years after the development of Global Learning Goals (GLGs) at **California State University-Stanislaus**, administrators surveyed faculty who teach general education courses to explore the linkages between GLGs and course requirements. The survey represented a reflective opportunity for faculty as well as a method for administrators to brainstorm potential GLG assessment mechanisms.[3]

Sample Faculty Survey

- Are you familiar with the Global Learning Goals (GLGs)?
- In what ways does your [general education] course instill the GLGs in students?
- To what extent did the GLGs influence the design of the course?

4) Assessment of Global Competence

Multi-faceted Assessment

Standardized External Instruments Yield Informative but Incomplete Assessment Results

Many institutions employ standardized external assessment instruments to measure progress of curriculum internationalization efforts, but contacts recommend these instruments in conjunction with multiple other tools (usually a combination of externally and internally developed tools). Administrators at **Alverno College** report that the results from these instruments require disaggregation to glean true insight; because the instruments do not link explicitly to the curriculum and institution's global learning goals, the gross-measure results do yield clear action steps or precise areas for improvement.

The Intercultural Development Inventory (IDI) and the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interviews are among the most widely used external assessment instruments:

- Contacts at **Northern Arizona University** report that while the IDI is comprehensive, it is expensive, requires trained assessors to administer, and involves significant time to monitor completion by all departments. However, they speculate that the IDI could provide insightful comparative data at highly complex institutions.

- Students who participate in the International Plan at **Georgia Tech** conduct ACTFL oral proficiency interviews; administrators report general satisfaction with the language assessment, but note that no control group exists.

3) Roy, R. et al.

Considerations to Guide Assessment Instrument Selection[4]

	Advantages	Disadvantages	Other Considerations
Standardized External Instrument	▪ Immediately available for implementation ▪ Easily scalable for institution-wide assessment	▪ Incurs annual expense of third-party tool purchase ▪ Lacks explicit link to institution-specific global learning outcomes	▪ How much time must we allot for assessment completion, evidence, and analysis? ▪ Do we have the staff resources and expertise to accurately code and compare qualitative materials? ▪ What funding sources will ensure action on recommendations for improvement?
Internally Developed Instrument	▪ Caters to institution-wide or discipline-specific global learning outcomes	▪ Requires funding for materials, administrative and collections tasks, and analysis ▪ Time-intensive assessment plan and tool development process	

A Combination of Qualitative and Quantitative Measurements Drive Sophisticated Global Learning Assessment

Global learning experts agree that comprehensive assessment of curriculum internationalization ideally includes multiple qualitative and quantitative measures over a period of time.[5] Contacts also recommend a combination of direct tools (e.g., tests, papers, portfolios, embedded course assignments) and indirect assessment tools (e.g., surveys, focus groups, interviews, self-assessments, job placement data).[7] For example, the IP Quality Enhancement Plan (QEP) assessment strategy at **Georgia Tech** represents a comprehensive internally developed strategy; it includes:

> One study found that institutions employ an average of five different methods to assess intercultural competence; student interviews and student papers/presentations were the most popular methods.[6]

Data
- Enrollment
- Completion
- Gender
- Ethnicity
- GPA
- Time-to-degree
- Major
- Job placements

Surveys
- Pre- and post-education/work abroad
- Student work supervisor surveys
- Faculty surveys
- IP program alumni surveys

Standardized Tests
- ACTFL oral proficiency interview
- IDI
- Global Knowledge Inventory (a home-grown multiple choice assessment instrument; see p.12)

Reflection
- Capstone coursework
- Post-education/work abroad essays

> Contacts reflect that self-assessment essays capture important competency growth information but require coders with social science analytic training to evaluate accurately.

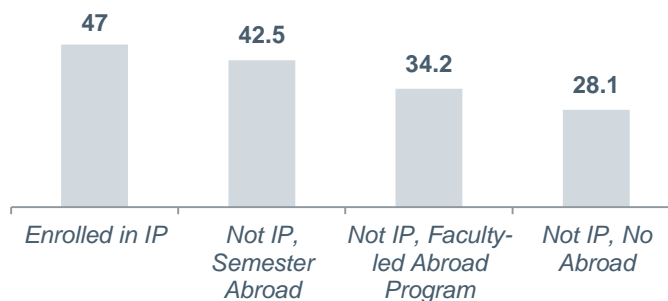4) Attis et. al., 39.
5) Deardorff, 257.
6) Ibid, 250-251.
7) Green, 10.

Assessment results ideally catalyze changes to curriculum design, new teaching techniques, and the addition of new or improved assessment methods. Other institutions could adapt an approach like Georgia Tech's QEP to assess institution-wide curriculum internationalization initiatives. The two most notable features of the QEP are the explicit alignment of learning outcomes to assessment methods and the Global Knowledge Inventory.[8]

Learning Outcomes Linked to Assessment Methods

Learning Outcome

Assessment Methods

- **Intercultural Assimilation**
  - IDI
  - Analysis of pre-/post-surveys
  - ACTFL oral proficiency interview

- **Global Disciplinary Practice**
  - Global Knowledge Inventory
  - Analysis of pre-/post-surveys

Global Knowledge Inventory (GKI)

- 30-item multiple choice test

- **Development**: team comprising economics faculty member, international affairs faculty member, and director of assessment

- **Goal**: discern degrees of global knowledge from coursework, travel abroad, and life-long learning experiences

--- **Select Results** ---

Top Enrollments by Major

- International Affairs and Modern Languages
- Industrial and Systems Engineering
- Management
- Architecture

Pre-/post- Surveys for Study and Work Abroad

- Positive gains in global learning for IP students
- No differential gains based on IP enrollment

Initial GKI Analysis

- Preliminary results indicate that IP students perform better than those with no international experience, but results are not statistically significant given scale of assessment to date.

Percentage of Students Who Shift at least One Developmental Category on the IDI

Enrolled in IP	Not IP, Semester Abroad	Not IP, Faculty-led Abroad Program	Not IP, No Abroad
47	42.5	34.2	28.1

Source: Forum interviews, Georgia Tech *Impact Report*, 2010

Global learning assessment at **Alverno College** occurs within junior-level global perspectives courses; courses' common set of learning objectives enables institution-wide assessment despite distinct course content. Their home-grown performance-based assessment is a time-intensive process.
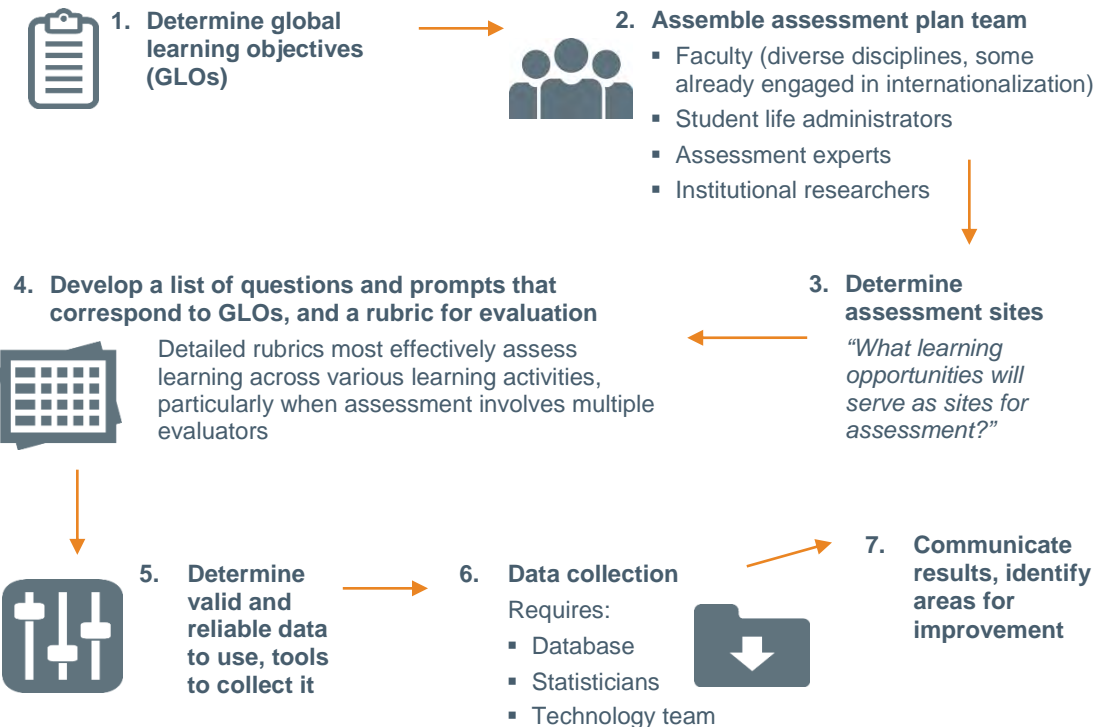
8) Georgia Institute of Technology *Impact Report 2010.*

Contacts would ideally analyze various subsections of student performance data in conjunction with global learning outcomes to understand more granular-level learning gains (e.g., gains based on student major, compare different sections of global perspectives course). They would also like to examine which instructional strategies help students learn more effectively. Such comprehensive analysis requires analytic systems and technological infrastructure to enter data, analyze it, and share results across the institution; administrators currently lack resources for this process.

Steps to Develop a Comprehensive Global Learning Assessment Plan[9]

1. **Determine global learning objectives (GLOs)**

2. **Assemble assessment plan team**
   - Faculty (diverse disciplines, some already engaged in internationalization)
   - Student life administrators
   - Assessment experts
   - Institutional researchers

4. **Develop a list of questions and prompts that correspond to GLOs, and a rubric for evaluation**

   Detailed rubrics most effectively assess learning across various learning activities, particularly when assessment involves multiple evaluators

3. **Determine assessment sites**

   "What learning opportunities will serve as sites for assessment?"

5. **Determine valid and reliable data to use, tools to collect it**

6. **Data collection**
   Requires:
   - Database
   - Statisticians
   - Technology team

7. **Communicate results, identify areas for improvement**

Challenges

Assessment Activities Dissolve with Lack of Sustained Funding

Contacts agree that the comprehensiveness of assessment is proportional to the resources required to administer it. Both **Georgia Tech** and **Northern Arizona University** were forced to suspend international competency assessment efforts within the first five years of implementation due to lack of funding. Faculty and assessment staff turnover also pose obstacles to sustained and cohesive assessment efforts.

Georgia Tech fell far short of its $2.5 million goal for an IP endowment; it raised less than $50,000.

Many administrators express skepticism about the validity of assessment methods that largely depend on student motivation to complete them; students are unlikely to participate in assessment unless it represents a course requirement.[10] Administrators at **Alverno College** experience success with assessments that faculty administer in conjunction with – or in place of – final course exams.

9) Green, 10-11.
10) Ibid, 14.

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What process do institutions undertake to integrate global student learning outcomes into the curriculum for all undergraduates?

- What are examples of successful internationalization within non-liberal arts curricula?

- How have institutions modified their global learning outcomes over time? What factors prompted these changes?

- How do institutions communicate the importance of curricular internationalization to all schools and colleges, particularly those outside of the liberal arts?

- How do institutions measure attainment of global learning outcomes? Do any institutions develop their own assessment instruments?

- What gains have institutions realized in student attainment of global learning outcomes? What changes in teaching and learning occurred before these changes were realized?

- How has the assessment of global learning outcomes triggered further curricular reform?

- What challenges do administrators face as they aim to reliably measure these outcomes? How do they plan to enhance their assessment methodology in the future?

- What recommendations do administrators offer to other institutions that aim to internationalize their curricula?

Project Sources

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  (http://www.csustan.edu/ge/Documents-Forms/University%20Wide%20Assessment/Assessment_GlobalLearningGoals_2007.pdf%20-%20Adobe%20Acrobat%20Professional.pdf)

Research Parameters

The Forum interviewed academic affairs and international education administrators at institutions with robust curriculum internationalization initiatives.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Alverno College	Midwest	2,100/2,600	Master's Colleges and Universities (smaller programs)
Georgia Institute of Technology (Georgia Tech)	South	13,900/20,900	Research Universities (very high research activity)
Northern Arizona University	Mountain West	20,700/25,600	Research Universities (high research activity)
University of Cincinnati	Midwest	22,900/33,300	Research Universities (very high research activity)
Wayne State University	Midwest	20,600/30,700	Research Universities (very high research activity)

Networking Contacts

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International Partnerships Subcommittee

8.16.13

Internationalization at IUPUI is defined as the active involvement, across the teaching, research, and engagement missions of the university, in global networks of knowledge and collaboration.[i]

Overarching theme from the 2007 Office of International Affairs Strategic Planning Document: Cultivate **international partnerships** as dynamic 21st century platforms for research, teaching, and mutual benefit. [ii]

International Partnerships at IUPUI are strategic transformative relationships between IUPUI and participating institutions that are mutually beneficial to each enterprise and to the communities served by these institutions. Success will be measured through relevant outcomes of benefit to the community and to the participating institutions.[iii]

Subcommittee Goals:

1. Deliver excellence in the three IUPUI primary strategic agreements for international partnerships with Kenya, China and Mexico.
   - Improve campus support for visiting scholars and faculty in Indianapolis
     - Provide institutional support for visiting students and faculty to assist with housing, transportation, orientation, and student services.
     - Improve cultural competency for IUPUI faculty, staff and students who work with visitors to campus, and are likely to do so in the future.
   - Establish guidelines and procedures for host institutional partners including financial support, faculty research, and dedicated staff for strategic agreements.
   - Define, develop and encourage opportunities for post graduate research at partner/host institutions to grow strategic partnerships, build personal research relationships, nurture international research practices and prepare global faculty for the future.
   - Culturally and academically screen and prepare students who will study at IUPUI or study at a partner institution.
     - Conduct a transcript analysis and skills inventory to make certain that degree knowledge and skills training are transferable to the programs at IUPUI and abroad.
     - Conduct appropriate language competency screening and appropriate alignment with instruction at IUPUI or at the host institution.
     - Develop and deliver appropriate orientation by discipline including overview of American and host country medical system, technology applications, on the job training.
     - Orient both partners to the workplace culture and expectations from communication preferences (email, phone, in person) to decision making for policies shared between educational institutions, community based organizations and government.

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- Develop deep community relationships with foreign born professionals and families residing in Central Indiana from Kenya, China, and Mexico.
  - Exchange ideas about trends, news, politics and culture and remain sensitive to political alliances and historical and contemporary conflicts.
  - Foster collaboration between faculty and community professionals through Kenya Interest Group, Mexico Interest Group and China Philanthropic Leadership Institute.
  - Build alliances with Sister City programs, international corporate partners, and economic development partners to leverage relationships in Kenya, China and Mexico.
- Develop an assessment plan, sustainability benchmarks and disengagement strategies when necessary.
- Provide a framework for academic deans, department chairs and individual faculty to analyze international research and learning already in progress, identify potential opportunities to join institutional agreements, develop strategies to leverage their academic strengths with the strengths of partner institutions.

2. Prioritize and target future potential international partnerships for IUPUI to pursue.
   - Research and define potential universities in the 30 countries and top 5 rankings from Indiana University's strategy.
     - Select prospective partners to be targeted and develop a long term strategy for engagement.
     - Coordinate expectations and streamline review and approval processes with Indiana University International Affairs.
     - Identify the potential initial agreement structure and appropriate protocols to engage and proceed with one of three types of agreements: unit-to-unit, memorandum of understanding or primary strategic agreement.
   - Establish and maintain a comprehensive inventory and database on international working relationships of faculty and professional staff including research, study abroad locations, national origin.[iv]
     - Foster the collection of data regarding international faculty research, international post graduate research, workshops, consulting or sabbaticals on the faculty annual activity report.
     - Maintain data on post graduate international engagement with and between faculty, post doc students and mentors.
     - Develop and maintain comprehensive alumni data on students who have studied in the US and abroad, student migration overseas, degree programs and research, current and former employment domestically and abroad.
     - Leverage institutional resources to reduce costs and add benefit through deployment of online learning tools, maximizing efficiency in discounted teleconference programs.

- Maintain an electronic resource room for best practices, guidelines and protocols, campus and institutional experts, grant opportunities, faculty mentors and workshop information.
- Build on existing university international alliances and national associations with established relationships by discipline or by geography in parts of the world of interest to IUPUI; systematically review the partnerships for alignment with IUPUI.
  - o Invite multinational researchers to campus to meet with faculty and exchange ideas, join existing inter-institutional collaborations like the Global Oral Health alliance.
  - o Leverage partnership opportunities with existing non-educational partners including industry associations, professional organizations, and supply chain partners for Indiana businesses in key target markets globally.
- Cultivate prospective partners and coordinate public relations' efforts, key messages from the university, and relationship management in host communities to recognize and honor previous engagements and future visits to the area by university delegates.
  - o Develop and deliver certificate programs and courses with and through prospective partner institutions in host communities.

