

2017 INTERNATIONAL STRATEGY Report



VANDERBILT
UNIVERSITY

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I. EXECUTIVE SUMMARY

Provost Susan R. Wenthe charged the [International Strategy Working Group](#) with developing a plan to strengthen Vanderbilt's international research, scholarship, and creative expression while raising the global profile of Vanderbilt as a research institution. The provost identified four guiding principles for executing the charge: the strategy should build on a grassroots foundation; it should support One Vanderbilt trans-institutional approaches; it should enhance scholarship through strategic and aligned investment; and it should identify ways to better communicate Vanderbilt research to a global audience.

Over the 2016-17 academic year, the ISWG gathered input from faculty and administrators in all of Vanderbilt's colleges and schools.

Embodying the One Vanderbilt approach, the interconnected set of initiatives we propose is designed to make a singular impact across the entire university by supporting research, graduate education, and public engagement while simultaneously advancing Vanderbilt's global reputation. The strategy we propose is intended to promote the many areas of research across the university which may have global significance, not just research that is itself "international" in scope or methodology. Research and creative expression in many areas of medicine, basic sciences, humanities, education, and the arts, for example, may have world-wide impact even if it not typically designated as international. The strategy is designed to advance research that is global in this sense, as well as work that is more typically understood as international.

Based on the charge and guiding principles as well as the wide range of faculty input from across the university, the ISWG has developed a four-point strategy that builds on Vanderbilt's strengths and that supports the university's Academic Strategic Plan and its commitment to equity, diversity, and inclusion. Each of the four points has specific and broad support in feedback from faculty and administrators. ISWG's research also shows that each is consistent with best practices at peer institutions. Implemented together and adequately funded with new resources, the elements of this strategy can propel Vanderbilt's international engagement and bring the global recognition our great university merits.

International Strategy Working Group Members

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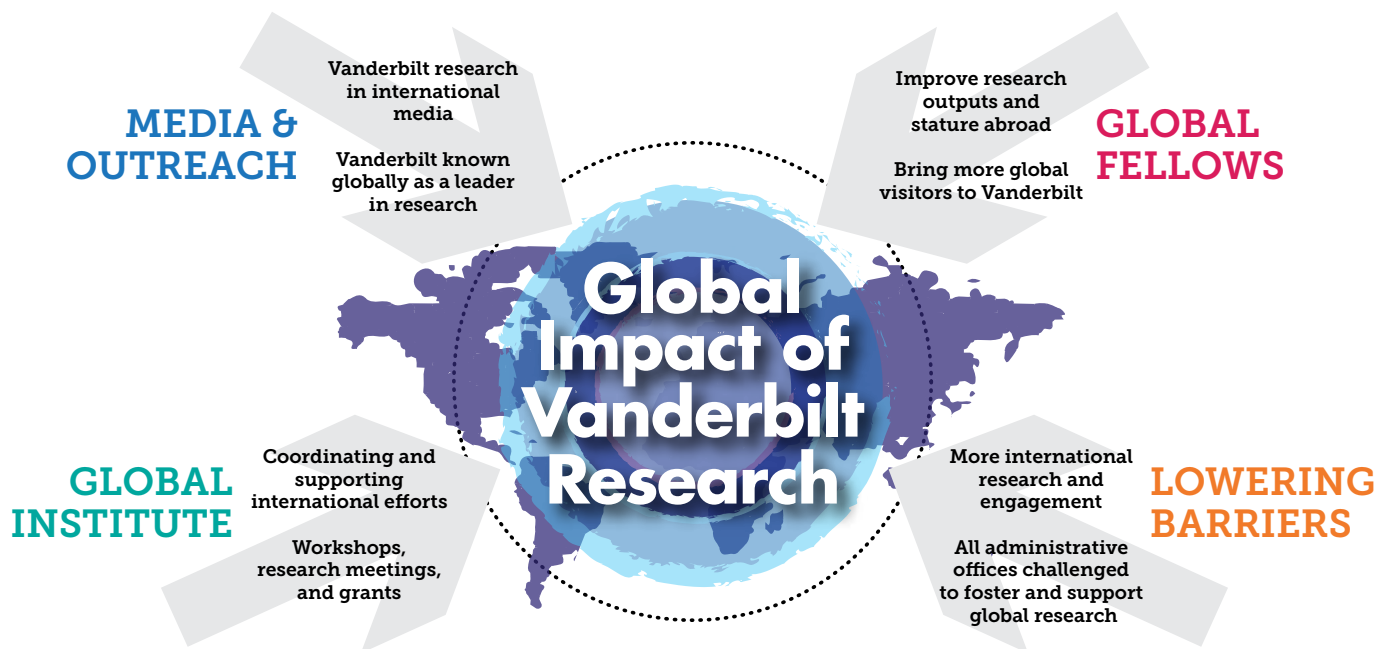
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- First:** Create an institute specifically tasked with spearheading international efforts (“Global Institute,” “Institute for Global Research and Engagement,” or similar).
- Second:** Develop and implement a comprehensive, university-wide international media and outreach strategy.
- Third:** Adapt administrative structures to better support and foster international research across the university.
- Fourth:** Create a “Global Fellows” (or similar title) program to bring more international visitors and graduate students to campus.



After considering a wide range of models, we are convinced that implementing these four strategic initiatives in lockstep is the best, most resource-effective way to enhance Vanderbilt’s international research and its global profile. They will enrich our intellectual community by better integrating a globally diverse set of ideas, creative practices, and research methodologies in the work that we do. They will enrich our work in the humanities and arts. Together they will enhance our ability to address substantial global problems—whether social, political, economic, medical, or technological—by providing our faculty with more of the tools necessary to do internationally relevant work and by helping ensure that the new knowledge generated is accessible to a global audience.

A. Basis for Recommendations: The Strategic Planning Process

Our goal was to give Vanderbilt faculty members across all schools at least two opportunities to interact with the working group. The response was impressive, reflecting substantial passion and energy among faculty for this topic. We conducted a faculty-wide survey from which we received 571 responses, including over 60 pages of written comments. We conducted town hall meetings in Peabody, Arts and Science, Engineering, and the School of Medicine, and we hosted brainstorming lunches that included invited representatives of all schools.

That input consistently focused on several principles. There was a consensus that the strategy should be faculty-driven and flexible in offering support to outstanding research and scholarship at Vanderbilt, including, but not limited to, trans-institutional projects. Faculty also widely agreed that the strategy should reduce administrative barriers to global research and lead to greater administrative support for global engagement. Faculty and deans across campus further emphasized the importance of building Vanderbilt's international reputation to be commensurate with our national prominence, and of enhancing Vanderbilt's global competitiveness in the marketplaces for ideas and for faculty and graduate student talent. Finally, the Vanderbilt community called for more international engagement as a way to promote diverse cultural and academic perspectives.

Additionally, we met with all the deans and the relevant associate deans from all of Vanderbilt's schools, the university librarian, Vice Provosts Padma Raghavan and Cynthia Cyrus, former Vice Chancellors George Hill and Beth Fortune, and many department and program heads. We met with the University Research Council and have constructed this strategy with their input in mind.

The ISWG reviewed previous international strategy documents and relevant committee reports from recent years, and our recommendations build on those efforts. We also surveyed international strategies at peer institutions, including an in-depth examination of the six schools we considered most comparable and exemplary: Cornell University, Washington University in St. Louis, Duke University, the University of Pennsylvania, Johns Hopkins University, and Brown University. We also spoke with two consultancies specializing in issues of internationalization and global stature for higher education.

B. The Strategic Plan and Specific Recommendations

The strategy we propose has four interrelated and mutually reinforcing parts. Each is designed to promote Vanderbilt's international scholarship and reputation in ways that will directly benefit faculty research and the university's global prominence. The structure is designed to serve all schools and all faculty while promoting trans-institutional connections. Our judgment is that Vanderbilt should act quickly and boldly to capture this moment, and **we recommend that the following initiatives be implemented in unison and with adequate funding to succeed.**

1. Global Institute

Vanderbilt needs a visible, stand-alone coordinating entity for its current international efforts and future aspirations. To maximize global impact and recognition of our faculty's research, we recommend creating an academic institute focused on global research and engagement (the "institute"). The director of this institute should report directly to the provost and serve as the university's primary point person for international research activities. The director would be advised by an International Advisory Council, with members representing each school. The institute would run the Global Fellows and conference programs described below, work with the relevant offices to develop an international media and outreach strategy, and work with all of the colleges, schools, and administrative units to support and reward international research across the university.

Organizationally, the institute should be a stand-alone entity (not subsumed to another institute or program) to maximize external and internal visibility and best position it to implement the comprehensive, university-wide initiatives proposed here. The institute would serve the entire university, strengthening schools and departments by extending their international reach and capabilities while serving as a focal point for external engagement.

The institute must act as more than just a funding source—it should serve as an incubator for innovative approaches, helping projects get started, connecting them to the larger strategic plan, offering guidance and oversight in implementation, looking for opportunities, putting people in contact with one another, and taking proposals, but also being proactive in encouraging ideas of strategic importance. The institute should draw together faculty expertise from different departments and schools, and it should support communities of interest (geographic and thematic). Coordinating and cultivating an intellectual community around particular areas and themes would improve the quality and impact of our research.

The institute must work with the vice provost for research to formulate and institute a strategy for international grants and national grants with a global focus. There is significant research funding

available in China, India, the European Union, Brazil, and elsewhere abroad, as well as from internationally focused domestic foundations. At the same time, U.S. federal funding is under siege, and so alternative sources of funding will only become more important.

In addition to overseeing and executing the other three strategic objectives, the institute should have funding to make additional strategic investments in international research and scholarship. For example, the institute should sponsor small, targeted international workshops that would have significant global impact and visibility, such as with CERN or WHO. Such opportunities might be identified by individual researchers, department heads, or deans, and be vetted by the institute for impact aligned with Vanderbilt's strategy and strengths. The institute should also have funding available for seed grants and to rapidly invest in strategic, time-sensitive opportunities that are not conducive to funding through the annual call for TIPS proposals, including important work that is not trans-institutional.

2. International Media and Outreach Strategy

Vanderbilt must develop a media and outreach strategy to align our international stature with our domestic prominence. The strategy should involve media, development and alumni relations, and graduate student recruitment. *As of fall 2017, we are pleased to report that the university has hired two senior officials with substantial experience in international media. Development of an international strategy as suggested by our group during AY 2016–17 is now well underway as described in the full report.*

The Office of the Vice Chancellor for Communications should develop an international strategy for all forms of media. We should aim to have more discussion of our faculty's research in outlets with global impact, such as the *Financial Times*, *The Economist*, *O Globo*, *Le Monde*, *Der Spiegel*, and so on. Further, we need a clear, university-wide international strategy for our digital presentation, such as webpages and social media. Some media strategy decisions are best made at the college/school or even program level. The university-wide media strategy must strike the appropriate balance between decentralized decision-making and forging an effective overall strategy.

The media strategy must include a close evaluation of our international rankings and a carefully considered decision about how to approach them. We lag significantly behind our U.S. peers in international rankings. Vanderbilt does best on the *U.S. News Global* (#67) and the Shanghai Index (#52). The Shanghai relies heavily on objective criteria (publications, citations, international awards). The *U.S. News* ranking heavily weighs “regional reputation” (North America for Vanderbilt). We do not do as well in the *Times Global* (#108) and the QS (#203), both of which rely largely on global reputational surveys. The positive news is that we do much better on rankings that rely on objective measures; where we fall behind is in reputation. This hurts us in terms of student recruiting and will hinder us

in terms of faculty retention. Vanderbilt needs to coordinate responses to data requests from international rankings groups and to consider hiring a consultancy to improve rankings in the short term.

A targeted outreach strategy should reach alumni, including those who work at international universities, organizations, and foundations. Many faculty call on Vanderbilt to more actively cultivate its impressive global alumni. Our Ph.D. alumni, for example, could serve as ambassadors in foreign universities, thereby improving our reputation and helping attract graduate students to Vanderbilt. Other alumni could serve as a network for students and as a future source of funding for international programs.

Similarly, the Graduate School should develop a strategy for helping departments and programs better recruit students internationally. Many colleagues, especially those in the sciences, engineering, and medicine, emphasize the importance of attracting the world's best graduate students through greater visibility and targeted assistance. The diversity benchmarks, upon which graduate programs are partially evaluated, should be expanded to include foreign graduate students who add racial, ethnic, religious, and intellectual diversity at Vanderbilt.

3. Supporting and Fostering International Research Across the University

Vanderbilt should actively promote a culture of global engagement and of international aspiration in every administrative unit. International work often poses unique challenges, and the university should adapt administrative practices to better meet those challenges while also promoting international research. All academic deans, vice chancellors, and vice provosts, and units such as Contract and Grant Accounting and the Office of General Counsel should have the goal of fostering international activity as part of their annual reports and evaluations.

Support for international research should come from all corners of the university, including the communications and development offices as described in Section B, and also from other administrative units. Vanderbilt must orient its backroom operations to clearly serve the university's research missions. International work involves particular risks, and Vanderbilt must manage these risks responsibly. The academic and strategic upsides should also be given appropriate consideration in cost/benefit analyses involving visas, international taxes, export compliance, risk management, and international contracts, among others. In surveying colleagues and administrators at peer institutions, it appears that Vanderbilt has some administrative processes that are especially cumbersome for international work. Externally, we risk looking provincial. Internally, we risk deterring innovative global work. *As of fall 2017, we are pleased to report that the provost's office has made several important staffing and organizational decisions to facilitate international research by our faculty. Details are provided in the full report.*

4. Global Fellows Program

To enhance the quality and visibility of our research around the world, we need to bring more international scholars and graduate students to Vanderbilt. We have an impressive faculty, a very strong student body, and a beautiful campus. When we bring international visitors to Vanderbilt, they usually become our ambassadors abroad. We accordingly propose a visiting international scholars program (“Global Fellows,” or something similar) as a long-term investment in our research mission. Working with the Graduate School, we also propose efforts to attract more international graduate students to Vanderbilt.

A Global Fellows program would invite scholars at different levels to Vanderbilt, ranging from graduate students to world-renowned leaders and scholars. We envision most Global Fellows staying at Vanderbilt for a period ranging from a week to a semester—enough time to seriously engage with colleagues and students. Global fellows would contribute to Vanderbilt’s research mission in a variety of ways. They could be part of a graduate seminar, participate in performances, provide professional training, deliver a major lecture, contribute to a specific medical or engineering research project, lay the groundwork for broader institutional collaborations, or provide research advice or master classes to advanced students. In such ways, they could simultaneously advance faculty research collaborations, enrich the student experience, and promote the university’s strategic objectives. The program should be flexible in serving the core objective of improving research and scholarship at Vanderbilt through the international exchange of ideas and the enhancement of our global visibility.

The program would solicit campuswide proposals and would also accept applications directly from interested individuals. Proposals and applications would be evaluated based on their potential to enhance research, creative endeavors, and scholarship for a broad range of faculty and graduate students both within programs and across the institution. For the program to have a major impact, it would need to have the resources to host a critical mass of visiting scholars each year.

Housing for international visitors would be a crucial part of a visiting scholars program and would also help attract other international visitors to Vanderbilt. We propose that new plans for graduate and professional student housing should consider space for international students and visitors. A successful Global Fellows program would also support a comprehensive media strategy designed to highlight Vanderbilt’s commitment to international research and global problem-solving.

II. INTRODUCTION

Vanderbilt’s [Academic Strategic Plan](#) charts a bold path that is reshaping research and teaching on campus, addressing important problems facing the world, and employing technology and design solutions to health care and pedagogy problems.

Vanderbilt is now poised to make a bigger impact on the world stage. Indeed, to fulfill its mission as a premier research institution, Vanderbilt must do so. Scholarly inquiry and creative expression—whether in the fine arts, humanities, social sciences, medicine, or law—knows no international boundaries. The technological and social problems which we work so hard to address often require global solutions. Our work in many disciplines should become more international and should engage a broader global audience. To meet the goal of attracting the finest graduate students and faculty to Vanderbilt, it is no longer good enough to be a top regional or national university; our peer group is now composed of the top institutions from around the world. We compete not just with the *U.S. News* top 20 domestic schools, but increasingly with universities in Shanghai and São Paulo, Bangalore and Berlin. We must be globally competitive. The same applies to funding opportunities. Significant research funding now comes from the European Union, China, Brazil, and other places, and important research facilities are located abroad.

Chancellor Nicholas S. Zeppos has stated that “Our mission, as well as the nation’s security, competitiveness, research primacy, and innovation leadership depend greatly on [a] diverse global community. Vanderbilt thrives when it is global, diverse and inclusive. We are constant in committing ourselves to these values.” Internationalizing our mission means facilitating and encouraging more international research by Vanderbilt faculty. But, crucially, it also means bringing more international visitors and students to our campus. Those visitors can enhance the quality of our research and scholarship. They can also become ambassadors for the university and diversify our campus along many dimensions.

