

2009- 2019

DRAFT 2

University of Hawai'i at Mānoa
International Strategic and
Implementation Plan



***"MA LUNA A'E O NA LAHUI A PAU KE OLA
O KE KANAKA"***

"ABOVE ALL NATIONS IS HUMANITY"

University of Hawai'i Motto

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EXECUTIVE SUMMARY

The University of Hawai‘i at Mānoa is impressive in the breadth and depth of international engagement in a number of areas, namely faculty expertise and its exemplary multiculturalism in spirit and student body demographics. However, while there are pockets of individuals and programs that are deeply committed to global engagement, at this time it cannot be concluded that there is a comprehensive, institutional commitment or coordination of internationalization.

As defined by the American Council on Education¹, internationalization at the University of Hawai‘i at Mānoa (UHM) does not appear to be comprehensive in scope. While there are numerous international activities and programs, at present, the sum is not greater than the separate parts. To become a truly global research university, it is imperative that we intentionally infuse international dimensions into the teaching, research, and service components of our mission. We must simultaneously strategically focus our international engagement as well as ensure that the campus community benefits fully from the presence of the numerous international students, scholars, faculty, and visitors to our campus.

The International Strategic Plan addresses three significant areas of focus: The Student Experience; The Research Enterprise; and Strategic Partnerships and Resources. This plan’s recommendations are framed as goals, objectives, and actions, which should guide the institution over the next three years.² Sustained internationalization will require campus leadership and collaboration to identify creative means of building upon the energy, passion, and talents on campus and in our communities.

The student experience will be enriched when more students take advantage of the diverse, multicultural environment on the UHM campus and seek educational experiences abroad. With respect to the research enterprise, the university must continue to build on its excellent record and resources to expand international partnerships strategically. An infusion of resources to the infrastructure of the Office of International and Exchange Programs, even during these austere times, is a necessary investment in the realization of the goals in this plan. With globalization as the watchword of this decade, we are challenged to prioritize the countries where UHM should strengthen and expand partnerships. UHM will want to remain a leader in collaboration with East Asia. China offers the broadest opportunity for programmatic expansion in that region, and Vietnam is a desirable Southeast Asian target for UHM to make further contributions to higher education and research. In addition, Indonesia and India offer opportunities for multiple, beneficial interactions. UHM must also never lose sight of our Pacific Island neighbors who look to us as their nearest and most approachable research institution.

The members of the International Strategic Task Force firmly believe that if the recommendations contained herein are seriously considered and concrete commitments are made at the highest levels of UHM administration, then the University will be poised to excel and serve as an exemplary American university with a unique Hawaiian, Asian and Pacific focus. The benefits of such a commitment will accrue to the University’s academic community and the countries with whom we engage, and also to the citizens of the State of Hawai‘i.

¹ Green, M. and Olson, C. *Internationalizing the campus: A user’s guide*, ACE: 2003.

² * While the Chancellor’s charge was to create a three-year plan, given the present fiscal climate, and the comprehensiveness of the actions recommended, the following document is more realistically a ten-year plan.

GEOGRAPHIC PRIORITIES

The University of Hawai‘i at Mānoa’s (UHM) strategic mid-Pacific location has long served as a bridge to Asia. Yet, despite our long history with this large region, a more targeted focus needs to guide campus-wide geographic priorities. The Task Force recognizes the faculty’s right to engage in research around the world, and this plan is not suggesting curtailment of individual endeavors. Rather, the following section exclusively addresses university-wide priorities and focus. Hawai‘i’s local multicultural Asian and Pacific Islands communities should serve, in part, for guiding the University’s geographic engagement in the region. Collaboration with our local Chinese, Filipino, Japanese and Okinawan, Korean, Pacific Islander, and Vietnamese communities can serve as powerful linkages to their places of origin.

As a result of our cultural and historic ties to the Pacific, the US Pacific in particular, the University of Hawai‘i has special responsibility in this region. The entities referred to include American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Compact Nations of Palau, the Federated States of Micronesia and the Republic of the Marshall Islands. The obligation we have as a higher education institution is especially important, particularly to the locations without baccalaureate-granting institutions. A concerted student recruitment and retention plan should be developed for this region to ensure greater access to educational opportunities at UHM. A signal to the region that UH welcomes these students would be to rescind the 2006 tuition rate increases³ for Pacific Islanders from entities with no baccalaureate-granting institutions.

In Asia, UHM should maintain its historical ties with China, Japan and South Korea, where many of our graduates live and work. Additionally, we should develop partnerships with emerging economies that are investing heavily in higher education. These nations provide tremendous opportunities for UHM in terms of educating future leaders and providing cross-cultural opportunities for our students, some of whom may become educators who conduct cutting-edge joint research with UHM counterparts.

According to the Institute of International Education’s annual *Open Doors Report*, 61% of the total international student population in the United States come from Asia, with a 10% increase during the 2007-2008 academic year. The total number of students from Southeast Asia increased by 11.5%, led by Vietnam’s dramatic growth and additional increases from the Philippines (12%) and Singapore (7%).⁴

Based on international student mobility trends, Hawai‘i’s history with the Asia-Pacific region, the East-West Center’s active involvement in the region, and the persistent great demand for US higher education, which is still considered the most desirable, this plan identifies specific countries for UHM’s strategic engagement. In addition to maintaining our strong ties to Japan and South Korea, we need to broaden and deepen our engagement with both China and Vietnam. In both countries the University and the State have comparative advantages. Our secondary focus as an Asia-Pacific oriented institution should be on India due to its significance in Asia, the size of its population and its rate of economic growth. Additionally, we have a potential comparative advantage in Indonesia,

³ University of Hawai‘i Board of Regents Policy, Chapter 6- 14 (c) <http://www.hawaii.edu/offices/bor/policy/borpch6.pdf>

⁴ Institute of International Education. (2008) Open Doors Press Release. <http://opendoors.iienetwork.org/?p=131590>, accessed 6/8/09.

with President Obama's ties to Hawai'i, to UHM, the EWC, and to Indonesia. Hawai'i may be able to benefit from the president's new initiatives for comprehensive US-Indonesia relations that include upgrading Indonesian higher education, fostering inter-religious dialog, and cross-national civic engagement. UHM's academic reputation is already well-respected in Indonesia, given our history of providing training, particularly in agriculture and public health.

Primary Focus

Hawai'i's connections to China are long and deep with many local Chinese tracing their roots to Guangdong Province, with whom the State of Hawai'i now has a Sister State – Sister Province relationship. In addition to our State ties, the importance of China to the well-being of our national economy cannot be understated. The Chinese government's emphasis on sending students abroad, the recent establishment of scholarships for US students to study in China, and the allocation of Chinese Ministry of Education resources to support Confucius Institutes, including the one at UHM that is affiliated with own large and active Center for Chinese Studies, provide sound rationale for a UHM focus on China.

UHM has engaged with Vietnam through the Center for Southeast Asian Studies for over 20 years, even prior to the normalization of relations between the US and Vietnamese governments. Unique among American institutions, students can study Vietnamese language and culture on campus, followed by Advanced Vietnamese study at a partner university in Vietnam. In 2001, Shidler College of Business launched a two-year Executive MBA programs in Hanoi and in 2007 expanded to Ho Chi Minh City. As the only American university in Vietnam that provides its own faculty to teach every course, Shidler has branded UHM in an unprecedented manner in Vietnam. The John A. Burns School of Medicine, Urban and Regional Planning department, Travel Industry Management School, School of Nursing, and the College of Education have all been engaged with Vietnam over the years. A nation with a population of 86 million and a school enrollment that is among the highest in the world⁵ the market in Vietnam for US degrees is large and provides UHM with opportunities to expand our engagement there. Additionally, the Vietnamese national government is undertaking a holistic reform and is devoting large sums toward revamping the higher educational system as well as upgrading the academic credentials of faculty members across the country. The combination of the national agenda coupled with our own expertise in Southeast Asia, specifically in Vietnam, render this country as a key location for UHM's international Action.

Secondary Focus

India is an international technology center, home to the world-renown Institutes of Technology. As our nation and state place greater emphasis on expanding science, technology, engineering, and math (STEM) in the educational system, India is a natural partner in these disciplines. Furthermore, India remains the leading sending place of origin for students to the United States for the seventh consecutive year, increasing by 13% to 94,563, following an increase of 10% the previous year.⁶ Underrepresented, compared to other US higher educational institutions, UHM hosts only 31 students, all at the graduate level, from India. The ability to grow this student market at both the undergraduate and graduate levels should be an institutional priority for our India focus.

