



# Getting to Global Lehigh

May 30, 2007



LEHIGH UNIVERSITY.

## **GETTING TO GLOBAL LEHIGH**

### **A REPORT FROM THE GLOBAL LEHIGH ADVISORY COUNCIL**

**May 30, 2007**

**Rajan Menon, Professor of International Relations, College of Arts and Sciences (Council Chair)**

**Richard M. Brandt, Director, Global Lehigh, and Director, Iacocca Institute**

**Marie-Hélène Chabut, Professor and Chair, Department of Modern Languages and Literature, College of Arts and Sciences**

**Arpana G. Inman, Assistant Professor of Counseling Psychology, College of Education**

**Judith A. McDonald, Associate Professor of Economics, College of Business and Economics**

**Carl O. Moses, Deputy Provost for Academic Affairs and Associate Professor of Earth and Environmental Sciences**

**Frank J. Pazzaglia, Professor and Incoming Chair, Department of Earth and Environmental Sciences, College of Arts and Sciences**

**Richard P. Vinci, Associate Professor of Materials Science and Engineering, College of Engineering and Applied Science**

**Joan M. Smith, Administrative Coordinator, Iacocca Institute**

**Contact: Rajan Menon, Chair, Global Lehigh Advisory Council  
[rm04@lehigh.edu](mailto:rm04@lehigh.edu) or 610-758-3386**

## TABLE OF CONTENTS

<b>A.</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>2</b>
<b>B.</b>	<b>THE VISION AND THE MISSION .....</b>	<b>6</b>
<b>C.</b>	<b>REALITIES AND POSSIBILITIES.....</b>	<b>7</b>
<b>D.</b>	<b>DESIRED OUTCOMES AND PATHS TO ACHIEVEMENT .....</b>	<b>9</b>
<b>E.</b>	<b>GLOBAL LEHIGH’S CORE COMPONENTS .....</b>	<b>9</b>
1.	REQUIRED INTERNATIONAL EXPERIENCE (RIE).....	9
2.	STUDY ABROAD (SA) PROGRAMS .....	11
3.	PROMOTING LANGUAGE STUDY.....	16
4.	SENIOR ADMINISTRATOR FOR INTERNATIONAL PROGRAMS .....	19
5.	AN IMAGINATIVE INTERNATIONAL CURRICULUM.....	20
6.	INTERNATIONAL STUDENT RECRUITMENT .....	22
7.	IMPROVING THE ENVIRONMENT FOR INTERNATIONAL GRADUATE STUDENTS .....	26
8.	INTERNATIONAL INTERNSHIPS .....	27
9.	PROMOTING FACULTY DEVELOPMENT AND EXCHANGES .....	28
10.	BUILDING INTERNATIONAL PARTNERSHIPS.....	29
11.	FORGING STRONGER TIES WITH OUR INTERNATIONAL ALUMNI .....	30
12.	AN INTERNATIONAL HOUSE.....	31
13.	ADMINISTRATIVE GUIDELINES.....	32
14.	ENGAGING FACULTY, STUDENTS, AND STAFF.....	35
<b>F.</b>	<b>SUMMARY .....</b>	<b>37</b>
<b>G.</b>	<b>APPENDICES .....</b>	<b>38</b>
A.	REPORT ACRONYMS .....	39
B.	GLOBAL LEHIGH ADVISORY COUNCIL INFORMATION GATHERING PROCESS .....	40
C.	LEHIGH TOTAL ENROLLMENT VS STUDY ABROAD BY COLLEGE 2001-2006 .....	41
D.	LEHIGH STUDY ABROAD BY DESTINATIONS 2001-2006.....	42
E.	LEHIGH STUDY ABROAD TRENDS 2001-2006.....	43
F.	LEHIGH STUDY ABROAD ANNUAL REPORT-TERM AND GENDER .....	44
G.	LEHIGH DESTINATIONS OF STUDENTS-COUNTRY AND REGION .....	45
H.	NATIONAL STATISTICS, AY 2004-05-TOP COUNTRIES AND TRENDS .....	46

## **Getting to Global Lehigh: Principles and a Plan of Action**

### **A. Executive Summary**

#### **The Essence of “Global Lehigh”**

Global Lehigh calls for a long-term campaign that must be waged on multiple fronts to transform life and learning at the University. Its goal is to ensure that internationalization in all its dimensions pervades the University’s intellectual, cultural, and social life and becomes evident to both undergraduate and graduate students—whether potential or enrolled—from the day they set foot on campus. This ethos must also be clear to those assessing Lehigh from the outside so that we gain the reputation as a school that, in its own particular way, has made internationalization fundamental to its educational mission, not simply out of pragmatism, but out of principle as well.

If this far-reaching transformation is to occur, there must be a steady and substantial flow of people, ideas, and culture from the world to us, and from us to the world. Lehigh must look, feel, and sound international. We must offer an array of innovative international programs, with a significant number of them having an interdisciplinary character. We must provide ample opportunities to learn languages and to study abroad, to conduct research overseas, and to hold international internships. We must create a community in which international students and visitors are plentiful, so that internationalization flows not only from formal instruction but day-to-day conversations, associations, and friendships as well.

#### **Transforming Life and Learning on Campus**

As a prominent University, Lehigh is already expected to offer a global education as a matter of course (not as a bragging point), and we can point to many examples—which are mentioned in this report—of how we are already doing so in innovative and successful ways. But we must do much more, and with the aim of transforming the culture of campus. This, in turn, will require radical departures from our past patterns. We advocate an ambitious agenda to make such a change. It involves expanding and sustaining the excellent international initiatives we have currently; creating new ones with the enthusiastic engagement of students, faculty, and staff; and ensuring that our efforts flow from an overall conception of the education we seek to provide and of internationalization’s place within it.

#### **The Core Concept: A Required International Experience**

Our principal proposal is a “Required International Experience” (RIE) for all undergraduate students. Rather than imposing rigid requirements that overlook students’ particular interests and the particular circumstances created by their fields of study, we propose that there be an assortment of exciting and rigorous programs that students chose out of genuine interest. The menu will include study abroad programs, language study, international internships, and research abroad.

## **An International Curriculum**

The RIE must, of course, exist within the context of a curriculum that breaches traditional disciplinary boundaries whenever possible and provides multiple ways in which to learn about the world, both within the classroom and outside of it. Our aim must not be to simply provide a set of skills that certify that students possess what some refer to as “international competence.” At the end of their education, Lehigh graduates must know substantially more about the world than they did when they began their studies, but there must be many open questions in their minds, and they must come to see engagement with the world as a life-long pursuit.

We will have accomplished a great deal by simply making Lehigh graduates intellectually curious and adventuresome. They will then be inclined, independently, to go beyond their intellectual and cultural comfort zones, committed to international learning as a never-finished life’s work, and able to view major public policy problems within the context of an interdependent and often messy world. Another mark of our success will be whether Lehigh graduates are willing to reach beyond conceptions of obligation that transcends traditional notions of belonging and citizenship—not by severing their bonds with their immediate communities, but by seeing these communities as part of a larger and shared canvass consisting of many other societies and cultures.

### **Key Recommendations**

We advocate some ambitious undertakings, which are ranked by priority in the table of contents. They include:

- instituting a “Required International Experience” for undergraduates.
- strengthening study abroad programs.
- expanding language instruction.
- appointing a senior administrator for international programs.
- increasing the international content of the curriculum.
- recruiting international undergraduate and graduate students more effectively.
- creating a variety of international internships.
- improving the lives of international graduate students.
- forging international partnerships and exchanges.
- building stronger bonds with our international alumni.
- organizing an international house.
- launching various small-scale initiatives to internationalize the ethos of campus.

Our rationale for suggesting so many different initiatives is twofold. First, if we are really serious about becoming, and being recognized as, a school whose entire educational mission is shaped by internationalization, we have (our achievements notwithstanding) abundant work ahead of us: we are well behind schools that are success stories in this respect. Second, internationalization is akin to a complex system: there are many moving parts, each one reinforces others’ effectiveness, and none is superfluous.

## **Administration and Coordination**

To translate Global Lehigh from concept to reality, we must, of course, have plenty of good ideas all of the time, but they must be enabled by effective administrative practices if they are to manifest themselves as solid programs that make a difference. Accordingly, we offer a number of administrative proposals: the appointment of Deans for International Affairs in our Colleges, closer coordination between the Admissions Office and the Colleges and the Alumni Association, improved advising, reforms in our Study Abroad program, and the appointment of a Vice President for Global Programs (VPGP).

The VPGP position will make a bold statement about the seriousness of our commitment to internationalization that will resonate widely, across the campus and beyond. The VPGP post will also give us the means to ensure that our international programs are: a) rooted in a larger vision of internationalization—one appropriate to Lehigh’s particular circumstances—and reflective of our priorities; b) free of compartmentalization, or what we term the “silo effect”; c) subject to accountability and quality control; d) strengthened by the resources that allow good initiatives to be sustained and new ones to be created; e) based on a systematic effort to tap the knowledge, talents, and experience of our students, faculty, and staff. The VPGP’s job is not to micromanage from above, but to set priorities through strategic planning, provide direction, ensure coordination and synergy, raise resources, and serve as an ambassador abroad for Lehigh overseas. Far-reaching consultation is essential for these tasks. Not only will a managerial approach not suffice, it is a recipe for failure.

## **Engaging the Lehigh Community**

We have no illusions and understand that it will take many years and significant financial investments to realize tangible results in all of these realms, but we are energized by the possibilities and the worthiness of the project. The motivation and excitement on campus about internationalization—particularly among the students—is evident to us, and it outweighs the skepticism. No less evident is the need to harness these qualities, which, in the end, are our greatest asset. While there are many ways to do so, two in particular come to mind. First, we must not tarry in moving from plan to action; a rapid launch is needed to dispel lingering concerns that this report will be one of several on internationalization that have gathered dust. Second, while setting clear priorities and realistic timelines for success, and bearing in mind that we cannot move on all fronts at once, we must demonstrate some substantial signs of progress within one academic year: early successes will provide the essential initial momentum.

## **Roadmap to the Report**

Intrepid readers who venture to read the entire report are owed—in addition to the table of contents—a small road map. We begin this report by discussing the place of internationalization in shaping life and learning at Lehigh, paying particular attention to our opportunities and challenges as well as our weaknesses. We then present the concept of a “Required International Experience,” which we have designed so as to make international education at Lehigh both distinctive and flexible. This is followed by a list of recommendations, ranked by order of importance. In each instance, an opening passage is followed by specific proposals. Those we deem especially important (“must do” items, if you will) or that can be

accomplished relatively easily are marked by asterisks, but this does not mean that the others are unimportant, only that they are more complicated or expensive and will require more time to implement. We must move forward immediately on the urgent items, while patiently but persistently laying the groundwork for the rest.

There will be a list of administrative guidelines following the recommendations.

The final section of the report (No. 14) is not about recommendations or administrative principles, but something bigger. We began this report with a big question: What constitutes a sound international education, and why must Lehigh provide it? We end with another question that is no less weighty: How do we enlist the participation of our students, faculty, and staff in the efforts to build a truly global university? The simple answer is that our policies governing salary increases, professional recognition, and promotion must be framed in a manner that convinces faculty and staff that participation in Lehigh's international initiatives is a worthy use of their time. If an increasing number of them come to believe that it is, the professional culture on campus will change in ways that enable the "Global Lehigh" project to move from one success to another.

In the course of writing this report we consulted directly or communicated (via email and informal conversations) with many members of the Lehigh community from various departments, programs, and Colleges (See Appendix A for a list of acronyms that appear in the text and Appendix B for list of the individuals with whom we met), and these colleagues' belief in the University and their enthusiasm for the proposals we present were evident to each of us. They stand ready to participate. The road to Global Lehigh starts, therefore, in a good place.

## **B. The Vision and the Mission**

A university that aspires to offer a truly global education must engage the world and be engaged by it—without letup. Reduced to its essence, this must be the mission of “Global Lehigh.” Enunciating it is easy, achieving it is not. To transform ambition into actuality, we must generate and maintain a steady, substantial flow of people, ideas, and culture from the world to us, and from us to the world. There must be more of Lehigh “there,” more of the world “here.” This interchange must pervade the University’s intellectual, cultural, and social ambience.