Our proposed initiatives significantly advance the Academic Strategic Plan. International themes are a thread running throughout the strategic plan’s areas of focus. As Provost Wenthe has emphasized, “International initiatives cut across all aspects of the university and, consequently, each of the themes of the ASP. From enhancing the undergraduate experience with international immersion opportunities, to using the latest education technology tools for learning rare languages, to forging global health care partnerships, to advancing trans-institutional programs, Vanderbilt’s global reach is critical to the university’s reputation and influence.” International research is an ideal platform for trans-institutional initiatives and it is often essential to “[t]he pursuit of excellence in scholarship, creative expression and research”—a core objective of the Academic Strategic Plan. Our proposals build on existing strengths, and we are fortunate that Vanderbilt has a rich and varied range of international activities.

The international strategy proposed below will enhance scholarship across campus and better communicate Vanderbilt research findings to a global audience. Our proposal is designed to facilitate Vanderbilt's active engagement in research that has significant impact on topics of global importance, to bring greater diversity of thought by introducing more international perspectives to campus, and to ensure that Vanderbilt's global reputation allows us to fulfill our research mission and have maximum impact.

III. BASIS FOR RECOMMENDATIONS: THE STRATEGIC PLANNING PROCESS

In charging the ISWG, Provost Wenthe stressed that its recommendations should be based on the needs identified by our faculty and researchers. Faculty, departments, and schools are best poised to identify the opportunities and challenges in their particular fields, and our recommendations are designed first and foremost to support their research endeavors.

The ISWG set as one of its primary goals giving all Vanderbilt faculty members more than one opportunity to express their views to the group. We pursued this through a combination of town hall meetings; individual meetings with deans, department chairs, and program directors; a faculty-wide survey; and a number of group lunches. In addition, we examined the strategies of a sample of our peer institutions, reviewed several recent reports on international education and engagement, interviewed relevant consultants, and met with university officials responsible for a broad range of endeavors at Vanderbilt.

We were able to reach a wide swath of the university community, and our findings reflect the concerns and views expressed. There was a remarkable consistency around several key proposals (more visiting scholars, a coordinating institute, lower administrative barriers, and better media/outreach strategy) that form the pillars of the International Strategic Plan.

The ISWG took a three-pronged approach to conduct its work over the course of the academic year, establishing subcommittees for each.

Subcommittee 1: Vanderbilt Today

This group's goal was to assess current initiatives and programs throughout Vanderbilt's schools and colleges to identify what is working well and where there are unmet needs.

Subcommittee 2: Assessing Peer Institutions

The goal of this subcommittee was to review peer institutions and assess best practices in university international engagement.

Subcommittee 3: Generating Grassroots Recommendations

The goal of this group was to solicit strategic recommendations from faculty in each of Vanderbilt's schools and colleges.

A. Vanderbilt Today

1. University Administration

International administrative and student affairs are handled by several university offices. Pursuant to our charge, we have focused on research and scholarship, not on undergraduate education, although we expect that our recommendations will help strengthen and internationalize the undergraduate experience. The Office of the Vice Provost for Learning and Residential Affairs oversees international student experiences, which are supported by the Global Education Office, International Student and Scholar Services, the Vanderbilt Institute for Digital Learning, the Office of Active Citizenship and Service, and the English Language Center. Each of these units maintains well-developed programs for international engagement.

The Office of the Vice Provost for Research runs the newly organized Sponsored Programs Administration which oversees research administration and compliance with relevant regulations, many of which are global in nature. The work of this office includes contracting and subcontracting with international partners and managing export control compliance.

From 2006 to 2015, the Vanderbilt International Office was the university's central international office. The current report and recommendations build on the experience and history of the VIO efforts.

VIO facilitated institutional connections with international partners through grants programs and oversight of the Global Education Office and the English Language Center. During VIO's existence, the office administered and coordinated over 550 institutional international programs, grants and collaborative projects. VIO also implemented a plan for Vanderbilt to form strong relations with a core group of partner institutions (University of Melbourne, University of Cape Town, University of São Paulo, Pontifical Catholic University of Chile, Queens University Belfast, and Fudan University China). The partnerships were envisioned as comprehensive, including all levels of the university from administration and undergraduate study abroad to collaborative research by faculty and graduate students. While a number of successful projects emerged from this effort, with the provost's guidance, the ISWG decided to focus on cultivating grassroots collaborations and international engagement. We propose a framework that builds on faculty scholarship and research connections with faculty and schools around the world, wherever they may be. The strategy we propose is more nimble, able to shift with changing faculty research and creative collaborations (and adapt to changing real world situations).

The comprehensive Global Support Services office replaced many functions of VIO in spring 2015 and was later reorganized by the Office of the Vice Provost for Research. Today, the remaining function in GSS is the oversight of employment visas at Vanderbilt. Export control compliance is now managed in Sponsored Programs Administration.

2. By the Numbers

Vanderbilt faculty and students are involved in a wide array of vibrant research projects around the world and in research projects here at home that have global impact and visibility. In this section, Global Support Services provides information about various international activities within the Vanderbilt community. This information covers activities ranging from faculty travel to student engagement. It provides only a snapshot of current international research at Vanderbilt, and a blurry one at that, because of the difficulties in capturing comprehensive data.



International Employees: Faculty and Staff

Vanderbilt routinely sponsors employee visas for permanent residency for faculty and staff. For fiscal year 2017, Vanderbilt sponsored 128 new employee visas from 31 countries. These numbers only capture new visas applied for through Vanderbilt for foreign nationals and therefore represent only a fraction of total international employees at Vanderbilt who hold these visas. Nonetheless, the numbers give a sense of the countries from where we are recruiting and the relative proportions. China is the top country for fiscal year 2017. The box to the right includes the count of top countries from which these international employees came.

VU-Sponsored Visas for International Employees (Faculty and Staff)

TOP COUNTRIES IN 2017

China (33 employees)
India (31 employees)
Canada (11 employees)
South Korea (6 employees)
Australia, Brazil, Colombia, Germany, Japan, and Ukraine (3 employees each)

Non-Immigrant International Students and Scholars

Vanderbilt is also home to international students and scholars who come on a temporary basis and are not required to have employee visas. These are F-1 and J-1 individuals. F-1's are degree-seeking students. F-1 students can be undergraduate, master's and professional, and/or Ph.D. students.

J-1 individuals can be: degree-seeking students sponsored by their home country government, Fulbright, or another third-party (all levels), non-degree students (exchange students), short term scholars, and non-employee scholars including student interns (who are scholars). The box below shows the distribution of non-immigrant international students and scholars during fall 2016.

Other International Visitors

Visitors in this instance are defined as individuals who came to campus to do interviews, participate in research collaborations, attend conferences, give guest lectures, recruit, or provide workshops/seminars, or were visiting faculty/prospective students. These visits are captured by accounting since they involve some type of reimbursement to

Non-immigrant International Students and Scholars (Temporary)

FALL 2016 SNAPSHOT

117 countries represented by non-immigrant students and scholars at Vanderbilt University

74% from Asia
 10% from Europe
 6% from North America
 5% from Africa
 4% from South America
 4% from India
 1% from Australia

Scholars: 291

247 Researchers
 20 Short-term scholars
 19 Student interns
 5 Visiting faculty

Students: 1810

540 Undergraduates
 921 Graduates
 40 Non-degree
 290 Post-completion OPT
 19 Fulbright & other

the visitor. Therefore, this number will not include visitors paid by non-Vanderbilt sources.

For the 2014 and 2015 fiscal years, we averaged 339 visitors from a wide range of countries. The top countries represented were **China, Canada, Germany, the United Kingdom, Japan, and Australia.**

International Travel

Overall international travel (including faculty, staff, and students), as tracked by the university’s Finance Administration between November 2015 and August 2016, totaled 1,355 trips. Out of those international trips, the majority (48 percent) came from the College of Arts and Science. Engineering (17 percent) and Peabody (15 percent) came in second and third, respectively.

Between November 2015 and September 2016, as measured through activity tracked on Concur, Vanderbilt’s faculty traveled to 36 countries across the globe. This number undercounts total faculty travel, as the Concur system does not capture travel that Vanderbilt does not pay for. We cannot estimate how much travel by Vanderbilt faculty is paid for by other sources such as the inviting institution, but it is likely significant.

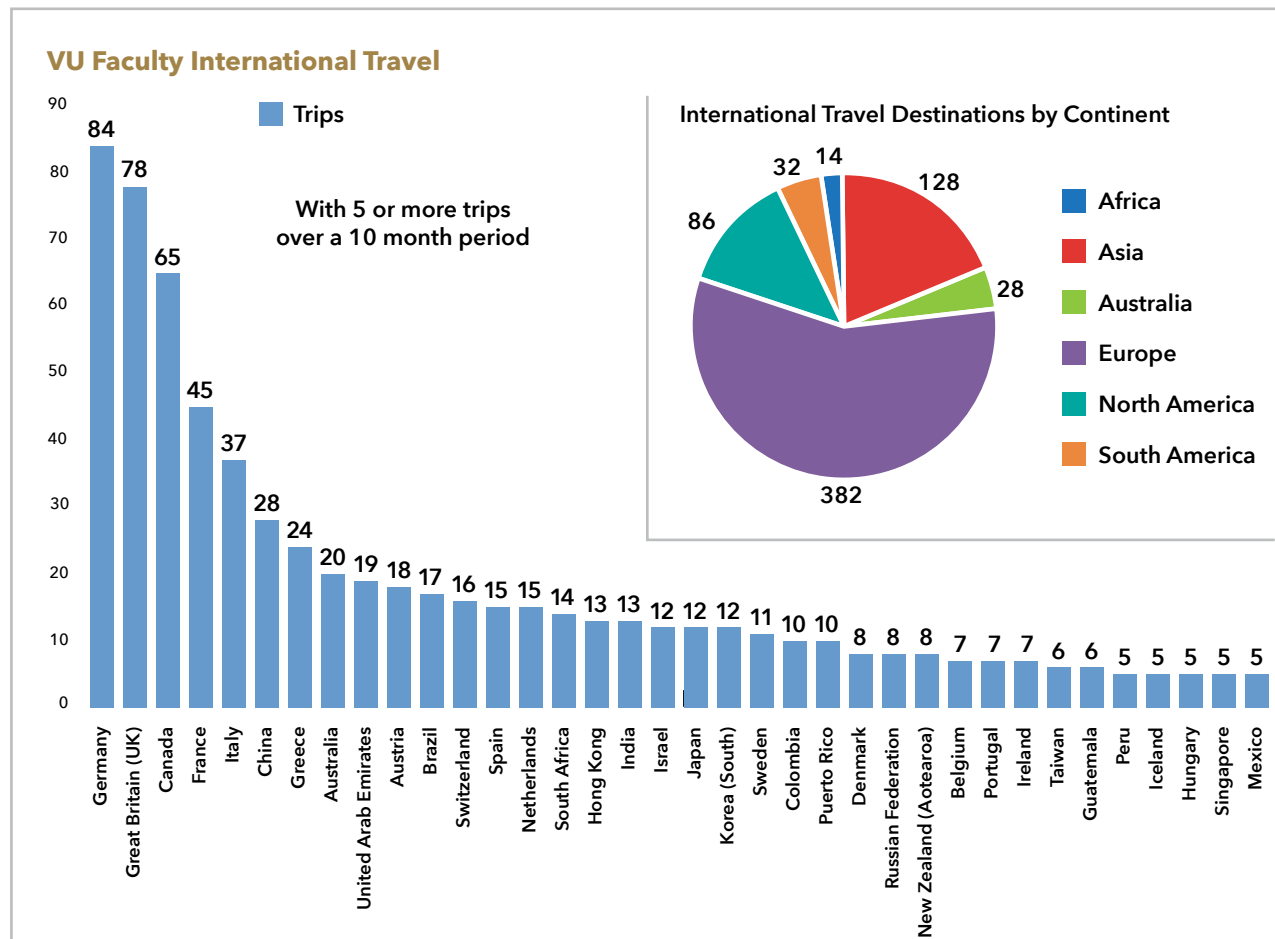


Figure 1: VU Faculty International Travel (Trips taken by faculty over a 10-month period between November 2015 and September 2016—Does not include School of Medicine or faculty in VUMC departments)

Student Travel: Study Abroad

The ISWG was not charged with assessing study abroad or other international student programs, given that the [Faculty Advisory Council on International Education](#) recently undertook that task during the 2016–17 school year. However, data about student international travel may provide useful context in which to consider the university’s reach given that much student travel is associated with faculty research and scholarship.

In 2015–2016, undergraduate, graduate, and professional students took approximately 405 international research and study trips *not* associated with a formal study abroad programs. The top 20 countries visited were Italy, Japan, Israel, South Korea, United Kingdom, Nicaragua, Colombia, Honduras, South Africa, Guatemala, Kenya, Mexico, Spain, China, Canada, France, Germany, Netherlands, Panama, and Peru.

Between 2012 and 2016, a total of 3,218 undergraduate students participated in formal study abroad programs sponsored by the Global Education Office. Figure 2 lists the top 10 countries visited during this time. These numbers only include travel organized through GEO.

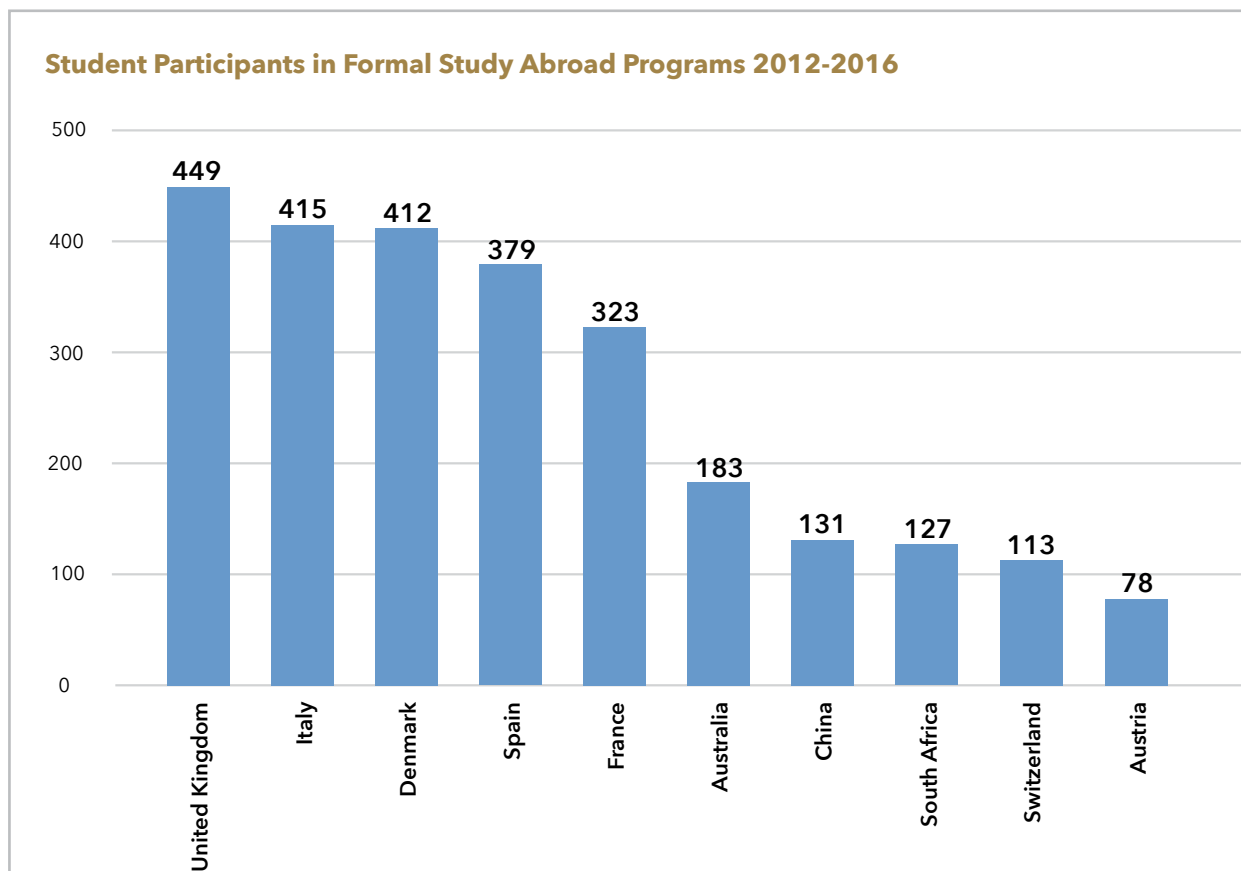


Figure 2: Undergraduate Participants in Formal Study Abroad Programs. This figure displays the total number of student participants by country between 2012 and 2016. Data provided by the Global Education Office.

3. MOUS, Contracts, and Grants

Contracts and Grants: Sponsors

The value of Vanderbilt grants and contracts with foreign sponsors exceeds **\$8.8 million** (FY14 – September 2016). The top five countries within this category include **Denmark, Saudi Arabia, Germany, Abu Dhabi-UAE, and France**. This does not include figures from the School of Medicine or VUMC departments.

Contracts and Grants: Collaborators

- Foreign collaborators for FY14 to September 2016 are as follows:
- New Zealand (\$1.8 million)
- Germany (\$1.0 million)
- Brazil (\$50,000)

Contracts and Grants: Sub Awards with Foreign Entities

Sub awards with foreign entities included **six awards** with a total approximate amount of **\$900,000** between FY14 and September 2016. Countries represented in this category include **Taiwan, Germany, Belgium, Zambia and Sweden**.