Indonesia, the largest Muslim country with a population of 206 million, is the other natural locale in Southeast Asia for UHM engagement. UHM launched a "Muslim Societies in Asia" initiative through the Center for Southeast Asian Studies several years ago. Building upon this initiative and

⁵ <http://en.wikipedia.org/wiki/Vietnam#Demography>

⁶ Ibid

substantial faculty interest, the Office of the Vice Chancellor for Research and Graduate Education is prepared to fund a proposal that would establish a university-wide Muslim Asia Research Institute. No such academic program exists anywhere in the U.S. to help, students, faculty, government agencies, and practitioners better understand and relate to the immense diversity in how Islam is practiced and perceived across Asia.⁷ UHM has a long-standing relationship with Indonesia through US-AID agricultural technical assistance projects and East-West Center (EWC) initiatives across a number of academic disciplines. On June 8, 2009 Secretary of State Clinton announced that the United States is committing \$10 million to Indonesia for higher education this fiscal year.⁸ Initially 400 M.A and PhD students will come to the US for their studies. Other opportunities for engagement between the US and Indonesia are being identified by both governments and educational leaders and are expected to receive high priority for funding. It is essential for UHM, in collaboration with the EWC, to examine these new initiatives and identify fields of specialization for which we have a competitive advantage.

Our engagement in all of these countries should include identifying and reconnecting with our alumni, recruiting students, developing strategic partnerships with peer institutions for joint research and degree opportunities, and study aboard programs. Through purposeful engagement, UHM should collaborate with key international universities to develop mutually beneficial intellectual exchange.

⁷ Office of the Vice Chancellor for Research and Graduate Education, 2-23-09 email

⁸ http://jakarta.usembassy.gov/press_rel/June09/fulbright.html

The University of Hawai‘i at Mānoa Institutional Context

MISSION

Leadership *Excellence* Innovation

VISION

Mānoa is a premier research institution where scholars are leaders in their disciplines and whose students are prepared for leadership roles in society. Mānoa strives for excellence in teaching, research, and public service. Mānoa is an innovative institution, comfortable with change. Mānoa celebrates diversity and uniqueness as a Hawaiian place of learning. We build on our strengths including our unparalleled natural environment and traditions of outstanding Asia-Pacific scholarship.

Source: The University of Hawai‘i at Mānoa Strategic Plan: Defining Our Destiny, 2002-2010

INTERNATIONAL STRATEGIC PLAN

INTRODUCTION

Over the past 100 years, the University of Hawai‘i at Mānoa has occupied a unique position in American higher education. Since its inception as a land-grant university in 1907, in a territory dominated by the relationships between indigenous residents and settlers from Asia, Europe and the American continent, the University has been a center of global and multicultural learning. Growing out of these origins, UHM is positioned to be a world leader in the 21st century, when trade, politics, environmental considerations, health concerns, and knowledge are all becoming increasingly globalized, and in which the stakeholders negotiating the solutions to address the problems arising from these changes claim increasingly diverse cultural, historical, and linguistic backgrounds.

The National Association of State Universities and Land-Grant Colleges (NASULG) (2000) asserts that “one of the basic missions of land-grant colleges and universities in the 21st century will be to provide graduates with an education that will enable them to operate competently, confidently, and comfortably within a global setting and with tools to adapt to a rapidly changing international environment”.⁹ Our own state, one of the most diverse societies in the world, provides an excellent context for a 21st century global citizen. Our remarkable diversity is accentuated by the fact that there is no ethnic majority. The state’s ethnic make-up includes 24% Caucasian; 21% Japanese; 18% Filipino; 17% Native Hawaiians; 8% Chinese; 2% Korean, among others. This 100-year-old global and multicultural history has historically been a platform for developing top-rate international programs within the system of American higher education. For example, in 1960, the U.S. Congress established its primary outreach to the Asia-Pacific region as part of the University of Hawai‘i in the form of the East-West Center. Although the EWC is currently a separate administrative body, core operations of research, policy analysis, training and educational programs remain tied to UHM and often occur on UHM campus.

Over the years there has been substantive academic collaboration between EWC researchers and UHM faculty, particularly those affiliated with the School of Pacific and Asian Studies. The present-day School of Pacific and Asian Studies (SPAS) traces its origin to the 1920s with the establishment of the departments of Chinese and Japanese Studies. Today the School consists of seven area studies centers: Chinese; Japanese; Korean; Okinawan; Philippines; Southeast Asia; and South Asia. SPAS is a strategic cornerstone of the University’s international expertise, with a mission of coordinating resources in Asian and Pacific studies throughout the University, supporting faculty and student development, instruction, research, and publication in Asian and Pacific studies, and serving the educational and cultural interests of the people of the State of Hawai‘i by forwarding a deeper understanding of our Asian and Pacific heritage. SPAS offers degrees in Pacific Islands and Asian Studies. UHM is currently host to several important centers for the study of international and multicultural affair and is rightfully proud of its Title VI National Resource Centers: National Foreign Language Resource Center (NFLRC) in the College of Languages, Linguistics, and Literature; Center for International Business, Education and Research (CIBER) in Shidler College of Business; and East Asia; Southeast Asia; and Pacific Islands (in SPAS). Our expertise and resources in these areas articulate clearly the academic primacy of Asia

⁹ National Association of State Colleges and Land-Grant Universities; Expanding the international scope of universities: A strategic vision statement for learning, scholarship and engagement in the new century; May, 2000.

and the Pacific, thereby strengthening each of these unique areas and enhancing global understanding.

Other factors contributing to UHM's international perspective are the ethnic diversity of our local students and the campus make-up of 2492 faculty from over 70 nations, 1670 full-time, international students from 112 countries, and 604 visiting scholars from 55 countries. In addition to hosting students, faculty and scholars on the campus, our academic community is affiliated with programs around the world. This international engagement is impressive, especially given the relatively small size of UHM and the state supporting it; however, there are a number of issues that threaten to undermine the University's comparative advantage in global and multicultural affairs.

Globalization has created much stronger competition among universities for students. While UHM has historically benefited from its proximity to Asia/Pacific countries, the Internet has eliminated some of that advantage. Travel to foreign destinations for recruitment purposes is expensive, but remains vital to assure a steady growth of our international students. Leveraging UHM international research projects can provide cost-effective mechanisms for reaching more prospective students while also promoting further research collaborations. Given our limited resources, we must use our advantages or struggle in the face of stiff competition from other institutions.

As technology and transportation have become increasingly affordable and available, and as the overall US society has become increasingly global and multicultural, other Research Intensive universities in the US have achieved the level of global research and educational programs that once were a hallmark of UHM. Australia, the United Kingdom, and Canada have aggressively moved into the international education marketplace, pouring large investments into this export. Nations such as China and Vietnam have made sizeable investments in revamping higher education. Japan and South Korea have given national emphasis to internationalizing higher education through expanded foreign partnerships, dual/joint degrees, and student mobility scholarships. Given these national and international developments, UHM is at risk of losing its comparative niche in international research and education unless some strategic investments are made – short- and long-term – to secure it in the future. Choices of where to invest time, energy, and resources will not be easy, but are necessary to make if UHM is to maintain its historically unique position as a Research Intensive American university focused on international issues with a Hawaiian, Asian, and Pacific emphasis.

International research is a relatively small but vital component of the UHM research portfolio. It represents the face of UHM to many international collaborators and students. While almost all university research originates with faculty in the various institutes and departments, collective, collaborative engagement with international institutions and participants presents campus-level opportunities for growth by providing non-traditional ways to reach motivated students interested in pursuing a university degree in the US. International students enrich our campus by providing local and mainland students direct access to the cultures and practices in other countries. A stronger focus on attracting additional international students as well as faculty exchanges would further strengthen our reputation as a multicultural institution and truly allow us to proclaim, "*Come to UH Mānoa and see the World.*"

Given increased global engagement of other nations and institutions, the absence of an international strategic plan for UHM, and a lack of geographic or programmatic priorities, UHM Chancellor

Virginia Hinshaw convened a task force of faculty and staff, charging it to create a strategic plan for international education and research. (see Appendix I)

TASK FORCE MEMBERSHIP

Task Force membership was composed of 14 UH faculty members and one RCUH employee, from 19 different academic units. (see Appendix II) The Task Force's international engagement and expertise represented a great diversity that included individuals who: 1) are actively engaged in international research and training projects; 2) are affiliated with area studies; 3) served on the Study Abroad Center Council; 4) have lived and worked abroad; 5) are engaged in East-West Center collaboration; 6) work directly in the field of international education; 7) currently teach courses with comparative or international perspectives. The Task Force was co-chaired by Drs. Jay Maddock (Public Health, JABSOM) and James Spencer (Political Science, DURP, and GRC). Dr. Jenny Samaan, Interim Assistant Vice Chancellor for International and Exchange Programs and Diane Perushek, Director of International Relations, provided support and guidance to the Task Force.

