

# The University of Pittsburgh International Plan Framework

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Prepared by the ICC Subcommittee on International Planning

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## EXECUTIVE SUMMARY

At the request of Provost Maher, in April 2009 a subcommittee of the International Coordination Council (ICC) began to develop an International Plan for consideration by the full ICC. The committee met in the late spring, summer, and early fall of 2009. The discussion and recommendations of that committee are included in this text and cover the eight planning areas listed below.

- **Students.** The committee recommends encouraging units to define and measure students' global competence; encouraging developing programs to increase global competence within the curriculum; increasing the quality of and participation in study abroad; providing internationalization opportunities that do not involve travel; and increasing the proportion of international undergraduates on campus.
- **Faculty.** The committee recommends maintaining core faculty international strengths ; supporting faculty internationalization efforts in teaching and research; and developing new internal and external funding sources.
- **International Alumni.** The committee recommends an extensive effort to locate, track, and engage international alumni. The proposal includes recommendations for systems development and adaptation and the development of an international alumni outreach program.
- **Global Engagement.** The committee recommends developing 'key institutional partners:' a few strategically-chosen institutions abroad with which we have deeper relationships involving activities across units of the University. In addition, the committee recommends developing a few university centers abroad in locations that build on existing faculty strengths in order to take advantage of emerging opportunities in research funding, student's international interests, international alumni, and student recruiting. The committee developed a set of criteria for assessing alternative locations and conducted a survey of Deans and Regional Presidents to determine their level of interest.
- **Communication.** The committee recommends the development of GlobalPitt, a web-based resource that includes information about the broad range of international activities at the University. The committee also recommends a campus-wide publication called Pitt International.
- **Outreach.** The committee recommends better coordination across university units in working with the various external groups touched by the University's international activities.
- **Health, Safety, and Security.** The committee recommends a systemic, University-wide approach to managing health, safety, and security concerns for students, faculty, and staff travel abroad. The committee recommends the development of a system that would provide screening and training on these topics prior to travel, track travel to allow ready access to travelers for emergency contact, and provide real-time information to travelers as travel circumstances evolve.
- **Support and Structure.** The committee recommends developing guideline policies, procedures (including SOP), and recommended best practices for a set of prototypical actions & requests; using *International Support Teams* to help staff international projects; and develop and use *Global Pitt* to manage the provision and dissemination of information about existing programs and about policies, procedures, and practices in developing new programs.

## **BACKGROUND, PRINCIPLES, and OBJECTIVES**

### **INTERNATIONALIZATION AT THE UNIVERSITY OF PITTSBURGH**

The University of Pittsburgh has had an international focus in varying degrees for many years. In the last fifty years, the university expanded its international programs extensively. Beginning in the 1950s, then Chancellor Litchfield made a concerted effort to internationalize the university, focusing mostly on the Provost-area schools. The founding of the Graduate School of Public and International Affairs (GSPIA) in 1958 brought a formal, programmatic focus on international affairs, led by its first Dean, Donald Stone. Funded by USAID, large projects in Ecuador and Chile marked some of the first university-led efforts abroad. Faculty from the Schools of Business, Engineering, GSPIA, Education, as well as the Arts & Sciences departments of Sociology, History, Chemistry, Biology and Physics were involved in the first project. In addition to institutional building and teaching, the project fostered research and scholarship in and on Latin America. Following on these USAID projects, in 1964 Chancellor Litchfield established the Center for Latin American Studies. Soon thereafter, the university established the University Center for International Studies (UCIS) and then other centers focused on world areas: Asian Studies, Russian and Eastern European Studies, and West European Studies. In the last 15 years the leadership of Chancellor Nordenberg and Provost Maher has provided consistently strong support for internationalization and has provided the resources for expansion of the programs in area studies, study abroad, and recent initiatives in World History and Global Health.