Memorandums of Understanding and other Contractual Agreements:

Depending on the type of MOU, these agreements are now managed and overseen by either the Sponsored Programs Administration, the Office of Academic and Faculty Affairs, or the Global Education Office. These MOUs ranged from a medical scholar and research exchange with Kings College University in London; to business management student exchanges with the University of Melbourne; to a research and training agreement between Peabody College, South China Normal University (SCNU), and Metro Nashville Public Schools (MNPS). Most MOU partner institutions were located in China (seven, not including Hong Kong), and Australia, Brazil, Hong Kong, France, Germany, Hungary, Israel, and Pakistan (each home to three partner institutions). Twenty-three additional countries were home to one to two MOU partner institutions. The school and college data that is housed centrally is inconsistent across schools and does not comprise a definitive list. However, of those tracked by VIO, Owen has 16 MOUs, the School of Medicine has 14 MOUs, the College of Arts and Science has 11, Engineering has 9, Peabody has 1, and there are 10 other university MOUs. In addition, there are currently 20 agreements—confidential data agreements (CDA), nondisclosure agreements (NDA), and data usage agreements (DUA)—with foreign sponsors/partners. These are with the **United Kingdom (4), Sweden (2), France (2), Germany (2), Australia (2), Japan (2), Canada (1), Poland (1), Taiwan (1), Turkey (1), Ecuador (1), and Switzerland (1)**.

4. Select International Programs, Centers, and Institutes

Vanderbilt Global Inc.

Vanderbilt Global Inc. provides oversight and legal support for the Peabody contracts with the Abu Dhabi Education Council.

Humphrey Fellows (Peabody)

Since 2010, Peabody College has been a key site for the Hubert H. Humphrey Fellowship Program funded by the U.S. Department of State to support international cooperation and public service. Each year, the program brings approximately 10 mid-career leaders from developing nations and emerging democracies to Vanderbilt to study, gain related professional experience, and build their leadership capacity. The program fosters lasting ties between Vanderbilt and the fellows while strengthening the global exchange of knowledge and expertise. Humphrey Fellows are selected based on their leadership potential and their commitment to public service. The 2016–2017 cohort fellows came from Botswana, El Salvador, Jamaica, Lesotho, Malawi, Morocco, Pakistan, Russia, South Sudan, and Venezuela.

Center for Latin American Studies and the Latin American Public Opinion Project (Arts and Science)

The Center for Latin American Studies (CLAS) was founded in 1947 and is the oldest trans-institutional program at Vanderbilt. In 2006, the center was named a National Resource Center by the Department of Education. Recently, it was awarded \$1.8 million in funding. Vanderbilt ranks in the top five for Latin American studies programs in the country; it has the most influential survey research center in the region and an outstanding Portuguese language program. CLAS has 124 affiliated faculty from all of Vanderbilt's colleges and schools, and their public outreach program reaches approximately 75,000 per year. The Latin American Public Opinion Project (LAPOP) is the largest and most respected public opinion research operation in the Americas. Its signature element, the AmericasBarometer survey, is the only democratic public opinion and behavior survey that covers North, Central, and South America, as well as the Caribbean—making it the most expansive regional survey project in the Western Hemisphere. The project has conducted more than 100 surveys in more than 27 countries, resulting in the compilation of a large database. LAPOP funds a number of Latin American graduate students.

Max Kade Center for German and European Studies (Arts and Science)

In 2006, the Center for European Studies was renamed the Max Kade Center for European and German Studies and was expanded to include a central focus on the role of Germany within its European and transatlantic contexts with the aid of a major grant from the Max Kade Foundation in New York. The Max Kade Center has a rich tradition of offering undergraduates major and minor options in the

study of European affairs. The European studies major (EUS) was designed to prepare students for international careers or advanced study.

Asian Studies Program (Arts and Science)

In 1967, Vanderbilt founded the Asian Studies program to focus research efforts on China and Japan. The scope of the program has expanded, and now includes more than twenty faculty members. Currently, Vanderbilt has an Asian Studies major, as well as minors in Chinese, Japanese, and South Asia. Each semester, 300 Vanderbilt students study Asian languages. The department has brought in grant opportunities and has created connections between Vanderbilt and academic institutions around Asia. Because of this connection, the program has played a crucial role in increasing Vanderbilt's identity as a leader in global research and education.

International Legal Studies Program (Law)

Established in 1982, the ILSP responds to the demands to increase the number of lawyers trained in international law. Through the program, students have access to international law courses and seminars, experiential learning, and special events that give students the opportunity to interact with international attorneys, diplomats, policy makers, and business leaders. In addition, previous students have earned jobs and internships at prestigious law firms and nongovernmental organizations such as the United Nations, the Robert F. Kennedy Center for Human Rights, and the World Bank.

Americas MBA (Owen)

The Vanderbilt Americas MBA brings together the resources and expertise of Vanderbilt (U.S.), FIA/USP (Brazil), ITAM (Mexico), and Simon Fraser (Canada) for students pursuing a career in the Americas. Students gain specialized knowledge and insights on how to handle global responsibilities, while also benefiting from leadership training and immersive team experiences that will help them become international business leaders. Students work on collaborative research projects, and faculty research has emerged from the collaboration as well.

Turner Family Center for Social Ventures (Owen, Divinity, Nursing)

The Turner Family Center for Social Ventures is committed to alleviating poverty through market-driven forces and enterprise. It provides resources and opportunities to leverage and combine the individual strengths of Vanderbilt University graduate students, faculty, and business partners. Its Project Pyramid program sends students to countries around the world to work on research projects with a service component.

Blair Woodwind Quintet and Berlin Philharmonic (Blair)

The BWQ has an ongoing relationship with the Woodwind Quintet of the Berlin Philharmonic, one of the top three orchestras in the world. The BWQ travels to Berlin to perform and collaborate, and works with the Berlin group at Blair when the Berlin ensemble visits (every other year for nearly a decade now). This is an outgrowth of the undergraduate Aix-en-Provence program, at which Blair students study privately with members of the Berlin ensemble.

Sustainability: Water, Energy, Food and Waste (Engineering, Arts and Science, Vanderbilt Institute for Energy and Environment)

Faculty working together across the Department of Civil and Environmental Engineering, the Department of Earth and Environmental Sciences, and the Vanderbilt Institute for Energy and Environment (VIEE) have extensive international collaborations with Bangladesh, China, Israel, and Sri Lanka focused on providing and preserving clean water and energy, integrated with food production and effective waste management. Externally funded research, extended faculty, senior researcher and doctoral student research visits to Vanderbilt and foreign universities, joint publications, and honorary foreign faculty appointments for Vanderbilt faculty have been outcomes and are ongoing.

Vanderbilt Institute for Global Health (School of Medicine, School of Nursing)

The Vanderbilt Institute for Global Health (VIGH) fosters interdisciplinary global health education and training programs, conducts implementation science and research, and provides technical assistance to government and civil sector organizations in countries supported by the President's Emergency Plan for HIV/AIDS Relief (PEPFAR). VIGH currently supports 27 research and training grants, as well as 13 NIH research projects receiving over \$4.4 million in external funding. Academic offerings include the Global Health Practicum for M.P.H. and M.D./M.P.H. students. Students in the Global Health track may work in an international low-resource setting or with international populations in the U.S. The Global Health Immersion program offers a month-long clinical rotation, wherein third- and fourth-year medical students are placed at Vanderbilt's partner sites in various locations around the world.

International Scholar Program (2010–2015, School of Medicine)

This program admitted seven to nine biomedical Ph.D. students each year and also provided short-term fellowships for international Ph.D. students to come work in labs for 4–26 weeks. This created a training grant-type mechanism of support for international Ph.D. students, improved the retention/quality of international Ph.D. students by careful attention to recruitment, and enhanced the visibility of Vanderbilt research worldwide by visiting high quality undergraduate institutions and by deploying highly trained ambassadors. Although the program was expensive, in some respects it serves as a model for the recommendations in this report.

Syriaca.org: The Syriac Reference Portal (Divinity and the Jean and Alexander Heard Libraries)

The Syriac Reference Portal is a multi-modal ongoing research project based at Vanderbilt Divinity School with advisers and editors from the U.K. (Oxford), France (CNRS), India (SEERI Institute), Japan (University of Tokyo), the Netherlands (Leiden), China (University of Hong Kong), and Turkey (Mardin University). The project has data-sharing arrangements with the Comprehensive Bibliography of Syriac Christianity (Hebrew University of Jerusalem, Israel), the Biblia Arabica project (Ludwig Maximilian University, Munich, Germany), the Munich School of Ancient Philosophy (Ludwig Maximilian University, Munich, Germany), and the Digital Averroes Research Environment (University of Cologne). The Divinity School and the library work together to support this grant-funded international project to preserve the literature, culture, and history of Syriac communities.

Coursera (Provost's Office)

Assistant Provost John Sloop's office oversees a significant international outreach effort through our Coursera massive open online course (MOOC) offerings. MOOCs through Coursera have supported Vanderbilt's reputation across borders. Vanderbilt has seen over 1 million users enrolled in courses across all its participating schools and colleges. Of those total enrolled learners, 829,317 (72 percent) are registered outside the United States. Users in India make up 11 percent of enrollees, followed by China (4 percent), the United Kingdom (4 percent), Canada (3 percent), Brazil (3 percent) and Spain (3 percent). Out of the total number of completed courses (wherein users enroll and follow a course to completion), 65.52 percent have been completed by users outside the United States.

Heard Libraries (Provost's Office)

Under the direction of Valerie Hotchkiss, the library sees international engagement and scholarship as one of its key strengths and missions. The library regularly hosts international visiting scholars, particularly for the Latin American and French collections. The W. T. Bandy Center for Baudelaire Studies' Research Fellowships and the Ecclesiastical & Secular Sources for Slave Societies Project attract international scholars. The library would like to have funding for a visiting scholars program (as most major libraries have) to encourage scholars to use the great primary resources available in Vanderbilt's libraries.

B. Assessing Peer Institutions

The ISWG assessed a total of 23 institutions (see Table 1) along varying dimensions. Of those 23, we selected six schools for in-depth examination (noted with an asterisk in table 1): Brown, Cornell, Duke, Johns Hopkins, the University of Pennsylvania, and Washington University in St. Louis.

Institution	U.S. News & World Report (Domestic) 2018	U.S. News & World Report (Global) 2018	Times in Higher Education 2018	Center for World University Rankings 2017	Shanghai Ranking List ARWU 2017	QS Top Universities 2018	Reuters Top 100 World's Most Innovative Universities 2017	International Student Percentage	Undergraduate Enrollment	Total Enrollment
Princeton University	1	9	7	9	6	13	36	11.9	5,400	8,181
Harvard University	2	1	6	1	1	3	3	11.6	6,710	20,324
University of Chicago	3	14	9	8	10	9	33	12.1	5,941	13,322
Yale University	3	10	12	10	11	16	43	10.7	5,472	12,458
Columbia University	5	8	14	6	8	18	41	14.6	6,113	25,084
Massachusetts Institute of Technology	5	2	5	3	4	1	2	9.5	4,524	11,376
Stanford University	5	3	3	2	2	2	1	9.1	7,034	16,914
University of Pennsylvania*	8	19	10	14	17	19	4	11.8	10,019	21,826
Duke University*	9	21	17	29	26	21	11	10.3	6,609	15,928
California Institute of Technology	10	6	3	11	9	4	17	9.1	979	2,240
Dartmouth College	11	224	89	47	201-300	169	NA	8.5	4,310	6,409
Johns Hopkins University*	11	10	13	16	18	17	22	10.5	6,117	23,992
Northwestern University	11	24	20	17	22	28	13	9.8	8,353	21,208
Brown University*	14	92	50	81	101-150	53	NA	11.3	6,926	9,781
Cornell University*	14	23	19	12	14	14	16	10.1	14,556	22,319
Rice University	14	81	86	120	74	89	92	12.1	3,893	6,855
Vanderbilt University	14	67	105	63	52	212	10	7.1	6,871	12,587
University of Notre Dame	18	181	150	93	201-300	216	NA	5.8	8,530	12,393
Washington University in St. Louis*	18	32	50	53	20	100	NA	7.6	7,540	15,032
New York University	30	28	27	19	29	52	NA	17.8	26,135	50,550
Purdue University	56	103	60	64	77	105	32	17.2	30,043	40,451
Stevens Institute of Technology	69	NA	501-600	NA	NA	651-700	NA	4.8	3,021	6,523
University of Kentucky	133	324	NA	276	301-400	551-600	NA	2.8	22,621	29,781

Table 1: Peer Institutions Global Rankings and Enrollments

* In-depth Analysis Schools

Table 2 lists Vanderbilt’s current rankings across different global ranking systems and describes the ranking system and its methodology.

Ranking System	Vanderbilt Ranking	Methodology
<i>The Times in Higher Education: World University Rankings</i>	#105	The <i>Times in Higher Education</i> World University Rankings list the 980 top universities in the world. It judges world-class universities across all of their core missions—teaching, research, knowledge transfer and international outlook. The sub-category “International outlook: People, research” comprises 7.5 percent of overall rank.
Center for World University Rankings: CWU Rankings	#63	The Center for World University Rankings (CWUR) publishes a global university ranking that measures the quality of education and training of students as well as the prestige of the faculty members and the quality of their research without relying on surveys and university data submissions. CWUR uses eight objective and robust indicators to rank the world’s top 1,000 universities.
Shanghai Ranking List: Academic Ranking of World Universities	#52	The Academic Ranking of World Universities (ARWU) was first published in June 2003 by the Center for World-Class Universities (CWCU), Graduate School of Education (formerly the Institute of Higher Education) of Shanghai Jiao Tong University, China, and updated on an annual basis. Since 2009 the Academic Ranking of World Universities (ARWU) has been published and copyrighted by Shanghai Ranking Consultancy. ARWU uses six objective indicators to rank world universities.
QS Top Universities: QS World University Rankings	#212	The QS World University Rankings are designed to help prospective students make informed comparisons of leading universities around the world. Based on six performance indicators, the ranking assesses university performance across four areas: research, teaching, employability, and internationalization.
<i>U.S. News Best Global Universities</i>	#67	The <i>U.S. News Best Global Universities</i> rankings comprise twelve weighted categories including global and regional research reputation, publications, citations, and international collaboration. Regional reputation (e.g., North America) is heavily weighted.

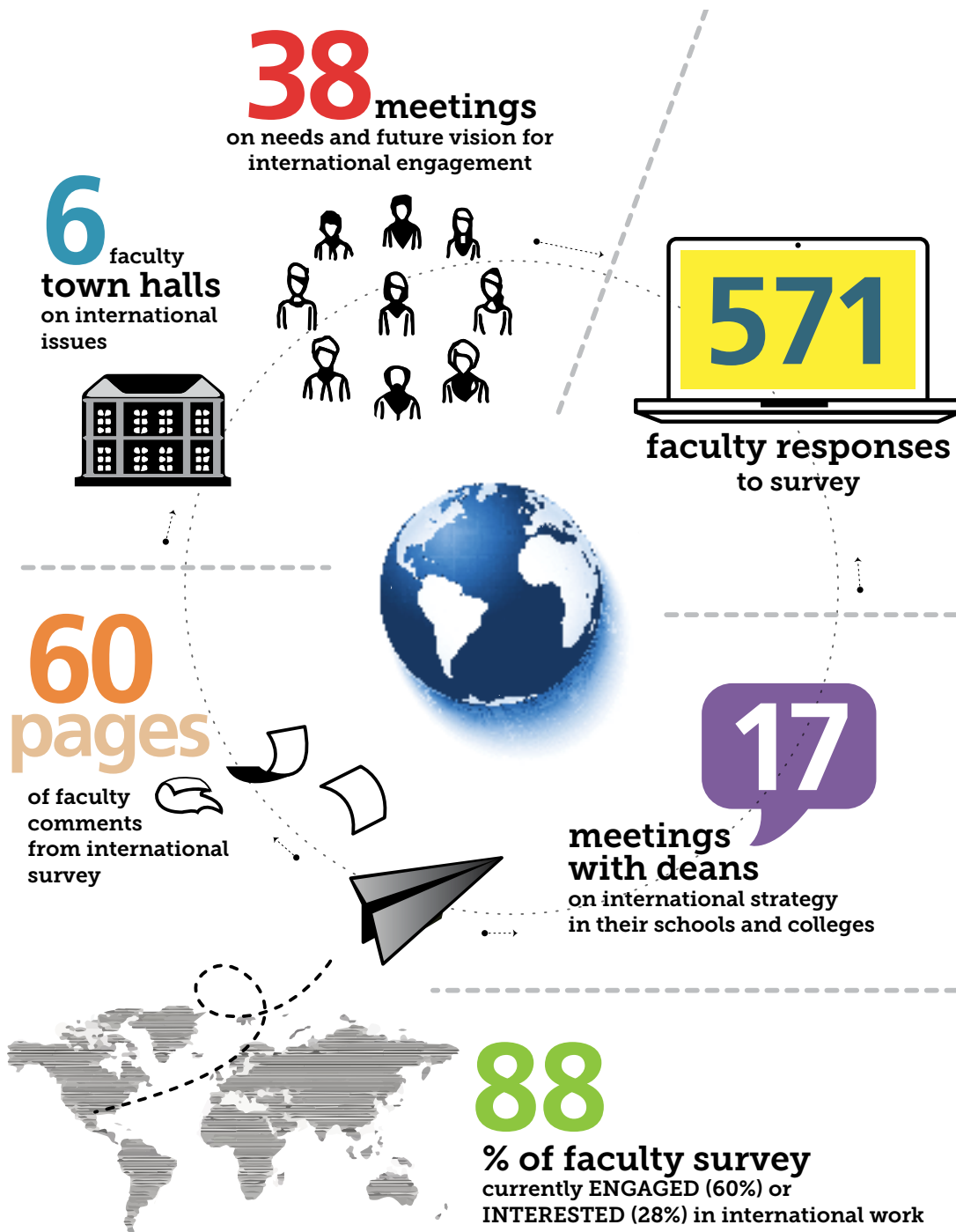
Table 2: Vanderbilt Rankings

Deep-Dive School Assessments

Brown, Cornell, Duke, Johns Hopkins, the University of Pennsylvania, and Washington University in St. Louis received in-depth assessments from the working group. These schools were selected because as a group they are comparable to Vanderbilt in terms of size, place on domestic rankings, and potential geographic challenges in terms of international work. The full reports can be found in Appendix D: Deep-Dive School Assessments.