HOW THE TASK FORCE PROCEEDED

The Task Force met initially with Chancellor Virginia Hinshaw on January 22, 2009, to discuss their charge. The Task Force met 11 additional times as a group to undertake a rigorous fact-finding mission. Over the course of a semester, the group was addressed by individuals and consulted a wealth of printed materials and conceptualized the plan on various aspects of international education including: English language programs; international student recruitment, admissions and services; education abroad; international research and associated immigration services; institutional partnerships and overseas degree programs; curriculum integration, fundraising and scholarships; connections with the East-West Center, alumni affairs and international fundraising. (See Appendix III)

The Task Force was challenged to find ways of addressing the three summary findings of a 2006 consultants' report¹⁰ that concluded that at UH Mānoa there was:

1. A lack of focus and cohesion in identifying and carrying out the institution's global mission and vision.
2. A lack of leadership, strategic planning, and advocacy for the institution's emerging international agenda.
3. A diffuse, uncoordinated, and inefficient organizational structure for initiation, oversight, and assessment of international programs and services.

The Task Force members divided into two-person writing and two-person reviewing teams, each focusing on a specific topic. These teams reviewed the information presented, examined internal and external documents, peer and benchmark data (where available) and distilled it to make the specific recommendations that are contained within this report.

The utilization of Laulima as a tool for posting articles, institutional documents, peer and national data, and draft sections of the plan greatly facilitated communication, particularly when members

¹⁰ Dunnett, S. and McCarthy, J. Review of international programs and services at the University of Hawai'i at Mānoa, March, 2006.

were out of town or not able to attend meetings. All meeting minutes were also posted on the Task Force website.

The final Task Force meeting provided members with an opportunity to refine and prioritize the numerous objectives generated by the various teams. The objectives listed under each goal below are in priority order, as decided by the group at large. The Office of the Vice Chancellor for International and Exchange Programs staff revised the strategies for clarity and specificity.

This document will be placed on the UHM website for review and comment through September 4, 2009, and will be shared with various leadership groups for input. It will be finalized and endorsed by the appropriate institutional bodies such as the Office of International and Exchange Programs staff, the Faculty Senate Executive Committee (SEC), the undergraduate and graduate student governing bodies (ASUH and GSO) during in the fall 2009 semester.

Upon finalization in the fall, an International Programs Advisory Committee will be named by the Chancellor to guide the plan's implementation, in collaboration with the Office of International and Exchange Programs.

SECTION I. THE STUDENT EXPERIENCE

International Student Recruitment

GOAL 1: INCREASE THE NUMBER¹¹ AND DIVERSITY¹² OF INTERNATIONAL STUDENTS IN ORDER TO ENHANCE THE MULTI-CULTURAL AND GLOBAL MĀNOA EXPERIENCE.

BACKGROUND

The presence of international students at UHM enhances the education of domestic students, contributes to diversity in the classroom (which enriches discussion, improves critical thinking), fosters international friendships and networks that remain important – both personally and professionally – long after graduation, and improves the cross-cultural competence skills necessary for future success in the global economy.

Additionally, it adds a talented, high-achieving group to the student body, since international undergraduate applicants must meet higher admissions standards than domestic applicants and have higher graduation rates than domestic undergraduate students. Furthermore, international graduate students are vital to many of our science and engineering programs.

The presence of international students adds tuition and other income to the university and to the community with the average international student annually yielding more in tuition than an in-state student does. UHM's international students contribute to the economy and to the attractiveness of Hawai'i. In 2007, international students contributed \$117.6 million in living expenses to Hawai'i's economy, according to the Institute of International Education.

In non-monetary terms, international students add to the kind of cosmopolitan environment that attracts businesses and retains college graduates. International students contribute to cooperative international relations and are a key part of American "public diplomacy." When they become UHM alumni, international students create a cohort of public officials and professionals in other nations who understand and value the U.S., Hawai'i and the University of Hawai'i. We have repeatedly seen that upon returning home, alumni often foster international research and professional collaborations.

Objective I. By 2010, the University should increase outreach, recruiting, and retaining international students by at least 5% per year from selected countries.

Action 1

By 2010, Student Affairs personnel will research, develop, and execute actions that will result in targeted outreach, strategic recruiting, streamlined admissions and a greater yield ratio of international undergraduate students as evidenced by increased statistics in these four aspects of international recruitment.

¹¹ Currently 1670 on F-1 and J-1 UHM-sponsored visas.

¹² Currently 80% of students are from Asia.

Action 2

Provide international student scholarships to Admissions and Records so they can attract high-quality students and to ISS so they can retain international students.

Objective II. Over a two-year period, build understanding among key internal stakeholders on campus of the contributions made to our campus by the presence of international students.

Action 1

UHM Chancellor and Vice Chancellors will themselves make and request other administrators to make frequent presentations and public statements, using Institute for International Exchange statistics, Economic Impact data from DBEDT, and other sources, to point out the economic benefit and other benefits of international students to UHM and to the State of Hawai'i beginning in FY 2009-10.

Action 2

By 2010 UHM administration should propose to the Board of Regents to rescind the 30% cap on non-resident students or separate U.S. from international students to allow greater enrollment of international students. Alternatively, an institutional decision should be made to redistribute the existing 30% non-resident enrollment to allow greater numbers of international students.

Objective III. Beginning in 2010, provide resources for UHM alumni and faculty to strategically and more effectively recruit international students.

Action 1

In 2010, appoint up to five "ambassadors" from faculty, staff, and alumni to act on the University's behalf to recruit students in target countries. (See Objective II Action 1 under International Recruitment for orientation and other recommendations for implementation.)

Impact of International Students

GOAL 2: INCREASE THE SERVICES TO AND THE VISIBILITY OF INTERNATIONAL STUDENTS AS A RESOURCE FOR ENHANCING THE GLOBAL EDUCATION OF ALL UHM STUDENTS.

BACKGROUND

Located in a state with Pacific, Asian, and European ties, the University of Hawai'i at Mānoa is in an enviable locale for the recruitment of students from abroad. Hawai'i's spirit of aloha welcomes all ethnicities, lifestyles, and religious beliefs.

UHM enrollment of international students steadily increased in the decade prior to 2006; since then, we have seen a marked decrease. In the 2008-09 academic year, UHM had 1,670 international students enrolled full-time in degree programs at the undergraduate and graduate levels (down from a high of 1,779 in 2006). Additionally, Outreach College offers a series of short-term intensive and custom-designed courses that bring hundreds of students from nearly 30 countries to the campus every year. These include ESL courses through New Intensive Courses in English (NICE), custom-designed, short-term English courses, and the Bridge program for potential graduate students, international communication courses, TEFL professional development courses, as well as technical workshops and seminars in academic disciplines represented in the regular degree programs (including American studies, education, nursing, dentistry, law, tropical agriculture, and social work).

Many degree-seeking graduate students bring with them spouses and children—many of whom would be happy to engage in activities that could include American students. The campus also attracts faculty and scholars from abroad who teach, conduct research, and collaborate on various projects at UHM. Such an international presence on campus should be recognized for the valuable resource that it is. Increasing the opportunities for interaction between these groups and local UHM students would enhance the learning experience for everyone. Expanding our global outreach would strengthen UHM, economically and culturally, and substantially enhance our reputation as a global player in education, research and service.

Objective I. Make UHM a more international, student-friendly and secure campus, responsive to the needs of international students within three years through increased on-campus residence openings, improved signage, mentoring and safety measures.

Action 1

Invite faculty to become mentors to international students or faculty as of spring 2010. For international students, faculty members can also identify a UH student to be a co-mentor.

Action 2

Raise the priority level of international students for on-campus housing.

Action 3

Beginning immediately, create a more user-friendly campus environment by encouraging campus security and parking personnel to provide campus maps and assistance to international visitors and students.

Action 4

Place the name of campus buildings in 12" high lettering on outer walls of every building over the next three years.

Objective II. Achieve at least a 5% increase in international student enrollment by improving services offered to students before arrival and once they are on campus. (Relates to Goal 1, Objective 1)

Action 1

Over the next three years, improve “one stop” access to all information regarding the international and global focus of the campus by:

- a) Bringing all relevant offices and programs together under one organizational structure and, preferably, in one location;
- b) Improving the UHM website so that the international offices and programs, the locations, phone numbers and email addresses are interlinked, and active links are functioning correctly.
- c) Ensuring that all official UHM publications include a separate listing of all international programs and offices in order to promote the global interests of the institution.