The emergence of a global society and an interconnected world has prompted institutions of higher education in the U.S. and around the world to pursue international and global initiatives on an unprecedented scale. Moreover, these initiatives are now increasingly understood as lying near the core of universities' missions and as representing valuable strategic opportunities. Simultaneously, the demands on university resources are extensive, particularly in a time of economic crisis and financial uncertainty. Accordingly, it is an appropriate time for Pitt to develop a strategic plan for its internationalization efforts that is focused, clearly articulated, and accepted throughout the institution. Such a plan is needed to provide a framework for alignment of initiatives at the unit level, to direct resources to support institutional international priorities, and to guide the development and administration of the institutional infrastructure. Increased international activity and focus, if strategically aligned, will help Pitt to: enhance the national and international stature of the University and its academic units among various audiences (the public, academics, government, and businesses); and, grow and diversify revenue streams needed to achieve its mission.

### **SITUATION ANALYSIS: STRENGTHS**

- Pitt is a venerable, high-quality comprehensive university with a global reputation. It is a member of the AAU and has many programs ranked among the best in the world.
- Impressive arrays of skills, resources, expertise and interests relevant to international programs exist within the Pitt academic community, including both people and organizations/offices. It has

international experience in a wide variety of types of programs: institution building, joint teaching and research, offering of the Pitt degree abroad, etc. In addition, the University includes a large number of international students, faculty and alumni. Within the University, the following organizations focus on international issues:

- University Center for International Studies, and its constituent area studies programs
  - Office of International Services
  - Center for Global Health
  - World History Center (A&S)
  - Center for International Legal Education (Law)
  - International Business Center (Katz/CBA)
  - Ridgway Center (GSPIA)
  - Institute for International Studies in Education (Education)
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- The University has extensive experience and expertise in international engagement in a variety of world regions. This expertise includes both the developed (e.g., 'Old' Europe) and developing (e.g., post-Soviet Eastern Europe, Africa, India, China) parts of the world. Much of the regional-expertise has been developed in conjunction with the four world areas with long-standing research and teaching centers: Asia, Europe, Latin America, Russia and Eastern Europe. These four area studies centers are federally designated as National Resource Centers and they and the International Business Center are federally funded by Title VI. Pitt is one of only about 10 universities in the US to have this number of Title VI centers and the designation of our European Center as European Union Center of Excellence has put Pitt into very exclusive company. This focus and funding has been made possible by the University commitment to recruit faculty with extensive research and teaching interests and expertise in these world areas and to develop library holdings that support these efforts in these regions.
  - The University supports instruction in a large number of languages, both through the language departments (e.g., East Asian Languages and Literatures, French & Italian Languages and Literatures) and also through the Less-Commonly-Taught Languages Center. Language instruction is critical to the Title VI-funding and the School of Arts & Sciences in particular has aggressively supported the languages needed for the competitiveness of these centers.
  - There is clear, continuing, and increasing interest in international engagement at the highest levels of the University.
  - The Pitt affiliation with UPMC provides significant advantages and opportunities for international engagement through programming that takes advantage of common interest in specific locations.
  - The historical and current collegiality and interdisciplinary collaboration among Schools, Departments, programs and individual faculty members at Pitt is exceptional by almost any standard or measure.

#### **SITUATION ANALYSIS: WEAKNESSES**

- Though there is generic agreement on the importance of international programs and internationalization activities across the University among members of the administration and faculty, there is less agreement about the specific focus for internationalization.
- The absence of an international plan has led to questions about appropriate responses as opportunities arise. The lack of a plan affects questions of strategy (e.g., whether an opportunity in a specific region aligns with University goals ) and questions of implementation (e.g., the general lack of fixed policies and related Standard Operating Procedures means that often advice is formulated *de novo* and decisions are overly influenced by anecdotal and impressionistic information).
- UCIS has had a number of *internationalization* responsibilities, operationalized primarily through its constituent centers focused on international studies (e.g., Latin American Studies sponsors lectures and supports course development and faculty research on Latin America). Over time, UCIS also has assumed part of the responsibility for establishing and supporting international programs across the university (e.g., UCIS manages institutional affiliation agreements). Other responsibilities reside in other offices and programs. The University lacks a well coordinated set of policies, procedures, and best practices for guiding the management of international activities institution-wide. Further, the institution needs better management of information about existing University programs, policies, procedures, and practices -- and better access to this information.