C. Grassroots Recommendations

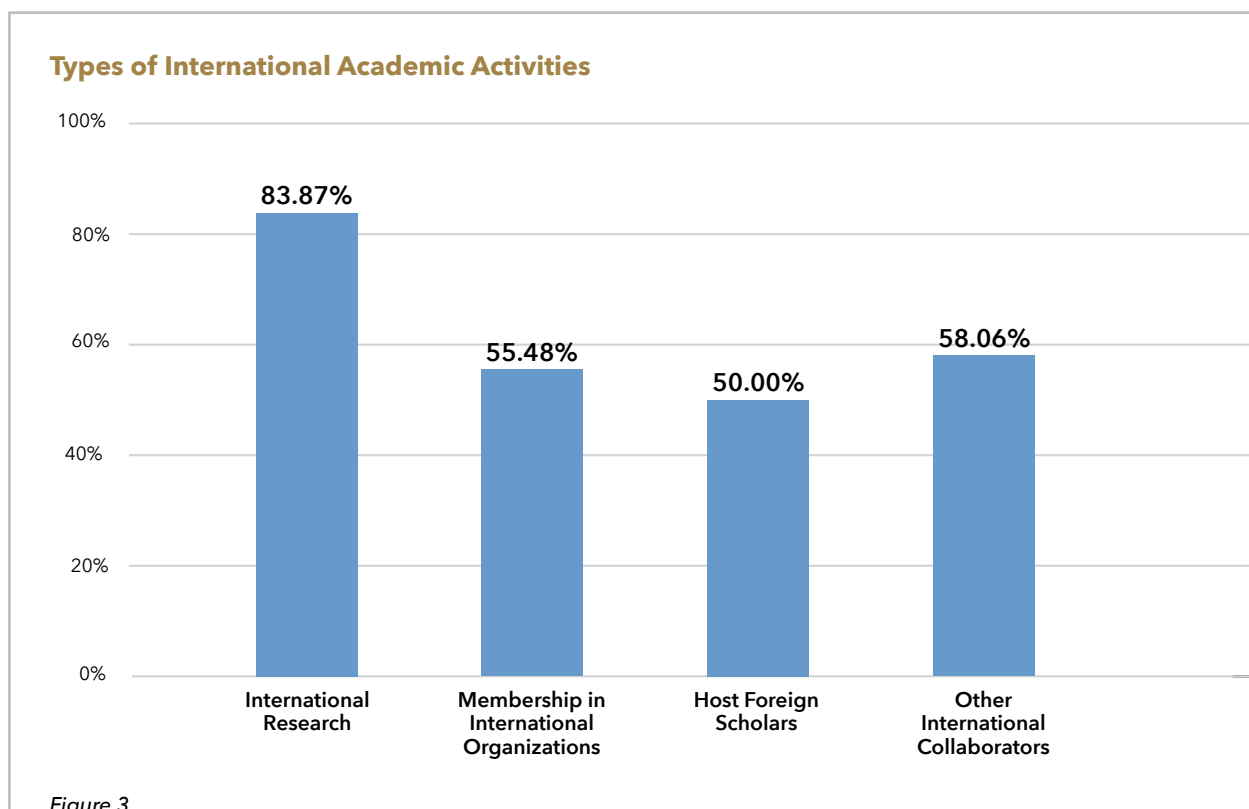
The ISWG administered a faculty-wide survey and conducted targeted town hall meetings in Peabody, Arts and Science, Engineering, and the School of Medicine. Additionally, the International Strategy Working Group hosted brainstorming lunches that included invited representatives of all schools. The ISWG met with deans, associate deans, vice chancellors, and leaders across campus.



1. Faculty Survey

In fall 2016, the survey was disseminated via email to all faculty. The survey was composed of 13 questions inquiring about international research exchange experiences, current engagement and interest, internal support for international endeavors, and disciplinary focus, as seen in Appendix A.

The survey received 571 responses, including more than 60 pages of written comments. Survey responses came from each of Vanderbilt's colleges and schools, from a wide range of departments and programs, and from all ranks and positions. Of the respondents, 61 percent were actively engaged in international research or collaboration at the time of the survey, and an additional 28 percent expressed strong interest in becoming involved in international work. Of those involved in international activity (see figure 3) 83 percent present research internationally, and 58 percent have international collaborators. Among the respondents, faculty in the arts and humanities reported the highest level of engagement compared to other fields with the life sciences and clinical or pre-clinical and health fields close behind (see figure 4).



Level of International Engagement by Faculty Discipline

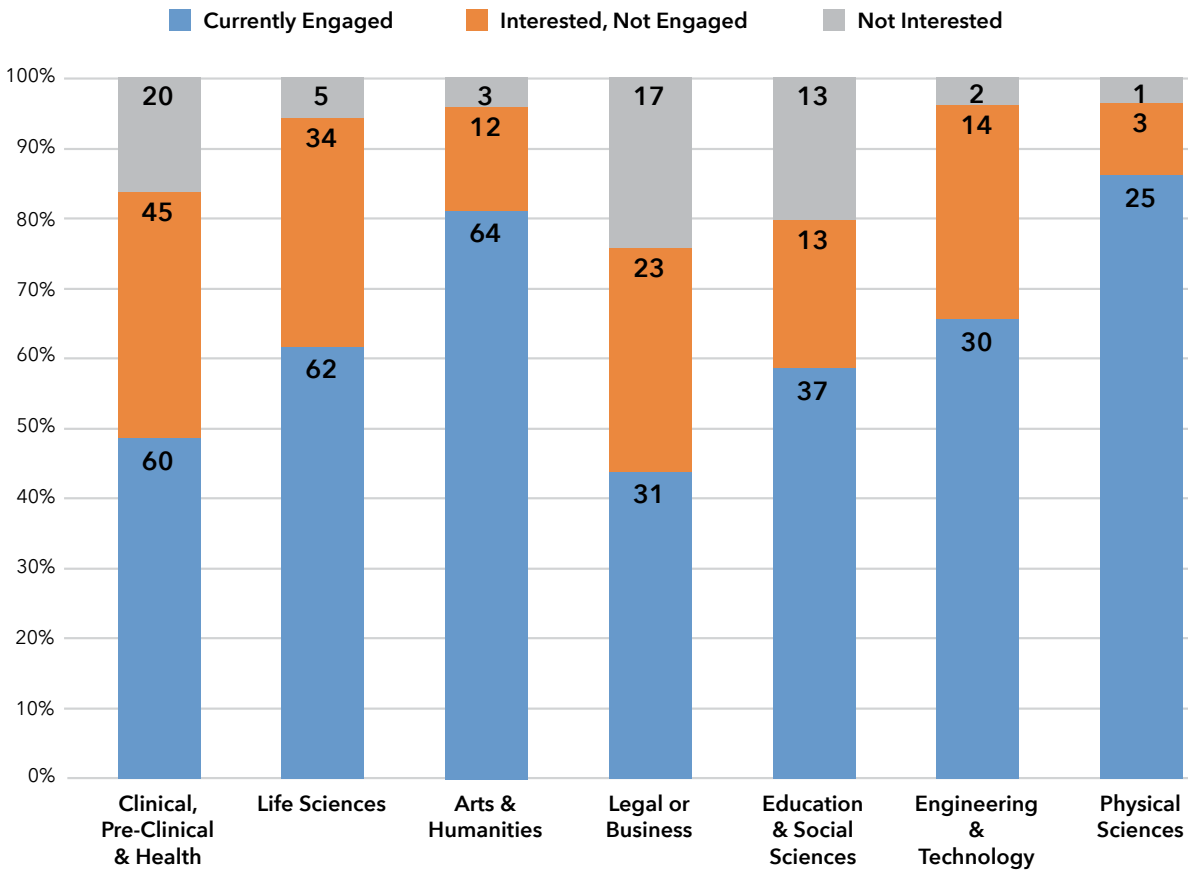


Figure 4: Survey respondents' level of international engagement by faculty discipline

Faculty Assessment of Vanderbilt's Current Global Profile

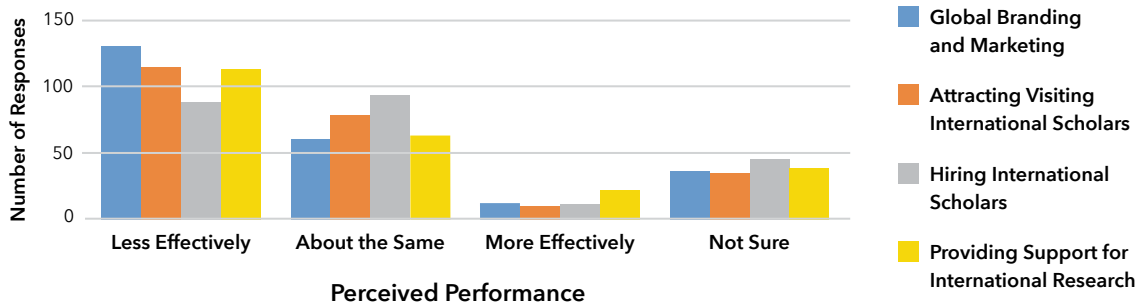


Figure 5: Survey respondents' assessment of Vanderbilt's effectiveness in various aspects of international engagement

Assessing Written Responses

The written comments addressed the following free-response questions:

- Please describe any barriers or challenges, in general and/or specific to Vanderbilt, to conducting your international research or to collaborating in or disseminating your research internationally.
- What can Vanderbilt University do better to enhance the visibility and impact of your research internationally (online and in other ways)?
- In your opinion, would could Vanderbilt do to improve its institutional global profile?

Analyzing and coding the responses revealed five themes which provide a strong base from which the committee created specific responses. These themes and their representative commentary are summarized below. The full original survey questions may be found in Appendix A.

Survey Themes

- **Funding and Incentives**
- **Institute**
- **Visiting Scholars, Housing, Technology**
- **Logistical Barriers**
- **News, Media, Publications**

Table 3 shows the number of times each theme is noted in response to one of three questions related to barriers/visibility/profile.

Themes and Response Categories	Reduce Barriers	Enhance Visibility	Improve Global Profile	Total Times Theme is Mentioned
Funding and Incentives	147	134	133	414
Institute	116	103	120	339
Visiting Scholars, Housing, Technology	39	65	123	227
Logistical Barriers	109	40	41	190
News, Media, Publications	21	61	110	192

Table 3: Frequencies of Themes Across Responses

Funding and Incentives

- This theme describes faculty incentives or structural policies affecting faculty's ability to participate in international research, funding mechanisms, and calls for support of collaborative research. This theme also includes funding needs such as individual travel funds, collaborative research funds, and international programming funds.
- Faculty comments represented the barriers posed by regulations and funding availability. Both internal and external funding sources posed barriers to securing international collaborations and improving Vanderbilt's global profile. Faculty additionally noted the need for a "significant investment of time required to develop collaboration and securing funding." Comments addressed the need to account for the difficulties of international research in such processes as tenure and organizing teaching loads by semester. Faculty suggested more flexibility be given on sabbatical arrangements for those pursuing international research. Faculty additionally noted that there is an "overwhelming emphasis on 'domestic' research. The effect is indirect. For instance, international research is treated on par with domestic research without taking into consideration the startup costs and time...In short, the incentives are aligned against international research." Another faculty member noted that the "rigidity" of some policies, such as course load scheduling, "hamper[s] our efforts." Comments also noted the necessity of international collaborations to foster connections for international research and to increase Vanderbilt's global profile. Increases in international research collaborations, often tied to funding issues, were noted as essential to improve.

Institute

- This theme describes the need for an institute or the centralization of strategic planning and resources, the need for clarified communication about existing opportunities within Vanderbilt to internal members of the university, and clarifying information that might be sought by external collaborators; this theme addresses leadership from individual administrators and the institution as a whole.
- Several faculty comments described a need to simplify and centralize processes within one Vanderbilt University unit. One faculty member noted, "There seems to be little central coordination to recruiting international students, going overseas for research, and applying for international funding. We need a central international office led by a research faculty member who could coordinate the various other international offices." Several other comments directly called for the formation of an international institute. Faculty shared their experiences in finding the clearest, most up-to-date information to help them through international research processes. As one faculty member stated, "I found out quite far into the process that there were a few Vanderbilt offices that could have

helped simplify a lot of the work I had done. In the end, it seemed to me that there was some fragmentation in the resources and support offered by Vanderbilt. It would be helpful to either advertise the resources or somehow provide a streamlined approach for Vanderbilt investigators looking to research at international sites.”

- Faculty comments addressed the need for individual administrators to support their research, as well as for Vanderbilt to form cohesive international strategies. One faculty member responded when asked about barriers to international work: “This vision is possible. Our colleagues want this to happen, and those of us building our careers need this to happen. We don’t want to leave Vanderbilt to grow our careers and our research portfolios, but we must have more support to realize the potential in our work.”

Visiting Scholars, Housing, and Technology Needs

- This theme describes the need for internationally focused programming involving global scholars, housing for international visitors, and technology to connect Vanderbilt with foreign collaborators and classrooms.
- Faculty often described the need for international programming in response to all three open questions, but especially addressed the need to provide programming to advance our international profile. As one faculty member summarized, “It is important to have a pool of resources that can be tapped to invite scholars from outside the U.S. to visit for meetings and other activities that facilitate collaboration. These can be linked to other activities the outside scholars could do for the broader benefit of the campus (e.g., seminars, etc.)”
- This theme also addressed both “short- (1–2 weeks) and long-term (1–2 semesters)” housing needs in order to facilitate visiting global scholars of all levels and career points. These comments addressed specific digital learning and technology needs, such as access to specific research databases. Several comments particularly mentioned the need for simplified website development help, which often aligned with calls for media strategy: “For international connections, the web/media efforts will be the most important.”

Logistical Barriers

- This theme assesses the administrative processes and logistics that uniquely affect international research.
- Faculty comments described internal and external mechanisms which have proven to be barriers to international research. Externally, the government mechanisms and regulations surrounding travel and research grants proved difficult. As one faculty member stated, “Bringing international scholars

here and compensating them and/or reimbursing them is a long and arduous process, but I don't think this is because of Vanderbilt—it's the U.S. government that makes it so difficult. The most Vanderbilt can do is to have a dedicated staff member or more to facilitate these interactions at the legal, paperwork level.”

News, Media, and Publications

- This theme addresses news and media relations promoting the university and its assistance in or promotion of the publication of research.
- Many faculty addressed the need for comprehensive media outreach strategies to promote the university. Faculty identified issues with Vanderbilt's global reputation, which lags behind its well-known domestic reputation. As one faculty member noted, “Vanderbilt's ‘brand’ is not as recognized as other institutions I have been affiliated with (MIT, Yale, and Harvard).” Many faculty noted “importance of the international dissemination” in improving global profile and enhancing university visibility. These comments were commonly tied to themes of news and media proliferation of research publications.

