

FINAL REPORT

**TASK FORCE ON GLOBALIZATION
OF
RESEARCH AND
GRADUATE EDUCATION**

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Submitted to:

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and***

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Vision Statement and Guiding Principles

The Task Force agreed upon a proposed vision of guiding principles for the University regarding globalization; this vision forms a context for its recommendations. The vision recognizes that there are three distinct motives for international activity which reflect the three missions of the university: 1) To enhance the quality of the scholarship in Penn State's research activities; 2) To broaden the educational experiences of our graduate students who will live and work in an increasingly connected world; and 3) To reach out to other parts of the world and offer the benefits of our expertise and capabilities to all citizens of the globe. Based on these three motives, the proposed Vision Statement is as follows:

GLOBAL VISION STATEMENT

To be an institutional leader within a global network of research universities that integrates research, scholarship, education and service to advance knowledge, address complex challenges and educate responsible global citizens. The Guiding Principles should be:

- *Collaboration and Incorporation of Diverse Perspectives and Indigenous Scholarship*
- *Free Movement of Scholars and Scholarship*
- *Sensitivity and Openness*

¹ Note – Dr. Jaffe fell ill and was replaced on the Task Force by Dr. Crocker.

² Note – Dr. Nadarajan took another position and left the University before completion of the Task Force report, and was replaced on the Task Force by Dr. Orland.

Surveys of international activities and Memoranda of Understanding:

The Task Force used a web-based survey to query individual faculty members as to their international activities. This survey was created by the IT staff of the Graduate School and was announced to all research and graduate education units at Penn State, via unit leaders for distribution, with numerous reminders. The survey yielded 695 responses, which is estimated to constitute approximately 23-46% of the faculty at Penn State that were invited to complete the survey. These responses are summarized in Appendices I, II, IV, VII, VIII but the highlights are given below:

- The largest concentration of international activities is focused in Western Europe, with relatively little concentration in any other part of the world.
- Outside of Western Europe, the next largest concentration of international activities is distributed across Canada, China, Australia, and Japan. We appear to be most active in the countries with the strongest research programs.
- Even within given countries, Penn State efforts are rather diffuse. The international university with the most activities, University College in London, had only eleven Penn State faculty participating in research or graduate education activities of any sort. The next highest total at a single institution is seven distinct faculty activities.
- The most common international research activities involve coauthoring of publications, followed by both informal collaborations (not resulting in publications) and sponsored research programs.
- The most common international graduate education activities involved international graduate students working in Penn State research groups.

The Task Force also queried all of the colleges which participate in graduate education and research as to the existence of Memoranda of Understanding (MOUs) between their units and institutions abroad. Responses were received from eleven colleges, which probably included the most active of the Penn State units in this arena. These responses are summarized in Appendices III, V, and VI, but the highlights are as follows:

- The eleven colleges were aware of a total of 100 MOUs. These went by many names and seemed to take many forms. There appears to be no standard template for an MOU.
- Europe was the region of the world with the highest concentration of MOUs, with a total of 61 out of 100.
- France was the single best-represented country with 19 MOUs.
- Most colleges appeared to have no well-coordinated records of all of their MOUs, and some seemed to have no method of recording agreements into which their departments might be entering.

Specific recommendations for actions:

- ***Penn State should increase its visibility and identity outside the U.S. through mechanisms that target strategic graduate education partnerships.*** Viable graduate program models to consider for partnerships include:
 - Certificate offerings specifically designed to meet needs of partner institutions.

