

International Programs Self-Study 2019

Table of Contents

- Executive Summary3***
- Introduction to International Programs.....3***
 - Mission and organizational chart3**
 - Mission 3
 - Organizational Chart..... 4
 - Overview of International Programs’ Offerings4**
- IP Faculty Advisory Council.....5***
- Internationalization and the University’s Core Values.....6***
- Awards and Recognition7***
 - Senator Paul Simon Award for Comprehensive Internationalization7**
 - Andrew Heiskell Award for Innovation in International Education7**
 - Fulbright and Other Nationally Competitive Student Awards and Grants7**
- Vision and Strategic Themes for Internationalization (IP’s current strategic plan)7***
 - A Shared Vision for a Global University of Iowa8**
 - Student Success..... 8
 - Creation and Discovery 8
 - Engagement..... 9
- Campus Internationalization Dashboard9***
- Progress to Date/Strategies and Activities10***
 - Student Success10**
 - Study Abroad 10
 - Curriculum Development 11
 - International Student and Scholar Services 12
 - Creation and Discovery.....14**
 - Faculty Engagement 14
 - Linkages and Partnerships..... 15
 - IP Academic Centers and Programs 15
 - Engagement and Outreach17**
 - Commitment to Internationalization Lecture Series 17
 - WorldCanvass..... 17
 - Provost’s Global Forum 17
 - Major Projects Award..... 18
 - International Impact Award 18
 - K-12 Outreach..... 18

International Alumni Outreach	18
Communications Initiatives	19
<i>A Vision of Success</i>	20
Opportunities and Challenges—Short-Term	20
Opportunities and Challenges—Long-Term	21
<i>Appendix A</i>	22
External awards secured with the assistance of Ann Knudson	22
<i>Appendix B</i>	27
Recognizing and Rewarding International and Globalized Research for Promotion and Tenure	27

Executive Summary

International Programs serves the university and the state by connecting Iowa with the world. The University of Iowa has come a long way since 1997 when the support systems for international activities, which had been largely isolated and uncoordinated, were brought together under the umbrella of International Programs. The 2017 Senator Paul Simon Award offered national recognition for the UI's recent achievements in comprehensive internationalization. The international travel insurance the UI offers faculty and staff provides a safety net and allows the UI to respond quickly when disaster strikes. The new international scholar housing options provide reasonably-priced, short-term accommodations for visiting scholars who help advance the research and creative work of our campus. Our international alumni engagement strategy has put us in touch with more UI alumni living abroad than ever before, providing opportunities for our students and faculty alike, and opening the door to a broader advancement strategy. And more students than ever before are expressing interest in studying, interning, and completing service learning programs abroad.

Many challenges remain. Despite our efforts to reconnect with alumni abroad (over 10,000 records were updated to BGI, the UI's institutional database, as a result of our outreach efforts), the university and the UICA have yet to articulate a clear global advancement strategy. Study abroad participation continues to increase; but we are still unable to meet the demand, with the single most important obstacle being financial. We have more international students than ever before in the history of the UI; however, those numbers are now again in decline. In helping the campus to address these challenges, International Programs will continue to advance the global reach and impact of the UI, and will provide leadership in this area to address the core missions of the university as a whole.

Introduction to International Programs

At the University of Iowa, International Programs functions as a catalyst for internationalization and a hub for international activities. In 1997, the Iowa Board of Regents brought international research, instruction and services together under the leadership of an associate provost and dean for International Programs. The associate provost and dean is supported by the assistant provost of International Programs, who provides comprehensive oversight of staff and services.

Mission and organizational chart

Mission

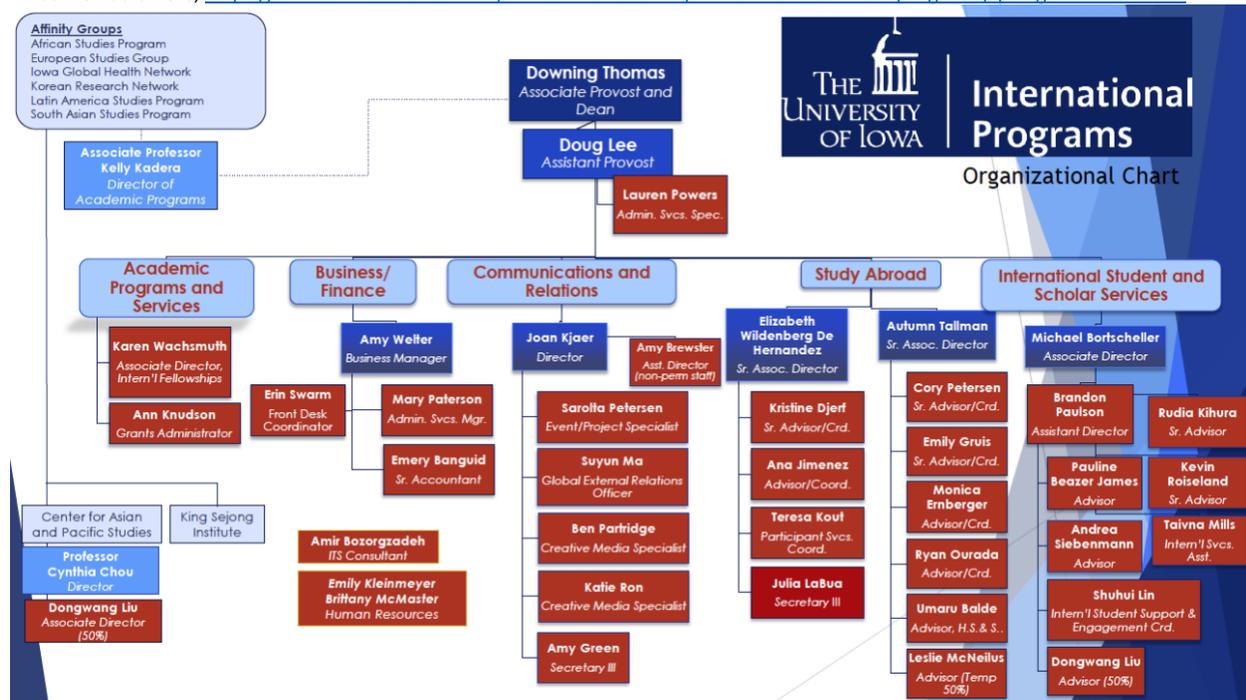
International Programs at the University of Iowa provides leadership and support for internationally oriented teaching, research, creative work, and community engagement.

IP administration, faculty, and staff have the common objectives of:

- Internationalizing the undergraduate, graduate and professional curricula across departments and disciplines
- Promoting international scholarship, educational exchange, and linkages with individuals and institutions abroad
- Enhancing the Iowa experience for international students and scholars
- Furthering globally oriented knowledge and activities across the state and in partnership with the state of Iowa
- Helping create a community and society responsive to the increasingly global needs and obligations of citizenship

Organizational Chart

*Also viewable here, <https://international.uiowa.edu/internationalization/contact-international-programs/ip-organization-chart>



Overview of International Programs' Offerings

- [International Student and Scholar Services](#), including international student and scholar orientations, immigration and personal advising, and ongoing assistance to the UI's international community
- [Study Abroad](#) advising, program development and administration, and services to support UI students before, during, and following a study experience abroad
- [Student Grants and Fellowships](#), including: external awards such as the Fulbright Program, Boren Scholarships, Critical Language Scholarships, DAAD (German Academic Exchange Service) Scholarships, Fulbright-Hays Doctoral Dissertation Research Abroad, and Gilman Scholarships; and internal awards such as the Stanley Awards for International Research
- [Faculty Funding and Services](#), including: grant-writing assistance for external awards such as the Fulbright Program, Fulbright-Hays Group Projects Abroad, and many others; and internal awards such as the Global Curriculum Development Award, Global Research Partnership Award, International Travel Award, Provost's Global Forum, Major Projects Award, Special Projects Award, and Summer Research Fellowships
- [Intercultural Training](#) services, offered in collaboration with the Division of Diversity, Equity, and Inclusion, which prepare UI faculty and staff, students, and the greater community to be effective global citizens through a variety of training programs and assessment tools
- [Campus and Community Programs](#), to connect Iowans with the world, including WorldCanvass, classroom presentations, culture kits, teacher training, and a variety of community programs and events
- Academic Support for [centers and programs](#) in International Programs which create opportunities for faculty to contribute to the global mission of the UI, advance research and

teaching, and provide opportunities for collaboration and engagement across collegiate boundaries

- [Communications and Relations](#) services, whose principal responsibilities are to promote and share the international research, scholarship, and accomplishments of UI faculty, staff, and students through various media platforms (both domestic and international) and public engagement activities; promote and support the activities and events of IP's constituent units (such as Study Abroad and ISSS) as well as IP's programs and centers; promote and support international events hosted by the IP dean and collegiate leaders; support delegation visits to campus; enhance the BGI database by soliciting international alumni record updates; build UI brand recognition and enhance understanding of the UI's strengths with global audiences; and work in coordination with the Office of Strategic Communication, UICA, Admissions, and others on communications targeted toward international audiences, alumni, prospective students, parents, and student families.