2. Vanderbilt Community Feedback

Owen (from faculty feedback, dean)

Because of the global nature of business, there are numerous opportunities for business faculty to develop international relationships with scholars and to serve on boards of international journals and organizations in various capacities. The Owen School's priorities include:

- International programs for graduate students, especially by partnering with leading universities, as we do with the Americas MBA program with Brazil, Canada, and Mexico
- Hosting international visiting scholars
 - > Establishing a permanent office space available for visiting scholars
 - > Creating a partnership with area organizations in music, health care, publishing, finance, insurance, etc., to sponsor international research efforts
 - > Partnering with other universities to sponsor conferences to attract international scholars
 - > Encouraging visitation by post-docs
- Supporting International collaboration at the individual faculty level
- Offering sabbaticals for Owen faculty to travel abroad
- Encouraging faculty to co-supervise doctoral dissertations at international universities

Peabody (from faculty town hall, meetings with dean and administrators)

Internationalization is central to Peabody's strategic plan going forward. Recent efforts cover a wide range of academic activities in research, teaching, professional development, curriculum development, and student programs. Partnership building with top institutions in the field of education has created research collaboration opportunities in multiple countries, particularly in the Asia Pacific region. Peabody's International Education Policy and Management program is a leader in its field, and the school is home to the successful Humphrey Fellowship Program mentioned above. Peabody has had a partnership with the Abu Dhabi Education Council (ADEC) since 2010 when ADEC initiated discussion on how Peabody might help them improve leadership, teaching, and learning in their schools. Two projects were developed and operated until June 30, 2016, and a third project (contracted until August 31, 2018) is creating and adapting curriculum in STEM for Cycle 3 (grades 10–12) schools. These projects support faculty research on curriculum and leadership development, as well as teaching in an international context. Beyond a few projects that require high levels of institutional involvement and individual commitment, many of the current efforts are initiated by faculty interests, are operated at small scales, usually short-term, and receive minimum institutional resources. There are strong interests among faculty to seek support for their individual efforts to maximize available resources and generate institutional impact.

Engineering (from faculty town hall, meeting with dean and associate deans)

The School of Engineering is committed to increasing international collaborations leading to research, education, and professional excellence. These relationships provide opportunities for students to gain the required skills to practice engineering in a global context and allow for faculty to establish international research collaborations and scholarship. The general consensus seems to be that international collaboration gets accomplished at the individual investigator and department level, with little help, or hindrance, from the central administration. Suggestions include:

- Infrastructure that would allow graduate students to get dual degrees between the School of Engineering and a university abroad
- VU funding that would get around the problem of U.S. grants only funding Americans and European grants only funding EU scholars
- Faculty and student short-term exchanges
- Housing for international visitors

Blair School of Music (from deans and meetings with faculty)

Several themes emerged in meetings with and feedback from Blair deans and faculty. University support (both financial and logistical) for international initiatives beyond the dean's discretionary budget would be most welcome, including housing and conference facilities on campus, improved technology for hosting and participating in virtual events, and assistance in establishing institutional connections since nearly all projects are currently maintained through individual faculty contacts. The visiting fellows program was endorsed. Some faculty expressed a need for access to grant-writing support, noting that Arts and Science has a grants resource officer. Faculty expressed a desire for Vanderbilt to do more to publicize their international work at all levels (local, national, and international).

Law School (meetings with dean and meetings with faculty)

Law School faculty are involved in a wide range of international and global research projects. The Law School sponsors small, targeted conferences to showcase the work of our faculty by bringing prominent scholars from around the world to Vanderbilt. This model has been successful. The university could support the Law School's work by improving media coverage in internationally prominent outlets and by bringing more international guests to campus. The Law School is frequently asked to partner with foreign universities and law schools; it would be helpful to have someone at the university level who could help field these requests to determine which ones might be beneficial to the university as a whole.

Divinity (faculty, meeting with dean)

Divinity's strategic plan involves globalizing its curriculum. First, they want to find ways to engage more effectively the international scholars and students who are already on campus. They would like to partner with an international office to bring together our concerns and expertise with the concerns and experiences of others across campus who are committed to a more globalized understanding of the role and place of religion and ethics in our world. They would like to see financial support to engage international scholars, communities, and students more effectively. Doing global education is expensive, and the Divinity School struggles to finance its efforts in this direction. If the university can become an easier landing place for international scholars and students, it will help. Many would love to bring international scholars to campus, but housing proves to be too expensive. One thing that could be remarkably helpful would be for the university to provide housing for international visitors. They want Vanderbilt to become a destination place for international scholars on sabbatical or for international scholars and activists to come, learn, and teach. Finally, faculty are interested in establishing collaborative educational programs with universities abroad.

Vanderbilt University School of Medicine (from faculty town hall, meeting with IGH and select department leadership, meeting with dean and associate deans)

Faculty in the School of Medicine and in VUMC departments offered their input during a town hall meeting led by Aliyu Muktar on February 7, 2017. The overarching feedback focused on increasing assistance with international grant processes, streamlining administrative, legal, and logistical practices, and purposefully cultivating international reputation. Faculty noted a problematic chain of command for a variety of logistical processes including overall international strategy, housing for visiting scholars, and international press releases. International grants increase global recognition and support research possibilities outside of U.S. federal and Vanderbilt internal funding; however, international grants require additional legal counsel, administrative approvals, and labor on behalf of grant applicants. Currently, the legal approval process is slow and lacks clear understanding on the applicant's part for how to ensure grant approval. Finally, faculty suggested more cohesive efforts to improve international reputation. A lack of short-term housing arrangements inhibits Vanderbilt's ability to host visiting international scholars, thus decreasing collaboration opportunities. Faculty suggested a top-down (vice chancellor and equivalent level) cultural shift promoting international collaboration and developing relationships between Vanderbilt and partners abroad. Another strategy would be to publish international press releases in multiple languages abroad and to promote international collaboration more heavily within the campus, to strengthen the visibility of international research strategies.

Arts and Science/Natural Sciences (meeting with department chairs, dean and divisional dean)

Faculty from departments in the natural sciences within the College of Arts and Science offered feedback on the benefits of international research. International collaboration is deemed active and essential for at least one-third of psychology and chemistry faculty, the majority of biology faculty, 100 percent of physics, 100% percent of EES, and 100 percent of math (30 countries represented in faculty and graduate students). Across the natural sciences, the most significant research activities are, among others, collaborative research, joint publications, field-based research, and visiting scholar exchanges (both to and from universities abroad). Faculty noted several challenges to these practices, including a lack of housing access for international visitors, no on-campus support, and logistical and administrative difficulties. Recruiting international faculty or even hosting international scholars is a multi-part challenge, as the cost of housing in Nashville is high; there are many legal barriers such as visa approval or renewal; and increased, well-advertised logistical processes are needed to support the frequency and ease of international travel. Funding affects a variety of international collaboration, including finding support to go abroad and supporting international visitors at Vanderbilt. Additionally, natural sciences representatives found institutional culture to be a barrier for international research. Faculty pursuing research abroad may need more flexibility in teaching loads. Many faculty

noted that sabbaticals are culturally used to “play catch-up” when faculty might instead travel abroad for research opportunities. Last, faculty noted the need for streamlined on-campus support for international research, including legal advice for higher-risk research disciplines and the benefits of a centralized international telecommunications center.

Arts and Science/Humanities and Social Sciences (from town hall meetings, faculty lunches, meetings with department chairs and dean and divisional dean)

- **Legal and Accounting Issues**—Issues pertaining to the legality of performing internationally related work is often a major obstacle for faculty members. Though Vanderbilt’s legal counsel and Office of Contract and Grant Accounting strive to perform their jobs well, the results from these two offices can leave faculty members with feelings of obstructionism. Some of the issues brought up were:
 - > Late payment or no payment at all for guests
 - > Struggles of bringing international speakers to campus
- **Financial Support**—Access to financial resources and financial support from the university for internationally related work is viewed as lacking in many areas. The areas mentioned were:
 - > **Grants:** Faculty members expressed the desire and need for grants related to international work. Grants provide more opportunity for research, and more research brings prestige to the university.
 - > **Housing** for international visitors: Faculty members expressed the importance of having permanent apartments or campus facilities to house short-term international visitors. Currently, faculty members have no way of providing housing for their visitors due to Vanderbilt policies. This forces visitors to take on leases at times that they cannot fulfill.
 - > Creation of **an international focal point:** Faculty members discussed the presence of international offices or houses on campuses that do international initiatives and research well and the potential need for Vanderbilt to invest in something similar.
 - > **Translation of research/Open access:** Faculty members expressed the need for funds to translate research publications into multiple languages. Having publications that are accessible to more people would be beneficial to the university’s international prestige. Also, faculty members expressed the importance of having open access for their work, providing the opportunity for individuals around the world to access their research.
 - > Investment **in technology** for international work: Faculty members presented the idea of updating classrooms around the campus with technology that allows international scholars to teach courses or Vanderbilt faculty members to invite international scholars to lecture via tools such as Skype.

- **Tracking International Activity**—Keeping records of what is currently taking place within the university and using that to gauge where we are would be beneficial for the university. Opportunities to track international activity:
 - > Participation in **overseas conferences**: Faculty members expressed the need to track faculty members who are attending and presenting at international conferences overseas.
 - > **Annual reports**: Currently faculty members submit annual reports pertaining to activities over the past year. These reports should also provide the opportunity to include international work.
- **International Graduate Students and Post-Docs**—International graduate students are an important part of the international work that many faculty members perform and provide many international opportunities for the university. Faculty members brought up the following pertaining to this topic:
 - > Keeping **Graduate School application fees** affordable: Faculty members expressed the importance of keeping graduate school application fees affordable, as this brings in more international students
 - > **International Student Office**: Faculty members expressed the need to make sure that the international student office is well staffed and full of resources necessary for the effective transition and retention of international students.
 - > **Immersion program**: Faculty members discussed the possibility of having a six-week immersion program for international students that helps students with the English language
 - > **Encouraging post-docs** to do international work: Faculty members expressed the importance of getting post-doc students to return to their home country to continue work, move to another country to do more international work, or seek out international scholars to work with to spread the Vanderbilt name internationally. Doing this could potentially bring in more international students and scholars.
 - > **Dual international degrees**: Faculty members discussed the idea of students' having the opportunity to pursue dual degrees with Vanderbilt and another international school. However, there are current Vanderbilt policies that do not fully allow dual international degrees.

IV. THE STRATEGIC PLAN

A. Create a Global Institute

Vanderbilt scholars engage in a rich and varied range of ongoing international activities, and we should build from this very strong base. In our survey and meetings across the university, we consistently heard a call for a central coordinating entity for international activities related to research. International engagement is a thread that runs through all pillars of the strategic plan and through a broad array of university activities, but the lack of an international office or institute inhibits our ability to connect pieces of this thread. We are, in this sense, less than the sum of our parts.

An initial overview of peer institutions in fall 2016 guided the working group's consideration of the institute. The majority of our peers offer global centers that may include academic programs, seminars and/or lectures, career services, grants and/or fellowships, publications, and conferences or forums. Each institute's structure depends on the alignment of services and available resources across schools. After assessing these institutions, the group was able to incorporate the responses from the faculty survey to assess Vanderbilt's most salient areas of need.

The faculty survey provided strong support for a global institute. As one survey respondent noted, "We need a central office to support our international research and collaboration efforts and to disseminate this information. This office could, in many ways, support our work, from logistical areas such as visas and helping with visitors to assisting in setting up international partnerships. I cannot stress this enough." Multiple faculty commented on the necessity of having "an institute or center dedicated to the support of international scholarship."

We recommend creating the "Vanderbilt Global Institute" (or similar title) as a stand-alone, university-wide academic coordinating unit. The creation of an institute with a key international strategy officer position who reports to the provost will be in line with peer institutions (see Table 4: Peer Institutions' Organizational Structure for International Offices). To maximize global impact and external and internal visibility, the institute should be a stand-alone entity (not subsumed to another institute or program). The institute would serve the entire university, strengthening schools and departments by extending their international reach and capabilities while serving as a focal point for external engagement.

1. Overall Missions of a Global Institute

The institute's mission would be to support and foster international research by Vanderbilt faculty and graduate students and to extend our prominence abroad. The institute would aim to strengthen and nourish existing units engaged in international activity and work to lower barriers to interna-

tional work for all units. To be effective, the strategic plan presented here should be implemented in lockstep; in addition to the program outline below, the institute would have the crucial function of helping coordinate the other three pillars: media and outreach, supporting and fostering international research across the university, and the Global Fellows program.

There are precedents for such a model of an academic institute acting as the hub for international activities (e.g., Brown, U Penn, Stanford, Washington U, Pittsburgh). Some universities have schools of international studies (e.g., SIPA at Columbia, the Wilson School at Princeton, the Fletcher School at Tufts, the Elliott School at GWU). *We propose a trans-institutional academic institute along the lines of the Watson Institute (Brown) and the Perry World House (U Penn)*. See Appendix B for a list of comparable institutes at peer institutions. Unlike the Watson Institute at Brown, Vanderbilt's institute would not offer undergraduate or graduate degrees. Instead, the core mission of the Vanderbilt institute would be to enhance the quality and impact of academic research, scholarship, and artistic performance.

Its mandate would include identifying Vanderbilt's strengths, supporting the work of faculty across the institution, and connecting Vanderbilt with researchers, policy makers, and public intellectuals from around the world to develop and enhance cutting-edge research. Its mandate would also include administering the Global Fellows program. The institute will act as more than just a funding source; it will serve as an incubator for innovative interdisciplinary approaches. The institute should be proactive in encouraging ideas of strategic importance. With a university-wide view, the institute can identify emerging regional specialties and thematic strengths that develop through routine hires, and recognize that these shift over time.

A challenge in designing such an institute is to build on and support (rather than direct) faculty research and scholarship while working to improve Vanderbilt's academic mission as it relates to international work. The Office of the Provost and the leadership of the institute should ensure that the institute is improving the quality and impact of core Vanderbilt research and scholarship in all that it does. The institute should strive for maximum impact and visibility for faculty research and scholarship; its focus should be on research and scholarship.

2. Work of the Global Institute

In terms of specific activities, the institute would administer the Global Fellows program, organize targeted workshops and conferences, provide seed funding for potential collaborations, and work with schools and programs to recruit and retain the best faculty and graduate students. The institute should serve as a prominent voice to advocate for international research and engagement across campus. The institute will strive to bring together existing and new scholarly resources on campus. It may choose to use some resources to promote certain themes and geographic concentrations (from human traf-

ficking to climate change, social enterprise, HIV, etc.) that enhance a wide-range of scholarly endeavors. Such an approach would build on disciplinary and school perspectives and also treat some issues as intensely multidimensional, best addressed from various angles.

In addition to launching the Global Fellows program, we recommend that Vanderbilt bring more scholars to campus for small, targeted workshops that could be scheduled in conjunction with visits by global fellows. Our recommendation is for workshops or conferences that are small, intensive, and entirely research focused. We envision 10–20 outside guests brought in for workshops focused on fairly narrow topics. Importantly, workshop topics should be selected not only to fit larger programmatic goals, but also to provide direct support for leading faculty scholarship which has the potential to make significant intellectual contribution in one or more fields. Such topics may or may not lend themselves to student involvement, and they may or may not be trans-institutional. Workshops should be planned and organized largely by Vanderbilt faculty, with support provided by the institute. We propose no set annual competition, but instead a funding mechanism that acts more opportunistically and strategically. Most workshops should probably be aligned with the Global Fellows program, taking advantage of the presence of prominent visitors while they are here. That said, the hallmark should be flexibility in service of research and scholarship.

Through such focused workshops and conferences, as well as through the Global Fellows program, we can advance knowledge in a particular field while also enhancing Vanderbilt's global reputation. Bringing participants to campus will allow us to show off our faculty, students, and facilities, and such international conferences create good buzz. There may be ways to use workshops to help recruit promising graduate students. This program should be nimble enough to take advantage of targeted opportunities to significantly advance scholarship in a field and increase Vanderbilt's international prominence. For example, a Vanderbilt professor collaborating with CERN or the World Bank or WHO or UNESCO might have an opening to host a small roundtable around the project, allowing us to bring key scholars to campus and open the door to some sort of more institutional collaboration. It is through such mechanisms that relationships are fostered that can result in significant outside funding.

The institute would provide competitive small grants and mezzanine funding to be coordinated with the vice provost for research. These programs would provide funding and structure to curate, coordinate, and provide funding for international collaborative research. The institute would also provide some competitive international travel funding, with preference for schools and fields where there is little such support. The institute should vigorously pursue research funding from abroad. There is significant research funding in China, India, Brazil, the EU, and other nontraditional sources. At the same time, the future of U.S. federal research funding is uncertain. The institute would work with the vice provost for research to identify and help faculty pursue such grants.

Strengthening the international orientation and global engagement of departments and programs in ways they themselves identify will be a crucial goal. The institute would work with deans and chairs to identify opportunities for joint appointments that strengthen programs while advancing the university and the institute's strategic objectives. It would also identify ways to enhance Vanderbilt's electronic and social media presence. The institute could explore, for example, how to improve the impact of faculty scholarship and creative expression through outlets such as a working paper series, a policy brief series, and web and podcast series. The work of global fellows could also be promoted in these ways. All such initiatives would be coordinated (formally or informally) with the university's International Media and Outreach Strategy, the second recommendation we are making.

As already mentioned, the institute would not be degree granting, but it would support degree-granting units in schools and facilitate trans-institutional teaching and research projects. The institute would connect to global programs in schools and work with them (area studies programs, ILSP, GPED, VIGH, Americas MBA, etc.) to support research programs through joint appointments, workshops, and seed funding. In hosting a wide range of prominent international scholars, writers, artists, and policymakers, the institute will provide a venue for exploring, debating, and working to solve pressing global issues of our time and to promote the value of the humanities and humanities-related research.

