



## **CII Summer Meeting 2016 New Brunswick, New Jersey**

### **North American Public Universities in the 21<sup>st</sup> Century: Global Responsibilities, Challenges, and Opportunities in the Developing Global South**

**Agenda as of July 13, 2016**

**July 17 - 19, 2016**

**Hosted by Rutgers, the State University of New Jersey**

#### **Sunday, July 17, 2016**

8:00 AM-2:00 PM	Call to Leadership Working Group <i>Conference Room I</i>
4:00 PM – 7:00 PM	Registration Open
2:30 PM-5:00 PM	CII Executive Committee Meeting <i>Conference Room I</i>
4:00 PM-7:00PM	Registration Open
5:15 PM-6:00 PM	First Time Attendee Welcome and Orientation <i>Conference Room BC</i>
6:00 PM-7:30 PM	Show Your Spirit Meet and Greet Reception <i>Grand State Ballroom</i>

#### **Monday, July 18, 2016**

8:00 AM-9:00 AM	Networking Breakfast – pick a themed table for discussion on a topic, or head to a non-themed table to meet you colleagues. <i>Regency ABC</i> <ul style="list-style-type: none"><li>▪ Faculty Development for International Research – Gretchen Neisler, Michigan State University</li><li>▪ Funding Higher Education Partnerships in Africa – Nosa Egiebor, University of Mississippi</li></ul>
-----------------	--

- Best Practices in Growing International Research Capabilities – Mary Anne Walker, Michigan State University
- Partnerships with Latin America – Mike Proctor, University of Arizona
- Operation Passport: Grow your Study Abroad program with Direct Mail – Linda Luetkemeier and Lisa Conley, American Direct Marketing

9:00 AM-9:15 AM

Welcome from APLU President Peter McPherson

Welcome from Barbara Lee, Rutgers Senior Vice President of Academic Affairs

9:00 AM-10:30 AM

Plenary Session: Globalizing the Campus: Perspectives from Campus Leaders: Anthony Frank, Colorado State University; Judy Genshaft, University of South Florida; Barbara Lee, Rutgers, The State University of New Jersey. Moderated by Roger Brindley, University of South Florida and Tag Demment, APLU  
*Regency ABC*

10:30 AM-10:45 AM

Break

10:45 AM-12:00 PM

**Concurrent Sessions**

**Measuring Progress Track:**

*Measuring Progress of US University Engagement in International (Agricultural) Development: Scale And Impact*

Tom Gill, University of Tennessee; Sandra Russo, University of Florida; Luis Flores, Michigan State University; Andrea Bohn, University of Illinois  
*Conference Room BC*

There is increasing emphasis on universities ability to demonstrate impact to stakeholders at home and abroad in terms of measurable change in beneficiaries' lives in the international arena. The time frame for serious development efforts to have significant sustainable impact can be decades long, and attempts at quick fixes are unlikely to reap much beyond dashed hopes. How do universities consider issues of scale, both in timeframe and scope, in their international projects/development goals? While smaller scale opportunities for engagement may be low risk, with tangible results, and relatively easy-to-solve challenges, can we have sustainable significant impact at this scale? Meanwhile, large scale problems are typically complex and time-consuming, requiring ambitious grant dollars and development efforts. But sustainable impact over the long-term often requires change to large systems. How then, when measuring progress of US university engagement in international development, do we address the challenge of scale and impact?

### **Doing More with Less Track:**

#### *Institutional Structure for Maximum Impact*

Amrit Bart, University of Georgia; Chad Hoseth, Colorado State University; Brian Watkins, University of Georgia; Kiki Caruson, University of South Florida

#### *Conference Room I*

In an environment of limited institutional resources, the ability of public universities to tap external sources of donor funding can play a critical role in maximizing impact in the developing world. As donors have come to recognize the importance of higher education to broad-based economic development, these same funding opportunities are also becoming relevant to core research and education missions in a global context. However, as development increasingly targets so-called “grand challenge” issues, public universities are facing corresponding pressures to ensure collaboration across disciplinary boundaries. At the same time, donor agencies are demanding institutional value-add, the use of impact metrics and improved cost efficiency, which may be unfamiliar concepts across campus.

This session will explore the role that public universities can play as active partners in externally funded development initiatives, and in particular will examine the role of institutional structure in allowing universities to do more with less. Organizational structure and linkages, both across academic units and between those units and university international offices, will be considered in the context of their impact on institutional ability to identify and secure externally funded projects relevant to the developing world. Also covered will be programs instituted through university research offices to facilitate multidisciplinary collaboration and externally funded international research and service projects. Competing models of proposal support and development infrastructure will be examined, with examples of centralized and distributed systems cited for discussion.