3. Fuel innovation and creativity by building a model to move research collaborations along the development continuum from unit-to-unit engagement to a strategic agreement.
    - Clearly define the partnership criteria for movement along the partnership development continuum from faculty to faculty collaboration to unit-to-unit Memorandum of Understanding to formal strategic partnership.
    - Build on our institutional strengths and faculty excellence in identifying potential partners.
    - Create a strategy to attract potential faculty, department chairs, graduate fellows to international exchange and research by defining the benefits of international partnerships.
    - Develop school based procedures to assess existing school or unit-to-unit partnerships for continuation, growth or discontinuation.
    - Establish a protocol and process for managing inbound requests from international partners to collaborate with IUPUI.
    - Create a seed fund for innovation to invest in future strategic partnerships.
      - o Encourage travel for faculty to existing host sites to gather information and identify opportunities to collaborate.
      - o Develop a nimble, fluid review and approval process for mini-grants which further international collaboration through travel abroad, hosting international visitors in Indiana, translation services, program & professional development, and/or graduate assistantships.
      - o Develop private philanthropy relationships to establish Global Partnership Endowments in Health and Life Sciences, Engineering/Technology and Communications, Politics/Policy and Philanthropy.

- Build a critical mass of faculty prepared to engage in international research and collaboration through systematic education and promotion of best practices and opportunities for international partnership.
  - o Provide incentives to faculty for leadership in internationalization. Evaluate and revise faculty promotion and tenure guidelines to reflect a commitment to internationalization. (eg. Texas A&M model, Rutgers U, Michigan State U, Oregon State)[v]
  - o Build the capacity of campus international partner allies/stakeholders and involve them in leadership and decision making.[vi]
  - o Move uncommitted bystanders along the commitment continuum through comprehension, competence and connection. Develop workshops and self-teaching resources for faculty and staff to learn about significant partner institutions and their countries.
  - o Develop workshops and self-teaching resources for faculty and staff on best practices in international partnerships in the classroom, laboratory, clinics, online or face-to-face.[vii]

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[i] Internationalization at IUPUI as defined by the Office of International Affairs drawn from the present day statement submitted to the subcommittee in spring 2013.

[ii] Language taken from "Strategic Plan for a New Era of Internationalization, IUPUI, 2007."

[iii] Conceptual framework from Susan Buck Sutton's article in International Educator "Transforming Internationalization through Partnership." 2010

[iv] Actions to be taken by the institution described in "Strategic Plan for a New Era of Internationalization, Indiana University Purdue University Indianapolis" 2007 p.6.

[v] Institutional faculty guidelines are drawn from NAFSA "Leading Comprehensive Internationalization: Strategy and Tactics for Action" 2012 p.13.

[vi] Terminology of stakeholders/allies and uncommitted from NAFSA "Leading Comprehensive Internationalization: Stragety and Tactics for Action" 2012 p.24.

[vii] Actions to be taken by the institution described in "Strategic Plan for a New Era of Internationalization, Indiana University Purdue University Indianapolis" 2007 p.6.

Subcommittee on
Engaging the Community and Internationalizing the IUPUI Experience

January 31, 2014

The charge of our subcommittee as we understood it was two-fold.

1. How can IUPUI engage the community—whether conceived as Indianapolis or Central Indiana or all of Indiana—so that the university participates in and contributes to the community's existing international relationships and its aspirations?
2. How can we increase the opportunities—and participation in those opportunities—for international experiences for IUPUI students, staff, and faculty?

These two charges are not dichotomous, however. In fact, one of the most effective ways we can internationalize the IUPUI experience is through stronger engagement with Indiana's international populations, relationships, and organizations, and this became an important focus for our subcommittee discussions.

Where We've Been

Past and present efforts to internationalize the IUPUI experience for students, staff, and faculty consist primarily of programs, activities, and services such as the following.

1. On-campus programming such as the annual IUPUI International Festival, Study Abroad Fair, speakers, events, etc.
2. Study-abroad opportunities and exchange programs that encourage IUPUI students, guided by faculty and/or staff, to visit and learn in another country.
3. The presence of international students, staff, and faculty here at IUPUI, interaction with whom provides another "window on the world" for local students, staff, and faculty.
4. Relationships with local and statewide organizations that have international missions and/or relationships, such as the International Center of Indianapolis, the Japan America Society of Indiana, the Indiana Economic Development Corporation, and many other businesses and nonprofit entities.
5. Courses on international topics and degree and certificate options such as International Studies, Global Health, Translation and Interpreting, and World Languages and Cultures.

We did not undertake a full inventory of past and present engagements such as these, but it is likely that such an inventory would reveal both a scope and a longevity of international engagement and activities that would surprise many of us. Keeping track of everything that has been done or is occurring at present would be a real challenge given IUPUI's relatively decentralized structure. Furthermore, many of the schools are older than the campus itself so we didn't even start recording or assessing activities at a campus scale until after 1969. Nevertheless, there is clearly a base to build upon—both with respect to internationalizing the IUPUI experience and engaging the community.

What We Discussed and What We Recommend

Needs for more and better information

Our engagement with the community, our ability to internationalize the experience on the IUPUI campus, and our ability to assess progress with respect to both would be significantly enhanced if we could

1. Have information on a student's study-abroad participation make it into that student's alumni record so we can have better information on which alumni went to what other countries as part of their IUPUI education;

2.

Institutionalizing linkages and communications with local entities

Much of IUPUI schools', faculty, and staff communication and cooperation with area businesses and nonprofit organizations that have international missions or relationships occurs singly—i.e., a particular individual or unit at IUPUI has a relationship with organization XYZ but this information is not captured or available in ways that can be viewed by others at IUPUI.

This creates at least two obstacles to further progress in internationalizing IUPUI and engaging with the community. One is that other individuals and units at IUPUI who may contact organization XYZ have no idea beforehand that XYZ is already engaged with some other individual or unit at IUPUI, which among other things can foster an impression at XYZ that IUPUI is fragmented or poorly organized with respect to internationalization or with respect to community engagement generally. The other is that individuals and units at IUPUI who might wish to initiate outreach or engagement may overlook organization XYZ even though it is involved in international activities and already interacts with one or more individuals or units at IUPUI.

1. Community engagement with respect to internationalization at IUPUI might therefore advance more rapidly and effectively if there were capacity at the IUPUI campus to maintain an inventory of campus-community relationships.

2. The 22 schools at IUPUI need to institutionalize international programs—e.g., having an international office(r) within each school, and having those international officers meet regularly enough (perhaps twice per year) to keep one another apprised of their respective schools' international activities and relationships. In addition to the information sharing that would result, this interaction should make it easier for schools to build upon and complement one another's work.

Enhancing the number and quality of international educational experiences for IUPUI students

International internships and other experiential-learning opportunities are a potentially powerful addition to more traditional study-abroad programs. The experience of the School of Engineering and Technology, the School of Medicine, and other units thus far attests to the

value of these opportunities. Such experiences can take place overseas but might also occur here at home through the placement of an IUPUI student in an internship or other experience at an area business or other organization that is engaged in international activity. To the extent practicable, faculty, staff, and administrators should seek to expand internships and experiential-learning opportunities as well as more traditional study-abroad programs.

<u>Enhancing the number and quality of international experiences for IUPUI students, staff, and faculty</u>

The city of Indianapolis has sister-city relationships with eight communities around the world. Other cities in Indiana have sister-city relationships as well. The state of Indiana has sister-state relationships with states, provinces, and other regions around the world. These relationships involve (or should involve) regular communication and at least occasional visits between persons here and elsewhere. To date, IUPUI has been engaged with sister-city or sister-state activities only if some individual student, staff, or faculty member happens to connect with them or if a sister-city committee or sister-state committee happens to invite our participation. In the subcommittee's view, greater involvement with sister-city and sister-state committees holds significant potential for internationalizing the IUPUI experience via community engagement. Such relationships could serve as building blocks for development of exchange programs and even university partnerships in locations around the world where Indianapolis and Indiana ties help to strengthen our IUPUI involvement, and where participation by IUPUI helps to strengthen the ways in which these sister-city and sister-state relationships promote the internationalization of Indianapolis and Indiana   We recommend that IUPUI senior leadership challenge the campus to establish relationships with every Indianapolis sister-city committee and every Indiana sister-state committee by 2020, with IUPUI participation in sister-city and sister-state visits occurring between now and then to the extent possible.

A recurring theme: how can we internationalize the experience of students who don't/can't travel?

There are many organizations (especially religious congregations and associations) in the Indianapolis area that are engaged internationally, but not with us. How can and should we engage them?

The IU Alumni Association runs a "Hoosier Travel" program for alumni—how can we more effectively engage faculty on those trips?

Confucius Institute of Indianapolis is taking approximately 20 IUPUI students to China each summer—could include staff and faculty.

Need to remind people about free lunch-hour Chinese language and culture classes available through the Confucius Institute, located in Cavanaugh Hall.

Notes from a meeting of the IUPUI Internationalization Lab subcommittee on
"Internationalizing the Local Experience"

February 15, 2013

Note: This meeting took place as we were developing and finalizing the report that the IUPUI Internationalization Task Force (a/k/a the IUPUI Internationalization Leadership Team) would submit on March 1st for the "IUPUI 2025" campus strategic planning process. Therefore, most of the conversation focused on adding, refining, and clarifying important points for that report. The report we ended up submitting on March 1st is viewable in our Box folder—the file name is "Internationalization task force March 1 report for IUPUI 2025 strategic plan."

Outreach activities
    Stakeholder forums were held in January and early February
        Office of International Affairs staff and IUPUI Vice Chancellor Amy Warner met with the Indiana-China Council, the Sagamore Institute, and the Japan-America Society of Indiana.
    Stakeholder forums were upcoming in the latter half of February
        One would be co-hosted with the International Center of Indianapolis and organized in collaboration with DevelopIndy, and would involve a group of area business representatives
        Another would be co-hosted with the International Center of Indianapolis and held at the Indianapolis-Marion County Public Library, and would involve representatives from several international/immigrant community organizations.

Subcommittee members were given a document that had been prepared as a preliminary report for the IUPUI strategic planning process, with a few suggested strategic directions for advancement of internationalization at IUPUI. Subcommittee members were asked to add to, comment on, or recommend changes to that preliminary document so it could be revised into a fuller report to be submitted on March 1st for the "IUPUI 2025" strategic plan.

Subcommittee members recommended and discussed the following:
- Making the campus more accessible and more inviting for the community in order to facilitate interaction and welcome more people and organizations to participate in events held on campus
    o Having an attractive convening place
    o Parking
- Our assets and activities suit us well for a role as a kind of inter-cultural center or "hub" for the Indianapolis area
    o Could there be a role at IUPUI for former U.S. Senator (and former Indianapolis mayor) Richard Lugar?

- o Could IUPUI also be a "virtual hub"—providing technological access and support for community organizations?
- We should add more dual-degree programs with a language as one of the degrees—following the example of the Engineering and German, Engineering and French, and Engineering and Spanish dual-degree programs we have already.
  - o Examples of possibilities—Engineering and Chinese, Motorsports and Japanese, Spanish and…?
- We need to get schools at IUPUI to think, during curriculum development and reform, about how to assure the integration of overseas study or other international education opportunities.
- Having a coordinated approach between IUPUI and Indianapolis' Sister Cities committees would be preferable to having different parts of IUPUI going their own ways.
- Thanks to communication technologies, sister-city "visits" don't have to be only face-to-face and in-person.
- How can we use our relationships in the community and interactions with the community to advance understanding and advancement of IUPUI's image and awareness?

Notes from a meeting of the IUPUI Internationalization Lab subcommittee on
"Internationalizing the Local Experience"

March 26, 2013

Next steps (suggestions and ideas from subcommittee members at the meeting):

Identify an international enrollment target as part of IUPUI's Enrollment Management strategy.

Beginning next year, there could be an additional 200 students from Sun Yat-Sen University (SYSU) under the 2+2 agreements with various schools at IUPUI.
- Want to make sure the early experiences of SYSU students are positive so we gain the benefit of word-of-mouth reporting by them to other students in China.
- Also, there is a SYSU alumni group here in Indianapolis.

What other types of clusters of alumni do we have in the Indianapolis area?

It's also important to maintain contact and interaction with IU alumni overseas. International alumni like to see university leaders visit and talk with them.

Make online courses available to international students before they arrive here.

There are now 60-70 private-foundation universities in Turkey, with instruction in English and curricula modeled on the U.S.
- On the other hand, there may not be one obvious Turkish university for use to pair up with as we did with Moi or SYSU.

Faculty retain academic freedom to choose their topics of interest and countries of interest, so it wouldn't be appropriate or desirable for the university to require people to focus on overseas-study, research partnerships, community service, etc., with a particular place or places. If the university wants to give priority to some places, it can do so through focusing resources so that resources are more readily available for work in some places than in others. This approach provides incentives but isn't coercive.

Can we find data on the proportion of graduate and professional students at IUPUI who had overseas study or other international experience as undergraduates?

Have to overcome reluctance of US-based students.
- Even students who are offered funding for overseas study—such as IUPUI Honors College students—don't always use it.
- This underscores the importance of curriculum integration.

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- One message that helps is the importance of international experience for students' future employment prospects.
- Internships help in this regard.

Notes from a meeting of the IUPUI Internationalization Lab subcommittee on
"Internationalizing the Local Experience"

April 9, 2013

As we focus on developing IUPUI's overall internationalization plan, what additional ideas do you have? Suggestions and ideas from subcommittee members at the meeting:

Outreach to community groups, including companies in the area that have international interests.

Outreach to honorary consuls and to sister-city committees.

We need a faculty and staff international directory.

Do we have – or could we create – a survey of IUPUI students to determine their interests with regard to international education?
- There was a student survey in Fall 2011. Some of those data were included in Stephanie Leslie's presentation to us about study abroad when our subcommittee first met.

What would we do with the faculty/staff inventory and the student survey data if we had them?
- We could start drawing connections and mapping clusters of interest and expertise.
- This would help us identify both where we are already positioned well to move forward ("low-hanging fruit") and where we have serious gaps between, for example, what students say they would be interested in and where we have faculty and staff expertise/background.

A key question has been and remains how we can get advisors to integrate international education into their academic advising of students.

How is the undergraduate curriculum organized (or going to be organized) to do this? And how do we reach first-year students in particular, and get them to think about international matters?
- The new undergraduate common core curriculum includes a 3-cr requirement in "cultural understanding".
- We need really engaging courses to fit in this area, so they can attract students to more international education instead of being just another box to check.
- We should also try to do this the "IUPUI/Indianapolis way"—in partnership with community organizations, sister-city committees, etc.—so students get locally and globally engaged at the same time.

Could/should we establish a "cultural etiquette" course/program?

For all international students at IUPUI, including graduate and professional students, a key to internationalization lies in linking them with local communities of interest to them.

Other possibilities and opportunities
- Use the "Summer Bridge" program to connect with incoming first-year students.
- Use the IUPUI Common Theme program to engage students, faculty, and staff.
- Work with Ivy Tech to reach community-college students who plan to attend IUPUI later. Their director of global learning is Jim Duncan.
- Keep other campuses in mind, too
- Programming "University Tower" – 560 first-year students will be living in the middle of campus starting this Fall.

Crucial observation

Without a wholesale, thoroughgoing institutional commitment, these are all just "add-ons". For internationalization to really take hold and move IUPUI, it needs to be internalized and institutionalized so that it becomes part of what people at IUPUI see and feel—and people outside IUPUI perceive—to be part of this place. We have largely accomplished this with service learning and the general idea of civic engagement. Can we do it with internationalization???

Notes from meeting of the Internationalization subcommittee on Internationalizing the IUPUI Experience and Engaging the Community

October 21, 2013
1:00-2:00 p.m. ES 2129 conference room

At this meeting, we began to focus more directly on implementation of some of our principal ideas for internationalizing the campus and engaging with the community. We went through seven priorities and, for each one, considered what is being done currently and by whom, and what assignment of responsibility or direction of resources could make sense to advancing that priority in the future.

1. Enhance linkages with international companies, especially as a means of developing internship opportunities her in Indiana and in other locations.