Action 2

Beginning in AY 2010, expand marketing of UHM programs to overseas institutions and educational advising centers and to UH faculty in regions not currently well-represented on campus:

- a) Encourage faculty to approach Outreach College, International Student Services (ISS), School of Pacific and Asian Studies (SPAS), Research Relations, East-West Center (EWC) and others to design special programs that might facilitate their own international research collaboration;
- b) Establish alumni websites and other mechanisms that facilitate viral marketing¹³ to encourage graduates of programs (such as New Intensive Courses in English (NICE), HELP, SPAS, etc.) to remain in contact with UH and one another;
- c) Highlight, in all UHM marketing materials, the presence of international students and UH students who have studied abroad.

Objective III. By AY 2011, improve and increase efforts to integrate international students on campus by coordinating programs across campus in collaboration with the International Student Association.

¹³ Viral marketing refers to marketing techniques that use pre-existing social networks to produce increases in brand awareness or to achieve other marketing objectives (such as product sales) through self-replicating viral processes. http://en.wikipedia.org/wiki/Viral_marketing

Action 1

In AY 2010 begin to strengthen ties between Outreach College, degree programs and ISS, through the following:

- a) Publicizing and encouraging language exchanges or partnerships;
- b) Setting up identified language tables at lunchtime in the Campus Center dining area;
- c) Encouraging international students to speak in UHM classes about their homelands and engage with students in NICE or special programs classes through Outreach College, possibly for credit.

Action 2

As of fall 2010, involve students and faculty in ISS events and programming such as international student orientation.

Action 3

Beginning in spring 2010, raise the profile of the International Student Association (ISA) by sponsoring new programs in addition to its annual International Night and publicize activities across campus.

Action 4

During AY 2010, develop a program for international students, scholars, and spouses to offer informal classes such as dance, painting, calligraphy, martial arts and cooking, which could be open to the campus and surrounding community.

Action 5

Assist handicapped international students prior to arrival on campus and throughout their stay at UHM as resources become available.

Objective IV. Within 12 months establish electronic record-keeping that supplements the SEVIS database to better track international students (degree-seeking, exchange, and ESL) while enrolled and after graduation.

Action 1

Set up, during AY 2010, an easily accessible database where the UH community can look up international students (degree and non-degree seeking) by name, major and country of origin.

Action 2

Develop a program for international students and returned study abroad students to volunteer to speak in classes about their home countries or countries that they visited and their educational institutions beginning in AY 2010.

Action 3

Beginning in AY 2010, the Office of International and Exchange Programs will report student names, country and university/program attended abroad to the UH major department.

Action 4

Expand the UH Alumni Association's capacity to track international graduates. **(Related to Goal 8 Objective # 1, Action #1).**

International Curriculum

Internationalization of the curriculum means developing curricula with an international orientation in content, aimed at preparing students for living and working (professionally and socially) in an international and multicultural context, and designed for domestic students as well as foreign students.¹⁴

GOAL 3: INTERNATIONALIZE THE CURRICULUM AS A KEY COMPONENT OF A GLOBALLY ENGAGED CAMPUS COMMUNITY.

BACKGROUND

The undergraduate experience is the cornerstone of the University. Pursuit of UHM's mission of educating leaders in an interconnected world requires development of appropriate curriculum. General Education components are intended to offer breadth and exposure to a wide variety of knowledge. A reexamination of our curriculum and undergraduate experience should ensure the following: 1) a focus on the global context of higher education to equip students with the knowledge required of global citizens as exemplified through language study. Language study is an essential component of global citizenry. Studying a second language for at least two years improves global citizenship among UHM graduates and their employment prospects, encourages students to pursue opportunities in non-English speaking countries, and introduces students to cultural and global issues that can only be gained through language; 2) UHM provides undergraduate, graduate, and professional students international opportunities on and off-campus to broaden their understanding and appreciation of natural environments, cultural differences and the issues that impact global and local communities; and 3) representation of international students and scholars on campus and in the local communities as a means of enhancing the curricular and co-curricular learning experience.

Objective I. Beginning in academic year 2011, prepare students for leadership and service in an increasingly interconnected world through an infusion of required language study and an international perspective across the curriculum and in co-curricular activities.

Action 1

In the next two years, internationalize the breadth and depth of the curriculum by:

- a) Encouraging academic units to build faculty competency in contemporary international studies;
- b) Work with academic units to include international perspectives in the majority of courses, as appropriate;
- c) Strengthening the international, global foundations of the General Education requirement by separating the Hawaiian, Asian, and Pacific Issues (HAP) requirement into two courses – one course that focuses specifically on the context of the Hawaiian Islands and one course that encompasses the context of Asia and Pacific Islands;

¹⁴ McKellin, K. (1998). *Maintaining the momentum: The internationalization of British Columbia's post-secondary institutions*. Victoria, British Columbia: British Columbia Centre for International Education.

- d) Strongly encouraging schools/colleges/departments not to opt out of the two-year Hawaiian or Second Language requirement;
- e) Encouraging and supporting the development of distance education courses that connect students from UHM to other international institutions through asynchronous, computer-mediated communication;
- f) Increasing interaction between international and U.S. students, faculty, and staff and local communities on- and off-campus through cultural and social activities.
- g) Increasing the number of cross-cultural programs offered each year that bring together international and U.S. students, faculty and staff.

Action 2

Provide greater opportunities for education abroad and/or participation in international research beginning in AY 2011 by:

- a) Actively publicizing overseas opportunities to students in a variety of ways;
- b) Formalizing additional opportunities for students to participate in international experiences through study abroad and international exchanges;
- c) Developing programs for overseas service learning and hosting international visitors for service learning in the State of Hawai'i.

Objective II. Increase resources in the next two years to advance the international research, language study and scholarly and creative enterprise of the colleges and schools through advising, curriculum changes, and overseas opportunities.

Action 1

Provide opportunities for faculty to interact with undergraduate, graduate, and professional school students to explore international issues, careers, and dimensions of their studies.

Action 2

Expand international components of undergraduate, graduate, and professional programs, beginning in AY 2011, by:

- a) Funding international curriculum development within all schools and colleges;
- b) Reducing barriers to collaboration between agencies, corporations, and colleges.

Action 3

Increase resources and incentives for faculty and student research, study and internships abroad 10% over the next two years by:

- a) Increasing funds available for support of travel abroad by faculty and students;
- b) Increasing study abroad participation at the undergraduate, graduate, and professional levels;
- c) Funding the Office of the Assistant Vice Chancellor for International and Exchange Programs to create and maintain a web-based database of relevant international faculty and student activities.

Objective III. Enhance the international emphasis of Selected Studies and the Honors Program through curriculum development, and stronger language and education abroad requirements in the next two years.

Action 1

Encourage the Selected Studies/Honors programs to develop requirements that focus on the global community over the coming three years, such as:

- a) Two-year language requirement for all majors;
- b) Study Abroad/International Exchange requirement

Action 2

Encourage faculty in the Selected Studies/Honors Program to develop 10% more courses and seminars that focus on international engagement over the next three years.

Action 3

Establish intercultural competency learning outcomes as an integral component in the education of undergraduates over the next five years through:

- a) Expanding the Study Abroad Center's Curriculum Integration Project;
- b) Providing opportunities for study and research abroad and increasing financial aid for overseas educational opportunities;
- c) Enhancing the International Studies major by strengthening its curriculum, advising, senior project selections and the website;
- d) Designing ways to increase meaningful interaction between American and international students on the campus, in the classroom and through cultural and social activities;
- e) Providing counseling for students looking to pursue careers in diplomatic service or with international agencies.

Education Abroad

GOAL 4: EQUIP UHM UNDERGRADUATE STUDENTS FOR PERSONAL SUCCESS AND EFFECTIVE CITIZENSHIP IN AN INCREASINGLY INTERCONNECTED WORLD BY DEVELOPING INTERCULTURAL COMPETENCE THROUGH INCREASED EDUCATION ABROAD PARTICIPATION.

BACKGROUND

There is no doubt that, as a wide-range of studies consistently show, US citizens possess a limited understanding of international affairs and awareness of global problems compared with many other nationalities and certainly with the ideal of a global citizen. Fewer Americans can speak foreign languages, correctly locate peoples and places, and empathize with others at a time when it is arguably necessary for individual success, national security and global sustainability in an increasingly interconnected world. The origins of this problem do not necessarily lie within higher education itself, and the solution is surely beyond that of education abroad alone, but a national movement is gathering momentum to increase the exposure of undergraduate students to international educational experiences through study abroad, whether in a formal course of study, research experience, internship or service learning. Many of our peer and benchmark institutions are stepping up efforts to increase the participation of students in experiences that seek to enhance awareness of other languages, cultures and contexts so that students are more aware of their own perspectives while learning to see and judge issues from other perspectives.

