UIC GLOBAL EXCELLENCE TASK FORCE

1. INTRODUCTION

At the request of Chancellor Allen-Meares, in January 2013, Provost Lon Kaufman charged a group of faculty and administrators with reviewing UIC's existing international and global efforts and outlining a vision and strategies for building a coherent "globalization" plan that is consistent with the campus's mission. The group was asked to suggest administrative structures, activities, and other mechanisms to leverage and expand on UIC's research strengths and international relationships in preparation for new discussions with external partners, planning teams and potential funders.

a. Provost's Charge to the Task Force:

"The UIC community has an enduring interest in expanding its international reach. This was affirmed in the 2006 UIC Strategic Plan, and more recently by Chancellor Paula Allen-Meares in her 2011 overarching goals, which call for UIC to 'foster diversity and a global perspective.' The document 'The University of Illinois at Chicago: An International University in an Era of Globalization' (October 2008, revised May 2011) describes the deep and inherent nature of UIC's interest in international programming:

> *In its 2006 Strategic Plan, UIC articulated among its primary goals [and] aspirations to excel as an internationally recognized center for research and creativity, to engage, through its Great Cities Commitment, the people, communities, and institutions of Chicago and other great cities of the world, and to be a destination that attracts visitors from around the world. Further, it identified 'globalizing the campus and the curriculum' among the 'stretch ideas' for the university to explore.*

> *As a public research university in a global city, UIC has an inescapable international dimension. According to the Institute for International Education, in 2010 UIC ranked 30th in the nation in its total number of sponsored international scholars, and 54th in the nation in international student enrollment. The University's international student body numbers over 2500, primarily at graduate and professional levels, [representing] 95 different nations. This international diversity mirrors the astonishing diversity of UIC's domestic student body, which spans the globe in national heritage.*

> *To realize its full potential as a university and to provide the greatest social benefits from its many strengths, UIC should strategically develop its international presence and its global character. A well-defined and well-executed international strategy should enrich the education of our students, prepare them more fully for their futures, strengthen our research, enrich our intellectual community, and help shape a positive global culture in Chicago and worldwide.*

Individual examples of international collaboration and relationships abound at UIC. However, these many efforts often exist in discreet pockets sprinkled throughout the campus. As such they do not enjoy the benefits that a leveraged international presence

could offer, and they do not represent UIC with the same force as a coordinated presence would.

The purpose of this task force is to consider a coordinating strategy and vision around which to orient international activity, and the mechanisms to unite these interests and guide them forward together. This will require examining where our strengths and mission might naturally lead us, an inventory of where we have existing relationships, and where UIC should have a presence globally. Furthermore, the committee is asked to consider what incentives, activities, administrative structures, or mechanisms might help guide activity along the prescribed paths.

The report of the task force will be submitted to the Provost and will be used as the starting point for dialogues with external partners and location-specific planning teams. The target date for the report is by spring break, 2013."

b. Task Force Members

Timothy Erickson (Chair), Director, Center for Global Health; Professor, Department of Emergency Medicine, College of Medicine

Paul Brandt-Rauf, Dean, School of Public Health

Teresa Cordova, Director, Great Cities Institute; Professor, Department of Urban Planning and Policy, College of Urban Planning and Public Administration

Caswell Evans, Associate Dean, College of Dentistry

Stacie Geller, Director, Center for Research on Women and Gender; Professor, Department of Obstetrics and Gynecology, College of Medicine

Daniel Hryhorczuk, Professor Emeritus, Department of Environmental and Occupational Health Science, School of Public Health

Laura Hostetler, Professor and Chair, Department of History, College of Liberal Arts and Sciences

Lynette A. Jackson, Interim Associate Provost and Interim Executive Director, Office of International Affairs; Associate Professor, Department of African American Studies and Gender & Women's Studies Program, College of Liberal Arts and Sciences