    Current situation: There are a number of units across campus with some degree of interaction with individual companies. Among these are the IUPUI Office of International Affairs (the director in particular), the IUPUI Solution Center, the IUPUI Office of External Affairs, the Kelley School of Business, and IU Health.

There does not appear to be a unit on campus that has the primary responsibility and the resources (mainly personnel time) to regularly compile lists of, maintain contacts with, and pursue opportunities for our students with companies in Indiana that have international ties.

For the future: In order to maintain a dynamic and extensive set of relationships with companies, and develop placements for students, it may be beneficial to devote some resources to a campus-wide effort. This work could be organized in the IUPUI Office of International Affairs, but not necessarily—it could also be done by the Office of External Affairs, the Solution Center, or someone else. The advantages of having assigned responsibility and resources for such an effort would be (a) focus and accountability, (b) avoidance of duplication of efforts across multiple schools and other units, and (c) making it simpler for companies to know who they would be contacting, and being contacted by, at IUPUI.

2. Outreach to community groups (many of which are faith-based) that have international missions, services, and relationships.

   Current situation: The Office of International Affairs has numerous contacts and interactions with community organizations, although they tend to be somewhat idiosyncratic (i.e., which OIA staff member happens to know or interact with which groups) rather than systematic. It is likely that the IUPUI Center for Service and Learning operates similarly.

   For the future: There are opportunities to make such outreach more regular and systematic on behalf of the whole campus. There are many community organizations with international activities and relationships. (Sigma Theta Tau International was mentioned as an example.) In order to maintain a dynamic and extensive set of relationships with community organizations, and develop learning opportunities for students, it may be beneficial to devote some resources to a campus-wide effort. This work could be organized in the IUPUI Office of International Affairs, but not necessarily—it could also be done by the Center for Service and Learning, the Solution Center, or someone else. The advantages of having assigned responsibility and resources for such an effort would be (a) focus and accountability, (b) avoidance of duplication of efforts across multiple schools and other units, and (c) making it simpler for community groups to know who they would be contacting, and being contacted by, at IUPUI.

3. Strengthen IUPUI's connections with Indianapolis' Sister Cities committees.

   Current situation: Some individuals (OIA staff and others) at IUPUI are in close and regular contact with one or more Sister City

   For the future:

4. Further develop communication and coordination with alumni—both overseas alumni and those here in Indiana with international ties and interests.

5. Build upon IUPUI existing strength and identity in civic engagement—engage students, staff, and faculty in service opportunities with international communities here and with communities elsewhere.

6. Develop co-curricular opportunities to increase students' international awareness and engagement—e.g., University Tower, Honors College service programs, graduate and undergraduate research and service activities.

7. Increasing study abroad opportunities and participation in them.

Some key questions pertaining to several or all of the above

1. How can we be more deliberate about our international visits? What do we want besides "meet-and-greets"?

2. How can we more formally and systematically engage with community groups, companies, sister-city committees, alumni?

3. When and in what ways would a campus-level approach be preferable to different parts of IUPUI taking their own paths and approaches?

4. How do we institutionalize internationalization within the IUPUI community?

IUPUI Internationalization Lab subcommittee on
"Internationalizing the Local Experience"

Our List

We need a faculty and staff international directory.

Create a campuswide database of staff, faculty and students with language translation skills and use as translation needs arise.

Create a campuswide database of staff, faculty and students with internationalization-related skills (dance, music, arts/crafts, etc.) and academic backgrounds and utilize for various events, speaking engagements, etc. on campus and in the community.

Do we have – or could we create – a survey of IUPUI students to determine their interests with regard to international education?
  ▪ There was a student survey in Fall 2011. Some of those data were included in Stephanie Leslie's presentation to us about study abroad when our subcommittee first met.

Can we find data on the proportion of graduate and professional students at IUPUI who had overseas study or other international experience as undergraduates?

What would we do with the faculty/staff inventory and the student survey data if we had them?
  ▪ We could start drawing connections and mapping clusters of interest and expertise.
  ▪ This would help us identify both where we are already positioned well to move forward ("low-hanging fruit") and where we have serious gaps between, for example, what students say they would be interested in and where we have faculty and staff expertise/background.

To what extent do we have records/data on students who go on overseas study trips if they are not enrolled in an overseas-study course for credit?

How might we make sure that participation in overseas study makes it into alumni records?

How can we enhance linkages with international companies? This could be a useful means to develop internship opportunities, both here in Indianapolis and in other locations.

Outreach to honorary consuls and to sister-city committees.

How can we use/build upon the Sister City relationships Indianapolis has? Could (should) we set a goal of faculty/staff/student involvement with every sister city?

Having a coordinated approach between IUPUI and Indianapolis' Sister Cities committees would be preferable to having different parts of IUPUI going their own ways.

Thanks to communication technologies, sister-city "visits" don't have to be only face-to-face and in-person.

Outreach to community groups, including companies in the area that have international interests.

For all international students at IUPUI, including graduate and professional students, a key to internationalization lies in linking them with local communities of interest to them.

Could/should we establish a "cultural etiquette" course/program?

Other possibilities and opportunities
- Use the "Summer Bridge" program to connect with incoming first-year students.
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- Keep other campuses in mind, too
- Programming "University Tower" – 560 first-year students will be living in the middle of campus starting this Fall.

Beginning next year, there could be an additional 200 students from Sun Yat-Sen University (SYSU) under the 2+2 agreements with various schools at IUPUI.
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- Also, there is a SYSU alumni group here in Indianapolis.

What other types of clusters of alumni do we have in the Indianapolis area?

It's also important to maintain contact and interaction with IU alumni overseas. International alumni like to see university leaders visit and talk with them.

Making the campus more accessible and more inviting for the community in order to facilitate interaction and welcome more people and organizations to participate in events held on campus
- Having an attractive convening place
- Parking

Our assets and activities suit us well for a role as a kind of inter-cultural center or "hub" for the Indianapolis area

- Could there be a role at IUPUI for former U.S. Senator (and former Indianapolis mayor) Richard Lugar?
- Could IUPUI also be a "virtual hub"—providing technological access and support for community organizations?

How can we use our relationships in the community and interactions with the community to advance understanding and advancement of IUPUI's image and awareness?

A recurring theme: how can we internationalize the experience of students who don't/can't travel?

There are many organizations (especially religious congregations and associations) in the Indianapolis area that are engaged internationally, but not with us. How can and should we engage them?

The IU Alumni Association runs a "Hoosier Travel" program for alumni—how can we more effectively engage faculty on those trips?

Offer language classes, workshops, etc. preferably at lunch on Fridays for 30-50 minutes or starting at 5:15 and, where possible, invite the community.

Do an article in JagNews and Work/Life E-news encouraging people to sign up for Office of International Affairs listserv.

Meet with HRA training staff to see if an internationalization piece would be appropriate for the Leadership in Dynamic Organizations series. Due to unfilled staff positions on HRA training staff, it is not currently on the calendar, but could be offered again at some point.

Create a speaker's bureau on global topics that the IUPUI (for staff meetings, etc.) and outside communities could tap into and market it effectively.

Compile a list of IUPUI departments that use fellowships and professional development funds for staff internationalization opportunities and their "tools" (forms, program descriptions, etc.) and market effectively. If you don't know which departments do this, add that to campuswide survey.

Survey other colleges and universities to see how they involve staff in internationalization and compile a list that others could use. (See attached form.)

Teach departments how to include staff in international program grant proposals.

Have an annual campus Geo Quiz team competition and make sure all teams are a mix of staff, faculty and students.

Offer an international film once a month at noon on Friday with a discussion period to follow. Shorter is better due to time concerns. (See attached list from SOCCIS and seek out other films on tolerance, etc.) Invite the general public, if there is space enough.

Offer an affordable international-themed summer camp at IUPUI.

Offer lunch time international entertainment in various campus venues (Campus Center Citizens Commons edutainment stage and 2nd floor eating area, in Law School lobby, in Natatorium concourse, in Herron theatre, in ICTC theatre, etc.) and market effectively.

Maybe when Ballet Folklorico and others are in town, have them come to IUPUI to do a 30-minute version of their performance or offer opportunity to "talent" identified from the campus survey.

Do more publicity on IUPUI Culture Hours and make it clear who can attend.

Implement more ways to get staff involved in campus International Festival (involve in planning of event; utilize their dance, music, arts/crafts skills; offer separate staff award for best ethnic dress; provide letter from Chancellor encouraging supervisors/managers to allow employees to attend, etc.)

Encourage national/international organizations that award prizes for campus internationalization to add awards criteria relating to internationalization of staff. This could drive efforts toward improvement in this area.

How is the undergraduate curriculum organized (or going to be organized) to enhance our students' international awareness and education? And how do we reach first-year students in particular, and get them to think about international matters?
- The new undergraduate common core curriculum includes a 3-cr requirement in "cultural understanding".
- We need really engaging courses to fit in this area, so they can attract students to more international education instead of being just another box to check.
- We should also try to do this the "IUPUI/Indianapolis way"—in partnership with community organizations, sister-city committees, etc.—so students get locally and globally engaged at the same time.

Faculty retain academic freedom to choose their topics of interest and countries of interest, so it wouldn't be appropriate or desirable for the university to require people to focus on overseas-study, research partnerships, community service, etc., with a particular place or places. If the university wants to give priority to some places, it can do so through focusing resources so that resources are more readily available for work in some places than in others. This approach provides incentives but isn't coercive.

Confucius Institute of Indianapolis is taking approximately 20 IUPUI students to China each summer—could include staff and faculty.

Need to remind people about free lunch-hour Chinese language and culture classes available through the Confucius Institute, located in Cavanaugh Hall.

Crucial observation

Without a wholesale, thoroughgoing institutional commitment, these are all just "add-ons". For internationalization to really take hold and move IUPUI, it needs to be internalized and institutionalized so that it becomes part of what people at IUPUI see and feel—and people outside IUPUI perceive—to be part of this place. We have largely accomplished this with service learning and the general idea of civic engagement. Can we do it with internationalization???

IUPUI ACE Internationalization Laboratory
Subcommittee on Recruitment and Retaining International Students, Faculty, Staff, and Visitors
1/31/14

OVERVIEW STATEMENTS
- o The work of the subcommittee was informed by the components of the IUPUI Enrollment Management Strategic Planning Taskforce. The relevant items are appended to this document.
  - o To accomplish our 2025 enrollment goal of an international student enrollment of 8-10% of the student population (approximately 3000 international students), we need to have 1st year retention at 93%, 6 year graduation rate of 50-60%, and add 100 students per year.
- o Other subcommittees have considered elements that would enhance the experience of international students, faculty, staff and visitors. The internationalization focus should help us establish a welcoming environment.

FACULTY, STAFF, VISITORS
- o Recruiting international faculty is complicated by the expense of bringing candidates to campus for interviews. While interviewing candidates via remote connections is useful for the initial stages of the interview process, the on-campus component is a critical part of the selection process and can be prohibitively expensive for some departments.
- o The lack of on-campus housing for international visitors provides challenges. More options for medium-term stays of one to six months are needed. New international faculty and researchers would be assisted by having transitional housing available while they are in the process of finding permanent housing.
- o Development of a defined process for assisting international faculty and fellows with integration into the campus community and the Indianapolis community would be helpful.
- o Develop a comprehensive, searchable database of international expertise and interests of IUPUI faculty.

STUDENTS
Issues to consider
- o Development of 2+2 agreements with international institutions have become more challenging since the curricula must be designed to incorporate the IUPUI General Education Core. One approach would be to enroll students in IUPUI online courses while the students are at their home institution. The success of the students would be augmented by hiring an individual to act as an onsite assisting instructor. Another approach is to train faculty at the home institution to offer IUPUI general education courses. This issue requires immediate attention since it is placing existing agreements at risk and impeding the development of new agreements
- o IUPUI currently accepts students with a lower level of ELS course completion than many of our peers. Concerns have been raised about the performance of these students once enrolled at IUPUI. Increasing the level of ELS course completion by one level will have a substantial impact (approximately 40% reduction) in our international student enrollment, particularly impacting the number of Saudi students. This issue requires further analysis of the student performance, impact on enrollment, and impact on reputation.
- o On-campus employment opportunities for international students appear to be more limited at IUPUI than at other campuses our size, in part due to more limited student employment in housing and food service positions.

Related developments
- o The International Enrollment Advisory Committee was formed to review international enrollment trends and advise OIA on interpreting and applying undergraduate admission requirements established by the University College admission committee.
- o A new School of Liberal Arts Intensive English Language Program will enroll students beginning Fall 2015. A pathways program is being developed to enroll students whose English language skills require additional attention while the student is able to enroll in selected credit bearing IUPUI courses.
  - ▪ An avenue to explore would be utilizing the growing base of expertise in TESOL and Applied Linguistics within the School of Liberal Arts to evaluate and develop English language instruction at our partner institutions in ways that facilitate direct W131 placement as students transfer to IUPUI.
  - ▪ Since some students also have difficulty with the performance on the math placement tests or performance in the math courses, developing an approach that incorporates access to math and facilitated engagement with ALEKS modules within the intensive English language program structure should be explored.

Recommendations (not prioritized)
- o The cost of IUPUI nonresident tuition continues to be a disincentive to enrolling international students. The level of discounting should be increased in order to achieve the goal of enrolling more international students. Monitor effectiveness of admissions-based scholarships on international student enrollment yield and adjust programs as necessary to impact international student enrollment decisions.
- o The current diversity of country of origin is not sufficient to sustain enrollment levels in the face of unanticipated factors which could block enrollment from a particular country or region. Additional focus on recruitment from new regions should be funded and undertaken.
- o The IUPUI websites need to be readily accessible on mobile devices and responsive to the prospective international student perspective across all academic programs and services.
- o OIA has developed an International Undergraduate Recruitment Plan. Mechanisms to increase distribution and awareness of the plan should be explored.
- o The development of our own Intensive English Language Program will impact our relationship with the ELS Language Centers. Efforts should be made to continue to maintain these centers as a source of students.
- o IUPUI should investigate establishing a liaison position at SYSU to focus on maximizing enrollment through the SYSU 2 + 2 programs.
- o IUPUI should advocate for amendment of University policy to permit well-vetted and carefully-managed agreements that engage reputable third-party organizations in a broader range of recruitment-related services than is currently permitted. A more flexible policy would increase IUPUI's ability to remain competitive in the global international student marketplace, realize greater return on investments in recruitment outreach, and achieve targeted recruitment goals.
- o Development of defined processes for assisting international students with integration into the campus community and the Indianapolis community would be helpful. Different approaches may be required for international students who are enrolled to complete a degree and international students who are attending IUPUI as part of their study abroad experience.
- o Improve the response time to graduate masters/professional inquiries and applications
- o Establish a "one stop" liaison with sponsored student scholarship programs to support increase in fully funded undergraduate and graduate placements.

- Establish a campus-level fellowship program or other funding incentive to support successful Fulbright placements (especially at the master's level) where tuition cost-shares are required. Fulbright students undergo a rigorous selection process, typically return home to become leaders in their fields in their home countries, and enhance the reputation of the institutions where they enroll.
- Review institutional capacity and target disciplines, identify diverse mix of partner feeder institutions and develop 2+2 transfer and articulation agreements that feed into programs with available capacity.
- To support international 2+2 transfer programs, develop flexible guidance for application of IUPUI General Core requirements to transfer credit from feeder international institutions.
- Expand recruitment outreach to US-based international student markets (e.g. intensive English programs, community colleges, and high schools enrolling significant populations of international students [in collaboration with the Office of Undergraduate Admissions].
- Develop infrastructure to support coordinated international visiting student programs (i.e. study abroad programs at IUPUI) that have potential to enroll groups of students and build IUPUI's international profile.
- Engage with University level international marketing campaigns to ensure that IUPUI's distinctive programs and character are effectively highlighted.
- Expand use of faculty members with academic links abroad in recruitment
- Increase professional development opportunities for faculty that enhance their effectiveness in teaching students from diverse cultural backgrounds and developing English proficiency.
- Increase engagement of international alumni in outreach programs.
- Collaborate in the development of Indiana University's Sunapsis International Office Module admissions system to ensure appropriate functionality for IUPUI programs, improve efficiency of the international admission process, and enhance systematic communications with prospective students.
- Expand transition support services for international students that support campus engagement (e.g. International Peer Mentoring Program, Summer Bridge capacity, etc.). *from Subcommittee on Students from Underrepresented Groups*
- Expand participation in Indianapolis host family program to support ongoing engagement of international students with the local community. *from Subcommittee on Students from Underrepresented Groups*
- Increase academic advising resources available for targeted support of international students at key points: new international student orientation, Summer Bridge program, use of FLAG for targeted interventions developed collaboratively between academic programs and Office of International Affairs. *from Subcommittee on Students from Underrepresented Groups*
- Establish financial literacy education and access to financial resources that are relevant to international students: expand funding for emergency grants, student loan opportunities that do not require a US co-signer, scholarships for continuing students based on financial need, etc.; Expand availability of on-campus employment opportunities not restricted to work-study. *from Subcommittee on Students from Underrepresented Group*
- Once the IU International Strategic Plan is completed, our initiatives should be reviewed.

