OHIO UNIVERSITY

Global Strategy & Internationalization at OHIO

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PART I: INTRODUCTION

Overview

OHIO is a global university. Since its establishment in 1804, Ohio University has made positive contributions to the global society through the talent it produces and the knowledge, innovations and ideas it generates and shares. Over the years an impressive variety of international activities and student programs have been undertaken and contributed significantly to the character of the University. In particular, the last 50 years have been celebrated with the various achievements including:

- Over 1,800 international students enrolled in 2013 from more than 114 countries of which over 40% are graduate students.

- Establishment of the Center for International Studies in 1964 in which African Studies has become its most high profile program with pan-university engagement of faculty across the disciplines as a federally recognized National Resource Center from 1995 to 2014.

- Development of a series of interdisciplinary arts and science themes covering major questions of world-wide relevance and interest.

- Numerous international education and research programs across the colleges and campuses, including the establishment of a global health office to develop interdisciplinary global health initiatives.

- Three strategic partners in Germany, Japan and Malaysia and over 70 other collaborations in 38 countries.

- The Tun Abdul Razak Chair in Malaysian Studies funded by the Ministry of Education in Malaysia and the Gawande Chair in Indian Religion and Philosophy funded by the Gawande family.

- Study abroad opportunities in over 70 countries.

- An office to support international students, faculty and staff to be integrated into the university community.

- Support for nearly 500 annually recognized student organizations.

- Over 20 languages taught.

- A diverse set of global leadership training programs offered by the College of Business and Global Leadership Center.

- Annual celebration of International Week and Street Fair for more than 30 years.

- Annual International Education Week since 2014 to celebrate internationalization of the university.

- Annual Awards for Excellence in Global Engagement established in 2014 to recognize faculty, alumni and staff member who are engaged the most globally and contributing to the internalization of campus, curriculum, and in their own profession.

Although the above achievements are noteworthy, an increasingly competitive global environment for talent and ideas constantly challenges the University to increase its efforts to ensure that OHIO's next generation of leaders are prepared to succeed. The State of Ohio is living the new reality of globalization. For example, with the majority of goods and services originating outside the U.S., one in five American jobs are tied to international trade[1] and the State of Ohio ranks among the top in the league. This ratio will only increase in time given the potential international trade holds for future economic growth. Key medical leaders tackling the Ebola outbreak are from the State of Ohio. Many military personnel from Ohio are serving overseas in conflict regions. The largest number of astronauts on the NASA team is comprised of Ohioans.

As the State of Ohio is aging demographically and has only a slight net gain in population—one of the lowest in the U.S. – it now depends on immigration to maintain and increase its population and sustain its quality of life. According to Immigration Policy Center, 4% of Ohioans are foreign born and make up 4.7% of the workforce in the State which is expected to continue to increase[2]. Top countries of immigrants to Ohio include India, China, Mexico, Ghana, and Philippines. Ohio is also home to the nation's second largest Somali population, whose many businesses contribute to the State's economy. Of note is that international recruitment of talent to the State has become a priority. For example, Dayton has created the Welcome Dayton Plan to engage its newly arrived immigrants in revitalizing the neighborhoods, building the population and strengthening its economic base[3]. The similar philosophy and plan are spreading out to

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[1] Business Roundtable. 2013. Benefits of International Trade.
http://businessroundtable.org/sites/default/files/US_State_Study.pdf
[2] Immigration Policy Center. 2013. New Americans in Ohio. http://www.immigrationpolicy.org/just-facts/new-americans-ohio
[3] Welcome Dayton: Immigrant Friendly City. http://www.welcomedayton.org/

other major cities in the region such as Cincinnati and Springfield in the hopes that they will become immigrant-friendly cities.

Without question, global competencies obtained through international work/study experience, relationship building and foreign language proficiency will increasingly become one of the core requirements for OHIO alumni—whether they choose to live and work in the State, elsewhere in the U.S., or throughout the world.

> *"All major hiring companies need global citizens. Global sensitivities, global perspective, global insight; along with maturity and a capacity for risk-taking, are exactly the skills every major organization is looking for – in every industry."*
>
> *Kevin Gill, Global Director of Staffing for Honeywell*

Unfortunately at present, fewer than three percent of domestic students at OHIO have an international experience. Less than 10 percent participate in intercultural activities on campus and less than three percent study a second language. And few have an understanding of the state of the world within which we live nor an appreciation of the extent to which global forces are impacting on national and local development and vice versa.

Among those better prepared for the global leadership challenges ahead are the international students. They come to OHIO with foreign language proficiency (often in more than one language) and international experiences. They are inter-culturally savvy and more likely to interact and build long-term friendships with other international students and actively participate in international activities on campus. Not only do they graduate with a sought after OHIO degree, often in disciplines on high demand for employment, they graduate with the core competencies cited above and are a retention priority for the State.

The challenge for OHIO is to ensure that all students—both domestic and international – achieve global competencies and are thus best prepared to enter the global society and compete effectively for opportunities locally, nationally and globally. The task entails not only the development of world-leading programs and opportunities, but also building awareness among all students of the *need* for and advantages of training in

global leadership skills that will enable them to contribute to safeguarding the planet and fostering sustainable global growth. Only through these dual objectives can the University truly achieve its global leadership aspirations in an increasingly crowded, diversified, and competitive educational environment.

World Trends and the Role of Higher Education

Image Courtesy of blog.olexe.com

One of the greatest structural adjustments in this century is the shift from industrialization to globalization in which technology, particularly communications technology, has become a driving force. As Joe Shields has noted in his treatise on earth as 'a suburb of the milky way' (2007), one GLOBAL knowledge economy is now orbiting in the universe. The talent, ideas and innovations produced are the driving force for economic expansion and one of the most important natural resources to ensuring sustainable global development. In this realm, higher education is viewed as the primary enterprise responsible for producing this talent.

Change in this century is subject to its own unique variables and sets its own pace. The advent and use of communication technology and tools, photonics, and materials science at the nano-scale are carving out a new area of niche markets and identifying a new set of priorities and pressures. These advancements have opened up a whole new view of the world. It has enabled many billions of people to see and experience the world and increasingly the universe in a way that it was impossible a decade ago. By virtue of this communications era, the toolkit of resources accessible to the human race in almost all corners of the world has substantively increased our ability to influence and be influenced by issues and events across the disciplines and sectors, be it health, wealth, poverty, climate change or governance. Of significance is that not only is it global but its reach is into the universe. The innovations that have emerged have enabled societies and the citizens within it to have access to real-time knowledge,

technology and a network of human and material resources and systems of a scale and magnitude never experienced. And what we are experiencing today is only the tip of the iceberg.

In this new era, opportunities abound thanks to a variety of tendencies from the growth and diversification of international trade and investment to cultural sharing and exchange. The global development of natural resources and energy reserves has raised the economic strength of developing countries into emerging economies and economic powerhouses. Global connectivity has created a whole new platform for economic, social, educational and cultural exchange by making the world and worldwide information accessible to the individual virtually anywhere in the world. These dynamic and rich developments are taking place in the forefront of our minds.

Lurking in the shadows is the shift in the economic center of gravity towards the East, which has now demographically eclipsed the traditional Western core (McKinsey Global Institute, 2012, See chart below)[4]. Europe and North America no longer are the primary drivers of the global economy as China, India, Russia, and Brazil, along with the continent of Africa play increasingly active roles.