Norma Claire Moruzzi, Associate Professor, Department of Political Science and Gender & Women's Studies Program; Director, International Studies Program, College of Liberal Arts and Sciences

Bruce Neimeyer, Associate Vice Chancellor for Special Programs

Michael Pagano, Dean, College of Urban Planning and Public Administration; Professor, Department of Public Administration

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George Uslenghi, Associate Dean and Professor, Department of Electrical and Computer Engineering, College of Engineering

Dharmapuri Vidyasagar, Professor Emeritus, Department of Pediatrics and Neonatology, College of Medicine

Stevan Weine, Professor, Department of Psychiatry; Director, International Center on Responses to Catastrophes, College of Medicine

Saul Weiner, Vice Provost for Planning and Programs; Professor, Departments of Medicine, Medical Education, and Pediatrics, College of Medicine

2. UIC'S STRENGTHS AS A GLOBAL UNIVERSITY

One of UIC's greatest assets is its location in Chicago, which is repeatedly ranked among the top ten global cities and described, along with Washington and New York, as "becoming more important geopolitically than the United States is as a country" (*2012 Global Cities Index and Emerging Cities Outlook*). Chicago is both a city of immigrants and a center for world finance and multinational corporations, giving it a wide range of public and private resources and potential partners to support UIC's increasing global reach.

UIC's Great Cities Commitment positions the university in precisely these terms, exemplified by the Great Cities Institute, which "sponsors research, service, and educational programs aimed at improving the quality of life of people living in Chicago, its metropolitan region, and other great cities of the world." Through its Community Engagement and Neighborhood Health Partnerships, the Institute works to build and sustain partnerships between UIC faculty, staff and students and organizations in UIC's adjacent neighborhoods and near UIC-sponsored, community-based projects.

UIC is also home to educational, research and civic engagement projects that focus on issues of population movement around the world, including those affecting Chicago's immigrant and refugee communities.   Faculty and staff across campus pursue research that provides insights that can be applied both at home and abroad.

The American Council on Education suggests six core themes that should be addressed by any college or university trying to develop a globalization strategy:

- Defining core principles and practices
- Balancing pragmatism with idealism
- Delineating comprehensive institutional strategies
- Aligning local and global interests
- Identifying possible models of global engagement
- Integrating technology in globalization[1]

To succeed, global plans should be rooted in specific institutional values, resources and capacities, connected to local concerns, and draw on specific models of engagement that can be integrated with the institution's existing activities.

UIC's global strategies will necessarily rest on the campus's strengths in research and practice, which include both specifically international and global areas and those that have wide applications around the world. Some of these strengths have already been identified through previous planning exercises, such as the 2011 White Paper from the OVCR's Urban Resilience and the Global Environment Advisory Council and the Social Justice Initiative's directory of faculty and staff performing engaged research and teaching. Other clear areas of expertise include global health and post-emergency reconstruction, both of which are interdisciplinary fields that draw on faculty and staff working as researchers and practitioners in health, urban development, migration, civic engagement, and social justice.

Along with these thematic strengths, UIC has a long tradition of community engagement and engaged scholarship, along with notable research and teaching strengths in specific regions, including Latin America, Africa, China, India, and throughout Europe. Both the campus and individual faculty and staff have established long-standing relationships with

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[1] Report of the ACE Blue Ribbon Panel on Global Engagement, "Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century" (November 2011)

NGOs, government agencies, universities, and individuals that can serve as a basis for further globalization.

3. GLOBALIZING UIC: THE CHALLENGES

Any plan to increase UIC's global presence and visibility faces a variety of challenges, not the least of them securing adequate funding in a time of significant fiscal constraint. This will require identifying and establishing appropriate partnerships in the public and private sectors, in Chicago and Illinois, through foundations and government agencies, and with NGOs and other international stakeholders.

