Global Education @ RIT

Agenda
- Our vision and goals for Global Education
- Current state
- Next steps
- Future aspirations
- Discussion questions

Appendices
- Appendix A: Proposed Office for Global Education
- Appendix B: The Case for Global Education
- Appendix C: Best practices from other institutions
- Appendix D: Details on what we need to do
- Appendix E: Current support services
- Appendix F: 8 recommendations from 2 studies
RIT Global Education
Directions and Vision

Supported by:
- RIT Mission and Vision Statements
- RIT Strategic Plan
- Key Result Area (KRA #1)
- Employer demand
- Student interest
- Two commissioned studies
RIT Global Vision/Goals

RIT strives to achieve the following objectives:

• **Foster global intelligence:** Every graduating student will be able to understand and function in an increasingly multicultural and international environment.

• **Offer RIT education globally:** RIT will deliver its unique form of career-oriented and experiential education to select parts of the world.

• **Provide meaningful global experiences:** RIT will offer a full range of meaningful experiences for students and faculty – ranging from study and coop abroad to immersing all students in meaningful cross-cultural educational experiences.
RIT Global Objectives

Deliver RIT education: non-U.S. students

Provide global experiences for faculty and students

Experiences for non-U.S. students

Enable global intelligence for all students
The RIT Global Ecosystem

- Global Experiences (Study & Work Abroad & Exchanges)
  - 2010: 231 - Study Abroad
  - 2013: 350 - Study Abroad
  - 3% - International Co-Ops

- Educate Globally (Croatia, Dubai, Kosovo)
  - 2010: 1100 - Global Campus Enrollment
  - 2013: 1700 - Global Campus Enrollment
  - 61 - Study Abroad at Global Campus
  - 100 - Non-RIT Students at Global Campuses

- Graduates who are prepared for success in a global society

- Global Intelligence (curriculum, co-curriculum)
  - 2010: 1650 - Rochester International Students
  - 2013: 1800 - Rochester International Students
  - Staffing Constellation Commons for Global Learning
## Institutional Global Education Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in global campuses</td>
<td>1100</td>
<td>1700</td>
</tr>
<tr>
<td>Student participation in Study Abroad</td>
<td>231</td>
<td>350</td>
</tr>
<tr>
<td>Rochester-based international students</td>
<td>1650</td>
<td>1800</td>
</tr>
<tr>
<td>% of international co-ops to all co-ops</td>
<td>3% (100 in 2010)</td>
<td>10%</td>
</tr>
<tr>
<td>Rochester student study abroad at RIT global campuses</td>
<td>61</td>
<td>150</td>
</tr>
<tr>
<td>Non-RIT student study abroad at RIT global campuses</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>
Key campus players

- Study Abroad Office
- International Student Service Office
- International Coop Office
- Global Campuses
- Global Village
- Student Learning Assessment Office
- Students
- GDC, ACMT, RIT Dubai boards
- Programs: International Studies; International Business
- Global Education Council (Deans, Directors)
- Global Education Working Group
- Faculty
Current RIT Global State: 3 key components

I. RIT education offered globally

II. Global experiential opportunities for faculty and students

III. Supporting global intelligence student learning outcomes
I. RIT education offered globally

A. Global campuses: Dubai, Croatia, and Kosovo

• Each has a different business model

• Global Delivery Corp. is the RIT entity to minimize risk to RIT; GDC board chair is Jay Holmes (RIT Trustee)

• Global campuses ...
  – Deliver the ‘RIT-way’ of career-oriented education to the world
  – Provide study abroad opportunities for RIT students and students from other schools
I. RIT education offered globally

A.1. RIT Croatia; 1997

• RIT – ACMT: American College of Management and Technology
  – Don Hudspeth, President and Dean
  – ACMT Board chair: David Wilson
  – ACMT ‘controlled’ by Global Delivery Corp.

• Approximately 480 undergraduate HSM and IT students in Dubrovnik

• Working to expand into Zagreb in 2011 with IT, International business, HRD (graduate)

• Will eventually shift brand to RIT Europe
I. RIT education offered globally

A.2. RIT Dubai; 2008

• RIT Dubai part of Dubai Silicone Oasis (DSO)
• ‘Grant’ by DSO to support operations – minimal risk to RIT
• Content and delivery controlled by GDC
• Dr. Mustafa Abushagur, President and Dean
• Approx. 75 undergrad and 75 grad students in engineering, business, service innovation and leadership
• Will move to stand alone building late 2010
I. RIT education offered globally