If we pursue this objective with constancy and energy, the nature of life and learning at Lehigh will be recast. Our students will receive an education infused with international content from the moment they arrive on campus because the curriculum is suffused with international content, opportunities to learn a variety of languages and study abroad abound, an array of international internships and cultural programs is available, and international students and visitors are present on campus in significant numbers. The result is that as our students prepare to leave Lehigh, their knowledge of the world is much greater and more nuanced than when they first arrived, and they leave predisposed and eager to learn more and to do so throughout their lives.

But education involves more than pedagogy in the narrow sense; to merit the name, it must also inform through the rhythms of day-to-day experience, almost unnoticed. It is, then, no less important to change the culture and texture of our campus so that it looks, feels, and sounds international—to those who study or work within it and to those who examine it from the outside.

Our students and their parents will necessarily assess our international programs and plans in light of their relevance for securing interesting, well-paying jobs. This is to be expected, but the mission of Global Lehigh must transcend, though not exclude, vocational concerns. It must include as well inculcating in our students a love of learning about the world for its own sake and encouraging them to see themselves as members of a large, complex, variegated, and interdependent human community that spans borders and cultures. A Lehigh education must not only be about making money; it must also be about making a difference, and in ways guided by a global perspective.

If we wish to widen our students’ conception of community and obligation, the University has a responsibility to lead and teach through its own example, not merely to preach. Consider one illustration of this point. Lehigh must make a commitment to providing scholarships that empower international students who lack the financial wherewithal to study at Lehigh and not regard their recruitment principally as a response to demographic patterns reducing the number of college-age individuals within the United States. We cannot abandon pragmatism, but we can leaven it with a healthy dollop of idealism.

Lehigh must dedicate itself to making undeniable progress toward these goals. If we are successful, we will have a university in which:

- Internationalization is elemental to the intellectual, cultural, and social life of the campus.
- The curriculum breaches the boundaries of disciplines and students learn about the world from multiple perspectives.
- Global literacy becomes a hallmark of a Lehigh education.
- Many more Lehigh students learn languages, study abroad, and hold international internships.
- High school students, their parents, and admissions counselors see Lehigh as an institution that offers an innovative and rigorous assortment of global programs.
- The nature of the applications Lehigh receives changes; applicants are global in outlook, and the dynamic of self selection accelerates the pace of internationalization.
- Lehigh becomes the school of choice for many more international students, and from a wider selection of countries, because they see it as a school that offers an excellent education, a welcoming community, and the support they need to succeed.
- The presence of visiting professors and fellows on campus increases notably, as does the number of collaborative projects between Lehigh faculty and their counterparts abroad; and a growing number of Lehigh faculty teach and conduct research abroad.
- Lehigh offers a steady stream of international programs that encompasses debates and symposia, music, films, art, literature, and poetry and takes advantage of the proximity of New York City and Philadelphia to enrich cultural life on campus.
- The number of joint ventures and exchanges with various international partners—universities, inter-governmental organizations, multinational businesses, governments, and non-governmental organizations—grows substantially.
- Students think seriously about obligation, duty, and responsibility on a global scale.

### **C. Realities and Possibilities**

As a prominent university, Lehigh is already expected to offer an education with these characteristics as a matter of course, not as a bonus that we can flaunt. Starkly stated, however, we are a long way from attaining the goals of Global Lehigh—in terms of both the educational opportunities (classroom-based and experiential) we offer on the international front and the cultural climate on campus, particularly the degree of inquisitiveness about the world and our willingness and capacity to engage and make welcome our own international students and visitors. Because we lag behind in these areas, this report presents many ambitious and sweeping proposals, but an additional reason is that internationalization is analogous to a

complex system consisting of numerous components: each affects the effectiveness of others; weakness in one debilitates others; particular strengths strengthen the system generally.

Some of what we must do to make the University a truly international institution will require radical departures from past patterns. This is true, for example, of policies aimed at increasing significantly the proportion of students from other countries and using financial aid as a means to that end. Yet fundamental changes, indeed ones that encountered considerable resistance from those who wanted “their” Lehigh to remain intact, have in fact occurred here. There is perhaps no better example than the momentous decision to admit women, starting in the fall of 1971. It was both a principled decision and one that has made Lehigh a better place in which to live and learn in innumerable ways.

A similar boldness of vision and unflagging commitment must drive our efforts to make Lehigh more international, and on many fronts. These are the critical questions: What are our students learning about the world and how? What opportunities are available to them for living and learning and working outside the United States? Are we creating a cosmopolitan campus that provides a range of cultural experiences? Where do Lehigh’s professors teach and conduct research, and how many of these activities occur outside the United States? Is there an upswing in the number and variety of the University’s international partnerships?

We should have no illusions. To show that we are serious and to gain early momentum, we must have some quick success, but it will take a number of years to see tangible, recognizable results that transform the campus. Indeed, the agenda of Global Lehigh will never be “completed”; it must be pursued on a constant, open-ended basis. Furthermore, substantial sums of money will be required to implement some of our proposals, and unless the University raises the necessary funds, “Global Lehigh” risks remaining a noble catchphrase. We have much work to do.

There is no dearth of skepticism on campus about this venture among the faculty. Not just a few see it as yet another venture by yet another committee writing yet another document that will gather dust yet again. The question of which of our ideas is chosen for implementation and in what order is a matter for the Board, President, and Provost—although we do suggest priorities—but visible signs of change are essential to boost morale and counter cynicism so that citizens of the Lehigh community are energized by evidence that fundamental change is afoot, that new ventures will be encouraged and backed by resources, and that their efforts to contribute will make a difference.

Lehigh is well behind in these and other efforts related to globalization of higher education. Nevertheless, in the course of writing this report, we learned that, while they are not well coordinated or based on an overall objective that bears Lehigh’s distinct stamp, many excellent global programs are already operating on campus. We do not need to invent new programs across the board in an effort to match peer institutions. Rather, we need to nourish, and, where appropriate, expand the initiatives that have proven themselves and enlist them to advance the mission of Global Lehigh; and we must design and implement new initiatives based on a clear conception of our own distinctive conception of internationalization. If we are to succeed, we must tap the enthusiasm of all members of our campus community who are wedded to internationalization and, better yet, have the relevant knowledge and experience. Happily, we

are in a good position in both respects. To put us on an even stronger footing, we must hire well. While there will always be other important criteria that shape our decisions on hiring, we must not divorce them from the aims of Global Lehigh. If we commit to surrounding ourselves with individuals who think globally and travel and work internationally, we will have taken a big first step towards making internationalization central to our milieu.

#### **D. Desired Outcomes and Paths to Achievement**

The desired outcomes for Global Lehigh are simple: a curriculum that provides abundant and increasing opportunities to study the world from multiple disciplinary perspectives; a significant increase in the number of Lehigh people studying, teaching, traveling, and working abroad; a substantial growth in the size of the international community on campus; a significant growth in applications from students seeking an education defined by internationalization; and a growing perception among prospective students, their parents, and educators that Lehigh is among the leaders in providing just such an education, but in a distinctive and innovative manner. At the core of the recommendations that follow is a Required International Experience for all undergraduates. The explicit side of RIE consists of courses with substantial global content; instruction in a variety of languages; research projects on international issues; and substantial opportunities to travel, study, and work abroad. The implicit side of the RIE consists in living on a campus where internationalization is part of the air one breathes, thanks to cultural programs and the substantial presence of international students and visitors.

In the next section, the central components of Global Lehigh are laid out and ranked by priority (items that are at the top of the list are more important than those that are not). Accompanying each component are specific recommendations. Those that are essential for the workings of the RIE or are easy to implement are marked by asterisks.

#### **E. Global Lehigh's Core Components**

##### **1. Required International Experience (RIE)**

Rather than imposing rigid requirements on our students, Lehigh should offer them an assortment of exciting programs that they choose out of genuine interest. In this spirit, we propose that a "Required International Experience" (RIE) be mandatory for receiving a Lehigh degree. So that different intellectual interests and academic circumstances can be accommodated, students must have leeway to fulfill the RIE in one or more ways:

- having a study abroad experience.
- gaining proficiency (defined as three years of college-level coursework) in a language other than English.
- holding a summer international internship abroad, or one with international content within the United States.
- conducting research abroad, ideally with a Lehigh professor.

We see these choices as ways to meet the minimum requirements for the RIE—as a starting point on the path to a richer international education. But our hope is that Lehigh students will, in growing numbers, go well beyond what is essential because the University offers a multitude of appealing international opportunities, attracts an increasing number of students who are keen on learning about the world, and provides an advising system that stresses the value of internationalization and alerts students to the opportunities available to them. The more our students go beyond the bare essentials of RIE—and fulfilling the RIE early increases the likelihood that they will—the more confident we can be that that Global Lehigh is succeeding.

***Recommendations:***

- 1.1. Ensure that there are ample opportunities for students to study abroad, acquire international internships, and conduct research overseas, so that the RIE is indeed a capacious concept covering different forms of learning. \*\*
- 1.2. Put in place policies designed to make sure that access to truly interesting and sought-after RIEs, ones that will be remembered by students long after they leave Lehigh, does not depend on financial means. Otherwise, the RIE will exacerbate social stratification—something that is already increasing in American private universities—and dilute our broader efforts to promote diversity on campus. Enabling students to take advantage of an alluring array of RIEs on a need blind basis is expensive; but we embrace this goal, rating ourselves at regular intervals against school that have been successful in opening international learning opportunities to students who cannot afford them. Providing such aid is all the more important if we succeed in making the campus more diverse socially because there is bound to be an increase in the number of students requiring financial support to participate in international programs. \*\*
- 1.3. Focus on quality: It is quite possible to create a profusion of international programs that fulfill the RIE and to have graduates who brand a Lehigh degree without having had any substantive and meaningful encounter with the world while they were studying here. To avoid this denouement, we must develop clear, demanding standards for programs, have internal oversight committees that verify that they are being enforced, and periodically review programs with the assistance of faculty from institutions whose international programs have gained a national reputation. The Associate Deans for International Affairs, their faculty councils, the director of the Study Abroad Office, and the Vice President for Global Programs (VPGP) —we recommend the creation of this post in the fourth section of this report —should manage quality control and ensure that our best programs receive the support they require and that resources are not consumed by lackluster ones. \*\*
- 1.4. Provide faculty with incentives to invest time and effort in developing programs that help us assemble an extensive and attractive menu for the RIE. Faculty must receive clear and sincere messages from department chairs and deans that their labors on this front will matter when decisions on salaries and promotion are made.

- 1.5. Given the widespread perception—which persists, no matter what Lehigh’s leadership says to contrary—that service does not count for very much in determining salary increases, the creation and operation of programs germane to the RIE should be classified under teaching. This change can be combined with other incentives, among them liberal leave policies, generous individual research budgets, and short-term course reductions for faculty members whom chairs and deans consider to be valued contributors to successful international programs.

## **2. Study Abroad (SA) Programs**

While we must embark on new initiatives as described below, it is no less important to hold the ground we have by first strengthening and expanding current programs that have demonstrated their success. These include, but are not limited to, the Global Village for Future Leaders of Business and Industry; the Pennsylvania Governor’s School for Global Entrepreneurship; the Global Citizenship Program (GC); the Martindale Scholars Program; the College of Education’s Office of International Programs; the Tauck Scholars Program; the Lehigh-mandated international internship requirement for our doctoral fellows funded by the National Science Foundation’s Integrative Graduate Education and Research Training (IGERT) program; and our SA programs in Brussels, Honduras, Ireland, Prague, and Shanghai. These home-grown initiatives have a distinctive Lehigh stamp and this, quite apart from their educational value, makes them worthy of support. Part of this support should include increased visibility and accessibility through increased coordination among the various offices involved in SA programs.

That said, we must expand the number and variety of high-quality programs, whether they are organized by Lehigh faculty, run in collaboration with other schools, or offered by other universities. As part of this effort, we must establish effective procedures for assessing the quality of SA programs, encourage our students to live and learn in countries that may be outside their “comfort zone,” and raise the monies needed to enable every Lehigh student an opportunity to have at least one SA opportunity (even if for a short period), so that this feature of our education is accessible to those who cannot afford it.