Name: International Recruitment			
Objective: Recruit, admit, and graduate larger numbers of international students in undergraduate and graduate programs as part of creating a more diversified campus and education experience			
Strategy	Timeline	Resource Needs	Assigned to
Increase recruitment in additional selected countries to increase the diversity of countries of origin			ACE Internationalization Recruitment and Retention Subcommittee
Establish in-country staff to recruit students in major markets (China, India)			
Develop the IUPUI website to be readily accessible on mobile devices and responsive to prospective international student perspective across all academic programs and services.			
Develop clearly articulated enrollment pathways for students at varying levels of English language proficiency, including possible development of an IUPUI-operated Intensive English Program			
Improve the response time to graduate masters/professional inquiries and applications			
Establish a "one stop" liaison with sponsored student scholarship programs, to support increase in fully funded undergraduate and graduate placements.			
Review institutional capacity and target disciplines, identify diverse mix of partner feeder institutions and develop 2+2 transfer and articulation agreements that feed into programs with available capacity.			
Develop a NR tuition discounting strategy that will support achieving NR enrollment goals			
Expand recruitment outreach to US-based international student markets (e.g. intensive English programs, community colleges, and high schools enrolling significant populations of international students [in collaboration with the Office of Undergraduate Admissions].			

Establish joint international recruitment initiatives with the Indiana community college system (Ivy Tech & Vincennes)			
Develop infrastructure to support coordinated international visiting student programs (i.e. study abroad programs at IUPUI) that have potential to enroll groups of students and build IUPUI's international profile.			
Engage with University level international marketing campaigns to ensure that IUPUI's distinctive programs and character are effectively highlighted.			
Monitor effectiveness of admissions-based scholarships on international student enrollment yield and adjust programs as necessary to impact international student enrollment decisions.			
Expand use of faculty members with academic links abroad in recruitment			
Increase engagement of international alumni in outreach programs.			
Collaborate in the development of Indiana University's Sunapsis International Office Module admissions system to ensure appropriate functionality for IUPUI programs, improve efficiency of the international admission process, and enhance systematic communications with prospective students.			
Expand the availability of campus housing dedicated to serving international students and international experiences (e.g., I-House)			
Provide food options that accommodate different cultures			
Outcome: Increase number of new international students			
Metric/Performance Indicator: 570 new international degree-seeking students in Fall 2020 (220 new undergraduates; 350 grad/professional) 725 new international degree-seeking students in Fall 2025 (310 new undergraduates; 415 grad/professional)			
Outcome: Increase international student enrollment to 8-9% of the student body (2575-2900 international students) by 2020			
Metric/Performance Indicator:			

IUPUI 2020 Total Enrollment	Possible enrollment distribution for 8% International				Possible enrollment distribution for 9% International			
32,150	2575				2900			
IUPUI's ratio of undergraduate: graduate degree-seeking enrollment typically ranging from 40:60 and 45:55 2012 = 43:57	Undergrad	Graduate	Nondegree/ Visiting Student Programs	Online Program Enrollment (primarily outside the US)	Undergrad	Graduate	Nondegree including IUPUI Intensive English Program	Online Program Enrollment (primarily outside the US)
40:60	920	1380	140	135	960	1540	350	150
45:55	1035	1265	140	135	1080	1320	350	150
Outcome: Increase international student enrollment to 8-10% of the student body (2800-3500 international students) by 2025								
IUPUI 2025 Total Enrollment	Possible enrollment distribution for 8% International				Possible enrollment distribution for 10% International			
35,000	2800				3500			
40:60	1000	1500	150	150	1120	1680	400	300
45:55	1125	1375	150	150	1260	1520	400	300

Name: Transfer Recruitment			
Objective: Enroll more transfer students who will complete degrees at IUPUI, both direct transfers and delayed degree completers or near-completers			
Strategy	Timeline	Resource Needs	Assigned to
Develop a transfer culture within the academic units			Academic Units, UCOL
Integrate degree advising discussions into recruitment			Admissions, Academic Units, UCOL, CALL
Develop degree-audits and "what-if" scenarios for prospective transfer students focusing on presenting not just how much credit a student will receive but how much they have remaining			Admissions, Registrar, Academic Units CALL
Revise and increase number of articulations with Ivy Tech, reflecting ITCC's new core curriculum			Passport

Expand visits to community colleges			Admissions
Redeploy scholarship dollars to target transfer students			Scholarships, Admissions, Student Financial Services
Design and implement transfer-specific campus visit opportunities			Admissions, Campus Visits, Passport
Develop joint admissions programs with community colleges			Admissions, OIA
Design and implement recruitment plan for adults with some college but no degree			CALL
Achieve recognition as a transfer-friendly campus			
Review institutional capacity and target disciplines, identify partners and develop 2+2 agreements with Indiana, domestic, and international strategic partner institutions			
Develop appropriate funding model to support agreements through scholarships/fee remissions			
See also Transfer Processing, Non-Resident Recruitment, Diversity Recruitment, Social Media			
Outcome: Larger number of qualified transfer students and degrees awarded			
Metric/Performance Indicator: # of partnerships, # of target populations enrolled, post-secondary academic profiles (average college GPA, average # of credits completed, etc.), transfer credit metrics, average 1st and 2nd semester GPAs, Scholarship retention, feeder colleges			
# of partnerships, # of students coming through agreements, performance of students			

Source: Strategic Enrollment Management Planning Task Force report (10/12/13) pp. 18-19; 20-23

Implementing 2+2 International Transfer Agreements

Development, Course Equivalency, and General Education Fulfillment

Academic Affairs Forum

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1) Executive Overview

Key Observations

2+2 international transfer programs apply existing resources and guidelines for domestic transfer students (e.g., community college students) to ensure general education requirement fulfillment. International partnership coordinators liaise with undergraduate advising and transfer services offices to apply students' transfer credits towards core curriculum requirements. If state or university protocols allow domestic transfer students to fulfill general education requirements through requirement consolidation or associate's degree waivers, program officers apply the same standards to 2+2 transfer students. Programs also encourage students to take online and local community college courses as flexible, low-cost strategies to fulfill general education requirements.

Successful partner institutions that send many international students in transfer agreements develop specialized curriculum that meet American general education requirements for prospective transfer students. Partner institutions hire instructors to teach American general education courses. Institutions invest in instructor hiring and course development because 2+2 programs generate revenue and enrollment. American universities occasionally send faculty abroad to deliver core courses and facilitate pathway development. However, American host institutions do not offer blanket admissions to students enrolled in degree pathways; prospective transfer students must meet admissions eligibility requirements by their second year for consideration.

Faculty members negotiate agreements and evaluate course equivalencies. Institutions initiate agreements through longstanding faculty relationships with institutions or departments abroad; faculty often have personal connections with contacts at the international institution and vouch for program quality. Department chairs and/or faculty sponsors lead course equivalency mapping, the most labor- and time-consuming component of agreement negotiation.

International partnership programs hire a dedicated staff member to work full-time on program development. Although institutions identify faculty champions to initiate agreements and serve as resources for faculty who want to establish other partnerships, faculty lack the capacity to manage all partnership responsibilities in addition to a full teaching load. Dedicated articulation specialists conduct administrative duties such as the collection of syllabi and course materials, coordination of general education requirement approval, and travel to partner institutions on evaluation and recruitment trips.

Intensive English language preparation improves student academic performance and overall satisfaction with transfer experience, but potentially delays graduation time. Students who participate in intensive, full-time non-credit English preparation experience delay completion times but perform better academically than peers who do not participate in ESL programs. Programs that originally required lower English language test scores for admittance regretted the relaxed standard; students performed and assimilated poorly.

2) Development of Agreements

Selection of Partner Institutions

Instruct Faculty and Admissions Officers to Identify Contacts at Potential Partner Institutions

Transfer partnerships frequently develop organically from prior faculty relationships with prospective partner institutions. Institutions establish 2+2 agreement processes to centralize and standardize partnership development. Contacts at the **University of Cincinnati** recommend that senior university administrators issue a call for faculty sponsors.

> **"**
>
> ### Suggested Script: Call for Faculty Sponsors
>
> "We have a strategic initiative to create equal fruitful partnerships with international universities that will yield 10 to 15 transfer students each year. We seek faculty who have longstanding relationships with institutions or academic departments abroad who are willing to establish contact and initiate negotiations."

Faculty who establish successful partnerships facilitate the development of agreements in other academic departments. Contacts at the University of Cincinnati suggest the creation of a faculty sponsor committee in which members support the formation of other agreements.

Administrative staff also initiate partnerships; for example, admissions officers connect with an international institution's representative at an admissions fair and propose that institution as a potential partner to the appropriate academic department.

International Rankings, Name Recognition, and Country Communicate Potential Partner Quality

Partnerships must elevate institutions' profiles abroad. Suggested criteria to evaluate foreign institutions include:

- **International rankings**
- **Accreditations**
- **Online research**: The quality of institutions' web presence serves as a benchmark.
- **Name recognition**
- **Other institutional partners**: Highly ranked universities establish many partnerships with American institutions. Faculty sponsors and international program staff evaluate the quality of other international institutions with which prospective partners have established agreements.

Program administrators also consider more logistical concerns, such as the availability of syllabi and the communication ability of the partner's program coordinator.

Evaluating Prospective Institutional Partners for 2+2 Agreement

> **Will a partnership with the institution build or improve our university's brand abroad?**
>
> **Does establishing a presence in the prospective partner's country advance our international strategic initiatives?**
>
> **Will the partnership generate sufficient enrollments to justify investment in recruiting efforts?**
>
> **Will the partnership provide other opportunities for collaboration, such as faculty research?**

If you answer **YES** to the above questions, continue to pursue international 2+2 transfer agreement.

If you answer **NO** to the above questions, halt consideration of international 2+2 transfer agreement.

Hold Exploratory Trips to Gauge Student Interest

International program offices and academic departments invest significant time and effort to develop articulation agreements with institutions abroad; faculty spend at least a year reviewing course equivalencies one-by-one, and international program staff incur travel costs for recruitment trips. Partner institutions must ensure sufficient enrollment to warrant the investment in agreement. Programs typically generate 10 to 15 students per agreement; longer-running and well-developed relationships sustain up to 30 students.

Institution A's international partnership staff estimate student yield through exploratory trips to the prospect partner institution. Program staff hold information sessions; based on the number of interested students in attendance, staff estimate that half the number will eventually enroll.

> **!**
>
> ### Do Not Recruit Students during Exploratory Trips
>
> Contacts at **Institution A** caution that even after partnerships gain institutional approval, faculty can discover major incompatibilities during course equivalency evaluation that end negotiations. International programs staff only begin recruitment after both institutions establish course equivalencies.

Gauge Program Interest through Student Attendance at Exploratory Information Sessions

*Recruitment Metrics at **Institution A***

At least **20 students** attend first information sessions; 50 to 100 students attend for higher yield partnerships.

Approximately **15 to 20 students** submit applications.

Partnership ultimately yields **10 students** a year.
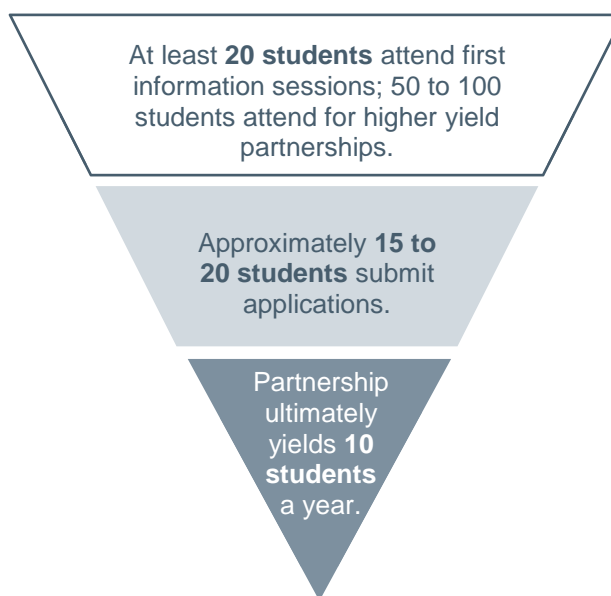
Articulation Agreements

Base Articulation Agreements on Departmental Compatibility and Capacity

To determine the compatibility of the incoming students' program of study with the courses and programs in the designated subject areas, international programs staff solicit and collect:

> Contacts at **Institution A** recommend that program staff send a skeleton syllabus to prospective partner institutions so that they know what information they must supply, including assessments, faculty qualifications, class hours and schedule, and course requirements.

▪ **Translated course descriptions and syllabi**: Faculty from the prospective partner institution provide translated materials to American faculty. Syllabi allow faculty to review curriculum content and determine program compatibility.

▪ **Samples of student assignments and assessments**: Many international universities do not supply syllabi to their students, so academic departments infer course content and subject distribution from other course materials.

▪ **Examples of student transcripts**: Articulation specialists use sample transcripts to verify that typical students who complete two years of coursework at the partner institution can also complete academic programs at the host institution.

Academic departments interested in 2+2 partnerships must also gauge:

▪ The capacity of the university, college, and/or department to absorb projected enrollment increases in the designated disciplines. Agreements usually set maximum enrollments of between 10 and 20 students; however, if the receiving department plans to expand capacity to accommodate incoming transfer students, agreements require minimum enrollments. Partner institutions compensate domestic universities for lost tuition if enrollment does not meet the minimum.

- The transferability of courses from incoming students' home institution
- The language ability required to participate in the program

Execute Agreement with Multiple Levels of Institutional Approval

International program offices establish agreement processes to centralize partnerships and ensure institutional oversight. Faculty sponsors and articulation specialists gather information that demonstrates how potential partnerships fulfill institutional strategic goals abroad, demonstrate academic rigor, and promise sufficient student enrollment. If department chairs, college deans, and the provost's designees approve the partnership based on gathered information, faculty sponsors proceed with drafting the articulation agreement.

Articulation Agreement Approval Process

*Steps Outlined by the **University of Kentucky**[1]*

Approvals		
Department reviews. The faculty sponsor submits an information form to the department chair for approval.	**College reviews.** If the department chair approves, the chair submits the information form to the dean for approval.	**Provost reviews**. The provost reviews and approves the information form. The provost can designate an administrator for the approval process (e.g., assistant provost for international partnerships).

Agreement Composition		
Negotiate agreement. The assistant provost for international partnerships provides the faculty sponsor with a 2+2 agreement template approved by university legal counsel.	**Draft agreement.** The faculty sponsor uses the template as the basis for negotiations with the prospective partner institution.	**Conduct legal review.** If the draft agreement differs substantively from the 2+2 template, the assistant provost for international partnerships reviews the agreement with legal counsel, modifies the agreement as needed, and continues negotiations.

Agreement Execution	
Sign agreements. The assistant provost for international partnerships prepares four copies of the agreement for signature. The associate provost for international programs, an authorized representative of the partner institution, relevant college deans, and faculty sponsors sign the agreement.	**Archive agreements.** Two fully executed copies of the articulation agreement remain with the partner institution. The host university holds two copies, one for the assistant provost for international partnerships and one for the overseeing dean.

[1] University of Kentucky International Center, "2+2 or Transfer Agreements."
http://www.uky.edu/international/Transfer_Agreements

Form Faculty Group to Map Course Equivalencies

Course equivalency evaluations consume the most time and labor out of all the steps to create 2+2 transfer programs. **Institution A** does not undertake the process until after the agreement obtains institutional approval.

Departmental faculty direct the evaluation process between the two institutions. The department chair conducts the process alone or convenes a small committee of faculty to distribute the workload. Committees better evaluate general education requirements due to their capacity to divide requirements among different members to monitor year-to-year requirement changes. Faculty members who initiate partnerships often lead course equivalency evaluations.

Faculty members compare first and second year courses within their discipline between the two institutions.

Process to Map Course Equivalencies

1

Convert Contact Hours to Credits

Faculty determine total number of contact hours for each course and convert those into American credit hours as defined by their institution.