Evolution of the earth's economic centre of gravity
AD 1 to 2025

Source: McKinsey Global Institute

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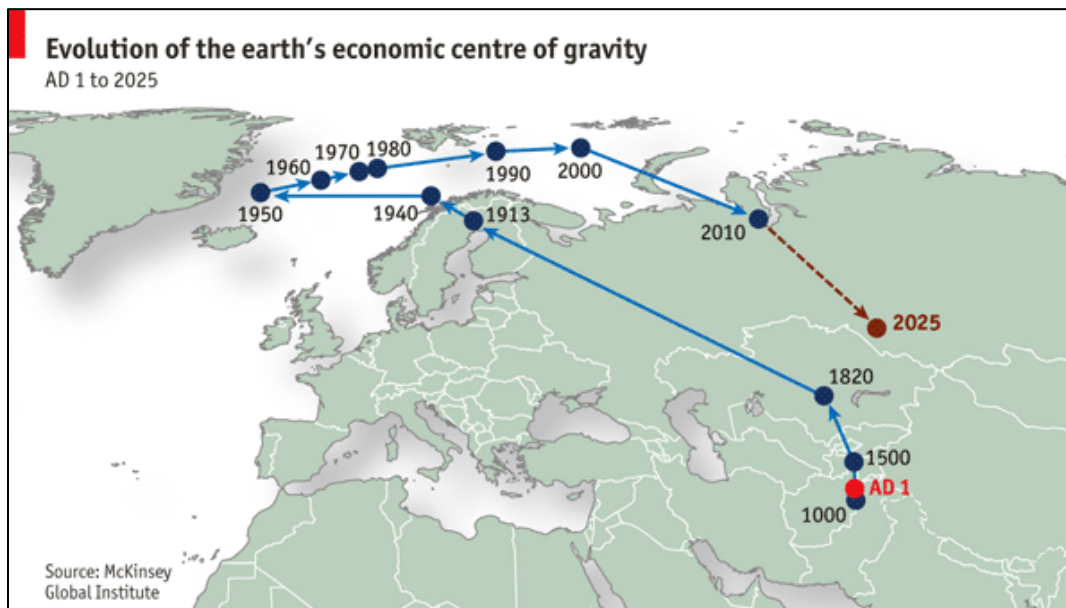
[4] McKinsey Global Institute, Urban World: Cities And The Rise of The Consuming Class, June 2012, McKinsey & Company

Among the most profound developments associated with this massive change is the nagging uncertainty surrounding the ability of countries to shift their focus away from inward-centered nation building to the 'world building' required to adequately address the challenges and opportunities that confront the planet. It is impossible to judge exactly if and when will be the turning point in our ability to reverse global trends that are leading towards mass destruction. What is known is that there is little interest, willpower and capacity among nation states to govern collaboratively the mitigation of global economic instability, climate change, conflict, health, and poverty facing the world-over. Nor is there a capacity or sufficient enough desire to create global stability that could, at least in the first instance, foster global dialogue. And it goes without saying the need to pay close attention to the growing challenge of governing the development of outer space, particularly the deployment of satellite technology that has immeasurable implications on the governance of national and world affairs.

This conceptualization of 'the world within the universe' and the vastness of its consequences serve to reinforce the imperative for even greater investment in critical inquiry across disciplines to help guide future domestic, national and global development. This new environment is much different from earlier industrial conceptions of world-order, and further strengthens the importance of fostering the development of global citizens and leaders and leadership styles that are enabling, collaborative and focused on national and global security.

The ability to understand current events, to predict future opportunities, and to innovate represents the hallmark conditions required to ensure stability and future growth within today's one global knowledge economy. In this century, the strength of public and private institutions that shape the world-over are inextricably linked to the quality of talent, knowledge and innovations produced by the higher education system. With the demand for talent outpacing the supply chain, however, new educational services have emerged to compete in the education industry. Accordingly, the education sector in general and higher education in particular are undergoing their own set of transformations. In fact, it is among the fastest growing global enterprises in terms of consumer participation and investment.
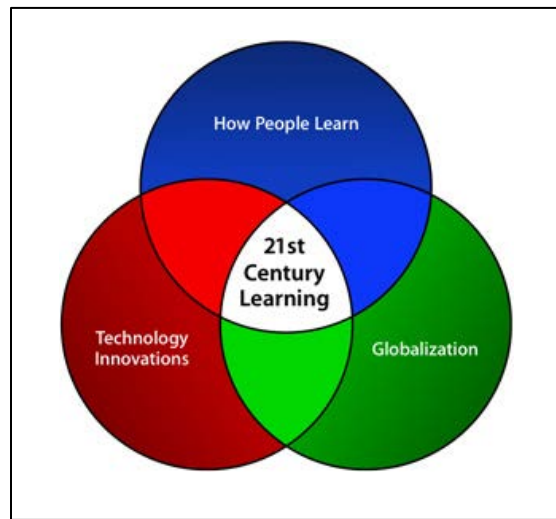
Image Courtesy of Edu-sources.org

Like many universities, the skills, knowledge and network currently offered at OHIO may not fully meet the needs and expectations of current domestic and international demand for talent and the imperative to foster global awareness and citizenship among its community. To attain and retain a global leadership role in this highly competitive market, OHIO must work to provide an environment that is both entrepreneurial and global in scope from the perspective of what students need to learn, what the global marketplace demands in terms of innovation, and the network of individuals and partners with whom students and faculty interact.

The magic is being able to identify how best OHIO can position itself today to prepare the generation of leaders and citizens for tomorrow by integrating existing capacity with new programming, recruitment and marketing and create the right mix of talent, knowledge, creativity and innovation in the intellectual and experiential enterprise that characterizes OHIO and its offerings. This is a tall order as universities by their very nature are not nimble institutions. Mobilizing new initiatives of interest to the institution is effected primarily through a combination of strategic investment, incentives, faculty engagement and recruitment. Fortunately, OHIO, as a forward-thinking institution with over 200 years of history, is well prepared to move forward.

Notwithstanding, with this understanding of the complexity and pace of change comes a heightened level of uncertainty about the higher education models best suited to meeting the leadership challenge and steering the institution in the 'right' direction. Associated with this uncertainty is an imperative to remain fully abreast of the global competition and institutional strategies adopted elsewhere.

In the past, universities have tended to guide strategy development with a narrow vision of their roles internationally. As a result, international strategies and activities were only tangentially important to advancing institutional vision. Increasingly, however, university success and the future leadership success of alumni are measured by and dependent upon the capacity to see and to act globally. Simply put, the university strategy should be its global strategy and vice versa. The extent to which the internationalization of the university is embedded in its institutional strategy is central to the university's ability to achieve its vision and objectives and be recognized by its alumni and external stakeholders as a truly global institution that is globally impactful. As OHIO intends to meet its global aspirations, it needs an attainable plan for internationalization.

Development of OHIO's Global Strategy

During the 2013 annual Faculty and Staff Convocation, President Roderick J. McDavis announced that he is "looking forward to developing a strategic international education plan for Ohio University". The Office of Global Affairs and International Studies (OGAIS) was charged with the responsibility to facilitate the dialogue about what

OHIO's mission for internationalization should be and what priority areas of development will align with the university's vision.

OHIO's Vision Statement

Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

The aim of globalization manifested in OHIO's vision statement is not only to help students, faculty, and staff excel in what they are set to do but also to offer the educational environment best suited for graduates to be prepared to enter today's global community and possess the leadership qualities required to make their contributions, wherever and whatever that might be. The reality of globalization is that the higher education market is now a private and public good and the student consumer has options domestically, internationally and virtually. There is greater global capacity to offer quality education programs and campuses around the world and even without leaving one's home. International and domestic students as well as faculty have options and are exercising them. It is within this landscape, in which all existing and new programs, activities and networks in the University compete for students, faculty and staff, that leadership must steer OHIO for it to thrive and be sustainable.