Given the number of UHM schools and colleges that have opted out of the General Education foreign language requirement, at present only 54% of all UHM students are required to study a foreign language. If an argument that students do not need basic expertise in a second language is accepted, then some other form of internationalizing experience *must* be substituted to provide some exposure to global education.

Due to the multicultural, local population and the relatively high proportion of international residents and visitors in Hawai‘i, the University of Hawai‘i at Mānoa has a distinct advantage in this regard, in addition to a unique and successful Study Abroad Center that offers summer, semester, and year-long programs in Europe, Asia, South America, Australia, and the Pacific. During the 2007-2008 academic year, 462 students studied abroad taking 344 different courses. A signature feature of UHM’s Study Abroad Center programs is its deployment of faculty as resident directors of programs abroad. In 2007-2008, 22 instructional faculty taught abroad. SAC is also distinctive in that it does not use third-party providers, but develops its own programs in partnership with overseas institutions of higher education. According to the 2006 consultants’ report¹⁵ (Dunnett and McCarthy), “the resident director positions are highly valued as faculty development opportunities and are very competitive. Overall, the programs appear to meet national standards of best practices and are well managed.”

¹⁵ Op cit., p. 5.

However, the Study Abroad Center's student participation rate of about three percent, relatively low compared to benchmark institutions, has remained nearly static over the past four years, while other institutions have been growing. In addition, as is commonly the case, most participants are from the social sciences, language and literature, and arts and humanities. As is true nationally, natural sciences, including math, and the professional schools (the partial exception of Shidler College of Business) are generally under-represented in study abroad populations, thus creating room for growth and for increasing disciplinary diversity.

Another well-established opportunity for students to go overseas is through UHM's International Exchange Program with 59 partner institutions, of which seven are in Europe, 42 in Asia, and nine in the Pacific (including New Zealand and Australia).

The primary benefits of the International Exchange Program accrue to the students who participate directly in the exchange. There is almost universal belief among educators that studying in a foreign country is a valuable educational experience. As well, most student-participants report the international educational experience as a highlight of their college education.

The International Exchange Program has two important secondary benefits. First, there is a positive, indirect value of infusing the student body on the host campus with a significant number of international students. These students study, live, work and play among the resident student body. This type of social interaction can broaden the bands of cultural understanding among students of the host college and provide a rich multicultural blend to the student body as well as the host community. Second, the international exchange mechanism is economical for students because the students pay their home resident tuition. Additional costs to the students include marginal travel costs, any differential cost of living and nominal administrative fees.

Based on UHM's attractive mid-Pacific location and the quality of its academic programs, there is generally a larger demand for students coming to UHM than for UHM students going abroad. The result is that a growing number of exchange agreements are providing a flow into the UHM campus. These exchanges generate additional tuition revenues, which have increased over the past five years and are approximately \$318,600 for AY 2008-2009.¹⁶ While still nominal, this secondary flow of students and tuition revenue is a positive aspect of the international student exchange program during these difficult economic times.

Due to historical relationships, the number of exchange agreements is significantly larger with institutions in Japan and South Korea. Therefore, while the number of international exchange students on the Mānoa campus in the spring of 2009 is 90, Japan accounts for 25, and South Korea accounts for 42.

Generally, there are fewer students seeking international student exchange opportunities from the Mānoa student body than those students seeking to come to Mānoa from other countries. Several factors impinge on the Mānoa student demand for an international exchange experience. First, many Mānoa students support, partially or completely, the cost of their college education through employment while attending college. Such employment opportunities would be lost for the period of the exchange and may not be easily resumed upon return to campus. This is a significant concern for an estimated 80 percent of the Mānoa student body. A second factor is the application of transfer credits toward the exchange student's academic program at Mānoa. It is critical to articulate the

¹⁶ Data provided by the Office of International Exchange

transfer credits in advance of departure so as to avoid extending the time-to-graduation for Mānoa international exchange students.

The International Exchange Program is organized in a matrix management system between the specific academic program and the International Exchange Program Office. Such organizational arrangements have both positive and negative elements. The duality of authority, command and control can lead to conflict and inefficiency. Nevertheless, there is significant value in having a central office handling international exchanges that provides institutional focus and has specialized skills and knowledge.

Objective I. During AY 2010, define UHM’s intercultural competence and the means to assess it.

Action 1

During AY 2010 engage faculty, staff and students in a collaborative process to develop institutional learning outcomes for international education including specific abilities, knowledge and skills that can be demonstrated and measured. Obtain approval from appropriate faculty and curriculum bodies for implementation beginning in 2011.

Action 2

Explore, during AY 2010, the possibility of creating an international education component for the General Education requirements and develop some level of expertise beyond the limited Foundation (Global Multicultural Perspective) and (Hawaiian Asian-Pacific focus (HAP) focus requirements.

Action 3

During AY 2011, so that global learning may be integrated into the major, not perceived as an “add-on,” encourage colleges, schools and departments to create an international education requirement for their students, which might be met through various kinds of experiences. For example, through Study Abroad, International Exchange, research, internships and service learning.

Objective II. Over the next three years develop three different genuine language immersion opportunities for students.

Action 1

In collaboration with UHM language faculty, identify reputable third-party study abroad providers who run high-quality language immersion programs to grant UHM credit. Alternatively, develop stand-alone language immersion programs with other institutions within the next three years.

Action 2

Actively engender and commit to specific steps leading to greater collaboration between Study Abroad, International Exchange, and UHM’s various language programs beginning in AY 2011.

Objective III. Over a three-year period establish 10 sites for international internships, service learning, and research in priority countries through the Office of International and Exchange Programs, schools, colleges and third-party providers.

Action 1

Work with alumni and international third-party providers to identify opportunities for internship placement of individual students immediately.

Action 2

During AY 2011, help up to three departments and/or faculty to develop short programs overseas as modules in existing courses and as special courses during summer semesters.

Action 3

Beginning in AY 2010, encourage students to consider completing thesis requirements (especially in the Honors Program) through international research projects, the University Research Council's Summer Undergraduate Research Awards, and by developing other sources of funding for students using foreign languages and/or conducting research overseas.

Action 4

In the next two years, provide more targeted short-term programs, such as field studies – as developed in archaeology, business, and languages – and assist interested UHM faculty to develop such programs by exploring the possibility of using consortium and third-party providers, in order to maximize use of limited resources.

Action 5

Provide incentives, as of FY 2012, for faculty to develop and teach more Study Abroad courses and alternative international education experiences, for example, through recognition in the promotion and tenure system and through course releases for work on development of programs. Provide compensation for departments for the replacement of faculty who teach in the Study Abroad program through lectureships, GAs, and/or other instructional-related payments.

Objective IV. Double the number of UHM students studying overseas to match our peer-institution study-abroad rate of 6% per year, by increasing 10%, per year for 10 years. This can be accomplished through increasing the capacity of the Study Abroad Center and the International Exchange Program to serve more students and enhance services already provided.

Action 1

Within three years, increase the number of advisors in the Study Abroad Center and the International Exchange Program office so that staff can develop and administer international internships and service learning opportunities, especially in fields known for more “traditional” coursework-based learning experiences.

Action 2

Identify new office space for the Study Abroad Center and the International Exchange Program in a “high traffic” location and with adequate facilities, including a lounge area where informal international gatherings can take place as resources become available.

Action 3

Explore alternative models for collaboration and partnerships in order to better integrate education abroad and National Student Exchange (NSE) with undergraduate scholarship and research.

Objective V. Working in close collaboration with the Centers for South and Southeast Asian Studies, increase the diversity of destinations for education abroad, especially in Southeast and South Asia, beginning in AY 2011 by one institution per year for five years.

Action 1

Develop new agreements in these regions by 2012, cross-subsidizing these programs and providing additional aid if necessary.

Action 2

During AY 2010, work with faculty in area studies centers and disciplines to address the importance of developing more contacts and connections in these regions and proposing and developing new courses of study.

Action 3

Appoint advisors with specific regional responsibilities based on experience and expertise beginning in 2011.

Objective VI. Increase the socio-economic diversity and major of students studying abroad by securing more funding within three years and targeting schools and colleges with low participation in education abroad for increases over five years.

Action 1

Actively and aggressively seek funding specifically to expand opportunities for international education from the U.S. Congress (such as through the Study Abroad Foundation Act) and the Hawai'i State legislature (HR 50), beginning in 2011, with particular consideration for funding minorities and study in less represented study abroad regions such as in Asia, in which UHM has a distinct advantage.