- American University of Kosovo contracts with RIT to deliver content
- American University in Kosovo President: Dr. Chris Hall; Dr. Jim Watters on American University in Kosovo board
- Approximately 500 students in the Arts and Sciences program
- Approximately 80 students in the M.S. in Professional Studies
- Dr. James Myers is RIT Coordinator for American University in Kosovo
I. RIT education offered globally

B. Other programs offered

• Dominican Republic
  – Graduate programs: Human Resource Development, Business

• Anhalt University of Applied Science, Germany

• Yeditepe University in Istanbul, Turkey

• Birla Institute of Technology and Science, India

• Universidad Tecnologica Centro-Americana, Honduras

• Universidad del Norte, Columbia

• Universidad Peruana de Ciencias aplicadas, Peru
II. Global experiential opportunities

A. Study Abroad Programs

- Goal: 350 students by 2013 (231 in 2010 – a 40% increase over 2009)
- Models:
  - Global campus visits
  - Faculty-led anywhere
  - 8 Affiliate programs; e.g., Syracuse, etc.
- Constellation Commons for Global Learning serves as 1-stop convenience for students and faculty
- Measure student learning through outcomes
- Most programs allow SA in place of 1 co-op (out of 3-5)
- Challenged by: costs, length of programs
II. Global experiential opportunities

B. International Co-ops

• Goal: 10% of all our coops should be international by 2013

• Excellent intersection of global education and career-orientation objectives

• Challenged by visa issues; competition by international students

• Opportunities exist in Germany, Russia, Spain, Argentina, Asia, Ireland, Australia, Canada, U.K.
II. Global experiential opportunities

C. Exchange agreements

• Can be faculty-driven and research-oriented

• Examples:
  – Kanazawa Institute of Technology, Japan
  – Institute National des Sciences Appliqués, France

• Challenged by: sustainable enrollments on both sides, oversight needed
III. Global intelligence

A. International students

• Henrietta campus goal: 1800 Rochester-based students by 2013; exceeded
• Global campuses goal: 1700 students in our global campuses; current: 1150
• Challenged by: competition
• Working to leverage our international students on all campuses
III. Global intelligence

B. Program learning outcomes tied to global strategy

• General Education:
  – Ethical, Social, and Global Awareness outcomes
  – 1 course required for all students

• Academic Program Profile:
  – Global Interconnectedness
III. Global intelligence

C. Specific degree programs and courses

• COLA: International studies program – requires language

• SCOB: International business – requires language

• Note: Foreign languages are vital; student demand for languages high; few programs require 2nd language
Next Steps
## Next steps - 1

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global experiences for students and faculty</td>
<td>Increase Rochester students who study abroad at Dubai, Croatia, and Kosovo</td>
</tr>
<tr>
<td></td>
<td>Develop a range of SA experiences, each with separate learning outcomes</td>
</tr>
<tr>
<td></td>
<td>Budget request for SA scholarships</td>
</tr>
<tr>
<td></td>
<td>Develop strategy for domestic multicultural immersion experiences</td>
</tr>
<tr>
<td></td>
<td>Develop faculty toolkit for study abroad 1(^{st}) at global campuses, 2(^{nd}) elsewhere</td>
</tr>
<tr>
<td></td>
<td>Develop 1-stop services for faculty-led study abroad</td>
</tr>
<tr>
<td></td>
<td>Add and refine goals to include faculty research abroad, exchange agreements, co-curriculum outcomes, faculty development</td>
</tr>
</tbody>
</table>
## Next steps - II

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global intelligence learning outcome</td>
<td>Finalize learning outcomes and skills at campus level</td>
</tr>
<tr>
<td></td>
<td>Develop outcomes and assessment strategies at program level</td>
</tr>
<tr>
<td></td>
<td>Incorporate global education outcomes into general education framework</td>
</tr>
<tr>
<td>Education offered globally</td>
<td>Propose new programs for Croatia</td>
</tr>
<tr>
<td></td>
<td>Focus on start-up needs for Dubai and Zagreb</td>
</tr>
<tr>
<td></td>
<td>Develop Office of Global Education</td>
</tr>
</tbody>
</table>
Future aspirations
Some possible future aspirations

• Create a university-wide ‘Global Certificate’: ‘Certify’ students who have demonstrated certain levels of proficiency and experience.

