

Provost Mohamed El-Aasser  
Provost Office  
Lehigh University  
Alumni Memorial Building  
Bethlehem, PA 18015  
August 31, 2005

Dear Mohamed,

We are pleased to submit our report on International Lehigh & Global Relationships (ILGR), as you requested on June 23, 2005. We have created both an executive summary and a detailed version of the strategic goals you requested. We believe now is the time for Lehigh to begin implementing the enclosed goals. We believe the time for study has passed, and that action now is imperative in order to create a signature piece for Lehigh.

We have also compiled a matrix inventory of related ongoing activities at Lehigh. Based on our findings, our early conclusion is to be proud of the excellent collection of activities, both academic and co-curricular, and proud of what we have accomplished to date as a University. We are further convinced of the need to more broadly communicate, coordinate, and build on the synergies of existing activities. We have reflected all of this and more in our report.

The matrix inventory effort is not complete as some people and data were not available over the summer. We believe continuously updating this matrix (or some database system) is a critical enabling mechanism for our ongoing communication. We have, however, left the details of accomplishing this and its final form/content as a task for the follow-up planning effort.

We would like to acknowledge with gratitude the significant effort and contribution to our success by directors in Coxe Hall, Timothy Bonner, Magdalena Grudzinski-Hall, William Hunter, and Erica Smith Caloiero for the enormous contribution they have made collectively and individually to our effort this summer. They were asked to provide assistance and they were invaluable to our team. Beyond their intellectual contributions we wish to acknowledge their efforts in working nights, weekends, and very long days to ensure our timely success.

We thank you for challenging us last June. We believe we have met your challenge, and we look forward to seeing it become a reality.

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Henry S. Baird  
Richard M. Brandt  
Henri J. Barkey  
John P. Coulter*

*Hannah Stewart-Gambino  
James A. Hall  
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James M. Markulka  
Carl O. Moses*

*Vincent G. Munley  
Roger N. Nagel  
Mary A. Nicholas  
Arnold R. Spokane*

**Report of the Taskforce on International Lehigh & Global Relationships**  
**Submitted to Provost Mohamed S. EL-Aasser**

**History and Charge:** On June 23, 2005 the Provost convened this Taskforce and charged the members to report, by the end of August, on:

1. Strategic goals for international efforts and activities at Lehigh University. Specifically, the Provost charged the Taskforce to identify three or four overall goals for the University and three or four sub-goals each for (a) Student Learning experiences, (b) Graduate Students and Research efforts, (c) Faculty activities, and (d) Alumni involvement.
2. Recommendations for integrating the array of existing international activities, as well as guidelines for future efforts.

At the initial meeting of the Taskforce on June 23<sup>rd</sup> meeting there was general agreement that a comprehensive array of international activities existed at Lehigh University. These efforts include faculty-led, off campus, and class room activities on campus and abroad. The Taskforce added a third task to the report:

3. A comprehensive inventory or matrix of existing international activities at Lehigh.

In further discussion the Provost clarified the intent of International Lehigh to be (a) involving significantly more students in international activities, and engaging significantly more faculty in the process (b) changing the culture at Lehigh with respect to international activities (c), and, developing a “signature” or defining element in the international area for the University.

Meetings of the Taskforce group were held on June 23, June 30, July 20, July 28, August 3, August 17, August 24 and August 31. The initial two meetings formulated ideas and discussed the charge from the Provost. International partner “hubs<sup>1</sup>”, or centers of existing activities were discussed, and the concept of a four-level strategic goal structure for undergraduates was introduced. The term “Global Relationships” was added to “International Lehigh” in recognition of the significance of relationships in all of our efforts in the international area.

In the subsequent six meetings taskforce members and related staff gathered information, informed key people of our task, and sought feedback on the following: (a) Concept of international partner hubs, (b) four levels of goals for undergraduates, (c) campus culture change, and (d) development of the inventory matrix.

