

Globalization and the Internationalization of the IU Bloomington Campus

**A Self-Study conducted for the Campus Accreditation by
the Higher Learning Commission of the North Central Association 2007**

EXECUTIVE SUMMARY

The Challenge of Globalization

“In recent years, the ground has shifted for Americans in virtually every important sphere of life—economic, global, cross-cultural, environmental, civic. The world around us is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power. Only a few years ago, Americans envisioned a future in which this nation would be the only world’s superpower. Today it is clear that the United States—and individual Americans—will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively.”

(College Learning for the New Global Century, 2007, p. 15)

Whether one considers globalization to represent a “manifest destiny” for the human race that will usher in a flattened and more prosperous world for all its inhabitants, or as an insidious force that threatens to destroy the institutions that have supported the advancement of civilization for centuries, it is undeniable that the power of modern technologies and communication have created a world that differs dramatically from that of previous generations. The nature of those differences and their implications for how we form and reform our social institutions remains a subject of considerable debate but it seems increasingly evident that the contemporary university must carefully examine itself in light of this changing world. With this as a backdrop, the Council of Deans at IU Bloomington selected the theme of globalization as the focus for the institutions accreditation self-study.

Organization of the Report and Description of the Self-Study Process

Following a brief description of the process by which the self-study was conducted, the report traces IUB’s distinguished history in the area of international teaching, scholarship, and service. To provide evidence regarding IUB’s continuing commitment to international and global work the report highlights the University’s current strengths and major international resources. The sections that follow are devoted to the global dimensions of curriculum and teaching, scholarship and creative activity, and service respectively, providing illustrations of current initiatives and programs. In the final section we identify the current challenges that face the university regarding its status as a leader in the field of international higher education and consider the issues that will need to be addressed by the strategic plan for international activity currently being developed for the IU system. This executive summary is an abbreviated version of the full report that describes the self-study process and the main themes and conclusions generated by the self-study.

The self-study, from its inception, was designed to be a highly participatory and inclusive inquiry into the recent history, current status, and future directions for the IU Bloomington campus. To that end, an

advisory board of campus leaders was established to offer broad guidance on the overall direction of IUB's accreditation efforts. In addition, much of the documentation for the self-study was prepared by six research groups comprised of IU faculty, staff, and students that focused on the following categories:

- Undergraduate experiences
- Research, scholarship and creative activity
- Curriculum and teaching
- Preparation of graduate students
- Area and language studies
- Information technology

These committees were charged with addressing the following key issues and topics:

1. The extent to which globalization links our expectations for research, teaching, and service within the various academic units on campus,
2. How globalization bridges the academic structures of our campus, crossing traditional disciplinary boundaries, and helps new, interdisciplinary research and creative activity develop and flourish,
3. Whether undergraduate overseas experiences enhance students' knowledge of global dynamics and improve their capacity to work effectively in our increasingly complex world,
4. The extent to which our doctoral and professional programs emphasize international field experience as a critical part of research and professional development,
5. Whether our information technology infrastructure meets the emerging needs of our research and teaching enterprise in our shrinking planet,
6. How we, as a public research university, should respond to the institutional challenges of globalization as we compete for students, faculty, and resources in difficult economic times.

The self-study drew upon the following data sources in addressing the issues outlined above as well as others that emerged throughout the self-study process:

Graduate and Undergraduate Student Surveys	Questionnaire survey of graduate and undergraduate students was designed and implemented by the Dean of Faculties staff with assistance from the IUB Center for Evaluation and Education Policy. The Web-based survey solicited responses from 36,177 students; 1,000 graduate and 1,973 undergraduate students completed the survey.
Deans' Survey	A questionnaire completed by each academic unit (each department in the College of Arts and Sciences) to survey the breadth and scope of international activity, inclusion of international content in the curriculum, opportunities for international experiences for students, the quality of the educational experience at IUB for international students
Case Studies	In depth, descriptive studies of unique and exemplary international activities on the IUB campus
Overseas Study Reports	Yearly reports on study abroad programs completed by IUB students
Area Studies Center Documents	Applications for Title VI funding renewal; yearly reports; Area Studies Center websites
Office of International Programs Documents	2006-07 Fact Book; OIP website
1997 IUB Accreditation Report	Report to Higher Learning Commission for IUB's last accreditation