2

Evaluate Curriculum Content

Faculty between the two institutions discuss course content development. Faculty determine whether departments spend the same amount of time on concepts and learning outcomes based on syllabi.

3

Request that Partner Alter Course Content

If faculty encounter discrepancies, they request that the partner institution offer more time and focus on specific subjects. Departments at the partner institution adjust courses or add additional courses to comply with American degree requirements.

4

Add Courses to Second Half of Curriculum Plan

Faculty add lower division courses to transfer students' third and fourth year curriculum plan if partner institutions cannot provide instruction in missed subject material.

Sample Curriculum Plan for *University of Idaho* – Kyoto International University Program in Business

Course Equivalencies for First Year at Kyoto International University

Course Number	Fall Term Course	Credit Hours	UI Equivalent Course
Math 132	Calculus & Analytical Geometry II	4	Math 170
Math 201b	Statistics	2	STAT 100
ECNC 214	Principles of Macroeconomics	3	ECON 201
BUSI 330	Marketing	3	BUS 321

Duplicate Agreements with High Yield Partner Institutions in Multiple Disciplines to Limit Course Equivalency Burdens on Faculty

International programs staff find it easier to create multiple agreements with one university across several disciplines due to the lengthy, labor-intensive process of course equivalency establishment. This model reduces time and labor invested, especially with the designation of general education requirements.

Institutions plan agreements based on geography as the number of partnerships established grow. If agreements mostly represent certain countries or geographic regions, institutions seek to diversify and establish transfer programs with institutions in other regions.

2+2 Program Models Across the Institution

Between Institutions, Within Departments

Single Institutional Partnership

Ideal for partner institutions that specialize in one academic discipline, or specific departments with which faculty have a longstanding relationship
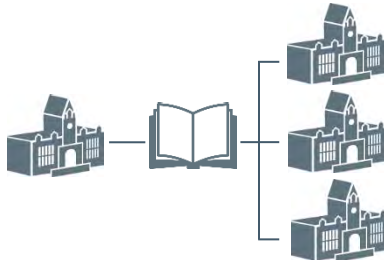
Multiple Institutional Partnerships

Ideal for departments or colleges that have high international demand, such as Engineering and Business
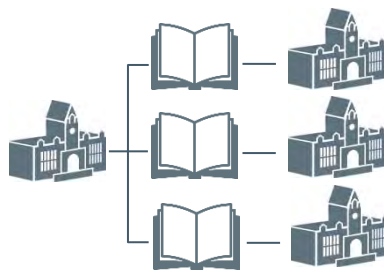
Multiple Institutional and Academic Partnerships

Ideal for colleges that have varied academic disciplines, such as the College of Arts and Sciences
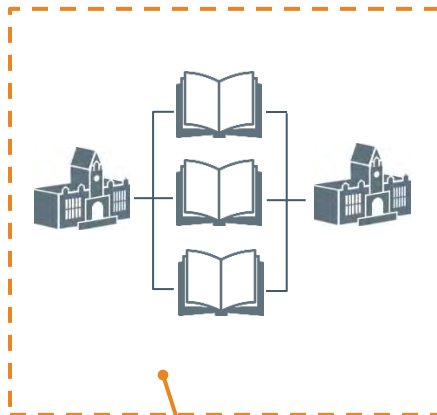
Multiple Academic Partnerships with One Institution

Ideal for partner institutions that send many students to one host institution and can invest in general education course development

Preferred Strategy

This partnership model involves significant work (e.g., creation of general education curriculum at international institution) but provides the following benefits:

- Ensures high student degree completion rate.
- Gives transfer students greater flexibility in program discipline choice.
- Creates fewer administrative challenges for host institutions with general education requirement approval.

3) Program Operations

Recruitment and Admissions

Send Coordinators to Partner Institutions to Recruit Students

Partner institutions actively recruit students for 2+2 transfer programs because the opportunity to study in the United States presents an incentive for students to matriculate. In China, universities that offer 2+2 programs charge higher tuition for students who enroll in the transfer track due to the option's popularity.

The **University of Kentucky** and **Institution A** send international program staff on recruitment trips to partner institutions to complement partner institutions' recruitment efforts. Chinese universities often offer multiple 2+2 transfer partnerships with American institutions, and Chinese students select one program. Recruiters encourage students to apply and guide prospective students through the application process.

$

Offer Tiered Merit-Based Scholarships to Recruit Students

Universities offer competitive merit-based scholarships to 2+2 transfer students that reduce tuition to figures between in-state and out-of-state tuition. Contacts at the **University of Cincinnati** explain that scholarships attract stronger students and allow the University's program to compete against the variety of transfer agreement choices available to international students. Admissions officers recommend tiered scholarships of $3,000, $5,000, and $7,000 awarded based on TOEFL scores and a 3.25 minimum GPA.

Select Students Who Demonstrate Program Readiness through English Test Scores, Grades, and Courses Taken

Admissions offices evaluate prospective transfer students based on GPA, English language test scores, and readiness to advance as demonstrated by their transcripts and prior courses. Contacts at the **University of Kentucky** advocate stringent admissions requirements based on English ability and prior coursework to ensure that the program only admits competitive students who can complete the degree.

Binghamton University's international transfer program coordinator sends applications directly to departmental faculty instead of the admissions office. Departmental faculty best predict student completion time and success due to their familiarity with departmental requirements. Faculty members forward final decisions to the admissions office, where staff process applications and decisions formally.

English Language Preparation Heavily Impacts Student Performance

Transfer specialists establish minimum scores on standardized English exams such as the TOEFL and IELTS for admissions. Programs with less rigorous English requirements regret the lower standards. Students with less proficient English skills perform poorly, cluster together tightly, and do not integrate into the university.

Admitted students take English entrance exams upon arrival at American institutions to evaluate the need for supplemental English instruction. However, contacts note that exams do not serve as a precise metric for actual student performance and participation in upper-level courses. Program staff solicit feedback about student performance from faculty members to determine if students require additional ESL support, such as the conversation partners offered at the **University of Cincinnati**.

Minimum English Scores

Paper-based TOEFL	Computer-based TOEFL	IELTS
550	213	6.0

General Education Requirements

Evaluate Transfer Credits to Ensure Students Fulfill General Education Requirements

International transfer programs struggle to align international students' transfer credit with general education requirements because few international universities offer general education courses. Most institutions evaluate general education requirements after programs admit transfer students, who submit transcripts from their home institutions. Academic advisers mark courses that fulfill core areas, such as the humanities and social sciences, and send course syllabi to respective departments (e.g., send a history course's syllabus to the history department) for transfer credit approval.

Institution A must follow statewide general education requirements. Institution A's staff align general education requirements at the course equivalency evaluation stage. Undergraduate articulation specialists work with the advising office and nine to ten academic departments to determine which courses that the partner institution offers fulfill core curriculum requirements. Partner institutions that plan to transfer many students create transfer pathways and develop courses that meet general education requirements to streamline the alignment process.

Models for Transfer Students to Fulfill General Education Requirements

Fewer Additional Student Requirements   **More Additional Student Requirements**

Accept a Body of Degreed Work

Under Kentucky state policy, universities consider associate's degree holders to have fulfilled general education requirements. Students who transfer to the **University of Kentucky** with equivalents of associate's degrees from international institutions bypass general education requirements.

Establish Transfer Paths with Partners

High yield partner institutions establish transfer pathways that deliver American general education courses. **Stony Brook University** partner Ajou University in South Korea hired general education course instructors when it established the 2+2 agreement. Ajou students therefore have the flexibility to change majors upon arrival at Stony Brook University. Stony Brook University sends professors to Ajou University during the summer to deliver additional core courses.

Structure Program to Include More Years at American Institutions

The **University of Idaho**, Beijing Union University, and Everett Community College collaborate in a 1+1+2 agreement, in which students spend one year at Beijing Union University, their second year at Everett Community College, and their last two years at the University of Idaho. Because Beijing Union courses do not convert easily to core courses, students obtain an associate's degree and complete requirements at the community college.

Complete Courses after Transfer

Many transfer students, especially in STEM disciplines, complete upper division courses at their home institution during their first two years. This preparation gives students room in their schedule to complete general education courses upon arrival at American institutions.

Binghamton University and **Institution A** encourage institutions with robust online programs to have transfer students fulfill general education requirements online. Students save money and enjoy more course schedule flexibility.

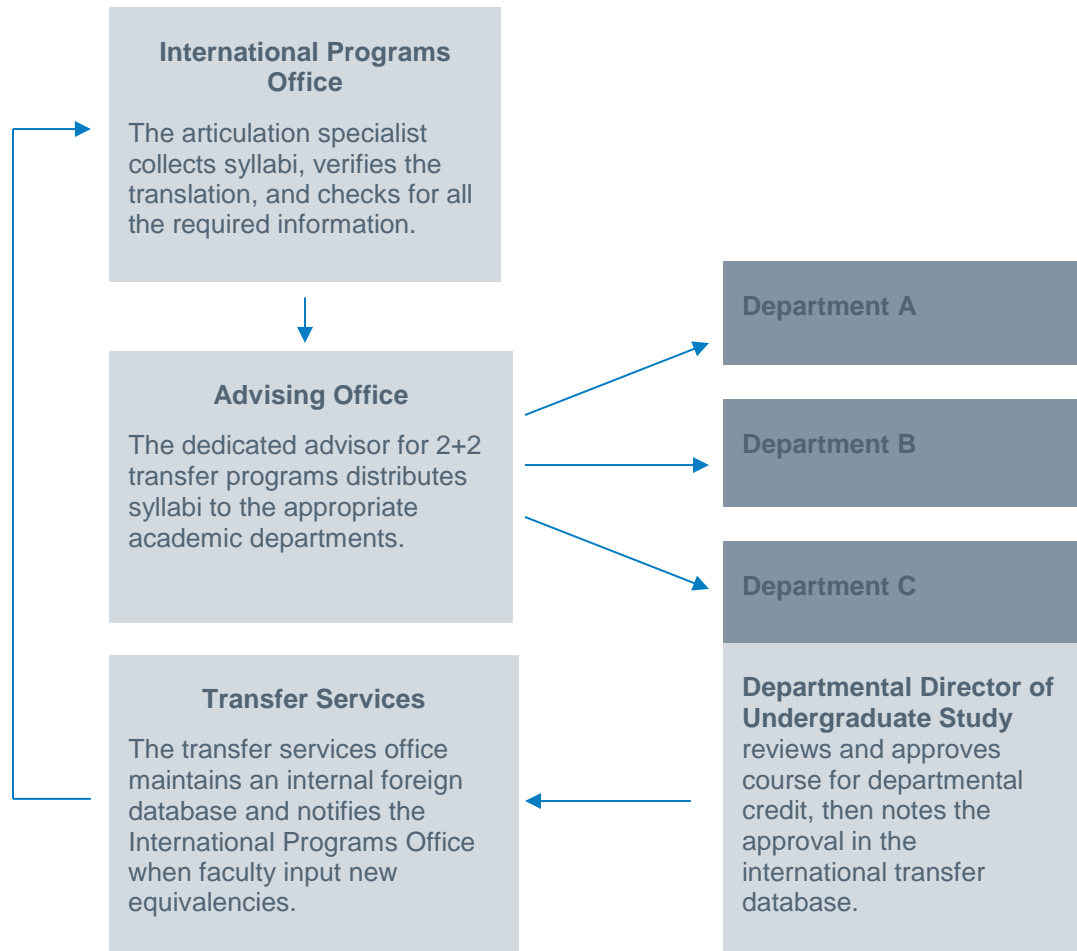Academic advisers at **Binghamton University** encourage students to take missing general education required courses during winter terms at the local community college or online to avoid interference with students' degree completion schedule. Transfer students admitted to **Institution A** must complete English composition courses through the state online course system before they arrive at the institution.

Leverage Existing Transfer Support Units and Policy for Efficiency and Consistency

Institutions apply existing policies and procedures for domestic transfer students towards 2+2 international students to streamline processes and nullify the need for additional specialized staffing. **Institution A**'s undergraduate articulation specialist in the international partnerships office liaises with the advising office and transition and transfer services departments to approve general education courses.

Leverage Existing Transfer Resources to Review General Education Course Equivalency

*Course Review Process at **Institution A***

International Programs Office

The articulation specialist collects syllabi, verifies the translation, and checks for all the required information.

Advising Office

The dedicated advisor for 2+2 transfer programs distributes syllabi to the appropriate academic departments.

Transfer Services

The transfer services office maintains an internal foreign database and notifies the International Programs Office when faculty input new equivalencies.

Department A

Department B

Department C

Departmental Director of Undergraduate Study reviews and approves course for departmental credit, then notes the approval in the international transfer database.

The **University of Kentucky** applies statewide policy regarding community college transfer students to 2+2 international transfer students. If international students hold the equivalent of an associate's degree, the advising office accepts the degree as evidence of general education requirement completion. The University also combines requirements, such as humanities and creative arts or social science and global dynamics, into a single bundled requirement for transfer students. Programs give transfer students credit if students complete the correct number of semester hours within the bundled requirements; credits can be in either category or any combination thereof.

The advising office justifies these practices for international students as anchored to policies for domestic students. Programs further defend the application of domestic protocol with

more stringent additions; students complete communications, English composition, and U.S. citizenship courses at the University of Kentucky.

Advising and Support

Provide English Language Instruction to Prepare Students for the American University Experience

Students complete the first two years of their education in their native language, then switch to English for upper level courses in degree subjects. The **University of Idaho** and **Stony Brook University** place students who do not have sufficient TOEFL or English entrance exam scores in immersive full-time non-credit English classes before they begin academic coursework. Contacts report students who undergo additional English instruction participate more capably in courses and earn better grades than classmates who initially scored high enough on English language tests to waive additional instruction.

> **Required English as a Second Language**
>
> The **University of Kentucky** requires students who received conditional admission to enroll in non-credit English as a Second Language courses. Students earn credit for ESL courses if they enroll in a general education course, such as "Global Dynamics," that offer an ESL component.

The scheduling of intensive English instruction depends on when students finish their coursework at their home institution; some international universities operate their academic terms until late summer, immediately before students begin the fall term at the host institution. Due to this academic term constraint, the University of Idaho convenes its intensive English center during the fall semester, which delays the start of students' academic coursework.

Cater Student Support to 2+2 International Transfer Students' Language and Advising Needs to Ensure Continued Enrollment

Contacts at **Institution A** explain that in addition to agreement negotiation, international partnerships office's responsibilities include "white glove service." Contacts at the **University of Cincinnati** echo the same advice: treat early groups of students from a partnership with great attention, because word of mouth perpetuates these programs.