<sup>1</sup> A hub, is a regional or intellectual center for international learning or activity in which Lehigh regularly participates, formally evaluates, and closely monitors ongoing activities for appropriateness, quality, and relevance to Lehigh’s international mission. The hub and partnership concept acknowledges existing cooperating agreements and programs either within a geographic region, or with a discipline which have fundamental international components.

Individual meetings were held in person, via email or via telephone with:

- Dean Thomas Hyclak
- Dean Anne Meltzer
- Dean Sally White
- Dean David Wu
- RCEAS Associate Dean of Graduate Studies John Coulter
- Senior Vice President Ron Yoshida.
- Vice President of Student Affairs John Smeaton
- Iacocca Institute Executive Director Richard Brandt
- Global Citizen program administrator Magdalena Grudzinski-Hall
- COE Director International Programs Daphne Hobson
- ESL Director Tim Bonner
- Director Study Abroad Erica Caloiero
- International Students & Scholars Director William Hunter
- Professor & Faculty Director of Global Citizenship program Hannah Stewart-Gambino
- Professor & International Relations Chair Henri Barkey
- Professor Rajan Menon
- Professor Vince Munley
- Professor & Chair of Modern Languages & Literature Mary Nicholas

An initial (draft) set of goals meeting objectives (1) and (2), and a first version of the matrix for objective (3), were formulated and distributed for discussion before the meetings of July 20, 28 and August 3. At these meetings, and in an ongoing dialog, the Taskforce identified revisions and improvements in the overall goal section as well as in the sections on goals for graduate students, parents and research. The matrix of international activities was compiled and is about 75% complete. Many sources of data and information were not available over the summer. The Taskforce determined that there is an excellent collection of international activities, both academic and co-curricular, already in place at Lehigh. The Taskforce further identified the need to expand the scope of these international efforts and build these strengths more fully into the culture and curriculum of Lehigh in support of an education both *of* the world and *in* the world. The matrix should be updated as data become available and should be kept current as changes occur. The matrix is a potentially valuable tool, but, the final form and potential uses are still evolving (e.g. communications to students and faculty).

Remaining meetings finalized and approved the report to the provost. The Taskforce added goals for parents, staff, and the Lehigh Valley community, and separated graduate student and research goals. Finally, structural and synergy recommendations were placed under the goal section for the senior administration.

The Taskforce report can be used in follow-up planning and implementation and as the basis for developing pilot programs and implementing the recommendations in the report.

## **Goals and Recommendations**

The goals stated here encourage the integration of international content and perspectives into curricula and co-curricula programs across our colleges. The goals include new ways for students and faculty to engage one another in research opportunities and to create first-year (and enduring) communities. The goals urge the deliberate and rapid integration of graduate students as participants, experts, and leaders in Lehigh international activities.

Equipping students to engage with and understand the world beyond the United States is fundamental to Lehigh's mission. More will need to be done to prepare students for these experiences, and more done to support their reentry to campus. Students should feel they are at an extended version of Lehigh when they are at a Hub Partner Institution.

As President Farrington has said, "Without goals, accountability, and regular assessment, the anticipation of progress will fade into an exercise of good intentions." We have therefore recommended that research and the use of metrics be integral to the process of change. Attitudinal and experiential data are a key to understanding campus culture and the changes we will see.

As has been said of nations, no institution can drift into greatness. The goals that follow are a call to action, as well as a roadmap informed by an understanding of how bold leadership and liberal education can create an environment where young men and women grow to be world-ready.

