



# v. Global Dartmouth

Working Group Report

June 2012

**Dartmouth**  
STRATEGIC PLANNING

IMAGINE THE NEXT 250



*“Grounded in place, thriving in difference”*

The aim of "Global Dartmouth" is to foster Dartmouth's intentional and ethical engagement with the world, and the world's engagement with Dartmouth, as partners in the exchange of knowledge and learning. This effort is predicated on a reciprocal understanding of the "Global", which envisions sustained global academic engagement between Dartmouth (students, faculty, staff and alumni) and global constituencies. It is an institution-wide endeavor in recognition that there is a global dimension to all of Dartmouth's activities. The ultimate aim of "Global Dartmouth" is to nurture the development of world citizens, who are grounded in place and thriving in difference (of cultures, languages, values, ways of knowing), ethically engaged, primed to negotiate, and open to learn.

## **Executive Summary**

- Dartmouth must undertake a concerted and sustained effort over the next decade to establish a reputation as a leader in higher education internationally that matches the reality of our work.
- To achieve this goal, Dartmouth must concurrently nurture the global dimension of all that we do; foster the world's engagement with Dartmouth and Dartmouth's engagement with the world; and better coordinate the global activities of our students, faculties, staff and alumni.
- Dartmouth must expand its research activities in areas that have a high global impact, are multi-disciplinary, build on existing strengths and involve external partnerships.
- Dartmouth must establish a physical presence in multiple locations around the world.
- Dartmouth must increase the flow of international visitors to campus and maximize their presence for the benefit of the community at large.
- Dartmouth must be deliberately intentional in identifying and promoting its global activities on campus, while cognizant of the global impact on external audiences.
- Dartmouth must require all students, as part of their degree requirements, to have a significant global experience.
- Dartmouth must develop more robust infrastructure for supporting, enhancing, and expanding global activity.
- Dartmouth must make a concerted effort to create greater awareness of its global engagement, both within and beyond the U.S.

## **The Internationalization of Higher Education**

Dartmouth currently has a significant range of international activity, both in terms of community members leaving the confines of Hanover to engage in activity around the world, and in terms of bringing students, scholars and visitors to campus from around the world. Over the past 50 years, we have been in the vanguard of undergraduate study abroad and alumni participation in the Peace Corps, foreign language teaching, global health initiatives, and arctic studies, to name just a few points of distinction. However, both in our self-conception and in the way we are viewed by our peers around the world, Dartmouth is not a leader internationally in 21<sup>st</sup> century higher education. ***The Global Dartmouth working group concludes that Dartmouth is at an opportune moment to build on its existing strengths to emerge as a center of knowledge production and education on the global scene.***

**In the 21<sup>st</sup> century, education is a worldwide marketplace.** Current global trends in higher education reiterate the fact that “no college or university is an island” domestically or internationally. Technology today provides greater speed in the flow of ideas, access to quality education, and opportunities for collaboration. Universities are increasingly competing for top students internationally. We see accelerated mobility among scholars across national borders. Increasing numbers of countries aim to build world-class research universities on their own soil, often in partnership with elite educational institutions. Online universities and other for-profit institutions are filling a gap in higher education in the U.S. and abroad.

**Top quality education, particularly in the liberal arts tradition, has always aimed to give students the intellectual tools they need to situate themselves in the world and to engage others who are different.** Preeminent educational institutions are, therefore, infusing their curricula with a higher degree of content that is explicitly cast in a global perspective. They are developing institutional partnerships that provide research and study opportunities in a wider range of locations. They are increasing the percentage of international students, staff and faculty at their home campuses. They are rethinking traditional conceptions of faculty appointments, student residential patterns and expectations about their employees working on their home campuses. They are providing greater incentives, both in terms of time and money, for global engagement.

**To remain competitive in attracting students and faculty of the highest caliber, institutions of higher education are actively working to build international reputations for excellence.** To do so, they are building the strongest profile possible for their research activities, and they are aggressively promoting that profile through various means: targeting media outlets internationally, enlisting alumni who live abroad as ambassadors for the institution, developing partnerships with like-minded institutions, growing a workforce in different regions of the world to assist with recruitment, development and publicity efforts.

## Dartmouth's Place in the Global Setting

Dartmouth has built an institutional model based on excellence both in teaching and research, close interaction between faculty and students, cross-disciplinary collaborations and global engagement. While the very conception of the model has, in large part, been the source of its success, Dartmouth's size, location, financial resources, balance of tradition and innovation and inclusion in the Ivy League have also played a role. Some of these very characteristics also present challenges as Dartmouth adapts to the changing world of higher education.