The tasks associated with moving in the direction of globalization are both exciting and daunting. There are many unanswered questions at OHIO regarding the elements of a new international strategy as well as a multitude of internal and external models and experiences that serve as a guide and building block. Set against the need and the desire for change, moreover, is a natural tendency for institutions to safeguard existing programs and models for program delivery—and in many cases, rightly so. Accordingly, critical analysis, due diligence and consultation are key to the process of planning, along with the clear understanding and consensus that OHIO must grow to effectively meet the challenge of globalization and be proactive in leading change that sustains its value and potentially increases its competitiveness. The recipe is to create the framework that enables stakeholders to see the possibilities and understand where OHIO aligns with world trends. At the end of the day, the key is to use all available knowledge to modify and build on existing capacity, talents and interests and to establish new initiatives that collectively ensure institutional sustainability in all respects, from development of new programs and models of collaboration to

recruitment of personnel and partnerships. Time is also a critical factor: the time required to engage with stakeholders effectively, to ensure transparency, to respond to feedback, and to negotiate competing demands. Getting it right is a fine balance.

Notably, OHIO's vision already embraces not only a global agenda but an appreciation that the university's contribution is fundamentally to create the foundation for alumni to be global leaders. It also articulates the imperative that we must be transformative recognizing that past practice is most likely not future practice; the university must be as innovative as the innovations it produces or even more so to remain solvent and to lead globally. This particular vision is significant to a global strategy for three reasons:

1. It recognizes that students obtain some of the essential knowledge and skills when they graduate from OHIO but becoming a 'leader' is a journey that largely begins upon graduation in which the university serves as an important foundation;

2. It opens opportunities for the global strategy to interface with alumni and have a role beyond the bounds of undergraduate and graduate training and the campus infrastructure; and

3. It is looking for new, imaginative and workable strategies to sustain OHIO as one of the most highly sought after universities in the State and increase its global leadership potential.

The challenge now becomes moving confidently from vision to strategy. How do we take advantage of the resources and talents across the disciplines, colleges, institutes, centers and campuses in a way that builds on their current capacities and future interests? The recent Innovation Strategy (http://www.ohio.edu/research/innovationstrategy.cfm) sets out four distinct areas of OHIO's interdisciplinary competencies: The Digitally Connected World; Health and Wellness; Vibrant Societies and Economies; and Energy and the Environment. This recent institutional strategy for investing in interdisciplinary innovations will guide OHIO when making major decisions on strategic initiatives and resource allocation going forward. It is essential that the innovation and global strategy are aligned.

The approach undertaken to date to respond to the President's charge is to align current and future strategic global interests of the University generally and its interest groups specifically into one strategic framework that enables all stakeholder groups to capture their past, current and future global interests in one structure – in other words, to tell their story and their vision using one common map. This is being coordinated in two phases. First, the strategic framework for globalization was created in the 2013-14 academic year, the product of which forms the substance of this report. Through a series of meetings, presentations, research and analysis, the framework essentially sets out the core outcomes that align the internationalization activities to advance the university 'global' vision, benchmarks current practices, and identifies possible performance metrics to measure progress and impact.

A key function of the framework is that it provides a common structure and focus for continued and meaningful consultation across the campuses and within and among the constituent groups. It is an enabler of new ideas and approaches to internationalization within a structure that links activities directly to the global mission and vision. And notwithstanding the fact that some initiatives are already underway—propelled by exceptional circumstances and opportunities--there is much to be done, with many unanswered questions still to be addressed and advice to be sought about current and future initiatives that will serve OHIO's long terms interests for globalization.

The second phase of the strategy development—representing in good measure the work now ahead of us—is to foster a more focused dialogue among those who are interested in and wish to contribute to defining OHIO's global agenda and identifying the set of specific international activities required to achieve it. Over the coming year conversations will continue to finalize the strategic outcomes of OHIO's international strategy. Moreover, this phase will define the priority actions and directions that OHIO will ultimately use to decide where investments in time, talent and resources will be made to achieve the results vital for OHIO to be globally impactful.
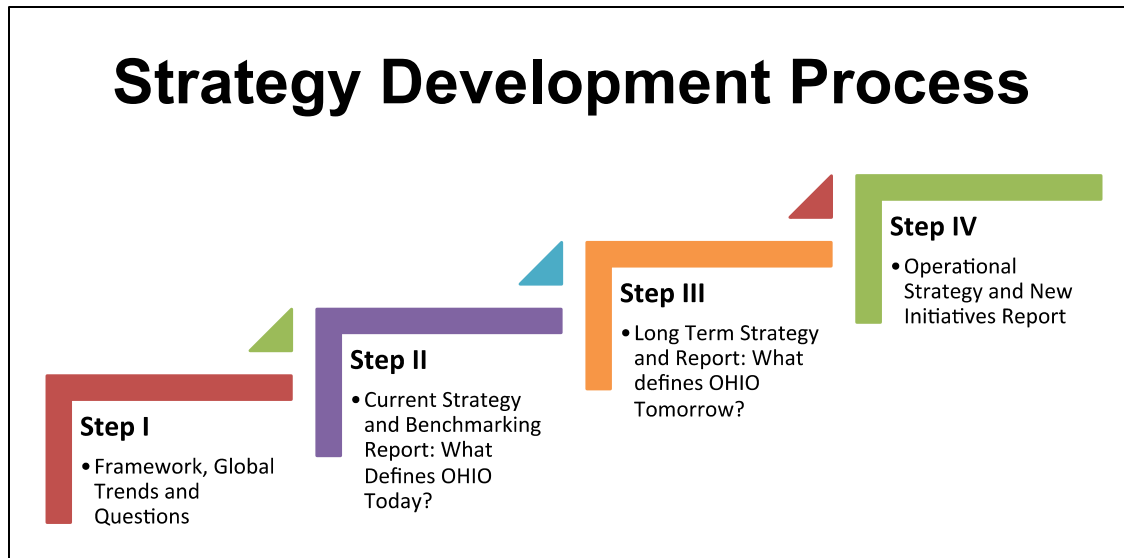
PART II: STRATEGIC FRAMEWORK FOR GLOBALIZATION AND PLAN FOR INTERNATIONALIZATION

Part II aims to create an opportunity for dialogue among OHIO community by presenting the framework for globalization that sets out the proposed global mission and outcomes for OHIO to achieve its vision to prepare the alumni to be global leaders. The framework is broken down to smaller segments to 1) explain each section (the mission, the output and the outcomes) in greater detail, and 2) present the main questions, ideas and activities for operationalizing the framework that were identified over the past year as the current priorities for internationalization.

Defining Globalization and Internationalization

It is important to clarify the distinction between globalization and internationalization from OHIO's perspective. For its part, globalization represents ALL activities that the University operationalizes to achieve its vision, some of which are targeted international activities. As previously noted, the global vision at OHIO is the university's vision – they are one and the same. This also follows from the perspective that, in essence, what is global is local as the world in the universe is now inextricably linked and in a constant state of interplay and interaction.

On the other hand, the internationalization of OHIO is realized through targeted international activities that strengthen the menu of academic programs, experiences and supporting priorities for OHIO to be global. Those internationally oriented activities complement domestic based academic programs and experiences with a tangible international focus and character of their own.