Associated units provide dedicated support to 2+2 transfer students; students enroll in a unique program of study exclusive to them and therefore need language support and directed academic advising. Supporting units include:

- International student services,
- Tutoring and writing centers, and
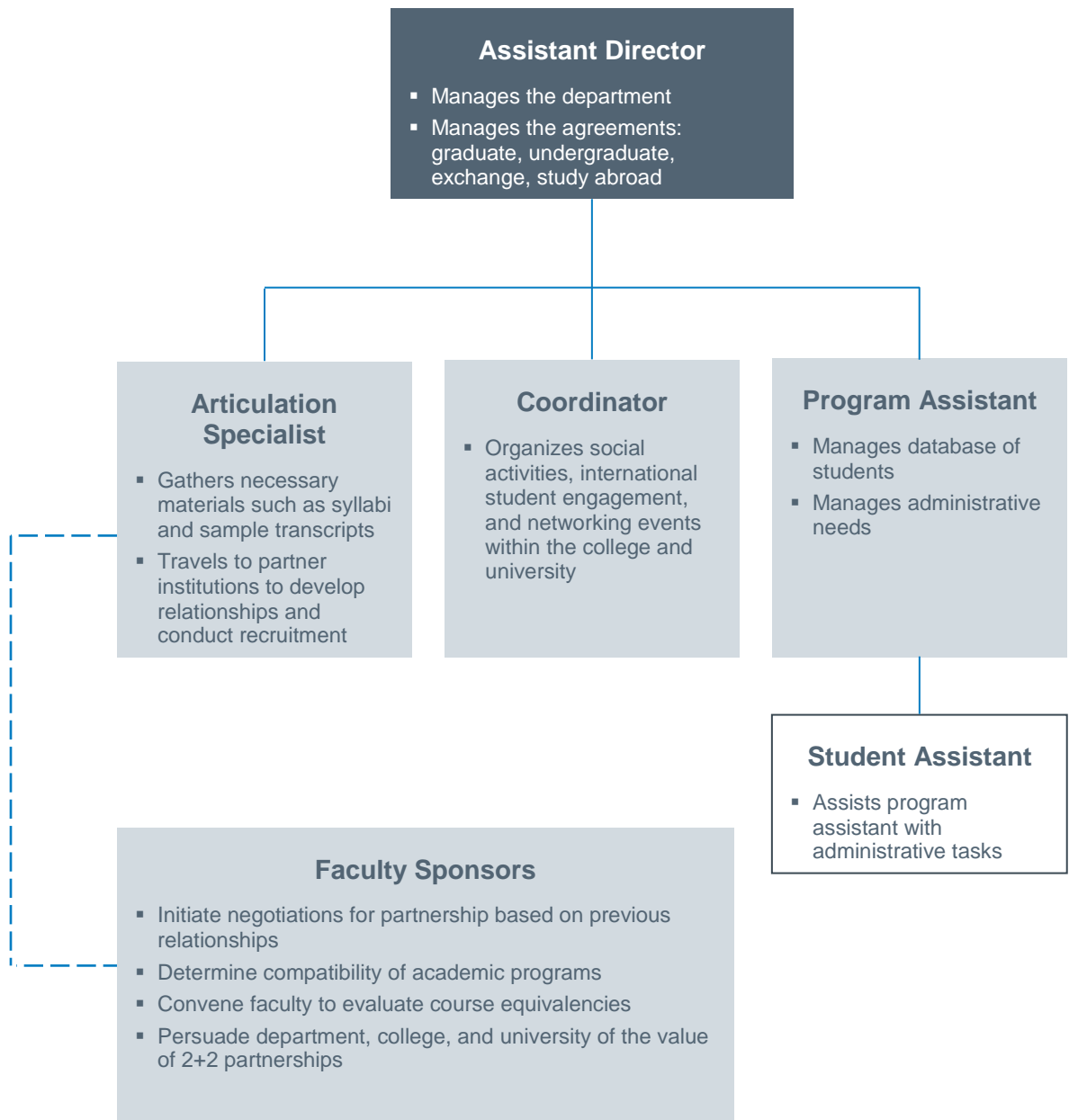- Undergraduate advising.

International partnerships staff conduct frequent check-ins to understand student satisfaction or dissatisfaction, identify any needs gaps to address, and troubleshoot any challenges.

Employ Dedicated Staff for International Recruitment and Administrative Duties to Relieve Faculty Sponsors from Overwhelming Responsibility

Contacts at **Institution A** and **Stony Brook University** advocate the creation of a full-time undergraduate partnership coordinator position within an administrative department, such as the international students office or the admissions office. The position liaises with academic departments at both the American institution and the partner institution, and understands international admissions and advising processes. Contacts at the **University of Cincinnati** caution that a staff position risks more volatility than tenured or tenure-track faculty; the position requires long-term commitment to preserve relationships with partner institutions.

Organizational Chart for 2+2 International Programs Office Staff

*International Affairs and Projects Office at **Institution A***

Assistant Director

- Manages the department
- Manages the agreements: graduate, undergraduate, exchange, study abroad

Articulation Specialist

- Gathers necessary materials such as syllabi and sample transcripts
- Travels to partner institutions to develop relationships and conduct recruitment

Coordinator

- Organizes social activities, international student engagement, and networking events within the college and university

Program Assistant

- Manages database of students
- Manages administrative needs

Student Assistant

- Assists program assistant with administrative tasks

Faculty Sponsors

- Initiate negotiations for partnership based on previous relationships
- Determine compatibility of academic programs
- Convene faculty to evaluate course equivalencies
- Persuade department, college, and university of the value of 2+2 partnerships

4) Program Outcomes

Student Performance

Clear Timelines and Sufficient Transfer Credits Increase Completion Rates

The difficulty of aligning international students' transfer credits with general education requirements poses challenges for students' degree completion schedule. Contacts at the **University of Kentucky** stress that on-time completion rates start at the admissions level. Admissions officers only admit students likely to complete the program based on grades, English ability, and preparation in the discipline at their home institution.

Contacts at the **University of Idaho** report that the biggest challenge faced by 2+2 programs is low student morale after encountering completion delays. Academic advisers stress to transfer students that "2+2," or any other numerical markers, serves solely as a guideline, and that students finish their degree if and when they complete the requirements of both their home institutions and those outlined for their host institutions. **Stony Brook University** refers to their partnerships as "dual degree," even though the programs operate as 2+2 transfer programs, so as to not mislead students about completion schedules.

> **Alternate Models to Support Completion**
>
> **Institution A** structures its dual degree program as 3+1, in which students spend three years at their home institution before transfer. Contacts explain that the structure reduces costs for students. If students need another semester to complete a double major, they can afford the additional term.

Program Longevity

"Universities understand that it is a lot of work, but the pay-off surpasses the work we put into it."
-Program Director

Rigorous Evaluation and Detailed Agreements Ensure Partnership Longevity

Partner institutions typically sign 2+2 articulation contracts for a period of three years, when administrators evaluate programs for renewal. Contacts at the **University of Cincinnati** explain that the more work invested into the articulation and course equivalency processes, the more likely the agreement will persist for the long term. Students and administrators alike encounter fewer administrative and academic challenges such as credit transfer approval and timely degree completion.

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- Which university partners and programs do contacts select for participation? What criteria do contacts apply to select university partners?

- With which countries do contacts establish 2+2 agreements? What criteria and considerations do contacts apply to select partner countries for 2+2 programs?

- How do administrators determine that proposed 2+2 programs merit institutional support? What criteria determine approval and at what level of authority?

- How do contacts anticipate the number of international transfer students likely to enroll through 2+2 programs?

- What patterns of agreements do institutions establish?

- How do contacts manage state-mandated general education requirements for international transfer students? How do contacts align required general education courses with courses at international partner institutions?

- What process do contacts implement to develop course-to-course mapping? What degree of flexibility do programs allow transfer students when courses taken at international partner institutions do not exactly match required general education courses?

- How do 2+2 programs divide responsibilities across multiple units involved in the programs? How do offices allocate staff and faculty resources to support 2+2 programs?

- What strategies do contacts employ to recruit international student participants? What tuition reductions and/or scholarships do contacts' programs offer to potential transfer students?

- At what rates do transfer students graduate in four years? How long, on average, do transfer students take to finish their final degree?

- How long, on average, do 2+2 programs remain active?

Project Sources

The Forum consulted the following sources for this report:

- Advisory Board's internal and online research libraries (eab.com)

- The Chronicle of Higher Education (http://chronicle.com)

- National Center for Education Statistics (NCES) (http://nces.ed.gov/)

- University of Kentucky International Center, "2+2 or Transfer Agreements." http://www.uky.edu/international/Transfer_Agreements

Research Parameters

The Forum interviewed directors, articulation specialists, admissions officers, and academic advisers of 2+2 international transfer programs.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Binghamton University	Northeast	12,000 / 15,000	Research Universities (high research activity)
Stony Brook University	Northeast	16,000 / 25,000	Research Universities (very high research activity)
University of Cincinnati	Midwest	23,000 / 33,000	Research Universities (very high research activity)
University of Idaho	Mountain West	9,000 / 11,000	Research Universities (high research activity)
University of Kentucky	South	20,000 / 28,000	Research Universities (very high research activity)
Institution A*	South	37,000 / 46,000	Research Universities (high research activity)

* Contacts at Institution A requested to remain anonymous.

Networking Contacts

Binghamton University

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University of Cincinnati

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Former Senior Admissions Officer, International Admissions
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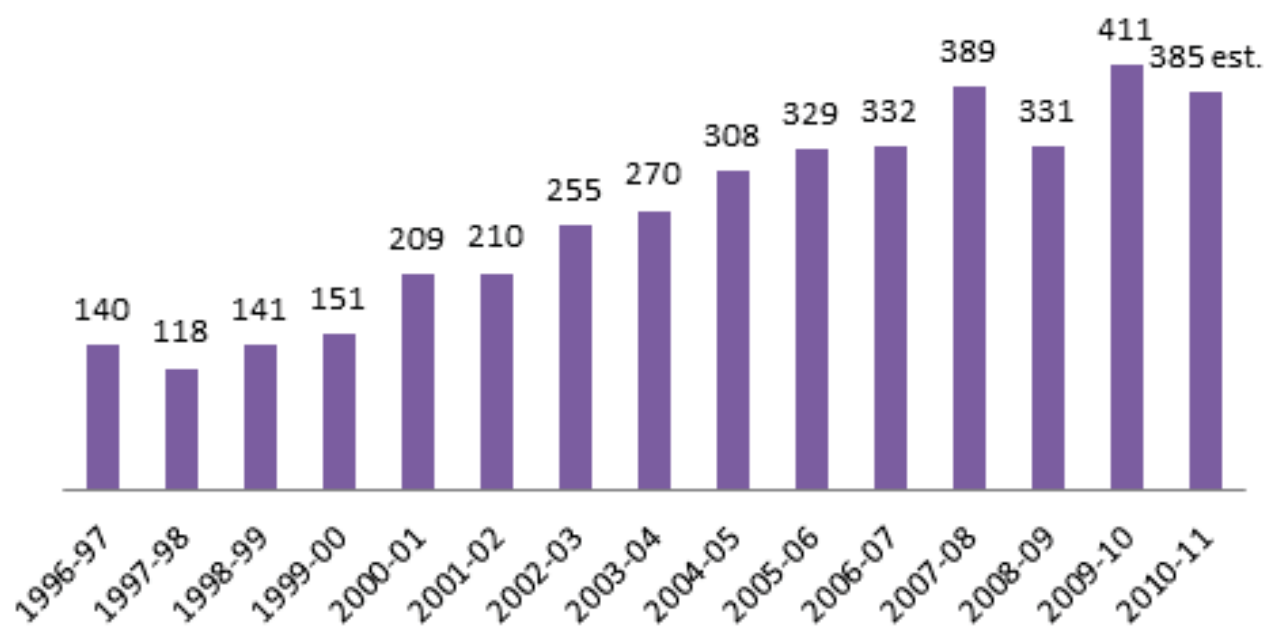frankm@nafsa.org

University of Idaho

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University of Kentucky

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Number of Students Abroad

Year	Number
1996-97	140
1997-98	118
1998-99	141
1999-00	151
2000-01	209
2001-02	210
2002-03	255
2003-04	270
2004-05	308
2005-06	329
2006-07	332
2007-08	389
2008-09	331
2009-10	411
2010-11	385 est.

Number of IUPUI Study Abroad Programs Operating by Academic Year

Year	Number
2002-03	18
2003-04	22
2004-05	26
2005-06	34
2006-07	35
2007-2008	36
2008-2009	37
2009-2010	53

o   Exemplary, Proficient , Developing, Beginning

	Exemplary	Proficient	Developing	Beginning
Global Awareness and Understanding 1,2, 3,and 5	Able to apply detailed knowledge of the cultures, languages, history, and /or current condition of at least one country beyond the USA to evaluate and analyze the forces shaping historical and contemporary events (3)	Are able to analyze and evaluate the forces shaping international events, both now and in the past and understanding	Are able to explain the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems. *Provide specific benchmarks	Have some knowledge of the broader world, etc.
Appreciation of Cultural Perspectives 4, 6	Appreciate the complexity of contemporary cultural systems by evaluating the fundamental principles of intercultural understanding and communication.	Able to analyze the many ways "the global is reflected in the local" within the United States and beyond.	Explains cultural differences and their impact on intercultural understanding and communication	Able to identify cultural differences in intercultural understanding and communication
Disposition toward International Learning 9	*Exhibits humility in the face of difference, tolerance of ambiguity and unfamiliarity, and willingness to be in the position of a learner when encountering others*	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity*	Reflects on how own attitudes and beliefs are different from those of to the cultures and communities. Exhibits curiosity on what can be learned from diversity of communities and cultures. *	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures* *From AAC&U CIVIC ENGAGEMENT VALUE RUBRIC language
Application within the Global Context 7,8,10,12	Are skilled at interacting and collaborating with individuals and organizations from other cultures and countries. (8)	Can apply their international learning to diversity in the communities in which they live.	Use diverse frames of reference and international dialogue to think critically and solve problems. (7)	Understand the global context of their chosen profession and have blended international perspectives into their professional learning. (10)
Global Commitment and Responsibility 9,11	Takes informed and responsible action to address ethical, social, and/or environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Analyzes the ethical, social, and/or environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Explains the ethical, social, and/or environmental consequences of local and national decisions on global systems.

(From AAC&U VALUE Rubric for Global Learning with slight modification) | Identifies base ethical dimensions of some local or national decisions that have global impact.

(From AAC&U VALUE Rubric for Global Learning with slight modification) |

*Collapsing the twelve into four and using the twelve as descriptors: Clear with the campus community

Sample Internationalization Experiences by Level

4 Major Areas

1. Take area studies courses
2. Participate in Study Abroad Programs
3. Involvement in cultural organizations locally and/or internationally
4. Participation in international extracurricular activities

Sample internationalization experiences

Beginning

≠ Take an introductory language course

≠ Take an introductory international studies course

≠ Attend exhibits of art or cultural presentations that originates or depicts an unfamiliar culture

≠ Travel to an international location

≠ Participation in an occasional service experience with a local, international community organization

Developing

≠ Select an intermediate language course

≠ Select a variety of courses with international focus

≠ Participation in extracurricular activities that involve immersion in the local, international community

≠ Participate in a short-term study abroad program with a focus on a specific culture/language

Proficient

≠ Take advanced language course

≠ Take advanced courses about specific areas of the world and demonstrate the ability to analyze international elements and the relationship between the global and the local

≠ Take a course with an internationalized service learning experience

≠ Collaborate on creating an exhibit of art or a cultural presentation that originates or depicts an unfamiliar culture showing reflection of how attitudes and beliefs are different and curiosity of what can be learned.

≠ Reflect on how own attitudes and beliefs are different from those of the cultures and communities. Exhibits curiosity on what can be learned from diversity of communities and cultures.

≠ Collaboration or co-organization of local, international community organization's initiative or project

≠ Participate in an extended study abroad program (4-8 weeks) with a focus on a specific culture/language and demonstrate global awareness and appreciation of cultural differences through artifacts that show evidence of reflection

Exemplary

≠ Spend at least a semester abroad immersed in the local language and culture with a critical reflection component demonstrating detailed knowledge of the cultures, languages, history, and appreciation of the complexity of cultural systems and intercultural communication and adjustment of own attitudes and beliefs

≠ Demonstration of profound knowledge by majoring international studies, language, and/or other disciplines focusing on a specific country or area of the world.

≠ Leading the creation of an exhibit of art or a cultural presentation that originates or depicts an unfamiliar culture showing reflection of how attitudes and beliefs have evolved and curiosity of what can be learned.