**Currently, Dartmouth faculty, staff and students are engaged globally in a variety of ways.** The faculty and professional staff's global engagement ranges from individual research initiatives to collaborations with researchers, administrators and institutions abroad. (Because Dartmouth has not developed any sort of measurement of this activity, we cannot provide a comprehensive summary or comparative assessment). Students at each of the schools have ample opportunities; whether through Tuck's Global Consultancy Program, Geisel's many Global Health endeavors, HELP at Thayer or Dartmouth-sponsored Foreign Study Programs (FSP) and Language Study Abroad (LSAs). In addition, students have opportunity for global engagement through individualized research/internships, faculty-led initiatives, the Dickey Center for International Understanding, and non-Dartmouth sponsored study abroad programs. Such activities take members of the Dartmouth community to nearly every country on the globe.

However, by many objective measures, **Dartmouth does not stand out, or no longer stands out prominently, as a leader among its peers in terms of global activity or its global profile.** For example,

- There is a large gap between Dartmouth's global and national rankings
- Dartmouth has the lowest percentage of international students in its undergraduate body and the second lowest number of international students overall in the Ivy League.
- Dartmouth no longer leads the Ivy League in undergraduate participation in study abroad

## Self-Assessment of the Dartmouth Community

In rendering a self-assessment of Dartmouth's global activity, there was much consensus among faculty, staff, and students involved in the Global Dartmouth data collection process. Thus, the findings reflect widely in interviews carried out with various members of the Dartmouth community. While there was a large degree of satisfaction with existing opportunities for global engagement, **there was consensus that Dartmouth is not capitalizing on this activity as effectively as it could be and that Dartmouth is not widely recognized outside of certain spheres in the United States.**

Several recurrent themes emerged in the interview process, which shed light on the challenges that Dartmouth will face as it aspires to be preeminent in global engagement.

First, **there is a lack of coordination of the globally-focused activities around campus and a lack of information about them.** As a result, Dartmouth is not leveraging the range of global engagement on the part of students, faculty and staff. The result is missed opportunities to capitalize on synergies that might lead to enhancements and innovations in terms of sharing knowledge and intellectual resources with global constituents.

Second, **the encouragement and resourcing to be globally engaged is inconsistent across different schools.** For example, while there is a stress on global experiences for undergraduates and Tuck students, this is not the case for Arts & Sciences graduate students, Thayer students, or medical students, except in certain fields of study.

Third, **there is little institutional effort to encourage or incentivize global engagement by the faculty as they undertake or present their research.** Similarly, professional staff outside of select offices with an international focus are provided with few opportunities to re-envision their activities in terms of the internationalizing trends of the academy.

Fourth, **in areas where Dartmouth has been a recognized leader there is a need to innovate.** For example, Dartmouth developed a particular approach to study abroad programs that proved to be highly successful. The challenge is that while peer institutions have built upon the “Dartmouth model” in terms of innovation, Dartmouth has not continued to be as innovatively aggressive.

Fifth, **there is a need to identify new areas of intellectual inquiry where Dartmouth might emerge as the leader in global discussions.**

Sixth, **Dartmouth’s location, which lends itself to nurturing a tight-knit and vibrant intellectual community, also makes it relatively more difficult to exploit the mobile intellectual talent that regularly moves through cosmopolitan areas.** There is a consistent need to resist becoming insular.

Seventh, **the name “College,” while tied to important historical developments and rooted in tradition, often miscommunicates the nature of Dartmouth to potential global partners and prospective students, faculty and staff.**

Though such challenges are real, they are possible to overcome. Dartmouth has a solid foundation of excellence to catapult it to preeminence in terms of global education in the 21<sup>st</sup> century and beyond.

## A Way Forward for Global Dartmouth

In order to retain a competitive edge and emerge as a leader in the global academic marketplace, we recommend a two-pronged strategy that underscores being “grounded in place and thriving in difference.” The goal is to develop a Dartmouth mindset that is inescapably tied to a global perspective in all that we do, both on and off campus, to establish Dartmouth as a center of global engagement and to enhance Dartmouth’s presence outside of Hanover.

To this end, we make the following six proposals.

### 1. Establish Dartmouth as a model for a globally active faculty by:

-Reimagining the nature of faculty appointments.

- Add faculty members who have multi-institution appointments, as well as faculty members who have multi-school appointments
- Recruit the most talented scholars from around the globe
- Build an expectation of global engagement at the time of hiring
- Increase number of faculty members who originate or were trained outside the United States
- Support more robust faculty exchanges between institutions

-Incentivize research with a global cast (through research funding, course reduction, administrative support, and travel support).