An excellence agenda is both a domestic and international priority and therefore is viewed as central to a global strategy. The Honors Tutorial College at OHIO is clearly an excellent program of global profile contributing to the university's globalization. It is not however, an international activity. Study abroad programs clearly are activities that build international experience while at the same time contributing to the globalization of the university. Similarly, recruitment of international students, faculty and staff, while possessing significant domestic value, is an international initiative contributing uniquely to the University's global aspirations.

The Strategic Framework for Globalization

With these distinctions in mind, a strategic framework was developed to give meaning and focus to what OHIO intends to accomplish as a global university and to guide the process for developing the internationalization plan and activities. The framework is comprised of a global mission, an output, a set of outcomes and supporting priorities. The university's vision is measured by the institution's ability to achieve its mission for globalization by addressing the international questions of priority. The outcomes are the pillars underpinning the mission. Each of them is home to the questions, activities to be implemented and the results to be achieved and measured in their sphere of influence. The supporting priorities are the enablers carried out to support the university's ability to achieve its mission and outcomes.

Strategic Framework for Globalization

Global Vision: Nation's best TRANSFORMATIVE learning community, creating and supporting GLOBAL leaders.

Global Mission: Leading GLOBALLY for Good to Prepare Global Leaders.

Global Output: Graduates with the Potential for Global Leadership

Education, Research, and Creativity	Mobility of Knowledge and Experience	Diversity of Campus Life	Relations and Profile

Governance, Management & Infrastructure	Plan, Data, & Metrics	People, Partners, & Networks	Communications	Finance, Administration, & Revenue Models

The primary strategic question before us is how we genuinely move the global agenda and performance of OHIO from good to great. Are we satisfied that what we have been and what we are now is what we want to be? What will it take OHIO to move to the next level of excellence as a globally competitive university preparing the next generation of global leaders? Ohio University needs to map out the changes it is looking for, the past practices in those areas, the areas to continue, and the major institutionally driven initiatives to implement.

Based on the framework the following sections aim to define what will ultimately serve as OHIO's global mission and four outcomes. In each outcome section the current state of global activity at OHIO is summarized and a series of questions are posed for further dialogue. These questions represent the areas that are barriers to OHIO's ability to achieve its mission for globalization at the moment. There may be more but the current questions serve as a starting point for further discussion and resolution as we proceed to develop OHIO's international strategic plan.

Global Mission: Leading Globally For Good To Prepare Global Leaders
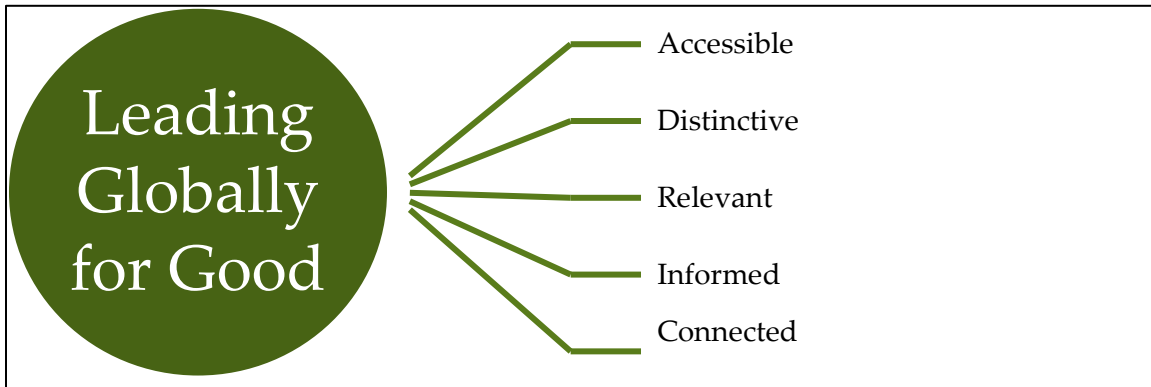
'Leading globally' is a common phrase of academic institutions. But what distinguish one institution from another are its core values deemed important in advancing its mission. What emerged from conversations and analysis about the values held dear to OHIO was the wish to not only   lead globally, but to lead globally for *good* to prepare global leaders.

The emphasis on good reflects OHIO's value-based approach to leadership that aims to be an institution conscious and conscientious of the imperative for doing its part for the world's sustainability and stability. OHIO defines its actions and approaches to 'leading globally for good' by being an academic institution that strives to:

1. Be *accessible* to bright, inquisitive and bold students regardless of economic, social and geographic background and to ensure that the knowledge, services and talent we produce are accessible to Athens and globally;

2. Offer an academic setting, programs and services that are *distinctive* to the students it serves, the employees it hires and the state and country within which it resides, the partners with which OHIO collaborates and which gives its global prominence and visibility;

3. Transform the infrastructure, academic and administrative programs as well as services to produce talent, knowledge and innovations that are *relevant* to current day demands and needs for higher education;

4. Be *informed* of domestic and global trends and issues that impact on the university and to *inform* ways to address key questions and problems with knowledge, tools and technology; and

5. Be *connected* technologically and socially to the global network of people, resources and communities of strategic value and importance.

Global Output: Graduates with the Potential for Global Leadership

Who are global leaders? The literature has a plethora of definitions and models for articulating what is meant by global leaders and a vast array of metrics for measuring the extent to which programs offer learners and scholars the tools for global leadership skills and students obtain global leadership competencies. OHIO has a number of global leadership courses and certificates offered by programs and

services such as the College of Business, the Global Leadership Center, and Career and Leadership Development Center to mention just a few. Of note, however, is that many, if not most, global leadership traits are not necessarily unique to the global leadership programs specifically but can be gained through a combination of academic courses, and domestic and international experiences and services to the university and community. What is apparent is that at OHIO there is no consensus as to what might form OHIO's definition of global leadership nor what OHIO can provide as the core competencies for creating global citizens and leaders.