Action 2

Engage over the coming five years in fundraising through the UH Foundation in order to make greater use of the "feel-good factor" among education abroad participants who often identify overseas education as life-changing experiences. Secure support to develop and sustain new programs in less well-studied places, beyond Europe and East Asia.

Action 3

Encourage the Study Abroad Center and the International Exchange Program offices to collaborate closely with staff from campus diversity and disability offices to encourage greater numbers of students to engage in international education, beginning in AY 2010.

Objective VII. Continue and expand the growth of UHM's International Exchange Program.

Action 1

Require academic deans to develop specific goals for international exchanges of students in their respective programs by AY 2011.

Action 2

By AY 2010, complete a comprehensive institutional audit of international exchange agreements, including the number of students exchanged by each academic unit, and ensure course transferability of credits.

Action 3

Encourage inflow of international exchange students who pay tuition and reward units with a portion of revenues generated for such “one way exchanges” beginning in FY2011.

Objective VIII. Develop financial incentives for greater numbers of UHM students to participate in International Exchange Program.

Action 1

Over the next five years, coordinate with the UH Foundation, to fund International Exchange Program scholarships for Mānoa students, in order to remove financial barriers to students participation.

Objective IX. Review administrative and academic policies and procedures so as to support the achievement of the objectives listed above.

Action 1

As of AY 2010 establish a small working committee to review and make recommendations on policy and procedures that can enhance both the quality and quantity of the international student exchanges.

SECTION II. THE RESEARCH ENTERPRISE

International Research

GOAL 5: STRENGTHEN INTERNATIONAL RESEARCH PARTNERSHIPS AND ACTIVITIES TO ENHANCE THE UNIVERSITY’S INTERNATIONAL REPUTATION.

BACKGROUND

The University of Hawai‘i at Mānoa is classified by the Carnegie Foundation as a Research Intensive University – the only such institution in the State. Furthermore, UHM is one of only 13 U.S. universities designated as a land-, sea-, and space-grant research institution. Its mid-Pacific location provides unique opportunities for Pacific-wide research at all scales. Strengths include our unparalleled natural environment that promotes advances in marine biology, oceanography, underwater robotic technology, astronomy, geology and geophysics, agriculture, aquaculture and tropical medicine, as well as our tradition of outstanding Asia-Pacific scholarship.

UHM faculty and researchers are engaged in a wide range of research activities, both domestically and internationally, with many programs recognized as excellent. UHM faculty generates over \$300 million annually in extramural grants for research and training purposes, making university research one of the biggest revenue-producing industries in the State. Apart from the financial

benefits to our State economy, research projects provide avenues for undergraduate and graduate students to gain hands-on research experience in our laboratories or in the field – from the bottom of the ocean via submersibles to the top of Mauna Kea and the heavens above. The broad opportunities to participate in research give students a unique experience that complements and transcends traditional classroom learning and prepares graduates for the challenges they face after graduation and trains them to be good stewards of our precious natural resources.

For the purposes of this plan, international research is broadly defined to encompass individual faculty going abroad to conduct research, collaboration with scholars abroad, research partnerships with international visiting scholars on campus, mentoring students engaged in international research projects, publishing in international journals, and organizing and participating in international conferences, among others.

Sabbatical leaves provide excellent opportunities for UHM faculty to initiate or engage in longer-term international cooperation. There is no substitute for spending time overseas to learn local customs and to discover opportunities for collaboration. Theoretically, one in seven UHM tenured faculty members could be on sabbatical at any given time. This potential presents a particular opportunity for leveraging such research/scholarship-driven extended travel for the purpose of initiating new collaborations, fostering alumni relations, and increasing international student recruitment.

Objective I. In 2009 – 2010, increase the profile and recognition of international research, research collaboration and publications through dramatically increasing travel and award resources as well as by mandating annual reporting by the deans of such research and acceptance of international publications in tenure and promotion decisions.

Action 1

Fund and establish a review process during AY 2010 for an annual International Research Award to be instituted in FY 2011.

Action 2

Require that the University Research Council assign extra weight to requests for international travel to conferences and workshops, and double the \$2,000 limit for overseas travel to reflect actual costs beginning within two years.

Action 3

As of end of AY 2010, have UHM Deans and Directors report annual summaries of international activities and accomplishments to their Vice Chancellor and to the Office of International and Exchange Programs.

Action 4

Within three years, make several fellowships and tuition scholarships available as incentives for undergraduate and graduate students involvement in international research collaborations to attend UHM.

Action 5

Request that the chancellor, vice chancellors, deans and directors highlight international research in all appropriate annual reports, newsletters, reports to their advisory boards, etc., beginning in AY 2010.

Objective II. Beginning in 2010, better utilize and support existing faculty international travel as a means of promoting UHM and recruitment of students through pre-travel briefings and other information sharing as well as monetary incentives (i.e. extra per diem).

Action 1

Given access to data on international faculty projects and upcoming travel, the Office of International Programs should meet with the faculty member to discuss possible activities to undertake on behalf of UHM and provide logistic and per-diem support, beginning in AY 2010.

Action 2

Begin immediately to encourage sabbaticals as a vehicle to promote UHM and help faculty undertake successful sabbaticals abroad. Provide modest funding incentives for overseas activities involving international collaboration and student recruitment abroad.

Objective III. During AY 2009-2010, design a database to improve electronic record keeping related to all international activities, and create the database beginning in 2010.

Action 1

Analyze and determine the information required to address the goal, such as better categorization of research projects, countries and partners involved, etc., in AY 2010.

Action 2

Undertake a census of faculty to map international activities, citizenships, and willingness to act as UHM ambassadors when abroad, etc., in AY 2010 and 2011, and post results on the Office of International and Exchange Programs' website.

Action 3

Ensure that this information is routinely captured electronically during the standard procedures of hiring (by HR), proposal submission (by ORS/RCUH) and travel requests (by Deans/Directors/fiscal officers).

Objective IV. Improve support for international sabbaticals.

Action 1

Beginning AY 2010 assign a position in OIEP to assist faculty with international sabbatical leave options, and logistics, including investigating ways of holding places in local, private schools for children of faculty while faculty are on international sabbatical.

Objective VI. Centrally facilitate faculty projects abroad, international grant writing, overseas insurance, etc., through staff assistance beginning in AY 2011.

Action 1

Appoint a new staff member, or re-describe duties of current staff in the Office of the Vice Chancellor for Research and Graduate Education, to inform and assist faculty in these areas in AY 2011.

Action 2

Design a website to disseminate information on international project development, funding, and management in AY 2011.

International Faculty and Scholars

GOAL 6: ATTRACT AND RETAIN TALENTED SCHOLARS AND FACULTY FROM ABROAD BY PROVIDING INCREASED IMMIGRATION SERVICES AND OTHER ASSISTANCE.

BACKGROUND

In the past five years, the number of international faculty and scholars at UHM has steadily increased, from 457 in 2003/2004 to 604 in 2007-2008, a 32% increase, according to data provided by the Office of Faculty and Scholar Immigration Services. In the 2007-2008 academic year, 75% of the international faculty and visiting scholars on campus were not teaching, but rather were engaged in research, 14% percent were engaged in both teaching and research while 7% were engaged primarily in teaching and 6% were engaged in other activities. The majority (60%) of the international faculty and scholars were working in three main fields of study: (i) biological and biomedical sciences (24%); (ii) physical sciences (24%); and (iii) engineering (12%). The departments in these fields rely heavily upon international scholars for the success and development of their research programs. Three countries stand out as the main suppliers of UH Mānoa's international faculty and scholars: The People's Republic of China (19%); Japan (13%); and South Korea (10%).

The data summarized excludes some categories of international scholars. For example, it does not include Fulbright scholars, RCUH employees, or visiting scholars who do not need a visa (e.g. those from countries where no visas are needed or those who have already acquired permanent residence in the United States). The data are also limited in that it does not distinguish between short-term visiting scholars (who might lecture for a few weeks at UHM) and longer-term visiting scholars. Nonetheless, it is clear that international scholars and faculty are playing an increasingly significant role at UHM, particularly in the hard sciences and engineering. It is essential that UHM have an efficient and effective system to address the immigration and other issues (including health insurance and tax questions) that arise in connection with the recruitment of international scholars and international students. At present, FSIS (which is part of UHM's Office of International and Exchange Programs) provides immigration assistance to UHM departments and its international faculty and scholars. (see <http://www.hawaii.edu/fsis/>) FSIS also assists the UH System when international faculty and scholars are invited or employed on other campuses; however, it is not the only office on campus that deals with immigration issues. A separate office, International Student Services (ISS), assists the approximately, 1,600 international degree-seeking students from about 90 countries who come to study at UHM. (see <http://www.hawaii.edu/issmanoa/>) ISS will soon expand its services to a new clientele with the addition by the U.S government of a new visa category that allows students pursuing degrees overseas to come to the US for internships.

