

MEMORANDUM

TO: Provost Harbor
FROM: Global Academy Task Force
SUBJECT: Task Force Recommendations
DATE: December 7, 2018

As requested, the Global Academy Task Force has broadly assessed current international and global initiatives and how UM might leverage these initiatives in a cohesive and visible manner. In our discussions, it has become clear that internationalization and enrollment growth – both domestic as well as international – are intertwined. Drawing heavily on the research conducted for the existing iLab report, our recommendations center on the importance of immediately initiating the search for a Senior International Officer to rebuild capacity for global and international programs to pre-2016 levels; oversee international student recruitment; revitalize the integration of international activities; and develop a Center for Global Engagement with a highly-visible shared physical space.

Essential to the growth of international and global initiatives is that UM also support funding models that restore qualified positions that recruit international and English Language Institute students, actively compete for grant-funded programs, and develop and implement fundraising strategies with international alumni as well as those engaged in international activities. At the same time, there is a need for strategic academic enhancements that integrate students campus-wide, provide opportunities for students to gain credentials through a Certificate in Applied International Studies, and support micro-credentials in relevant coursework and experiential learning.

These recommendations align with UM's Priorities for Action and the Communities of Excellence, and also reinforce UM's critical concept that the idea of *place* drives both the recruitment of international students to UM, as well as the need for domestic students to understand global challenges from the perspective of place.

Vision. Our vision is for UM to reassert itself as a recognized global leader for international engagement and global perspectives, for international and global programs and activities to be a recognized and celebrated part of the UM brand, and for UM students to be well-educated as global citizens.

Road Map to Achieving this Vision. From 2014-2016, UM undertook the comprehensive iLab Assessment of international and global activity in order to identify strengths and opportunities. The nearly 200-page report is an unparalleled resource as a road map for developing a strategic plan given current budgetary challenges and the recent downward trajectory in international activity. To rebuild and expand capacity for international activity at UM, we recommend a multi-step process for implementing the recommendations within the iLab Report. Key actions that must occur for this process to succeed include:

- *Launch a search for a Senior International Officer (SIO) with demonstrated experience in fundraising and program development to lead the Global Engagement Office (GEO) and designate an interim Internationalization Transition Team to serve during the search.* The SIO is essential to bring GEO in line with best practices in international offices, to build the infrastructure of GEO, and to advocate for the unit within overall internationalization efforts. As stated in your charge to this Task Force, you plan to identify a second task force to implement our recommendations. This may be best

implemented as a three-person Internationalization Transition Team given the authority to work in tandem with the Interim GEO Director. In addition to enabling UM to make tangible progress on the development of an internationalization strategy, such forward movement will send a signal to potential SIO applicants, which will inevitably result in a stronger candidate pool. *Further details are available in Attachment A.*

- *Move toward strategic consolidation of infrastructure and support services for international activity in a Center for Global Engagement under a senior academic officer.* This Center should be housed in a shared physical space that creates a single, visible office for international activity and that promotes co-mingling of students from a variety of tracks in an inviting lounge. One potential space could be the main level of the Lommasson Center, should existing admissions offices move to Brantly Hall and Griz Central. This consolidated structure will:
 - Position UM as an institution that is forward-looking and engaged in preparing students for the daunting global challenges of our time.
 - Provide a coherent, attractive, and promising new recruitment message that distinguishes UM and appeals to the interests of a growing number of internationally-minded youth, both in this country and abroad.
 - Bring together the strengths of our international and global programs that address pressing contemporary global challenges from a multi-disciplinary perspective.
 - Encourage value-added curricular innovations, cost efficiencies, scholarly synergy, and enhanced interfaces among academic programs that share closely aligned objectives and faculty expertise.
 - Better integrate strands of students, bringing together international students with those from the Franke Global Leadership Initiative (GLI) and relevant academic offerings, honors, and service.
 - Provide centralized administrative support for international activity, including shared communication and fund development.
 - Track and report on the international activities of faculty, staff, and students.

Further details are available in Attachment B.