Equally important is ensuring the sustainability of new and existing projects, which requires not only stable funding but a long-term commitment from senior administration to provide a wide range of resources. These include tangible resources, such as space and personnel, and intangible support that changes campus culture to incorporate global concerns into the experience of all members of the UIC community. The success of efforts to "globalize" UIC ultimately depends on incorporating the key components of the campus mission—access, diversity, community engagement, economic development—into the plan as a whole and on the specific strategies that are implemented. Like diversity, globalization must be directly linked to all of UIC's priorities and be part of ongoing planning processes at all levels or it will be seen by both internal and external constituencies as an "add-on" rather than an integral part of the university.

UIC's global strategies must also be based on an understanding of the needs, interests and resources of specific internal and external constituencies. What does globalization mean from the perspective of faculty, students or staff? How do we tell when the university has reached a point at which most members of the campus community have integrated the global into their local experience at UIC?

a.   Faculty: A fundamental question is what metrics can be used to measure faculty engagement in global teaching, research, and practice including but not limited to the obvious ones such as what foreign country they teach about or where they go on sabbatical. Recipients of Fulbright Awards (both research and teaching) should certainly be compiled. Hosting of international scholars should also be documented. An additional approach would be to focus on collaboration with international partners: How many UIC faculty publications have multinational authors? How often do faculty members include students in their research abroad? Another would be to consider how faculty members use global contexts to illuminate their research when their work does not center on international topics.

Another question is what incentives might motivate faculty members to expand their research into new topics or regions that fit the university's globalization strategies. This is not a matter of persuading faculty to abandon their existing research, but of finding ways that their work might become part of a coherent UIC presence in particular areas around the world. For example, the campus could offer course release or stipends for curriculum development that integrates global questions into existing courses. Other incentives could include cluster hires, travel stipends for exchange programs, and research pilot funding.

b.   Students: Again, obvious metrics such as the number of students who participate in travel/study programs are not sufficient to tell whether students are having a truly global experience at UIC. We can count the number of undergraduates who participate in Study Abroad and other travel/study activities, but it is more difficult to measure the degree of interaction among students of different backgrounds. For instance, do US-born English-speaking students' social networks include peers from other countries or those whose first

language is something other than English? Similarly, we can count the students whose majors suggest an interest in global issues but what about the extent to which the UIC curriculum as a whole exposes all students to global perspectives? One metric for this would be the number of undergraduates who take courses with global orientations beyond the General Education Core requirement, but aside from those whose titles include words like "global" or "comparative cultures," these are difficult to identify. And what about student participation in co-curricular and other non-classroom activities with a global focus? Do they attend lectures by international scholars or take part in student organizations that bring together people from a variety of global regions? The International Studies minor and the two-year-old Global Learning Community Campus Certificate provide students with an opportunity to begin their UIC career with experiences like these but they serve only a small number of undergraduates.

4. SELECTING GLOBAL FOCUSES

The committee has identified nine principles for prioritizing programs and investments to advance UIC's commitment to global excellence. These principles can be used to frame inventories of UIC's global research and education projects in order to identify regions and themes best suited for more concentrated attention.

a. Aligns with UIC mission

Does an existing or proposed activity align with one or more of the five components of UIC's mission?

UIC's mission is:

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.
- To provide a wide range of students with the educational opportunity only a leading research university can offer.
- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.
- To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.
- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

It is easy to find examples of global programs that can be connected with each of these elements. For example:

- *Creating and sharing transformative knowledge:* The Office of the Vice Chancellor for Research has identified Urban Resilience and the Global Environment as one of three Areas of Excellence "poised to capitalize upon UIC's unique strengths and opportunities and thereby achieve national distinction."
- *Educational opportunity:* Specific global examples include both Study Abroad opportunities for UIC students and the recruitment of international students to study at UIC.