- Integrated baccalaureate/masters and masters/doctoral programs with institutions outside the U.S.
 - Concurrent degrees with strategic institutions outside U.S.
 - Educational-research partnerships with international institutes. For example, students might complete PSU coursework and preliminary research activities, but conduct an extensive portion of research at a partner research institution outside the U.S.; or students might receive a PSU graduate degree but have membership of select faculty from the research institute who have adjunct appointments at PSU on their doctoral committee. Also, the reverse of this (sandwich programs) might be possible where students in degree programs at institutions outside the U.S. conduct a significant portion of their research with faculty at Penn State and then return to their home institution.
 - Integration of online graduate programs and courses with a global enrollment, together with resident education, can significantly enrich the educational experience for all students by providing diversity of student perspectives and interactions. It may also provide a mechanism for students outside the U.S. to take courses while still in their home country, before travelling to the U.S. for the more research-intensive portion of a Penn State degree.
- In addition to the above graduate education models, ***the Task Force supports an approach already initiated at PSU that integrates faculty research and student learning and community development or outreach wherever appropriate to the disciplinary field and faculty research interests and expertise.*** This approach is exemplified by The Alliance for Earth Sciences, Engineering and Development in Africa (AESEDA), as well as by the Department of Landscape Architecture in the use of “Student Service-Learning” in addressing the needs of heritage landscapes in collaboration with NGO partners in the Czech Republic. As paraphrased by Orland *et al.* (2004), “Service-learning situations provide an environment where (student) judgment can be exercised and refined, not only with feedback and evaluation by the professor but with the insights and multiple perspectives of community members. ...The expected benefits of active learning—deeper insights and engagement with the topic—are dramatically heightened in the study abroad/service learning situation. In a new environment the inclination to learn is layered with empathy for the host community and a deepened interest in learning and working for positive change.
- ...Bringing (an institutional research focus) to a real application as a vehicle for learning and service accomplishes an integration of the three components of the mission of the University—Teaching, Research and Service. In a time when Universities are widely criticized for their disconnect from the “real” world, such studies represent a powerful response. ... (The) explicitly interdisciplinary, intercultural and international elements of (service-learning provide) the potential for truly transformative learning experiences for students.”
- Additional mechanisms recommended to promote partnerships with institutions outside the U.S. are adjunct faculty positions and joint research laboratories in areas of strength at Penn State and prospective partner institutions. An example of the latter exists in the College of Agricultural Sciences with the Joint Laboratory in Root Biology between faculty in Horticulture and South China Agricultural University. This joint laboratory provides visibility for each institution and is likely to enhance success in joint funding ventures from national and international research sponsors, as well as potentially lead to jointly funded faculty. In the latter case, for example, faculty might spend a month at the partner university, teaching short courses or portions of courses and conducting research. Establishing a consistent and productive presence at the reciprocal campuses creates trust, which is a prerequisite to long-term successful international collaborations. Institutional incentives could include providing a month of summer salary and travel funds to faculty.
- The Task Force discussed increasing Penn State’s global presence by establishing a physical (i.e., “bricks and mortar”) campus to provide instruction in residence outside the U.S. It was acknowledged that a number of highly visible private institutions are pursuing this route, which has positioned these

institutions for significant financial benefits, e.g., in select countries in the Middle East. In other locations, such an approach may preferentially capture a significant portion of the international student market that is otherwise becoming increasingly more difficult and competitive to attract (e.g., China). However, it was also recognized that such ventures represent considerable challenges and potential short and long-range problems and liabilities. For example, substantial expense for buildings and specialized facilities on site; operating within the laws and legal system of another country, which requires investment in local assets such as legal counsel, regulatory and taxation experts, etc.; investment in duplicated institutional administrators and staff to oversee and support the distant location; and very significantly, the problem of identifying faculty who would deliver and sustain programs outside the U.S. The reputation of a research I university is grounded in the scholarly reputations of research-active, tenure-line faculty. Such individuals, especially those of national and international prominence, would be unlikely to participate (in a sustained manner) in teaching and conducting their research/scholarship at such locations. Over time, these campuses would necessarily be supported by the equivalent of fixed-term and adjunct faculty, and assurance of academic quality and program integrity are concerns. Significantly, the tradition of educating international graduate students in the U.S. who then return to their native countries is recognized as contributing to appreciation for a democratic-based society, individual freedom and diverse views, women's rights, etc., and increasing acceptance of U.S. partnerships in other ways. These would consequently be lost by bringing programs to students outside the U.S. In addition, curriculum might be compromised if religious or societal restrictions in the region required a course to be modified in a way that failed to reflect the university's standing regarding diversity and inclusiveness. In the long-term, it was recognized that this approach, if truly successful in its educational mission, could undermine the very competitiveness we currently hold as a "preferred provider" by establishing and enabling our own replacement institution and training its future faculty.

Thus, while the University should remain open to an exceptional opportunity should one arise, ***developing physical campuses outside the U.S. is not considered a strategic priority nor recommended at this time.***

VII. Further Ideas to Promote Globalization

The following suggestions may not be appropriate for broad adoption across the University, but should be considered by individual units desiring to expand their global reach.

- 1) Pursue institutional consortia for some research/graduate education opportunities (e.g., CIC consortium; consortium of Ag Experiment Stations around specific research themes with partner institutions outside the U.S.; WUN institutions; other?).
- 2) Increase international diversity of faculty by encouraging broad faculty searches to include qualified candidates outside the U.S.
- 3) Encourage graduate programs to reconsider second language acquisition as an important asset for scholars in an increasingly global context for research and scholarship (e.g., preferred approach to meeting communications requirement). The Language Institute in Liberal Arts can help graduate students with no second language skills to learn new languages (ten different languages are now offered) during the summer months.
- 4) Encourage graduate programs and faculty to support international experience in the context of research/scholarship for their graduate students through as many means as possible and appropriate, including support for attendance at international meetings relevant to their discipline; research opportunities with a collaborator outside the U.S.; travel to and scholarly activities at an international entity (e.g., museum collection; international performance venue; etc.); and incentives to encourage such activities such as the

College of Agricultural Sciences "Tag Along Fund". This fund allows graduate students and faculty (as well as staff) who have never traveled to accompany seasoned faculty on international research projects to gain understanding to the workings of international research (see <http://www.cas.psu.edu/docs/international/TAGALONGFundDescription.htm>).