≠ Leading substantial initiatives or projects in partnership with a local, international community

≠ Leadership in substantial research and/or service with an international community partner resulting in significant impact on the international community

简报 *News Letter*
Confucius Institute in Indianapolis
印地安纳波利斯孔子学院

汉语教学与中国文化活动

2013 年 1 月 7 日起，我院正式开始 IUPUI 春季学期的汉语授课课程。本学期，我院共开设 C117、C118、C119、C201、C302、E334 等 8 门中文课程，共计有 61 名学生选修。

中国春节活动

2 月 6 日，印第安纳波利斯孔子学院隆重举办了迎春节文化活动。专程来访的 8 位俄罗斯访问学者、在 IUPUI 孔子学院学习中文的学生、国际事务办公室的工作人员及其他对中国文化感兴趣的人等 50 多人参加了此次活动。

2 月 2 日，印地安纳大学布鲁明顿校区的华人学生学者组织了迎春联欢会，共有近 1600 人参加了本次活动，印地孔子学院是本次活动的赞助和协办单位之一。

2 月 17 日，为了迎接新春佳节的来临，印城华人在

Westfield High School 齐聚一堂，共同举行喜迎蛇年春节的联欢活动。印地孔院也特意编排了一个节目《父亲的草原母亲的河》。

中国文化讲座

1 月 30 日	传统中医
2 月 6 日	中国春节
2 月 13 日	中国文字源流
2 月 20 日	摇滚在中国
2 月 27 日	中美文化比较
3 月 20 日	中国宗教
3 月 27 日	中国神话
4 月 3 日	道教在中国
4 月 10 日	中国概况
4 月 17 日	中国政治

活动预告（2013 年夏季）

4 月 20 日	中国语言文化节
4 月 22-25 日	中国电影节
4 月 24 日	印第孔院理事会会议
	印地孔院成立五周年庆典
5 月 10 日	IUPUI 大学生赴中国中山大学夏令营
5 月 12 日	HSK 考试
5 月 25 日	印第 500 大巡游活动
7/8-8/9	IUPUI 中小学生中国语言文化夏令营
7 月中下旬	高中生赴中国夏令营

会议与活动

2 月 21 日，IUPUI 在学生活动中心一楼举办了国际文化节。这一活动共开设了汉语、西班牙语、日语、法语、意大利语、韩语等 20 多个具有各国文化特色的展台。各展台的工作人员均着传统服装以各种方式向参观者展示本国语言文化的魅力。本活动还开设了"最佳着装奖"，我院汉语教师赵海霞的中国传统服装-旗袍被评为其中之一。

3 月 20 日，组织召开 2013 年中国语言文化节筹委会会议。

2 月 14 日，我院召开了 2012 年印地孔院项目委员会年度会议。徐造成院长向委员会汇报了去年的工作总结，并介绍 2012 年的工作计划，项目委员进行了讨论，并提出了相应建议。IUPUI 副校长 Amy Warner 和 Gil Latz 参与了会议。
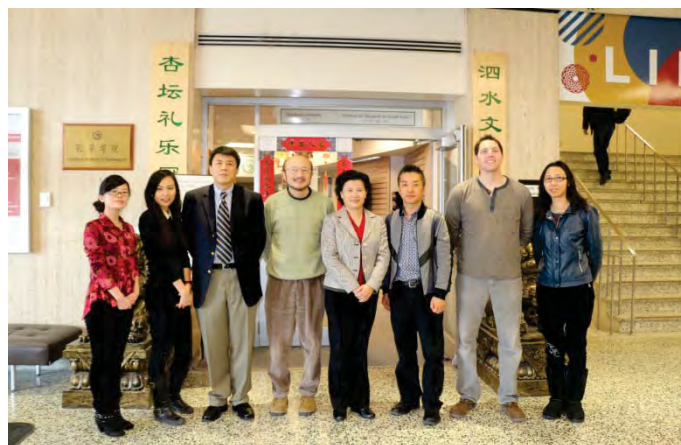

（图为项目委员会全体 成员合影）

3 月 23 日，应《印州华报》编委会邀请，印地孔院出席印州华报年度晚宴。

3 月 27 日下午，中国驻芝加哥领事馆陈维嘉教育参赞、刘强领事等三人访问了 IUPUI 孔子学院，IUPUI 校长 Charles Bantz、副校长 Gil Latz 会见了嘉宾。徐造成院长向陈参赞介绍了孔子学院的基本情况和工作进展，并针对汉语课程设置、孔院发展等进行了讨论。陈参赞对 IUPUI 孔子学院的发展给予了很高的评价。

（图为陈参赞向两位 IUPUI 校领导赠送纪念品）

（陈参赞孔子学院成员合影）

2

简报 *News Letter*
Confucius Institute in Indianapolis
印地安纳波利斯孔子学院

Chinese Teaching and Cultural Activities

Our spring semester commenced on Jan. 7th 2013 with eight courses (C117, C118, C119, C201, C302, and E334) with 61 students enrolled.

Chinese Spring Festival

CI-Indy hosted a grand Spring Festival celebration on Feb. 6th which was attended by more than 50 people. These included 8 visiting scholars from Russia, Chinese language students enrolled at IUPUI, staff from the International Affairs Office, and others interested in Chinese Culture.

The Chinese Students and Scholars Association in Indiana University Bloomington held a Spring Festival celebration on February 2nd. CI-Indy was a cosponsor and co-organizer. Nearly 1600 people attended the celebration.

In preparation for the New Year celebration, a key event in Chinese Lunar Calendar, the Chinese community of

Indianapolis held a Gala Celebration at the Westfield High School to launch the Year of Snake on February 17th. CI-Indy also contributed to the song and dancing program with a number entitled 'Father's Grassland and Mother's River'

Chinese Culture Talks

Jan. 30th	Traditional Chinese Medicine
Feb. 6th	Chinese Spring Festival
Feb. 13th	Evolution of Chinese characters
Feb. 20th	Popular Music in China
Feb. 27th	Differences between Chinese and American Culture
Mar. 20th	Chinese Religion
Mar. 27th	Chinese Myths
Apr. 3rd	Taoism in China
Apr. 10th	Brief Introduction to China
Apr. 17th	Chinese Politics

Activity Announcement（Summer 2013）

April 20th	Chinese Language and Culture Fair.
April 22nd	Chinese Movie Festival
April 24th	CI-Indy Board of Directors Conference CI-Indy five year's anniversary
April 26	China in Africa Symposium
May 10th	Students Summer Camp in SYSU
May 12th	HSK Exam
May 25th	Indy500 Parade
July 7-August 9	Chinese Languages and Culture Summer Camp for K-8 at IUPUI
Late July	Chinese Bridge Summer Camp for High School Students

Conference and Activities

The 7th Annual International Festival was held in the atrium of the IUPUI Campus Center on Feb. 21st attracting over 5,000 people. More than 20 booths showcased Chinese, Spanish, Japanese, French, Italian, and Korean culture. All of the CI-Indy staff were dressed in their traditional costumes, and shared their love of their language and culture. The international fair also awarded prizes for the best costume, and Haixia Zhao, the Chinese instructor from our Confucius Institute, was one of the winners.

A preparatory meeting was held on March 20th for the 2013 Chinese Language and Culture Fair.

The 2012 CI-Indy Program Committee Meeting was held on Feb. 14. Dr. Zao Cheng Xu, Director of our CI, delivered a report on the work that was completed in the last year, and introduced our plan for 2013. Committee members discussed the report and proposed some valuable suggestions. Amy

Warner, the Vice Chancellor for External Relations, and Gil Latz, the Associate Vice Chancellor for International Affairs, attended the meeting.

（Program Committee photo）

Invited by the Indy Asian American Times (IAAT), CI-Indy attended the IAAT annual banquet on Mar. 23rd.

Three people, namely, Weijia Chen, educational counselor and Qiang Liu, Consul of the Chinese Consulate in Chicago, visited our CI-Indy in April 2013. Charles Bantz, IUPUI Chancellor and Gil Laz, Associate Vice Chancellor for International Affairs, met with the guests. Zaocheng Xu, Director of CI Indy introduced the work conducted in CI and discussed the Chinese curriculum and future plans. The educational counselor sang high praises for the work carried out in CI-Indy.
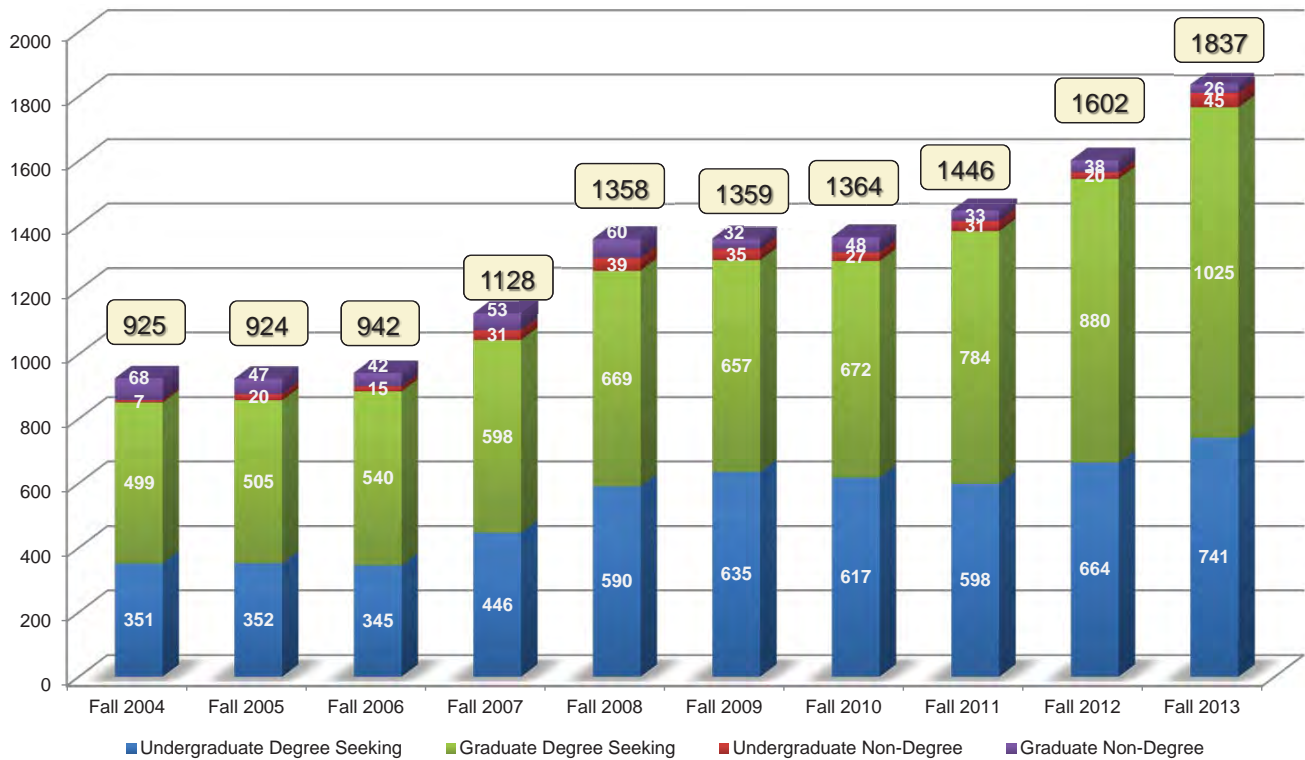

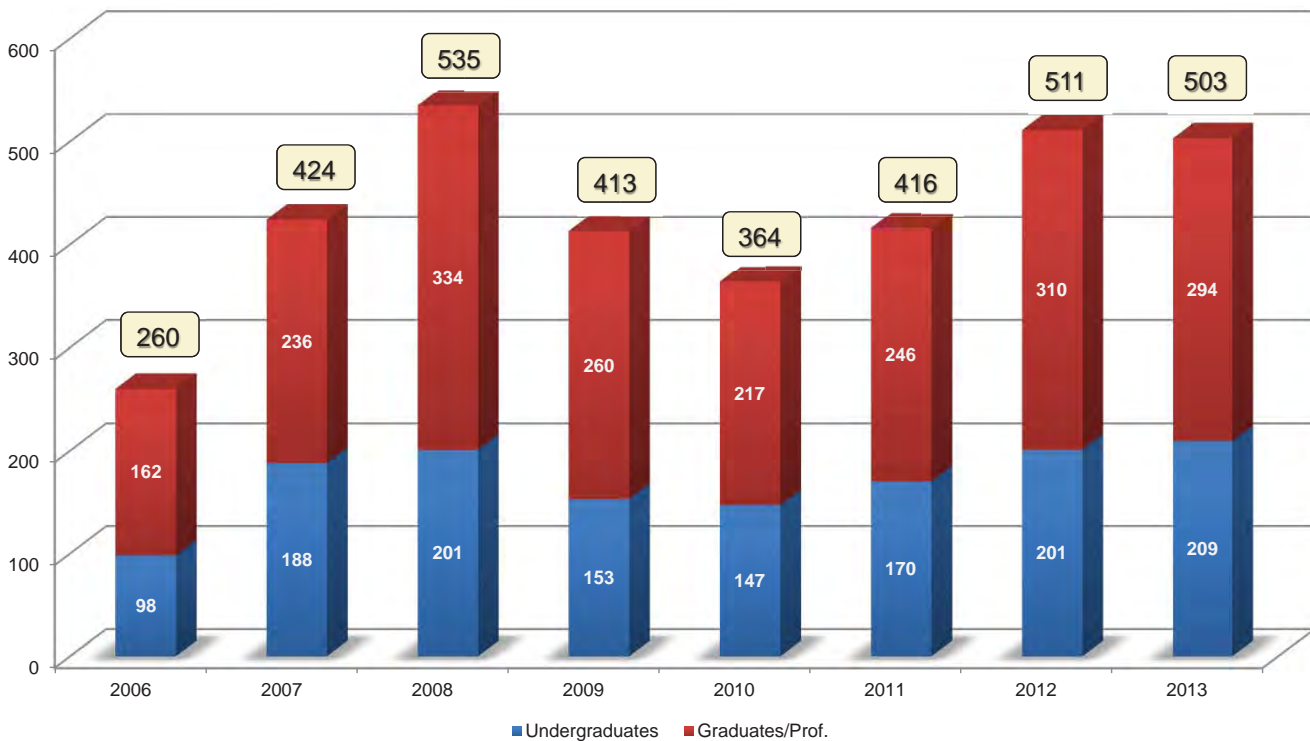Education counselor Weijia Chen, presenting souvenirs to the IUPUI Chancellor

Weijia Chen, educational counselor and Qiang Liu, Consul of the Chinese Consulate in Chicago, visited CI-Indy in April 2013.

4

Total International Enrollment by Level

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total	925	924	942	1128	1358	1359	1364	1446	1602	1837
Graduate Non-Degree	68	47	42	53	60	32	48	33	38	26
Undergraduate Non-Degree	7	20	15	31	39	35	27	31	20	45
Graduate Degree Seeking	499	505	540	598	669	657	672	784	880	1025
Undergraduate Degree Seeking	351	352	345	446	590	635	617	598	664	741

■ Undergraduate Degree Seeking   ■ Graduate Degree Seeking   ■ Undergraduate Non-Degree   ■ Graduate Non-Degree

IUPUI

New Fall International Enrollment
Includes Summer

	2006	2007	2008	2009	2010	2011	2012	2013
Total	260	424	535	413	364	416	511	503
Graduates/Prof.	162	236	334	260	217	246	310	294
Undergraduates	98	188	201	153	147	170	201	209

■ Undergraduates   ■ Graduates/Prof.

IUPUI

Presentation, Abstract, and References: AIEA 2014
"Internationalization and Stewardship of Urban Places"[1]
Gil Latz, Susan Sutton, Barbara Hill

As recently as a decade ago, it was common to see the local and the global as separate and distinct phenomena. Since then, the connection between these two arenas has become increasingly apparent for communities and academic institutions alike, along with the problems inherent in conceptually disconnecting them. In this century of globalization, the local and the global can be seen as mutually beneficial concepts. Overlooking their influence on each other results in partial understandings of what is happening in each and a reduced ability to participate in and shape the globalized networks that now surround and influence all aspects of our lives.

One course of action, for urban communities, regions, and universities alike, is to develop as deep an understanding of what is happening as possible, hone skills of intercultural engagement, become active participants in these global networks rather than passive onlookers, identify and cultivate international partners who can enlighten and enhance these efforts, and conceptualize themselves as members of larger systems rather than fully independent entities. Where this is headed is only partly knowable at this moment. What is clear, however, is that academic institutions and the communities in which they reside (like IUPUI and communities like Indianapolis) are on parallel trajectories of global engagement, and there is much to gain from joining together in this journey.

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[1] Based on an unpublished essay, "The International Dimensions of Place", Gil Latz, Associate Vice Chancellor for International Affairs, IUPUI; Susan Sutton, Senior Advisor for International Initiatives, Office of the President, Bryn Mawr College; and Barbara Hill, Senior Associate for Internationalization, American Council on Education.

Urban academic institutions in the US have long served their communities by broadening educational access and focusing on issues of local importance. This important work has, however, been historically only partially integrated with international teaching or other activities we have undertaken. Such separation has little justification in these globalized times, and this changes how we approach the task of stewardship. There is now a need to understand the reach of the urban communities and regions we serve not only in terms of geographic proximity but also in terms of "spheres of engagement," from local to global. Consideration should be directed to: the ways in which global forces are shaping the local communities where we are based; and how international academic partnerships can connect these localities with others. Urban places are operating in multiple, nested networks of other places, from local to national to global, and an understanding of all these levels require our attention if the places within them are to progress. One imperative facing higher education in the 21st century is how to better prepare our graduates, no matter what their discipline or profession, to operate across these levels with skill, wisdom, and responsibility. In so doing, we must also change how we view international education within the academy as well as in and with the urban communities that we reside. The paper will discuss several higher education strategies for an internationalized stewardship of urban places.