• Grow international fellowships such as Fulbright
• Grow research and/or innovation abroad
• Grow participation in international conferences
• Grow international service learning participation
Discussion questions

• What would you add to the mix?
• Should there be a ‘bold’ end game?
• What international skills do employers need in employees?
• What are other future aspirations?
Appendix A

Proposed: Office for Global Education
Proposed: Global Education Office

- Director or Asst. Provost for Global Education
- Responsibilities:
  - Oversee Study Abroad
  - Manage exchange agreements
  - Participate in Global boards, councils
  - Liaison for global campuses
  - Leads Global Working Group
  - Collaborate with Admissions, Co-op, International Student offices

Office for Global Education
Director
Staff Assistant
Study Abroad Office
Ty Stewart
Appendix B

The Case for Global Education
Case for Global Education - I

• Student demand:
  – 74% indicate it very or somewhat important for their college of choice to offer international courses;
  – 70% plan to learn and speak a foreign language

• Employers demand:
  – 72% of employers want more emphasis on global issues and developments in the general curriculum;
  – 63% believe recent college graduates are not prepared for global employment
Case for Global Education - II

• General public:
  – 90% believe it is important to prepare future generations for a global society
  – 92% agree that foreign language knowledge provides a competitive advantage in career opportunities

• Federal government:
  – Call for 1 million US students studying abroad annually by 2016
  – Secretary of State Clinton calls for recruitment of international students
Case for Global Education - III

• Part of RIT Strategic Plan
  – Goal 3 of KRA 1: Increase student participation in global initiatives through international students, study abroad, global campuses, international co-ops
  – Goal D1: ... preferred institutional choice for international students ...
  – Goal D2: ... organize the relevant academic and administrative functions to maximize effectiveness ...
  – Goal D3: RIT will expand and enhance its worldwide presence through off-site global education delivery.
  – Goal D4: RIT will enrich its academic curricula to better reflect issues of global awareness and knowledge.
  – Goal D5: RIT will increase the opportunities for students to explore other cultures and countries through participation in study-abroad and work-abroad programs.
  – Goal D6: RIT will provide a learning/living/working campus environment that supports and encourages global and international awareness and understanding.
Case for Global Education - IV

• **Vision Statement:** RIT will lead higher education in preparing students for innovative, creative and successful careers in a global society.

• **Mission Statement:** RIT’s mission is to provide a broad range of career-oriented educational programs with the goal of producing innovative, creative graduates who are well-prepared for their chosen careers in a global society.
Case for Global Education - V

• Global education supports our values and goals for diversity, inclusivity and equity. We educate our students to be multi-culturally aware when we teach global issues and subjects
• Supports innovation by developing a multi-cultural, diverse and creative environment
• ‘Value imperative’: As educators, we have a responsibility to educate our students to be global citizens
Case for Global Education - VI

• Global education supports student success, learning outcomes and multicultural awareness
  – Students who do SA are more likely to graduate and are more likely to have higher G.P.A.
  – Students who do SA are more likely to have knowledge of cultural practices
  – Students who do SA are more likely to have big-picture learning in their discipline
  – See The GLOSSARI Project

Source: Georgia learning outcomes of students studying abroad research initiative (GLOSSARI). Various conference presentations downloaded July 30, 2010 from: http://glossari.uga.edu/?page_id=42&category=3
Appendix C

Best Practices in Global Education
## Best Practices - I

<table>
<thead>
<tr>
<th>Issue/challenge</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study abroad, language requirements, international students NOT enough</td>
<td>• Global learning in gen ed&lt;br&gt;• Multiple modes of study – on and off campus&lt;br&gt;• Diverse instructional techniques&lt;br&gt;• Well-defined global outcomes and assessments</td>
</tr>
<tr>
<td>International travel grants lack requirement to incorporate overseas scholarship in coursework</td>
<td>• Outcomes focused international travel funds</td>
</tr>
<tr>
<td>Faculty face unacceptable trade-off between global learning and career</td>
<td>• Explicit global tenure and promotion guidelines</td>
</tr>
<tr>
<td>Teaching and learning centers can’t do it</td>
<td>• Peer-to-peer cross-disciplinary course redesign</td>
</tr>
</tbody>
</table>
### Best Practices - II

<table>
<thead>
<tr>
<th>Issue/challenge</th>
<th>Best Practices</th>
</tr>
</thead>
</table>
| Students must choose between global learning and other academic pursuits      | • Global learning certification within majors  
• Flexible upper division global content requirements                            |
| Fear that internationalizing the gen ed curriculum exacerbates credit creep   | • Signature core global courses: design interdisciplinary global courses that wed global theory with disciplinary content                   |
| New foreign language demand largely unmet – mismatch between faculty expertise and demand | • Adopt alternative approaches to foreign language program design – target cultural understanding and conversational (rather than literary) competence |
| Quantity does not equal quality: not collecting real evidence of students’ global competence | • Clear, measurable global learning outcomes across the campus AND in each program  
• Develop multi-method global learning assessment plan                         |
## Best Practices - III