## GOALS OF INTERNATIONALIZATION

As a basis for considering the goals of an international plan, the Chancellor and Provost have articulated seven long range goals for the University of Pittsburgh that are to provide a guide to all planning, budgeting, and management decision making. These goals are:

1. *Become one of the nation's top 25 research universities.*
2. *Offer truly superb undergraduate experiences in a research university of nationally recognized stature.*
3. *Nurture a world-class environment which results in increased sponsored research and scholarly and creative output.*
4. *Strategically develop areas of excellence in collaborative research scholarship.*
5. *Take advantage of academic opportunities available in an urban environment.*
6. *Become engaged with external constituencies with whom we have common goals and interests.*
7. *Expand our global focus by increasing international study and research opportunities.*

Cognizant of these University goals, the committee has identified three **Terminal Goals for Internationalization** (with the connection to the University goals noted in parenthesis):

1. *Improve the global competence of Pitt students (University Goals 2, 7)*

2. *Increase international and interdisciplinary research opportunities for Pitt faculty (University Goals 1,3,4,7)*
3. *Help fulfill our obligations to our city, region, nation, and the world (University Goals 6, 7)*

The committee has also identified three **Instrumental Goals for Internationalization** that are important in achieving our terminal goals:

1. *Be more strategic about choices of programs, partners, locations, and activities.*
2. *Develop priorities, policies, and procedures and a clearly understood decision structure to facilitate institutional decision-making.*
3. *Improve communications about University international programs and activities by improving information access both inside and outside the University.*

## **PRINCIPLES AND ASSUMPTIONS**

1. Internationalization activities will be consistent with and operate through existing processes and structures.
  - Investments in internationalization should complement other investments being made by the University.
  - Alignment of unit-level activities will be demonstrated through the annual, unit-level planning process.
  - Programs must be self-sustaining within the existing budgeting process.
  - The International Coordination Council is responsible overseeing implementation of the International Plan.
2. The University will be responsible for developing the basic parameters within which units will operate in establishing and operating international programs:
  - Policies, procedures, recommended practices for developing and managing programs and activities.
  - A support structure to provide technical services (e.g. legal, logistics, technological, language, etc.) needed for effectiveness, efficiency, and consistency of programs and activities.
  - Communication about these basic parameters via means that are readily accessible to decision-makers in the University.
  - A general direction in types of activities and locations that are supported institutionally.

## SECTION 1: STUDENTS

### INTRODUCTION

The challenges facing the citizens of tomorrow who are our students today are increasingly global in scope. Many of these problems are likely to be insoluble without an appreciation of diverse perspectives from multiple nations. In order to prepare for the challenges of the 21<sup>st</sup> century, Pitt students need to develop a set of skills, knowledge, attitudes, and experiences that enable them to work effectively in an increasingly interdependent world. As a consequence, **our first overarching goal is that Pitt students increase their *global competence* during their time at Pitt.** Our summary of the key elements of global competence is included as Table 1.

**Table 1. *Elements of global competence***

#### General

- Appreciate and respect differences in cultures and institutional conditions,
- Make reason- and fact-based comparisons across cultures and regions,
- Understand the global forces bearing on societies and how these forces emerged,
- Communicate effectively across linguistic and cultural boundaries.

#### Discipline-specific

- Understand the international dimensions of the discipline or major,
- Learn to adapt the practice of a discipline to the norms of differing cultures,

### OBJECTIVES

Objectives in this section focus on developing students' global competence and involve programs and activities both within the formal academic curriculum and through less formal programs and activities outside the curriculum. In addition, some of the objectives involve actions within and others across the disciplines. To the extent possible, recommendations focus on the use of existing institutional structures and involve organizing and integrating programs and activities, recognizing achievement, and measuring results.

1. **Establish global competence as a key learning outcome for all undergraduate students. Individual units should be encouraged to develop their own clear, operational definition of global competence and measures based on the conceptual definition presented in Table 1.**
2. **Encourage more alternatives within the curriculum to improve and recognize the global competence of our students.**

To clarify, examples might include international certificates offered *within the disciplinary majors* (such as the current Certificate in International Business), internationally-focused, interdisciplinary curricular programs that operate *parallel to the disciplinary majors* (such as the UCIS certificates), and partnership programs (such as double degrees) with international institutions. Included is the need to increase language skills and key is pursuing a range of creative and alternative means of language instruction to meet the various schedule needs of disciplines across the campus so as to not increase time-to-degree.

