

CWRU Internationalization Task Force Report , v. 6 (1-18-08)

Internationalization of Case Western Reserve University – 2008 and Beyond

A. Rationale for Internationalization

Universities in the United States have historically been viewed as integral to the creation of intellectual capital and dissemination of knowledge that has benefited our country, its image abroad, and the world. Now and for the foreseeable future, the pursuit and successful realization of this mission mandates that Case Western Reserve University embrace a forward-looking and dynamic strategic plan that takes into account the cultural and political ramifications of globalization – an evolving process of international interaction and interdependence that is characterized and challenged most vigorously by the widening gap in the health, economic, and educational well-being of the affluent and poor of the world, environmental degradation, human migration, and violence especially regarding girls and women. These tensions have resulted in a world where civility is declining and America's leadership role in the world is challenged.

Recognizing that institutions of higher learning in the United States continue to be viewed as being among the best in the world, it is of utmost importance that Case Western Reserve University develop and implement a comprehensive strategic plan for the "Internationalization of the University" that meets the challenges of globalization. It is also important to recognize that many global issues are of such magnitude and multiple dimensions that no institution can "go it alone" and expect success. There is a growing need to collaborate, not only with universities, businesses and governments overseas, but also with those same institutions in our region.

Therefore, the Task Force on International/Global Initiatives (the Task Force) recommends that the University adopt and lead a visionary and bifurcated, yet related, international strategy. The first part of the strategy is related directly to Case itself. This plan should be based on areas of strength that currently exist within the University and anticipated opportunities for enhancement. Major components of this plan should be implemented within the next three to five years, take advantage of and build around areas of strength in international research and education that currently exist within the University, the opportunities for additional funding within this timeframe, and the likelihood of participation with non-CWRU academic and non-academic institutions from the northeastern Ohio area. Key elements of such a plan are outlined in Section B below.

The second part of the international strategy places Case at the center of a program of collaboration with other institutions in the region as well as overseas, nominally titled the consortia. These consortia would be organized consistent with strategic goals, opportunities and financial support. One example of such a consortium arrangement would be partnerships composed of as many as possible of the 250 institutions of higher learning and research identified in the Great Lakes region and would be initially organized by Case (which by definition, will provide the University with a leading role in

defining and creating the entity). In any consortium arrangement, whether with the Great Lakes institutions, a foreign university, a foreign government, or other institutions, these partnerships will succeed only if the institutions in the various consortia understand the benefits of such partnerships and agree to participate. While many questions are yet to be answered, including which institutions will be invited to join the various consortia, what areas of education, research and service will be emphasized, how it will be organized, among others, the basic notion is that a combination of institutions will be able to offer more than the sum of the parts and that, particularly with the example of the Great Lakes Consortium, Case Western Reserve University will be able to assure our competitive advantage. The time-frame for this portion of the plan begins immediately and will be determined by the initial stakeholders. Key elements of one consortium example are outlined in section C below.

B. Internationalization of Current CWRU Programs and Activities

1. Creation of inter- and trans-disciplinary program(s) of research and education that addresses the challenges to globalization cited above

Identification of one or two program(s) of excellence pertinent to “Internationalization of the University” should be based primarily on existing strengths within the university because it is not desirable or practical to create new top-level international programs within a period of 5 years or less. Metrics to establish initial priority areas should include:

- a) A history of sustained external funding for international research programs over the last decade or so, e.g. successful competition for federal and non-federal funding for international activities;
- b) A history of sustained external funding for international educational programs over the last decade or so, e.g. documentation of self-supporting and external financial support for the educational activities of non-American students at CWRU and/or American CWRU students abroad;
- c) Demonstrated and sustained bilateral exchange of students, faculty, and educational/research efforts between CWRU and international partners over the past decade or so;
- d) National and international recognition of faculty and academic units for international research and/or educational programs;
- e) The opportunity to attract additional funding and endowments from governmental bodies, non-governmental organizations, and individual donors;
- f) The suitability of a program to incorporate multidisciplinary approaches to research, education and service that cross traditional academic and administrative boundaries;
- g) Informal exchange of CWRU students, faculty, and academic units with international partners;
- h) The existence of opportunities for participation of non-academic partners from Northeastern Ohio, e.g. NASA;

- i) Participation and complimentary expertise from businesses and other non-university partners from University Circle and Northeastern Ohio, e.g. regional biotechnology, fuel cell, and software companies.