The institute would also work with the Graduate School to assist in international graduate student recruitment, possibly through competitive funding for departments to (1) bring in exceptionally promising international applicants for a campus visit, (2) conduct strategically targeted recruitment efforts abroad, and/or (3) establish strategic partnerships with schools abroad to serve as a pipeline. We also propose exploring a fourth possibility: the establishment of a "Pre-Doc" program for selected incoming international graduate students to conduct research, improve language skills, and acclimate to U.S. academic culture. The particulars for this program will vary from school to school. In the Schools of Engineering and Medicine, for example, there is strong interest in targeting universities in China and the Middle East to establish short-term lab exchanges. On the other hand, Arts and Science, Peabody, and Divinity faculty expressed a need for summer boot camp type periods of language and cultural acclimation. The institute should consider which of these four methods (or mixture thereof) would best increase the quality and success of graduate students that Vanderbilt recruits from abroad and how these methods would best be implemented (i.e., through the Graduate School, colleges, the institute). International students are largely treated independently from Department of Education measures of diversity. That is to say that a student from Ghana would count as an international student but not in domestic diversity metrics. We encourage the university to consider international students as an important source of diversity both in terms of background and the perspectives they bring to campus.

We envision the institute as an academic institute, although it would handle or coordinate some of the unique administrative functions associated with international work. Importantly, the director could also be a powerful voice for advocating an international perspective with other units on campus, and work with Risk Management, Contracts and Grants Accounting, the Office of the General Counsel, and the other relevant offices, helping to achieve our third recommendation: Supporting and Fostering International Research Across the University

3. Leadership and Physical Space

The director of the institute would serve as the university's point person for internal and external engagement around international issues. He or she should be a senior professor with a strong academic reputation as well someone with institution building skills and experience. The director should report directly to the provost. We are one of the few doctoral institutions in the country that does not have a principal international officer helping to coordinate and facilitate international activities. The director would be advised by a faculty advisory council, with one-to-two members from each school, and an international alumni board. The institute's physical space should serve as a gathering place for faculty and students from all of the Vanderbilt colleges and schools concerned with global issues. Having an adequate physical space will be important: the institute should be the physical and conceptual hub of the university's varied international activities. Ideally, Arts and Science global studies and area studies programs (Asian studies, European studies, Latin American studies) could be located contiguously. There should be office space for visiting faculty, a conference room with state-of-the-art video conferencing technology, and flex space (common area, convertible for lectures and events).

ACTION ITEMS

- Hire a founding director to establish the Global Institute
- Initiate the Global Fellows program
- Establish program to host targeted international workshops and research meetings
- Secure a suitable space to serve as a hub of global activity on campus
- Establish program of small grants, mezzanine funding, and travel awards
- Create programs to attract and retain the best possible graduate students from around the world
- Consider launching working paper, policy briefs, and/or podcast series

B. International Media and Outreach Strategy

Vanderbilt should make more strategic efforts to build a global presence in the media, engage our international alumni in our activities, and work with foundations and funding sources based abroad. A stronger global media presence may help with student (undergraduate and graduate) recruitment and it may help with development efforts. Most important, it should be designed to increase the impact of Vanderbilt research around the world. From the humanities and the arts to engineering and law, Vanderbilt faculty are engaged in scholarly endeavors with global implications. For our work to be fully successful, it must have an international audience.

Several respondents within the faculty survey remarked upon the need to expand Vanderbilt's global reputation, particularly in respect to attracting the most competitive graduate students in a global playing field. One respondent called for the university to “develop [an] institutional vision and communicate with both internal and external audiences [and] identify specific steps of implementation.”

Multiple faculty noted that Vanderbilt is well recognized domestically, but not necessarily globally within their fields, and called to address this through media outreach. As one respondent said, “Vanderbilt international recognition needs to be as strong as that in the U.S. This will involve some investment in branding and dissemination of research successes that matter to the international community.” Our meetings with faculty and administration also led us to conclude that the university should do a better job of promoting faculty research through our own website, in part by developing a better repository for scholarship that is optimized to respond to global search engines.

We are pleased to report that since we raised the issue of global media outreach in fall 2016, Vanderbilt has hired a new vice chancellor for communications, Steve Ertel. Working with the ISWG, Ertel and his associate Ian Morrison have developed a comprehensive international media strategy, outlined below.

Vanderbilt University is well positioned to significantly enhance its global academic reputation. The institution has an ascendant national reputation, produces top-notch and globally relevant research, hosts international faculty, and has a corps of alumni and supporters around the world. Underpinned by these qualities, the **International Communications Strategy** proposes a phased, multi-year approach to raise Vanderbilt's global profile as a premier research and academic institution through targeted communications and marketing tactics. The strategy focuses first on harnessing Vanderbilt's existing efforts and presence across its communications and marketing channels and through international media. Building on that, our efforts will then focus on piloting a local approach in a key international market, evolving over time to encompass several priority markets around the world.

The strategy's overall goal is to raise the global profile of Vanderbilt as a premier research and academic institution. Its **primary audience** will be international scholars and prospective international students, with a **secondary audience** of foundations, donors, alumni, and corporations/employers.

Objective 1: By 2020, Vanderbilt sees a measurable increase in interest from international students and researchers through targeted content, social media, and media efforts.

Objective 2: By 2020, Vanderbilt's Institute for Global Engagement and its Global Fellows program are positioned externally as best-in-class programs.

Objective 3: By 2018, Vanderbilt is producing a regular pipeline of globally relevant and focused content across its channels.

To achieve these goals, the International Communications Strategy proposes to proactively pitch targeted international media on existing research and content (e.g., to the BBC, *The Guardian*, the *Financial Times*, *The Economist*, Al Jazeera, CCTV, the Voice of America, Reuters, EFE, AP) and to build presence in key trade publications that have international impact/readership (e.g., *New Scientist*, *Foreign Affairs*, *Wired*, IEEE's *Spectrum*).

The strategy calls for defining existing efforts abroad and examining ways to amplify them, and defining priority international markets in order to create and implement a strategic communications plan targeting those markets.

Working with relevant units on campus, the Division of Communications should:

- Create and disseminate clear messaging about Vanderbilt's global presence and international research and embed in existing content
- Across marketing and communications efforts, elevate the profiles of our staff and our research successes
- Identify **international faculty** who can do localized outreach in their own countries
- Enhance Vanderbilt presence at key international symposia and events (booths, student presence, amplifying content from Vanderbilt attendees)

DAR should develop a strategy for engaging international alumni; combining forces with the institute would allow DAR to connect alumni to current students, cultivating a network for our students and alumni as well as a future source of funding for international engagement.

ACTION ITEMS

- Implement the new International Communications Strategy
- Cultivate efforts to engage international alumni
- Seek international funding from foreign foundations and governments

C. Supporting and Fostering International Research Across the University

Vanderbilt needs to change its institutional culture in order to encourage and promote international research initiatives undertaken by faculty and graduate students. Many faculty members report a variety of unnecessary, institutionally-imposed barriers to international research. Members of the ISWG share this evaluation. It is difficult to transform institutional culture, but there have already been significant steps in that direction over the past year, as detailed at the end of this section.

We are pleased to report that since the formation of the working group and partially in response to issues we raised, Vice Provost Padma Raghavan and the relevant offices have already significantly streamlined some areas of administrative concern. They have significantly reduced turnaround time in the case of employee visas and simplified the export control process and questionnaire. We need to continue and strengthen these efforts to break down barriers, as they will have an immediate and direct impact on faculty's ability to conduct international research and collaborations.

International work is risky, and risky in different ways from our daily domestic operations. Vanderbilt must manage these risks responsibly. We need to better facilitate international work on campus by adapting some backroom processes to the international context. Those processes need to manage risks more effectively by weighing the academic and intellectual and pedagogical upsides as well as potential liabilities. We also recommend backroom processes that are service oriented, that seek to facilitate the academic enterprise, and that cultivate an attitude of figuring out how to get something to work.

Input from faculty support these recommendations. Many faculty members called for guidance from university leadership, as well as recognition of international scholarship. Faculty called for processes to be "maximally user friendly." As one faculty member summarized, "We need support systems in a variety of areas, for instance (a) obtaining visas to work abroad, (b) obtaining permits to perform research and take instrumentation abroad, (c) finding partners who can help with logistics abroad, and (d) developing appropriate safety and security plans for research. We don't need more forms to fill or any more obstacles; what we need is an office with personnel who can lend their expertise and work together with faculty and students interested in going abroad for research purposes."

Administrators should make it possible for faculty to take advantage of opportunities such as visiting professorships that enhance Vanderbilt's reputation abroad, deepen scholarly collaborations, and improve international student recruiting.

Moreover, "mechanisms for support of international research and travel for faculty research and research presentations are difficult and cumbersome to access" and require higher levels of university support. As one faculty member noted, "In general, I feel that institutional resources for biomedical and

clinical and translational research in international settings have been disorganized and appear to lack an overarching theme or strategy that is clearly articulated and transparently communicated by the university to the internal community of researchers or outside community of supporters and funders.”

Faculty additionally cited specific processes that prevent international engagement due to regulations. For example, “Following IRB protocols and practices for international research is a huge challenge that must be followed precisely.” Another faculty member described the desire to hire international scholars but noted the multi-layered time-consuming paperwork prohibiting this: “It is in many cases impractical to hire international scholars due to this excessive lead time.”

We have four concrete proposals.

1. **Nudges.** International work should be given a greater role in evaluations of all administrators and faculty. Efforts to promote Vanderbilt’s international engagement and stature should be part of the deans’ performance expectations and faculty Teaching, Research, and Service (TRS) reports. All senior administrators across the university should also report on their efforts to make the institute more internationally focused, especially in ways that support faculty. Changing the administrative culture through this process would leave substantive decisions about international work in the hands of individual schools and administrative units. But it would provide an important nudge and signal that the university values and supports international and globally relevant research.
2. **Streamlining Processes.** We recommend that the institute have a strong partnership with contract and grant accounting, international tax, export compliance, and other relevant offices to make sure that international work proceeds with minimal delays. We do not want to introduce another layer of bureaucracy, but we do want to ensure that the benefits—not just the risks—of international work receive adequate attention throughout the university. We also recommend creating a task force (including senior personnel from relevant units and including academics and department-level administrators) to streamline the process for paying for international visitors. Many faculty complained about the problems paying international guests, and this not only discourages such exchange, but also makes Vanderbilt look provincial.

The ISWG has been impressed with the speedy response to concerns raised with Vice Provosts Padma Raghavan and Cynthia Cyrus, especially concerning export control and employee visas. Since we began this process, they have implemented two major initiatives to streamline administrative processes related to international activities:

- a. Improved efficiency and level of service for supporting employment visas and permanent residency. In February 2016, a new coordinator was hired to oversee this activity, and she has greatly increased the transparency of the process associated with employment visas through

her increased communication with departments and employees. In March 2017, VU contracted with a new outside counsel to support our immigration activities. The overall result is that the processing time at Vanderbilt has decreased significantly. For example, for an H-1B employment visa, the maximum number of business days for Vanderbilt to complete its review and submission to the federal government has dropped from 70 to 20 business days.

- b. **Simplification of the Visa Deemed Export Questionnaire (VDEQ):** Federal regulations require that applications for H-1B employment visas include a screening to ensure that we are not improperly “exporting” controlled technology or technical data to a foreign national within the United States. In September 2017, Vanderbilt Export Control launched a new questionnaire. The questionnaire has been reduced from 13 redundant and poorly understood questions to five questions which are much clearer and more concise. The five-page paper form has also been converted to a two-page electronic REDCAP form. The goal has been to “right size” our regulatory compliance in this area. Other improvements are under review for export control.

3. Facilitate Faculty Travel and Improve Tracking. We should make it easier for externally funded trips to be recorded by Vanderbilt, and we should work to ensure that the university’s travel agent and Concur provide excellent service for international travelers. Faculty like to be registered with the ISOS system and for insurance purposes, but the current reliance on the Concur system misses the many trips paid for by foundations, agencies, and other universities. The current Concur travel agent system is unpopular among the faculty for international travel. It frequently does not offer the least-expensive options for international travel, which can be especially complicated in ways often best known to the traveler, and it produces a high level of frustration among faculty who are trying to be good stewards of research funds. We would encourage the university to explore alternatives and/or how to improve the current system.

4. Empower College and School Initiatives around Joint Degrees. The School of Engineering and the biomedical sciences as well as the Divinity School, have expressed interest in establishing dual degree programs with foreign universities. Such collaborations are of growing importance in these fields, can help recruit the most talented graduate students from partner institutions, and are important for attracting and retaining faculty.

ACTION ITEMS

- Include global metrics in evaluations of administrators and faculty
- Adapt back-office processes to more efficiently handle international work
- Empower faculty in making travel choices
- Allow schools and colleges flexibility to explore joint degree programs abroad

D. Global Fellows

The Global Fellows program will bring scholars, authors, artists, politicians, and other public figures to the Vanderbilt campus for residencies ranging from one week to one semester. The program will target prominent figures and rising stars who can substantively contribute to faculty research projects and graduate or professional student education. Hosting such visitors so that they have sustained interaction with the Vanderbilt community should also enable them to then serve as informal ambassadors for Vanderbilt in their home institutions and countries. We propose launching a well-advertised international competition for the positions. Even those who are not selected will associate Vanderbilt with global research and scholarship.

This proposal is based on several successful (but small-scale) programs at Vanderbilt, as well as more ambitious programs in place at other institutions. At Vanderbilt, the Max Kade Center for German and European Studies regularly hosts multiple-semester visiting DAAD professors, in a program that has added significantly to the academic environment on campus, as well as improving international recognition for Vanderbilt scholars. The Center for Latin American Studies runs an annual Visiting Resource Professor program, in which scholars and artists are in residence for three-to-eight weeks, participating in a graduate seminar, holding office hours, giving public presentations, and contributing a working paper or work of creative expression during their stay. Both programs improve the quality and impact of Vanderbilt faculty scholarship. They also improve the educational experience of our graduate students. These two examples are from area studies programs, but we are confident that their success can be replicated across the university, from engineering, to medicine, education, and others.

Many of Vanderbilt's peer institutions have successful international visitors programs that are not tied to area studies programs. New York University, for example, is home to the acclaimed Hauser Global Law School Program. Hauser programs support visiting academics from postdoctoral fellows, senior fellows with over ten years of tenured experience, heads of government, and other leading intellectual figures. Visits can be as brief as a few days for speaker events and colloquiums or as long as one-year residencies for in-depth scholarship and collaboration. Their 2017–18 Distinguished Global Fellow, Dikgang Ernest Moseneke, is a former Deputy Chief Justice of the Republic of South Africa and Justice of the Constitutional Court of South Africa. By supporting a wide range of experts and future leaders, the program is a standout example of international programming.

Brown's Watson Institute has a strong program of visiting scholars and public figures; they have been especially effective in bringing in former heads of state for several months at a time. The Watson Institute sponsors its own programming while also serving as the home for several other centers and initiatives. In 2017–18, the Watson Distinguished Speaker series has featured such speakers as Brazil's former

President Dilma Rousseff. While the Watson Institute offers multiple venues to host visiting faculty, it also fosters internal collaboration across Brown departments to discuss international policy issues and strategies.

Princeton and the University of Pennsylvania offer more limited but significant programming for visiting international scholars. Princeton's Fung Global Fellows brings early career faculty together to collaborate and write on a common theme, such as the 2017–18 theme “The Culture and Politics of Resentment.” The Perry World House at the University of Pennsylvania offers less diverse programs than NYU or Brown and has less publicly available information; however, its visiting fellows and visiting scholars include accomplished practitioners, academics, and leaders who have served in the United Nations, in the U.S. Department of Commerce, and for corporations and non-profits.

Additional peers have visible but less robust programs. Duke University's Center for International Development hosts postdoctoral visiting scholars, but lacks a visible or public program for later-career visiting faculty or distinguished practitioners. Johns Hopkins University's School of Nursing Global Center offers an interesting model wherein global visitors receive some university benefits such as office space, but the visiting scholars working with JHU faculty obtain funding through external sources. Similarly, the academy fellows and senior scholars at Washington University in St. Louis's McDonnell Academy must obtain their own funding. The McDonnell Academy supports in full its “scholars” who are often already credentialed and pursuing another degree at Wash U. These scholars are sponsored or nominated either by partner universities or through corporate sponsors with specially named fellowships.

Appendix E shows an overview of these programs, arranged alphabetically by university, including the different titles designating visiting scholars and the lengths of their visits.

Vanderbilt's Global Fellows program would bring in visitors at various points in their careers, from graduate students to senior politicians and Nobel Prize-winning scholars. Fellowships would be awarded on a competitive basis. Faculty members or schools at Vanderbilt could make proposals, but applicants could also apply directly. In either case, fellows would be selected based on their overall potential to enhance research, creative endeavors, and scholarship for a broad range of faculty and graduate students, both within programs and across the institution. Visiting scholars should be able to pursue their own research projects while at Vanderbilt, but they should be selected to allow for maximum benefit to Vanderbilt's mission of research and academic inquiry. To that end, faculty, deans, and programs should be heavily involved in the selection process, especially when it comes to articulating and evaluating how a proposed visitor would improve the academic work of Vanderbilt faculty and graduate students. Fellows should also be selected to advance other aspects of the Vanderbilt academic strategic plan, including the fostering of academic work and creative expression with trans-disciplinary impact.