### **3. Increase the quality of and participation in Study Abroad.**

Pitt's participation rate in study abroad (about 27% in 2006-07, as reported in *Open Doors*<sup>1</sup>) is within the range (at the lower end) of our aspirational peers (whose participation varied from 25 – 41% that year). Pitt has a number of unique, home-grown programs in study abroad (e.g., Plus3, Pitt in X, PittMAP) that can serve as models for increasing the Pitt control over study abroad program quality. In part because of the extensive use of non-Pitt programs, study abroad experiences are often only weakly connected to the curriculum. Thus, objectives for study abroad include:

- Increase the *overall participation* in study abroad as measured by Open Doors and *increase diversity* of the participants in study abroad.
- Increase the *quality* of international experiences through increased curricular linkages:
  - Focus study abroad on Pitt developed, sponsored, and cosponsored programs plus exchanges, including programs cosponsored with peer universities in the U.S and with trusted university partners abroad.
  - Increase the use of co-ops, practica, internships, and rotations as international experience opportunities. Encourage the use of international alumni in establishing these opportunities in strategically-chosen locations.
  - Develop a list of programs that are academically recognized from non-Pitt sources. This list should be designed to supplement Pitt-developed and exchange programs and represent programs that advance our goals of increasing the quality of study abroad experience. The recognition pertains only to the academic quality of the program and has no implications for the use of internal Pitt scholarship funds.
- Focus study abroad experiences of students on *locations and key international partners* that support the strategic direction of international activities through the promotion of Pitt-developed programs and Pitt-recognized programs.

### **4. Provide more options to gain international exposure that does not necessarily rely on travel.**

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<sup>1</sup> The most commonly cited measure of study abroad participation at a given institution uses the number of undergraduate students studying abroad in a given year divided by the number of graduating undergraduates that year. For details, please see <http://opendoors.iienetwork.org/>.

Examples include utilizing technology to bring international experts into classes on campus and encouraging participation in internationally-focused extra-curricular activities.

**5. Increase the proportion of international undergraduates on campus to the mean of peer schools -- about 4%.**

While slightly over 1% of undergraduates at Pitt are international, the mean percentage at the 11 (of 12) of our peers that are AAU universities is 4.3%. <sup>2</sup> Increasing the international student population on campus will have a variety of positive effects: the campus will be more internationally diverse and domestic students will be more likely to increase their global competence in such an environment; the presence of international undergraduate students will yield connections to locations abroad that will help graduate student recruiting; international students will serve as a buffer as the U.S. middle states region produces fewer students going to universities; and increasing international students will build our alumni network abroad, positioning us to build opportunities for internships and placement abroad.

In increasing the international student population, target recruiting on strategically chosen countries of origin based on common interests in such locations across campus and utilize alumni and ongoing programs to facilitate student recruiting that will be required to meet this goal.

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<sup>2</sup> Based on fall 2008 enrollment data. The primary source is the Common Data Set reported by individual Universities' Offices of Institutional Research.

## SECTION 2: FACULTY

### INTRODUCTION

As noted in the Background section, Pitt has a long history of international activity that has supported the internationalization of the faculty at the university. In the Provost's area, UCIS and its component area studies centers have been an important force in internationalizing the faculty. UCIS has incentives built into its operation that provide resources to faculty involved in international activities. In the Health Sciences there has always been interchange of physicians and scholars from other countries with the U.S. as being the focal point for cutting edge knowledge and research. Dr. Detre's influence on the health sciences included an international agenda and was important in providing an international focus in the health sciences. More recently the Palermo exchange with UPMC created opportunities for the exchange of Pitt physicians with the Italian physicians and researchers. Thus, across the university, we have had and continue to have a cadre of faculty with international experience, skills, and focus. It is widely acknowledged that faculty members are crucial in establishing an internationalized campus<sup>3</sup>. Faculty, through their own research and teaching, establish the priorities and expectations of students about the importance of gaining international competence.