- Encourage and support existing faculty to apply for fellowships and seek out collaborative research and teaching opportunities outside the United States

### 2. Redefine globally relevant education for the 21<sup>st</sup> century by:

-Requiring every Dartmouth student to have at least one “significant global experience” (to be defined by each school) as part of his/her degree.

-Leading the Ivy League in the percentage of international students at both the undergraduate and graduate level by 2020.

- Recognize that the inclusion of a varied set of international students is an essential part of Dartmouth’s commitment to diversity
- Provide adequate support for international students to ensure a high rate of success

-Expanding and enhancing current undergraduate study abroad programs.

- Create programs and/or adjust existing ones for under-represented populations (e.g., athletes, STEM majors)
- Take advantage of Dartmouth’s academic calendar (December interim, summer) to offer programs tied to an on-campus course
- Experiment with new approaches to FSP’s and LSA’s

- Provide more opportunities for international internships, research abroad, and service learning
- Maximize students' education abroad by integrating their experiences into coursework upon return
- Harness the experiences of students to facilitate international and intercultural learning on campus

-Collaborating across Dartmouth schools to provide trans-disciplinary international opportunities involving undergraduates, graduate students, faculty members, and staff.

### 3. Create a domestic space that attracts global thought leaders by:

-Instituting a global fellows program.

- Increase and recognize the flow of scholars who come to campus from around the world for longer periods of time (a week or longer)
- Create a community among the fellows, as well as faculty members with multi-institution positions
- Expand their role on campus to involve several departments or schools
- Celebrate the presence of the fellows in a way that underscores their value to Dartmouth
- Develop affordable and flexible housing options to accommodate the fellows
- Provide a high-level of support for travel, access to Dartmouth facilities, office space, orientation to the Upper Valley, and so on
- Cultivate them as "ambassadors" for Dartmouth

-Developing new centers, or institutes under existing centers, that highlight Dartmouth as a leader in global engagement.

### 4. Move Dartmouth into the world by:

-Establishing several global "hubs." Physical offices in several cities around the world to:

- Provide logistical support for Dartmouth researchers, student programs, etc.
- Assist in the development of new partnerships and networks
- Host activities to showcase Dartmouth scholarship and other activities
- Support admissions efforts and alumni activities

### 5. Develop an infrastructure to execute comprehensive, seamless global efforts across all areas of Dartmouth, maximizing the potential of opportunities on and off campus, by:

-Creating an Office of International Affairs.

- Coordinate existing international activities across Dartmouth
- Facilitate the development of new activities
- Encourage and support international activity involving multiple departments/schools
- Support information gathering, planning, and evaluation of international activities, including international conferences and symposia

- Promote Dartmouth internal and external communications around global activities
- Provide coordination for global visa, tax, HR, legal, and emergency response support

6. Rename Dartmouth for international audiences, by:

- Using “Dartmouth University” or some equivalent to refer to the institution as a whole.
- Using “Dartmouth College” to refer to the undergraduate school of Arts and Sciences.
- Maintaining existing labels for other schools.

**The Global Dartmouth Working Group recognizes that the production and transmission of knowledge are becoming much more internationalized,** highlighting the importance of a global reputation for recruiting the most promising students and the best faculty and staff. If not accompanied with the strongest profile for scholarship, the traditional aura of prestige from Dartmouth’s membership in the Ivy League may count for less in recruiting students, faculty and professional staff in the years ahead. Thus, bold innovation in terms of Dartmouth’s global emphasis understands that such a priority is:

- Essential to providing a world-class and globally marketable education for students;
- Tantamount to attracting and maintaining top domestic and international students, faculty, and staff;
- Germane to increasing Dartmouth’s international reach and reputation;
- Fundamental to keeping our increasingly global alumni better connected to Dartmouth; and
- Vital to staying competitive among peer institutions in the global academic arena.

## Working Group Membership

1. Jaime Bayona  
Director of Global Health Programs and Practice, the Dartmouth Center for Health Care Delivery Science; Assistant Professor of Community and Family Medicine at the Geisel School of Medicine
2. Christiane Donahue  
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5. Jennifer Fluri  
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7. Lynn Higgins  
Associate Dean of Faculty for International and Interdisciplinary Studies; Edward Tuck Professor of French and Comparative Literature
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10. Rebecca Munsterer (Adv'05)  
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11. David Peart  
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12. Matthew Slaughter  
Associate Dean of the MBA Program, Tuck School of Business; Signal Companies' Professor of Management
13. John Tansey (D'57)  
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14. Antonio Tillis  
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