



**Report on Drake University
Participation in the ACE Internationalization Laboratory
By the American Council on Education Peer Review Visit Team
November 30-December 2, 2010**

I. Introduction

This report is based on a visit to Drake University by an American Council on Education (ACE) peer review team on November 30—December 2, 2010. This report also draws upon several documents, which the university provided to the peer review team: the International Strategic Plan, October 10, 2010; the Drake mission explication; the interim report on Internationalization at Drake University, March 29, 2010; the power point presentation to the Provost's Council, January 6, 2010, that summarizes the results of the Fall 2009 surveys of faculty, staff, and students; and two PDF files from the Drake University Databook.

The visit included meetings with President David Maxwell, Provost Michael Renner, the Internationalization Planning and Advisory Council (IPAC), the Deans' Council, the staff of the International Center, and the members of the Drake delegation to AAC&U's "Facing the Divides Conference."

The visit is part of the ACE Internationalization Laboratory, a project that builds upon the learning from several earlier ACE multi-campus initiatives, including Promising Practices in International Education and Global Learning for All. In addition to Drake University (IA), other institutions participating in the 2009–2010 Laboratory are Systema CETYS Universidad (MX), Inter American University—Metropolitan Campus (PR), Long Island University (NY), Marshall University (WV), Universidad del Este (PR), and the University of Tulsa (OK).

This is a confidential report to Drake University, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless the institution chooses to do so or gives ACE permission to do so.

II. Peer Review Team

Dr. Elizabeth Brewer, Director, International Education, Beloit College (WI).

Dr. Barbara Hill, Senior Associate for Internationalization and Director of the Internationalization Laboratory, Center for Effective Leadership, American Council on Education, Washington, DC (team leader).

Dr. Cheryl Matherly, Assistant Provost for Global Education and Director of the Center for Global Education, University of Tulsa (OK).

III. Overall Strengths

Drake University is at a propitious moment in time to broaden and deepen its internationalization efforts. Internationalization has received strong support from the current president and senior administrators—a fact widely acknowledged and appreciated on campus. This support is critical to the task of implementing the global vision embedded in Drake University’s mission statement, which is omnipresent on the campus and part of Drake’s culture. The international strategic plan is designed to make the intentions of the mission a reality.

The campus-wide International Planning and Advisory Council (IPAC) was designed with a diversity of membership to ensure broad faculty and administrative buy-in, and the group has produced excellent materials, culminating in the internationalization strategic plan with clear, focused goals. The team organized itself well to deal with the various aspects of internationalization, gathering information and analyzing Drake’s current opportunities and challenges, and keeping to its timeline. IPAC worked well because of effective leadership from the former provost, whom the committee respected and trusted. We commend the senior leadership’s wisdom in naming Ron Troyer as Senior Counselor for International Initiatives and for asking him to chair the Internationalization Laboratory process.

Drake has a good history of moving an international agenda. There is a strong Center for International Programs and Services, which is trusted by the faculty and students. There are a significant number of faculty members who are personally engaged internationally and who share that interest with their students. Drake also has good community outreach that can support its international mission.

Significantly, Drake’s donors, actual and potential, are very interested in supporting the institution’s strategic priorities, including internationalization. Several are personally aligned with the international agenda, and the institution is wise to encourage donors to make the strategic priorities their funding interests.

Drake has managed to garner some modest financial resources to fund faculty development for internationalization activities and clearly will expect a payback from

those funded by this kind of investment. Drake has a particularly good opportunity for strengthening internationalization through its young faculty members, who have energy and ideas, and who think of internationalization (and domestic diversity) as a core feature of their teaching. This is certainly a tribute to the recent hiring practices at Drake.

Drake's current students are eager to have opportunities for global engagement, partially because of the way the mission of creating globally responsible graduates is presented to prospective students during Admissions events and to matriculating students during orientation. Because Drake will have to deliver such opportunities for students, several recent considerations are particularly significant. The elimination of the \$600 study abroad fee is a sign of Drake's commitment to make opportunities accessible to all students. The current discussion of a curricular and calendar change to include a January Term is also particularly auspicious. This would allow internationalization to affect more than just general education; the majors and the professional schools could find new possibilities in the school year to increase internationalization of their programs in the form of January term courses taught either abroad or in the U.S. Discussions of new approaches to experiential learning also hold promise to strengthen internationalization. We note that the discussions about establishing a Center for Teaching and Learning suggest that it may be well positioned to assist faculty members to do this.

During the peer review visit, the scheduled meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important administrative offices. The conversations we had during the visit suggested that internationalization can shape everything the university does, and clearly a committed core of faculty and staff are willing to work to achieve that vision

IV. Observations and Recommendations

Unfinished Business

We observed that many things are in motion at Drake at this time, and we urge the university community to have patience during this time of change. Consideration of a January Term, developing assessable student learning outcomes aligned with the Drake mission and vision, coming to grips with Experiential Learning, regularly reviewing the Areas of Inquiry, and searching for a chief international officer are all significant processes, and the institution and its students will benefit if they can be aligned. We know that Drake's focus on mission as the touchstone of decisions will be a comfort and a safeguard during these processes. Similarly, we see the need for Drake to continue the cross-school discussions of what it means to have globally responsible graduates, and we recommend that the institution set aside time and space to ensure that the conversation continues.