As part of the Global Fellows program, the institute will host a category of Global Scholars. The Global Scholars program would provide basic logistical support for all hosts and foreign visitors, encouraging faculty hosts to engage with the new Global Institute. By having hosts and visitors register with the Global Institute as part of the support process, Vanderbilt will generate a valuable database on the university's international activities and also develop a network of visiting scholar alumni. All such visitors would be given the title of Vanderbilt Global Scholar, a designation likely to appear on a worldwide network of vitae and résumés. The Global Scholars program will engage and amplify all international research activities already taking place on campus and abroad. Each foreign faculty or student who is hosted at Vanderbilt, whether by a lab, a department, or another college unit, should arrive feeling welcomed by the university and depart as a permanent member of the Vanderbilt community. Such engagement and basic services will make the Global Institute an indispensable resource and the international face of Vanderbilt University.

The institute will hire a student research assistant for visiting senior fellows when appropriate and productive. This would not only provide research assistance to our visitors (whom we expect to contribute a working paper or other form of scholarship or creative expression), but also provide students an opportunity to work with leading academics, artists, and policy makers.

“I believe the global profile of an institution begins with the presence of its members in the international community ... I'll put even more emphasis on bringing foreign collaborators or prospective collaborators to visit Vanderbilt, give talks, get to know the community, foster collaborations.”

–ISWG Survey faculty comment

Categories of Global Fellows:

1. **Vanderbilt Distinguished Global Professor** category will include former heads of state (e.g., Angela Merkel, Michelle Bachelet), writers (e.g., Salman Rushdie, Zadie Smith), academics, artists, Nobel Prize winners (e.g., Rigoberta Menchú, Muhammad Yunus), and other public figures (e.g., South African Supreme Court Justice Edwin Cameron).
2. **Vanderbilt Global Professor** category will include visiting faculty, authors, artists, and public figures who can advance Vanderbilt faculty research projects, collaborative work, and graduate and professional student training.
3. **Vanderbilt Global Post-Doctoral Fellow** category would be for academic-year (or even multiple-year) fellowships open to a wide range of fields. We recommend more study of this category of fellow. In particular, the fellowship program would need to ensure adequate supervision by faculty, so that the post-doctoral fellows successfully implement ambitious research agendas and secure

employment at the conclusion of the fellowship period. Ideally, fellows would work in different disciplines and schools, but would also form a cohort (Humphrey Fellows style).

4. **Vanderbilt Global Graduate Fellow** category would be for advanced graduate students. Sponsorship and strong interest by current Vanderbilt faculty would be important to ensure that this category of fellow adds to the academic life of the institution and that the fellows have a valuable experience while at Vanderbilt. Visiting faculty could propose to bring one or more of their graduate students with them, particularly relevant for lab sciences and engineering.
5. **Vanderbilt Global Scholar** category is designed for those medium- to long-term visitors brought to campus by departments and programs apart from the Global Fellows competition; they would be nominated by their campus host and would go on to form part of the Global Fellows alumni network.

Finally, an additional initiative that should be implemented with a Global Fellows program is on-campus housing for international visitors. Hotels are fine for very short stays, and visitors staying for a year or more can use the regular housing market, but there is a dearth of options for shorter-term housing close to campus. Housing for international visitors was mentioned frequently by a wide variety of people during our process of gathering information. Such a program could provide greater opportunity for international visitors to interact outside of the classroom with faculty and students. These accommodations could be incorporated into the proposed graduate student housing and other new construction. These would be small apartments (most studio or one bedroom) with basic kitchen facilities. They would be used for the Global Fellows and International Workshops programs, and would also be open to other visitors to campus and in the summer for use by programs and departments.

ACTION ITEMS

- Launch Global Fellows program under the new institute with publicity campaign
- Include housing for international visitors where appropriate in new construction.

Summary of Strategic Plan Action Items

A. Create a Global Institute

ACTION ITEMS

- Hire a founding director to establish the Global Institute
- Initiate the Global Fellows program
- Establish program to host targeted international research workshops
- Secure a suitable space to serve as a hub of global research and scholarship on campus
- Establish program of small grants, mezzanine funding, and travel
- Create programs to attract and retain the best possible graduate students from around the world
- Consider launching working paper, policy briefs, and/or podcast series

B. International Media and Outreach Strategy

ACTION ITEMS

- Implement the new International Communications Strategy
- Cultivate efforts to engage international alumni
- Assess international rankings and measures to ensure Vanderbilt is accurately represented
- Ensure Vanderbilt's website enhances the visibility of faculty scholarship to a global audience
- Seek international funding from foreign foundations and governments

C. Supporting and Fostering International Research Across the University

ACTION ITEMS

- Include global metrics in evaluations of all administrators and faculty
- Adapt back-office processes to handle international work more efficiently
- Empower faculty in making travel choices
- Allow schools and colleges flexibility to explore joint degree programs abroad

D. Global Fellows

ACTION ITEMS

- Launch Global Fellows program under the new institute with publicity campaign
- Include housing for international visitors where appropriate in new construction

E. TIMELINE

This report's recommendations should be seen as an integrated whole rather than a menu of options. The four pillars of our plan overlap in significant and intentional ways to reinforce one another.

Spring/Fall 2018

- Set goals for institute and director, which should be tied to the advancement of research and scholarship and Vanderbilt's global prominence
- Continue to adapt back-office processes to more efficiently handle international work
- Implement media and outreach strategy
- Search/hire founding Institute director
- Work with campus planning units on housing for international visitors

2018–2019

- Include global metrics in evaluations of administrators and faculty
- Empower faculty in making travel choices
- Secure space for Global Institute
- Hire initial staff
- Develop guidelines for Global Fellows and other programs
- Create programs to attract and retain the best possible graduate students from around the world
- Communications team to produce a regular stream of content for global media outlets
- Establish governing board and alumni board, if deemed desirable

2019–2020

- Begin Global Fellows program
- Begin program of targeted international workshops and research meetings
- Create measurable increase in media mentions in global outlets

2020–2021

- Evaluate all programs in terms of improving scholarship and increasing global reputation

V. CONCLUSION

This is a propitious moment for Vanderbilt to make a bold advance in its international engagement and research. The university builds from a solid base, with many Vanderbilt faculty engaged in vibrant international research. Vanderbilt's geography and Academic Strategic Plan provide a singular opportunity to support and promote multidimensional and trans-institutional understandings of the still emergent twenty-first-century global order.

Vanderbilt must have a robust and dynamic global profile in order to keep pace with our national competitors. More important, however, Vanderbilt must be globally engaged to fulfill its core mission of creating and disseminating knowledge. Knowledge has no national boundaries, and neither should scholarly discourse and engagement. And, as a national university located in the South, Vanderbilt has a historic opportunity to provide intellectual diversity and engagement that can serve as a model for our region, our nation, and our world.

VI. APPENDICES

Appendix A: Faculty Survey Questions

The questions below were disseminated to all Vanderbilt faculty via an online survey system. The anonymous responses informed the work of the International Strategy Working Group as it compiled its report.

1. What is your current role at Vanderbilt? (Please choose the category that is closest to your role)
 - a. Academic faculty (e.g., professor/senior lecturer/lecturer)
 - b. Research faculty (e.g., research fellow, postdoctoral researcher, contract researcher)
 - c. Other (please specify)

2. Please identify the region(s), if any, with which you have had international education or research exchanges that have contributed to your professional productivity.
 - a. North America
 - b. Central America & Caribbean
 - c. South America
 - d. North Africa
 - e. Sub-Saharan Africa
 - f. Western Asia (Middle East)
 - g. South Asia
 - h. East Asia
 - i. Southeast Asia
 - j. Central Asia
 - k. Oceania (Australia, New Zealand, Melanesia, Micronesia and Polynesia)
 - l. Western Europe
 - m. Southern Europe
 - n. Eastern Europe

3. Please specify the institution where you received your highest degree.

4. In which year did you come to Vanderbilt?

5. Did you come to Vanderbilt from an institution outside of the U.S.?
 - a. Yes
 - b. No

6. To what extent did the following academic aspects influence your decision to come to Vanderbilt?

	No Influence	Some Influence	Strong Influence
Teaching (the learning environment)			
Research (volume, income, and reputation)			
International outlook (collaboration, regional or global impact)			
Other (please specify)			

7. Please specify your primary subject area that best categorize your academic focus. While we recognize that you may be involved in interdisciplinary work, please select the core subject area with which you are most involved currently.

- a. Arts and Humanities
- b. Clinical, Pre-clinical & Health
- c. Life Sciences
- d. Physical Sciences
- e. Engineering & Technology
- f. Social Sciences
- g. Legal or Business

8. Which of the following best describes your current international academic activities?

- a. I am engaged in international research
- b. I am interested in doing international research but not currently engaged
- c. I am not interested

9. In your opinion, how is Vanderbilt doing in comparison with its peer institutions in the following?

	Less Effectively	About the Same	More Effectively	Not Sure
Global branding and marketing				
Attracting visiting international scholars				
Hiring international scholars				
Providing support for international research				

10. Please describe any barriers or challenges, in general and/or specific to Vanderbilt, to conducting your international research or to collaborating in or disseminating your research internationally.
11. What can Vanderbilt University do better to enhance the visibility and impact of your research internationally (online and in other ways)?
12. In your opinion, what could Vanderbilt do to improve its institutional global profile?
13. Could we contact you?
- Yes (here is my email)
 - No thanks
14. If you have additional comments or input, please email us at: internationalstrategy@vanderbilt.edu

Appendix B: Global Centers and Institutes

Most of Vanderbilt's peer institutions operate schools or institutes to promote international scholarship and collaboration. Some of these are stand-alone schools (e.g., Princeton's Woodrow Wilson School of Public and International Affairs) while others are university-wide institutes (e.g., Brown's Watson Institute for International and Public Affairs). Some are degree granting, while others focus more in research and public policy; some manage study abroad and undergraduate education, while others are post-graduate. Linking international research and public policy is common.

Table 5 summarizes activities of 13 centers at Vanderbilt's peer institutions.

Institution	Center	Programs, Activities and Services	Year Est.
Princeton University	Woodrow Wilson School of Public and International Affairs	<ul style="list-style-type: none"> B.A., M.P.A., M.P.P., and Ph.D. interdisciplinary programs Academic institute housing 20 specialized international centers and programs 	1930
Yale University	Jackson Institute for Global Affairs	<ul style="list-style-type: none"> B.A., M.A. and M.A.S. interdisciplinary programs Senior Fellows: Leading global affairs practitioners spending semester or academic year teaching students World Fellows: Immersion program for visiting mid-career global leaders 	2010
Columbia University	School of International and Public Affairs	<ul style="list-style-type: none"> M.P.A., M.I.A., Ph.D. and E.M.P.A. academic programs Focuses on capstones and consulting projects with external clients Home to five centers and institutes, of which three have economic focus 	1946

Massachusetts Institute of Technology	MIT Center for International Studies	<ul style="list-style-type: none"> • Internship, study abroad, and research programs • Flagship event series hosts leading academics, policymakers, and journalists to discuss international relations 	1951
Duke University	John Hope Franklin Center for Interdisciplinary and International Studies	<ul style="list-style-type: none"> • Trans-institutional consortium of international academic programs and research centers • Diplomat in Residence program hosting member of U.S. State Department 	2000
University of Pennsylvania	Perry World House	<ul style="list-style-type: none"> • Visiting Fellows and Visiting Scholars: Later career academics and top practitioners in government, business, and global policy • PWH Seminar Series: Academic year series featuring top global scholars and speakers 	2016
Johns Hopkins University	School of Advanced International Studies	<ul style="list-style-type: none"> • Academic programs including multiple master's, Ph.D., and executive training programs • Home to 17 initiatives, institutes and research centers • Emphasis on student career services and career programming 	1943
Dartmouth College	The John Sloan Dickey Center for International Understanding	<ul style="list-style-type: none"> • Academic minor and interdisciplinary courses • Heavy focus on student support, event co-sponsorship, and faculty support and research funding 	1982
Northwestern University	Buffett Institute	<ul style="list-style-type: none"> • Offers collaboration among 29 institutional programs and initiatives • Focus on hosting lectures and symposia including annual conferences and co-sponsoring programs 	2015
Brown University	Watson Institute for International and Public Affairs	<ul style="list-style-type: none"> • Undergraduate and graduate degree-bearing programs • Fellowships for academics, practitioners, and early scholars • Watson Distinguished Speaker series featuring leading global practitioners and heads of state 	1979
Cornell University	Mario Einaudi Center for International Studies	<ul style="list-style-type: none"> • Home for area studies programs • International Faculty Fellows chosen within Cornell faculty to engage in global issues and foster cross-connections in fields • Working paper series for faculty to publicize their work 	1961
Rice University	Baker Institute for Public Policy	<ul style="list-style-type: none"> • Hosts more than 20 academic and research programs • Heavy research focus as nonpartisan public policy think tank 	1993

Table 5: Global Centers and Institutes at Peer Institutions

Appendix C: University Administrative Leadership

Lead university administrators' primary role is to advocate for and advance international strategy initiatives across campus. Many of Vanderbilt's peer institutions have already demonstrated their commitment to the advancement of international and global affairs by appointing and empowering a high-ranking official to oversee those initiatives. Table 5 lists the key international strategy officer of each assessed institution, as well as the administrator to whom the international strategy officer reports. Those peer institutions given individual assessments are listed first, sorted alphabetically, followed by all other schools sorted alphabetically.

Table 5: Administrative Leadership

Institution	Key International Strategy Officer	Reporting Administrator
Cornell University	Vice Provost for International Affairs	Reports to Provost
Duke University	Vice President and Vice Provost for Global Affairs	Reports to Provost
Johns Hopkins University	Dean of SAIS	Reports to Provost
University of Pennsylvania	Vice Provost for Global Initiatives	Reports to Provost
Washington University in St. Louis	Vice Chancellor for International Affairs	Reports to Chancellor
Watson Institute/Brown University	Assistant Provost for Global Engagement and Strategic Initiatives	Reports to Provost
Columbia University	Executive Vice President for Global Centers and Global Development	Reports to President
Dartmouth College	Vice Provost for Academic Initiatives	Reports to Provost
Harvard University	Vice Provost for International Affairs	Reports to Provost
Massachusetts Institute of Technology	Associate Provost for International Activities	Reports to Provost
New York University	Vice Chancellor and Senior Vice Provost for Global Programs and University Life	Reports to Provost
Northwestern University	Vice President for International Affairs, and Vice President for Global Marketing	Both report to President
Princeton University	Vice Provost for International Affairs and Operations	Reports to Provost
Rice University	Associate Vice Provost for International Education	Reports to Vice Provost for Academic Affairs
Stanford University	Director, Office of International Affairs	Reports to Vice Provost and Dean of Research
University of Chicago	Associate Provost for International and Strategic Initiatives and Senior Advisor to the President	Reports to Provost
University of Notre Dame	Vice President and Associate Provost for Internationalization	Reports to Provost
Yale University	Vice President for Global Strategy and Deputy Provost for International Affairs	Reporting unknown; pending appointment beginning Fall 2017

Appendix D: Deep-Dive School Assessments

CORNELL UNIVERSITY

In 2012, then-president David Skorton issued a white paper, “[Bringing Cornell to the World and the World to Cornell](#),” to launch a process of internationalization designed to make Cornell a top-10 global university.

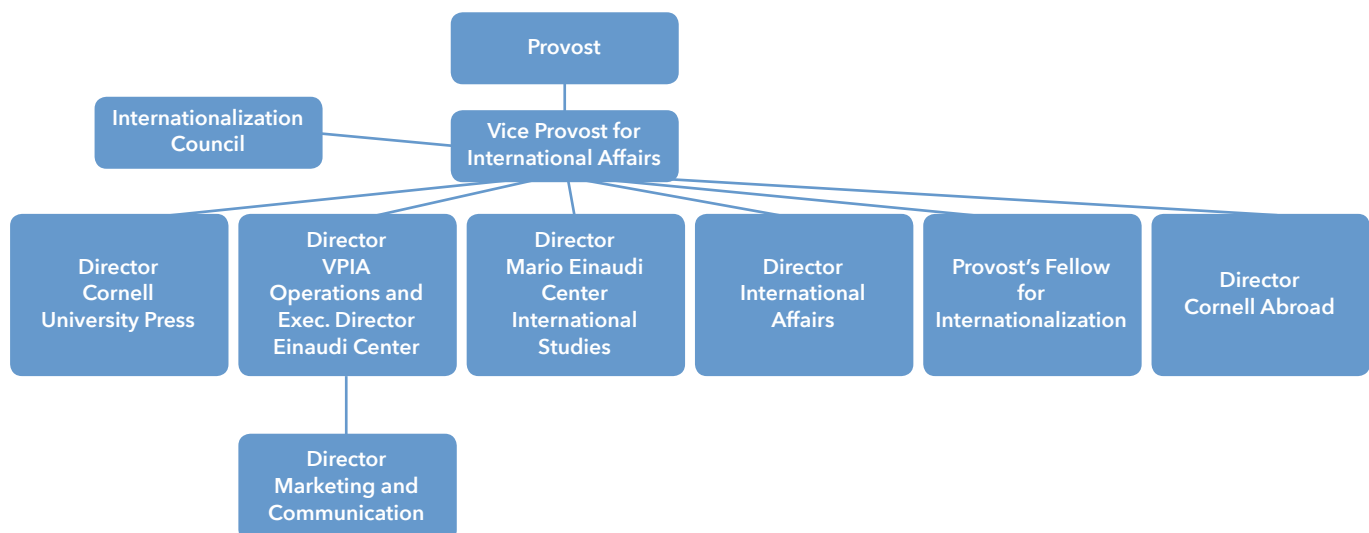
The white paper led to a faculty task force that offered more than two-dozen recommendations to enhance the university’s already extensive international activities and to address areas where Cornell was underperforming compared with its peers.