The University internally supports a wide variety of internationally-focused faculty small grant programs, many administered through UCIS or its related centers and programs, and through the Center for Global Health. But, much more can be done to increase the support for faculty who are already internationally-focused and to develop those interests in other faculty at the university. Some of this support can be internal, but most must come from external sources. Some sources are domestic: government programs and industry sources. But in addition, in times of greater competition for domestic research support, international opportunities represent areas for additional sources of funding and greater international experience of the faculty should facilitate obtaining such funding.

### OBJECTIVES

1. Maintain core faculty strengths that support key focuses of international study and research.
2. Support faculty interests in curriculum enhancements incorporating international dimensions.
3. Increase the research activity of faculty in international, interdisciplinary research projects.
4. Develop new internal funding programs and new sources of external support that increase international and interdisciplinary research activities.

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<sup>3</sup> See, for example, NASULGC Commission on International Programs (2007), *A National Action Agenda for Internationalizing Higher Education*, page 4.

## SECTION 3: INTERNATIONAL ALUMNI

### INTRODUCTION

Pitt's international alumni are a largely untapped asset and critical for the development of a cohesive international plan. International alumni can and should be an important resource for achieving a variety of institutional goals, including: assistance with international student recruitment; development of linkages with universities, government and other organizations, and individuals abroad that will help the university develop activities such as research programs and study abroad; fund-raising; career networking (student to alumnus and alumnus to alumnus); relocation assistance; event hosting; and general positive word-of-mouth about the university.

Data from ADVANCE suggests that the 6,326 alumni located outside the U.S. span the globe, with more than half in Asia. Pitt has particularly large numbers of alumni in Taiwan (486), Japan (400), and Korea (333). Alumni come disproportionately from certain units. Particularly large numbers are alumni of the professional schools (Katz/CBA (1,473), GSPIA (1,000), Swanson School of Engineering (747), and School of Education (708)) in addition to the School of Arts and Sciences (1,151). Pitt alumni in twenty-seven countries have agreed to serve as international representatives of the University.

All Pitt alumni, including those living abroad, receive the monthly Pitt Connection e-newsletter if the University's email information is current and have access to Pitt's online community to search for classmates and friends, post photographs and class notes, and have access to permanent e-mail forwarding. However, the University has no centralized and reliable mechanism for capturing the addresses of international alumni following graduation. Currently, e-addresses are on file for only one third of international alumni. Student data currently do not move from PeopleSoft to Advance. The University currently does not collect enough information about our international students before they leave Pittsburgh or establish a formal way to remain connected; for example, we have no data on the faculty-student connections noted under strengths.

Thus, the overarching goal is to **strengthen our contact with international alumni**.

### OBJECTIVES

1. Define the term *international alumni* to include 'friends of Pitt abroad' and include alumni of degree programs living overseas but also individuals such as alumni parents, certificate program alumni, individuals who attended non-degree Pitt programs (for example, executive education program participants and international fellows in both the upper and lower campus schools), and others.
2. Build or adapt systems to adequately capture, track, update, and provide access to information on international alumni.
3. Build an international alumni outreach program that is strategically aligned with and tightly integrated into its University-wide global academic and programmatic goals, including such goals as developing important higher level connections in their home countries and to use the larger community of international alumni for Pitt outreach.

## SECTION 4: GLOBAL ENGAGEMENT

### INTRODUCTION

The University of Pittsburgh has been fortunate to have participated in a number of key initiatives and received a number of grants over the years that have facilitated its activities in various international locations. For example, U.S. AID funding helped establish a Katz/CBA presence in Prague in 1990 that persists in a modified form even today. Further, the UCIS Title VI-funded centers have provided a regional focus for many activities, including study abroad.

However, often the approach at the University has been to let many flowers bloom. Thus, the university has activities in many world regions and countries. Further, with some notable exceptions (The University of Augsburg; Wuhan University) there are very few institutions abroad with which Pitt has multi-faceted, multi-unit relationships. In addition, The University's approach to global engagement has been to eschew maintaining a continuing physical presence abroad. (As noted, exceptions include the Katz/CBA office in Prague and a somewhat newer office in Sao Paulo, both of which almost exclusively support the Katz EMBA programs).

