

# *INTERNATIONALIZATION & GLOBAL ENGAGEMENT*

## *STRATEGIC PLAN 2015-2020*

(October 17, 2014)

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Prepared by the Global / International Programs Academic Council (GIPAC)

### **I. INTRODUCTION**

#### *A. Introductory comments*

Drake University's strong commitment to internationalization and global engagement is reflected in our Mission Statement, which calls upon us to prepare students for responsible global citizenship. In particular, Drake's *Strategic Plan 2013-2017* commits the university to:

- “infuse global and multicultural understanding throughout Drake University”
- “strengthen relationship between Drake, the city of Des Moines and other external partners to create opportunities that both serve the community and advance the mission of the University locally, regionally and globally.”

Accompanying the latter are calls in the Institutional Strategic plan to:

- “integrate high impact learning practices [which include global service-learning and other forms of education abroad] throughout the student experience”
- “intensify the collaboration among curricular and appropriate co-curricular programs (including international experiences)”
- “provide faculty/staff development support for multi-unit and multidisciplinary collaborations”
- “increase the number of entering first-year student (EFR) to 900”
- “develop and implement external partnerships to offer executive and professional development programs.”

The task is to translate these intentions into reality. Recognizing this challenge, the University leadership charged the Global/International Programs Academic Council (GIPAC) to review status of internationalization at Drake and develop an Internationalization and Global Engagement plan that aligns with Drake's Institutional plan. This document contains GIPAC's recommendations for moving forward.

#### *B. Underlying Assumptions*

The *Internationalization and Global Engagement* strategic plan is based on several assumptions.

*First, it begins with the realization that global competency and intercultural engagement are key features of a quality academic education in the 21<sup>st</sup> century.*

Higher education institutions have commonly instituted a general education requirement to achieve these competencies. Yet while general education is an important vehicle, it is not

sufficient to prepare students for the global and intercultural reality they will encounter in their career endeavors. To fully prepare Drake students for both professional accomplishments and meaningful personal lives, global and intercultural content and experiences need to be a part of academic programs (majors, minors, concentrations), student life, as well as the services rendered across campus.

*Second, it posits that comprehensive internationalization— defined as the process for infusing global and intercultural learning into all aspects of the university – is critical to ensuring that Drake University is responding to the ever-changing and complicated process of globalization.*

Comprehensive internationalization depends upon faculty, staff and student champions across the institution who intentionally identify opportunities for the infusion of global and intercultural learning and strategically advance these efforts. Comprehensive internationalization, is thus not solely the purview of Drake International or those academic and co-curricular programs with global or international in their title, but rather the responsibility of every program and service unit across the institution.

*Third, the vitality and relevance of internationalization at Drake is crucially linked to the university's success in creating mutually rewarding local and global engagements.*

We need to empower faculty, staff and student to engage alongside local and international partners on the most pressing global issues and to offer innovative solutions. Furthermore, to buttress such engagement and innovation, institutional processes, policies and rewards systems will surely need to be revised and developed.

*Fourth, to achieve the vision for Internationalization and Global Engagement outlined below will require that the institution sustain current funding and involve faculty and staff champions in identifying new resource opportunities.*

Over the past decade, Drake University has successfully attracted resources for our signature global center (The Principal Financial Group Center for Global Citizenship) and global scholarships (i.e. Olson Global Service-Learning and Zimpleman Global Experiential Learning). To achieve Vision 2020 will require that we sustain Drake's internal allocation of funds for internationalization and global engagement while also systematically engaging with our partners, friends and alumni in seeking external grants, in nurturing current donor relationships and in developing new relationships.

C. Drake as a Global Knowledge Hub for the Greater Des Moines Region



Drake’s Vision 2020 can be characterized by the following features:

*Fostering Intercultural Engagement.* All Drake graduates have had intercultural learning experiences that equip them to engage effectively with people who are culturally different from them and to inspire intercultural sensitivity within the communities where they work and live.

*Developing Global Talent.* Many Drake graduates have knowledge of global systems (social, political, economic, etc.) and at least one language and region of the world outside of their own and are capable of applying this knowledge base in working with employers. Drake offers specialized intercultural and global systems programs to employers in the region to assist with their global talent development.

*Enhancing Visibility and Connections Around the World.* Drake is known for offering world class academic programs and Des Moines is recognized as a cosmopolitan metropolitan area. Drake faculty, staff and students have strong working relationships with their counterparts at international partner institutions and regularly connect Des Moines community and business leaders to their counterparts in our partner communities.

*Addressing Pressing Global issues.* Drake is known for its engagement with Des Moines and internationally located institutions, companies and governments in highlighting pressing issues, conducting applied research, and stimulating social and economic entrepreneurship. These partnerships build community infrastructure and solve pressing global issues as they manifest themselves locally and globally.