Leadership and Infrastructure

Drake is already capitalizing on the interest and momentum toward internationalization generated by participation in the Internationalization Laboratory by moving immediately to create the new position of Vice Provost for International Programs. The ideal candidate will, of course, need to have the appropriate international and academic expertise. But equally important, the ideal candidate must have an appreciation of Drake's complex institutional culture and be sensitive to its ethos and mores. In other words, to be successful in developing the considerable international potential at Drake, the Vice Provost will have to be a good listener as well as a good strategist and manager of programs. Because the peer review team knows that national searches for such positions are difficult and often take up to two years because of limited candidate pools, we recommend several things. First, during our visit we recommended that Drake join the Association of International Education Administrators (AIEA) so that it could post the position advertisement on the AIEA listserv, which reaches the leadership of the profession. Because we have received an AIEA e-mail announcement about the Drake position, we realize that the institution has already followed our recommendation. Second, because such searches are difficult, we urge the university administration develop a fallback position should the search not come to a successful completion during this academic year. This would ensure that the university would not lose valuable time in implementing the good recommendations in the internationalization strategic plan.

International Planning and Advisory Committee

This group has been active, committed, and productive. As Drake moves to consider implementation of the Internationalization Strategic Plan, we urge that IPAC move from being an ad hoc group to a regular part of the university's governance structure entrusted with matters international. We see this group as working closely with the Vice Provost for International Programs.

Center for Global Citizenship

This Center is one of the structures that Drake has used to move its international agenda. We endorse David Skidmore's suggestion that the university do a review of the Center for Global Citizenship, including a self study written in a collaborative manner. Like David, we see a review as appropriate in light of the strategic plan for internationalization and a thorough review of the Center would ensure that its future activities and use of resources align strategically with Drake's university-wide mission. Beloit College's Weissberg Residency Program, which incorporates faculty reading groups in advance of the residencies of figures active on the international scene, may give Drake a useful model to consider.

Global Engagement through International Partnerships

We observed that the university is deeply connected to programs in China and Uganda, and we think these significant relationships should continue because faculty expertise across schools and institutional capacity is strong in these places. We wonder if Drake is really ready to engage in India, as we did not see the same level of faculty expertise for south Asia. For example, is the institution currently teaching a lot about India, its social, political, economic, and cultural conditions? If not, to develop the institutional capacity to work in India effectively would take a massive infusion of resources, both human and financial, possibly diminishing Drake's capacity to continue in the areas where the institution already has strong programs. We suspect that faculty interest in India expressed on the survey may have been a response to the recent recognition of India's importance internationally rather than grounded in faculty teaching and research expertise and interest. The institution has a better foot in the door in other areas of the world, such as sub-Saharan Africa and south-east Asia, where there appear to be existing faculty expertise and connections. Rather than developing a whole new area, the institution should do its hiring strategically to support the academic infrastructure needed to develop areas where Drake already has a toehold.

We also recommend that Drake begin a systematic and regular review of all its exchange programs in terms of their current match with the institution's mission and strategic objectives. Consideration might also be given to how often the programs are used, the breadth of potential exchanges, the administrative burden to maintain them, etc. If a program is not currently contributing to Drake's internationalization agenda, steps should be taken tactfully to bring the arrangement to a close.

Faculty Reward Structure

Clearly the institution will need to anticipate how current tenure and promotion policies and practices may affect the potential for internationalization embodied in the junior faculty. It may be necessary to consider new language in qualifications and to ensure that departmental and school processes adjust so that the institution can capitalize on the recent successes in faculty hiring.

Language Study

Drake is well aware that it needs to pay attention to its unique language program, which we see as an institutional strength. However, dealing with the issue is clearly complicated. Scaling up language study would be useful but seems to be impractical at the current time. Students' level of readiness for language study is another issue that deserves further analysis. Some curricular areas of inquiry and some programs of the professional schools are well aligned with the mission of preparing globally responsible graduates so the issue of language study is made even thornier because much of the rest of the institution is well poised for internationalization. We have no particular suggestions, but we know that this is an issue requiring careful analysis, broad discussion,

and reasoned action. The suggestions in the Internationalization Strategic Plan are a good starting point.