IP Faculty Advisory Council

The International Programs Faculty Advisory Council is composed of the associate provost and dean of IP, the IP director of academic programs, thirteen UI faculty members, and a representative nominated by the vice president for research. Eleven of the thirteen members of the faculty are nominated by the deans of each of the eleven UI colleges and appointed by the dean. Those members should be in leadership positions in their respective colleges (i.e., associate deans) and have an understanding of the college's priorities and strategies for internationalization. The remaining two Council members will be drawn from IP's constituent thematic and area studies centers and programs, and are appointed by the dean.

Duties include:

- To advise the associate provost and dean on the UI's global strategies
- To recommend policies and initiatives designed to strengthen the university's internationally oriented teaching, research, creative work and community engagement
- To serve as a communication network and to provide direction for existing or potential cross-collegiate international activities and initiatives
- To confer with and assist the associate provost and dean in the formulation of the academic agenda, policies, procedures, and activities of IP
- To propose a topic for and to plan the annual retreat of IP-appointed faculty members
- To recommend appointments (by vote) of IP-affiliated faculty members (adjunct and courtesy appointments)
- To conduct such other business as may be assigned to it, except that it shall not assume or be asked to assume authority on any matter clearly delegated elsewhere
- To confer with the provost whenever a new associate provost and dean is to be appointed

Notably, the IP Advisory Council crafted the current Vision and Strategic Themes for Internationalization document (IP's strategic plan); has provided input and recommended changes to IP's website to make it more useful and accessible; provided input on IP's dashboard project and offered suggestions for improvement; created a document—Recognizing and Rewarding International and Globalized Research for Promotion and Tenure—designed to aid faculty members, DEOs, and DCGs; and recommended changes to the international studies minor so that it could be used as a credential by students in every undergraduate college (not only CLAS, the administrative home of the IS major and minor).

Internationalization and the University's Core Values

At the University of Iowa, internationalization as an institutional priority is a long-held, foundational commitment, seen not only in official and aspirational documents but in its history of academic innovations, many of them spearheaded by faculty, staff, and students from around the world. In recent years, we have made great strides in the areas of engagement, programmatic efforts, curriculum and faculty development initiatives, and outreach and partnerships.

Today, as never before, the University of Iowa must function as a global institution in order to fulfill its core missions of teaching, research, and public service in Iowa. As business leaders across the state and across the country recognize, what we think of as local is fully tied to global processes and trends. Our graduates must be able to cross borders confidently, work well with individuals and groups who come from different cultural backgrounds, and face new situations with creativity and flexibility.

The results of a recent study by the Institute for International Education (IIE) highlights the link between international educational experience and the skills that are so necessary in today's workforce. IIE developed a list of 15 specific skills most desired by employers and how those skills linked to study abroad experiences. Education abroad led to significant gains in 11 of the 15 categories and more than half of the survey respondents indicated that they believed their study abroad experience contributed to a job offer at some point (see <https://www.iie.org/employability>).

International students have at least two positive impacts on our community. International students and their families created or supported over 3,975 jobs in Iowa and contributed over \$438 million to the state's economy during the 2017-18 academic year, according to [NAFSA's data analysis](#). They also bring a wealth of international experiences and perspectives to our communities. It is incumbent on us, and on our students from Iowa and other U.S. states, to take advantage of this resource in and out of the classroom.

Another benefit to internationalization is developing global citizens who have the adaptability to be successful in navigating career trajectories that are more than ever changing and in flux. Former Defense Secretary Robert Gates (who served in various capacities under Presidents Ronald Reagan, George H. W. Bush, George W. Bush, and Barack Obama) has argued repeatedly that learning about other cultures, learning other languages, and developing international relationships will help avoid misunderstandings and conflicts between the U.S. and other countries. Our alumni, moreover, have been successful in virtually every country around the globe and in all walks of life. They can provide internships and jobs to our graduates; and global philanthropy efforts can generate scholarships for students and much-needed support for academic programs.

Internationalization must also be an imperative of the university's research and discovery enterprise. By developing ties abroad, faculty gain access to data, expertise, and resources that improve research outcomes and lead to new discoveries. Relationships with institutions of higher education, foundations, governments, and other partners can help the University of Iowa commercialize its research discoveries and bring new scientific and scholarly insights to bear on local and global problems.

Awards and Recognition

Senator Paul Simon Award for Comprehensive Internationalization

The University of Iowa was one of only two Research 1 institutions to receive the prestigious 2017 Senator Paul Simon Award for Comprehensive Internationalization by [NAFSA: Association of International Educators](#). Named for the late U.S. senator from Illinois, a champion of international education and cultural exchange, [NAFSA's Simon awards](#) recognize colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization—especially those using innovative and creative approaches. The award came one year after senior collegiate leaders from across campus worked to develop a [shared vision](#) for how the UI could advance its internationalization by focusing on student success, creation and discovery, and engagement.

Andrew Heiskell Award for Innovation in International Education

The University of Iowa's India Winterim study abroad program was the recipient of the prestigious 2016 [Institute of International Education \(IIE\) Andrew Heiskell Award for Innovation in International Education](#). IIE's Heiskell Awards showcase the most innovative and successful models for internationalizing the campus, study abroad, and international partnership programs in practice today, with a particular emphasis on initiatives that remove institutional barriers and broaden the base of participation in study abroad and promote international teaching and learning on campus. More than 1,100 students and faculty have participated in the India Winterim program since its inauguration in 2006. This faculty-led study abroad program is an intensive, three-week, field-based program that provides students with the opportunity to learn within India's diverse cultural, socioeconomic, and geographical mosaic.

Fulbright and Other Nationally Competitive Student Awards and Grants

Faculty members from every college have worked with the UI Fulbright Program advisor and the Gilman Scholarship advisor, both staff members of IP, to encourage and prepare undergraduate and graduate students, as well as alumni, from diverse backgrounds to compete for international research and study opportunities, and the results have been impressive. The UI was named one of the top producers of Fulbright students for 2018-19 by the Chronicle of Higher Education for the fourth consecutive year, tied for 30th place nationally. The UI reached a new high in its top-producer status in 2019 with 19 students receiving Fulbright Awards for 2019-20. In the last five years, the UI has produced: 74 Fulbright Award recipients (including our recent record-breaking 19 Fulbright awardees), one Fulbright-Hays Doctoral Dissertation Research Abroad award recipient, six Boren award recipients, 18 Critical Language Scholarship recipients, five German Academic Exchange Service (DAAD) recipients, and 33 Gilman Scholarship recipients. International Programs has been instrumental in producing these 137 student awardees.

Vision and Strategic Themes for Internationalization (IP's current strategic plan)

To be effective citizens and to excel in their chosen careers, UI students must develop cross cultural competencies, and we must provide them opportunities to learn to function successfully and with ease in global environments. The learning and discovery guided by faculty at the University of Iowa reshape our understanding of the world, improve quality of life for many, and create economic benefits in the

state of Iowa and around the globe. International relationships and partnerships, from the individual to the institutional, within and beyond our campus, add value to and expand the reach of our curricula, research, outreach, and economic development activities. We must successfully leverage these partnerships, including with our alumni living abroad. The University of Iowa must think and act as a global institution to be in a position to excel over the coming decades.