- *Take advantage of strategic, untapped opportunities for global initiatives on campus.* While the search for the SIO is underway, the Transition Team can continue to advance UM towards our vision by implementing academic enhancements on campus that support global initiatives and do not require major additional financial investment. *Further details are available in Attachment C.*
- *Support revitalized funding mechanisms for international programs.* This will require an initial investment of funds from UM and partners supportive of internationalization efforts as seed money to grow fundraising and grant development. *Further details are available in Attachment D.*
- *Invest in international student recruitment.* International student recruitment should be characterized as essential to both internationalization as well as enrollment targets. International student recruitment should return to GEO where staff can best capitalize on campus global expertise, and a clear MOU between GEO and the Office of Enrollment and Strategic Communications confirming responsibilities in areas such as transcripts and marketing should be established. This transition can be initiated under the authority of the Internationalization Transition Team. As GEO's capacity is rebuilt using the sustainable funding models discussed in *Attachment D*, a three-person team—including an International Recruiter, the ELI Director, and an International Development Officer—will take the lead on international student recruitment.

A proposed timeframe for implementing these activities is included in Attachment E.

Threats and Challenges. Institutional obstacles hinder UM's ability to capitalize on opportunities for internationalization. Our recommendations in the included attachments will begin to address these issues, but we further recommend that the Office of the Provost develop additional creative solutions for the following issues:

- *Loss of Staff Support and Expertise.* GEO has lost 10 FTE over the last four years. This has diminished the store of institutional memory on campus and led to critical programs operating at woefully under-staffed levels while taking on additional duties and responsibilities.
- *Loss of Foreign Language and Area Studies Faculty Members.* A number of foreign language and area studies faculty have been lost in recent years, severely reducing UM's capacity to continue its distinguished excellence in foreign language instruction, which sets UM apart in the state.
- *Lack of International and ELI Student Recruitment.* The decline in international student and ELI enrollment echoes a national trend, but there are also local factors that have contributed to this decline. The loss of several key staff positions actively involved in recruiting ELI students and special program participants (e.g. international recruiter, Program Development Officer, full-time ELI Director) and an Enrollment and Strategic Communications policy to not recruit for ELI are barriers to increasing student enrollment.
- *Loss of Student Credit Hours (SCH) when UM Students Participate in Study Abroad Programs.* Faculty and staff encourage undergraduates to take part in study abroad opportunities, but the effective loss of student credit hours penalizes or disincentivizes departments and programs from working actively to promote these opportunities.
- *Loss of Winter Term.* Winter Term provided an important window of opportunity for students to study abroad, particularly those students whose schedules or budget disallowed a full term abroad. The task force recommends that UM considers developing recommendations regarding Winter Term and to build short-term study abroad opportunities.
- *Inability to Cross-list Courses.* The fact that cross-listing of courses is no longer allowed discourages interdepartmental and intercollegiate curricular collaboration. Under the present model, SCH follow the course prefix. The unintended consequence, however, is to disincentivize the sort of collaborative and team-taught course offerings that help promote internationalization efforts, prepare students for international experience, and engage students with global issues.
- *Lack of Rewards for International Work.* Because faculty who do international work are a minority in most departments, the unit standards in those departments typically do not acknowledge their contributions in this area.
- *GEO Debt Burden.* GEO's growth is currently strangled by the debt burden left in place by prior leadership. We request that the Office of the Provost explore avenues to restructure this existing debt to allow GEO a baseline for growth.

Key Measures of Success. Metrics to track in order to measure progress toward our vision include:

- Percentage of students, faculty, and staff from countries outside of the United States at UM.
- Percentage of faculty conducting international research or programs and percentage of students engaged in these activities.
- Rates of participation in international and global degree and certificate programs.

- Number of students participating in study abroad programs.
- Scholarship support for international experiential learning experiences and to attract international students.
- Number of international students and visiting international scholars annually.
- Size of the network of international alumni, whose achievements connect Montanans with international opportunities.

Included Attachments. The following attachments have been included with this memorandum to further elaborate on the task force's recommended actions.

