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 21st 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, Strategies and Tactics

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

**Goal 1 - 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

Tactic: Form subcommittee of International Advisory Council and ask them to assist in developing a map of globally engaged companies in the Greater Des Moines Region. [IAC, Vice Provost & Senior Advisor for External Affairs]

Tactic: Draw upon information about potential partnership included in the Carnegie Classification Application submitted by the Center for Community Engagement and Service Learning (CCESL) staff.

Tactic: Develop Global Engagement Consortium that brings together local partners for quarterly meetings aimed at strengthening collaboration.

**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


Tactic: Identify and prioritize audiences (e.g. Greater Des Moines Region, communities from which Drake draws international students)

Tactic: Develop appropriate communication channels for the priority audiences, which is attention to language and cultural diversity, and regularly evaluate their effectiveness.

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

Tactic: Partner with Alumni office in engaging campus community to update alumni information in Raisers Edge.

Tactic: Review data we have on our alumni in particular countries or regions and develop culturally appropriate approaches to engaging with them.

Tactic: investigate industry best practices and conduct market research to determine best course of engaging alumni in specific international regions.
Tactic: Develop social media tools and other initiatives aimed at international and globally engaged Drake alumni.

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

Tactic: Continue to work across Drake units on our existing partnerships.

Tactic: Formalize a network of Drake’s international institutional and organizational partners and arrange virtual gatherings to explore synergies and enhance our work together.

Tactic: Refine partnership proposal process to include additional members of the network as reviewers/contributors to funding activities.

Tactic: Analyze for global opportunities, modify and implement relevant tasks from the Carnegie Classification for Community Engagement report.

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

Tactic: Drake International invited as guests to gather input on the global and multicultural competencies needed, and provide information on labor market policies that may serve as barriers to placing global talent.

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

Tactic: Develop curriculum blueprint that includes global and multicultural topics that Drake faculty and staff are equipped to deliver.

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.

Tactic: Continue to promote the Drake campus as a center for local, regional and international events with special attention to global pressing issues.

Tactic: Review GAUDIT 2013 report for information from faculty and staff on their research and teaching interests and update as needed.

Tactic: Identify faculty clusters and facilitate collaborative activities to advance knowledge and experience with targeted global themes. (Goal of two clusters by May 2016, four clusters by May 2017, five clusters by May 2020)

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,

Tactic: Enhance efforts to invite alumni doing work on pressing global issues to come back and offer guest lectures, engage in joint research with faculty and students, and role-model what it means to be responsible global citizens.

Tactic: Develop database of topical experts willing to serve as resources Drake faculty, staff and students on global issues.

Tactic: Expand Global Practitioner and Diplomat-in-Residence programs.

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
Tactic: Seek grant funding to develop and pilot Gateway to Global Citizenship course to attract incoming students to language learning at Drake.

Tactic: Develop language and culture focused FYS courses and J-Terms.

Tactic: Offer workshops and support the development of World Languages linked courses in collaboration with other units.

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

Tactic: Develop Visiting Scholar program with partner institutions.

Tactic: Explore joint language programs with local and global partners.

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

Tactic: Share existing data that has been gathered about the quality and impact of language and culture programs, nationally, and at Drake.

Tactic: Gather data (through surveys and panels) about student and faculty attitudes/perceptions about the relevance of language study.

Tactic: Convene Task Force to develop strategy for building demand for language learning aimed at targeted student populations.

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.

Tactic: Research web-sites that are effective in recruiting candidates with international and multicultural backgrounds and place appropriate positions on these sites.

Tactic: Promote sharing of position announcements with colleagues in the international sections and diversity groups of disciplinary associations.
Tactic: Share announcements about appropriate position openings with Human Resources and Career Services at Drake’s institutional and organizational partners in other countries.

Tactic: Leverage international partnerships to identify best ways to expand applicant pool from other countries.

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

Tactic: Raise awareness of technological tools available to support internationalizing the curriculum through faculty illustrations at Drake or with colleagues at our partner institutions.

Tactic: Develop a faculty learning community to set learning outcomes & standards of academic integrity for faculty led travel seminars.

Tactic: Maintain membership (via Cowles Library) in the International Federation of Library Association (IFLA), including professional exchange programs and promulgation of global information access policy.

Tactics: Incentivize faculty and staff sharing of good practice with internationalization and global engagement practices facilitated by Drake International Grants.

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

Tactic: Align faculty and staff annual goals and review with University and College vision and mission statements.

Tactic: Explore the feasibility of capturing information of faculty and staff’s internationalization and global engagement from their annual updates.

Tactic: Develop a recognition program that awards faculty and staff members who are active in internationalization activities through a reception and campus-wide communications about their efforts. [DI]

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 21st century. (Vice Provost for International Programs; Associate Provost Curriculum; GIPAC; Deans) Timeline: Summer 2015 – May 2020

Tactic: Promote deeper involvement in global issues through the learning community model for professional development.

Tactic: Provide incentives for interdisciplinary collaboration in teaching and research.

Tactic: In collaboration with an existing center or institute at Drake, develop interdisciplinary symposium with strategic institutional and organizational partners on pressing global issues.

Tactic: In collaboration with an existing journal, develop a special issues volume on interdisciplinary and pressing global issues.

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

Tactic: Foster collaboration among Directors of international and global programs through the Nelson Institute.

Tactic: Promote the use of FYS classes as gateways for internationalization.

Tactic: Promote the infusion of global service-learning into core courses.

Tactic: Explore ways to demonstrate how multiple integrated global learning practices combine to impact core international programs (FYS Seminar + J-Term + simulations + group projects with international students + semester experiential learning + certificate in language study + capstone experience]

Tactic: Support Cowles Library’s integration with international library and information services (OCLC, SPARC).