Over the course of the upcoming years a working definition of global leaders should be emerged as a starting point for dialogue and ultimately defining what will be OHIO's concept of global leadership and the core competencies that an OHIO degree or dedicated university certificate could serve as a foundation for graduates to become global leaders. One of the resources to consider reviewing collectively is the Global Learning VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric[5] created by Association of American Colleges & Universities (AAC&U) (see appendix A).
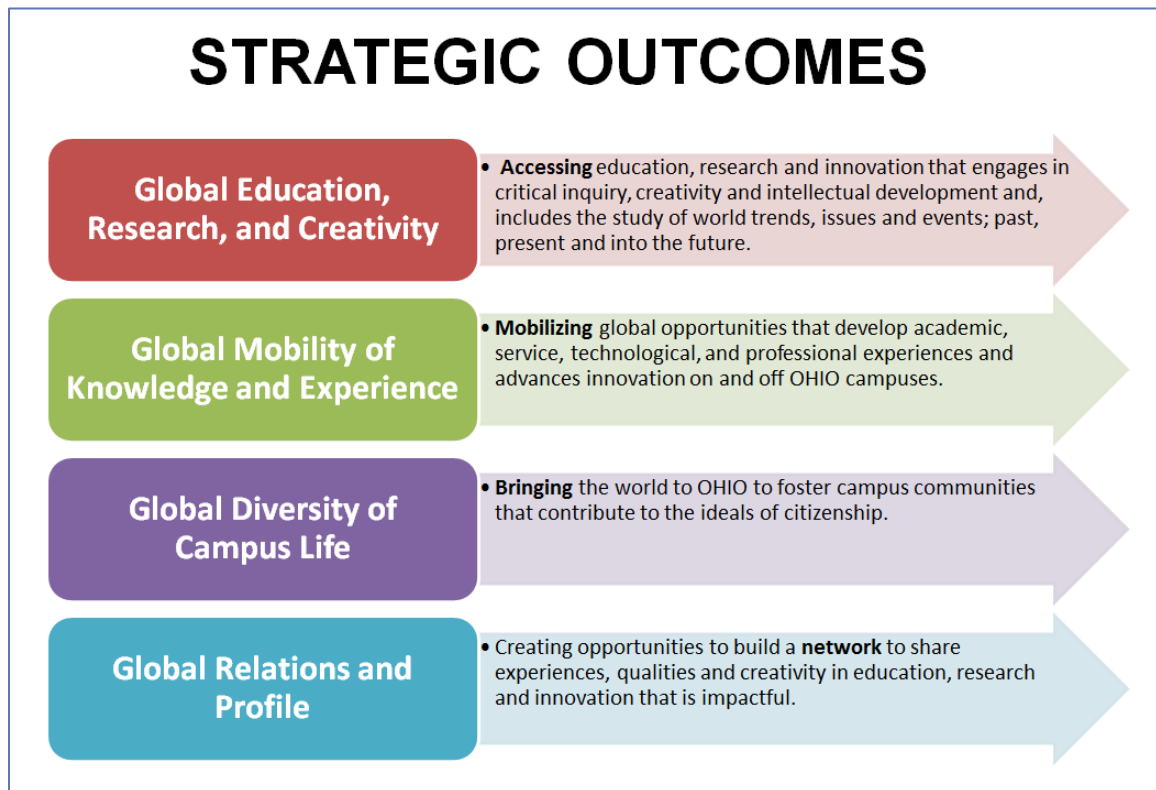
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[5] See http://www.aacu.org/value/rubrics/global-learning for more information.

The rubric articulates the fundamental criteria for the global learning outcomes and provides specific performance descriptors to help assess students' progress in each learning outcome area. OHIO would need to produce the similar rubrics that are widely agreed and supported among its stakeholders to ensure that students know what to exercise while attending OHIO in order to graduate with the foundational global skills set combined with their academic degree, subsequently helping them become more competitive in the global job market and providing greater potential to become global citizens and leaders as alumni of OHIO.

Questions for Further Dialogue

1) How to seek consensus on a definition of global leaders so that OHIO can move forward with the plan that ensures all OHIO students have the opportunity to graduate with global leadership knowledge, network, skills, and experiences?

2) What would be the regions of the world and global sectors in which OHIO will possess expertise?

3) Are there interests in creating a defined OHIO branded 'global leadership certificate' or 'global leadership diploma' (or something to this effect) to be granted to OHIO students who elect to complete their undergraduate and/or graduate degree(s) with this added competency upon graduation?

4) What would be the potential of establishing a global leadership education laboratory for faculty development, evaluation, and research?

5) What would be the performance metrics to monitor the process and evaluate the extent to which OHIO and its partnership relationships achieve the global mission?

6) How to best build into orientation and communications at OHIO a targeted focus on globalization and the imperative for students to consider the opportunities for developing global leadership knowledge and skills during their career at OHIO?

Global Outcomes

STRATEGIC OUTCOMES

Global Education, Research, and Creativity	• **Accessing** education, research and innovation that engages in critical inquiry, creativity and intellectual development and, includes the study of world trends, issues and events; past, present and into the future.
Global Mobility of Knowledge and Experience	• **Mobilizing** global opportunities that develop academic, service, technological, and professional experiences and advances innovation on and off OHIO campuses.
Global Diversity of Campus Life	• **Bringing** the world to OHIO to foster campus communities that contribute to the ideals of citizenship.
Global Relations and Profile	• Creating opportunities to build a **network** to share experiences, qualities and creativity in education, research and innovation that is impactful.

Four outcomes were developed that outline the primary areas that shape the extent to which the university is globalized. They are:

1. Global education, research and creativity;
2. Global mobility of knowledge and experience;
3. Global diversity of campus life; and
4. Global relations and profile

The chart below shows the select examples of international programs and activities at OHIO organized under each pillar area. The following sections of the report discuss the outcomes of each pillar, associated data and fast facts at OHIO, and questions for further dialogue.

INTERNATIONAL PROGRAMS AND ACTIVITIES IN PILLARS PAST, PRESENT AND FUTURE

Education, Research and Creativity	Mobility of Experience	Campus Diversity	Relations and Profile
Academic learning, research and innovation of world trends, area studies and global issues and developments	International and off-campus experiences - Study abroad - Internships - Consulting - Co-ops - Exchanges	Recruitment of and support for Full-time international faculty and students from around the world	Global marketing and branding
Languages	Joint academic and research programs - outbound	International Student Union and events	On campus events on global/international interests and accomplishments
Library - International Collections	International education, research, innovation and knowledge translation opportunities	Intercultural/diversity support and training	Partnerships - Current strategic (Chubu, Japan, Malaysian Government/UiTM and Leipzig, Germany) - Established and emerging relationships
Leadership and problem solving professional development education		Accommodation, food, religious and other services for cultures represented on campus	
International Center, Institutes and Initiatives		Support for building a diverse and engaged classroom and campus	International Alumni
Global/international certificates		Visiting Professors and Chairs	Awards for Excellence in Global Engagement
		Recruitment of international students for short term academic or training programs and/or events on campus Fall, Spring and Summer	International Awards and scholarships
		Joint academic and research programs - inbound	

Pillar 1: Global Education, Research, & Creativity

The strategic outcome of **global education, research, and creativity** is to ensure that all students at OHIO have opportunities to access education, research, and innovation that engage them and build knowledge and skills in critical inquiry, creativity and intellectual development generally and more specifically of world trends, issues and events in the past, present, and into the future. As mentioned earlier, global leaders have global knowledge and networks in communities, regions, the world, the universe, and globally critical topics (i.e., health, environment, security and environment). Therefore, OHIO needs to offer programs, courses, and research opportunities that enable its students to increase their global knowledge and establish links with colleagues with similar interests. OHIO also needs to increase its research internationally, including having a research portfolio on world trends, global issues, area studies, international relations, and universal studies that are appropriate to its capacity and strategic

interests. Finally, OHIO's competitive edge in its renowned fine arts and communication programs and accomplishments in innovations will benefit its students to excel in unconventional way and areas and, in many respects, represent the driving forces underpinning global development.

Fast Facts

A. OHIO has a long history of offering area studies and language programs. Established in 1964, the **Center for International Studies** is offering BA, MA, and certificate programs in African Studies, Asian Studies, European Studies, and Latin American Studies. CIS also provides thematic programs such as International Development Studies, Communication and Development Studies, and War and Peace Studies.

B. OHIO offers more than **20 languages**.

C. Founded in 1967 as the first university-based Intensive English Program in the State of Ohio, the **Ohio Program of Intensive English (OPIE)** has been providing high quality English language instruction to international students. In 2013, 181 students were enrolled in the program.

D. There are about **200 global experts** (faculty & staff) at OHIO who are actively involved in global education, research, and creative activities.

E. OHIO has capacity across the disciplines and **interdisciplinary strengths** in Health and Wellness; Energy and the Environment; Vibrant Societies and Economies and the Digitally Connected World; all of which have global and local opportunities for further education, research and service. OHIO offers about 50 degree programs and 450 courses that are globally focused.