### ***Recommendations:***

- 2.1. Identify and remove barriers that prevent students from studying abroad or that make it difficult for them to do so through an assessment that involves the office of the VPGP, the Office of SA, and an enlarged Lehigh Abroad Faculty Policy Board (LAFPB). As an equally important step, Deans should initiate College-level discussions to identify departmental barriers that discourage, or make virtually impossible, enrollment in SA programs. For example, despite the international ethos of business, students within some College of Business and Economics (CBE) departments—Economics apart—cannot easily fulfill major course requirements abroad, regardless of the caliber of the school in question, unless it is accredited by the Association to Advance Collegiate Schools of Business (AACSB); but many fine international schools may not be accredited because they do not believe that such certification is necessary for them. In the Rossin College of Engineering and Applied Science (RCEAS), getting credit for courses taken abroad is easier in theory, but our

sense is that few professors in that College are aware in any detail of the policies that exist to facilitate SA. To increase the number of students who study abroad, or participate in Lehigh's short-term overseas programs, we must: \*\*

- establish reasonable targets that take us from the current proportion of those who do so (26 percent for the class of 2007) to increasing proportions over five-year intervals, with a target of 40 percent by 2017.
- offer programs that are designed to appeal to students from varying disciplines, are of varying durations (whether winter break or summer programs or ones that last a semester or year), and blend with students' curriculum, so that language programs are not considered a desirable but infeasible "extra."
- create interesting SA opportunities in key international hubs while also reducing the costs to Lehigh by forming consortia and student exchange programs with other schools. (The summer program on Islam in South Asia created in 2007 by Rob Rozehnal of the Religion Studies Department with a colleague at the School of Oriental and African Studies, University of London, offers a useful model.)
- provide financial aid to students who could not otherwise study abroad so that this valuable, even life-changing, part of a Lehigh education is not restricted to students from particular income brackets and zip codes.
- make a systematic effort, using a University-wide task force, to understand the impediments that prevent our students from studying abroad in larger numbers and remove a major obstacle: the unwillingness of certain departments to fulfill coursework required for the major (as opposed to electives) by studying abroad.
- encourage departments and Deans to create rosters of carefully chosen international schools where our students can take courses for credit, and ensure that the lists are revised periodically to reflect new opportunities. The "Blue List" maintained by the RCEAS is helpful, but students and advisers must be aware, to a far greater degree than is presently true, that such an approved list of schools and courses exist. Moreover, advisers must actively encourage students to make SA part of their Lehigh education. (Our assessment is that this varies significantly within and across Colleges.)
- ensure that the lists are flexible and include institutions that teach in the local international language as well as others that use English, so that students who do not have language preparation can nevertheless have the experience of studying overseas. Taking courses taught in English at universities in India, Singapore, or Hong Kong can still provide students with the experience of living in a different cultural setting and whet their appetite for language study or additional educational experiences overseas.
- assemble lists with an eye toward including schools that offer courses in students' majors as well as immersion courses in the local language.

- 2.2. Increase the workforce of the SA office, which now has only three employees—one of whom is a coordinator—and is therefore woefully understaffed. Erica Smith, who recently resigned as Director, was energetic and resourceful but she lacked the personnel to vet third party programs with any thoroughness, make site visits, explore opportunities for partnerships with other schools, and provide managerial and logistical support to Lehigh-led programs, particularly if, as should be the case in our view, they increase and extend to a semester or a full academic year. The SA Director has improved faculty participation in vetting and visiting third party programs, aided by funds provided by the Provost to support faculty conducting research in exchange for their devoting some time to this role. While relying on faculty to assess third party SA programs is not bad in itself, the principal responsibility for doing so is best left to professionals with the time and experience to verify that these programs provide a safe environment and meaningful and substantive learning opportunities, inside and outside the classroom. The SA office requires a budget and a staff that is large enough so that it can effectively: \*\*
- evaluate programs currently used by our students through on-site visits.
  - explore opportunities for forming consortia with other schools.
  - help faculty expand existing programs and develop new ones—singly or in partnership with other schools—that meld with the University’s curriculum.
  - provide managerial and logistical support to additional Lehigh programs.
  - offer seed money to develop new programs and funds to support new ventures in their early, and most challenging, years.
  - develop effective pre-departure orientation programs for students so that they are familiar with the cultural practices and social mores in the countries in which they have chosen to study.
- 2.3. Entrust the responsibility for developing the criteria for evaluating programs to the Office of SA and the LAFPB. The latter must have a hands-on role, but at present the information it has to advise students appears to extend little beyond what students themselves have or can obtain independently. \*\*
- 2.4. Change the composition of the LAFPB by expanding it to include the Associate Deans for International Affairs and a representative of the VPGP. \*\*
- 2.5. Redefine the Registrar’s role in SA. The Registrar should serve on the LAFCP in an advisory capacity. His or her principal responsibility must be to work with the committee to remove barriers that make it difficult for students to enroll in SA programs and for faculty members to create and run them. Questions relating to the academic value of SA programs or alternative uses for the funds spent on them must be addressed by the Director of SA, the VPGP’s office, and the LAFCB, not the Registrar. \*\*

- 2.6. Reform our undergraduate advising process so that new students are quickly aware of the opportunities we provide for SA and know whom to turn to get information: early steering matters. The mere fact of our Colleges maintaining lists of institutions abroad where students can study for (in most cases elective) credit will have little effect unless messages about the importance of studying abroad and explanations of the opportunities and procedures are built into academic advising and faculty are thoroughly acquainted with the approved lists and the possibilities they provide. \*\*
- 2.7. The percentage of Lehigh students who study abroad for course credit in relation to the total number in a given class is small when compared to schools (Colgate and the University of Pennsylvania, to provide two very different examples) that are seen as success stories in making internationalization central to their education. Although 26 percent of those graduating in 2006 had a SA experience (of whatever sort) as compared to 19.3 percent in 2005, we are still well behind the curve in relation to schools that have excelled at internationalization. For example, 40 percent of the students at the University of Pennsylvania have studied abroad by their senior year, and the corresponding numbers for Georgetown and Colgate are 41 percent and 69 percent respectively. If we are to move in this direction, deans and department chairs must take the lead in creating an advising process that awakens students to SA opportunities and stresses the importance of taking advantage of them. This in turn requires a change in the outlook of faculty, who must more fully embrace the value of studying abroad. \*\*
- 2.8. The majority of our students who study abroad select locations squarely within their cultural comfort zone, with Europe and Australia attracting the largest proportion. (Supporting data appear in the appendices.) While this is true of American universities generally, we must plow new ground so that SA supports our commitment to provide an education that expands horizons by providing opportunities to encounter the unfamiliar. This is, of course, easier said than done. Part of the solution depends on the sorts of students that Lehigh admits. The more important internationalization becomes to our overall educational mission, the more successful we will be in attracting intrepid students who seek truly different experiences.

Students are also more likely to attend “off-the-beaten-track” programs when Lehigh professors are the organizers. Rob Rozehnal’s new summer program on Islam in India demonstrates this; so have those that are already well established: the winter break program in Martinique run by John Savage and Marie-Sophie Armstrong—which examines the legacies of colonialism—the Lehigh in Shanghai summer program directed by Connie Cook, the winter break program in Costa Rica run by Don Morris and Rick Weisman, which focuses on sustainable development, and Andrea Wuerth’s Lehigh in Honduras summer program, which is devoted to studying microfinance. “Pioneers” who enroll in such programs will be followed by others. \*\*

- 2.9. Build additional programs that combine SA with internships, along the lines of our popular Lehigh in Prague program, Professor Vince Munley’s program in Ireland, or the Lehigh in Shanghai program. An attractive opportunity to do so—and in an innovative, high-profile manner, no less—is before us now: After a visit to Lehigh in

- April, 2007, the director of the World Food Program’s “Universities Fighting World Hunger” consortium (of over 50 schools) proposed that Lehigh become the consortium’s hub, under a cost-sharing arrangement. We would host a WFP official—paying part of his or her salary—as a Visiting Professor or Professor of Practice who would develop curricular materials and teach courses, and our students would gain access to WFP’s (in-progress) SA programs and its internships in developing countries.
- 2.10. Create seamlessness between our SA programs on the one hand and our curriculum and broader commitment to internationalization on the other. The GC Program, the Martindale Scholars Program, the programs in Ireland and Prague, led by Vince Munley and Art King respectively, and the Honduras program of Andrea Wuerth, demonstrate the feasibility and pedagogical value of this approach. The programs that combine study abroad with internships (those in the Czech Republic, Ireland, and Shanghai) provided an added and valuable educational dimension that extends beyond formal instruction.
  - 2.11. Take steps designed to increase the likelihood that prospective and admitted students will see Lehigh as a school that regards SA as central to its educational philosophy. Our Admissions Office should stress this as part of their recruitment drives, and this message should be contained in all of the other ways in which we present ourselves to others. But unless we increase the number of our SA programs, this presentation of self will come to be seen as a gimmick.
  - 2.12. Connect our SA programs to our educational mission, particularly as it relates to internationalization. For this to happen, we need clear answers to these questions:
    - In what ways do we expect SA programs (whether run by Lehigh or by third parties) to advance the goals of Global Lehigh and of a Lehigh education more generally?
    - How can we know that the goals we set for SA are being met and that third-party programs share our conception of an internationalized education?
    - How can we identify and maximize our students’ enrollment in academically rigorous SA programs that offer truly substantive on-site learning opportunities so that parents are reassured that they will not be underwriting extended vacations (the Lippman-Hearne survey found that this concern is pervasive among parents)?
  - 2.13. Lively College of Arts and Sciences (CAS) “area study” programs—discussed in our section on curriculum—that engage all of Lehigh’s Colleges will increase the likelihood that students will approach SA with a broader and bolder perspective and, more fundamentally, that students who choose to attend Lehigh are predisposed to study abroad. (The same applies to language programs, the more so if we strengthen our capacity to teach important languages and add new ones.) The connection among SA, area studies, and language programs is yet another illustration of why we must

rupture “silos” so that Global Lehigh is conceptualized and implemented in ways that conceive of the University as a whole, not as the sum of its parts.

- 2.14. Consider—in the long-term—acquiring properties abroad that can be used for our SA programs as some schools, among them the University of Virginia, the University of Florida, and Wake Forest University, have done with success. This could prove to be an expensive step, especially depending on the location, and we cannot proceed without careful planning and substantial resources, but there are ways to reduce costs. Some of these universities have acquired their overseas facilities courtesy of alumni donations, and Lehigh should explore this possibility. (The key is to devise truly exciting and original programs that capture the imagination of would-be donors.) The cost of maintaining properties abroad can be reduced by subletting them to programs run by other school at times when we are not using them. Another option is to seek long-term leases on properties and divide the costs with partner schools through time-share agreements.
- 2.15. Explore the possibility of employing local staff to help support programs. If we select employees with the contacts and savvy to provide our students with interesting arrangements and extensive exposure to local culture, the quality of our SA programs will improve, and our faculty will spend less time on logistical arrangements. Moreover, depending on the country, the cost of paying such employees can be quite reasonable, particularly if they work part-time.
- 2.16. Use our emeritus faculty who live abroad to strengthen Lehigh-run SA programs. They have an in-depth knowledge of Lehigh and of the countries in which they live, as well as the time and the local connections to develop interesting on-site programming. (One faculty member looking toward retirement has already told us of his interest in developing SA programs in China, where he plans to spend a considerable part of his retirement.)

### **3. Promoting Language Study**

The study of international languages must be a defining trait of a Lehigh undergraduate’s education. Facility in languages gives students deeper insights into other cultures and enriches their Study Abroad experience far beyond what would be possible were they operating solely in English and conversing primarily with English speakers. More broadly, fluency in a widely-used international language helps people to make sense of what has become an increasing complex—indeed even perplexing—and interconnected world. Grounding in international languages is now among the attributes of an education relevant to our times and a passport to success, regardless of one’s profession. For these reasons, our graduates should, ideally, be able to communicate effectively in at least one international language (other than English) because their University encouraged them, from the outset, to acquire such proficiency and provided the means to do so.