- *Great Cities Commitment:* Faculty, staff and students from every UIC college partner with government organizations, corporations, and the community to focus on common urban concerns such as healthcare, education, affordable housing, economic development and transportation.
- *Diversity:* The recently completed Diversity Strategic Plan and the creation of the new position of Vice Provost for Diversity/Special Assistant to the Chancellor both define diversity in broad terms that include issues related to globalization and immigration. The Student Success Plan, in which the Chancellor has already invested $1 million, includes specific goals for increasing the number of international undergraduates attending UIC.
- *Training in and providing public service, especially the health sciences:* The College of Nursing's participation in the Rwanda Human Resources for Health Program, in which annual cohorts of UIC instructors join an international team to teach and mentor future health care professionals, demonstrates how UIC's pedagogical strength can become part of an international collaboration that changes a nation's future. Similarly, in the Haiti Health Project, part of the College of Medicine's Global Health Initiative, an annual cohort of UIC students and health care professionals have conducted a community needs assessment in an internally displaced persons camp and partnered with a community clinic to deliver health care.

The next step is to identify more areas of global programming and investment that align with specific components of the UIC mission.

b. Density of faculty research or educational programs

Has UIC already amassed expertise and achievement in a particular region of the world or area of global research?

Metrics for answering this question include determining the concentrations of faculty working on a particular theme or in a specific region of the world and the extent to which these overlap. For example, do UIC's various projects on disaster response have specific things in common that unite them as a research area that might be relevant in a variety of regional contexts? Is it possible to create educational exchanges in India based on the projects UIC has already established there? Are there regions or themes that attract enough active student participation to create a Study Abroad cluster? These nodes may not be found only areas in which UIC has outstanding research strengths; they are points at which a group of projects come together to create synergy that can form the basis for new opportunities.

These metrics require an inventory of UIC research, educational and clinical projects, which can then be analyzed to identify density in regions or around themes.

c. Depth/length of faculty research or educational program

Has UIC set deep roots in a particular area of global research or global student education that suggests that it can be sustained over a long period of time (i.e., beyond when a project or grant ends)?

In order to discover where UIC already has a significant presence, assets must be inventoried using metrics such as geographical regions or specific countries in which UIC researchers have worked over a substantial period of time or in which educational projects are well established. This need not be limited to the presence of *individual* researchers or projects—for instance, if a series of UIC faculty have conducted research in a particular

region over an extended period, or if, as in the seven-year Rwanda Human Resources for Health Program or the Haiti Project, UIC has been involved in a long-running project, this means that the university has had a longstanding presence there. The same would be true if UIC *as an institution* has a well-established history of research on a particular topic such as immigration or is known as one of the top resources on a global subject.

d. Density of other connections

Have multiple stakeholders within the UIC community coalesced around particular programs, initiatives or investments?

Connections made by other stakeholders, such as alumni, students, donors, or government agencies, can also form the basis on which UIC's global presence may be leveraged. For example, if UIC has a significant group of alumni in a particular nation, this might mean that the university's academic reputation and expertise is already well known. If a donor has also made business investments or charitable contributions in a particular region of the world, they may also help UIC find businesses, NGOs or government representatives interested in connecting with a research project. And if business or academic partnerships already exist—internship programs, teaching exchanges, study abroad programs—these connections can pave the way for an expanded UIC presence.

To find out where such concentrations might already exist and whether they could be useful in establishing or sustaining research, educational and clinical projects, the next step is an inventory of alumni, students, exchanges, funders, and other sponsors around the world.

e. UIC research, education and community service strengths

Where does UIC have particular research, education or community service strengths that it could leverage towards advancing its global excellence?

As is already clear, UIC faculty and staff have significant research, practice and community service expertise that are or can be linked to global concerns. For example, in addition to housing the College of Medicine's Center for Global Health and Global Health Research Collective and the School of Public Health's Global Health Initiative and Center for Global and Environmental Health, UIC offers an academic concentration, a certificate, and a wide range of courses on global health issues. Across campus much research has been conducted to improve the health and well-being of girls and women across the globe. For example, work to reduce postpartum hemorrhage in the developing world has had a global impact and helped to change policies within the World Health Organization (WHO).