Follow-up Interviews	Conversations with key individuals to gather further information regarding issues and questions raised in the research group reports
Research Committee Reports	Reports prepared and submitted by the six research groups detailing results of their inquiry

Major Resources for Internationalization at IUB

The self-study provides details on the following important campus resources that contribute to sustaining the international character of IUB and the global reach of its programs:

- The Office of International Programs
- Area Studies and National Resource Centers
- Title VI Centers and National Resource Centers
- Foreign Language Programs
- The Kinsey Institute
- IUB Libraries
- Museums
- Indiana University Press
- Student Organizations

The Global Dimensions of Curriculum and Teaching

The self-study data confirm that many schools and departments are deeply engaged with the intellectual challenges of internationalization and globalization and have reformulated curricula and hired new faculty to support the imperatives of each. And yet, on a campus of nearly 30,000 undergraduates and more than 8,000 graduate students, the question of how to provide meaningful internationally and globally focused education to the largest number of students is a compelling one for campus leaders. Among the current initiatives in curriculum and teaching highlighted in the self-study report that build upon IUB’s long-standing commitment to internationalizing the curriculum are:

- The new undergraduate general education international study requirement
- The academic programs sponsored by the Center for the Study of Global Change including a Ph.D. minor in Global Studies, and an undergraduate program in International Studies
- The “Understanding the Two-Thirds World” project
- Numerous funding sources for developing international curriculum content

The Global Dimensions of Research and Creative Activity

IUB has a significant history of international research and creative activity, and it has invested extensively in information networks and technologies. Taken together, these two factors have positioned the campus to establish and lead research communities that are increasingly international and transnational in nature. In every school on campus, IUB faculty members are engaged in a remarkable array of research projects that span the globe. These projects range from traditional activities—such as jointly authoring papers, attending conferences, and traveling to field sites around the world—to futuristic collaborations that take place in networked virtual environments. Some examples of these from the report are:

- The Center for the Study of Institutions, Population, and Environmental Change (CIPEC), an interdisciplinary center that explores the causes, processes, and outcomes associated with changes in forest conditions
- The Center for International Business, Education and Research (CIBER) in the Kelley School of Business which maintains a strong core of faculty and doctoral students whose research interests

focus on regional economic integration, a phenomenon of significant importance to international business.

- The School of Public and Environmental Affairs, Global Initiatives, a collaborative faculty community promoting positive global change through applied research, teaching, and public service in three broad categories: Democratization and Civic Engagement, Economic Development and Public Finance, and International Environmental and Natural Resource Management.
- The Center for Genomics and Bioinformatics (CGB), a multidisciplinary research center that carries out independent research in genomics and bioinformatics, collaborates with and assists on projects developed by IUB faculty, and promotes interdepartmental and interdisciplinary interactions to enhance genomics and bioinformatics at IUB. The CGB supports the Daphnia Genomics Consortium (DGC), an international network of investigators committed not merely to sequencing the genome of this freshwater crustacean, but also to creating a new model system for modern life sciences research.

The Global Dimensions of IUB's Service Mission

Universities have always served as sources of knowledge to sustain and advance the particular cultures in which they exist. But due to the increased rate at which information now is generated, the modern university must be particularly responsive to its social, economic, cultural, and political context. As a major public research university, IUB has a particular responsibility to connect its activities with the interests of the state, and its citizens with the world. The report outlines numerous projects being carried out at IUB within the following major categories: the environment, global health, economic development, terrorism and national security, education and literacy, and building democratic institutions.

Conclusions and Implications of the Self-Study

Through our data collection and the campus wide engagement in our self-study process, we conclude that there are three basic sets of issues that are of particular concern to the IUB campus, and should be addressed by the university-wide strategic plan for international activity being developed: (1) institutional policies; (2) curriculum and teaching; (3) recruitment and retention.

Institutional Policies

Because of the eclectic and multifaceted nature of our current international strengths, enacting this plan will require a set of new policies to coordinate and support the wide array of activities that are implied by this ambitious set of refocused campus priorities. These policies will need to be carefully crafted and fully endorsed by the faculty and staff who will, in large measure, be responsible for its success.

Examining administrative structures. While our current model has been highly effective, by any measure, there may be ways we can improve our administrative support to align our activities with emerging needs. Issues of program coordination and administrative structure are currently being debated and will no doubt stimulate major discussions as the international strategic plan takes shape.