A Shared Vision for a Global University of Iowa

In order to become a leading international institution poised to serve Iowa and the world, the University of Iowa will:

- Become a destination school for students from Iowa and around the world seeking a global education
- Prepare our students to contribute to, and be successful within, a global society and economy
- Lead research efforts that contribute to global progress
- Foster a strategic network of global partners

Student Success

The UI will become a destination university for students interested in global education. We will become known for preparing students to develop a global perspective and competencies by:

- Expanding study abroad, sending more Iowa students and faculty abroad, and articulating the value to students of graduating as global citizens
- Integrating curricula addressing global concepts and perspectives into majors through learning outcomes, assessment tasks, teaching methods, and support services
- Seeking students from a broad range of countries
- Ensuring the UI is welcoming to international students, faculty, and staff by involving domestic UI faculty, staff, and students in integration efforts to foster a deeper understanding of cultures
- Increasing employment and experiential work opportunities for international students while they are at Iowa and after graduation
- Building upon existing relationships between UI international faculty and their home institutions, and developing connections with international alumni to expand collaborations, recruitment, and placement

Creation and Discovery

We will expand and connect research and institutional partnerships across the university and beyond by:

- Fostering UI coordination of international research and partnerships, promoting networking and collaboration, celebrating global partnerships, and building a more efficient database
- Developing active collaborations with international organizations with measurable outcomes; identifying pilot grants and other internal funding mechanisms that are optimal in facilitating external grants and contracts
- Leveraging disciplinary strengths to address the global dimension of “grand challenges” with internationalization of cluster hires
- Providing effective infrastructure to conduct international research
- Recognizing and rewarding globalized research for promotion and tenure

Engagement

We will have greater impact locally and globally by:

- Enhancing student global and cultural awareness through international and social entrepreneurship and by articulating the value, need, and imperative of global competence and collaboration
- Engaging international alumni and families in meaningful ways through ongoing communications and activities
- Identifying efficient protocols and up-to-date, accessible data to promote international research, teaching, and outreach
- Expanding support for globally engaged UI faculty. Areas include:
 - Scholar hosting, faculty exchange programs, visiting researcher positions, mentorship programs, and outreach activities
 - Forums to increase the visibility of and attendance at events involving international scholars and speakers
- Encouraging economic development initiatives in developing countries and in countries with strong UI and Iowa ties
- Assessing the potential for “gateways” or multi-purpose physical presences to serve study abroad, recruitment, alumni relations, and corporate/industry connections
- Increasing, directing, and unifying resources for expanded internationalization efforts by faculty, staff, and students because they support a stronger university and state

Campus Internationalization Dashboard

International Programs partnered with the ITS Data, Analytics, and Insights (DAI) team to create a *Campus Internationalization Dashboard*, a web-based tool that pulls data from authoritative sources such as MAUI, the UI HR system, InCites, and the UI Study Abroad database. This dashboard tool enhances reporting and analysis through data visualization in order to inform decision-making. Each section of the *Campus Internationalization Dashboard* is tied to our [Vision and Strategic Themes for Internationalization](#), including:

- Student Success
 - International Students – Cohort View
 - International Students – Academic Year View
 - International Students – Current Students View
 - Study Abroad – Executive View
- Creation and Discovery
 - Creation and Discovery – Executive View
- Engagement
 - TBD (under development)

Additional sections include:

- Admissions (all UI data)
- Global Impact (Heat Map)
- Study Abroad Operations (a tool to assist Study Abroad advisors in their daily work with students, as it tracks student progress through various touch-points)
- Reporting views to aid in the compilation of data for Study Abroad reporting to various sources

During the 2018-19 academic year, the dashboard was the focus of individual meetings with collegiate leadership to explore university-wide topics related to internationalization and individual collegiate aspirations, specific targets, and the data associated with them (e.g., international enrollment in individual colleges compared to the university as a whole). A number of questions came up with respect both to the data highlighted in the dashboards and to the ways in which we might more effectively display data to focus on the goals, tactics, and metrics that are featured in the UI's strategic plan. For example, the table on outgoing grants appears to be of limited value, mostly because the lion's share of the activity is focused in health sciences, and in medicine in particular. That table may be less useful than some of the others. A recurring point was made during the conversations with the collegiate deans and with others: how might we help scholars connect with other UI faculty who have experience in particular countries or at particular institutions? We also began to explore how InCites might help us understand the impact of our international research collaborations, though more work will need to be done to focus the lens through which we view that data. For example, we may want to focus more on "highly cited papers," "hot papers," and the percentage of international collaborations within colleges as measures to help leadership identify areas of strength and those that may need attention. With respect to identifying international collaboration with local faculty, the InCites database does offer access to a good deal of relevant information in a flexible format, allowing us to identify collaboration broadly at the level of country or region or more narrowly at the level of institution. In that regard, it might be useful to link this capacity of InCites with a point raised a few times in our meeting with the deans. In several of the meetings people suggested that it would be helpful to know who else at the university has experience in a particular region and might be able to provide links to local institutions or insights on dealing with the local bureaucracy. InCites might be a useful resource in helping to identify University of Iowa faculty who have research links in particular countries or at particular institutions.

Progress to Date/Strategies and Activities

With our commitment to internationalization focused on student success, creation and discovery, and engagement, we believe the UI is clearly positioned as a leading international institution.

Student Success

Study Abroad

Study Abroad develops programs and resources to support students in the development of global perspectives and competencies. UI students in good standing have the opportunity to explore a variety of learning abroad options, including study abroad via UI faculty-led programs or through affiliated providers, as well as experiential learning experiences such as internships abroad, global service programs, or international research. In developing and adding programs, Study Abroad works closely with faculty and departments/colleges to meet their needs. Faculty may be sent on site visits and are involved in reviewing course offerings in order to evaluate the quality and fit of programs for UI students.

Nearly 18 percent of UI undergraduate students take their education abroad at some point, and we have seen a continued, incremental increase in the number of students studying abroad. UI Study Abroad serves underrepresented students through the following:

- Emphasis on minority participation in study abroad: 17.5% of UI undergraduates studying abroad have been underrepresented minorities (the total minority undergraduate population at the UI is almost 21%)

- Diversity Ambassador Scholarship: multiple \$500 awards granted each session to foster expanded student participation
- UI Scholarship Portal: an online tool for students seeking education abroad funding, with early review capabilities for need-based award seekers
- Diversity web resource expansion: to showcase the experiences of diverse students abroad in their own words
- STEM faculty engagement abroad: international opportunities have expanded for faculty from underrepresented majors, which has encouraged participation among students in those majors
- Dedicated outreach staff: reach out to students traditionally underrepresented in education abroad, as well as to students in underrepresented academic departments
- Dedicated health and safety staff: two positions focus on student safety abroad, including attention to the unique needs of an increasingly diverse cohort. They work with a private security partner to plan and implement risk mitigation strategies and coordinate any potential emergency responses.
- Innovative programming in less common destinations: our Heiskell Award-winning India Winterim program is the largest U.S. study abroad program in India, with faculty and students from all eleven UI colleges participating

Given that UI students list financial barriers as the single most significant obstacle to studying abroad, scholarship support is the most tangible expression of our commitment to increasing the number of students who study abroad. IP disbursed over \$825,000 in funding for study abroad during the 2018-19 academic year, including academic, diversity, and need-based awards, as well as awards and discounts originating in study abroad partner organizations. Included in that figure are awards totaling more than \$519,000 from internal sources such as the Iowa Abroad Scholarship, the Ann Morse Scholarship Fund, and the Stanley-UI Foundation Support Organization (SUIFSO). The SUIFSO provides core support for many of IP's activities, none more important than study and research opportunities for UI students and faculty. Stanley Undergraduate and Graduate International Research Awards, for example, fund travel for research, conference participation, and artistic or creative presentations around the world. On average, this award supports 21 graduate and four undergraduate students annually, totaling \$60,000, to conduct international research abroad.

Curriculum Development

In 2016-17, an IP Advisory Council subcommittee began work on integrating curricula addressing global perspectives into the majors through learning outcomes, assessment tasks, teaching methods, and support services. That led to a Fall 2018 revision of the international studies undergraduate minor to allow for students in all undergraduate colleges access to a credential that complements their major course(s) of study.

IP Communications & Relations, together with the IP Advisory Council and staff in the colleges, will continue to work to get the word out to students who might be interested in this credential.

Current efforts to integrate internationalization into the curriculum are numerous:

- The Global Curriculum Development Award offers two grants worth \$3,000 annually for faculty members to create a new undergraduate course, or substantially revise an existing one, to include global perspectives. To be eligible, the course must be from a discipline that is under-internationalized (as determined by a faculty committee) and be considered an upper-level course that counts toward the major.

- A diversity and inclusion module was added to the Success at Iowa course, required of all incoming undergraduates.
- A new general education requirement in the College of Liberal Arts and Sciences called Diversity, Inclusion, and Social Justice will incorporate international and cross cultural themes.
- Development opportunities for faculty to learn how to engage international students and create opportunities for learning and interaction through the Building our Global Community and Building University of Iowa Leadership for Diversity programs.
- The Division of World Languages, Literatures, and Cultures (DWLLC) regularly hosts Fulbright Foreign Language Teaching Assistants, offers instruction in 13 different languages, and offers student learning opportunities in critical and less commonly taught languages through the Autonomous Language Learning Network program. Nearly 11,000 students enroll in courses offered through the DWLLC each year.
- Business undergraduates are required to complete at least one research, internship, study abroad, or experiential course to meet graduation requirements. One or more of these can be completed abroad. The College of Public Health has implemented an undergraduate experiential learning requirement for which students can complete an internship, research, or service learning experience—all of which may be completed in an international context.
- The College of Engineering created the Virtual International Program Team, a two-semester international project experience for mechanical and industrial engineering students that involves substantial interaction between students from the UI, Aix-Marseille University, and the Hong Kong University of Science and Technology.
- The College of Law administers a set of programs and exchanges abroad that are heavily integrated into the curriculum, and offers internships abroad related to international and comparative law.
- International Programs has partnered with the College of Liberal Arts & Sciences to create the International Student Ambassador Award to recognize faculty members who contribute to internationalization through their teaching, student mentorship, and activities that engage students in our global community.
- UI Study Abroad works collaboratively with academic departments to create Major Advising Pages, an online resource for students that detail promising points of intersection between degree plans and education abroad.

