

Presenting the CII Strategy





Working Group on Student Success

Co-Chairs: Megan Francis, Kathleen Fairfax

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IMPACT: Global Engagement & Student Success



Framework for Student Success

- **Individual:** Student success encompasses academic, career, and personal development goals. It involves acquiring knowledge and skills relevant to a chosen field of study, but also promotes the development of a variety of overarching soft and hard skills such as critical thinking, problem-solving, and culturally aware communication.
- **Institutional:** Some outcomes include comprehensive academic and non-academic engagement, student and alumni satisfaction, post-graduation employment, and community integration. Institutions benefit from student success in terms of reputation, finances, and rankings.
- **Social/Common Good:** Student success directly contributes to social wellbeing by producing educated and skilled individuals who can actively participate in and contribute to their communities, and is naturally intertwined with community development, economic prosperity, and social innovation. Higher education plays a vital role in preparing students to address local and global challenges, promote civic engagement, and advance social justice initiatives.

IMPACT: Global Engagement & Student Success



- **Education abroad (EA):** many studies have shown impact of EA on student retention, persistence to graduation and other success metrics (Individual and Institutional Impact). Studies have also shown EA increases students' civic engagement (i.e., more likely to vote, more likely to take an activist stance on issues) and their likelihood to donate to their universities after graduation (Individual, institutional and Social/Common good impact)
- **International Students:** their success increases institution's reputation and future enrollment (institutional impact); their presence on campus adds to the diversity of views and learning experiences for all students (individual and institutional impact); leads to future collaborations both in research and diplomacy.
- **Curricular and Co-curricular Global Engagement:** learning about other cultures and economic/political systems contributes to deeper civic engagement and overall workforce development, as students graduate better prepared to enter global marketplace. Interacting with people from other cultures instills in students how to have dialogue across difference (Individual, institutional and Social/Common Good impact)

OPPORTUNITIES: Global Engagement & Student Success



Assumed Opportunities:

Increasing global engagement activities will lead to better student success outcomes, on the individual, institutional, and social/common good spectrums including

- Decrease time to graduation, increase student retention, supportive recruitment, and build confidence in academic/career trajectory of students
- Increase institutional reputation supporting positive collaborations, innovative research, and alumni engagement; create supportive alumni–student interactions for future collaborations
- Successful illustration of a globally engaged society (internationalizing campuses introduces students from across borders to diplomatic relations in daily interactions and supports cross-cultural communication skills)
- Inherently supports JEDI initiatives by showcasing successful cultural integration across the larger student and university community
- Curriculum internationalization supports global engagement across SES by maintaining inclusive practices inside a traditional classroom space

RISKS: Global Engagement & Student Success



Perceived Risks:

Internationalization has inherent risks both locally and within the larger social/political narrative regarding student success outcomes

- Viewed as exclusive/privileged (affordability, globalist, linguistic/academic programming, colonial, etc.)
- Seen as political or politicized (Confusions Institutes, Liberalization)
- Simplistic or lacking intention by granting “global citizenship” to students after individual global experiences; One and done mentality/quantity not quality
- Siloed: only available to or seen as relevant for certain parts of the university rather than the whole university (i.e., rigid curriculums)
- Exploitative: treating international students as myopic and supporting institutional goals over their individual goals; Global partnerships with paternalistic/colonial frameworks

Points to Ponder: Global Engagement & Student Success



Questions to ponder:

- How is student success and global engagement viewed as a threat – does this share similarities with JEDI initiatives differing by state?
- How does your institution work to treat international students as individuals in a time when the enrollment cliff is looming in the background? How do we talk about international student success AND institutional goals/needs? How do we treat international students as more than tools for our benefit?
- How do policies and politics around immigration influence or affect student outcomes and institutional goals on campus?
- What are other risks related to global engagement's impact on student success that we aren't thinking of?



CII-EC Community Engagement Work Group: Draft Findings - June 2024

Sherri Benn and Gil Latz

Co-chairs



Working Group Members

- **Sherri Benn, Tarleton State University, Co-chair**
- **Tamara Cunningham, UC San Diego**
- **David diMaria, University of Maryland Baltimore County**
- **David Fleshler, Case Western Reserve University**
- **Gil Latz, The Ohio State University (Retired), Co-Chair**
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APLU CII-EC Community Engagement Work Group: *Objective & Questions*

Organizing Objective

- *Identifying the global dimensions of community engagement at public institutions of higher education (IHEs) in terms of: Opportunities, Impact, & Risks*