Attachment A: SIO and Internationalization Transition Team

Attachment B: Center for Global Engagement

Attachment C: Academic Enhancements

Attachment D: Developing Sustainable Funding Mechanisms

Attachment E: Sequence of Recommended Policies

Attachment A: SIO and Internationalization Transition Team

Senior International Officer (SIO)

In line with virtually every established international office in the U.S., the task force strongly recommends that the current Global Engagement Office (GEO), which would be known as the Office of International Programs (OIP) under the recommended new structure detailed in Attachment B, be directed by an SIO. This new hire would be named Executive Director and should be designated as member of the Cabinet in order to sufficiently represent internationalization efforts across campus, both academic and administrative. The SIO's responsibilities should include: 1) the skillful direction and coordination of GEO/OIP's functions; 2) strong advocacy for international and global activity at UM; 3) development and fund raising; 4) dedicated effort to enhance communication and synergy among the diverse units housed by the Center for Global Engagement described in Attachment B; and 5) guidance for the newly-created International Council described in Attachment B.

In light of the diverse demands of the SIO's position, the task force strongly recommends that UM conduct a national search that focuses on a candidate who has a strong record of achievement in at least one of the core functions of the office and a familiarity with all, and is thus conversant with the professional procedures and standards of respected international program offices in the U.S.

Internationalization Transition Team

In keeping with your stated intention to form a follow-on implementation task force, and in light of understaffing in GEO, it is important that UM invest in a strong Internationalization Transition Team. The Internationalization Transition Team should consist of three members of the UM community with a proven track record in internationalization efforts. Members of the Team should receive stipends and the authority to begin implementation of these recommendations. The Team should be in effect through one full academic term after an SIO has been hired and then disbanded thereafter.

Attachment B: Center for Global Engagement

To improve synergies and coordination among units on campus engaged in international work, we recommend the creation of a **Center for Global Engagement** that promotes global and international activity on campus. This Center should be led by a senior academic officer: either a vice provost or dean. We have purposefully left this vague so that you may identify the ideal leader given your priorities and political realities. The Center should be housed in a shared, prominent physical space that offers a single, visible office that students can visit for information on a large number of international majors/minors, visa questions, faculty with specific international expertise, etc. and that fosters the co-mingling of students from a variety of tracks (international, GLI, Global Griz, service, honors, and those involved in international coursework) through a shared lounge. Given conversation on campus regarding the potential shifts of staff in the Office of Enrollment, we propose that this Center be housed on the visible main level of the Lommasson Center. The English Language Institute would remain in the current International Center and be developed to fill the building with faculty and classes.

The Center should house and foster coordination among:

1. The **Office of International Programs** (currently GEO). Given the new proposed Center and to clarify the functions of this unit, we recommend a return to the former name of the Office of International Programs (OIP). OIP should continue to incorporate all current functions: Education Abroad and Partnerships, International Student and Scholar Services, and the English Language Institute. In order to best maximize synergies with others involved in international activity, while recognizing the importance of a unified recruitment strategy, international student recruitment would return to OIP from the Office of Enrollment and Strategic Communications.

OIP's SIO would serve as Executive Director of OIP and the Associate Director of the overall Center. This position would report directly to the head of the Center.

OIP's SIO would also serve as the primary liaison to academic units. While at this time academic programs in language and literature would not be housed within the Center, it is crucial that they be represented within this new Center. All such units will continue to function across diverse academic departments but will be networked within the umbrella of the Center to enhance their visibility, coordination, and students' ability to access information about the programs. This segment is also responsible for working with sector liaisons to increase participation of international/ELI students in courses across campus.

2. A dedicated **International Council** that is created as an evolution of and in partnership with the International Committee, and is designed to increase the strategic role of this body. The Council would differ from the current International Committee in that it would consist of representatives from all academic and service units engaged in international activity on campus, all relevant UM Schools, and key international units on campus. The International Committee would be tasked with development of this new structure in concert with the Internationalization Transition Team, transition its members to the Council as appropriate, and then disband the Committee. The International Council should meet regularly and is designed to: a) enhance communication and thus synergy related to international activities among units; b) help refine international strategy at UM and promote priorities within that strategy; c) work with OIP to facilitate the success of their communication and activities within faculty units.