Establishing criteria for institutional partnerships, collaborative scholarship, and international service. Unique opportunities for institutional cooperation in scholarship and education now are emerging in the global arena. There is little question that international and transnational collaborations and the building of global knowledge bases are critical components of IUB's future as a global research institution.

On a finer scale, our self study revealed that we currently have no systematic way to follow and facilitate the numerous independent projects of individual faculty that rely on international study sites or resources. Such research efforts are well known within their home departments. But if they are not part of a research center or collaborative in nature, we may be missing opportunities to connect faculty with colleagues across campus with overlapping interests.

IU Bloomington also must continue to grapple with the tension between the moral obligations of a public university to provide quality teaching, research, and service to its students and community and the push to become an institution that promotes economic growth. How can the university identify the most critical problems, work collaboratively within and outside the campus, provide needed assistance and insure sustainability of efforts, and at the same time maintain its core values as a public university with a responsibility to the welfare of the citizens of Indiana?

Setting Geographic Priorities. Related to the question of partnerships is the issue of the location of those partners. With its long-standing tradition of research and development work around the world, should IU Bloomington direct a significant proportion of its resources toward a particular world region or should it extend its efforts in into multiple geographic regions according to the interests and needs of faculty and students?

Curriculum and Teaching

The self-study revealed the vast array of opportunities for IUB students to make global connections through their studies and the creativity and academic rigor that the faculty applies to creating those opportunities. There are, however, issues that need to be addressed as we continue to improve our efforts at making the curriculum responsive to the demands of increasing globalization.

Teaching World Languages. The self-study report affirms IU Bloomington's status as a major institution in the teaching of world languages. Language offerings attract many students to the campus and provide an important resource for scholars to study the world's linguistic diversity. The post-9/11 political climate has also raised the need for improving the teaching of "strategic languages" that can assist in maintaining U.S. national security. But what of languages that are not considered to be strategic but are nonetheless critical for understanding world cultures? How can the university avoid making decisions about which languages to teach based solely on current strategic interests at the expense of other priorities, such as the preservation of threatened indigenous cultures?

Internationalizing the Curriculum. As outlined in this report, changes to the undergraduate general education curriculum will increase students' exposure to the history and culture of people beyond the borders of the U.S. By setting this as a curricular priority, IU Bloomington is deepening its commitment to promoting international and cross-cultural understanding. But what will be the effect on students? Will additional course work that deals with global and international issues broaden their perspectives on current challenges facing the world? Will they become "global citizens"? Will they opt for other international educational activities and opportunities?

Study Abroad. One prominent aspect of an internationalized curriculum is the opportunity for students to engage in direct experience abroad. As the report shows, a dramatic increase in student involvement in such activities has occurred over the last decade and IU Bloomington ranks favorably with peer institutions regarding the proportion of students who take advantage of the wide array of international experiences available to them, from short-term study tours, to international research internships, to semester abroad programs. But how much of this type of activity can be reasonably expected from students? How many students studying abroad are enough? Should everyone go? If not, then who?

Recruitment and Retention

Recruiting and retaining high quality international faculty. Over the last decade, the Commitment to Excellence (CTE) initiative has provided an interesting model for how we might frame future initiatives to strengthen our faculty expertise with international and global issues in a way that best matches emerging

institutional needs. Drawing on this successful endeavor as a model for other initiatives at IU-Bloomington would enhance the scope of the campus's overall global and international profile.

Recruiting and retaining high quality international students. An essential element of a truly international university is the presence of a significant international student population on the campus. IUB has traditionally attracted large numbers of students from around the world in all of its programs, particularly at the graduate level, and continues to do so even following the events of September 11, 2001 and the subsequent immigration restrictions that were placed on visiting students and scholars. . The emphasis here should be, as it always has been, on quality. IUB's rich educational environment and world-class faculty should continue to attract highly qualified international students who will benefit from and contribute to the vibrant, cosmopolitan environment on our campus and in the Bloomington community.

As we move ahead with new campus leadership, developing strategic goals and innovative plans for the next decade of growth, we cannot be content with pride in our traditional strengths, but must think about ways to take advantage of the imagination of our faculty and students to anticipate future opportunities and respond to them in ways that will advance the mission of the university at a critical time in its history.