Organizing Questions for Public IHE's

- *Global opportunities for community engagement at public IHEs that require university prioritization and SIO leadership?*
- *Action steps by university leadership contributing to global community engagement agenda for public IHEs?*
- *Risks to consider by university leadership in pursuit of global community engagement at public IHEs?*

Community Engagement Opportunities

- **All Communities have Global Dimensions:** The 21st century imperative facing IHEs is that every rural, urban, regional, state, & national community is globally connected.
- **Global Community Engagement Opportunities for IHEs:** IHEs have much to gain by linking to the international networks, operations, and interests of their surrounding communities.
- **IHEs and the Talent Dividend:** IHE faculty and their students are uniquely suited to analyze, better understand, & propose solutions to their community's global issues.
- **Imparting Skills, Attitudes and Knowledge for Global Engagement:** Public IHEs contribute to high impact learning practices that graduate workforce ready students capable of understanding & participating in an interconnected world.

University Leadership Action Steps/ Impact

- **Strategic prioritization**: Identify how the global dimensions of community engagement can be explored in the respective locations they reside;
- **Curriculum**: Effectively contribute to global literacy by embedding global learning themes in the curriculum in support of workforce-ready graduates;
- **Fact-based Discussion**: Model civil discourse regarding immigration, international trade, and global conflicts, three of the more contested issues in the U.S. today;
- **Technology**: Incorporate technology, such as Collaborative Online International Learning (COIL), to provide new opportunities to bring the far away and unfamiliar to our communities & to realize primary, secondary and tertiary learning objectives; and
- **Public Service**: Develop and maintain community-based dashboards illustrating the intersection of the global and the local.

Risks

- **Perception**: it is difficult to protect or buffer local activities against outside influence when 21st century territorial boundaries are often porous & permeable due to modern technology and increased interconnectedness caused by mobility, the economy, and changing social structures.
- **Geopolitical Tensions**: Public sector leadership can take the position that global engagement by public IHEs should exclude interaction with countries whose policies or ideologies are at odds with our own, compromising the academic principle of free inquiry as well as the historical functioning of international research partnerships.
- **Skepticism**: Should global community engagement be a priority for public IHEs and the communities in which they reside?

Questions The Community Engagement WG Would Like Input On

- What is the most effective way to articulate risk?
- What is the opportunity cost of *not* being globally engaged with regard to community engagement?
- What is left “on the table” for public IHEs if global and community engagement are not connected?
- What uncertainties could participants help the Community Engagement WG analyze?
- Is there more should we say in a 2-pager to acknowledge and connect with community engagement experts, offices, and centers?



Advancing DEIB/JEADI through Global Engagement in Public Universities

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Definition of DEIB/JEADI

The reciprocal and respectful exchange of identities, knowledge, values, skills, and organizational behaviors that are just, equitable, accessible, intentional, inclusive, practical, and responsive and that promote civic responsibility and humility.



DEIB: Diversity, Equity, Inclusion, and Belonging

JEADI: Justice, Equity, Accessibility, Diversity, and Inclusion



Public University Mission & Imperative

JEADI is fundamental to public universities' missions to foster social and economic progress and serve communities at local, national, and global levels.

Universities dedicated to fostering high-quality and innovative educational programs are propelled by global engagement, transcending conventional boundaries to nurture inclusivity, equity, and sustainable communities.

Our charge as Universities and university leaders:

- Stewardship and collaboration
- Creating pathways for dialogue
- Adapting to changing demographics
- Equipping society with the skills to tackle present and future challenges

Opportunities that global engagement presents for JEADI



1. Embracing diversity: fostering innovation
2. Embracing global perspectives: fostering critical thinking in higher education
3. Facilitating a positive impact for all learning communities

Opportunities that global engagement presents for JEADI



4. Students are better able to compete on the world stage
5. Regional collaboration for higher education internationalization

Opportunities that global engagement presents for JEADI

6. Strengthening cultural ties
7. Addressing historical and current harms against minoritized groups



Risks and Opportunity Costs

- Social fragmentation
- Educational inequality
- Lack of innovation
- Loss of talent
- Economic disadvantage
- Loss of global competitiveness
- Social justice concerns

Addressing these risks requires proactive efforts to embed Global Engagement and JEADI principles into institutional policies, practices, and cultures, ensuring that public universities fulfill their mission of promoting social progress, equity, and inclusivity both locally and globally.





Insights & Points to Ponder

- How do we frame DEIB/JEADI in various contexts?
- What language do we use – DEIB, JEADI, other concepts?
- How do universities balance local and global responsibilities while promoting DEIB/JEADI?