### **Overall goal:**

To promote internationalization at Lehigh by fostering an intellectual environment that encourages members of the University community to actively understand the cultural norms of others, to communicate and work effectively with people of varied backgrounds, and to be informed before making judgments. In particular, Lehigh University seeks to:

1. Develop students, faculty, and staff who are committed to understanding varied cultures, such as:
  - an understanding of one's own cultural norms and expectations
  - an understanding of the cultural norms and expectations of others
  - an understanding of the factors which shape cultures, e.g. economics, environment, history, language, politics, religion, social attitudes, and technology, amongst others
  - an understanding of the cultural underpinnings of world events
  
2. Encourage faculty, students and staff to examine their attitudes and approaches to the ideologies and cultures that exist in the world at large. Members of the university community are encouraged to explore new ideas and experiences, and to be open to different points of view, seeing the world through multiple perspectives while being aware of their own belief systems, as in:
  - the recognition that one's own worldview is not universal
  - a willingness to take risks in pursuit of cross-cultural learning and personal development e.g. experience life as "the other"
  - openness to new experiences, including those that could be emotionally challenging
  - the ability to cope with different cultures and attitudes

- being informed before making judgments about cultural differences
  - taking the time to see the value of globally diverse perspectives in decision making
3. Equip our students with the critical skills necessary to engage and understand the world beyond their home country (e.g. United States), by providing an education that is interdisciplinary and experiential and that combines rigor and open-mindedness.
- Assimilate the understandings gained in Section One (above) and integrate them with the attitudes of Section Two (above) in order to participate in experience-based, interdisciplinary, and cross-cultural learning opportunities. This leads to the
    - a. ability to collaborate across cultures e.g. successful participation on project-oriented academic or vocational experience with people from other cultures and traditions
    - b. ability to live and function effectively outside one's own culture, e.g. effective participation in social and/or business settings anywhere in the world
  - Select academic majors, minors and/or certificate programs which build appropriate skills that complement and enhance students' personal and professional career objectives

### **Goals for undergraduate students:**

To ensure acquisition of critical skills, the Taskforce proposes a four-level goal structure with specific targets which mandates outcomes for undergraduate students. The four-level goal structure presumes that students will then elect, based on their experience, success, and motivation, to progress through additional levels. All four levels will be designed to be achievable by any student in any undergraduate college. Academic content decisions will be approved by a faculty committee for International Lehigh & Global Relations (ILGR) programs, and should achieve the following outcomes:

#### **Level 1: International/global awareness and understanding**

*Target: 80-100% of students*

Ensure that Lehigh students experience diverse worldviews, and cultures as a means of enhancing their learning, and preparing them to become members of pluralistic global communities. Create opportunities for students to interact in an open and civil community with people from backgrounds and cultures different from their own. Structure experiences in which students reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

#### **Level 2: Participation in guided international/global learning experiences**

*Target: 40-50% of students*

Students prepare for and have an international/global experience based upon an academic interest or pursuit. Level 2 students achieve cultural understanding and language skills. Level 2 students are expected to interact successfully with people from different cultures, and to articulate what they have learned about being a global citizen or professional. Students then write a learning experience summary after returning from or completing the experience.

**Level 3: Advanced level of international/global expertise**

*Target: 20 – 25% of students*

Students achieving level 3 are strongly encouraged to acquire skills in one or more languages and to join a cohort of similarly-oriented and -engaged students with a designated faculty advisor. Students achieving level 3 take a major or minor, certificate program or a selection of courses in an academic area identified by the ILGR faculty steering committee. Level 3 students complete two or more co-curricular experiences at Level 2 and/or an internship abroad, etc. When students have met the requirements set by the faculty steering committee, they write a term paper integrating what they have learned, how they will use it professionally and/or personally and why they value it. The paper is graded as pass, fail, or pass with distinction. Failing papers do not get a certificate of international/global expertise; a distinction grade is reflected on the certificate.

**Level 4: International/global Fellow**

*Target: 5-10% of students*

Students in level 4 complete Level 3 with distinction and are motivated to give back and enhance their own level of expertise. They now participate in Levels 1 – 3 as peer mentors, facilitators, and through work with the ILGR office to help develop new, more innovative programs and concepts, based on their perspectives. They interact with the faculty steering committee, Global Council, and our partners at future hub locations. They participate in faculty-led research projects on the internationalization of our campus and the development of global leaders and citizens.