Fast Facts (continued)

G. **Center for International Collections** at Alden Library has eight international collections. OHIO is designated as the sole depository of Malaysian government publications in North America.

H. OHIO has a number of globally focused centers and institutes. Among them, Center for International Studies housed a prestigious **National Resource Center** (African Studies and Foreign Language and Area Studies Program) for almost 20 years consecutively. Other centers and institutes include Institute for the African Child, Tropical Disease Institute, Global Health Initiative, Center for International Business Education and Development, Institute for International Journalism, and Institute for Corrosion and Multiphase Technology, just to name a few.

I. From 2010 to 2013, **383 internationally focused research proposals** were sponsored domestically and globally in the areas from social science to biological science and from medical science to engineering.

J. OHIO ranked first among Ohio institutions of higher education for research licensing revenue, with faculty inventions generating $8.6 million during fiscal year 2011.

K. OHIO's three Centers of Excellence –The Scripps College of Communication; Energy and the Environment; and Health and Wellness: From Translational Research to Best Practices for Rural/Underserved Population, are serving as economic drivers that generate public and private investment, attract elite intellectual talent and establish an entrepreneurial environment that retains top college graduates.

Questions for Further Dialogue

1) Do our current international programs inspire teaching and research to be internationally focused?

2) What should be the core programs for global knowledge and leadership?

3) Do our faculty need and want training to internationalize their curriculum, to manage international diversity in the classroom and to identify the optimum approach to aligning their program's academic goals with experiential learning?

4) How can we cultivate an interest across the colleges and campuses to support the goal of the Center for International Studies to build its interdisciplinary capacity to become a 'national model of distinction'?

5) How can we promote collaborative research internationally and on global issues and create incentives to increase the interest and focus in targeted areas (e.g. the thematic foci, innovation priority areas such as energy and the environment, health and wellness, vibrant societies and economies and the digitally connected world)?

6) What languages make sense for OHIO to offer to the students? What is the best way to offer them while making other language courses available?

7) Should all students be required to take an introductory course on world trends?

8) How can we build a focus on globalization into the first and second year experiences?

Pillar 2: Global Mobility of Knowledge & Experience

The strategic outcome of **global mobility of knowledge and experience** is to mobilize opportunities that develop academic, service, technological, and professional experiences and advance innovation both domestically and globally on and off the OHIO campuses. For OHIO to achieve its vision to prepare global leaders, all students graduating from OHIO should have a global experience. This can be achieved through a combination of off-campus education and research programs and experience, on & off-campus leadership training programs, consulting, internships and exchange programs that provide our students, faculty, and alumni the global insight and perspective that they need to venture into the work place and community. The ultimate goal is for 100% participation of our students and a higher employment rate upon graduation. This broader approach allows OHIO to look at off-campus experiences in three venues: domestic, domestic-international, and international. To be successful, OHIO needs to involve graduate and undergraduate students intentionally in the initiative and tie these efforts explicitly to curriculum and training development to maximize the effect on them.

Developing ideas and sharing experience, research and innovation through international exchange, collaborations and consulting by faculty, staff and students are essential for achieving world-class status as comprehensive education and research institution. With this approach OHIO provides not only its internal stakeholders but also the external

clients with better access to knowledge, knowledge transfer, and commercialization of knowledge that is cutting edge and of value domestically and internationally. Fostering global opportunities for students, faculty and administrators provides important international experience for all involved to increase the quality of education and research that OHIO offers.

Fast Facts

A. During the 2012-13 academic year, 740 students studied abroad (3.41% of total Athens campus enrollment) in 56 countries. The top countries visited were the United Kingdom, Spain, and Ecuador. Those who studied abroad the most were undergraduates, females, and enrolled in the College of Arts and Sciences. The most highly represented majors include business, social sciences, health sciences and professions, journalism, and communication.

B. 25% of students in College of Business participate in a study abroad program(s) through the Global Consulting Program in the Center for International Business Education and Development.

C. Two cohorts of 60 students are enrolled in Global Leadership Center that offers a consulting-based undergraduate certificate program. The clients include commercial, governmental, nongovernmental, educational, and many others often internationally located.

D. During 2012-14, $80,921 was allocated from the International Travel Fund to 110 faculty in 11 colleges and regional campuses. Among them, 76 faculty were destined for Europe.

Questions for Further Dialogue

1) What would be the desired rate of study abroad participation by undergraduate and graduate students across the colleges and university campuses?

2) How can we diversify the models of on- and off-campus experiences and program management available that better align with the objectives of the academic programs offered at OHIO?

3) How can OHIO collectively explore the market to increase the opportunities to support new graduates, particularly in the programs where students are challenged to find employment? Would it make sense to pursue development of global leadership skills and experience by creating an OHIO-led and mentorship-based global consulting agency?

4) What is the best way to increase OHIO's capacity to offer novel and competitive OHIO programs on campus for domestic and international students (high school to graduate programs and life-long learners) that take advantage of the regional strengths and distinct programs at OHIO?

5) Should we increase faculty and staff mobility to pursue research, educational and professional development collaborations? What would be the incentive programs that promote a combination of worldwide activity in any field to targeted mobility to OHIO sector and regional priorities and strategic partners?

Pillar 3: Global Diversity of Campus Life

The strategic outcome of **global diversity of campus life** is to bring the world (i.e., people, knowledge, tools, network, etc.) to OHIO to foster a campus community that contributes to the ideals of citizenship. As OHIO aims to prepare its students to be global citizens, it is logical to design the living and learning community on campus to reflect the global environment and ideals of citizenship that are important to OHIO. Using campus diversity as a way for students to live the global experience while pursuing their academic career at OHIO will help all students to develop a better understanding of the world, interact with people from other countries and diverse backgrounds and learn the skills necessary to be global citizens and leaders in a safe and secure environment.

Among many critical resources, international students play a pivotal role to create a global life on campus. Enrollment of international undergraduate and graduate students has significantly increased in recent years, changing the international dynamics on campus. It is important to ensure that international students are integrated into campus life and contribute to the international learning of all students. Some examples to strengthen the integration is through facilitating intercultural programs for both domestic and international students, arranging conversation partners, and establishing international curricular activities. Also, it is essential to collaborate with the office of

diversity and inclusion, multicultural programs and multicultural center, and numerous student groups.

Fast Facts

A. OHIO enrolled its first international student from Japan in 1895.

B. In the 2013-14 academic year, 1,881 international students were enrolled at OHIO representing 114 countries. Among them, 920 (49%) students were from China and 1,054 (56%) were undergraduate students. Top majors that attract the most international students at OHIO include OPIE, economics, finance, and international affairs.

C. Walter International Education Center (WIEC) was opened in 2011 to promote a greater interaction among international and domestic students. WIEC houses the Office of Global Opportunities and the Office of International Student & Faculty Services.

D. International Student Union (ISU) has 33 internationally focused student member organizations.

E. In the 2013-14 academic year, 61 foreign employees were in an active H-1B employment-based visa status and 33 scholars in a J-1 exchange visa status across campuses.

F. Since 2010, Institute for International Journalism has been administering the Study of the U.S. Institute (SUSI) on Journalism and Media, an annual summer institute that brings talented journalism and media scholars to Athens from around the world.

Questions for Further Dialogue

1) How can we increase the number and diversity of international students, faculty and staff to diversify the cultural foundation of OHIO and continue to expand our network of future alumni?

2) How can we create opportunities that increase the interaction between domestic and international students?

3) What is the role of student organizations (e.g. Student Senate and ISU) in the internationalization of the campus with the aim to align their goals to supporting the university international strategy?