3. **The Franke Global Leadership Initiative**, which will remain independent but benefit from a direct reporting line to the head of the Center and coordination with other units in the Center.
4. **International-Interdisciplinary Minors and Majors.** UM offers numerous, substantial interdisciplinary and international minors and majors that could be made more efficient and integrated by consolidating administrative support as well as reporting, budget, and oversight. These programs currently have a variety of reporting lines and draw both core and content courses from across numerous colleges on UM's campus.
 - The interdisciplinary programs recommended for this shift are Global Public Health (GPH); International Development Studies (IDS); and Climate Change Studies (CCS). While GPH and IDS generally support such a move, CCS leadership is in transition.
 - Because the creation of World Languages and Cultures is in transition, we recommend an assessment of whether the Area Studies Programs should be housed within that new unit or in this new Center. Area Studies Programs include: East Asian Studies (EAS); Central and Southwest Asian Studies (CSAS); South and South East Asian Studies (SSEA); European Studies (ES); Latin American Studies (LAS); Russian Studies (RS), and Irish Studies (IS).
5. **Satellite Representatives.** While guarding against overlap, there will be representation of the Maureen and Mike Mansfield Center (and its Defense Critical Language and Culture Program), the Office of Civic Engagement, and international internship services in order to provide centralized information and foster collaboration. Such staffing will be implemented as funding allows, ranging from cross-trained student advocates to staff representatives.
6. **Development and Communication Staff.** There is a need for a designated individual to implement a funding framework as described in the funding section below, as well as communications to identify and amplify international opportunities. This individual will work closely with Strategic Communications to ensure that internationalization is reflected as a core value at UM. Initially, this role may be assumed by the SIO in conjunction with student assistance, though supporting the hire of an experienced fundraiser would maximize the growth of this function.

Attachment C: Academic Enhancements

The proposed new structure goes beyond administrative integration to provide significant academic enhancements to the UM community, including better coordination with academic units; micro-credentials; and a new Certificate as follows:

1. **Increase cross-college planning and coordination of internationalization efforts.**
 - Designate an **International Liaison** for each School and College to serve as a point of contact. Responsibilities include: serving on the International Council; working with advisors to create a four-year academic map to clearly demonstrate opportunities for study abroad and other high-impact learning experiences; and listing and showcasing courses with an international/global emphasis.
 - Restore cross-listing or develop a metric to allow student credit hours to be split between the home departments of team-teaching faculty to expand interdisciplinary and international-focused course offerings without incurring additional costs.
2. **Remove Departmental Barriers to International Engagement.** This includes removing barriers to faculty engagement, barriers to student engagement, and financial penalties to departments who send students abroad.
 - Coordinate with deans and academic units to amend unit standards to acknowledge faculty contributions to international initiatives.
 - Coordinate with deans to change current systems that disallow study abroad due to high credit counts and discourage faculty engagement in international activities.
 - Count all student credit hours for courses taken abroad for home majors.
3. **Establish a Certificate in Applied International Studies.** This should be a stackable credential and designed to pair well with majors and other certificates and programs. The Certificate would include:
 - Four semesters of foreign language.
 - One course in culture studies in area of expertise.
 - One course in global/regional issues.
 - A programmatic international experience.
 - Participation in 10 campus activities with an international focus.
4. **Establish micro-credentials in international knowledge and skills.** New micro-credentials, including language, programmatic international experiences, or participation in slated campus international activities, should be designed to pair with majors and other certificates and programs, in the case where the full Certificate in Applied International Studies is beyond a student's capacity.
5. **Assess teaching capacity in Area Studies Programs and of geographically based research.**
 - Work to rebuild and expand interdisciplinary courses and faculty member expertise.
 - Incentivize hiring future faculty who can contribute to existing area studies program or add strength to geographic regions where UM is active in research.

- Build on existing teaching capacity to create opportunities for cross-collaboration
6. **Strengthen academic support system for international students at UM.** This includes redeveloping English as an Academic Second Language courses into conditional admission and pathway programs to maximize growth potential. Such coursework would be designed in tandem with ELI courses to successfully transition students to the university.