Thus, at Pitt, faculty conducting research, students engaged in study abroad programs, etc. have done so in more or less targeted locations, utilizing the local help provided by partner organizations that have typically had just minimal connections with the University. This section includes two means to increase the focus of University activities in a way to build greater quality programs.

### KEY INSTITUTIONAL PARTNERS

It is in the University's interest to pursue relationships with international institutional partners with care since the quality of the University's programs and its reputation will be affected by the choice of such partners. Because we will be better able to manage partner relationships and because the partners will have a greater incentive to work with the University to achieve its international goals, it will be in the University's interest to have a short list of key international partners with which there are multiple activities and programs across the university. Such partners are most likely to be international universities, but might include other types of institutions such as Academies of Science.

### Principles for developing Key Institutional Partner relationships

- Key partner institutions will be chosen from a set of high quality international institutions that have the potential for collaborating with and supporting multiple University relationships and programs across units.
- Key partners will be in world regions that are UCIS priority regions for the National Resource Centers and in other regions if there is strong institutional support across units for the region and partner. UPMC's international locations provide additional beachheads for the development of key institutional partners.
- The first priority for designating key partner institutions will be connections to research and academic programs (e.g., academic units' exchange or dual degree programs). In general, study

abroad priority locations will follow from the research and academic program priorities and will not be the driving force in determining key academic partner relationships.

- The development of a short list of key partners abroad does not rule out individual Schools from establishing their own unique relationships with institutions based on needs driven by the particular mission of the school.

## **PITT CENTERS ABROAD**

A number of U.S. universities have opted to extend their university's footprint abroad with a permanent physical presence. A range of types of engagement exist. One model is a branch campus offering the degree of a U.S. university abroad. One example is the group of six U.S. universities that, in partnership with the Qatar Foundation for Education, Science and Community Development, have developed degree programs in Qatar in Design (VCU), Journalism (Northwestern), Engineering (Texas A&M), Medicine (Cornell), foreign Service (Georgetown), and Computer Science and Business (Carnegie Mellon)<sup>4</sup>. More recently, Michigan State and NYU have begun to develop a presence in Abu Dhabi in order to offer degrees there. More than twenty years ago, Johns Hopkins established a presence on the campus of Nanjing University in which their degree is now offered jointly with Nanjing University. Another model is what might be best described as 'representative offices,' which do not offer degrees but rather are locations that serve as the base for a variety of activities. Examples include the University of Washington's office in Beijing, China and Columbia University's newly-established (2009) international research centers abroad (Beijing, China; Amman, Jordan)<sup>5</sup>.

A subcommittee of the ICC worked on the questions of whether the University should have a physical presence abroad and if so, on the mode of entry. As part of that deliberation, the group developed a set of criteria for evaluating and selecting locations abroad. These primary and secondary criteria are listed below:

### **Criteria for Selecting Locations Abroad (PRIMARY)**

- There are opportunities to advance the University's programs in research and instruction.
- The location is consistent with the strategic priorities of a set of University of Pittsburgh schools, centers, and offices to the extent that they are willing to participate and invest in the location.
- The location is intrinsically important and builds on existing university strengths.

### **Criteria for Selecting Locations Abroad (SECONDARY)**

- The location has the potential for developing sources of external support.
- There exists a strong Pitt alumni base.
- The country is an important as potential source of future University of Pittsburgh undergraduate, graduate, and professional students.
- English is in common use within the country.
- There is political stability and relatively low health, safety, and security risks.

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<sup>4</sup> See "Education City," *PBS Video*, May 16, 2008, available at <http://www.pbs.org/now/shows/420/>.

<sup>5</sup> See "Columbia U. Opens First 2 International Research Centers," *Chronicle of Higher Education*, March 20, 2009.

- Benefits to the region/country can result from the University's presence.
- We are able to find willing and able partners and/or appropriate local arrangements for a physical presence.
- Logistical obstacles to establishing and maintaining a presence are surmountable.
- A presence in this location would help address a strategic deficit in the University's portfolio of programs and activities.
- An opportunity exists to redirect Pitt faculty teaching or research expertise in new directions that positively affect the region or country.