## **II. Goals, Objectives, and Strategies**

**Goal 1: Serve as a global knowledge hub that brings value to external partners in local, national and international settings.**

**Goal1 - Objective 1: Strengthen strategic partnerships both locally & abroad.**

Strategy 1: Map local business, government and non-profit connections and expertise that support Drake's internationalization and global engagement. (International Advisory Council; Senior Advisor for External Affairs; Drake International; and Alumni and Development) Timeline: Jan. 2015 – May 2017

Strategy 2: Develop an external communication plan that brands Drake as a globally engaged institution. (Drake International and University Communications) Timeline: January 2015 – May 2016

Strategy 3: Deepen relationships with international and globally engaged alumni. (Drake International; Alumni and Development) Timeline: January 2015-May 2015

Strategy 4: Broaden Drake's strategic international partnerships to include a network of educational institutions, local business firms, service-learning providers, government and non-profit organizations. (Drake International, Admissions, Center for Community Engagement & Service Learning (CCESL), Cowles Library, Finance and Administration, and Deans) Timeline: January 2015 – May 2020

**Goal 1- Objective 2: Assess needs and deliver customized programs and services to global companies and organizations in our community.**

Strategy 1: Strengthen ability to continually assess the global competencies and multicultural skills that are in greatest demand within labor markets. (Senior Advisory for External Affairs and the Human Resources Subgroup of the External Affairs Advisory Council; Professional and Career Development Services) Timeline: January 2015 – May 2016

Strategy 2: Provide specialized training in global and multicultural topics for local corporate partners. (Corporate Relations and Center for Professional Studies) Timeline: Timeline: January 2016 – May 2017

Strategy 3: Explore feasibility and develop as needed English as a Second Language and cross-cultural training with or for organizational partners. January 2017 – May 2020

**Goal 1-Objective 3: Enhance Drake's involvement in addressing pressing global issues.**

Strategy 1: Identify a number of targeted global issues which Drake is best suited to help address through faculty research, service learning, co-curricular programming and the sharing of expertise with community partners. (Provost Council, PFGCGC and Nelson Institute, GIPAC, Sponsored Programs, Cowles Library) Timeline: January 2015 – May 2020: Tactic 1 ongoing, GAUDIT report informing clusters.

Strategy 2: Enhance engagement with local community partners with international expertise or access to international experts to enhance on-campus offerings and opportunities for Drake's off-campus constituents. (PFGCGC, Center for Community Engagement and Service Learning, Center for Professional Studies and units) Timeline: January 2015 – May 2020,

## **Goal 2: Infuse global and multicultural perspectives across the campus and curriculum.**

### **Goal 2 -Objective 1: Deepen Drake's commitment to high-quality language learning as a central element of campus and curricular internationalization.**

Strategy 1: Enhance visibility of and demand for language learning at Drake through innovative programs that diversify language learning opportunities (Drake International; Sponsored Programs, WLC and select academic units) Timeline: July 2015 – May 2020

Strategy 2: Enhance capacity of WLC by ensuring that high-priority languages are staffed by continuing faculty (Dean of A&S and WLC) Timeline: August 2014 – May 2020

Strategy 3: Develop a responsive plan for the expansion of language capacities supported by existing and new resources. (Vice Provost for International Programs, Dean of A&S, WLC, Alumni and Development, Institutional Research) Timeline: October 2014 – August 2015

### **Goal 2- Objective 2: Reinforce the capacities of faculty and staff to support comprehensive internationalization of the university.**

Strategy 1: Intensify efforts to hire a diverse and international faculty and staff. (Human Resources, Strategic Diversity Action Team, and Deans). Timeline: Jan 2016 – May 2018.

Strategy 2: Organize international seminars, on-campus workshops and faculty learning communities to assist faculty and staff members in developing international expertise, infusing global service learning, and generally internationalizing curriculum. (Drake International, Drake Technology Services,

Cowles Library, Associate Provost Curriculum, Deans and academic units).  
Timeline: Jan 2015-May 2019

Strategy 3: Develop opportunities for recognizing and rewarding faculty and staff contributions to internationalization. (Provost Council, Deans; GIPAC) Timeline: April 2015 – May 2020

**Goal 2- Objective 3: Strengthen academic programs that build in-depth global, multicultural and intercultural competence.**

Strategy 1: Encourage development of interdisciplinary collaborations that address pressing global issues of 21<sup>st</sup> century. (Vice Provost for International Programs; Associate Provost Curriculum; GIPAC; Deans) Timeline: Summer 2015 – May 2020

Strategy 2: Provide support necessary for international academic programs (e.g., International Business, International Relations, Global and Comparative Public Health) to be identified as among the highest-quality relative to peer institutions. (Deans, Sponsored Programs, Nelson Institute, and program directors/chairs) Timeline: January 2015 – May 2020