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

Tactic: Build on travel seminar and international rotation models to develop systems for graduate level global experiential learning opportunities (e.g. practicums, field research, consultancies)

Tactic: Conduct an audit of the graduate programs to determine to what
extent we are currently building in-depth global and multicultural competence.

Tactic: Draw upon data on employer demand for graduates with global competence (Goal 1, Objective 3) to revise graduate programs as needed to maximize their relevance.

Tactic: Promote the alignment of faculty and staff annual goals with the University vision and institutional strategic priorities for infusing global and multicultural understanding throughout Drake.

**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

Tactic: Develop curriculum review template to assist units in assessing international content.

Tactic: Compile and share examples from other institutions or other units on campus of how global requirements have been integrated into curricular programs (such as the globalization requirement created in CPBA)

Tactic: Identify unit/discipline-specific accreditation standards related to global competencies as guides to best practices. (Professional schools/colleges)

Tactic: Share relevant data that has been gathered through the ongoing Academic Program assessment and accreditation reporting activities.

Tactic: Provide scholarly and information resources that reflect international research and content (through Cowles Library); build information literacy competencies that promote utilization of this material.

**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

Tactic: Identify courses for selected education abroad programs that faculty might endorse as especially appropriate for their advisees.

Tactic: Identify new opportunities as needed for students to engage internationally in service-learning, internships, rotations and research.

Tactic: Provide discipline-related resources and training on education abroad for faculty advisers.
Tactic: Collaborate with education abroad providers to develop Drake summer and semester-long programs that are closely integrated with specific Drake academic programs.

Tactic: Stabilize support for faculty-led education abroad by making a currently grant-funded position permanent.

Tactic: Continue to seek additional unrestricted endowed funding source for study abroad scholarships.

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

Tactic: Create a culture of expectation that a global learning experience will be part of the Drake experience.

Tactic: Incorporate recent graduates with international experiences into Welcome weekend.

Tactic: Facilitate incoming students in gaining a passport by providing applications for passports in packets. (Drake International, Academic Success, and Student Life)

Tactic: Offer additional training to PMACS and RAs on how to facilitate more student intercultural engagement.

Tactic: Integrate more information about global, international and multicultural opportunities at services fair and parents session

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

Tactic: Redouble efforts in encouraging student groups and clubs to offer activities that have broad appeal for diverse audiences.

Tactic: Promote “Pen pal” engagement between Drake students and students at international partner universities.

Tactic: Promote student cross-cultural and ESL tutoring locally.

Tactic: Promote residential hall programs drawing upon visiting or exchange students who are amenable to sharing about their cultures of origin.

Tactic: Promote Global Ambassador Program more prominently.
Tactic: Glean from existing data gathered by Institutional Research about the impact of current learning experiences.

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

Tactic: Regularly evaluate the International Student experience of programs and services note above.

Tactic: Should assessment reveal international student needs are not being sufficiently addressed, develop targeted programming to address needs.

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

Tactic: Facilitate members of these diverse units engaging in professional development (e.g. conferences, webinars) and identifying best practices for internationalization operations.

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

Tactic: Elevate involvement of key stakeholders in select units by inviting Directors and Vice Presidents to engage in the design of an implementation approach based on good practices.

Tactic: Ensure an efficient and collaborative process for review of initiatives and programs by appropriate University bodies and leadership.

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

Tactic: Explore the technological options (perhaps through faculty publishing) available to leverage information gathered about faculty and staff international/global work through other means (annual reports, etc.)

Tactic: Include questions during on-boarding process about whether new faculty or staff members have advanced proficiency in a language other than English and an interest in using that language at Drake.

Tactic: Develop a targeted communication to share during Orientation with new faculty and staff about international opportunities at Drake.

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

Tactic: Create additional collaborative classrooms (with microphones, video, Skype, collaboration tables) that can be used by faculty and staff to engage and collaborate with international partners. [Estimated at $250,000]

Tactic: Organize an overview and communicate about existing technologies available for virtual delivery of content and collaboration with partners.

Tactic: Support Cowles Library for implementation of new Integrated Library System (ILS) that insures linkages to global open access resources, OCLC Global Services, and appropriate information provider vendor resources.

Tactic: Partner in determining how to best make use of new applications for partnership maintenance and education abroad systems.

Tactic: Identify business process needs of international programs and explore possible technical efficiencies.

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

Tactic: Review the July 2014 communications plan and update to align with the final version of the internationalization and global engagement plan.

Tactic: Allocate human and financial resource for implementation.
Tactic: Assess the effectiveness of diverse communication strategies as proposed in plan and make improvements as needed.

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


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

Tactic: Actively engage new leaders at Drake in discussions about the Global Vision 2020 and its relevance for the future of Drake University.

Tactic: Develop impact/outcome statements of the features in the plan for different audiences.

Tactic: Identify and feature on a monthly basis those alumni who illustrate vividly our global vision features (global talent, intercultural competence, addressing pressing global issues)

Tactic: Intentionally invite back to campus those alumni who are globally engaged to give talks and interact with current students, so the vision becomes real for the next generation of stakeholders.
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

Tactic: Develop a revised slip sheet to reflect the new plan with dollars assigned to the various activities outlined in the plan.

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

Tactic: Create a master calendar of relevant federal and foundation grant deadlines.

Tactic: Consult with DTS when developing grant proposals in order to strengthen proposals with appropriate use of technology.

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

Tactic: Identify best practices in international prospect identification and research.

Tactic: Develop a regular (perhaps quarterly) cross-unit conversation on international prospects engagement.