4) How can we build global leadership awareness in the 'first and second year experience' programs to increase the likelihood of student participation in international academic and experiential learning and research opportunities?

5) What will strengthen the integration of activities between Office of Diversity and Inclusion and International Student and Faculty Services to streamline policies, procedures and programming?

6) Is OHIO providing international students, faculty, and staff the necessary support (immigration), accommodations, and experiences to integrate into community life from the day they depart for OHIO and become a member of the OHIO community?

Pillar 4: Global Relations and Profile

The strategic outcome of the **global relations and profile** is to create opportunities to build a network to share experiences, qualities and creativity in education, research and innovation that is impactful for OHIO to achieve its vision and serves to build a strong global brand. Developing ideas and sharing experience, research and innovation through international exchange, collaborations and consulting by faculty, staff and students are essential for achieving world-class status as comprehensive education and research institution. With this approach OHIO provides not only its internal stakeholders but also the external clients with better access to knowledge, knowledge transfer, and commercialization of knowledge that is cutting edge and of value domestically and internationally. Fostering global opportunities for students, faculty and administrators provides important international experience for all involved to increase the quality of education and research that OHIO offers.

Identifying the countries where OHIO wants to build relations and be actively engaged while maintaining a broad international base will help to operationalize the university's global mission. Supporting major outbound and inbound delegations will increase the quality of the experience and success of meetings geared to advance the international mission and brand. Fostering pan-university and interdisciplinary engagement in the international strategy will create understanding, buy-in, synergy and excitement.

Streamlining the process for managing new and existing collaborations and strategic partners will improve faculty and student participation and use of university resources. Participating in prestigious international events, conferences, meetings and awards as well as organizing our own awards and events serve to increase OHIO's global profile and influence policy making.

Fast Facts

A. In the 2013-14 academic year, OHIO had 78 active partnerships with the institutions in 38 countries. The colleges with the most partnerships include Center for International Studies (23), College of Business (14), and College of Arts and Science (9).

B. Three institutions are considered as strategic partners to OHIO: Chubu University in Japan (since 1973), Leipzig University in Germany (since 1992), and UiTM in Malaysia (since 1968).

C. The Tun Abdul Razak Chair in Southeast Asian Studies is the first to be established in North America by a foreign government. Since 1979, there have been 14 chair holders.

D. There are around 7,000 active international alumni in the world. Among them, 5,000 are residing in Asia with 2,400 in Malaysia alone.

E. International Week has been celebrated for more than 30 years at OHIO.

F. During its inaugural International Education Week in 2013, OHIO had 44 academic and cultural events participated by almost all colleges and units.

G. Three Awards for Excellence in Global Engagement are presented to faculty, staff, and alumni annually.

H. OHIO was ranked as one of the "Top Producers of U.S. Fulbright Scholars by Type of Institution in 2013-14" by the Chronicle of Higher Education. With five Fulbright recipients from the University in 2013, OHIO was ranked alongside research institutions such as Boston University, Texas Tech University and New York University.

I. The Kennedy Lecture Series brings nationally and internationally recognized speakers to OHIO who appeal to a cross-section of the community and stimulate thought on major public issues, cultural affairs and scholarly fields.

Questions for Further Dialogue

1) How can OHIO be best recognized globally: by whom, for what, and where?

2) Do we want to invest in external relationships in the State of Ohio, USA and internationally to advance the university's global agenda? What would be the right model(s) that would be a good fit for OHIO? What would be new ways of relationship management?

3) How can we leverage the strengths of our current strategic partners and collaborators, in particular, the three strategic partners and alumni? What would be the criteria needed to select, engage, and support existing and new relationships, and to monitor continued relationship development? How can we best align partners with the institutionally driven global agenda?

4) How can we manage the process of awards and key meetings and events for ensuring that our students, faculty, and staff are applying for competitive domestic and international awards and global recognition, and participating in major events where OHIO needs to be visible and active and where it can be impactful?

5) Do we host enough a mix of events and people that raise our national and international profile while providing the OHIO community access to international leaders?

6) What would be the approach to branding OHIO internationally?

Supporting Priorities

Five supporting priorities were identified to support the university's ability to achieve the global mission and outcomes. They are:

1. Governance, Management, & Infrastructure
2. Plan, Data, & Metrics
3. People, Partners, & Network
4. Communications
5. Finance, Administration, & Revenue Model

SP1: Governance, Management, & Infrastructure

While the internationalization process is institutionally driven and engagement with the whole community is the key to the successful implementation, two leadership groups take the major responsibility for the internationalization of the university: the Senior

International Management Team (SIMT) and the University International Council (UIC). SIMT is representative of the executive leadership across the university. UIC is represented by all of the colleges, the regional campuses and the departments in the university involved in international activities. Recently, a Deans and Executive Leadership Table was established to ensure that the internationalization process is grounded in the direct input from the academic leadership.
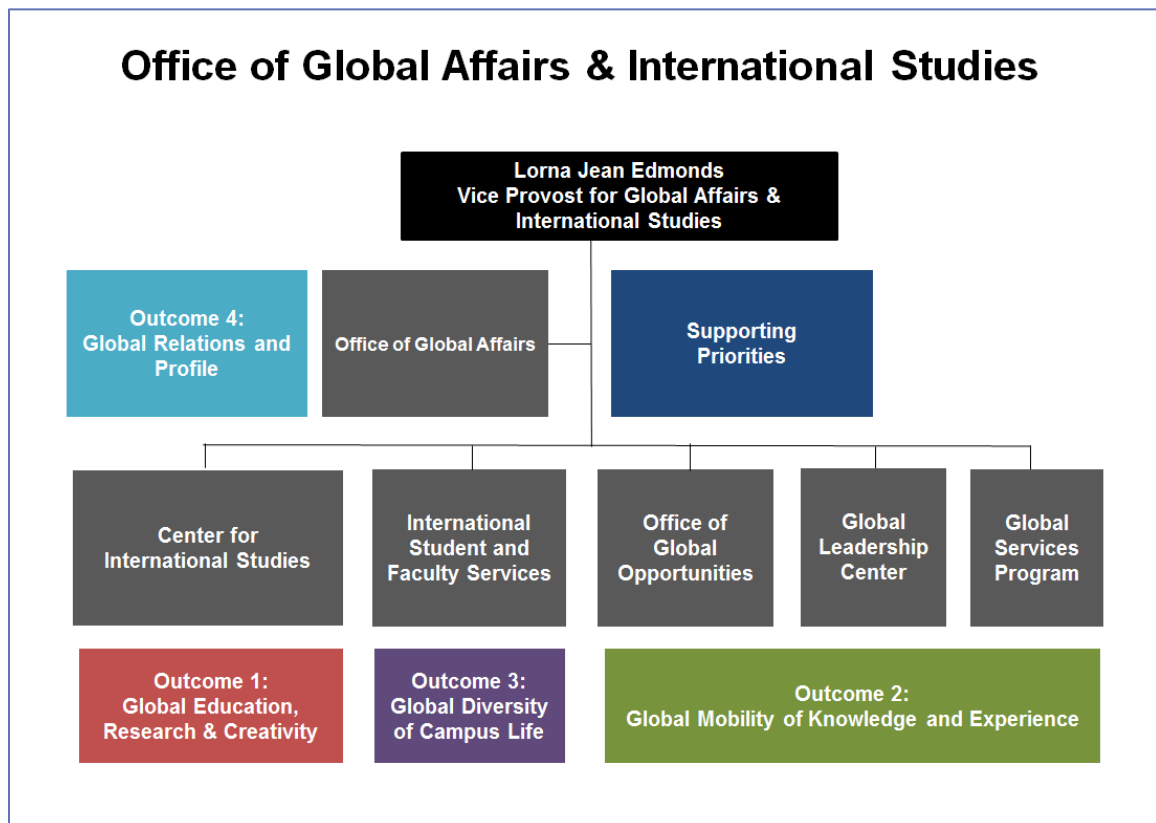
The Vice Provost for Global Affairs and International Studies (VPGAIS) is responsible for guiding the process of internationalization and the development of the global strategic framework and ensuring broad engagement of interested stakeholders. To ensure that the regional campuses are well integrated into the strategy along with the Athens campus the Dean of Zanesville Campus has been working closely with the VPGAIS and is now a member of SIMT. The VPGAIS is also responsible for facilitating the operation of university wide programs in her portfolio and providing support to the deans and executive leadership across the campuses to internationalize their respective colleges, campuses, institutes and centers.