The Taskforce urges the Lehigh faculty to strongly suggest the study of one or more languages as part of The University's goals for global competence at any level.

Table 1 details strategic examples of what might be accomplished at each level. Table 1 is not meant as a tactically complete implementation guide. We acknowledge freely that there are other means of implementing the goals, and other metrics possible. The implementation possibilities and metrics are designed to show feasibility, and suggest metrics. The details of these columns will be decided when the strategy has been accepted and planning for implementation becomes appropriate.

Table 1. Levels, Goals, Implementation Possibilities, and Evaluation Metrics of International Activities at Lehigh

Level & Target	Goal Description	Implementation Possibility	Metrics
<p><b>1. International/global awareness and understanding</b> <i>Target: 80-100% of students</i></p>	<p>Ensure that Lehigh students experience diverse worldviews, and cultures as a means of enhancing their learning, and preparing them to become members of pluralistic global communities.</p> <p>Create opportunities for students to interact in an open and civil community with people from backgrounds and cultures different from their own.</p> <p>Structure experiences in which students reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.</p>	<p>Achieved by integrating this level into the First Year Experience (FYE) and beyond initiative currently being rolled out through the Provost office.</p> <p>Our assumption is that this will be a key part of a curricular and co-curricular interactive experience-based learning version of "University 101" in the FYE</p>	<p>An assessment of each student's global awareness and international experience will be developed, and the progress of each student will be measured once a year.</p> <p>Note: the assessment will be used to identify gaps that are significant to the student and their individualized personal and career goals.</p>
<p><b>2. Participation in guided international/global learning experiences</b> <i>Target: 40-50% of students</i></p>	<p>Students prepare for and have an international/global experience based upon an academic interest or pursuit. Level 2 students achieve cultural understanding and language skills.</p> <p>Level 2 students are expected to interact successfully with people from different cultures, and to articulate what they have learned about being a global citizen or professional.</p> <p>Students then write a learning experience summary after returning from or completing the experience.</p>	<ol style="list-style-type: none"> <li>1) A semester of preparation a guided short study abroad.</li> <li>2) Prepare for, and participate in, a GV on the Move at a partner institution abroad.</li> <li>3) Study abroad with abbreviated preparation using established programs by partners and or third parties.</li> <li>4) A U.S.-based experience like Global Village, Model UN, etc.</li> </ol>	<p>Number of students successfully participating.</p> <p>The quality of students' learning experience summaries.</p> <p>The number and variety of experiences available.</p>

Level & Target	Goal Description	Implementation Possibility	Metrics
<p><b>3. Advanced level of international/global expertise</b> <i>Target: 20 – 25% of students</i></p>	<p>Students achieving level 3 are strongly encouraged to acquire skills in one or more languages and to join a cohort of similarly-oriented and -engaged students with a designated faculty advisor.</p> <p>Students achieving level 3 take a major or minor, certificate program or a selection of courses in an academic area identified by the ILGR faculty steering committee.</p> <p>Level 3 students complete two or more co-curricular experiences at Level 2 and/or an internship abroad, etc. When students have met the requirements set by the faculty steering committee, they write a term paper integrating what they have learned, how they will use it professionally and/or personally and why they value it.</p> <p>The paper is graded as pass, fail, or pass with distinction. Failing papers do not get a certificate of international/global expertise; a distinction grade is reflected on the certificate.</p>	<p>Cohorts of students interested in the same academic programs share a faculty global advisor.</p> <p>Academic programs or sequences of courses designated by the faculty steering committee, such as: IR, Global Citizenship, Area Studies, International Finance, Religions of the World, Environmental Engineering, etc. The list of possibilities is growing rapidly as a result of the Global Citizenship Faculty Seminar, etc.</p> <p>Students can take multiple Level 2 experiences, and/or work in global internships, externships, in the Governor’s School for Global Entrepreneurship, Global Village etc.</p> <p>International graduate students are recognized as an important resource for achieving this and prior levels.</p>	<p>Number of students successfully participating and earning certificates</p> <p>The quality of students’ integrative term papers.</p> <p>The number of academic programs and course sequences available.</p> <p>The number of global internships and variety available.</p>