With the caveat that the quality and quantity of existing data on metrics a) through i) above are limited, features of a program that would make it attractive to initiate the “Internationalization of the University” effort are suggested to include the following:

- i) Anecdotal evidence suggests that existing areas of excellence germane to internationalization are in the health and engineering fields, ethics, management and law.
- ii) Since other peer universities in the United States and Western Europe have already initiated and embarked on programs that explicitly address “globalization,” it is critical that CWRU emphasize those areas where it has an established national and international reputation, thereby distinguishing such a program from those of other top-tier research intensive institutions.
- iii) With respect to ii) above, it is worthwhile to consider that highest priority be given to programs that exemplify synergy between and sustainability of health research and educational programs with international partners in a developing country or countries. Such a program would address the major needs of the international partners, e.g. discovering, testing, implementing, and financing an effort to improve the health of children or the general population using a multidisciplinary and coordinated effort that takes into account the expertise at CWRU and its partners outside the university.
- iv) The feasibility of opportunities for service being integrated into a program of international research and education.
- v) Partnership with institutions from the industrialized world, e.g. from Europe, parts of Asia and Australia, that would represent added benefit to a program by virtue of providing critical expertise that does not exist at CWRU.

2. Development of an international scholar program whereby outstanding students from outside the United States would be recruited to Case Western Reserve University as undergraduate and/or graduate student scholars.

Each of the schools and/or disciplines within CWRU community should have an opportunity to tap the growing pool of excellent students from developing as well as newly developed countries of the world. Indeed, it is clear that the many highly accomplished graduate students now enrolled in American science programs were not born in the United States. In order for CWRU to be competitive for this pool of students, we will need to provide a source of funding (tuition and living expenses) that enables us to attract them. One approach is to offer 2- to 4-year “Internationalization Scholarships” that could be distributed among and/or competed for among various programs at CWRU. The total number of such scholarships would be contingent on current funding and anticipated interest in outside donors to endow such a program. Emphasis could be placed on identification of students who fit best within interdisciplinary programs at

CWRU. Selection of scholars would be based on a University-wide selection committee and a panel of non-conflicted expert advisors.

In order to attract more – and better qualified – international *undergraduates*, it may be most effective to offer several partial-tuition merit scholarships to international students. Our policy of offering no financial aid whatsoever to international undergraduates means that CWRU cannot participate in the undergraduate Fulbright or USAID scholarship programs, which look for institutions that provide some tuition assistance. The current policy also sends a very negative message to all prospective international undergraduates. The contrast between the very generous merit scholarships available to U.S. citizens and permanent residents and the total absence of merit scholarships for international students makes it seem that international students are not really welcome here.

In addition, CWRU must undertake some formal, intentional recruitment of international students. At present, very little is done to attract international students to Case Western Reserve University. Most students learn about CWRU through word of mouth or via our website. A targeted, well-coordinated recruitment program representing undergraduate, graduate and professional programs at CWRU should be implemented.

3. Make international experience a central part of the preparation of undergraduates as global citizens.

As we work with undergraduates, we seek not only to prepare them in their various majors, but also to provide general education that will prepare them for citizenship and life-long learning. In the 21st century, the citizenship we seek to instill is global, providing students with what has come to be called “global competence” that moves beyond mere knowledge about international matters and appreciation *of* other cultures to the ability to function *in* other cultures. As information, disease, and environmental hazards travel quickly around the globe, it is hard to imagine a public policy issue that today’s undergraduates will encounter in their lifetimes that will not have an international dimension. Moreover, they may find themselves living and working in another part of the world, and must expect to work with colleagues who bring with them differing cultural assumptions. While some of the preparation for global citizenship can take place in classrooms and neighborhoods of Cleveland, there can be no substitute for the learning that comes from on-the-ground experience in another culture combined with opportunities for thoughtful reflection on those experiences upon their return to Case Western Reserve University. *We should set as a five-year goal that every undergraduate will have included a significant international experience as part of her education, whether it be a formal study abroad experience, public service, research, or job internship.*