In addition, the subcommittee developed and fielded a survey of the Council of Deans.

## **OBJECTIVES**

1. Develop a priority list for locations abroad. Such locations might serve as the basis for *Pitt Centers Abroad* and/or the basis for developing *Key Institutional Partners* with which Pitt will have multiple connections across disciplines, programs, activities, and locations.
  - a. This list should reflect the criteria noted above, targeting regions that are strategically important to the University and building, where possible, on existing university strengths and relationships.
  - b. As appropriate and when possible, focus international activities on these priority locations.
  - c. UCIS should develop proposals for *Key Institutional Partners* and for *Pitt International Centers* which are then considered by the ICC before being recommended to the Provost.

## SECTION 5: COMMUNICATION

### INTRODUCTION

Information about international activities at the University, when it exists, is located in a variety of places. Internally, there is an ongoing need to have a simple source of current information about international activities across the university. Such information ideally would be accessible at one location and would provide a snapshot of all of the international activity of the University. The information would be useful for University decision-makers who are evaluating potential programs, locations, and activities as well as for faculty and staff preparing reports about our international activities for funders and other stakeholders.

Externally, there is an ongoing need to present the story of international at Pitt. This information would make it easier for potential students and their parents to assess our offerings, provide a snapshot of our activities to the media, provide funders and potential funders an overview of our international activities, and provide stakeholders such as members of the Board of Trustees and Boards of Visitors with the overview of activities they need to be well informed. Further, there is a need to engage international alumni by providing access to information on the international activities of the university and also by encouraging them to provide content on their activities for our communication vehicles.

Compiling and maintaining the dizzyingly-large and rapidly-changing array of international activities (e.g., research projects, student study abroad experiences, faculty travel, and so on) at the University is a huge task. Currently, no sources provide this information university-wide and no mechanism exists by which such information is gathered, compiled, updated, and disseminated.

### OBJECTIVES

1. Develop *Global Pitt*. GlobalPitt will be a centralized, web-based resource for visualizing the range of international activity at the University of Pittsburgh. Using a blend of aggregated data and brief narratives, GlobalPitt will allow administrators to access detailed reports about international aspects of a broad array of activities such as student enrollment, institutional agreements, and faculty members' international experience, expertise, and research. This site would use existing data sources where possible and supplement these sources with primary data gathered for this purpose. The general public will be able to see excerpted views of the same material, allowing them to understand the breadth of the University's international activity in one location and without getting lost in unnecessary details. Essentially, GlobalPitt will be an internationally-oriented fact book that will provide internal Pitt decision-makers critical detailed international information and give the general public a more general overview of the impressive scope of the University's activities in and study of the world. Data will be available in at least two dimensions: location and activity.
2. Develop *Pitt International*. *Pitt International* will be an annual print publication (and will also be made available as a pdf file on the web) that profiles international activities of the university. This publication should develop material from the international experiences of the entire campus, including the experiences of international alumni.

## **SECTION 6: OUTREACH**

### **INTRODUCTION**

The University of Pittsburgh has both the opportunity and the obligation to play a pivotal role in bringing international perspective and knowledge to citizens and communities outside University. University-led activities serve the needs of those groups but also benefit the University by creating stronger links with the constituencies that support the University' operations and goals.

The array of activities is broad and affects many different types of constituencies around the region and world. For example, UCIS's area study centers provide seminars, workshops and educational resources to educators; area teachers participate in Pitt-led training programs abroad (supported by Fulbright-Hays or other external grants); and the Confucius Institute teaches Chinese language and culture to regional students and adults. Though UCIS programming, including the Nationality Rooms, Pitt has strong ties to local ethnic communities and collaborates on community festivals, art exhibits, film series and musical performances. Outside the region, Pitt students' participate Engineers Without Borders (EWB), and in an EWB project to develop a sustainable fish farm in a village in central Mali; the Swanson School of Engineering has actively revamped its curriculum to provide a range of opportunities for students to work or study abroad, particularly in countries facing daunting engineering challenges. Similarly, the schools of the health sciences offer opportunities across the medical disciplines for students to affect the lives of world citizens, bringing Pitt expertise to regions and populations in need.