Strategic Planning Structure and Process
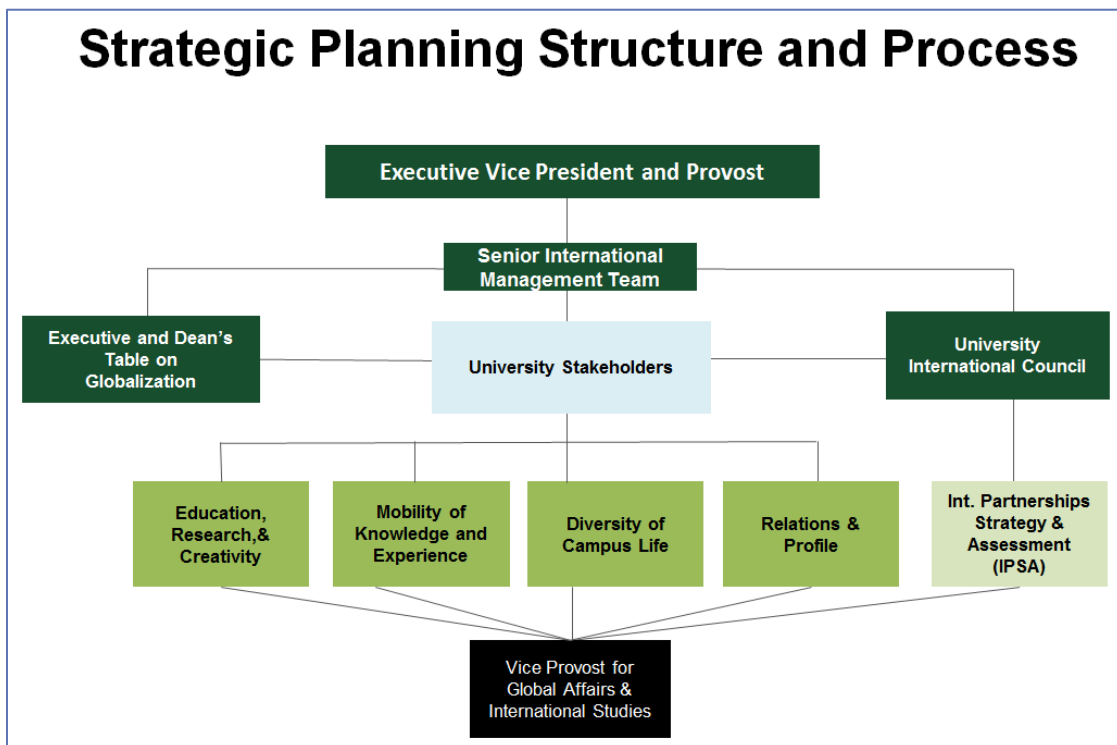
Under the leadership of the VPGAIS, the portfolio of the Office of Global Affairs and International Studies represents the major university-wide international programs. They include:

1. The Office Global Affairs;
2. The Center for International Studies;
3. The International Student and Faculty Services;
4. The Office of Global Opportunities;
5. The Global Leadership Center; and
6. The Global Services Program.

As shown below, the main mission of each unit is aligned with the strategic global outcomes.

Office of Global Affairs & International Studies

Lorna Jean Edmonds
Vice Provost for Global Affairs & International Studies

Outcome 4:
Global Relations and Profile

Office of Global Affairs

Supporting Priorities

Center for International Studies

International Student and Faculty Services

Office of Global Opportunities

Global Leadership Center

Global Services Program

Outcome 1:
Global Education, Research & Creativity

Outcome 3:
Global Diversity of Campus Life

Outcome 2:
Global Mobility of Knowledge and Experience

SP2: Plan, Data, & Metrics

As OHIO attempts to turn the strategy into the action plan, it is essential to understand where it is in each strategic outcome area and create a baseline database. Well-devised database will point to the areas that need the University's immediate attention or simply inform how it is doing *or not doing*. Data analytics is a critical tool to strengthen the future strategy, as it will help create a feasible evaluation metrics and improve the strategic plan and implementation. Furthermore, under the responsibility-centered management budget model, OHIO must diligently determine which programs and services make genuine contributions to the core mission and vision of the university and which efforts no longer fit within its goals, reasonable expectations, and resources.

SP3: People, Partners & Networks

The strategic planning and implementation process requires OHIO to involve all the possible stakeholders such as students, faculty, staff, alumni and friends, partners, industry, government, NGOs, universities, and other related institutions and agencies. Equally beneficial is to create networks of people and organizations and allow them to support the common agenda and share the challenges and solutions for the University. In particular, OHIO puts an high emphasis on relationship management with global partners through incoming and outgoing delegation arrangement, streamlining partnership establishment and renewal process, and constant update on briefing notes and performance assessment.

SP4: Communications

It is central to keep internationalization process and initiatives visible to all the stakeholders and to ensure that they have adequate opportunities for input. An active global web site that is being developed based on the strategic framework will be launched in the near future. The website development process will serve as a critical channel to discuss the international strategy, next priorities, and stakeholder engagement opportunities.

SP5: Finance, Administration, & Revenue Models

OHIO aims not only to support the strategic priorities with financial and human resources but also to create new revenue models to enable sustainable implementation.

PART III: NEXT STEPS

It is imperative to ensure that OHIO's key stakeholders are adequately engaged in the global strategy dialogue throughout the process. The goal is to encourage a common understanding of the strategic framework and the results we wish to achieve, identify the priorities in this phase of the university's continued development and obtain collective buy-ins and commitment to what will ultimately serve as the strategic initiatives. It is also to enable those interested to become involved, share their ideas and take ownership of the pieces of the strategy in which they would like to operationalize. Following are proposed as ways to engage stakeholders:

1. Draft strategy report (current document);
2. Online access to draft strategy report and ability to provide feedback (http://www.ohio.edu/international/Global-Strategy-and-Internationalization-at-OHIO.cfm);
3. Presentation to Student and Faculty Senate, student groups, departments, colleges, campuses, and others as requested;
4. Open forums; and
5. Retreats.

Through these various communication and engagement channels over the current academic year it is hoped that the OHIO community and its partners will embrace this strategy as the collective initiative. With this in place we will then be able to work together in our respective roles and departments and among interdisciplinary teams and international cooperation to realize mission of '***leading globally for good to prepare global leaders***'.

GLOBAL LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition
Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Global Learning VALUE Rubric. (2009). Retrieved from http://www.aacu.org/value/rubrics/global-learning.