International Student and Scholar Services

The International Student and Scholars Services (ISSS) unit of International Programs (IP) leads intercultural and adjustment programming for students and scholars, and provides cultural competency and intercultural awareness training for staff and faculty. Incoming international students are provided with extensive online pre-orientation materials and tools prior to matriculation in an effort to ease their transition to Iowa. Once on campus, international students can learn about American culture through *Life in Iowa* workshops and excursions, and social programs for international and domestic students alike such as *Friends Without Borders* and *Global Buddies*. The *Bridging Domestic and Global Diversity* certificate program provides diversity and intercultural leadership training for domestic and international students. ISSS hired an international support and retention coordinator to proactively reach out to international students experiencing academic or other difficulties with the help of the Excelling@Iowa early-alert system. For international students, six-year graduation rates are consistently higher than those of domestic students. Similar comparisons for the four-year graduation rate vary from year to year. The four-year graduation rate for international students occasionally lags behind domestic

students even though the six-year rate is consistently better. The need for many international students to add early English instruction to their academic plan may explain this difference.

The *Organization for the Active Support of International Students*, a student organization that gives voice to the rich diversity of international students, is sponsored by IP. Families are engaged through the *International Parents of the Year Award*, as well as a dedicated web page and blog specifically for parents. IP also coordinates the translation and recording of commencement ceremonies into as many as five languages for family members who are unable to attend the event in person. 2019 commencement narrations were recorded in Arabic, Korean, Mandarin, Farsi, and Spanish.

Student support services for international students and scholars at the UI are robust, with engagement from virtually every college and unit. A driving force behind these efforts is the International Student Committee, comprised of students, staff, faculty, and university leaders from more than 20 member offices. Advancements made by member offices over the past two to four years include:

- Name pronunciation tool: students can make an audio recording of their name in the records system, helping faculty and staff address them as they wish to be addressed
- Dedicated international scholar housing: helps scholars and their family members find convenient and affordable living arrangements
- Welcoming residence halls: open early for international student orientation, and housing is made available to international students over winter break
- Career assistance for international students: the career center invested in a staff position dedicated to career development workshops and resources for international students
- In Fall 2019, 518 graduates have taken advantage of Optional Practical Training (OPT) which allows them to get real-world, practical experience in their field after completing a program of study. While engaged in OPT, ISSS reaches out to students with automated messages reminding them to update their employment information. These updates then must be entered into SEVIS to comply with federal reporting requirements.
- Student government: the undergraduate and graduate/professional student government organizations created an International Student Advisory Board. In addition, in the 2017-18 academic year, the UISG created an International Constituency Senator seat within UISG.
- Counseling: the University Counseling Service offers individual and group mental health counseling in English, Spanish, and Chinese
- Accessible libraries: University Libraries created a library guide for international students to help acclimate them to services and collections available

The UI works closely with community partners and local organizations to make a more welcoming home for international students, scholars, their families, and visitors. We:

- Hold workshops for local leaders to help them understand the international student population
- Have partnered with city leaders to develop street signs and visitors' brochures in different languages
- Support a number of local, internationally engaged organizations such as the Council for International Visitors to Iowa Cities, the Iowa City Foreign Relations Council, the International Women's Club, and Friends of International Students
- Host a Thanksgiving dinner in our office for international scholars and their families

Creation and Discovery

Faculty Engagement

Faculty engagement is nurtured through numerous grants for independent and collaborative international projects. These grants are funded in whole or in part through the Stanley-UI Foundation Support Organization (SUIFSO), made possible by C. Maxwell (Max) and Elizabeth (Betty) M. Stanley, longtime UI supporters. Over the last five years, 465 awards carrying \$663,570 have impacted 482 faculty members through the funding opportunities listed below:

- Provost's Global Forum: the premier annual event on campus which brings together experts from a variety of disciplines to contribute to debate on the foremost issues in globalization
- Major Projects Awards: to promote important contributions to scholarly exchanges on international topics, issues, discoveries, and arts
- Special Projects Awards: to support internationalization at the UI by providing funding for international activities on campus
- International Travel Awards: to fund international travel for research, creative activity, and active conference participation or other collaborative activity
- Summer Research Fellowships: to promote the internationalization of research on campus
- Strategic Global Initiatives Awards: to support global collaborations opening new areas of research or new research directions that lead to technology transfer and commercialization
- Global and International Program Grants: to fund semester- or year-long public discourse and large-scale curricular development projects designed to focus attention on global issues
- Global Research Partnership Award: to help initiate new or expand existing international partnerships and/or to build an institutional relationship to facilitate future joint research projects

Faculty engagement is further nurtured through the following:

- Ann Knudson, grants administrator, offers assistance to UI faculty and staff as they develop proposals for external funding in support of their research, teaching, and service goals, especially those related to the mission of International Programs. She also helps faculty and staff identify appropriate sources of external funding for individual projects. See Appendix A for information about external awards secured with the assistance of Ann Knudson.
- IP Faculty Advisory Council members Morten Schlütter, Lois Geist, and Cori Peek-Asa drafted a document titled *Recognizing and Rewarding International and Globalized Research for Promotion and Tenure*—which provides best practices UI departments should take into consideration when evaluating the portfolio of a faculty member for promotion, whether the faculty member primarily does international work or only occasionally is engaged in international and globalized research. See Appendix B for this draft document.
- The IP website was recently redesigned to include greater visibility of faculty funding options provided by International Programs.
- Beginning in the late Summer 2019, ISSS began partnering with Mayflower Hall to offer furnished, short-term housing to scholars. Twelve one-bedroom and two two-bedroom furnished apartments are available on the first floor for reservations from one month up to one year. As of September 2019, all of the rooms are either occupied or set to be occupied pending a few scholars arriving late due to visa delay issues. Scholars come from a variety of departments and there is a good mixture of short-term and longer-term scholars to ensure stability while accommodating as many scholars as possible.

In the last five years: 21 faculty members have earned Fulbright awards and two staff members were selected to participate in the Fulbright International Education Administrators Program. Also, two Fulbright-Hays Group Projects Abroad grants have been awarded to the university.

The associate provost and dean of International Programs and the associate provost for faculty have revised the policy for supporting faculty who apply for Fulbright Core Scholar awards. Regardless of the specific teaching/research obligations of the award, the faculty member will not be penalized for accepting the Fulbright award, and instead will be “made whole” in salary and benefits for the period of the award, within the particular salary structure of the awardee’s college.

Linkages and Partnerships

The 183 formal linkages we have with 154 external organizations around the globe, as well as countless informal but invaluable partnerships, offer a wide range of educational benefits and provide opportunities for collaboration and exchange. Opportunities range from student exchanges to research collaborations to dual-degree programs. Linkages and partnerships help UI faculty connect with complementary expertise abroad, expand the reach of UI research and scholarship, allow us to leverage resources not available on our campus, and build bridges and pipelines for students.

IP has allocated UICA funding to support the enhancement of existing partnerships with institutions abroad, or the development of particularly promising new ones, through seed grant funding that is intended to build toward extramural funding.

The UI is committed to building and strengthening partnerships that foster internationalization. A few recent examples include:

- Seventeen international delegations have visited the UI in 2018-2019 to explore research and educational collaborations.
- The UI became a signature partner of the U.S.-China Strong Initiative in 2014, which has led to increased awareness of study abroad options in China, increased numbers of UI students studying abroad in China, and increased interest in Chinese language programs on campus.
- Our Center for Asian and Pacific Studies was awarded a Japan Foundation Institutional Support Grant for 2015-2019.
- The UI hosted 25 Mandela Washington Fellows for the fourth year as part of the U.S. State Department’s Young African Leaders Initiative (YALI), expanding cross-cultural understanding and developing business ties between Iowa and various parts of Africa, offering insights on successful entrepreneurship and leadership practices, and engaging in a rich dialogue with communities across the state.
- Two new dual-degree master’s programs in civil and environmental engineering have been approved with institutions in Thailand and China. Students will earn two master’s degrees—one conferred by the UI and one from the partner institution.