To achieve this goal we must enhance the on-campus resources devoted to identifying and creating opportunities for students; to working with faculty, departments, and schools to bring these opportunities to their attention; and to leveraging these experiences on campus. This will take considerable entrepreneurship as the ways in which we as an institution can best engage abroad will vary around the globe and the ways in which

international experience can best be integrated with on-campus learning will vary among the schools and departments. Among the goals of an Office of International Education as part of Undergraduate Studies, perhaps analogous to the SOURCE Office, would be

- Working with the schools and departments to identify study abroad programs that integrate well with the academic programs in each of the majors, creating new partnerships and exchanges, as appropriate;
- Networking with others on campus engaged in international programming to identify ways in which undergraduates may be included in these opportunities;
- Working with the Career Center and alumni networks abroad to create new opportunities for internship and summer job experiences;
- Creating opportunities inside and outside the classroom to reflect and build on international experiences and to bring together American students who have undertaken or plan to undertake international experience with our international students for whom studying at Case is their own international experience;
- Informing students about the range of opportunities available for international education, including language study on campus, courses that use technology to bring together students on campus and students abroad in a common learning experience, and our own courses that meet abroad;
- Identifying funding sources for undergraduate programs, and working with the Development Office to shape gift opportunities that will enhance the opportunities for undergraduates to engage in international experience.

4. Implementation of an administrative structure that is necessary to create and sustain international programs of research and education

A central administrative unit with dedicated personnel responsive to the ever-changing nature of international education and research is sorely needed. This office should be staffed by personnel with knowledge of and commitment to international transactions concerned with funding from a variety of sources including but not limited to the federal government, development of a highly visible program for a semester abroad for undergraduate students, and visa advice and other matters concerned with temporary or long-term residence of foreign visitors to the United States.

This office also should serve as a clearinghouse to allow easy sharing of information, ideas, and resources. The office should maintain an inventory of what is going on internationally throughout the university and should continually seek out ways to capitalize upon what's already being done. It should promote cooperation, coordination, and expansion of international efforts. Currently there is no administrative structure in place to support such efforts and promote "cross-pollination" of best practices across the university.

5. A Presidential Task Force on "Internationalization of the University" should be established in order to guide and track the progress of the above.

This Task Force would facilitate and advocate for internationalization efforts, and coordinate such efforts with fundraising activities conducted by the University. At the President's discretion, it could help inform the Board of Trustees on such matters and interact with this body in order to generate new ideas and initiatives related to internationalization.

6. Develop a strategy to secure the resources necessary to internationalize the University

In order to implement the programs outlined above, additional resources will be needed. Securing such resources will require working with foundations, public agencies and private organizations, as well as research funding agencies. The Capital Campaign of the University should state that one of its major goals will be to create funding to support "Internationalization of the University."

Arguments should be made that despite no direct support from the University endowment and the lack of an adequate administrative infrastructure, international research and education with partners in impoverished areas of the world and developing countries are a real strength and unique aspect of this institution. The success to date is because of the determination and creativity of faculty from different schools and disciplines. This situation is not tenable over the next several years given that other major universities have and are now investing the human and financial resources needed to buttress such international activities.

7. Provide an incentive for faculty, student and staff participation in the Internationalization process by stating explicitly the benefits in terms of scholarly opportunities, career advancement and financial benefit.

C. International Collaboration: One Example of a Consortium in the Great Lakes: A Center of Excellence for Globalization

Part 2 of the strategic plan with respect to internationalization, involving the University and consortia of major institutions, will only work after initial collaboration internally and with potential funders and external partners. In the short-term, several initial steps must be taken.

1. Begin consulting with potential partners about how to shape Case's internationalization strategy.
2. A Presidential Task Force (referred to in greater detail in item B.5 above) should be immediately appointed (or the current Task Force should be given an additional mandate) to guide efforts of both internationalization of the University and creation of the Consortium.
3. An advisory council of external persons of influence and/or means should be established.