Strategy 3: Deepen international and multicultural curriculums in targeted graduate programs where indicated by employer demand. (Deans, Graduate Curriculum Committees, GIPAC) Timeline: 2016 – May 2020

**Goal 2- Objective 4: Ensure that curricular and co-curricular learning experiences prepare all Drake graduates to become responsible global citizens.**

Strategy 1: As academic programs undergo curriculum review, identify opportunities for enhancing global, international and multicultural content. (Institutional Research, Deans and academic units) Timeline: May 2015 - 2020

Strategy 2: Double the number of Drake students who engage in education abroad. (Drake International, Sponsored Programs, Development, GIPAC, and Deans) Timeline: January 2015 – May 2019

Strategy 3: Redesign Welcome Weekend, Orientation Programs and PMACs to more explicitly set expectations that Drake students will acquire capacity to foster intercultural engagement. (Academic Success, Student Life and Working Group for the Infusion of Multicultural and Global Understanding WGIGMU ) Timeline: January 2015 – May 2020

Strategy 4: Enhance learning experiences that promote students' intercultural communication and global awareness through campus programming and student life activities. (Drake International, PFGCGC, Academic Success, Institutional Research, WGIGMU and Student Life). Timeline: Feb 2015 – June 2017

Strategy 5: Ensure as the above strategies are implemented that attention is played to whether the services and programs sufficiently empower international students and visitors to fully engage in the opportunities available at Drake. (Drake International and Institutional Research) Timeline: January 2015 – May 2020

### **Goal 3: Develop infrastructure, resources and communication systems to support internationalization and global engagement.**

#### **Goal 3- Objective 1: Identify and reform academic and administrative processes that present high barriers for pursuit of international efforts.**

Strategy 1: Collect and review best practices on internationalizing operations from diverse organizations (i.e., ACE, AMA, CASE, CUPA-HR, EAB, EDUCAUSE; NAFSA, NACUBO, NACURO, OCLC, IFLA). (Provost Council; Alumni & Development, Sponsored Programs, Cowles Library, Drake International) Timeline: January 2015 – December 2015

Strategy 2: Collaborate with key stakeholders in developing and implementing recommendations that align with best practices. (Sponsored Programs, Provost Council, Finance and Administration, Alumni and Development) Timeline: August 2015 – May 2020

#### **Goal 3-Objective 2: Develop communications systems and strategies that support strategic goals and meet the needs of internal and external stakeholders.**

Strategy 1: Create an up-to-date on-line directory/depository of information about Drake's international/global partners, programs and faculty/staff/student experts and make this information accessible to all stakeholders. (Drake International, Drake Technology Services, Human Resources, University Communications) Timeline: January 2015 – August 2015

Strategy 2: Develop technological capacities to enhance collaboration, facilitate communication with international partners and meet the administrative needs of international programs. (Drake International, Drake Technology Services, Cowles Library) Timeline: January 2015 – May 2020

Strategy 3: Implement an internal communications plan (Drake International and University Communications. Timeline: January 2015 – May 2020

#### **Goal 3-Objective 3: Assess the effectiveness of the internationalization and global engagement plan in achieving stated goals and objectives.**

Strategy 1: Develop an assessment plan to determine progress in achieving plan objectives. [Institutional Research & Assessment, GIPAC, GIIT/Drake International] Timeline: January 2015 – May 2020

Strategy 2: Gather data at regular intervals throughout the life of the plan in alignment with other institutional data collection. [Assessment, GIIT / Drake International] Timeline: January 2015 – May 2020

Strategy 3: Identify and communicate necessary improvements (programmatic, strategic plan tactics or implementation, development needs) in response to assessment results. [Institutional Research & Assessment / Drake International] Timeline: Next GIIT/GIPAC retreat – every six months

Strategy 4: Identify and communicate areas of accomplishment in relation to institutional plan (and alignment with University strategic plan). [Institutional Research & Assessment, GIPAC, GIIT, Drake International] Timeline: Next GIIT/GIPAC retreat – every six months

**Goal 3-Objective 4: Develop sustained fundraising strategy that can support Drake's future growth as a global university.**

Strategy 1: Articulate a broad vision of Drake as a Global Knowledge Hub that will guide strategic fundraising. (GIPAC, University Communications and Alumni and Development] Timeline: January 2015 – May 2020

Strategy 2: Attach costs to specific international initiatives for the purpose of connecting smaller gifts to particular needs. (Vice Provost for International Programs and Alumni and Development) Timeline: Summer 2016 – December 2016

Strategy 3: Research, disseminate, and assist in the development of grants that support international efforts. (Sponsored Programs; Drake Technology Services, Development, Drake International) Timeline: July 2015 – December 2015

Strategy 4: Increase coordination among key stakeholders across campus in developing gift and grant prospects focused on international and multicultural initiatives. (President, Provost, Vice Provost for International Programs, Deans, Sponsored Programs, Alumni and Development) Timeline: January 2015 – May 2020