Another area in which UIC has widely recognized expertise is post-disaster urban reconstruction. In addition to the Great Cities Institute and the Department of Emergency Medicine, UIC is home to the International Center on Responses to Catastrophes (Department of Psychiatry), which focuses on trauma and migration in Bosnia and other crisis zones.

Again, the next step is to inventory existing global research, education and service projects in order to determine where our greatest strengths lie and identify regions or themes around which they cluster.

f. Potential funding

Where are there funding opportunities (internal and external) available to UIC to enhance global excellence?

Although academic research and practice are never driven entirely by the availability of funding sources, opportunities for financial support carry weight when deciding whether to develop projects in one region rather than another or around particular themes. Finding potential funding can also allow existing research projects to be expanded or enhanced.

Many major foundations have made global collaboration and exchange key priorities and the next step in considering this principle is to research external funding opportunities and link them with UIC's global expertise. For example, the Bill and Melinda Gates Foundation is currently supporting projects on emergency response, which correlates well with UIC's extensive expertise in this area.

Internal funding can also help link campus projects with potential research in other parts of the world. The Chancellor's investment in Cluster Hires in the areas of Diaspora Studies, Middle East and Muslim Societies, and Global Urban Immigration will bring groups of faculty to UIC and represents a long-term commitment to those topics. That stable faculty base could provide a springboard for establishing and sustaining a research presence in parts of the world that are facing issues around population movement. The active recruitment of international students may also spur new funding opportunities as the students return to their countries of origin. And it may be possible to leverage this focus by seeking funding from Chicago-based foundations like the Chicago Community Trust, whose interest in the city's immigrant communities would allow UIC to tie the local to the global, or the MacArthur Foundation, whose grantmaking around environmental and water-related topics would complement our research strengths.

g. Potential partners

Who are the potential partners that are aligned with UIC's vision and already engaged with the campus or who could readily engage?

There are already many opportunities for UIC to partner with NGOs, other universities, and individuals around the world and more will arise as the university's global presence becomes more widely recognized. Faculty and staff members working on global issues already partner with individuals and institutions around the world and these relationships can be expanded to create institutional partnerships or multidisciplinary international teams. The university itself also has individual supporters with connections to potential funding and other resources that could boost UIC's presence in countries such as India and China. It may be possible for the university to establish a physical presence in, for example, Shanghai or New Delhi by sharing space with a local institution.

A draft version of this report was sent to a selection of potential Chicago-area partners (see Appendix A) and in June 2013 members of the Task Force met with representatives of several of them to discuss how UIC might work with them on future projects. Attending were Rachel Bronson of the Chicago Council on Global Affairs, Leroy Allala of Chicago Sister Cities International, and Elizabeth Powley of Heartland Alliance International. Additional conversations have taken place between individual Task Force members and Francesca Edwardson of the Red Cross of Greater Chicago, Fred Tsao of the Illinois Coalition for Immigration and Refugee Rights, and Edwin Silverman of the Illinois Department of Human Service's Bureau of Immigrant and Refugee Assistance.

h. Future opportunities

What issues on the horizon signal change and new opportunities for UIC to enhance its commitment to global excellence?

Inventories of faculty and staff projects are key to identifying UIC's existing research, teaching and clinical strengths but they can also be used to indicate where the university's global expertise might be applied in the future. By understanding which regions of the world are becoming more central to global politics, culture, and commerce, what areas need increasing attention, and what themes are emerging as new or newly important areas of concern, UIC can leverage existing capacities and plan for future development. For example, US relations with Vietnam have improved markedly in recent years, and researchers who have been working elsewhere in Asia may find it possible to extend their work in new ways.