However, for reasons explained in the discussion of the RIE, we do not recommend mandating language study. Moreover, making language study compulsory will force Lehigh into the expensive business of increasing the size of the Department of Modern Languages and

Literature (MLL) significantly and very rapidly. What we do recommend is that the University expand MLL over several years to strengthen its offerings in languages in which it already has significant capabilities; boost its capacity to teach additional languages at all levels; and offer additional languages at the introductory and advanced levels. This will allow MLL to handle increased enrollments (which will occur if in fact we succeed in encouraging the study of languages and in attracting students predisposed to do so) and to fulfill students' wishes—as revealed in our in-depth discussions with them—to choose from a larger list of languages.

***Recommendations:***

- 3.1. Develop a strategic plan, designed by the CAS Dean and the MLL Department, aimed at strengthening our existing language programs and enabling us to teach additional languages. As part of the process we might investigate possibilities for cooperative ventures with other schools that are part of the Lehigh Valley Association of Independent Colleges (LVAIC). \*\*
- 3.2. Initiate a discussion among the Deans to consider a policy that requires all Colleges, and not merely CAS, to review their curricula so that language study is feasible and encouraged as an essential part of academic life. At present, it is considerably harder for students in the CBE and the RCEAS than for their counterparts in the CAS to devote substantial time to formal language study. Yet engineering and business are affected deeply by international forces, particularly globalization, and the Deans of RCEAS and CBE should appoint task forces that propose reforms intended to promote language and do so by taking into account engineering and business programs that have been successful in this respect. \*\*
- 3.3. Enable students in all Colleges to include two semesters of language study in their first year *without overloading*. Currently many students find it difficult to continue language study uninterrupted from their high school experience, and they therefore either lose ground or cease to study languages altogether. \*\*
- 3.4. Consider adjusting our admissions criteria for language study so that we mandate three, or even four, years of high school instruction instead of the current requirement for two, and encourage students to continue, or begin, language study during their first semester. This change should eventually start drawing to Lehigh students who are already keen on language study and, by extension, study abroad and international culture and politics more generally. The resulting “force multiplier” effect should boost our overall efforts at internationalization. \*\*
- 3.5. Create residential “Language Houses” for students who wish to use international languages in their daily lives, not merely inside the classroom. “Language Wings” and “Language Suites” should be created in dormitories with the same goal in mind. (They require no additional space and are therefore much less expensive than Language Houses.) In addition to building language skills, such residential arrangements will help students make friends and “find” others with interests similar to theirs. This is particularly important for those who are alienated by what they

consider a campus whose social life is shaped excessively by “the Hill”—a number of the students we met, particularly those from other countries, voiced this view—because it enables them to create alternative social networks. \*\*

- 3.6. Offer incentives such as stipends and free room and board to encourage our international graduate students to live in Language Houses as Resident Advisors (RAs). They would not be the only RAs but would work in tandem with American students, fellow RAs, who “know the ropes” when it comes to undergraduate life. International RAs would have special responsibilities, such as organizing cultural events involving the use of the international language of a particular House and the participation of other international students and their spouses.

Such programs will help improve the language skills of students who are learning languages and contribute as well to bridging the “social gap” separating our American and international students, particularly those enrolled in our graduate programs. (We address this gap elsewhere in this report.) We met separately with undergraduate students deeply interested in language study and internationalization more generally, and with international graduate students. Both groups were enthusiastic about this idea. \*\*

- 3.7. Seek federal funds to ease the financial burden of expanding our language programs. After 9/11, the CIA, the Department of Defense, the State Department, and the Department of Homeland Security earmarked funds to help universities to strengthen, or create, instruction in so-called “critical languages.” The sources of governmental support include the National Flagship Language Program, which offers funds for schools that seek to develop or expand their capabilities to teach “critical languages,” and the National Security Initiative, which provides funding to college students seeking to study them.
- 3.8. Employ professional “language lecturers”.
- 3.9. Make strong language programs fundamental to Lehigh fundraising campaigns, whether they are geared to individual donors or foundations.
- 3.10. Develop a pilot program that enables students with the requisite proficiency to take courses within their fields that are taught entirely in an international language by visiting international faculty. (Note the symbiosis between this recommendation and another we make for increasing the number of Visiting Professors and Fellows from abroad.) These visitors can help launch the experiment by offering courses in their native languages, and exchange programs that send Lehigh faculty to teach at international universities and bring international faculty to teach here could sustain the pilot program if it proves successful. While the number of such courses will necessarily be limited, such a program would internationalize Lehigh in a distinctive manner.

#### **4. Senior Administrator for International Programs**

Lehigh should appoint a Vice President for Global Programs (VPGP). \*\*

The creation of this position will symbolize our commitment to internationalization. From an operational standpoint, it will provide the University with an organizational mechanism to: a) implement the agenda of Global Lehigh based on a strategic plan; b) coordinate our numerous international programs so that they complement and strengthen each other; c) break down the compartmentalization that inhibits cooperation across the University's academic and non-academic organizational borders and hampers an integrated, Lehigh-wide approach to internationalization.

To this end, the VPGP must:

- 4.1. Coordinate our present and planned international programs based on a comprehensive strategy approved by the senior leadership of the University and driven by commitment to make internationalization a fact of life at Lehigh.
- 4.2. Develop multi-year plans that provide direction and logic to our international programs and initiatives and assume primary responsibility for implementing those recommendations in the Global Lehigh Advisory Council's report that win approval from the University's senior leadership.
- 4.3. Create a clear, detailed, trustworthy roadmap to international opportunities for students in all departments and programs to facilitate meeting and/or exceeding the RIE mandate.
- 4.4. As part of this effort, the VPGP's office should create a dedicated and up-to-date website that provides a comprehensive tour of, and specific information about, all that Lehigh offers, or plans to offer, on the international front. The site, which should operate in major international languages, should cover courses, departments, programs, SA, internships, centers, key faculty, and information of special relevance to international students and visitors. The Admissions Office should use this as a resource in spreading the word about internationalization at Lehigh.
- 4.5. Remove the impediments created by compartmentalization (the "silo" effect) to the University-wide coordination of our international objectives.
- 4.6. Achieve this harmonization and orchestration without top-down micro-management that stifles creativity and initiatives from the ground up. To strike this delicate balance, the VPGP must, in addition to having a vision of internationalization appropriate for Lehigh and a strategy to match, work with those running our various international programs and have a sound, current knowledge of the programs themselves.

- 4.7. Work in cooperation with a standing advisory committee consisting of the Associate Deans for International Affairs; the directors of the International House and the International Internship Office (IIO); the director of SA, faculty involved in running key SA programs and the members of the LAFPB; and representatives from the community of undergraduate, graduate, and international students.
- 4.8. Report to the Provost and serve on the Provost's Council, have regular access to Lehigh's senior leadership (so that efforts to promote Lehigh's internationalization have high priority), and work closely with the College Deans and their Associate Deans for International Programs.
- 4.9. Oversee the International House and International Internship Office, as well as the current Global Lehigh office, which includes the Director of Global Lehigh, the Iacocca Institute, Study Abroad, English As A Second Language (ESL), OISS (Office of International Students and Scholars), and the Global Union and its UN Partnership.
- 4.10. Develop plans and priorities for internationalization with the assistance of an advisory council that includes the Associate Deans for International Affairs, the director of the IH, the director of SA, the presidents of international student clubs, and the directors of the Global Citizenship Program and the Martindale Center.
- 4.11. Represent Lehigh in major international forums and promote Lehigh's international programs and overall academic reputation abroad.
- 4.12. Build relationships with global businesses, international governmental institutions, non-governmental organizations, and governments, focusing in particular on internships and exchange programs.
- 4.13. Work with the Admissions Office, the Alumni Office, and the Development Office to increase the number of international students at Lehigh and to secure funds that enable the University to provide more financial aid to overseas students.
- 4.14. Help the IIO develop the network of contacts needed to obtain a steady supply of student internships.
- 4.15. Work closely with the Office of Development so that the University's fund-raising strategy is shaped by the goals of Global Lehigh.
- 4.16. Develop, in close cooperation with the Alumni Office, strategies to connect international alumni to Lehigh.
- 4.17. Oversee the efforts to address problems faced by international students.

## **5. An Imaginative International Undergraduate Curriculum**

We must develop (and continually improve in light of Global Lehigh's goals) a curriculum that is suffused with international content and transcends disciplinary boundaries. There have been, and continue to be efforts in this direction. One recent example is the new Integrated

Degree—Engineering Arts and Sciences (IDEAS) program, which requires students to select one major each from CAS and RCEAS and brims with possibilities to studying of international issues from an interdisciplinary vantage point. If we are to meet this standard when it comes to educating our students about the global dimensions and interdependent nature of major public policy problems—such as global warming, the tension between intellectual property rights in pharmaceuticals and poor countries’ access to medicines to treat HIV-AIDS, the implications of the globalization of science, and transnational migration—we must continue to rethink the content and processes of our pedagogy. While it will naturally involve classroom instruction, conventional approaches should be supplemented by extended research projects that encourage independent inquiry, practical experiences (such as field trips and internships), coursework abroad, and, where possible, opportunities to conduct research outside the United States. Moreover, these forms of education must be organic, rather than ad hoc add-ons, to the curriculum.

***Recommendations:***

- 5.1. Promote, in all of our Colleges, the development of new courses with an international orientation, or the redesign of existing ones so that they acquire this quality. This can be done by providing stipends or course releases to professors, but the University’s senior leadership (Department Chairs, Deans, the Provost, and President) must also emphasize that these efforts are valued and will matter during annual performance assessments. \*\*
- 5.2. Provide more curricular opportunities in all of our Colleges for the interdisciplinary exploration of global issues. To this end, all of our Colleges must identify the components of their curricula that already have an international focus and create additional ones. For example, engineering students should appreciate the effect that their technical decisions have not only for their customers, but also for the developing world and for the environment. They must also be conversant with the operations of the international economy and understand it affect what they do and how they do it. Likewise the CBE should make a commitment to increase classroom-based and experiential learning that has an international thrust and crosses disciplinary boundaries so that, for example, they appreciate the relationship between business on the one hand and ethics or politics on the other. While many CAS programs are inherent international; others are less so, but courses and other forms of learning can be developed to increase their international content. (The interdisciplinary program in Global Studies, which emerged from the CAS Globalization and Social Change Initiative, is notable in this respect.) In the end it is all about thinking beyond one’s “field” and becoming aware of complex interconnections that show little regard for standard categories and classifications. \*\*
- 5.3. Consider a core requirement—in the form of a cluster of courses—geared to “Global Literacy,” whether University-wide or tailored to suit individual Colleges, as one way to provide Lehigh graduates a working knowledge of critical global issues outside their fields. For example, a student majoring in a discipline in the humanities or social sciences should have a basic comprehension of what current scientific research tells us about global warming, or the pros and cons of nuclear energy or genetically

modified foods. An engineering or business student should be familiar with debates in the humanities and social sciences about globalization, ethnic conflict, and democratization, and women's rights. Students in RCEAS and CAS should have an understanding of how international trade, finance, and multinational corporations operate. And all students must learn about different conceptions of justice, human rights, and the ways in which globalization is reducing states' autonomy, if indeed we are committed to an education that is not solely instrumental. The bottom line: Global literacy should be no different than other distribution requirements students must satisfy to graduate from the University.