Objective I. As of spring 2010, provide increased access to legal assistance and advice for complex immigration and other legal issues through budget allocation and by forming connections with the law school Clinical Program.

Action 1

As of FY 2011, provide a legal services budget to FSIS so that it can retain, when necessary, outside lawyers who specialize in immigration law.

Action 2

Begin immediate discussions with the William S. Richardson School of Law to explore the possibility of a formal internship program in which law students regularly serve as interns in FSIS/ISS to assist with legal research and immigration issues.

Objective II. Beginning in 2010, take steps to increase collaboration, record-keeping and resource-sharing regarding immigration between the Office of Faculty and Scholar Immigration Services (FSIS), International Student Services (ISS) and Research Corporation of the University of Hawai'i (RCUH).

Action 1

Seek improved office space in FY 2010 that is sufficiently large for both FSIS and ISS so that the two offices can work together and share resources, including a receptionist, research materials, and opportunities for professional development.

Action 2

If Action one is successful, consider merging the offices of FSIS and ISS after one year.

Action 3

Prepare, in FY 2010, a referral list for scholars who may need lawyers for immigration matters not pertaining to UHM.

Objective III. Expand and facilitate opportunities for international scholars at UHM beginning in 2010 that will result in a 10% increase in visiting scholars by 2012.

Action 1

Fund at least one distinguished international visiting scholar position per year beginning in AY 2011.

Action 2

On an annual basis, beginning in AY 2010, offer orientation to faculty and department chairs on issues such as hosting international scholars, payment of honoraria, etc.

Action 3

With funding from the Office of the Vice Chancellor for Research and Graduate Education, beginning in AY 2011, establish stipends for three visiting scholars per year that will be awarded on a competitive and rotating basis to colleges and schools, as well as the library and other research units.

Action 4

Work with UH Faculty Housing to set aside space in UH housing facilities for distinguished visiting scholars.

SECTION III. STRATEGIC PARTNERSHIPS AND RESOURCES

East-West Center

GOAL 7: EXTEND AND DEEPEN THE STRONG RELATIONSHIP BETWEEN UHM AND THE EAST-WEST CENTER.

BACKGROUND

The East-West Center (EWC) will celebrate 50 years of existence in 2010. Although it is currently a separate entity that is federally mandated and funded (with substantial help from outside funders, alumni and friends) the EWC has a close working relationship with UH Mānoa and partners on some projects with Hilo and KCC. EWC counts 55,000 alumni including 6,000 students, all of whom are UH alums. The Center's Asia-Pacific focus fits well with UHM's Asia-Pacific emphasis and expertise.

Collaboration between the EWC and UHM helps to broaden and deepen the degree of expertise and knowledge related to the Asia-Pacific region. EWC provides resources that support cultural diversity and further UHM's internationalization initiatives. With our shared alumni and research appointments, in many ways a seamless interchange between the two entities already exists.

Objective I. Strengthen the symbiotic relationship between the EWC and UHM through meetings, joint committees, conferences, activity reports, and joint alumni initiatives.

Action 1

In fall 2009, appoint a UHM-EWC working group that includes management, faculty, researchers and graduate students. This working group would:

- a) Facilitate information flow and collegiality between the partners ;
- b) Keep each organization informed of endeavors related to research, which might lead to partnering and joint publications;
- c) Facilitate the relationship among EWC's Alumni Office, the University of Hawai'i Foundation, and the University of Hawai'i's Alumni Association (UHAA) to maximize their common goals;
- d) Enhance the relationship between the EWC and UH admissions at both the undergraduate and graduate levels to keep them flexible and capable of addressing students' needs;
- e) Guarantee the presence of the UH Alumni Association at the EWC international alumni conferences.

Action 2

During 2009 design with the EWC regular briefings on EWC projects and activities for interested UH administrators and faculty; and UH colleges and departments should reciprocate by inviting EWC employees to hear more about their Asia-Pacific related activities and projects.

UH Foundation and Alumni Affairs

GOAL 8: CREATE MECHANISMS THROUGH THE UNIVERSITY OF HAWAI‘I FOUNDATION (UHF) AND THE UH ALUMNI ASSOCIATION (UHAA) FOR UHM STUDENTS, EWC-SPONSORED STUDENTS, SCHOLARS, PARENTS AND FRIENDS TO SUPPORT THE UNIVERSITY WITH THEIR WORK, WISDOM AND WEALTH.

BACKGROUND

The University of Hawai‘i Foundation (UHF) is a nonprofit institutionally related corporation designated as a 501(c)(3) organization that raises private funds to support the University. Its mission is to unite donors’ passions with the University of Hawai‘i’s aspirations to benefit the people of Hawai‘i and beyond¹⁷.

It is acknowledged that international alumni are a sub-set of UHM’s total alumni, but an important constituency that must not be overlooked. It is imperative for UHAA to maintain up-to-date, accurate records of UHM’s international alumni to include degree-seeking, ESL students, international exchange students and visiting scholars. At present, only UHM graduates are included in the database. It is vital to keep this data updated so that extractions of information can easily be made in advance of international travel by UH administration.

At present there is limited, if any, interaction between the UHAA and international constituents on campus. The absence of any relationship results in missed opportunities for building a life-long relationship with the University.

The following objectives are intended to guide UHF to work on behalf of the University’s international alumni community.

Objective I. By 2010 increase by 20% international alumni participation in UHM affairs by face-to-face and electronic means, including e-mail, social networking such as Facebook, etc.

Action 1

Maximize UHM’s contact with international alumni through a more focused effort by UHAA to:

- a) Maintain an up-to -date and comprehensive international alumni database;
- b) Work with UH departments and the EWC to obtain contact information for their alumni and for currently enrolled students;
- c) Establish one new international alumni chapter per year for the next 5 years.

Action 2

Over the coming four years, strengthen the University of Hawai‘i’s bonds with its alumni using the following approaches in coordination with UHAA:

- a) Provide regular vehicles for announcing the news and developments at UH to international alumni by electronic and printed means;

¹⁷ University of Hawai‘i Foundation- <http://www.uhf.hawaii.edu/about/about-whoweare.asp>

- b) Increase the efforts of alumni to: 1) market UH programs; 2) recruit high- quality students; and 3) identify individual or group donors.

Objective II. Enhance international student recognition of UHF and its role by engaging them during their campus experience in donating time or funds, receiving alumni news and the like. Raise recognition 10% per year for five years, beginning in 2010.

Action 1

Invite international students to help with a project or program at UHAA, such as envelope stuffing, setting up events, phone-a-thons, etc., beginning in AY 2011.

Action 2

Beginning in AY 2010, send alumni publications to all international students.

Action 3

Send to each international student during the semester in which they will graduate a letter directing them to the UHAA website to provide updated contact information and soliciting a donation, beginning in AY 2010.

Objective III. By AY 2011, assign a development officer to the Office of International and Exchange Programs to provide the leadership and services necessary to build sustained support for the University's international endeavors.

Action 1

Provide financial and administrative support to International program initiatives to:

- a) Maximize the efficiency of faculty efforts in exploring opportunities for funding international programs;
- b) Minimize barriers encountered in implementing international programs, especially those which are carried out overseas;
- c) Benefit from the experiences of expert faculty and alumni who have been actively engaged in international programs;
- d) Establish scholarships and fellowships; and create professorships for eminent scholars with help of resources provided by international donors and alumni;
- e) Provide leadership and support for internationally oriented teaching, research, creative work and service;
- f) Provide support to nourish key interdisciplinary graduate programs;
- g) Increase funds available for support of travel abroad by faculty and graduate students;
- h) Encourage a higher level of in-kind matching of funds to leverage the acquisition of extramural grants and contracts.

Human and Financial Resources

GOAL 9: COMMIT INSTITUTIONAL RESOURCES SUFFICIENT TO ACHIEVE THE GOALS IN THIS STRATEGIC PLAN.