4. One or more people should be appointed by the Presidential Task Force to begin working on the internationalization projects. Based on the plans outlined in both appendices, the Task Force will formulate a working plan for the appointed person(s), which will include the following:
 - a. Meet with all colleges and other parts of the University in order to (i) determine how each portion of the University desires to proceed with internationalization and (ii) assure that internationalization is part of the plans of all parts of the University.
 - b. Meet with alumni, friends of the University and potential funders to discuss the international direction of the University and ways which the University can collaborate with them. It is important to highlight the meetings with potential funders. Much of the international program will only move forward if additional, outside funding can be found. The most effective way to receive funding is to assure that funders are consulted during the formation of a plan so that they have the chance to participate in shaping the international vision of the University.
 - c. Meet with potential institutional partners to begin understanding their needs and desires in order to evaluate the formation of the various consortia, focusing initially on the Great Lakes Consortium.
 - d. Coincident with the above meetings, create a more fully articulated strategy of both internationalization of the University and creation of consortia. The more fully developed strategy will include, among other items, a more complete outline of strategy, administrative structure, time-line, potential partners and funding options. This phase of the research should be completed no later than the completion of the University Plan, so that it can be incorporated into the University Plan.
 - e. Once it is an endorsed major priority of the University, begin to work to expand and implement the plan for University internationalization and creation of the Great Lakes and perhaps other consortia.

D. Examples of Potential Areas of Initial Focus

(This section is meant only to suggest some concrete areas of focus for further discussion in the context of both Part 1 and Part 2 of the strategic plan for internationalization.)

Healthcare

Case Western Reserve University has the experience in health (dentistry, medicine, nursing, applied social science), law, business, and ethics to develop an interdisciplinary program of research and education to help create the sustainable global health organizations of the future. (This area involves many programs at CWRU and most of the schools.)

Although many powerful organizations act globally, none are larger and more profitable than transnational pharmaceutical companies. None are as potentially important to the health of people and the planet. Yet these companies face enormous challenges ahead.

The progress in applied genomic science and the pace of technology transfer have slowed so that fewer genuinely new products are coming to market. Intellectual property disputes are intensifying; generics are becoming major competitors. Many countries are acting to reduce expenditures on drugs. Ethical issues concerning international research and relationships to physician are growing. More lobbying and marketing dollars are being spent to defend a status quo that is unsustainable. The industry recognizes new business models are needed. Better cooperation with NGOs and governmental organizations are critical. Environmental changes are bringing new health priorities, like changes in the distributions of infectious agents. Chronic diseases, especially those affecting the elderly, are becoming more common. Better integrated models of health care delivery are essential.

Other areas of strength, high international visibility, and potential for partnerships among units both within and outside the University are in international justice (currently based mainly in the Fredrick K. Cox International Law Center); energy (e.g., wind power, solar power, and fuel cells technologies, based in the Case School of Engineering); sustainability and social entrepreneurship (based in the Center for Business as an Agent of World Benefit, BAWB, at the Weatherhead School of Management), and ethics (based in the Inamori International Center for Ethics and Excellence).

In choosing programs for internationalization and partnerships, the following criteria could be applied to any existing programs or any major new ventures. Such programs must demonstrate either a history of **or** the clear potential for:

- a) Sustained external funding for international research;
- b) Sustained external funding for international educational programs;
- c) Sustained bilateral exchange of students, faculty, and educational/research efforts between CWRU and international partners;
- d) National and international recognition of faculty and academic units for international research and/or educational programs;
- e) Opportunities to attract additional funding and endowments from new sources;
- f) The suitability of a program to incorporate multidisciplinary approaches to research, education and service that cross traditional academic and administrative boundaries;
- g) The informal exchange of CWRU students, faculty, and academic units with international partners.

We are fortunate to have several excellent, large-scale international programs already in existence at CWRU, which could be set up as models for others to follow. These programs should be supported, promoted, and highly publicized as an initial step toward the internationalization of Case Western Reserve University.

Of course, many proposed international projects will be more limited in scope and scale and may not address all of the criteria listed above. Such projects, if feasible and

practical, also should be encouraged by University administration in order to promote widespread internationalization throughout Case Western Reserve University.