<table>
<thead>
<tr>
<th>Issue/challenge</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of centralized data of global activity inhibits effective planning, use of resources</td>
<td>• Develop international activity database</td>
</tr>
<tr>
<td>Not enough faculty-led study abroad</td>
<td>• Develop one-stop support for faculty-led study abroad: Global Village</td>
</tr>
<tr>
<td></td>
<td>• create process map</td>
</tr>
<tr>
<td></td>
<td>• provide financial management support</td>
</tr>
<tr>
<td></td>
<td>• establish emergency management policy</td>
</tr>
<tr>
<td></td>
<td>• set minimum academic standards</td>
</tr>
<tr>
<td>International research not supported, managed to effectively support goals</td>
<td>• Adopt global administrative support network: designate team, create toolkit</td>
</tr>
</tbody>
</table>
Appendix D

Details on What We Need To Do
What We Need To Do - I

1. Support the expansion of RIT Global Campuses in Dubai, Croatia, and Kosovo
   - Dubai: undergraduate programs – business, engineering, IT
   - Croatia: expansion into Zagreb (business, IT) and expansion of programs in Dubrovnik (Photography? Communications? Business?)
   - Kosovo: expansion of programs – IT?
What We Need To Do - II

2. Refine specific campus-level Global Education learning outcomes
   – Have GEWG propose learning outcomes, skills, etc., that can be guide for programs – vet, approved by campus
   – Open discussion for multi-cultural values, etc.
   – Implement through assessment process
   – Use calendar conversion process to deploy outcomes into courses and programs
   – Measure learning in SA experiences
What We Need To Do - III

3. Increase (RIT and others) student participation in SA experiences at global campuses

- Strongly encourage students in programs that are offered in global campuses to study abroad
- Support requirement in other programs as well
- Use Rochester campus as a study abroad experience for foreign students in global campuses
- Develop toolkit and one-stop service for faculty and students wanting SA experience in Dubai, Croatia, Kosovo
- Market RIT global campuses to other universities
What We Need To Do - IV

4. Increase RIT student participation in abroad experiences
   – Strongly encourage students in programs to study abroad at global campuses
   – Develop portfolio of experiences and establish a required minimum
   – Develop toolkit and one-stop service (in Global Village) for faculty and students wanting study abroad experiences
   – Expand use of International Co-ops
What We Need To Do - V

5. Form an Office for Global Education

• Must work with Enrollment Management, Finance and Administration and Student Affairs

• Must still keep faculty and academic excellence as drivers

• 85% of doctorate-granting institutions have a full-time senior-level administrator (director, dean, or associate provost) who oversee or coordinate campus internationalization
  – Master’s: 63%
  – Baccalaureate: 47%
  – The full-time administrator was most likely to report to the provost/CAO or other administrator in Academic Affairs.
6. Support and continue to develop Study Abroad services

- Scholarships for students
- New pricing model for faculty-led offerings
- Institutional overhead for affiliated programs?
- Develop toolkit for faculty
- Determine incentive models for faculty
- Develop one-stop service for faculty and students
- Market Dubai, Croatia, and Kosovo as study abroad opportunities for student from other institutions
7. **Expand language offerings and opportunities**
   - Emphasize cultural and conversational approaches
   - Meet student demand

8. **Join a consortium to expand opportunities for students, especially in technical fields, to have experiences**
Appendix E

Current support services
Support units for Global Education

- Study Abroad office: Ty Stewart
- International Student Services: Jeff Cox
- Global Education Council: VPs, deans, CDO
- Global Education Working group: Myers, Van Laeken, Ellison
- Global Delivery Corporation Board of Directors, ACMT Board of Directors, RIT Dubai Board of Directors all provide direction and leadership
- Global Education Center in Global Village
- Global Village
- International co-ops in co-op office
- International Studies (BS) program in COLA: Paul Grebinger
- Foreign languages in COLA
- International relations in SCOB
Appendix F

Eight Recommendations from 2 Studies

• Report on International Education by David Wilson
• Report on Study Abroad by Gladys Winkworth
## 8 Recommendations

<table>
<thead>
<tr>
<th>Support the expansion of RIT Global Campuses</th>
<th>Increase RIT student abroad experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine Global Education learning outcomes</td>
<td>Form an Office for Global Education</td>
</tr>
<tr>
<td>Increase study abroad experiences at global campuses</td>
<td>Support and continue to develop Study Abroad services</td>
</tr>
<tr>
<td>Expand language offerings and opportunities</td>
<td>Join a consortium to expand opportunities for students</td>
</tr>
</tbody>
</table>