Critical intersections of JEADI initiatives and internationalization

As university leaders navigate complex challenges, global engagement emerges as a powerful tool for advancing DEIB/JEADI initiatives.

Recognizing this potential, universities are called to explore the intersection between internationalization and DEIB/JEADI.



Presidential Charge on Internationalization

Research Working Group





Members of the Research Working Group

- Kiki Caruson, *University of South Florida*
- Kara Goodwin, *APLU*
- Gretchen Neisler, *University of Tennessee, Knoxville*
- Shashank Priya, *University of Minnesota*
- **Meghna Ramaswamy**, *University of Saskatchewan (Co-Chair)*
- Barbara Stephenson, *University of North Carolina, Chapel Hill*
- **Kalpen Trivedi**, *University of Massachusetts Amherst (Co-Chair)*

Executive Summary



- Global Engagement advances the research mission of the University by amplifying impact, identifying opportunities, securing the research pipeline, and mitigating enterprise risk.
- "Research" is defined broadly as "research, scholarship, and creative activity".
- Seeking input from the CII at large on elements for inclusion in report

Impact



- Global challenges require global collaborative science (e.g., Covid vaccine, climate change)
- Amplify international reputation of the university
- Attract and retain top-level faculty, researchers, and students
- Access to research infrastructure and geographies
- Grow research income; diversify sources of research funding

Opportunity



- Global engagement expands opportunities
- Grow research enterprise and secure funding through international sources
 - Green Climate Fund
 - Horizon Europe – connections to India and Canada
 - ICET – Initiative on Emerging and Critical Technologies (US & India)
 - Canada's Indo-Pacific strategy

Secure the Research Pipeline



- Workforce development talent pipeline (for populating the workforce)
- Graduate student recruitment and research pipeline within universities (*need to cite data on inability of US domestic students to populate research programs*)
- Faculty development + graduate student research + entrepreneurship and setting them up for success

Mitigate Enterprise Risk



- Global Engagement offices bring expertise necessary for research security amid shifting geopolitics
- New Business Development Staff in global research offices can increase capacity around research support – proposal development, convening interdisciplinary and international faculty teams, global operations expertise
- Stewardship of resources through curating optimal and sustainable partnerships
- Future-proof against demographic cliff; secure revenue streams

Questions



- Do these broad topics answer the charge?
- What data/examples should be cited?
- Are there policy statements/white papers that should be referenced?
- What is missing in this overall framework when you think of the relationship between global engagement and research?



Next Steps

- Working group will prepare a 2-pager on the topic of Global Engagement and Research
- Roll-up to comprehensive document to be presented at the APLU annual meeting in Fall 2024



CII-EC International Advancement Work Group: Draft Findings - June 2024

**Gretchen Neisler and Gil Latz
Co-chairs**



Working Group Members

- Cathie Carrigan, Indiana University (Global Gateways)
- Anne D'Angelo, University of Minnesota
- Randy Kluver, Oklahoma State University
- Gil Latz, The Ohio State University (Retired), Co-chair
- Gretchen Neisler, University of Tennessee Knoxville (Co-chair)
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APLU CII-EC International Advancement Work Group: *Objective & Questions*

Organizing Objective

- *Identifying the global dimensions of institutional advancement at public IHEs in terms of: Opportunities, Impact, and Risks.*

Organizing Questions for Public IHEs

- *Global engagement opportunities for international advancement?*
- *Action steps by university leadership that contribute to international advancement?*
- *Risks facing university leadership in pursuit of international advancement?*

International Advancement Opportunities

- **International Alumni/Families**: increasingly embrace a role/responsibility to contribute to public IHE's teaching-research-service mission;
- **Senior International Officers**: International advancement is now recognized to be a new SIO global engagement role/ responsibility;
- **Relationship Building**: SIOs are uniquely positioned to assist university relationship-building with intl. alumni, foreign IHEs, & Program Officers of global private/non-profit organizations;
- **On campus**: the strategy for international advancement is based on cross-institution *allyship*, a shared global vision and agenda between institutional leadership and campus units;
- **Off campus**: In alignment with campus priorities, SIOs define, interact and support international alumni clubs, advisory councils, and other forms of community engagement.