### **Global Outreach Within and Beyond North America Track:**

#### *A Public University's Commitment to Produce Global Citizens or Capacity Building*

Kathryn Atchison, University of California, Los Angeles; Kelechi Kalu, University of California, Riverside; Mark Wilson, University of California, Los Angeles

#### *Salon AB*

U.S. public research universities were designed to play a special role in supplying state and local governments with science and technology expertise. As the world has become more interconnected, many public universities have expanded this role to seek global challenges with an aim of producing graduates who are global citizens. We will use one example of global engagement as a case study of how UCLA has taken this mission seriously to develop the Congo Basin Institute (CBI).

The CBI was developed in collaboration with the International Institute for Tropical Agriculture (IITA) by faculty in the Department of Ecology and Evolutionary Biology. Faculty used a 5-year NSF grant to develop a research program that is based on an integrated framework for protecting and managing African biodiversity within the challenges of climate change.

Capacity development included building relationships and research programs between scientists and students from across the US, Gabon, Cameroon, and Europe to improve conservation strategies; to create training opportunities for young scientists to carry out international biodiversity and conservation research; and to build lasting international collaborations. As the CBI was developed, opportunities for universities, nongovernmental organizations, and industry were developed to assemble a consortium that can grow the research and education infrastructure within Africa.

This panel will talk about the need for higher educational institutions to engage in capacity building and the return of benefits for the students and faculty at both the international and U.S. universities. In addition, we will engage the audience on how best to establish sustainable capacity building in the context of sub-Saharan Africa higher education institutions.

12:00 PM-1:15 PM

Lunch w/Presentation of the Malone Award  
*Regency ABC*

1:30PM -2:45 PM

### **Concurrent Sessions**

**IAS Business Meeting** – Those interested in international agriculture activities are welcome to join the International Agriculture Section for their annual business meeting.  
*Conference Room I*

#### **Doing More with Less Track:**

*Doing More with Less, How Office Structure and Complementary Partnerships Can Advance Outreach Beyond in the Americas*

Mike Proctor, University of Arizona; Ahmad Ezzeddine, Wayne State University; Nadia Mireles, University of Guadalajara

*Conference Room BC*

In this panel and discussion session, representatives of three universities (the Universidad de Guadalajara, Wayne State University and the University of Arizona), will discuss how they have evolved their office structures and their approach to partnerships (both domestically and abroad) to help advance research, teaching and impact relationships throughout the Americas. Through overviews of structural and tactical approaches, and discussion of specific partnership examples, the panelists will elicit discussion and identification of both beneficial structures and approaches to best leverage the complementary strengths of other partners, both domestically and abroad.

#### **Global Outreach Within and Beyond North America Track:**

**International Student Diversity – A National Imperative**

*Rachel Banks, NAFSA; David DiMaria, Montana State University; Meredith McQuaid, University of Minnesota*

*Salon AB*

This session will focus on the need for a proactive national public-private

policy initiative in order to foster greater international student diversity on college campuses across the United States. To address global challenges now and in the future requires a greater understanding of the world's nations and cultures, and hosting international students on college campuses is one of the most effective ways to do that. Today, nearly one million students study on U.S. college campuses, but as half come from just three countries - China, India, and South Korea – U.S. students are not reaping the full benefits of a global campus. A national initiative would attract attention and resources to help U.S. colleges and universities host students from as wide a variety of countries and backgrounds as possible. The session will also highlight some current institutional approaches toward increasing diversity, and engage the audience in a structured conversation on the benefits and challenges of establishing a national initiative.

2:45 PM-3:00 PM

Break

3:00 PM

Please Meet at Front Entrance of Hyatt for Shuttle to Campus Tours

3:30 PM-6:00 PM

**Rutgers Campus Tours** - Attendees will spend time on the Rutgers Campus visiting facilities and learning more about how on-campus research has international impacts:

- [Center for Childhood Nutrition Education and Research](#)
- [High Pressure Processing and Extrusion in Food Science](#)
- [RU COOL Sea Surface Lab](#)

6:00 PM-8:00 PM

Welcome Reception on Rutgers Campus  
Hosted and sponsored by:



**RUTGERS**

**Tuesday, July 19, 2016**

8:00 AM-8:30 AM

Breakfast  
*Regency ABC*

8:30 AM-10:15 AM

CII Business Meeting  
*Regency ABC*

10:15 AM-10:30AM

Break

10:30 AM-11:45 AM

**Concurrent Sessions**

**Measuring Progress Track:**

*Refining Answers to Critical Questions on the Role of Higher Education in Development: A Working Session*

Anne-Claire Hervy, Association of Public and Land-grant Universities; Gretchen Neisler, Michigan State University; Van Crowder, Virginia Tech University; Barbara Schneeman, USAID

### *Conference Room BC*

In advocating for increased US investment in strengthening higher education in developing countries through partnerships with US universities, there are a set of questions that are frequently posed. APLU has developed a draft document titled "Critical Questions on the Role of Higher Education in Development" that lists these common questions and provides some preliminary responses. In this session we will hear perspectives from four panelists on the key arguments in the document. The panelists will identify any points of contention and share their ideas on what questions or arguments may be missing. After brief presentations, the panelists (along with several other designated facilitators) will lead discussions with the audience at each table to refine and expand two to three questions in the document per table and identify questions that may be missing. After the session, the APLU Knowledge Center for Advancing Development through Higher Education will take the ideas and convert the document to a resource on the APLU website as a resource to the community.

### **Global Outreach Within and Beyond North America Track:**

#### *Partnerships in the 21st Century: Perspectives on Universities' Evolving Strategies*

Britta Baron, University of Alberta; Janaka Ruwanpura, University of Calgary; Reitumetse Obakeng Mabokela, University of Illinois at Urbana Champaign; Meredith McQuaid, University of Minnesota  
*Salon AB*

Over the last decade or so across APLU institutions, there has been a growing integration of the international agenda into the overall university strategy. In this context, international partnerships are increasingly expected to leverage improved results in revenue and reputation building and to strengthen the university's performance in research and teaching. Whilst the notion of "partnership" invokes positive associations of collegial and non-competitive behavior, of the mutual desire to find the "win-win" in any interactions and of the commitment to trusting and open communication, we will need to understand and integrate the realities of our partner relationships as marked by imperfect communication, differences in status and access to resources (perhaps especially with partners in the Global South) and incongruent strategic visions and missions. The art of building and cultivating relationships with partners abroad lies in accepting the differences and incompatibilities, finding productive solutions to conflicting interests and creating bridges between dissimilar organizational cultures and identities. The ultimate measure of the value of a partnership does not lie in apparently matching profiles or a mutually felt like mindedness, but in the ability of both sides to generate success towards the achievement of institutional goals. In this session, four Senior International Officers will share their perspectives on how the landscape – and our expectations – of international engagement have evolved as universities increasingly integrate international engagement into the overall institutional strategy. The discussion will pay particular attention to the growth of engagement with institutions in the Global South and particular challenges and rewards that that engagement brings.

12:00 PM-1:15 PM

Lunch with Call to Leadership Revisited Initiative Updates  
*Regency ABC*

The Commission on International Initiatives (CII) has formed a working group that is revisiting the [2004 Call to Leadership](#) report and its 2007 action agenda to determine what has changed regarding comprehensive internationalization for our campuses, to determine continuing and new challenges to internationalization, and to discuss how APLU member institutions can move forward to ensure a global education for all. This lunch will be utilized as a working session to discuss the progress of the project and engage CII summer meeting attendees as it develops.

1:30 PM-2:30 PM

Concurrent Sessions

**Measuring Progress Track:**

*Taking Stock: Intended and Unintended Impacts of 100,000 Strong in the Americas*

Rick Nader, Mississippi State University; Lee Tablewski, 100,000 Strong in the Americas Innovation Fund; Rachel Banks, NAFSA  
*Conference Room BC*

Partners for the Americas, founded in 1964 works in 28 countries across the Americas to bring together the local people, institutions and expertise necessary to create lasting solutions to the hemisphere's toughest challenges including:

- Agriculture and Food Security
- Youth Leadership
- Climate and Energy
- Democracy and Governance

To support higher education, Partners for the Americas is leading the 100,000 Strong in the Americas Initiative. The 100,000 Strong in the Americas Innovation Fund is a public-private collaboration of the White House, U.S. Department of State, Partners of the Americas, and NAFSA: Association of International Educators that was announced by Secretary of State John Kerry in January 2014. Since then, 38 Innovation Fund grants have been awarded to teams of 109 higher education institutions from 12 countries in the Western Hemisphere region.