It is important to conduct an across-University inventory to develop a clearer picture of current activities, particularly those in the professional schools, to determine if coordination of international outreach efforts would result in greater effectiveness and higher visibility for the university; further, a coordinated approach might yield cost savings and increased opportunities for external funding. At a minimum, responsibility centers need to be more aware of activities of other units in an effort to enhance the effectiveness of their own programs.

### **OBJECTIVES**

1. Develop and maintain an inventory of existing international outreach activities throughout the University.
2. Provide a mechanism that allows coordination of international outreach activities to increase efficiency, access to funding, and impact and visibility.
3. Enhance outreach efforts that promote regional international business capacity and increased global competence of regional K-12 students and teachers, as well as teachers at smaller colleges and universities.

## SECTION 7: HEALTH, SAFETY, AND SECURITY

### INTRODUCTION

For at least three reasons, managing risks abroad is an increasingly important issue in internationalization of the University. First, many destinations are less safe than they once were. Second, even low likelihood events may yield significant numbers of incidents as exposure increases with more students and faculty traveling abroad. And, third, as the service component of our international activities increase, faculty and students will increasingly travel to destinations that are less developed and thus potentially riskier. Further, global contagious diseases (e.g., H1N1) and rapidly changing safety situations may necessitate communication with or evacuation of Pitt faculty, staff, and students abroad. Currently, there is no method of tracking and contacting the broad group of Pitt travelers reliably. And, it is only students traveling abroad on university business *who register with Study Abroad* (and faculty who accompany them) who even receive a briefing on health and safety. Although this procedure seems to capture most students from the Pittsburgh campus who travel on programs operating through Study Abroad, it is likely that many students who are not on such programs and many students from the regional campuses are missed. Though there are exceptions (such as faculty leading organized study abroad programs), generally speaking faculty and staff have no registration process; no health, safety, and security preparation; and no training about what to do in an emergency. In part, this situation arises from the fact that health, safety, and security policies and procedures have largely grown from Study Abroad Office initiatives focusing on undergraduate students.

### OBJECTIVES

1. Develop (or revise) and maintain policies, procedures (SOP), and best practice guidelines for health, safety, and security abroad including emergency response procedures.
2. Capture data on all faculty, staff, and students traveling abroad on University business that will allow the University to locate individuals abroad and convey to them information as conditions change.
3. Achieve successful completion of pre-trip preparation on topics of health, safety, and security risks and emergency planning for all faculty, staff, and students traveling abroad.

## SECTION 8: SUPPORT AND STRUCTURE

### INTRODUCTION

International Studies is an international and interdisciplinary academic pursuit focused on either world regions (e.g., Latin American Studies) or on global themes (e.g., global health). UCIS focused historically on internationalizing the campus through advancing International Studies, most often through teaching and research support provided by the four Title VI-funded area studies centers. Over time, however, UCIS has taken on responsibility for the development and some international programs, whether or not they involved International Studies. For example, UCIS manages the development and signature path for international inter-institutional agreements; the development of new study abroad programs; and health, safety, and security briefings for all students traveling abroad. Other programs and activities, such as international internship programs for students, faculty research programs, and so on appropriately are developed and managed by the individual responsibility centers.

However, as noted elsewhere in this document, a number of issues including oversight of health, safety, and security of international travel; development of international programs; and so on, need to be considered and managed more consistently, institution-wide.

### OBJECTIVES

1. Develop policies, procedures (including SOP), and recommended best practices for a set of prototypical actions & requests
  - Include specification of International Support Team members (see number 2, below) for support of new initiatives (including legal counsel, risk management, area expertise, etc)
  - An imperfect model is the routing form process for inter-institutional agreements
2. Establish an approach to meeting needs of projects arising through *International Support Teams* that have representation from designated offices for different types of projects. Such teams would be used by individual faculty as well as senior administrators in developing international programs and activities.
3. Through *Global Pitt* (a description of Global Pitt is included in Section 6 of this document), manage the provision and dissemination of information about existing programs and about policies, procedures, and practices in developing new programs.