Level & Target	Goal Description	Implementation Possibility	Metrics
<p><b>4. International/ Global Fellows</b> <i>Target: 5-10% of students</i></p>	<p>Students in level 4 complete Level 3 with distinction and are motivated to give back and enhance their own level of expertise.</p> <p>They now participate in Levels 1 – 3 as peer mentors, facilitators, and through work with the ILGR office to help develop new, more innovative programs and concepts, based on their perspectives.</p> <p>They interact with the faculty steering committee, Global Council, and our partners at future hub locations.</p> <p>They participate in faculty-led research projects on the internationalization of our campus and the development of global leaders and citizens.</p>	<p>International/Global Fellows must apply and be selected in a competitive process. This model suggests a limited number of slots and the possibility of some compensation other than intellectual.</p> <p>[Alternatively: International/Global Fellows must meet some selection criteria based only on excellence, and there is no cap on the number we can accept.]</p> <p>There will be a demand/need for qualified peer mentors well before International/Global Fellows can be available. During that time we will use students who have some level of capability, for example Global Citizenship upperclassman (and others). We will learn about the realistic expectations in this process.</p>	<p>The quality of the applicant pool and the difficulty in selecting International/Global Fellows from such a high caliber pool.</p> <p>The effectiveness of the International/Global Fellows as peer mentors as evaluated by the students they mentor and the faculty they work with.</p> <p>An evaluation of the program by the International/Global Fellows as they graduate or leave the program.</p> <p>The ideas/suggestions/innovations produced by International Fellows in the program</p>

### **Goals for graduate students:**

Our goal is for graduate students to be an integrated and valued part of the Lehigh community. They should, within their fields, become leaders in building international/global awareness and understanding through experience-based learning opportunities we provide to them. We also hope to broaden their perspectives by employing their skills in our programs and encouraging them to be participants as appropriate. In particular, we plan to:

1. Ensure that all graduate students in all fields experience diverse ideas, worldviews, and cultures as a means of (a) enhancing their learning and (b) preparing them to become leaders and educators of pluralistic global communities (possibly a one hour per week semester-long seminar similar to University 101, but designed for graduate students by their department and their college);
2. Create co-curricular experience-based learning opportunities for our undergraduate students facilitated by graduate students with international understanding, exposure, and/or background. We will:
  - a. involve graduate students with international expertise and understanding with undergraduates in team-based projects. As is done in the Global Village, multicultural and multi-disciplinary teams will have specific project goals and clients. (We will use Iacocca Institute resources and guidance for this.)
  - b. use graduate students as peer mentors for ILGR programs, with an emphasis on the FYE programs
  - c. facilitate the development of multicultural awareness and skill-building programs like those of the Global Union, but with a greater impact on our undergraduate population
  - d. create a broad-based network of international IM partners for a large cohort of our undergraduates as a project for our Lehigh-based international graduate students
  - e. be more explicitly aware of the opportunity to exchange cultural views and perspectives when we provide Lehigh undergraduates with research opportunities and graduate students are involved.
3. Integrate traditional American undergraduates into StepUp, and other ESL programs as a means of sharing expertise and developing an understanding of what a cultural adoption is. To encourage graduate students who meet undergraduates in this way to maintain a relationship (via IM and other means), and build international relationship networks for both student constituencies;
4. Encourage all graduate students to actively participate in ILGR programs, both on campus and at our hubs and other locations abroad, so that graduate students can broaden their perspectives, and enhance their understanding of the international and global perspectives that are fundamental to the “signature” of Lehigh University.