IP Academic Centers and Programs

Our academic centers and programs create opportunities for faculty to contribute to the global mission of the UI; advance research and teaching through a focus on trans-collegiate issues and perspectives; provide opportunities for faculty and students across disciplines and across collegiate boundaries to interact and collaborate; and develop public engagement projects to benefit communities in Iowa and abroad.

In 2014-15, a strategic assessment of the centers and programs in IP was undertaken by a committee comprised of UI faculty members and two external reviewers. The purpose of the strategic assessment was to take stock of the activities of the centers and programs, together and individually, and to explore how the groups might adapt to current circumstances to create better visibility and impact for internationally oriented learning, discovery, and engagement. The committee gathered information (including a self-study), met with faculty participating in IP's academic centers and programs and with others (including collegiate leadership) around campus.

After receiving the committee's review report, most of its recommendations were implemented, including:

- Creating a competitive grant pool to which the programs and groups can apply, separately or together, for programming funds or for grant matches. Priority will be given to efforts to develop new, collaborative research projects that successfully interface with the priorities of disciplinary or professional areas; internationalize the curriculum across disciplinary and collegiate boundaries; and develop sustainable ties with campus or collegiate priorities.
- Convening a steering committee of the directors of all centers and programs to coordinate activities, generate ideas and proposals for area studies and internationalization ("big ideas" course cluster; first-year seminars; symposia and conferences), connect with collegiate initiatives and curricular programs, and develop research and outreach projects. One or two of the members of this steering committee will serve as liaisons to the IP Advisory Council.
- Reinstating the part-time position of director of academic programs (on hiatus during 2014-15 after the departure of Professor Sonia Ryang). Duties include managing the competitive funding program for area studies and thematic centers, increasing participation of the groups in external grant programs, chairing the steering committee, and managing IP's internal grant programs.

Also following the review, the associate provost and dean made the following change to reduce the reliance of the centers and programs on General Fund monies, which had become increasingly tight. Centers or institutes established through endowments or grants/contracts will continue to receive matching funds as outlined in their founding agreements. IP developed an understanding with CLAS to support the Global Health Studies Program, where the college agreed to take responsibility for the curricular dimension and IP will fund cross-collegiate research/engagement activities. The remainder of IP's area studies programs will be considered affinity groups, with the understanding that dedicated funding is predicated on successful external support.

We currently have seven such entities (down from fifteen in 2008), two of which are currently funded via endowments or external grants:

- [African Studies Program](#)
- [Center for Asian and Pacific Studies](#)
- [European Studies Group](#)
- [Iowa Global Health Network](#)
- [King Sejong Institute](#)
- [Latin American Studies Program](#)
- [South Asian Studies Program](#)

IP's director of academic programs has called regular meetings of the directors of the centers and programs to discuss potential cross-cutting programs and grant opportunities. While these discussions

have resulted in some minimal or punctual collaborations, they have not led to major grant applications or to significant curricular or research initiatives.

Engagement and Outreach

Commitment to Internationalization Lecture Series

Our *Commitment to Internationalization* lecture series, which began in Fall 2016, is part of a larger and coordinated communications effort to help amplify the understanding of internationalization as a strong foundational commitment in higher education and as a public good. Prominent speakers in the field give a public talk and meet with faculty members to discuss campus internationalization. Past speakers have addressed such topics as “Internationalization and the Geopolitics of Higher Education,” “International University Research Ventures: A Faculty-Focused Agenda for Comprehensive Internationalization,” and “The Peril and Promise of Internationalization in the Era of Trump, Brexit, and Global Competition.” The Fall 2019 *Commitment to Internationalization* speaker is Hans de Wit. De Wit will present on “Internationalization of Higher Education for Society: Moving Back from Competition to Cooperation.”

WorldCanvass

IP’s unique, internationally focused public engagement program WorldCanvass is produced before a live audience monthly during the academic year and distributed widely as a podcast over multiple platforms and websites. Now in its eleventh season, WorldCanvass brings together UI faculty, students, staff, and regional and international thought leaders to share insights and perspectives on a range of topics. WorldCanvass regularly features members of Iowa communities, government leaders, and international guests to ensure broad reach and diversity of perspectives. Since the program’s inception in 2009, the Iowa City Press Citizen has partnered with International Programs to offer a prime spot on the opinion page for pre-WorldCanvass commentaries prepared by WorldCanvass guests on the topic of the upcoming program. This promotion through the local newspaper increases community awareness of international topics under discussion and brings research and investigations of all sorts that happen within university confines out into the public sphere. The production location of MERGE in downtown Iowa City also encourages community participation.

<https://international.uiowa.edu/connect/programs/worldcanvass>

Provost’s Global Forum

The Provost’s Global Forum is the premier annual event on campus focused on international and global issues. The forum brings together experts from the faculty and leading voices from a variety of areas (business, technology, education, politics, and civil society, including projects focused on the environment, human rights, development, citizen diplomacy) to raise awareness about and contribute to debate on the foremost issues in globalization that face us today. In addition to serving the University of Iowa community broadly, the forum endeavors to build connections between the university and the state of Iowa, and positions the UI as a national node in discussions of global affairs. Planning is underway for the 2020 Provost’s Global Forum: Gandhi’s Legacy at 150.

Past winners include:

- [Why School? International Perspectives on Education and Social Transformation](#) (2019)
- [Against Amnesia: Archives, Evidence, and Social Justice](#) (2018)
- [Women’s Health and the Environment: Going Up in Smoke](#) (2017)
- [The Nation, the State, and the Global Redefinition of Self-Determination](#) (2016)
- [The Arab Spring in a Global Context](#) (2015)
- [Child Protection: A Global Responsibility](#) (2014)

- [Refugees in the Heartland](#) (2013)

Major Projects Award

Through the generous support of the Stanley-UI Foundation Support Organization (SUIFSO), International Programs' Major Projects Award promotes important contributions to scholarly debates and exchanges on international topics, issues, discoveries, and arts. Proposals for events that will take place on the University of Iowa campus and that will enhance international knowledge and understanding for University of Iowa faculty, staff, and students are therefore especially welcome. The Major Projects Award encourages activities or endeavors on a broad scale. These may take the form of collaborations, symposia, conferences, lecture series, artistic exhibitions, and performance events. See past recipients here: <https://international.uiowa.edu/faculty/awards/ip-funding/major-projects-awards/major-projects>.

International Impact Award

The International Impact Award recognizes distinguished alumni and other individuals with significant ties to the UI who have made important contributions internationally or, in the case of international alumni, abroad in their home countries. The award was established by International Programs in 2010 in order to honor exceptional individuals in any field who have made sustained and deep contributions internationally or in the U.S. to promote global understanding. The award is presented by the UI president and dean of IP in November, during International Education Week, in a public ceremony. The 2019 recipient is renowned opera singer and UI alum Simon Estes. Find all International Impact Award winners here: <https://international.uiowa.edu/connect/programs/iew/international-impact-award>

K-12 Outreach

To fulfill our mission of furthering globally oriented knowledge and activities across the state, we take international students into Iowa's K-12 classrooms to share their cultures and languages with Iowa children through our *International Classroom Journey* program. We also make over 80 *Culture Kits*, filled with art, books, textiles, and other artifacts from various countries, available for use in K-12 classrooms. Additionally, for 20 years, we have offered the *Global Education Institute for Teachers*, a professional development workshop to help K-12 teachers integrate global perspectives into their lessons. Support for the teacher institute has been provided by IP in partnership with the SUIFSO and the Stanley Foundation.

International Alumni Outreach

International Programs has led several initiatives aimed at engaging with UI alumni living and working outside of the United States. IP created a cross-campus *International Advancement Committee* in 2015 to provide a venue to meet periodically to share ideas, best practices, and information about high-level international travel and the potential to connect with alumni through visits of UI dignitaries, individualized and social media communication processes, and events in international locations. The *International Advancement Committee* is now jointly led by International Programs and the UI Center for Advancement.

A number of international alumni gatherings have been made possible through the work of International Programs. IP staff plan and communicate about upcoming events which are often hosted by Downing Thomas in conjunction with his university-related travel.

International Programs offers UI alumni living outside of the United States a chance to stay connected through an initiative called *Virtual Homecoming*. Virtual Homecoming is a chance to keep the Hawkeye spirit alive abroad, by offering alumni the opportunity to share a "homecoming message" with the UI community, regardless of where they are in the world. Messages submitted are broadly shared during Homecoming week.