- 5.4. Encourage students, regardless of their academic fields, to explore conceptions of ethics, obligation, and citizenship within a global framework—not merely in courses but also through the campus programs we envisage as part of the Global Lehigh agenda. Lehigh can do so by increasing the capacity of student clubs, departments, and Colleges to organize events that are devoted to these issues and that involve national and international participants representing different standpoints. For instance, each College—or two or more of them—could organize a high-profile event each year that addresses these topics in ways that are connected to their particular academic concerns but that appeal to the rest of the University as well. If the University's fundraising efforts enable these events to be endowed and well publicized, they can promote Lehigh's visibility and stature, nationally and internationally; the symposia that preceded President Gast's inauguration prove this proposition.
- 5.5. Build a program on Global Islamic Studies (GIS), i.e., one whose teaching and research activity covers the world's 1.3 billion Muslims, not just those in the Arab world, which accounts for only a fifth of all adherents of Islam. Islamic studies at Lehigh will be distinctive and internationally visible if it follows this approach, but only if we are determined to raise the money needed to hire a number of faculty in different disciplines, substantially strengthen our capacity to teach Arabic, and to offer other languages widely used in the Muslim world, particularly Farsi and Urdu.\*\*

## **6. International Student Recruitment**

The number of international students, particularly undergraduates, on our campus must increase significantly and encompass more regions of the world if we are to become a global university—one where the campus has an international ambience and where opportunities to encounter varied perspectives on major global problems and to learn about cultural differences first-hand are plentiful.

We have a long road ahead before we reap these benefits. Lehigh compares unfavorably with schools that lead the pack in internationalization when it comes to the percentage of non-American students in the total undergraduate population. Such students continue to constitute a very small percentage of our total undergraduate community. The Admissions Office website puts the number for the AY 2003-04 at 149 out of a total of some 4,500 undergraduates, or barely 3 percent. (There were 2,053 graduate students, of whom 425, or 20.7 percent, were

international students.) Moreover, typically, only 25 percent of international undergraduates receive any financial aid, with the average award being on the order of \$30,000.

The subsequent trend for admitting international students is hardly inspiring. For the class matriculating in the fall of 2006, there were 864 international applicants. We offered admission to 130—an “admit rate” of 15 percent, compared to 32 percent for applicants from within the United States. The variance is entirely attributable to financial considerations: we could have admitted a much larger percentage of international applicants if we had more financial aid to offer them. Of the 130 international students to whom we offered admission in 2006, fully 109, or 84 percent, were able to cover the cost of a Lehigh education. We extended financial aid to only 21, or 16 percent, of all admitted international students. Twenty-five of the 109 (or 23 percent) who were able to pay their own way accepted our offer of admission; by contrast, 13 of the 21 who received financial aid (60 percent) did so. The end result was that the percentage of international students within our total undergraduate population, remained where it was in AY 2003-04.

The data available on international students in the class matriculating in 2007 do not point to any significant change of trajectory. We offered admission to 137 of the 1,079 international undergraduates applicants (the number of applications from abroad increased by 25 percent over the previous academic year). Of those, 119 were able to pay full amount, while 18 were given financial aid (the average amount was \$26,861). Twenty percent of the applicants in the former category decided to enroll at Lehigh, in contrast to 56 percent in the latter. Again, the percentage of international students within our overall undergraduate population remained stationary.

The lesson is clear. Without a substantial increase in our financial aid offerings, we will not see a significant increase in the percentage of well-qualified international undergraduate students at Lehigh. This is a price well worth paying. If we attract more such students, our campus will be a more diverse and interesting place. Lehigh’s academic quality and reputation will improve as well. Each year, we deny admission, based on financial considerations, to between 250 and 300 non-U.S. applicants with SAT scores averaging 1350; by contrast, the international students who pay full freight at Lehigh have average SAT scores of about 1260. What is more revealing is that 55-60 percent of the overseas students to whom we offer financial assistance come to Lehigh, versus 20-25 percent of those who do not need aid. If we make a serious commitment to providing more financial aid to undergraduate applicants from abroad, we can increase the proportion of international students—and ones with excellent academic credentials—within our undergraduate population easily and rapidly, inasmuch as we clearly do not lack for applicants. But in order to do so, we must also have more staff dedicated to international student recruitment; our efforts cannot, as they do now, rest on a single individual.

***Recommendations:***

- 6.1. Establish clear, yet realistic targets for increasing the proportion of international students, reviewing systematically the sources of successes and failures. \*\*
- 6.2. Study the strategies used by schools that have been successful in recruiting international students. \*\*

- 6.3. Focus on particular countries or regions so that staff time and financial resources are not dissipated. The criteria for selecting locations can include the presence of a significant number of alumni, proven success in recruitment, and our ability to identify “markets” in which competition from other schools is relatively weak or existing Lehigh programs provide an edge. \*\*
- 6.4. Aim to move from the present 3 percent to, say, the 9 percent mark within five years so that we place well on what is considered a salient index of internationalization. \*\*
- 6.5. Develop our print- and web-based resources to showcase abroad Lehigh’s academic reputation, our plans to expand internationalization, and the success stories of our international students and alumni.
- 6.6. Create a website that is accessible in major international languages and that offers a comprehensive “virtual” tour of the campus. \*\*
- 6.7. Ensure that the Admissions Office’s plans for recruiting international students tap resources across the University. \*\*

These resources include:

- the Alumni Association (our 2,000 international alumni can help us recruit overseas).
  - the School of Education (its global network Lehigh-educated teachers, principals, and counselors can be used as an asset).
  - the Iacocca Institute’s Global Village for Future Leaders of Business and Industry (the 850 graduates of its six-week summer program live in 101 countries and can help us become better known abroad).
  - the Iacocca Institute’s Pennsylvania Governor’s School for Global Entrepreneurship (the international high school students who enroll in its five-week summer program on entrepreneurship are taught by Lehigh faculty; the participants in the program live in 33 countries: we can encourage them to apply to Lehigh, or enlist them in our efforts to seek applicants from their homelands).
- 6.8. Increase the size of our ESL office. \*\*

ESL now has a full-time staff of only three. Without a major increase in the number of professional and full-time ESL educators, a growth in the number of international students could actually prove counterproductive: if language barriers hamper their academic success and stand in the way of their becoming part of the social fabric of campus, they will not be inclined to encourage students from their home countries to apply to Lehigh, and indeed may discourage them.

The international graduate students we spoke to tended to give our ESL staff high marks for effort and friendliness but were unanimous in saying that Lehigh's ESL office is much too small given our ambitions to increase substantially the number of international students attending the University.

- 6.9. Create scholarships to ensure that our international students are not primarily children of privilege; increasing the number of such students would make the campus even less socially and economically diverse. We have no shortage of overseas applicants; the problem is that many cannot afford to study at Lehigh. This said, it will take considerable time and effort to create international scholarships, because, unlike American students, international students tend either to need no financial assistance or require full coverage. Yet as we noted at the outset, if a principal rationale behind Global Lehigh is to encourage our students to acquire a broader conception of obligation and justice, the University itself must be diligent both in endowing full scholarships for international students and obtaining monies that pay a substantial fraction of the costs of a Lehigh education. \*\*

Appealing to the generosity of our American and international alumni is one way to scholarship more international students. Another is to be resourceful when it comes to seeking funds from organizations, such as the Davis Foundation and the Botstiber Foundation, that provide scholarships to international students, or others, such as the Institute of International Education, that disseminate information about the sources of such assistance. Developing systematic plans for securing private funds is especially important given the prohibitions against using federal and state grants, loans, and work programs to help international students.

- 6.10. Accelerate our efforts to admit American students from varying economic strata and a mix of states (although the percentage has been reduced in recent years, the mid-Atlantic region still accounts for the bulk of those who attend Lehigh) and ethnic and religious communities. One of the many international Lehigh students we met suggested that success on this front would help make the University a more congenial place for students from abroad, his contention being that the less Lehigh's American students have in common, the more inclined they will be to welcome their international counterparts; the corollary, in his view, is that the homogeneity that still characterizes our American undergraduates contributes to the social divide between them and international students, which in turn makes Lehigh less attractive for applicants from abroad. Stated differently, the successes of our admissions policies "here" affect our admissions prospects "there." \*\*
- 6.11. Recruit students from immigrant communities living in nearby metropolitan centers, particularly New York, and simultaneously seek others in the countries from which these groups emigrated. This two-pronged strategy has been used successfully by Chicago and Yale. \*\*

The ethnic groups residing in major east coast cities are underrepresented on our campus even though they contain economically successful families who can afford a Lehigh education, or need only partial assistance. The small number of applications we receive from some of these groups may reflect a simple lack of information about

Lehigh or the reflexive, though quite logical, practice of applying to nearby schools with which they are familiar. A well conceived recruiting strategy—one that sees our athletics program as a resource—can alter this pattern, and our success among immigrant groups in large American cities on the east coast could motivate more international students with ties to these communities to consider Lehigh. Students who blaze the trail may well be followed by others, though we must provide a welcoming and intellectually stimulating environment if this is to happen.

- 6.12. Create closer cooperation between the Admissions Office and the Alumni Association to make international recruitment more effective. Cooperation between the Admissions Office and the Alumni Association is currently limited, but for understandable reasons: because there are 25 times as many US-based alumni as there are international graduates, the staff person for alumni admissions outreach must focus on the former. Yet the weaker our efforts to enlist our international alumni in recruiting students overseas, the more likely this skewed distribution will persist. \*\*
- 6.13. Train our current international students to assist our recruitment efforts abroad. They know Lehigh first-hand and are conversant with the languages and cultures of their home countries. Summer events organized by the Admissions Office that enable them to tell their co-nationals about the University may well bring better results than presentations by Lehigh staff. The International Ambassadors Program, which enables prospective international students to learn (via email exchanges and on-line discussions) about Lehigh from international students who are already enrolled here has been effective; our challenge is to find additional ways to make current and former international students part of our recruitment efforts abroad. \*\*

## **7. Improving the Environment for International Graduate Students**

Lehigh must integrate its international students into all aspects of campus life so that they are involved not only in their own associations and clubs but also participate in events across the University. The American undergraduates and the international graduate students seem to have little, if any, meaningful and sustained contact with one another. Changing this state of affairs is more than a matter of hospitality: connecting these two communities will expose our American students to the outside world by allowing them substantive encounters with people who come from around the globe but live and study right in their midst. At present, our American students seem unaware that the wider world is present on their campus and that this provides all manner of opportunities for learning that involve little effort, only goodwill and imagination. The separation between these two groups of students does not reflect hostility and is indeed to be expected; nor is it peculiar to Lehigh. But the fact remains that we can do much more than we do now to create a sense of shared community.

### ***Recommendations:***

- 7.1. Increase our ESL staff and make sure that those hired are trained professionals as opposed to full- or part-time employees with a general ability to teach English. \*\*

- 7.2. Provide better transportation for international students. The international students we met with reported that getting around for simple needs such as shopping depends on knowing someone who has a car. They gave Lehigh's bus system poor marks for meeting their transportation needs, particularly on weekends, holidays, and summers. (One student reported that it was not unheard of for stranded students to spend the night on the Mountaintop campus, eating from vending machines, while another told us that the Saturday bus run for shopping originates on the main campus, leaving it up to international students living in the Saucon Valley housing complex to find ways to get there.) \*\*
- 7.3. Employ international graduate students as RAs in language houses, suites, and wings by offering stipends and room and board in exchange for assuming responsibility for organizing events aimed at improving the language proficiency of resident undergraduates. Most international students whom we met with welcomed this idea, which, aside from improving undergraduate students' language skills (a point we made earlier), could help narrow the social gap between them and international graduate students.
- 7.4. Involve the President and Provost, periodically, in focus groups and "town meetings" with international students so that the concerns of the latter group receive a hearing at the highest level. \*\*
- 7.5. Use the International House (IH) we propose below to provide our international students with a more stimulating and variegated cultural life. The international students we met were enthusiastic about an IH that could serve as a central venue for a variety of cultural events and provide pre-designated spaces that their clubs could use to hold events.
- 7.6. Retain the Global Union, but fold it into the IH and increase its budget, thus enabling it to offer additional support for international students' clubs.
- 7.7. Encourage undergraduate clubs to invite international graduate students to their events and to use them to enliven discussions and debates on international issues. These events will benefit from a diversity of perspective if this becomes a more common practice, and international graduate students will feel more connected to campus life. The Global Union, which funds these clubs, can play an important role in bringing about this change.

## **8. International Internships**

The University should create an International Internship Office (IIO) designated not only to provide students with information but also to place them in internships in the United States or abroad.

### ***Recommendations:***

- 8.1. Mandate the IIO to develop the long-term professional contacts with the Global Council, Lehigh alumni (which, of course, will require a close working relationship

between the internship office and the Alumni Association), public international organizations, NGOs, and governments required to build a network of internship providers.