It is easy to predict some of the regions of the world--China, India, the Middle East, Africa, Latin America--whose importance will increase in the near future. The next step is to identify specific ways UIC's strengths in research and practice intersect with them in the most productive ways. Emerging and increasingly key research themes that will impact all of these regions, and in which UIC can clearly demonstrate great expertise, include climate, the need for clean water, global health issues—especially for girls and women--migration, literacy for girls, conflict/emergency-related planning and reconstruction, environmental health and wellness, food and nutrition, and cybersecurity.

i. Idealism/altruism

Where can/should UIC become involved or offer expertise when doing so is true to its core values?

UIC has a set of core values that inform not only its broad mission, but also day-to-day decisions about priorities, resource allocation, and academic goals. These values include commitments to civic engagement, social justice and community service, and to the practice of engaged research. Both research and practice are often powered by such ideas—for example, the Global Health Initiative (GHI), whose mission is to foster "new efforts and collaborations to promote health and well-being, and to reduce suffering worldwide. GHI supports education and research across disciplines to find new approaches and creative solutions for global health challenges." Humanitarian outreach, disaster relief, training of health care workers, research on the impact of war, and many similar projects become priorities when viewed through this lens.

One way to manifest these values would be to adopt a model of global training for UIC students that mirrors that of Engineers Without Borders. Multidisciplinary teams of students and faculty would "adopt" communities at sites around the world and bring our collective expertise to bear on the issues they confront. Longstanding commitments to those communities could involve nearly all of UIC's colleges and would support the university's social justice mission while also developing real-world, team-based skills for students in international settings.

5. NEXT STEPS AND RECOMMENDATIONS

a. Setting Priorities

Ideally, priorities should be set based on the intersection of these nine principles and the weight assigned to them. This requires the completion of the inventories and other research and analysis outlined in Section 4, along with a serious consideration of the relative weights of these principles based on a clear understanding of the goals and priorities in expanding UIC's global presence: Is the primary aim to share our academic and clinical expertise with others? To develop connections that will help researchers here at UIC? To collaborate with research teams who bring new points of view? To take part in global movements?

Once these tasks have been completed, more specific priorities can be identified and regions and themes selected for the focused investment of resources. For instance, if a particular urban metropolis is highly visited by our students and faculty for a variety of research and educational objectives (principle 2), serves as a longstanding laboratory for work (principle 3) where UIC has great strength (principle 5), and confronts challenges that UIC is committed and prepared to address (principle 9) (e.g., the problem of rapid urbanization that overtakes infrastructure, such as cities without sewers, increasing congestion and traffic; or opportunities for UIC students to learn about inequalities and social justice in a developing society), these areas would be prioritized for further investment.

b. Recommendations

While the identification of specific projects must wait, the Task Force does have some broad recommendations that will help to lay the groundwork for greater global engagement:

- Provide funding and other support, such as IT and travel, to make it possible for more UIC faculty to develop international research collaborations
- Host an annual symposium whose purpose is to increase the number and quality of international collaborations
- "Globalize" student experience by increasing the curricular and co-curricular opportunities available and explore the possibility of joint or double degrees
- Develop a Center for International Studies that brings together some of UIC's existing programs and provides a focal point for future projects

Appendix A

Chicago-Area Nonprofits Invited to Review Task Force Report

Leroy Allala, Executive Director, Chicago Sister Cities International
Rita R. Athas, President, World Business Chicago
Rachel Bronson, Vice President, Studies, Chicago Council on Global Affairs
Francesca Edwardson, Red Cross of Greater Chicago
Jeffrey D. Klein, President and CEO, Global FoodBanking Network
Patricia Maza-Pittsford, Consul General for El Salvador and Head, Consular Corps of Chicago
Terry Mazany, President and CEO, Chicago Community Trust
Jerome McDonnell, host of "Worldview," WBEZ
Elizabeth Powley, Vice President and Executive Director, Heartland Alliance International
Adele Simmons, former President, World Business Chciago
Fred Tsao, Policy Director, Illinois Coalition for Immigration and Refugee Rights
Dr. Edwin Silverman, Bureau Chief, Bureau of Immigrant and Refugee Assistance, Illinois
      Department of Human Services