### **Goals for faculty:**

Recognize the array of international and globally expert faculty. Motivate and support them via appropriate metrics and rewards to take active leadership roles in the ILGR programs at home and abroad. More specifically Lehigh should:

1. Motivate faculty to include more global and international content perspectives in the programs and courses they currently offer, or will propose to teach.
2. Certify (i.e., approval of faculty) partner universities/colleges at international hub locations so that Lehigh students can take required classes at these locations. Faculty should
  - a. review and approve academic programs at “hubs” of international learning
  - b. teach their regular courses at partner hub schools where possible, and mentor our students abroad
  - c. use existing relationships and partnerships in establishing and strengthening hubs
3. Appropriate faculty should participate in faculty development programs and thus be better armed to enhance our students’ experiences, by guiding ILGR programs:
  - a. as a member of the advisory council
  - b. leading short-term study abroad programs
  - c. acting as a facilitator for Global Village on the Move, The Governor’s School for Global Entrepreneurship, and other programs
  - d. mentor to International/Global Fellows on campus
4. Faculty often have expertise in the international/global area which is outside, or peripheral to, their academic discipline. These may have been born in another part of the world, or have extensive multicultural knowledge acquired as a result of their education or research. We hope to motivate faculty in these categories to offer, or participate in, co-curricular activities. This increased participation can occur by:
  - a. participating in various co-curricular programs for a day or short period
  - b. offering seminar courses on various topics (consider, for example, an English professor leading a short term program to Ireland to study the potato industry, done because the professor had the expertise and valued the opportunity)
  - c. designing, then leading, a January mini-semester experience-based learning opportunity (some will go abroad, some will not)

**Goals for Senior Administration:**

To embrace through action and strategic resource allocation, as well as in public endorsements, the need to actively support ILGR as a “signature” element of Lehigh University. In particular, the Taskforce encourages the senior administration to accomplish the following three sub-goals:

1. Establish a senior-level faculty position for the ILGR programs. Related to this position:
  - a. create a focal point for the integration of a cohesive vision of ILGR;
  - b. adopt, endorse and support further strategic plans and facilitate the implementation thereof.
  - c. integrate ILGR into the university goal setting, planning and execution processes of the senior administrative staff (e.g. representation at President’s and Provost’s Council, etc.);
  - d. establish a university-wide advisory council for information-sharing, resource-sharing, and vision/planning within the ILGR community. The purpose of the advisory council is to enhance the ILGR vision and marshal people’s energies toward needed cultural and programmatic change. The council should meet at least once a semester and bring faculty, staff and administrators from broad

functions and constituencies together. The advisory council should include faculty members who are both elected and selected, as well as representatives from Dean's offices, including the Dean of Students, and appropriate professional staff and selected student leaders.

1. Faculty membership
    - a. Some members to be selected/or appointed by Dean's and senior administration, etc.
    - b. A significant number of other members to be elected by faculty
  2. Representatives of each Dean's office
  3. International Program Directors (ESL, GC, Study Abroad, and OISS)
  4. Dean of Student's staff from related programs (Multicultural, etc.)
  5. Student representatives from Global Union, Phi Beta Delta International Honor Society, Student Senate, Graduate Student Council, etc. (The preceding is meant to be descriptive not prescriptive.)
  6. International Admissions person, international Development person, international public relations specialist, technology person, etc.
- e. establish a small faculty steering group (about six members) to serve as the faculty group responsible for setting requirements for students and advising the ILGR office on academic matters (this group is advisory and provides operational academic guidance);
  - f. make the Global Council an external resource to this office;
  - g. create an infrastructure to establish programmatic, logistical and financial synergies across all programs in the ILGR area.
    - ESL
    - Study Abroad
    - Global Citizenship
    - Global Council
    - Global Union
    - Iacocca Institute
    - Dean of Students-related programs
    - Faculty-Led Program Directors
    - OISS
    - others ...
2. Develop a financial/resources allocation and management philosophy which is consistent with ILGR being a key signature piece of the university (and not an add on operation).
  3. Establish a manageable number of global hubs that can serve as virtual extensions of Lehigh University in a way that is transparent to students and their parents. Hubs can be built in partnership with peer institutions across the globe, or they can be built as platforms for flexible Lehigh programs. Building hubs allows Lehigh to do the following:

- a. Strengthen and/or develop deep and close relationships with a high quality network of global university partners in order to support each other in producing students who are internationally aware, and whose expertise in global teaming, cultures, and leadership is experience-based.
- b. Create an administratively manageable support infrastructure across the globe. The infrastructure will enable Lehigh to minimize risk, and provide maximum flexibility in having our students' study, work, and intern safely and comfortably in international locations facilitated by our hub partners.
- c. Create and facilitate the opportunity for high quality seamless international experience-based learning and the development of relationship networks for our faculty and students across the globe.
  - i. Encourage faculty from Lehigh's colleges to develop curricular programs in hub locations, teach their regular classes at hub schools and mentor Lehigh students studying there.
  - ii. Hub partners will be encouraged to send faculty and students to Lehigh, where appropriate.
- d. Importantly, each college will be asked to certify significant numbers of courses at selected partner hubs for Lehigh students to use in meeting college and cross-college curriculum requirements.

**Goals for research:**

The taskforce believes that Lehigh must conduct both (a) program evaluation, and (b) research on the process and outcomes of the spectrum of activities we are exploring in the ILGR area. This evaluation and research should both contribute to knowledge in the field of international education, as well as inform the nature and process of international activities undertaken by Lehigh. In addition, we presume that both undergraduate and graduate students will integrate international perspectives in their respective fields of study.

The following evaluation and research activities are suggested:

1. Evaluation Studies

- a. A database consistent with Banner should be utilized to examine trends in the numbers, educational outcomes, and attitudes of students who study abroad and/or participate in international activities at Lehigh. This should include the evaluation of such indices as retention ratios, time to graduation, career outcomes, GPA, etc.
- b. Evaluate the student and program characteristics that lead to a successful international experience. The findings from these studies can then be utilized to improve program outcomes (e.g., compiling of briefing manuals for specific regions, changes and enhancement to support and technical services, faculty and staff training and in-service).
- c. Evaluations of program educational quality and structure should be conducted for all participating students who study abroad in order to evaluate programs for periodic re-approval and for comparison of Lehigh led, and non-Lehigh programs.
- d. Systematic evaluation of the educational and economic impact of these programs should be conducted.

## 2. Research Studies

International education is a growing field of interdisciplinary research involving such fields as IR, Political Science, Area Studies, Ethics, Modern Languages, Communications, Collaboration and Networking as examples. Potential empirical studies emerging from the data base include:

- a. the relationship of international experiences to learning, attitudes, and world-views and behaviors of participating students (e.g., away from ugly American), faculty (e.g., involvement and commitment), and alumni;
- b. studies of sociological aspects of change in a culture at a university, including organizational and administrative changes in the institution, involvement of faculty committees and governance, educational policy issues, personnel issues, internationalization of curriculum and student services, and changes in teaching practices and modes that facilitate international education.

### **Goals for Parents:**

Parents and families should be informed of ILGR objectives and activities, and engaged in supporting student involvement. In particular, we should:

1. Develop a simple and straightforward message that can be repeated regularly to underscore the key reason for international programming;
2. Encourage parents understand the role of ILGR in achieving general educational outcomes such as intercultural awareness, and in preparing students for international opportunities that would otherwise be inaccessible;
  - a. Provide information that helps parents encourage their students to plan for study abroad, or take advantage of other ILGR programs.
  - b. Invite parents to cultural or intellectual events with an international dimension.
3. Solicit involvement of parents with international expertise in an appropriate way with ILGR programs. International parents could be networked in a way that promotes cultural and academic exchange.