- 8.2. Task the IIO with finding internships that place students in organizations with offices overseas (Doctors without Borders or American embassies) and in US-based organizations dealing with international issues (The Council on Foreign Relations or the Federation of American Scientists).
- 8.3. Expand Lehigh programs similar in concept to those already running in Honduras, Prague, and Shanghai, which combine coursework with internships.
- 8.4. Ensure that Lehigh interns are good ambassadors for the University so that employers will be eager to hire our students regularly. The IIO, in cooperation with the Associate Deans for International Affairs, must develop standards for selecting students for internships, placing particular emphasis on academic standing, letters of recommendations from faculty, and formal interviews. The IIO should also devise effective pre-departure orientation programs based on an understanding of employers' needs and expectations and the customs of the countries in which our students will work.
- 8.5. Prevent internship opportunities from being restricted to a subset of our students by creating a fund to assist those whose internships do not provide salaries or housing.

## **9. Promoting Faculty Development and Exchanges**

More of our faculty must teach and conduct research abroad routinely, and more international scholars must do the same at Lehigh.

### ***Recommendations:***

- 9.1. Forge partnerships with universities overseas to organize long-term teaching exchanges (for a semester or academic year), using "even swap" arrangements to cut costs.
- 9.2. Make the development of such exchanges a principal responsibility of the VPGP and the Associate Deans for International Programs.
- 9.3. Encourage College Deans and Associate Deans for International Affairs to develop plans to ensure that a certain minimum number of Visiting Professors and Fellows from overseas are in residence in their Colleges, teaching or conducting collaborative research with faculty.
- 9.4. Improve the currently inadequate housing arrangements for international professors and fellows (which impose significant burdens on the faculty who sponsor them) by creating accommodations that are situated in a manner that maximizes visitors' involvement in campus life.

- 9.5. Connect international faculty and fellows with the proposed International House, international student clubs, and with undergraduate clubs focused on global issues.
- 9.6. Create competitions for grants and fellowships that enable our professors to explore possibilities for developing faculty exchanges.
- 9.7. Earmark funds to bring a small number of international scholars to Lehigh periodically to attend conferences or for short-term collaborative research projects, focusing on individuals from the world's poorest regions. (This idea stems from our earlier proposition that the University must lead by example if it wishes students to rethink traditional conceptions of community and social responsibility.)

## **10. Building International Partnerships:**

We should craft strategies at the University and College levels for building partnerships with educational institutions, private and governmental organizations, and businesses in key parts of the world so that Lehigh's international presence increases. So as to avoid a helter-skelter approach, we should focus on parts of the world where we have existing partners or that dovetail with the University's strategic goals in internationalization. If successful, such efforts—which will require attention to all manner of detail, including, for example, those pertaining to accreditation—will build Lehigh's reputation in various parts of the world and also help us recruit international students.

### ***Recommendations:***

- 10.1. Consider a gamut of joint enterprises overseas, including:
  - student exchanges (ours study there and theirs study here for a semester).
  - faculty exchanges.
  - partnerships with local schools and universities in which Lehigh helps in the training of teachers and the construction of curricula.
  - Lehigh degree programs that involve the international students completing a curriculum that we have a substantial role in developing as well as a semester's worth of coursework on our campus.
- 10.2. Use state-of-the art distance learning technologies to reduce our expenditures on international education programs and to enable Lehigh professors to teach students abroad while continuing to offer their courses and conduct research on campus. Some of our programs, notably in the College of Education, are already doing this with success. \*\*
- 10.3. Increase the number of collaborative research projects between international researchers and Lehigh faculty and set the goal of making such partnerships

commonplace in all Colleges by providing seed money—through competitions—to faculty who wish to explore opportunities for such ventures.

- 10.4. Use the groundwork created by partnership ventures to investigate the feasibility of organizing a small number of satellite campuses which utilize the facilities of local schools to reduce our expenses.
- 10.5. Explore possibilities for short (four to six weeks) Lehigh summer executive education programs or workshops in management and engineering, giving careful attention to India, one of the world's fastest growing economies that has a severe shortage of high-quality vocational programs but a wealth of people capable of enrolling in courses taught in English. We have a number of professors in CBE and RCEAS who know India well and can make special contributions to the launching of such programs.

## **11. Forging Stronger Ties with our International Alumni**

Building strong links with our international alumni so that they remain connected to their University must rank high on the Global Lehigh agenda. The concentration of international alumni in a few global hubs makes this task manageable. The Alumni Association, which presently—and for understandable reasons—focuses on alumni within the United States, must have operational responsibility for this mission.

### ***Recommendations:***

- 11.1. Continue to improve our capacity to compile up-to-date information on the whereabouts and professions of our international alumni and to communicate with them about major Lehigh initiatives and events.
- 11.2. Use our choir and the departments of Music, Theater, Art and Architecture, Religion Studies, International Relations, and our athletics program—and these are merely examples—to organize events designed for international alumni.
- 11.3. Help international alumni (we include American graduates of Lehigh working abroad in this category) organize clubs whose programs unite them with one another and with the University.
- 11.4. Focus our assistance for starting such clubs in countries and regions with a critical mass of alumni.
- 11.5. Connect these clubs to the University through annual visits by the President and Provost and by Lehigh faculty.
- 11.6. Beam telecasts of important Lehigh cultural and sporting events to international alumni.

- 11.7. Involve international alumni in the recruitment of students overseas and, as part of this effort, create a systematic working relationship between the Office of Admissions and alumni clubs. \*\*
- 11.8. Develop strong and sustained ties with the international student and faculty alumni of the Global Village program and with the teachers, principals, and counselors, who are graduates of the College of Education. \*\*
- 11.9. Charge the IIO with developing a plan for utilizing our international alumni to obtain student internships.
- 11.10. Make liaising with international alumni a major responsibility of the VPGP. \*\*

## **12. An International House**

An International House (IH) can serve as a principal forum for debates, lectures, films, cultural programs, and exhibits with international content, which are open to the Lehigh community and residents of the Lehigh Valley.

### ***Recommendations:***

- 12.1. Provide the IH with a central location on campus to ensure accessibility and to symbolize our commitment to internationalize the University's intellectual and cultural life.
- 12.2. Create an IH that has broad appeal and is viewed as a community for conversation, perhaps by having a pub or a cafe within it.
- 12.3. Hire a director and a professional staff with the training and experience needed to make the IH the "go-to" place for a variety of international events.
- 12.4. Mandate the staff of the IH to develop programs that take advantage of our nearness to New York, Philadelphia, and Washington, DC, so as to make maximum use of these metropolises, which have a constant inflow of intellectuals, policymakers, diplomats, and artists from around the world. (New York is particularly important given the presence there of consulates, the United Nations, the Asia Society, the Council on Foreign Relations, the 92<sup>nd</sup> Street Y, and many other organizations. Moreover, our proximity to New York can make it feasible and affordable to bring prominent international figures and cultural programs from there to campus occasionally.)
- 12.5. Remove the responsibility for international programming from the Office for International Students and Scholars (OISS), which should focus on assisting and advising international students and visitors on matters relating to visas, housing, and schooling for their children.
- 12.6. Bring the Global Union into the organizational structure of the IH and use the latter's resources to strengthen the former's capacity to support clubs' activities.

- 12.7. Place the IH under the supervision of the office of the VPGP and make fundraising for the IH one of his or her key responsibilities.

### **13. Administrative Guidelines**

We recommend the following administrative principles to advance the Global Lehigh agenda:

- 13.1. Develop mechanisms that enable us to stay informed about present and potential opportunities for developing innovative and distinctive international ventures. In particular, we must stay abreast of what other schools are doing on various international fronts. Only then can we develop distinctive programs such as the Martindale Scholars Program, the Global Citizenship Program, the College of Education's graduate education program for teachers, principals, and counselors in "International Schools," and the Global Village for Future Leaders of Business and Industry.
- 13.2. Take steps to make sure that the academic advising system in all three undergraduate Colleges encourages students to learn languages and study abroad and provides the information that students need to avail of opportunities, whether they are offered or by programs run by other schools. \*\*
- 13.3. Ensure that our staff is engaged by the supervening rationale underlying Global Lehigh and well versed in the details of the programs that flow from it. Not only are they full and valued members of the University, students and international visitors will turn to them routinely with procedural and substantive questions about the gamut of our international program. Those staff within the Registrar's office, Department Coordinators, and administrative personnel in the offices of the College Deans and in specific international programs will play an important part in determining whether the lofty aims of Global Lehigh are realized on a practical, day-to-day basis; but so will many other staff members.
- 13.4. Use regular, rigorous reviews to assess the quality of our existing programs and to plan and lay the groundwork for new ones. A major purpose of these appraisals should be to assay Lehigh's performance when it comes to: \*\*
  - the individuals who study at the University and visit its campus as teachers, researchers, and participants in our international programs.
  - the activities that students and faculty at Lehigh engage in, here and abroad.
  - the content and thrust of our curriculum and of initiatives that promote internationalization through direct experience.
  - the effectiveness of our administrative bodies responsible for furthering internationalization.

- the scope of our thinking about public policy problems and our conceptions of obligation, justice, and citizenship.
- 13.5. Focus resources with reference to clear priorities rooted in strategic planning to avoid spreading resources too thinly or merely mimicking other schools. Our ambitions are large and our endowment small relative to many schools with whom we compete, or hope to, so we must be prudent about what we plan to achieve and the “timelines” we set. The investments we make in internationalization should flow from a clear conception of what we can do best relative to other schools, where we can blaze trails, and how we can use particular advantages to create new programs— independently or through partnerships. If we try to be everywhere, we will be nowhere and will have spent much money with little to show. Every new proposal or initiative must be able to offer a compelling answer to a question: “Why, given its particular global agenda, should Lehigh invest its efforts and monies in the proposed program?” \*\*
- 13.6. Develop explicit strategies to sustain our best programs and to ensure continuity— and do so up front when planning new ones so that what we create endures, is strong, and can become stronger still. \*\*
- 13.7. Create procedures and institutional mechanisms to maximize interchange and coordination between the offices that administer our present and planned programs. Here are some examples that demonstrate how to achieve this “silo busting” so that we build, expand, and maintain a network of international contacts to support efforts to recruit international students, strengthen SA programs, and provide international internships: \*\*
- The Office of Admissions should work systematically with the Alumni Association if we are to use the contacts of our alumni (especially those living outside the United States), or the alumni themselves, to attract international students. Our alumni abroad are in effect our envoys and can tell potential applicants about Lehigh based on “real-life” experiences in ways that brochures and websites cannot.
  - The Admissions Office must use the wealth of contacts that the Director of the School of Education’s Office of International Programs has forged with counselors, teachers, and principals in “international schools” in over 50 countries. These individuals received their graduate education at Lehigh and advise students about college choices. We must use their first-hand knowledge of Lehigh as an asset, not least because it is both unique and free. Such coordination as now exists between these two units is ad hoc and anemic.
  - Our choir, orchestra, the departments of Music, Theater, and Art and Architecture, and our athletics program can bring Lehigh to our international alumni in vivid and meaningful ways. So can faculty who are traveling abroad, and department chairs and the Alumni Office should have regular interchange so that the latter can encourage these professors to address alumni groups on the topic of their

research or an exciting and new aspect of life at Lehigh, or simply to meet them informally for food and conversation. Similarly, the International Internships Office must coordinate its activities with the Alumni Office so that our graduates, whether they live in the United States or other countries, can help us procure international internships for our students.