University Leadership Action Steps/ Impact

- **Prioritize SIO engagement w/ international alumni:**
 - Communication channels, identification of research partnership opportunities, support for student recruitment/ orientation/internships, philanthropy;
- **Conceive SIO international advancement role as akin to a dean:**
 - With associated support & expectations for creating/ contributing to a global institutional international advancement vision & execution;
- **Identify SIO role on President's advancement team:**
 - Strategic involvement in build-out & build-up requirements essential for cross-institution success;
- **Prioritize trustworthy international office & advancement partnerships:**
 - To build university/community allyship measured by key performance indicators

Risks

- **Perceptions:**
 - Foreign advice and/or funding at odds with public IHE autonomy and federal/ state regulations;
- **Concerns:**
 - influence of foreign public HEI partnerships and how associated funding is used & agreements pursued;
- **Skepticism:**
 - Is global engagement a priority for public IHEs and the community in which they reside?

The International Advancement WG Seeks Advice On-

- Has the our WG omitted important aspects of international advancement and global engagement?
- What other ways might our WG articulate risks:
 - What is the opportunity cost of *not* being engaged through international advancement?
 - What is left “on the table” for public IHEs if global and advancement are not connected?



Economic Development Work Group: Draft Findings

Kiku Caruson & Lisa Montoya

Co-chairs

Objective

Our work proceeded from the following:

Global engagement is important to local and regional economic development and the mission of a public university because: Global engagement, international student enrollment, global education, and the international communities around universities, contribute to greater economic competitiveness and innovation.

HEIs and are poised to be key players to train the STEM workforce, create innovation ecosystems, and prepare new and existing employees to compete in a global marketplace. Global units play an essential role in these efforts. Moreover, global collaboration is essential to solving today's grand challenges such as pandemic and infectious disease, climate change and migration and displacement.

Assumptions

The work centered around a series of assumptions/opportunities

- Talent is universally valued.
- Public universities represent critical talent pipelines.
- Universities are responsible for educating and graduating a highly skilled workforce that can succeed in increasingly globally connected careers.
- Universities are hubs for knowledge generation and innovation.
- Strategy is critical to institutional success and growth.

Opportunities: Work Group Findings

- 1. Global engagement is integrated into economic development and essential to build North American competitiveness, which, in turn, makes us globally competitive.**
- 2. Recruit, retain, and graduate MORE talented international students.**

Opportunities: Work Group Findings

3. Persistent labor shortages, due to an aging U.S. population, and declining birth rates require innovative solutions to ensure an adequate supply of workers to fill in-demand skilled positions. Because the American education system does not produce enough STEM professionals, there exists a greater need for increasing and retaining high-skilled immigrants.
4. The expertise housed across a university, including expertise generated from global engagement, can be better harnessed to energize business development and economic competitiveness (trade and foreign direct investment).

Impact: Work Group Findings

Action Steps

1. Global engagement promotes competitiveness and innovation and, consequently, is central to the university mission.
2. International students have a disproportionate presence and impact in STEM fields which contribute directly to global competitiveness. Despite constituting just 5% of the total student population, international students earned nearly half of all master's and doctoral STEM degrees awarded in 2019, a total of 117,000 degrees. More than one-third of all doctorates in science and engineering are international students.

Impact: Work Group Findings, pt 2

Action Steps

3. International students and immigrants are central to small business development and job creation. STEM graduates become C-suite leaders, entrepreneurs, innovators and STEM employees. Nearly 44% of Fortune 500 companies were founded by immigrants or their children.
4. Universities are hubs for knowledge generation and innovation, enhanced by engagement with peers and partners from around the world. Many foreign-owned businesses are engaged with the university and the local community creating networks locally and globally. This ecosystem advances global business development and contributes to economic growth
5. All students need global education to prepare them to engage and compete in our interconnected and multicultural world.

Risk of not being globally engaged in economic development

- 1. Business needs HEIs to educate more students to enter the STEM workforce to meet labor demand. That means educating more international students and encouraging them to remain in the US. This contributes directly to national competitiveness and security.*
- 2. Based on business needs, HEIs must do more to integrate intercultural skills across the curriculum. Global units are uniquely positioned to collaborate across the campus to enhance the curricula with global content and competencies.*

Risk.. part 2

- 3. Global units are positioned to collaborate across campus and communities to create strategic international partnerships that enhance research and innovation.*
- 4. Internationally engaged HEIs enhance the quality of life of communities with their diverse faculty and staff, academic offerings, and community-facing programming that is global and inclusive.*

Points to Ponder

Questions or ideas on which we would like insight from participants

1. Are we creating urgency around the Global unit's work and contributions toward economic development?
2. A key question we wrestled with was how these recommendations would be received across university systems, state legislatures and political cultures (red/blue). Are there better approaches or language we could employ for the political context in your state?
3. Are there other risks or opportunity costs of *not* being globally engaged in economic development?
4. What is left "on the table" for IHEs if global and economic development are not connected?