### **Goals for Staff:**

Staff should become more culturally aware, as well as sensitive to, the value of international diversity on our campus, and the value of ILGR programs to our students and faculty. We should develop and implement programs which will prepare the staff to better understand and support our goals for ILGR. In particular:

1. Staff should participate in staff development programs and thus be better equipped to enhance our students' experiences, by guiding programs in the ILGR programs
  - a. as a member of the advisory council,
  - b. leading abroad study programs for short study abroad periods
  - c. staff exchanges with hub partners
  - d. acting as a facilitator for Global Village on the Move, the Governors school for Global Entrepreneurship and other programs
  - e. mentor to International/Global Fellows on campus
2. Run programs enabling staff to better understand diverse cultures and make appropriate cultural adjustments, develop programs to brief, explain, and prepare staff for these adjustments

- a. This can occur in individualized settings (e.g., performance appraisals)
  - b. This can occur in collective settings (e.g., officially sanctioned and encouraged involvement in internationally-oriented events, both on-campus and in the wider community)
3. Staff should be recognized and rewarded for involvement/participation, initiative, excellence, communication, diversity, service, and improvement related to our goals
  4. Staff often have expertise in the international/global area which is outside, or peripheral to, their positions. They may have been born in another part of the world, or have extensive multicultural knowledge acquired as a result of their education or employment. We hope to motivate staff in these categories to offer or participate in co-curricular activities.
    - i. Participation on campus in various co- and extra-curricular programs for a day or short period
    - ii. Leading/participating in mini-university-type courses offering street-level or introductory familiarity on topics such as language, religion, customs, politics, history
    - iii. Facilitating/leading experience-based learning opportunities

**Goal(s) for Alumni:**

Capitalize on the significant international expertise, and global relationship possibilities of, our alumni. We also plan to give more to them in ways that they will value.

For the same reasons we believe it to be appropriate that we educate our students, we believe that our alumni (not just those living overseas) who have traditionally been leaders in their profession, and have accumulated significant expertise, should be offered appropriate opportunities to partner with us and share their expertise and relationships with our students and faculty. In particular, we will:

1. Establish an accurate network of alumni relationships, contacts and expertise, and communicate with them
  - a. Apprise alumni of ongoing activities in which their guidance, expertise and participation would be facilitative of University goals in the following:
    - i. Countries in which we seek to establish relationships and/or hubs
    - ii. Places we are seeking home hospitality opportunities, industry connections, or just a better understanding of the culture
    - iii. Interactions with our faculty/staff and students
  - b. Disseminate an inventory of co-curricular programs and learning experiences we are operating, so that alumni can get involved with our faculty and students in ILGR in ways similar to the more traditional involvements.
    - i. Internships, externships and work/industry experience
    - ii. Participation in panels, programs and as advisors to Lehigh activities
    - iii. Providing advice and guidance to groups of students and individuals seeking their expertise and advice, etc.
2. Enhance our relationship with Lehigh Alumni clubs internationally and domestically re international opportunities and global relationships. Include providing support and assistance in opening more international Alumni clubs
3. Offer life long opportunities for alumni to participate in co-curricular or dedicated continuing education and/or executive programs where our expertise may provide value to them

**Goals for the Lehigh Valley Community:**

To make the Lehigh Valley a primary source/target location for establishing and nurturing international interactions and global relationships. We seek to:

1. Use Lehigh University as a role model for other institutions in becoming more globally competent;
2. Have the Lehigh Valley internationally recognized and connected with key partners across the globe, synergistically with Lehigh University;
3. Partner with appropriate community organizations for synergy in areas such as economic development, cultural and/or religious understanding, among others.
4. Use multicultural and multi-disciplinary teams to complete consulting projects for appropriate Lehigh Valley business and community groups

In summary, this report outlines the conclusions and recommendations of the Taskforce on International and Global Relationships at Lehigh University. The report outlines specific strategic goals, targets, and activities for continuing and enhancing the quality and availability of international experiences for all members of the Lehigh Community.