- Associate Deans for International Affairs should be appointed by each of Lehigh's Colleges (the School of Education in effect already has one: it's Director of International Programs). These Deans will coordinate international activities and within their Colleges represent the particular needs of their constituencies as planning for international programs proceeds. These Deans should be advised by a faculty committee consisting of professors who have substantial experience in building or participating in international programs or whose research agendas are substantially international. The Associate Deans for International Affairs and their faculty councils must make the creation of collaborative programs that span College boundaries intrinsic to their mission so that our international initiatives are enriched by interdisciplinary content. Cross-College coordination will also help prevent the proliferation of a gaggle of programs that fail to combine individual efforts to generate a larger effect.
- Many Lehigh professors have extensive international experience and understand first-hand the opportunities and obstacles in particular countries. Such colleagues can help reduce the "transaction costs" that accompany the starting of new international programs—and can do so in simple ways, such as opening doors and providing contacts, or speaking to questions of quality when we consider selecting partners. We must identify such colleagues and harness their knowledge as specific international initiatives are planned.
- Our Study Abroad Programs must be built, where possible, to supplement our core curricular missions. For instance, if nanotechnology is a priority for Lehigh we should consider developing SA programs in particular parts of the world that have demonstrated strengths in that field, perhaps through collaborative ventures between our faculty and international partners. Likewise, our students' study of poverty and development (and related topics such as microfinance or environmental policy) in courses should spur the creation of programs in places where these are pressing issues. The same applies to our efforts to build a program in Global Islamic Studies and to strengthen the international facets of education within the CBE.
- We must use our Global Council to better effect. To do so, the University's leadership must present it with a compelling, coherent vision of our objectives in internationalization and clarify how the Council can help. Follow-ups aimed at building a strong and continuing relationship with the Council are also important if we want this group to embrace and help advance Global Lehigh's aims. To date, we have not been particularly successful in employing the Council as an asset and ally, and we can go before this group with fuzzy plans only so many times without squandering its trust and goodwill.

## 14. Engaging Faculty, Students, and Staff

### Faculty:

Global Lehigh can change the intellectual aura and culture of our campus only if the faculty — particularly those who are Lehigh's future and who are early in their careers — are deeply involved in the activities that constitute its core. But herein lies a problem. Conceptualizing, creating, and sustaining innovative international programs will demand time and effort. Lehigh's outstanding Martindale Scholars Program exemplifies this. It involves detailed planning of trips—to a different country each year—organizing meetings on-site with prominent intellectuals and leaders, and hands-on supervision of student research projects that commence after the trip abroad. These projects focus on major public policy questions relating to the country visited and must be of publishable quality—candidates for the Martindale Center's nationally-known journal, *Perspectives on Business and Economics*.

The Global Citizenship (GC) program is another example of a labor-intensive initiative that has made its own distinctive contribution to internationalizing learning at Lehigh. Its interdisciplinary faculty seminars have led to a profusion of internationally-oriented courses in our curriculum that examine in non-traditional ways the scope of individuals' obligations to others, while also weakening disciplinary and organizational walls separating faculty and inhibiting cross-disciplinary conversation. GC's winter break field trips abroad reveal to our first-year students the magnitude of problems that exist in the world and that affect others' daily lives, while its requirement for a semester of overseas study provides them a longer exposure to the world as well as an opportunity to hone their language skills.

We need more such programs, but tenure-track faculty will justifiably wonder whether creating such programs and participating in them are a sensible use of their time. It is quite natural that they will conclude that it is best to concentrate on building their teaching and scholarship, certainly during the first few years on the job. However, once their research programs are well established, and certainly once tenure is secure, it would be greatly advantageous to engage them in the Global Lehigh project.

As for professors who have earned tenure, the University can reasonably expect that faculty to whom it has made a permanent commitment be active in service and administration if they wish to make a compelling case for promotion. Fulsome contributions to the programs of Global Lehigh—whether existing or envisaged—should be regarded as an important manifestation of the good citizenship that candidates for promotion are expected to demonstrate. Newly-tenured faculty may still be concerned that such activity will not amount to much when they are being reviewed for promotion.

Lehigh must certainly not scale back its ambitions to shine as a top-flight research university, but it can create incentives to involve tenure-track and recently-tenured professors in Global Lehigh's enterprises, while keeping its expectations in proper perspective.

There are several concrete ways to do so:

- 14.1. First, designing and running Study Abroad programs or joint ventures and partnerships with institutions overseas can be categorized as *teaching* rather than service, which now counts for less than research and teaching in assigning merit raises and decisions related to promotion. \*\*
- 14.2. Second, the University can demonstrate that a contribution to Global Lehigh is truly valued by ensuring that yearly salary raises reflect such efforts. \*\*
- 14.3. Third, those who pitch in and make major contributions can be rewarded with additional leaves and research funds.
- 14.4. Fourth, Lehigh could operate as a “twelve month university,” where teaching and service during the summer are treated no differently than they are in the fall and spring semesters. By allowing faculty to choose the two semesters in which they teach, this reform will give them the flexibility to build the programs and undertake the initiatives essential for making Global Lehigh a reality. Schools such as Dartmouth have used this approach to good effect. Changing to this mode would be a major undertaking, but is worthy of further study.

### **Students:**

If internationalization permeates their education and general intellectual experience at Lehigh, we will attract students from the United States or other countries who are international in orientation almost by instinct and who will therefore quickly and naturally participate in efforts to internationalize the University further. (This is a natural extension of enrolling students who are not from Lehigh’s “backyard” and have already demonstrated their readiness to venture beyond their comfort zone.) The trick to making sure that the pedagogical themes of Global Lehigh shape our students’ thinking and aspirations involves drawing them into programs from their very first semester here so that they see studying abroad, learning languages, and holding international internships as the norm at this University. But they will come to regard a globally-oriented education as a quotidian feature of Lehigh life only if interesting, abundant, and constant international programs, opportunities, and events exist on campus; if their professors are involved in making these happen; and if our Colleges are flexible about awarding credit in students’ majors for courses taken abroad.

If the various facets of Global Lehigh come alive, the University will be perceived as among the best choices for internationally-minded students. Those who graduate from the University will spread the word to high school students deciding where to apply to for college, and guidance counselors will point such students toward Lehigh. This in turn will, via self-selection, alter the culture at Lehigh and create the international ethos we mentioned earlier: success will breed yet more success. Alas, neither prospective students nor the professionals who advise them about college choices now perceive Lehigh as such a place.

### **Staff:**

Finally, it should be acknowledged that staff members are often the people who interact first with prospective students and visitors. Staff members also have much to gain by working in the rich environment envisioned in this plan. As such, training of staff members is a critical part

of creating Global Lehigh. A straightforward way to promote the vision and mechanisms of Global Lehigh is to leverage the program known as “Learning the Institution”. Also, as more visitors and international students travel to Lehigh, the pool of potential staff members with international experience will grow as the number of spouses grows.

## **F. Summary**

Let us return to the metaphor of a complex system, for it illuminates a theme that runs through this report. Such systems—whether biological, mechanical, or political—consist of numerous components. Some can be discarded rapidly, others are essential because the whole will not work without these parts. Global Lehigh is a system in its own fashion. A robust Study Abroad program boosts language study. A campus that is not international in its very texture will fail to attract a significant number of students interested in global issues. Unless there is a significant percentage of international students within the overall student population, exhortations to learn about and engage cultural differences risk being confined to the classroom. International internships provide an exposure to other ways of life that courses cannot, but unless international alumni are made to feel part of Lehigh, we will forfeit an invaluable source of advice about internships and indeed the opportunities to find internships for our students.

This point about complex interrelationships can be illustrated in many other ways by using examples from this report. The larger point to remember is that there are important areas in which we must build strength at the same time because the essentials of an education rich in international content work in harmony and reinforce one another. We cannot, of course, do all that needs to be done all at once, which is why we have ranked our proposals. Yet it is important to move rapidly to change the status quo in areas critical to internationalization—for instance, the RIE and the five items that are listed after it in the table of content—because we cannot credibly claim to be committed to, let alone provide, the kind of international education envisaged in Global Lehigh, unless we do.

We have plenty of work ahead of us. A 2006 report in Newsweek listed the world’s “top 100 global universities,” of which forty-four were American schools. At least six have a national reputation that is on par with or below Lehigh’s, yet we were not on the list, which, in part, was based on such measures as the percentage of international students and international faculty.

The good news is that we have some excellent programs up and running, or initiatives underway, in several core areas of internationalization. We stand on a good foundation as a result. If we are careful about picking the areas in which we want to build strength and relate our efforts to an overarching and distinctive philosophy about international education, we can, within a decade, transform Lehigh so that it becomes known as yet another success story in providing an education appropriate to the era of globalization.

## **G. Appendices**

- A. Report Acronyms
- B. Global Lehigh Advisory Council Information Gathering Process
- C. Lehigh Total Enrollment vs. Study Abroad by College 2001-06
- D. Lehigh Study Abroad by Destination 2001-2006
- E. Lehigh Study Abroad Trends 2001-2006
- F. Lehigh Study Abroad 2005-06 Annual Report-Term and Gender
- G. Lehigh Destinations of Students by Region and Country
- H. National Statistics for Study Abroad-Top Countries and Trends

## **Appendix A**

### **Report Acronym**

CAS	College of Arts and Sciences
CBE	College of Business and Economics
ESL	English As A Second Language
GC	Global Citizenship Program
GIS	Global Islamic Studies
IDEAS	Integrated Degree-Engineering Arts and Sciences
IGERT	Integrative Graduate Education and Research Traineeship Program
IH	International House
IIO	International Internship Office
LAFPB	Lehigh Abroad Faculty Policy Board
LVAIC	Lehigh Valley Association of Independent Colleges
MLL	Modern Languages and Literature Department
OISS	Office of International Students and Scholars
RAs	Resident Advisors
RCEAS	Rossin College of Engineering and Applied Science
RIE	Required International Experience
SA	Study Abroad Program
VPGP	Vice President for Global Programs

## **Appendix B**

### **Global Lehigh Advisory Council Information Gathering Process**

#### **Global Lehigh University-wide Correspondence**

- February 6, 2007 Provost Mohamed El-Aasser sent a memorandum to the campus community announcing the appointment of the Council and explaining its mission.
- February 22, 2007 The Global Lehigh Advisory Council sent a memorandum to students and faculty and staff colleagues, further explaining its goals, announcing the creation of a dedicated email address for comments and discussions, and providing the telephone numbers and email address of its members.

#### **Consultations**

- January 23, 2007 Brad Drexler, Vice President—University Relations
- February 21, 2007 Jack Lule, Director, Globalization and Social Change Initiative
- February 28, 2007 Erica Smith Caloiero, Director, Study Abroad
- March 14, 2007 Richard Aronson, Director, Martindale Center for the Study of Private Enterprise
- March 21, 2007 Sally White, Dean, College of Education, and Daphne Hobson, Executive Director, International Program
- March 27, 2007 Council met with 20 undergraduate students
- March 28, 2007 Jill Anderson, Director of Alumni Clubs, Alumni Office
- April 3, 2007 Anne Meltzer, Dean, College of Arts & Science
- April 4, 2007 David Wu, Dean, College of Engineering and Applied Science
- April 5, 2007 Council met with 15 graduate students
- April 11, 2007 Tom Hyclak, Interim Dean, College of Business and Economics
- April 18, 2007 Tony Viscardi, Associate Professor, Art and Architecture
- May 21, 2007 Laura Severin, Senior Assistant Director, Admissions Office

#### **Consultations by College**

The Global Lehigh Advisory Council (GLAC) appointed from its ranks representatives for each of the University's Colleges. These Council members made presentations at a specific faculty meeting within their College, during which they outlined the charge of the GLAC and encouraged their colleagues to contact them with any questions or suggestions related to the Council's work. Over the course of the semester, these designated representatives had a number of informal conversations with faculty from their Colleges. The representatives were:

Arpana Inman, College of Education  
Judy McDonald, College of Business and Economics  
Frank Pazzaglia, College of Arts and Sciences  
Richard Vinci, College of Engineering

#### **Global Lehigh Email Feedback**

At the outset of its work, the Council established a dedicated email address for students, faculty, and staff wishing to offer suggestions and comments. In its February 22 memorandum, the Council invited the campus community to use this address. The Council received twenty- six email communications and responded to each one, addressing the specific issues that were raised. The emails were discussed within the Council and, in a number of instances, helped to shape our deliberations, consultations, and gathering of data.