Communications Initiatives

The International Programs website provides a portal through which students, staff, faculty, and the public can gain information about our programs, services, news, and events. It's a complex website, which pulls from a number of database sources. We hope to be able to move to Drupal 8 in the next few months, which should improve the user experience and make staff maintenance less burdensome.

Recognizing the critical role of social media in today's interactions with domestic and international audiences, we manage an integrated communications strategy. Our staff utilize U.S.-based platforms such as Facebook, Instagram, Twitter, and YouTube to distribute UI news, IP event information, study abroad and international student successes, etc., and concentrate heavily on messaging that drives engagement, particularly from students. We reach out to the Chinese speaking audience of students, potential students, parents, and alumni through the dominant Chinese platforms WeChat and Weibo through the efforts of a full-time, Mandarin-speaking staff member who manages both official UI accounts on the Chinese platforms, coordinating messaging with Admissions, the UICA, and other parts of campus, and responding to questions.

We communicate with students, faculty, staff, alumni, and community members interested in UI news with an international focus via monthly electronic newsletters that provide an overview of news, events, profiles, and accomplishments. Additionally, we communicate with UI alumni and friends who live outside of the United States via a quarterly electronic newsletter. We have recently created a Study Abroad-specific newsletter that streamlines content to study abroad topics, including program descriptions and important deadlines.

Communications challenges in our office are much like those throughout the university and private business—technologies and applications are ever-changing and are utilized differently, depending upon age and demographic group. In International Programs, limitations on outreach to international audiences are exacerbated by the EU's General Data Protection Regulation (GDPR), by governmental restrictions such as those imposed by the Chinese government on platforms like Facebook, Twitter, and YouTube, and by incomplete international alumni information in the institutional database (BGI). We've seen steady improvement in engagement through IP's social media platforms, particularly around study abroad experiences and institutional successes such as the receipt of Fulbright top-producer status. But it is always difficult to measure the degree to which this engagement drives action.

In an effort to address the lack of existing forums in which university professionals who have special responsibility for international communications could share best practices, outline resources, discuss challenges in the field, and learn from one another through case studies, IP's director of Communications and Relations and assistant director of Communications and Relations worked with colleagues at Northwestern University and the University of Minnesota to develop a proposal for a 1 ½ day communications and marketing workshop in Summer 2019. The goal of the workshop was for participants to return to their universities with new concepts and ideas to apply to their marketing and communication strategies. The workshop proposal was presented to the Big Ten Academic Alliance's Senior International Officer (SIO) group by the SIOs of the UI (Dean Downing Thomas), Northwestern,

and University of Minnesota, and was approved. The SIOs also provided a \$6,000 budget which greatly reduced the expenses of attendees. The Big Ten Academic Alliance (BTAA) Senior International Officers International Marketing & Communications Workshop was extremely successful, with 43 registrants and all Big Ten Academic Alliance member universities participating. Attendees represented communication and marketing staff active in various areas of international higher education, including education abroad, international student and scholar services, international recruitment, international alumni engagement, international relations, and central university communicators with global responsibilities. A post-event assessment of attendees indicated high satisfaction with the workshop they'd just attended and a near universal desire for another such workshop in the future. Therefore, the four organizers of the initial workshop will be submitting a formal report to the SIOs this fall along with a request for funding for a second workshop in 2020.

A Vision of Success

We are committed to achieving the goals outlined in our shared vision for a global UI and we have already made substantial progress. Goals will be quantifiable and visible on a web-based dashboard tool that is currently under development and will allow us to measure progress toward internationalization using a data-driven approach. For example, in addition to simply viewing international student demographic information and trends, our dashboard allows us to use interactive tools to explore information about academic performance, retention rates, time to graduation, and engagement with on-campus employment, among others, fed by authoritative data sources.

Our vision—*Connecting Iowa with the world and the world with Iowa*—is more than a catch phrase. It captures an active philosophy of engagement that is already leading to measurable outcomes and to a university that is substantively global in orientation.

Opportunities and Challenges—Short-Term

Short Term (FY2020):

Opportunities	Challenges
1. New opportunities to use dashboard data to explore student success and research impact	1. Need clearer understanding on what the data can and cannot tell us, and best uses of the data to inform action
2. “Recognizing and Rewarding International and Globalized Research for Promotion and Tenure”: document currently in review in Office of the Provost	2. Communication and implementation of this best practices document is underway and will require follow-up
3. Opportunity to conduct a curriculum scan for global/international content and perspectives using new data tools	3. Beyond the General Education program, and the new IS minor option for students in and beyond CLAS, how to advance a globally-infused curriculum
4. Growing middle class in certain countries (e.g., Nigeria)	4. Shrinking international student numbers and increased competition; geopolitical tensions; conflict between aspects of current US foreign policy and opportunities to advance in higher education, research, and economic development

Opportunities and Challenges—Long-Term

Long Term (Next 5 years):

Opportunities	Challenges
1. Leverage student interest in international experiences to develop affordable, impactful study and internship programs abroad	1. New budget model: need to consider short- and long-term impact on study abroad
2. Extend the TIPPIE RISE program to CLAS OR make “education away” a degree requirement for undergraduates. Increased desire for meaningful international student experiences	2. Funding the infrastructure and financial aid required to expand RISE or implement “education away” for all. This is an opportunity to make the UI a “destination university.”
3. International alumni and friends abroad: over 9,000 and growing	3. Little infrastructure and lack of strategy currently to support global alumni engagement and advancement efforts
4. Increased research capacity at partner universities abroad; increased investment in higher education abroad	4. Need to determine strategies (i.e., identify a limited number of signature partner institutions abroad) and make investments in internationalizing the research enterprise to take advantage of opportunities

Appendix A

External awards secured with the assistance of Ann Knudson

The position of Ann Knudson, grants administrator, is funded jointly by International Programs, the Office of the Vice President for Research, and the College of Liberal Arts and Sciences in order to (though not exclusively) support arts, humanities, and social science external grant applications.

Grants Submitted through International Programs Overview

		<i>College Breakdown</i>						
Year	Number of Grants Submitted	IP	CLAS	Other	Total Funds Applied For	Number of Grants Funded	Total funds awarded	Funding Status
2011	10 (partial year)	~~	~~	~~	\$545,437	5	\$382,364	complete
2012	22	~~	~~	~~	\$3,368,040	3	\$116,684	complete
2013	23	~~	~~	~~	\$1,720,209	8	\$335,384	complete
2014	24	~~	~~	~~	\$4,903,667	14	\$1,719,904	complete
2015	26	~~	~~	~~	\$1,702,763	13	\$998,399	complete
2016	28	~~	~~	~~	\$2,028,219	12	\$621,442	complete
2017	25	3	14	8	\$3,459,717	7	\$397,053	complete
2018	30	3*	17	10	\$5,693,851	16	\$1,273,085	complete
Total	178				\$23,421,903	78	\$5,844,315	

*Although only 3 grants were housed and managed in IP, 11 of the grant projects involved international content and/or foreign language. The majority of those 11 project involved IP support.