Attachment D: Developing Sustainable Funding Mechanisms

Sustainable funding models are critical for internationalizing the campus and for yielding revenue. Funding can support a wide range of activities, such as student mobility, hiring international faculty, supporting faculty research, strengthening partnerships, and enhancing curriculum. The following are recommendations the administration should consider implementing:

- **Invest in a development officer** to manage overall funding efforts, write grants, and pursue sponsored programs (responsibility potentially co-shared with SIO). This position would more than pay for itself, bring in tuition and grant dollars, and help to internationalize campus. This position may complement specifically-designated fundraiser for international audiences within UM Foundation.
- **Invest in UM's distinguished excellence in foreign language instruction.** UM's distinguished history in foreign language instruction has long set it apart in the state. Foreign language instruction serves as a critical tool for recruiting domestic students with an international focus to UM and for demonstrating UM's commitment to internationalization to potential foreign students. In addition to re-investing in on-campus classroom foreign-language instruction, we recommend that UM support multi-lingual campus activities and continue recruiting events such as "Foreign Language Days."
- **Prioritize outreach to international alumni and other alumni with demonstrated interest in international engagement.** This strategy will improve fundraising, support international student recruitment, and create new opportunities to internationalize campus.
- **Establish a structure by which a percentage of each international student's tuition, including English Language Institute student's tuition, is allocated to funding internationalization efforts.** To grow this funding source, we need to invest in a full-time director of ELI whose position includes recruitment.
- **Increase the international student fees** to match MSU.
- **Establish annual funding support from the Office of Research and Creative Scholarship** that supports faculty members' international research efforts. This office contributed funds to the Faculty Exchange pool in the past, which allowed UM to fund far more opportunities for international research.
- **Increase opportunities to collect money from students across the country** who participate in the non-UM programs (such as SRAS and EF).
- Create **international student recruitment incentive models** for faculty, staff and students.
- **Assess the current debt repayment structure** currently borne by GEO.

Attachment E: Sequence of Recommended Policies

Year One

Investment Priorities

- Initiate search for SIO.
- Designate funding for study abroad and other international activities as a priority for the UM Foundation, assigning a half-time person to focus on that task.

Strategic Priorities

- Articulate a renewed global vision and the desired outcomes. Ideally, internationalization is promoted unapologetically as a core value.
- Collaborate with UM academic units to amend their unit standards, as necessary, to reward international/global work.
- Give charge to International Committee to evolve into an International Council.
- Create an internal communication system that allows units and faculty to alert relevant segments of students to international events and opportunities.
- Begin work on structuring a new funding model that funnels some of the revenue created by OIP units back to them (essentially incentivizing them).
- Better highlight GLI and other UM international programs/opportunities for prospective students, on the assumption that potential students make study abroad and other international engagement a priority.
- Create small committees of faculty, retirees and/or relevant community members who have the requisite cultural knowledge to advise UM's international student recruiter(s) on country-specific strategies for recruiting.
- Create a Center for Global Engagement, name its administrative head, and formalize new reporting lines, as necessary.
- Develop and implement plan to consolidate key international units into one very visible, physical location in the Center for Global Engagement.
- Create a pilot program, using existing resources, that signals UM's commitment to internationalism to prospective students. Example: identification of an annual global theme (terrorism, climate change, global migration) that can be addressed by diverse departments, in GLI, in the President's Lecture Series, via designated freshman book, etc. This can start small but expand, eventually promoting the fact that a significant number of UM grads will have grappled with four key global issues by the time they graduate.

Year Two

Investment Priorities

- Transition the half-time position at the UM Foundation focusing on fundraising for international programs/activities to a full-time position.
- Begin to supplement core staff of International Student Services, Study Abroad, and Intensive English Programs with at least part-time help.
- Hire or designate a half-time person who is well versed on the full range of international

resources/opportunities at UM and can serve as a point person for inquiries by students, prospective students, and faculty.

- Expand the pilot project signaling UM's commitment to internationalization begun in year one and ensure it is publicized for prospective students.

Strategic Priorities

- Provide training for classified staff members, who are on the front lines of service to students and serve as the "face" of UM. Topics might include what office to send students to for a particular problem (basic customer service), cross-cultural communication and sensitivity, and immigration procedures.

Year Three

Investment Priorities

- Continue to rebuild staffing for core international functions, with an eye to at least partially funding any position(s) with revenue generated by the sub-units themselves.
- Signal UM academic units that international expertise and experience is to be a priority consideration in faculty hires, and begin to fill at least some of the area studies and other international lines lost during the recent consolidation.
- Continue to expand and publicize the pilot project begun in year one.
- Begin to implement the targeted international student recruiting strategies developed in year two.
- Continue to focus on UM's international profile as a key recruiting theme for both international and domestic students.