Five strategies for an internationalized stewardship of urban places

Thomas Friedman, among others, notes that leading communities of the future will be those that harness higher learning and global connectivity (2012). This, in turn, asks academic institutions to revise their approach to international education and consider

how academic internationalization can become a strategic and comprehensive campus

priority, serving their students and communities in which they reside (not just increase

their revenue stream or institutional ranking).

- Strategy #1: Institute global learning for all, regardless of major, and connect these learning experiences to professional practice and community development. (Example: Kennesaw State University)

International learning must move beyond the specialist disciplines that gave it

birth and must prepare graduates in all fields to navigate and lead in a globalizing world.

Over the past ten years, the expectations of the public and private sector for the global

understanding of US graduates is well documented. One example is *College Learning*

for the New Global Century, which includes survey findings of the learning outcomes

that U.S. business leaders want colleges and universities to place greater emphasis on.

Employers Say Graduates Need Expanded Skills to Succeed in Global Economy	
Essential Skills	**% of Business Leaders Responding Affirmatively**
Intercultural Knowledge and Global Issues	72
Role of U.S. in the World	60
Cultural Values and Traditions (U.S. and global)	53
Intercultural Competence (including ability to work on diverse teams)	76

Such outcomes cannot be achieved simply by opening up new sections of

introductory geography or more slots in traditional study abroad programs, as important

as these may be. This work also requires convincing students who do not think of

themselves as the kind who study abroad that it might be for them, creating new study abroad options (including more short-term programs), integrating international learning into curricular requirements for all disciplines, and providing opportunities for international internships and service-learning, both at home and abroad.   The work requires support for faculty development to explore the international dimensions of their disciplines, and it benefits greatly from curricular collaboration with colleagues in other parts of the world, both face-to-face and virtually.   It is inherently interdisciplinary, bringing disciplines that have historically been engaged with international learning into conversation with those that have not. What is called for is the establishment of global learning as a strategic priority of the teaching, learning, and service functions of the academy.

Kennesaw State University (KSU) exemplifies this strategy. In 2007 KSU formed a Global Learning Coordination Council, with representatives from each of KSU's academic colleges and student affairs units, to pursue such possibilities. The result has been a cross-fertilization of international ideas across departments and degrees. Every KSU program has now defined global learning objectives for its students, from nursing to education to business to liberal arts, and student enrollment in internationally-themed courses has doubled in five years. This growth has been accompanied by development of a Global Engagement Certificate, earned by students across all majors through a combination of classroom and experiential learning that prepares them for international work, no matter what their future profession.

- Strategy #2: Create public awareness and understanding of the ways in which global forces are reshaping the communities we serve. (Example: Indiana University-Purdue University Indianapolis)

Global engagement asks communities and universities to conceptualize themselves in terms of their broader relationships, in turn requiring focused research and reflection on international trends and networks. Universities are well-suited to conduct these explorations and convene the public conversations that will make sense of the results. By focusing on the trends and networks of greatest relevance to their specific surrounding communities, academic institutions can bring the local and the global together in ways that directly and explicitly help these communities frame their futures.

As an institution recognized for its high levels of civic engagement, Indiana University-Purdue University Indianapolis (IUPUI) has, for example, made such public discussions a hallmark of its internationalization program, convening forums, festivals, workshops, and performances that bring faculty, students, and residents of central Indiana into conversation on key global issues. Over the last few years, IUPUI has held forums for teachers, police, and the public in general on the new immigration that is reshaping the local population; hosted a community town hall to grasp the reasons behind the post-election violence in Kenya, a nation to which literally hundreds of Indianapolis organizations have become connected through twenty years of collaboration sparked by IUPUI's work with Moi University on health care; expanded the work of its Confucius Institute in illuminating Chinese history, culture, economy, and current growth for audiences from pre-school children to the Indianapolis business community, including co production of programs on trade and medicine through local public broadcasts; become a major sponsor of the annual Indianapolis International Festival; and facilitated a public

interactive video-conference series with speakers from regions of conflict around the world.

- Strategy #3: Key international academic programs at least partially to the international interconnectivity of surrounding communities, thus supporting local businesses and organizations in functioning effectively in these places.

Another strategy for institutions to bridge the local-global divide is to focus at least some curricula, research projects, public programming, study abroad opportunities, and international partnerships to specific areas of the world in which the local community has the greatest interest and the most connections. This enables universities to accumulate the area expertise needed to advise local organizations and businesses, doubles the linkages that tie individuals and organizations in these diverse parts of the world to each other, and builds academic-community synergies around specific projects and initiatives.

Portland State University (PSU) is another exemplar. One of PSU's most successful international endeavors is the Intel Vietnam Scholars (IVS) program, a 3+2 B.S. Engineering degree project for cohorts of Vietnamese students that responds to the changing international work force needs of Intel, Oregon's largest private employer, and other technology-driven companies in Oregon's "Silicon Forest". PSU has made partnerships with Vietnamese institutions a priority since 2003. Initially, PSU explored linkage with the Vietnam Fulbright Office, resulting in a Visiting Fulbright Scholar for the 2004-05 academic year. A series of strategic partnerships occurred as a result, including: Enhancing Sustainable Urbanism and Eco-City Innovation; Reforming Academic Programs in Engineering, Computer Science, Political Leadership, and Business; Expanding Learning Opportunities for Vietnamese and U.S. Students, and

curricular development opportunities for PSU faculty; and Strategic Partnering in Applied Research and Development. Each strategy allowed PSU to collaborate with a nation undergoing profound economic, social and political change, but also connecting its efforts to the workforce and development needs of businesses in the Northwest. [2]

- Strategy #4: Reach out to the growing immigrant communities in many of our regions.

The U.S. is undergoing the highest level of immigration since the industrialization at the turn of the nineteenth into the twentieth century. Some newcomers are highly educated and value sending their children to college. Others are struggling simply to pay the rent. All face issues of adaptation and discrimination. AASCU institutions have long played a critical role in broadening educational access to all groups within their communities and reaching out to new immigrants continues this tradition, enabling to achieve mobility and acknowledging them as a vital resource for the community as a whole.

The City University of New York (CUNY), across its various campuses, is a leader in engaging with immigrant communities. Indeed 60% of CUNY students are either immigrants themselves or the children of immigrants. CUNY campuses provide dedicated language training and special services to immigrant students, and most have clubs such as Brooklyn College's Haitian American Student Association. Courses on immigration history and issues abound, and research units such as the Center for the Study of Staten Island sponsor borough-specific immigration studies. CUNY partners

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[2] See: http://pdx.edu/cecs/intel-vietnam-study-abroad-; and http://psuvietnam.wordpress.com/leadership-education-projects/

with the Mayor's Office to conduct the We Are New York program, which has sent out 700 CUNY students to teach and counsel 4000 young immigrants across all five boroughs over the last few years. In a parallel initiative, CUNY law students provide free advice at an Immigration and Refugee Rights Clinic.

- Strategy #5: Take the lead in developing projects on global issues and community conversations on matters of global citizenship and responsibility

Colleges and universities can also become a voice for international collaboration rather than exploitation, for ethically-based mutuality that sustains global partnerships rather than undermines them, and for the need to approach global issues through global dialogue. The more our communities and institutions participate in global networks, the greater is our responsibility to work with others to shape these networks in mutually beneficial ways. Rosabeth Moss Kanter's early (1994) identification of the "collaborative advantage" that accrues to businesses that enter the international arena through partnership rather than take-over is reflected in the increasing emphasis on ethics, social responsibility, and impact investing across U.S. business schools today. Such themes reverberate across all professions and disciplines, and AASCU institutions can model and promulgate such collaborative understandings of international engagement for their communities.

Work by US institutions in partnership with the organization Higher Education for Development illustrate a number of relevant strategies that pertain to global citizenship and responsibility.[3]

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[3] Higher Education for Development 'Success Stories'. See:
http://www.hedprogram.org/impact/success/index.cfm. Accessed March 2013

Colorado State University's project on "green" construction skills fits this model well. The project derives from the recognition that widespread unemployment and limited educational opportunities present serious challenges for at-risk youth along the U.S.-Mexican border. Over the last few years, CSU and the Universidad Iberoamericana in Tijuana, along with Mi Casa Resource Center (a Colorado-based non-governmental organization) have been collaboratively implementing the Green Construction Human and Institutional Development program to provide workforce development and life skills training in the growing industry of environmentally friendly construction to out-of-school and unemployed young people in these border lands.[4]

In order to consider these five strategies, academic institutions committed to the stewardship of urban places will need to convene campus-wide coordinating groups that bring the international office and civic engagement office into direct contact with each other, to streamline procedures and provide incentives for international work, to establish a university-community international council to identify common interests and initiatives,

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[4] Examples in addition to Colorado include:
• At University of Texas at San Antonio a partnership with the Universidad Veracruzana addressed the challenges facing Mexican entrepreneurs in need of information and tools to create jobs at the local level. Utilizing the U.S. Small Business Development Center (SBDC) model, effective small-business assistance programs are now operating across Mexico, include a web-based international trade platform that links U.S. and Mexican partners. The program now expands to other Latin American countries.
• At South Carolina State University, a historically black public institution, a partnership with Ngozi University pursued the joint goals of expanding the agricultural curriculum in Burundi while deepening the internationalization of the US campus. Collaboration between the two universities led to state of the art utilization of curricular models that engaged student and faculty at both institutions in solving food supply problems in a poverty stricken area, including the dissemination of best practices for agribusiness.
• At University of Northern Iowa a project with University of Cape Coast focused on the community health education curriculum in Ghana. As a result, UCC has been able to offer a physical education program that includes a minor in Health and a Master of Philosophy in Health Education, the establishment of a laboratory and health department, a new curricular offering, "Taking Prevention to the People" and other outreach activity that promotes proper health practices.
• At Missouri Southern State University a partnership with Université Quisqueya, Haiti, focused on accounting and finance students. The teamwork has helped academically gifted students in Haiti to complete degrees at MSSU, created internship opportunities for American students in Haiti, and pioneered a series of new capstone courses with local Haitian public and private organizations responsible for the country's post-earthquake redevelopment.

and to work collaboratively to set goals and strategies. Ultimately, an internationalized stewardship of urban places will rest on institutional actions that spread global learning broadly across all disciplines, connect directly to the international interests of local organizations and businesses, and pursue such goals through partnerships, both local and global. This will be achieved when colleges and universities understand and construct their international efforts to have local impact and meaning, when academic-community collaborations carry mutual benefit for both sides (as well as for the international partners thus engaged), when there is a sustained structure for dialogue and planning of such activities, and when these activities spread widely across both campus and community.

Title: Internationalization and the Stewardship of Urban Places
Keywords: urban, stewardship, higher education

Abstract: Urban academic institutions in the US have long served their communities by broadening educational access and focusing on issues of local importance. This important work has, however, been historically only partially integrated with international teaching or other activities we have undertaken. Such separation has little justification in these globalized times, and this changes how we approach the task of stewardship. There is now a need to understand the reach of the urban communities and regions we serve not only in terms of geographic proximity but also in terms of "spheres of engagement," from local to global. Consideration should be directed to: the ways in which global forces are shaping the local communities where we are based; and how international academic partnerships can connect these localities with others. Urban places are operating in multiple, nested networks of other places, from local to national to global, and an understanding of all these levels require our attention if the places within them are to progress. One imperative facing higher education in the 21st century is how to better prepare our graduates, no matter what their discipline or profession, to operate across these levels with skill, wisdom, and responsibility. In so doing, we must also change how we view international education within the academy as well as in and with the urban communities that we reside. The paper will discuss several higher education strategies for an internationalized stewardship of urban places.

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Summary Information, IUPUI/Sun Yat-sen University (SYSU) Cooperative Development Committee

Committee Membership, IUPUI
- Gil Latz (Associate Vice Chancellor, International Affairs; Co-chair)
- Nasser Paydar (Executive Vice Chancellor and Chief Academic Officer),
- Bill Blomquist (Dean, School of Liberal Arts)
- David Russomanno (Dean, School of Engineering and Technology)
- Jay Hess (Dean, School of Medicine)
- Joe Xu (Director, Confucius Institute)

Committee Membership, SYSU
- Guangmei YAN, Vice President (Co-chair)
- Haipeng XIAO, Director, Dean's Office of Medical Education Affairs; Deputy Dean, Zhongshan School of Medicine; Vice President, the First Affiliated Hospital of SYSU
- Jiemin ZHAN, Deputy Dean, School of Engineering
- Shaozhi DENG, Director/Provost, Dean's Office (Educational Affairs Office)
- Wushao WEN (Secretary to Deputy Director, Office of International Cooperation Committee & Exchange

Background
- An outcome of Chancellor Bantz's meeting with President Xu, at SYSU, in December, 2012, was an agreement to create a SYSU/IUPUI CDC, modeled after a similar agreement with the Chinese University of Hong Kong.

Vision:
- Fully exert the advantages of both Universities, strengthen and develop key existing areas of collaboration, explore potential areas of collaboration
- Deepen cooperation in teaching, research, medical care, talent cultivation between the two Universities
- Building upon the current partnership with IUPUI, broaden the collaboration between Indiana University, Purdue University and SYSU

Structure:
The Cooperative Development Committee will be comprised of co-chairmen, members and secretaries:
- Co-chairmen: The two Universities will each designate one vice-president (international affairs) to co-chair the Committee
- Members: Each University will select three members who are the representatives respectively from the fields of physics and engineering, social sciences and medical sciences
- Secretaries: The two Universities will each designate one representative as secretary

<u>Mechanism</u>:

- The Cooperative Development Committee will hold annual meetings on a regular basis. The meetings will be presided over by the Co-chairmen and held in Guangzhou or Indianapolis each year. Through such a mechanism, the Universities hope to review progress and achievements, solve existing problems, set out future goals and identify future key areas of collaboration.

<u>Key Collaboration Areas</u>

- Existing Areas: philanthropy, physics and engineering, engineering, public administration, computer science, information science, software, medical science
- Current Exploring Areas: Teaching Development Center, stomatology, nursing, earth science
- Potential Areas: Explore the collaboration with IU's Kelley School of Business, Jacobs School of Music, School of Journalism, Maurer School of Law, etc.; PU's College of Engineering, College of Health

February 14, 2014

Allan E. Goodman
President & Chief Executive Officer
Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 10017

Dear Mr. Goodman:

Indiana University Purdue University Indianapolis (IUPUI) is pleased to join with IIE and higher education institutions across the country in the Generation Study Abroad initiative. Our campus is committed to increasing the number of students we send by 25 percent over the next five years.

IUPUI pledges to begin several new strategies to increase our study abroad participation including a focus on curriculum integration, fundraising for scholarships and increase student outreach. We believe that each of these strategies can have a positive impact on students' decisions to study abroad.

IUPUI is a large institution with a heavy focus on professional fields. Many of our students find it difficult to study abroad because it is not clear within their curriculum how they can fit an overseas experience into their academic plan. We believe that by working with schools we can create better maps for students to study abroad. We also have a significant number of students that participate in international experiences through co-curricular groups. We believe that in many cases these experiences would be strengthened for the students if the experiences were aligned with IUPUI's well-established Principles of Undergraduate Learning and with IUPUI's newly established Principles of Co-curricular Learning. Moving these non-credit experiences into a credit-bearing format would also allow us to count these students in our study abroad numbers.

Many IUPUI students struggle to find the funds to study abroad. Over 70 percent of IUPUI students work more than 30 hours a week simply to attend college. For many students it is a stretch financially to attend college so adding the cost of an international experience to the total cost of a college education is a challenge. We will work with the IU Foundation to seek additional donors for study abroad scholarships. Each year we see a significant number of students withdraw from study abroad programs because of insufficient funds. We believe that additional scholarship funds for study abroad will help us increase our study abroad participation.

IUPUI established the "RISE to the IUPUI Challenge" to engage undergraduate students in at least two high impact experiential pedagogies (e.g., undergraduate Research, International study, Service learning, and Experiential learning). Thus international study will be highlighted in every presentation about student success. Over the next five years we will use the RISE structure to reach out to all IUPUI students. We will increase the visibility of study abroad experience as well as specifically targeting groups of students that are currently underrepresented in our study abroad participants. Our Office of International Affairs is developing relationships with units across campus such as Adaptive Educational Services and our Multicultural Success Center to reach these students. Our Honors College students have funding to study abroad but not all of them are using these funds before they graduate. By working with the Honors College to provide individual advising for students on their international program interests and to identify students who have not yet used their funds as they approach graduation we can also increase the number of students who study abroad.

We thank you for bringing together a group of institutions committed to international education and the power it holds in shaping our future.

Sincerely,

Charles R. Bantz
Chancellor