The Mission and Curricular Assessment

The peer review team wondered if all the programs in Arts and Sciences and in the professional schools were really delivering on the mission of educating globally responsible graduates. While one can cite study abroad statistics, other curricular factors can also contribute to the fulfillment of the mission. We suggest that the institution undertake a clear assessment of all areas of the curriculum to address this. Are the courses with international designation actually deserving of it? We are glad to see that they are being reviewed. Is the mission being addressed by all of the 2-plus-2 programs? Is it being addressed for international student transfers, who would probably benefit from a more strategic orientation? To say that some programs do not allow enough time to fulfill the mission is problematic. We wondered just what does a Drake education mean? Is the goal of preparing students for global citizenship only for domestic students? Or is it for all students, including those who happen to be international? Developing globally responsible students should not just occur in general education but should happen in the junior-senior experiences and include cultural competency in the majors. The institution should even assess study abroad to see if all programs actually contribute to the mission and specific learning goals rather than assuming that they do. A Drake education should be consistent and not subject to problematic interpretation. Assessment of the curricula writ large would help to begin the process of developing this consistency.

We are aware that 65% of Drake students graduate with a professional degree, and we know that professional schools often invoke the strictures of their accreditation or licensing requirements to duck the issue of internationalization. We find this fallback excuse insufficient as we know of programs in almost all academic areas that have found creative ways to address internationalization within the prescriptions of their accreditation and/or their licensing requirements. We urge the senior leadership to examine seriously any claims by programs that would seek to be excused from the obligation to produce globally responsible graduates and not to accept them at face value.

Finally, annual program reporting, a new process at Drake, has the potential to help the institution to hold its units accountable for advancing the student learning outcomes implied in the mission. We urge the senior administration to devise this process to do this.

Student Global Engagement and Study Away

The surveys done during the Internationalization Laboratory show a lack of alignment between areas of the world that faculty members find important and those where students desire to study. This apparent disconnect needs further analysis so that the university can devise a plan to help diversify where students study abroad. Departments and advisors should be involved in suggesting when a student could

optimally study abroad, appropriate places for students to study abroad, and what courses could count for the major as incentives to encourage further participation.

We understand that the term “study away” is being discussed informally by some to describe off-campus opportunities for students, as this term can capture both study abroad and off-campus study taking place domestically. We recognize that a clear definition is needed and a delineation of what goals should be achieved through offering these opportunities. While we realize that this term is linked with the “Bridging Action Plan,” further work is needed. We suggest this shift in terminology needs to be discussed by IPAC or other groups before it can be used formally. In any case, the following questions must be answered. Will this cover exchanges with other New American Colleges? What other options are possible? How does “study away” relate to “study abroad”? Will the university facilitate these experiences for all students, no matter what their country of origin is and no matter the major?

International Students

Drake, like many institutions, depends on the tuition generated by the admission of international students, especially those from sponsored programs. Such recruiting can seem opportunistic rather than strategic. We recommend that the institution develop an international student recruitment management plan to help diversify the countries from which the students come and to offset an over-reliance on certain areas where Drake cannot assure political or economic stability to keep the pipeline open consistently.

In addition, Drake should explore the ways that international students can be pedagogical assets and not just revenue assets.

International Alumni

The university should develop a process for tracking all international alumni, not just those in certain programs. Alums are valuable to institutions for recruitment, the development of exchange programs and internships, and potentially for funding. The system used in Actuarial Science may be a model that can be developed university-wide. The creation of a new e-mail system guaranteeing all alumni a Drake e-mail address may be another route, though Drake should see how effective such a system has been at institutions that have inaugurated them previously. We further recommend that Drake engage international alumni on the National Advisory Councils for the schools and for the university’s Board of Trustees as well.

Bringing the World to Drake through Technology

Another technique to boost faculty involvement in international education efforts is to put technology to greater use. At a much lower cost than faculty travel, technology offers faculty and their students the opportunity to engage with colleagues overseas. Co-teaching courses with faculty from abroad using video/Internet technology, for example, can help fill gaps in international expertise at an institution and enhance the

internationalization of the curriculum. This will require having technical capacities in areas of the campus that are convenient for faculty and students. It will also require that there is support for developing the relationships that can lead to such cooperation, and Drake will need to recognize that this will require face-to-face contact for cooperating faculty (and possibly administrators) at some points.

Communication about Internationalization

In addition, the senior administration should devise a communication plan to inform the university community of faculty and student achievements in international activity. A bi-annual e-bulletin might be helpful, as well as inclusion in any regular convocations or faculty orientations.

V. Conclusion: Building Leaders for the World

Drake University is clearly fortunate to have strong support for internationalization from many faculty and administrators. Of course, conversations about internationalization must continue, in order to widen this base of support so that the university can effectively achieve its vision and mission in terms of internationalization and to prepare its students to be leaders in a global world. We were pleased to see the emerging interest in the intersections between internationalization and domestic diversity, and we encourage Drake to continue these and make them a part of the agenda for the new chief internationalization officer.

The institution is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and a clear sense of direction. Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment. By developing and continuing an intentional process, Drake will make its internationalization goals part of its everyday operations, continuing to reinforce its status as a distinguished and distinctive institution.

Submitted January 6, 2011