2018 Institutional Grant Submissions

#	Deadline	Principal Investigator	Grant Dept Home	Sponsor	Program	Total Requested	Total Cost Share	Total Awarded Funded	Project Title	Notes
1	1/16/18	Stern, David (Philosophy)	CLAS-Philosophy	NEH	Digital Humanities Advanced Grant, Level II (January Deadline)	\$100,000	\$21,692		The University of Iowa Tractatus Map	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared & numbered app sections for upload; created TOC; finalized CAYUSE application; UIRIS routing R2017120267 (This was a 2018 Grant Submission but PI submitted it early.) Not Funded
2	1/16/18	Glass, Loren (English)	CLAS-English	NEH	Digital Humanities Advanced Grant, Level II (January Deadline)	\$100,000	\$26,008		The Program Era Project	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared & numbered app sections for upload; created TOC; finalized CAYUSE application; UIRIS routing R2018010076 Not Funded
3	1/10/18	Lea VanderVelde (Law)	Law	ACLS	Digital Exention Grant	\$101,060	\$0		Discourses Across Empire: A Digital Analysis of How the United States Incorporated the Antebellum West	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; UIRIS routing R20170120285 Not Funded
4	1/16/18	Lea VanderVelde (Law)	Law	NEH	Digital Humanities Advanced Grant, Level II (January Deadline)	\$99,937	\$106,794		Discourses Across Empire: A Digital Analysis of How the United States Incorporated the Antebellum West	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared & numbered app sections for upload; created TOC; finalized CAYUSE application; UIRIS routing R2017120282 (This was a 2018 Grant Submission but PI submitted it early.) Not Funded
5	2/22/18	Lori Branch (English)	CLAS-English	NEH	Summer Seminars and Institutes	\$105,000	\$0	\$105,000	Religion, Secularism and the Novel	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared & numbered app sections for upload; created TOC; finalized CAYUSE application. Also worked closely with co-PI Mark Knight from Univ of Lancaster. Checked into housing options for Mark and participants. UIRIS routing R2018020209 FUNDED
6	2/24/18	Mariola Espinosa (History)	CLAS-History	NIH	NLM Grants for Scholarly Works in Biomedicine and Health (G13)	\$50,000	\$0		Fighting Fever in the Caribbean: Medicine and Empire, 1650-1902	Had meetings with DSP NIH specialist to confirm we had right guidelines to confirm checklist; Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared app sections for upload; created TOC; finalized CAYUSE application; UIRIS routing R2018020190 - Never announced?
7	3/30/18	Darrel Wanzer-Serrano	CLAS-Comm Studies (Obermann)	Mellon Foundation	Mellon-Sawyer	\$225,000	\$0	\$225,000	Imagining Latinidades: Articulations of National Belonging	This included assistance with a WINS budget and prep. Reviewed Guidelines, proofed application, developed budget, worked with DSP to access Mellon application portal and handled the online app prep and submission. (Budget 9/1/18 - 8/31/21; with bulk spend in Year 2) UIRIS routing R2018030288 FUNDED
8		Dale Fisher	UIMA- Art Museum	Reuben & Muriel Savin Foundation		\$36,000	\$2,623	\$36,000	Reuben & Muriel Savin Foundation - for K-12 programming	This was a renewal for an additional two years of a Challenge Grant from the Savin Foundation. Funds contingent on matching fund raising. I assisted Provost Grant Staff who was out of office with this routing form. FUNDED
9	4/1/18	Craig Just & Allen Bradley	IIHR	DOS	US-India 21st Century Knowledge Initiative	\$100,000		\$100,000	A Global Engineering Training Model for Sustainable Water Development in Resource-Constrained Communities	This application included a WINS on which I assisted the Pis with the budget, review of app, proofreading and brainstorming. After the WINS selection the IIHR grant team took over the submission, but I assisted with budget calculations and securing cost share. FUNDED
10	?	Landon Elkind, Grad Student	Philosophy	American Philosophy Society or Association	APA Small Grant Fund	\$500	\$0	\$500	2018 Iowa Lyceum	Assisted with after the fact routing; Had to work with DSP to sort out the exclusion of F&A ; UIRIS routing R2018040083
11	?	Landon Elkind, Grad Student	Philosophy	PLATO	2018 Iowa Lyceum	\$1,550	\$0	\$1,550	2018 Iowa Lyceum	Assisted with after the fact routing; Had to work with DSP to sort out the exclusion of F&A ; UIRIS routing R2018040118
12	2018	Thomas, Dowling (IP)	IP	Max Kade Foundation	Study Abroad Funding	\$10,000		\$10,000	Study Abroad Funding Spring 2019	Note: Funding can be up to \$10K (10 \$1K scholarships, but usually we have fewer than 10 scholarships for SA in Germany) Sent request letter and routing form R2018040092 FUNDED

2018 Institutional Grant Submissions

#	Deadline	Principal Investigator	Grant Dept Home	Sponsor	Program	Total Requested	Total Cost Share	Total Awarded Funded	Project Title	Notes
13	2018	Thomas, Dowling (IP & IWP)	IP & IWP	Max Kade Foundation	IWP Writer in Residence Funding	\$11,945		\$11,900	IWP Writer in Residence Funding for Fall 2018	Sent request letter and routing form R2018040090 FUNDED
14	5/22/18	Wildenberg, Liz (Study Abroad)	IP-Study Abroad	Peace Corps	Campus Recruitment Services	\$25,701		\$25,701	REQ 18180167 University of Iowa [Option Year 3 8/1/18 - 7/31/19] Technical Proposal for Peace Corps Professional Campus Recruitment Services	UIRIS Routing (UIRIS Form R2018050293) FUNDED
15	6/13/18	Dimy Doesca	(TCOP: JPEC)	DOE	GBER	\$1,131,297	\$1,227,501	\$0	Connecting Iowa with Africa through Entrepreneurship	Reviewed guidelines, helped write proposal, developed budget, routed and submitted through CAYUSE. UIRIS Form R2018060096 NOT FUNDED
16	6/25/18	Russ Ganim	(DWLLC, Translation)	DOE	NRC	\$2,370,432	\$0	\$0	Center for Translation and Global Writing (CTGW)	Reviewed guidelines, helped edit and write proposal, developed budget, routed and submitted through CAYUSE. UIRIS Form R2018060276 NOT FUNDED
17	4/1/18	Laurel Sanders	Grad College/ Postdoc)	American Ass. for the History of Nursing (AAHN)		\$2,000	\$0		Public Health Nursing in Native American Communities, 1924-1941	Helped with an after-the-fact routing form. This is somewhat like a small scholarship to assist with research. UIRIS Form R2018070118 <i>Not sure of funding status.</i>
18	7/23/18	Deondre Egan		Community Foundation of Johnson Co		\$8,000		\$1,500	Johnson County Community Writing Assistance	Application needed to be submitted by the Foundation, so I was asked to assist with the Routing Form; UIRIS Form R2018070245 FUNDED
19	7/23/18	Dale Fisher	Art Museum	Community Foundation of Johnson Co		\$2,000		\$0	UISMA Senior Living Communities (SLC)	Application needed to be submitted by the Foundation, so I was asked to assist with the Routing Form; UIRIS Form R2018070263 NOT FUNDED
20		Mallory Hellman		Community Foundation of Johnson Co				\$1,393		Assisted with routing form and other questions FUNDED
21	7/27/18	Damani Philips	Music	US Embassy In India (State Dept)	2018 US Mission in India Application (for Jazz)	\$50,000	\$0	\$0	Building Brides Through Jazz: US - India Cultural Cultivation Jazz Tour	Assisted with the review and submission of application, developed the budget, routed and submitted through CAYUSE. UIRIS Form R2018060276 NOT FUNDED
22	7/31/18	Maura Pilcher	Office of Outreach & Engagement (Grant Wood Art Colony)	Iowa Arts Council	Special Invitation to Apply	\$10,000	\$10,490	\$10,000	6th Biennial Symposium of the Grant Wood Art Colony at the University of Iowa	Assisted with review of online application, reviewed budget and initiated the internal routing form UIRIS Routing R2018070318 FUNDED (I think?)
23	8/15/18	Russ Ganim (DWLLC, Korean)	CLAS-DWLLC, Korean	Korean Foundation	Support for Establishment of Professorship: Tenure Track Position	\$337,655	\$150,709	\$337,655	Support for Establishment of Professorship (Korean Foundation Tenure Track Hire)	Assisted with online application; Communicated questions with sponsor; prepared budget, Submission; UIRIS Routing R2018080090 FUNDED - planning year 2019 & funding for 2020-24
24	10/3/18	Ed Folsom	CLAS-English	NHPRC	Publishing Historical Records in Documentary Editions	\$107,014	\$116,747	\$107,014	Fame and Infamy: Walt Whitman's Correspondence, 1888-1892, Part 4	Developed budget form, spreadsheet and narrative; UIRIS Routing; Prepared application in CAYUSE; Arranged Cost Share Approvals; Worked with UNL for their sub-award information. (UIRIS Form R2018090392) FUNDED