## Appendix C

### Lehigh Total Enrollment vs. Study Abroad by College 2001-2006

<b>STUDY ABROAD UNDERGRADUATES</b> <b>NUMBER OF STUDENTS AND % OF STUDENT BODY</b> <b>CLASSES 2001/02 THRU 2005/06</b>
--

	2001-02	2002-03	2003-04	2004-05	2005-06
<b>CAS</b>					
Total Enrollment	1883	1854	1886	1874	1907
SA Students	140	170	184	179	186
% Students Abroad	7.4%	9.2%	9.8%	9.6%	9.8%

<b>CBE</b>					
Total Enrollment	1345	1298	1268	1257	1308
SA Students	121	109	92	103	134
% Students Abroad	9.0%	8.4%	7.3%	8.2%	10.2%

<b>RCEAS</b>					
Total Enrollment	1491	1533	1502	1424	1441
SA Students	25	35	43	50	50
% Students Abroad	1.7%	2.3%	2.9%	3.5%	3.5%

<b>TOTAL</b>					
Total Enrollment	4719	4685	4656	4555	4656
SA Students	286	314	321	334	370
% Students Abroad	6.1%	6.7%	6.9%	7.3%	7.9%

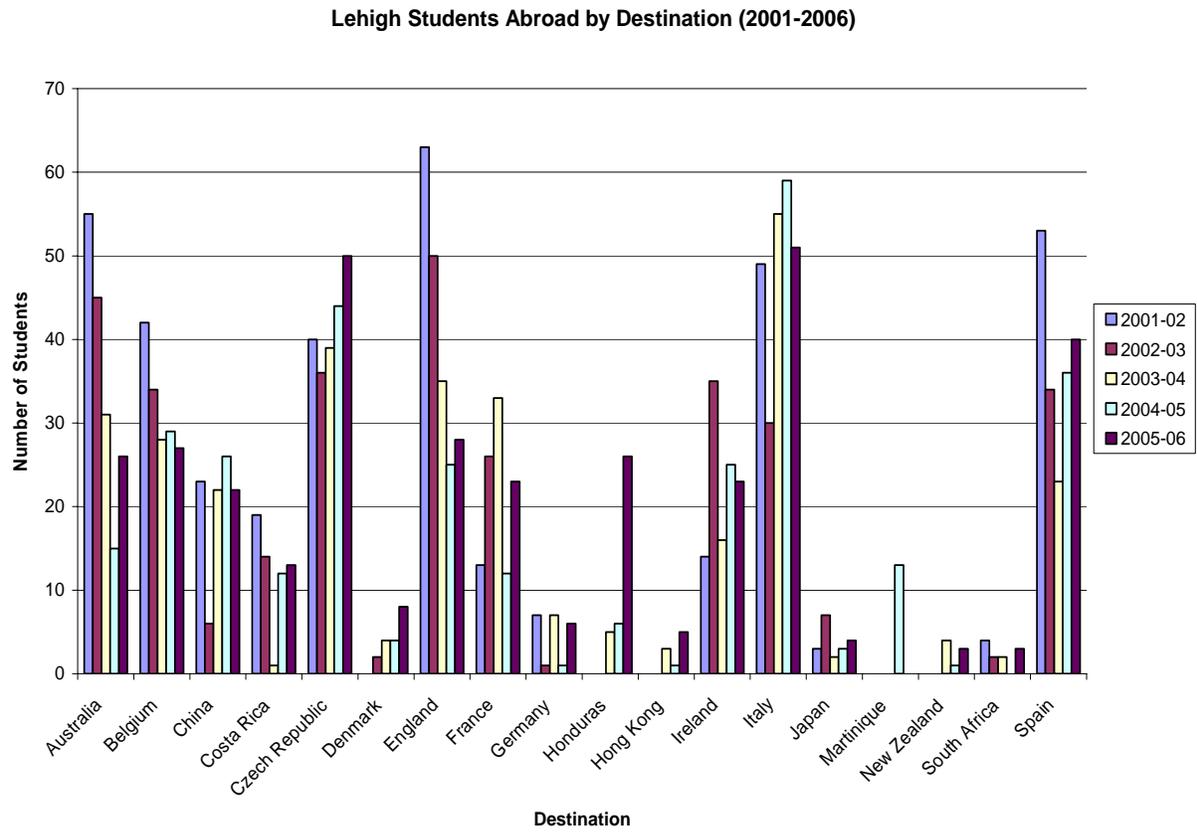
Included in the Study Abroad numbers:

Semester (Fall & Spring), Faculty Led (Summer and Winter), and Third Party Providers)

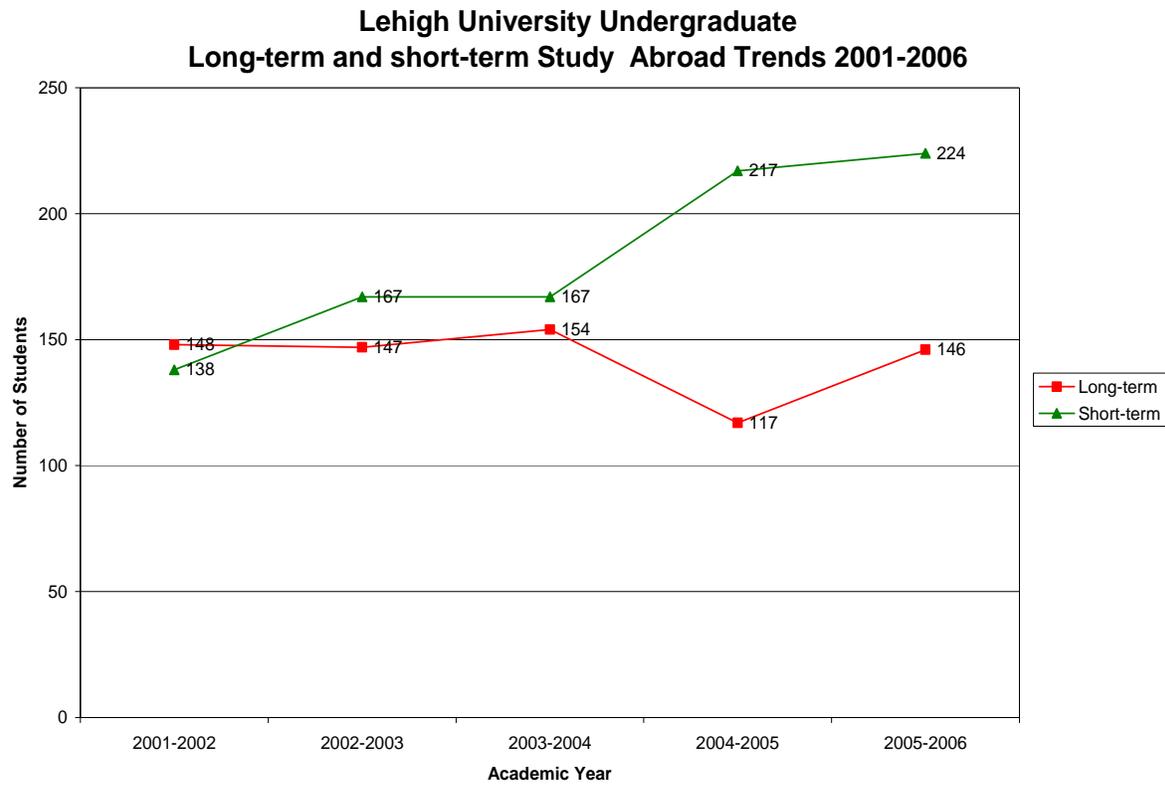
Not Included in Study Abroad numbers:

Martindale, Global Citizenship, Tauck Scholars, Lehigh Choir, etc.

**Appendix D**  
**Lehigh Study Abroad by Destinations 2001-2006**



## Appendix E Lehigh Study Abroad Trends 2001-2006



Long-term: Semester or Academic Year

Short-term: Summer or Winter

**Appendix F**  
**Lehigh Study Abroad 2005-06 Annual Report-Term and Gender**

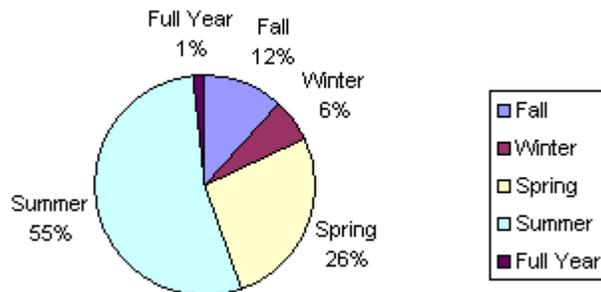
**2005-2006 Study Abroad Annual Report**

**Total Study Abroad Activity: 370 students studied abroad**

**Students Abroad by Term**

<b>Term</b>	<b>Number of Students</b>
Fall	45
Winter	23
Spring	96
Summer	201
Full Year	5
<b>Total</b>	<b>370</b>

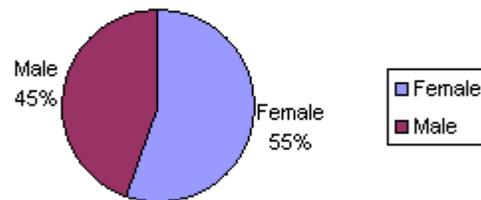
**Students Abroad by Term 2003-2004**



**Students Abroad by Gender**

<b>Female</b>	<b>Male</b>	<b>Total</b>
204	166	<b>370</b>

**Students Abroad by Gender**

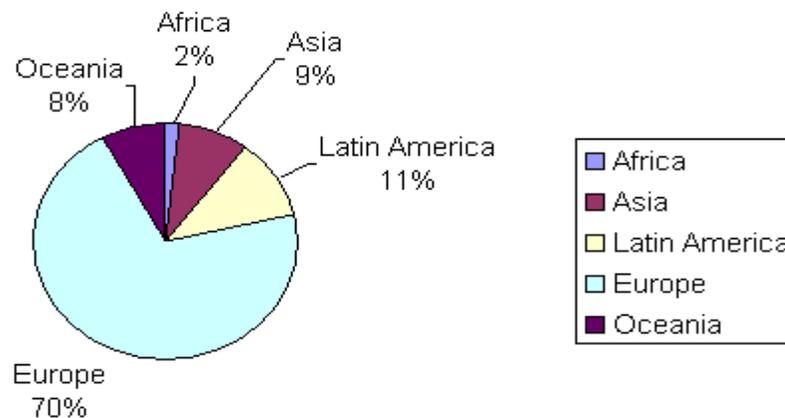


## Appendix G

### Lehigh Destinations of Students by Region and Country (2005-2006)

	<b>Totals</b>		<b>Totals</b>
<b>Africa</b>	<b>7</b>	<b>Europe</b>	<b>261</b>
South Africa	3	Italy	51
Egypt	2	Czech Republic	50
Morocco	1	France	23
Tanzania	1	Scotland	2
		England	28
<b>Asia</b>	<b>32</b>	Belgium	27
Hong Kong	5	Germany	6
China	22	Ireland	23
Japan	4	Spain	40
India	1	Denmark	8
		Austria	1
<b>Latin America</b>	<b>41</b>	Sweden	1
Honduras	26	Switzerland	1
Costa Rica	13		
Chile	1	<b>Oceania</b>	<b>29</b>
Turks and Caicos	1	Australia	26
		New Zealand	3
		<b>Total</b>	<b>370</b>

**Students by Demographic Region**



## **Appendix H**

### **National Statistics for Study Abroad-Top Countries and Trends**

National Statistics, AY 2004-05 (latest year for which data is available)

Nationally, nearly 206,000, up 8% from AY 2003-04

Increase of 144% in the last decade, from only 84,400 in AY 1994-95

Of top 20 countries,

- Only 5 are primarily English-speaking
- Most are outside Western Europe (although this region accounts for 45% of participation)
- China up 35%
- India up 53%
- Argentina up 53%
- Brazil up 28%
- Chile up 12%
- Participation rates in English-speaking countries down slightly (Australia: -5%; Ireland: -2%)

Trends:

- Increase in countries like China and India that will provide useful language/cultural skills for career
- Institutions addressing barriers to participation, to better prepare students for future careers
- Largest growth area is short-term study: 56% of students go for less than a semester (e.g., summer, winter, and integrated programs)
- Semester abroad = 38% of total; Full year = 6% of total



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