BACKGROUND

The current Office of International and Exchange Programs (OIEP) is composed of the following units: International Student Services, Faculty and Scholar Immigration Services, Study Abroad Center, International Exchange and National Student Exchange. This Office is headed by an Assistant Vice Chancellor who reports to the Vice Chancellor for Academic Affairs (VCAA). This configuration, with a full-time AVC, has been in existence since March 2008, and is currently filled by an interim. There is no permanent secretary, assistant to the AVC position or funding to support the Assistant Vice Chancellor. Additionally, the staff of nearly 20 full-time employees occupy five different buildings on campus (Crawford Hall, Queen Lili'uokalani Center, Moore Hall, Physical Sciences, and EWC's Burns Hall). This physical disbursement does not build synergies, collegiality across the units, or visibility for international programs. In fact, it serves as a source of confusion for both our internal and external constituencies. Given these factors, and the extremely limited and unstable budgets for both salaries and operations, the OIEP has performed admirably, for over one year.

In order to realize the many excellent strategies identified in this plan, the University administration needs to commit requisite resources. First, and foremost, it should convert the numerous (9) temporary positions into permanent ones and provide the necessary financial resources to stabilize and sustain this ambitious international Action for UHM.

Without commitment to the staff, reasonable operating budgets, and a single office location, it is unrealistic to envision that the present leadership and staff will be able to achieve the goals set forth in this document within the three-year time frame.

Once the OIEP personnel, financial, and space needs are addressed, across-campus dialog and collaboration can proceed more easily. These are all essential components that signal to the campus that UHM is dedicated to moving forward with its international agenda.

Objective I. By 2010 develop a more cohesive structure for international programs at UHM.

Action 1

Immediately allow hiring a permanent administrative support position for the Assistant Vice Chancellor.

Action 2

Allocate a realistic operations budget to support student programming, selected international travel, and protocol events.

Action 3

Identify an appropriate central physical space to accommodate the various OIEP offices.

Objective II. During 2009-2010 create a database designed to improve electronic record-keeping related to all UHM international activities.

Action 1

Work with academic deans to encourage faculty members to enter their international expertise in a new on-line faculty expertise website.

Action 2

Work with departments to find ways of linking existing databases such as PeopleSoft, unit websites, E-travel, etc, for greater electronic access.

Objective III. Utilize international expertise to guide the University's future development of international programs.

Action 1

In fall 2009 establish a new International Programs Advisory Committee (IPAC) composed of faculty, staff, and student representatives that reports to the Assistant Vice Chancellor for International and Exchange Programs.

Action 2

Report IPAC's progress annually to the Chancellor, VCAA, MET and the larger UHM community.

Action 2

Appoint a Chancellor's International Advisory Board that includes experts from on and off campus to guide the University toward greater strategic engagement.

Objective IV. Develop measureable benchmarks for each objective in this plan.

Action 1

Establish working groups on the IPAC that develop benchmarks for the various objectives in this plan.

Action 2

Determine the lead unit(s) responsible for working toward achieving the goals and objectives identified in this plan.

APPENDIX I

CHANCELLOR VIRGINIA HINSHAW'S CHARGE TO THE TASK FORCE

1. Become informed about UHM's current international programs and global engagement;
2. Become informed about the US profile of international education;
3. Draft a strategic plan that will guide UHM for the next 3 years;
4. Widely disseminate the draft and incorporate input as appropriate;
5. Include recommendations, priorities, and an internal process for meeting the goals established in the plan;
6. Submit the final plan by the end of the spring 2009 semester.

Selections from the Chancellor's Statements on International Programs to the Task Force (January 22, 2009)

- We need new priorities and approaches, which could include elimination of some initiatives. How do we do that in order to benefit Hawai'i and the rest of the world?
- There are usually 5 – 7 areas that campuses are well known for in terms of specialization or expertise. Being aware of Mānoa's will guide us to determine where to invest our limited resources.
- Hawai'i's history is multicultural. We have a unique indigenous host culture that connects us to all of Polynesia. We are already strong compared to other universities in East-West relations. This is our niche, and we need to highlight it.
- Students repeatedly state that they value UHM's multicultural/global campus experience. Our location – midway between the East and West – offers a unique multicultural learning environment for our students, faculty and scholars from the U.S. and other countries. And with many more universities sending students and faculty abroad, we should likewise encourage everyone to spend some time abroad, especially native Hawaiians.
- International programs require time and energy. With so many opportunities, we need to be respectful of our partnerships and the resources needed to maintain them. UHM should strengthen active ties through targeted relationships instead of trying to maintain too many. We need to focus and prioritize.

**APPENDIX II
TASK FORCE MEMBERS**

CO-CHAIRS:

Jay Maddock	Associate Professor, Public Health Director, Office of Public Health Studies
Jim Spencer	Associate Professor, Political Science and Urban and Regional Planning Director, Globalization Research Center

MEMBERS:

Tamara Albertini	Associate Professor, Philosophy
Joseph Campos	Assistant Specialist, University Health Services Associate Faculty, Political Science
Cathryn Clayton	Assistant Professor, Asian Studies
John Cusick	Assistant Specialist, Environmental Center
Carol Anne Dickson	Associate Professor, Apparel Product Design & Merchandising (Faculty Senate Appointee)
Jon Goss	Professor, Geography Interim Director, Honors Program, Ex-Officio Member, Study Abroad Center Council
Terry Hunt	Professor, Anthropology
Ekhlass Jarjees	Project Manager, Natural Resources & Environmental Management
Carole Petersen	Associate Professor, Law Interim Director, Institute for Peace
Gay Reed	Professor, Educational Foundations
Joel Weaver	Junior Specialist, Second Language Studies Director, Hawai'i English Language Program
Paul Wessel	Professor, Geology and Geophysics
James Wills	Professor, Marketing

TECHNICAL AND ADMINISTRATIVE SUPPORT:

Janette Samaan	Interim Assistant Vice Chancellor, Int'l & Exchange Programs
Diane Perushek	Director, Global Relations, Int'l & Exchange Programs
Katherine Putes	Special Assistant to the Interim Assistant Vice Chancellor, Int'l & Exchange Programs

**APPENDIX III
TASK FORCE TOPICS AND PRESENTERS**

INTERNATIONAL RECRUITMENT AND ADMISSIONS

Janice Taniguichi	Interim Director, School and College Services
Janice Heu	Assistant Director, Admissions and Records
Mary Hammond	Dean, Education Program, East-West Center
Kenneth Tokuno	Associate Dean, Graduate Division

RESEARCH

Harold McArthur	Assistant Vice Chancellor, Research Relations
Patricia Cooper	Assistant Dean for Academic Affairs, Ocean & Earth Sci & Technology

VISITING SCHOLARS AND INTERNATIONAL FACULTY

Linda Hamada	Immigration Specialist, Faculty and Scholar Immigration Services
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EDUCATION ABROAD

Rosemary Casey	Coordinator of Global Mobility, Int'l and Exchange Programs
Darrell Kicker	Coordinator, International Exchange Program
Sarita Rai	Director, Study Abroad Center

INTERNATIONAL STUDENT AND CO-CURRICULAR ACTIVITIES

Judy Ensing	Acting Director, International Programs, Outreach College
Linda Duckworth	Director, International Student Services

ALUMNI AFFAIRS, UH FOUNDATION, AND THE EAST-WEST CENTER

Janet Bullard	Associate Vice President, Alumni Relations, UH Foundation
Kathy Nelson	Vice President for Development, UH Foundation
Mangmang Brown	Director of International Engagement, UH Foundation
Terry Bigalke	Director of Education, East-West Center
Gordon Ring	Alumni Officer, East-West Center

CURRICULUM

Lisa Fujikawa	Academic Support/General Education Office Professor, English Department
James Wills	Professor, Marketing, Shidler College of Business
Hae Okimoto	Director, Academic Technology Services

APPENDIX IV SUMMARY OF GOALS

THE STUDENT EXPERIENCE

1. Increase the number and diversity of international students in order to enhance the multi-cultural and global Mānoa experience.
2. Increase the services to and the visibility of international students as a resource for enhancing the global education of all UH Mānoa students.
3. Internationalize the curriculum as a key component of a globally engaged campus community.
4. Equip undergraduate students for personal success and effective citizenship in an increasingly, interconnected world by developing intercultural competence through increased education abroad participation.

THE RESEARCH ENTERPRISE

5. Strengthen international research partnerships and activities to enhance the University's international reputation
6. Attract and retain talented scholars and faculty from abroad by providing increased immigration services and other assistance.

STRATEGIC PARTNERSHIPS AND RESOURCES

7. Extend and deepen the strong relationship between UH Mānoa and the East-West Center.
8. Create mechanisms through the University of Hawai'i Foundation, the UH Alumni Association for UHM students, East-West Center sponsored students, scholars, parents and friends to support the University with their work, wisdom and wealth.
9. Commit institutional resources sufficient to achieve the goals in this strategic plan.