2018 Institutional Grant Submissions										
#	Deadline	Principal Investigator	Grant Dept Home	Sponsor	Program	Total Requested	Total Cost Share	Total Awarded Funded	Project Title	Notes
25	10/15/18	Nick Benson, Wei Bao & Linda Snetselaar	Office of Outreach & Engagement and CPH	Colorado State University via Rockefeller Foundation		\$99,872	\$0	\$99,872	Community-based youth obesity initiatives in Colorado and Iowa	This is a sub-award that UI was invited to take part in a collaboration between CSU, Grinnell & UI. Drafted sub-award budget reviewed draft application. Routed the application, but it took multiple corrections to get it done correctly. See: R2019010122 FUNDED
26	10/17/18	Matt Gilchrist and Lori Adams	Rhetoric & Biology	NEH	NEH Humanities Connections Planning Grant	\$35,000	\$0		Catalysts of Synthesis	Helped applicant review guidelines for grant checklist; reviewed and proofread grant sections; developed budget; prepared & numbered app sections for upload; created TOC; finalized CAYUSE application. UIRIS routing R2018100228 Not Funded
27	10/23/18	Dimy Doresca (TCOP: JPEC)	TCOB-JPEC & Management	International Research & Exchanges Board (IREX)/ Funded by US DOS	2019 Host University Application for the Mandel Washington Fellowship (MWF) for Young African Leaders	\$200,000		\$200,000	Mandela Washington Fellowship for Young African Leaders Business & Entrepreneurship Institute	Develop budget; Preparation Meetings/Guidelines Review; Answer Questions on Application Form; Finalize Application Form; Collect Letters of Support; Proof Application; Prepare Application for Submission & UIRIS Routing; Etc. (UIRIS Form R2018100214). I also worked with UI Dorms to assess housing costs and reserve rooms. I also submitted the application through the Sponsor's online application. Mary Blackwood gave me a approval to submit the form FUNDED
28	10/23/18	Daniel Fine	CLAS-Dance	Mid Atlantic Arts Foundation		\$14,600	\$13,900		Media Clown	Assisted with routing form. I was brought in late, but I noticed the budget's cost share was not properly calculated. Will need to replace the Obermann cost share with contributed effort from two faculty members. UIRIS routing R2018110092 Status unknown
29	11/30/18	Daniel Maze	Art & Art History	RSA-Renaissance Society of America	Subvention: RSA-Samuel H. Kress Publication	\$3,000	\$0		"Young Bellini"	Assisted with routing form . Had to sort out what this was. He initially raised this as a fellowship, but I learned it was a subvention app. I directed him to the CLAS subvention app. UIRIS routing R2018100353 Status unknown
30	1/15/18	Oliver Rajan, Julia (Spanish & Portuguese)	CLAS-DWLLC, Spanish	NSF	Documenting Endangered Languages (DEL)	\$356,288	\$0	\$0	Revitalizing Taino (tnq) as a Heritage Language in the Coffee Zone of Puerto Rico	Helped applicant review guidelines for grant checklist; reviewed, proofread and re-wrote grant sections and documents; developed 3-year budget; prepared & numbered app sections for upload; created TOC; registered in Fastlane and assisted PI with creating an application in Fastlane; UIRIS routing: R2018110156 Not Funded
Total Funded 2018						\$5,693,851	\$1,676,464	\$1,273,085		

2018 Submissions by College

College(s)	Number of Grants Submitted	Number w/ Int'l Content	Total Funds Applied For	Number of Grants Funded	Total funds awarded	Notes
IP	3	3	\$47,646	3	\$47,646	
CLAS	19	8	\$3,868,039	8	\$779,612	
Tippie-Business	2	2	\$1,331,297	1	\$200,000	
Engineering	1	1	\$100,000		\$100,000	Note I assisted the faculty with the WINS; And then assisted IIHR staff with the app submission (budget details mainly)
Provost/ Outreach & Engagment	2	0	\$109,872	2	\$109,872	
Law	2	0	\$200,997	0	\$0	
Provost/ UIMA	1	1	\$36,000	1	\$36,000	Renewal application
Totals	30	15	\$5,693,851	15	\$1,273,130	

Appendix B

Recognizing and Rewarding International and Globalized Research for Promotion and Tenure

Draft prepared by Morten Schlütter, Lois Geist, and Cori Peek-Asa.
Ver. May 13, 2019

Preamble:

It is widely acknowledged that Internationalization is becoming increasingly crucial for large research universities to survive and prosper in the global market place of ideas and education during the coming decades. The UI Strategic Plan 2016-2021 has as a major goal to “Create a university ecosystem that enables UI to be an international leader in confronting the grand challenges of the 21st Century” (<https://provost.uiowa.edu/strategic-plan-2016-2021-research-discovery>).

Internationalization at the UI benefits everyone; a number of studies show that international co-authorship has a higher impact than domestic co-authorship, and data shows that publications with international collaboration are more frequently cited: <https://www.researchgate.net/blog/post/insights-into-international-research-collaboration>. NSF reports that international collaboration rates in US institutions rose 10 percentage points to 35% between 2002 and 2012.

The University of Iowa has made great strides in becoming a truly international institution, which was recognized when the university received the 2017 Senator Paul Simon Award for Comprehensive Internationalization (http://www.nafsa.org/About_Us/About_NAFSA/Awards/Simon_Award/Senator_Paul_Simon_Award_for_Campus_Internationalization).

However, it is clearly important for the UI to continue the process of internationalization, and an essential part of this is to increase UI faculty’s participation in international and globalized research.

To meet the objective of higher international engagement among UI faculty, it is crucial that faculty be given proper credit for international scholarship and that there be a general understanding in UI departments that international and globalized research will be considered an asset in evaluations for Promotion and Tenure (P&T).

The UI *Operations Manual* already requires “unmistakable evidence that the candidate is a nationally and, where applicable, internationally recognized scholar or creative artist in the chosen field” for advancement to full professor (<https://opsmanual.uiowa.edu/human-resources/faculty/qualifications-specific-ranks>). However, recognition of international engagement is especially crucial in cases of promotion to associate professor with tenure. Furthermore, while maintaining high standards of excellence, P&T committees should examine and weigh international research activities differently than domestic activities due to their greater complexity.

Many departments are already implementing procedures in evaluations for Promotion and Tenure that take the special effort and challenges of doing international and globalized research into account. However, not all faculty engaged in this kind of research at the UI feel that it is fully understood or valued by their departments.

In the following we therefore provide a number of points that we believe can serve as a basis for “best practices,” which departments should take into consideration when evaluating the portfolio of a faculty member for promotion, whether the faculty member primarily does international work or only occasionally is engaged in international and globalized research.*

Best practices:

1. It should be recognized that research that requires knowledge of languages other than English, especially non-European languages, often requires more resources and more time than research conducted in English, even if the research is mainly carried out in the US.
2. Research conducted abroad usually takes longer and requires more effort than the same research conducted in the US. Evaluation should consider the additional time it takes to develop and implement projects, and the time it takes to produce publications or presentations from the work.
3. Research done in collaboration with non-US scholars and institutions often requires strong international partnerships, considerable knowledge of the partner country culture, and the ability to negotiate foreign compliance and agreement infrastructures. A faculty member serving as a project lead or principal investigator of such a project should be given considerable credit. Those in consulting roles lending their expertise to a project should also receive credit. Faculty helping to host visiting scholars to the UI to facilitate collaboration should also be recognized.
4. When examining research portfolios that include international research with associated funding, standard metrics used in the US may not be applicable. Funding sources for international research often differ from US national or local sources. For example, there are fewer international opportunities for peer-reviewed and investigator-initiated grants. Some sources of federal funding are restricted from international use, although other mechanisms, such as competitive bids with international NGO's, fund primarily international research and can be equally competitive. Foreign granting agencies may use contract mechanisms more frequently than grants.
5. Faculty should be recognized for giving presentations internationally – when such presentations signal involvement in international and global research. Invited presentations at international institutions especially demonstrate that the faculty member has an international reputation, although research presentations through an abstract submission process at international conferences presenting international research should also be recognized.
6. Publication in international journals should be encouraged and rewarded, as it demonstrates that the researcher is an active member of an international scholarly community. However, it can be difficult to determine the quality of international journals, as the range of international journals is considerable and many of these journals are not indexed in indexes that are commonly used in the US. Google Scholar's citation counts do pick up some non-US publications, but is rather disorganized. The organization COPE promotes international standards for editors and publishers; if a journal or publisher is listed here it is a good indication of quality, however, not being listed does not necessarily indicate low quality (<http://publicationethics.org/node/11184>). The same goes for the European Reference Index for the Humanities that can also be very helpful (<https://dbh.nsd.uib.no/publiseringskanaler/erihplus>).
7. Departments should ensure that in cases of Promotion and Tenure at least some of the external reviewers are familiar with the exigencies and challenges of international research, including being able to speak to the quality and status of the international journals or academic presses in which the candidate's work has appeared, as well as to other aspects of the candidate's international scholarship.

8. Teaching in international settings requires adjustment of the teaching style, content, and delivery, as well as language in some cases. Faculty members who teach abroad should get credit for these efforts and for the ties to institutions outside the US that they create.

9. Departments should make sure that junior faculty who take on international research are counseled to clearly explain and document their roles in an international research project, including their role in authoring any proposals for funding, whether successful or not, and the status of the journals or other venues where the work is or will be disseminated.

Rankings for international institutions can be found at the following web sites:

https://www.timeshighereducation.com/world-university-rankings/2019/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats

<https://www.usnews.com/education/best-global-universities/rankings>

*This committee would like to note that research within the US with underserved populations, as well as rarely studied populations and cultures, will have some of the same time demands as international research. We encourage departments to consider these extra demands and also the important contributions in working with these populations when reviewing dossiers for promotion and tenure.