This panel discussion will glean key insights from the leadership of the 100,000 Strong in the Americas grant fund. A moderated panel will explore the genesis of the program, the motivations and expectations of both northern and southern hemisphere partners, as well as the challenges facing institutions desiring to compete for the funding. The panel will close with advice for evaluating and measuring impacts of partnerships, as well as some notable intended and unintended results.

**Global Outreach Within and Beyond North America Track:**

*The Power of Persistence, Delivery of Academic Programs at Overseas Locations: Protecting the Interests of Students and the Reputation of the Institution*

*Salon AB*

Sally Crimmins Villela, State University of New York; Solon Simmons, George Mason University

Institutions are offering satellite credit-bearing programs across borders that directly enroll students in locations distant from the home institution through partnerships or offered independently, delivered in classrooms or through instructional technology.

This panel discussion will highlight issues and challenges faced, and lessons learned at several institutions. The largest state university system in the United States, SUNY, has instituted a system-wide policy on cross-border academic program delivery. George Mason University has extensive experience in the management and oversight of branch campuses in the Middle East and East Asia. The University of Washington has learned lessons on safeguarding students and the university while engaging in degree-granting partnerships with institutions overseas.

An overview of a general policy on establishment of overseas programs will have broad applicability to any institution enrolling students outside the US, addressing such topics as independent delivery vs. partnership programs; partner selection; governmental permissions and accreditation; business operations and institutional liability, both at home and abroad; teach-out plans; governance issues and more. The George Mason branch campus in Ras al-Khaimah and its global campus in Incheon, South Korea offer a contrast between two vastly different experiences and outcomes that will be of general interest to international officers currently considering a move to create a physical presence overseas. In particular, the lessons learned about contrasts in organizational culture related to academic accreditation and financing of core activities for university operations are critical to understand. The University of Washington engages in degree-granting programs with institutional partners overseas. Their experience highlights the paramount importance of careful selection of in-country partners.

2:30 PM-2:45 PM

Break

2:45 PM-3:45 PM

**Campus Internationalization 2.0 Lightning Talks & Roundtables**  
*Regency ABC*

*Engaging the South through Curricular Initiatives* – Barbara Speziale, Clemson University

*Internationalization with the Global South: Growth and Expansion at the University Level and within Health Sciences Programs* – India Karavackas, Stockton University

*Teach and Discover India: Inter- and Intra-institutional Collaborations to Develop Global and Inter-professional Perspectives* – Priti Haria and Jianguan (JY) Zhou, Stockton University

*Institutional Intermediate Devices in The Articulation of Internationalization* – Jesús Ruiz-Flores, Universidad de Guadalajara

3:45 PM-4:00 PM

Break

4:15 PM-5:30 PM

**Plenary Session**

***Getting to 100%: Building Institutional and Student Capacity for Global Learning***

Kevin Hovland, NAFSA; Roger Brindley, University of South Florida; Jim Scott, University of Missouri; Joanna Regulska, University of California, Davis  
*Regency ABC*

Today, many universities are investing resources and effort to prepare all of their graduates to thrive in a complex, interconnected world through some form of global education. The efforts being made reflect a growing understanding that in today's complex, globally interconnected world, to provide a quality education is to provide a global education. North American public universities are working to achieve this while also adapting to a fast changing, increasingly diverse, student population. (In the United States, for example, 75% of students commute to class while juggling parenting, working, or both and 38% of undergraduates are older than 25.) In this context, in order to achieve global learning for 100% of students, institutions will need to provide creative, flexible, and early opportunities that will require new levels of collaboration across multiple campus and community constituencies.

To help universities meet these goals, APLU and NAFSA are partnering to establish a new initiative titled "Getting to 100." Through this initiative, they will create a Global Learning Laboratory (GLL)—a physical and virtual learning space where faculty, international educators, and administrators can interact with peer experts as they design and implement successful global learning programs. One aspect of the GLL is to develop resources to help the entire community in its internationalization efforts. Towards this goal, this session will facilitate an interactive discussion among attendees to outline criteria for an assessment tool that can be used to evaluate a university's progress toward the "Getting to 100" goal.

This plenary session will allow participants to share efforts being made on their campuses, discuss innovative ideas, and contribute to the creation of a valuable tool for the higher education community. . The presenters will give very brief presentations. Then we will ask the audience to begin to outline a framework that could be used to evaluate a university's progress toward the "Getting to 100" goal and identify resources that may already exist to further develop such a framework. At the end there would be reports from the tables and open discussion.

6:00 PM-9:00 PM

Closing Reception and Dinner at [Zimmerli Art Museum](#)