The university’s strategy focuses on these key areas:

- internationalizing the student experience by expanding opportunities and developing new courses;
- supporting internationally engaged faculty by strengthening the **Einaudi Center** and its programs and recruiting and retaining faculty, in part through a new fellowship program;
- cultivating new international partnerships and exploring the possibility of creating “Cornell consulates”—study centers or regional hubs—in a select number of world cities; and mobilizing funding for internationalization by generating new endowments, and forming internal and external advisory councils to enhance coordination.

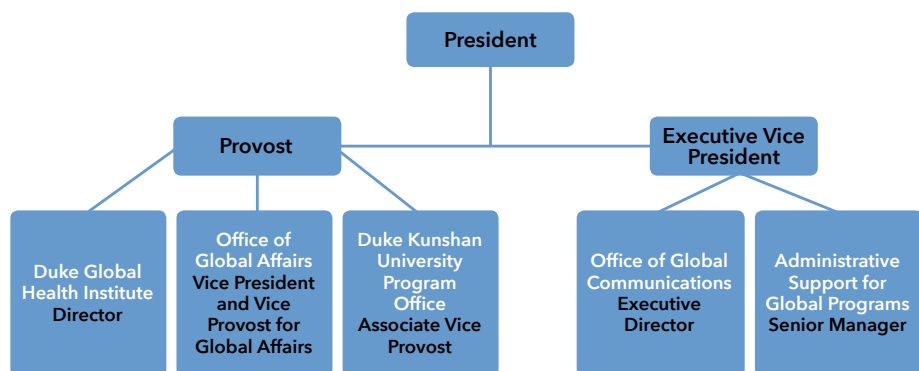
Organizational Structure

Cornell University’s international efforts and initiatives are headed by the vice provost for international affairs. The vice provost for international affairs oversees six offices and the Internationalization Council.



DUKE UNIVERSITY

Organizational Structure



International initiatives and endeavors are woven throughout the organizational structure of Duke University. The provost and the executive vice president both oversee aspects of international research and scholarship. No one office has sole responsibility for international work, but, rather, the work is distributed among many offices and departments that report to a central location or person (i.e., provost and executive vice president).

Promotion and Facilitation of International Research

Duke's Office of Global Affairs serves as the hub of international research and initiatives. Their website updates readers on current research initiatives and projects and provides links to specific centers' websites.

Areas of Research Interest

Areas of research for Duke University span multiple continents and countries. Heavy emphasis seems to be placed on China and countries in South America.

Unique University Characteristics

Dedicated to international research and endeavors, Duke's Office of Global Affairs works closely with other offices and centers throughout the university that have international interests. It should also be noted that the individual that serves as the vice president and vice provost for global affairs also serves as the director of the Duke Global Health Institute. This individual has direct contact with the provost.

The Provost oversees the following areas related to international research and scholarship:

Office of Global Affairs

Supervisor: Vice President and Vice Provost for Global Affairs

Duke Global Health Institute

Supervisor: Director of Duke Global Health Institute

The Global Health Institute supports the following centers:

- Center for Global Women's Health Technologies
- Duke Global Digital Health Science Center
- Center for Policy Impact in Global Health
- Duke Hubert-Yeargan Center for Global Health
- Global Health Research Center

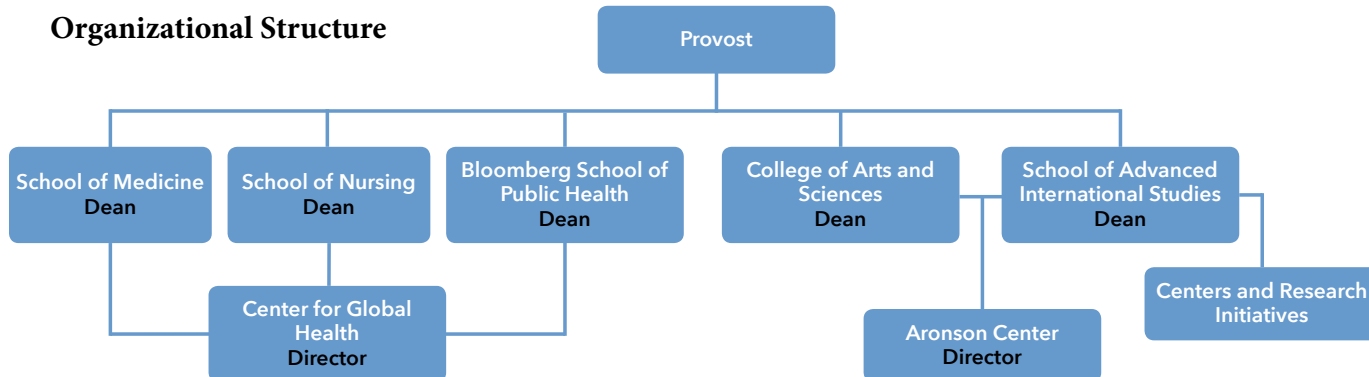
Duke Kunshan University Program Office

Supervisor: Associate Vice Provost for Duke Kunshan University Program

Duke Center for International Development of the Sanford School of Public Policy

Supervisor: Executive Director

JOHNS HOPKINS UNIVERSITY



International initiatives and endeavors are housed under the Provost of the university through the deans of the colleges.

Promotion and Facilitation of International Research

Much of the international research that occurs through the centers mentioned in the previous section provides links and access to many of the publications that they have produced.

Areas of Research Interest

Many of the areas of research at Johns Hopkins are focused in countries on the continents of North America, Europe, Asia, and Africa. Heavy emphasis seems to be placed on the countries of Canada, China, Italy, and varying countries in Africa. Much of the research taking place at Johns Hopkins is focused either on global health or global politics and the development of foreign leaders and relations.

Unique University Characteristics

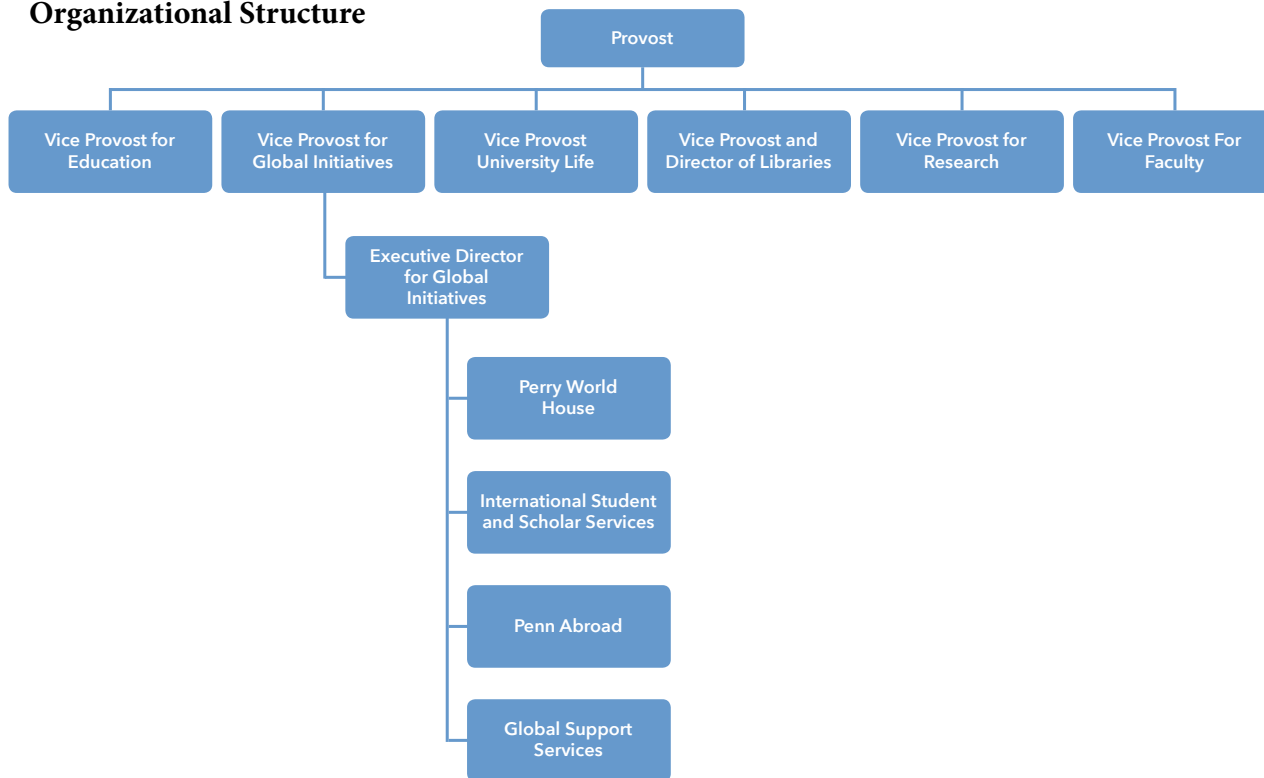
Johns Hopkins is unique due to its School of Advanced International Studies, which is dedicated to international endeavors and houses many of the centers and research initiatives within the university. The university is also structured in such a way that many of the deans are involved with global initiatives and serve as liaisons between the centers and the provost. The university also has two large centers that are strictly dedicated to international research and initiatives.

The School of Advanced International Studies houses the following centers and initiatives:

- Center for Constitutional Studies and Democratic Development
- Center for International Business and Public Policy
- China-Africa Research Initiative
- Edwin O. Reischauer Center for East Asian Studies
- The Henry A. Kissinger Center for Global Affairs
- Leadership Academy for Development
- Public-Private Partnerships Initiative
- The Bologna Institute for Policy Research
- The Center for Canadian Studies
- The Center for Transatlantic Relations
- The Central Asia Caucus Institute
- The Foreign Policy Institute
- The Grassroots China Initiative
- The Merrill Center for Strategic Studies
- The US-Korea Institute
- Bernard L. Schwartz Globalization Initiative
- Cultural Conversations
- The International Reporting Project
- The Global Politics and Religion Initiative

UNIVERSITY OF PENNSYLVANIA

Organizational Structure



Penn has dedicated a vice provost position strictly to address international research and dealings—Vice Provost for Global Initiatives. The Office of the Vice Provost for Global Initiatives partners with all 12 schools to chart strategic directions for global engagement at Penn and facilitate collaborations among all the offices involved in global engagement on campus. The Perry World House was opened in 2016 and serves as the hub for international activity.

The Perry World House (PWH) *aims to advance interdisciplinary, policy-relevant research on the world's most urgent global affairs challenges.* PWH brings together students and faculty from all 12 schools to engage with scholars and policymakers on pressing global issues and is considered the central home on campus for global activities and initiatives. The center is named after University Trustee Richard C. Perry and his wife, Lisa Perry, after they gave a \$10 million gift to the center.

World House Student Fellows Program (WHSF)

Designed for rising sophomores, juniors, and seniors who have interest in global affairs outside of the classroom. Fellows who are a part of this program will have mentorships with faculty members and visitors, opportunities to engage in research (including publications and presentations), and involvement in various events. In addition, fellows will have to complete interdisciplinary policy projects under the guidance of a Penn faculty member, a postdoctoral fellow, or a distinguished fellow.

Rapid Response Programs (RRP):

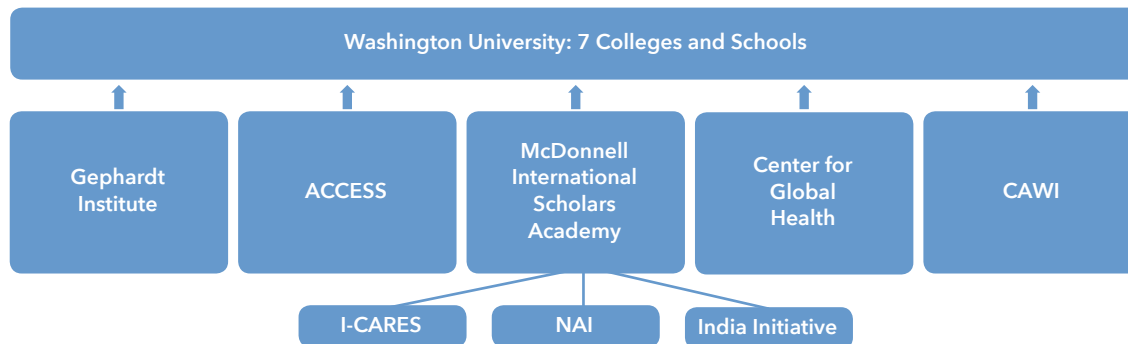
This program was initiated to help the Penn community process global affairs events through discussions, speakers, panels, and seminars. The purpose is to respond quickly and organize a meaningful discussion within just a few days of an incident.

Unique University Characteristics

The university has a vice provost that is dedicated mainly to international research and initiatives, and the vice provost's office serves as hub for all international endeavors. The university also has more than 50 centers dedicated to international research and scholarship and provides multiple avenues for its faculty to showcase their work through conferences and seminars. Last, the university has a museum that features international artifacts.

WASHINGTON UNIVERSITY IN ST. LOUIS

International Organization Structure



Washington University comprises seven colleges, hosting programs related to international initiatives and interacting with five large university programs and centers that place a great deal of effort into international endeavors. The school features seven internationally focused/affiliated centers, seven international initiatives and programs, and ten internationally focused academic programs hosted by academic departments.

Promotion and Facilitation of International Research

The core of Washington University's international endeavors centers on the McDonnell International Scholars Academy which interacts with every college within the university; the other international initiatives within the university include the International Center for Advanced Renewable Energy and Sustainability (I-CARES), the Next Age Institute, and the India Initiative.

Areas of Research Interest

The following programs have an international focus. *Programs that center on study abroad are excluded from this overview.*

College of Arts and Sciences

- International and Area Studies Department
- Global Citizenship Program

Olin Business School

- Olin International Internship Program
- Israel Summer Business Academy

School of Law

- Whitney R. Harris World Law Institute
- Washington Global Studies Law Review

Brown School

- Global Research Opportunities
- Field-Based Transdisciplinary Problem Solving (TPS) Courses
- International Practicum
- Center for Social Development

WATSON INSTITUTE–BROWN UNIVERSITY

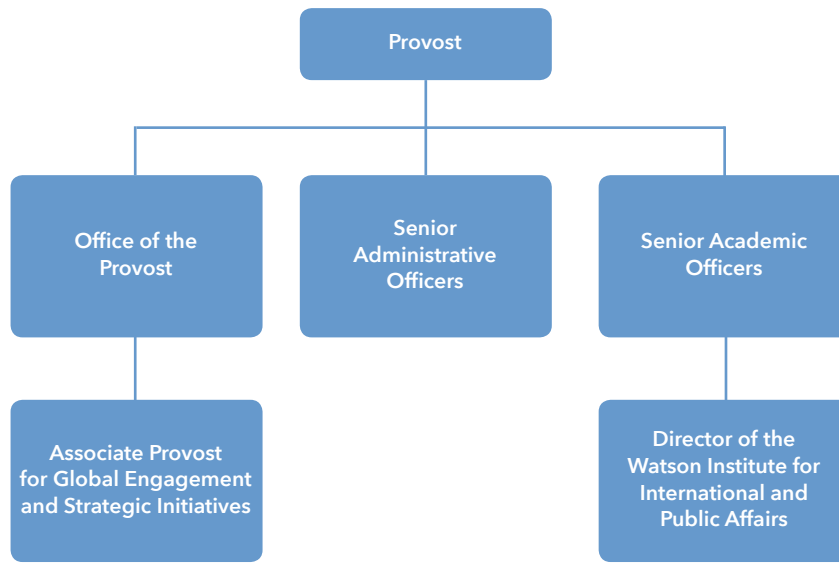
Organizational Structure

The Watson Institute was established in 1979. Through research, teaching, and public engagement, its objective is to foster unbiasedness and goodwill. The scholars and practitioners who are a part of the Institute attempt to help others understand and address world challenges such as globalization, economic uncertainty, security threats, and governance.

The institute has numerous centers that focus on area studies all over the world. Since students have the opportunity to be on location, in addition to being involved with thematically driven research, they gain a truly interdisciplinary understanding. The institute has expanded its resources outside of Rhode Island with an Africa Initiative, a Brazil Initiative, a Center for Contemporary South Asia, and many more.

Watson has expanded tremendously in the past few years. The faculty has grown exponentially, and the institution has added (and continues to add) undergraduate and graduate programs, with the most recent being the launch of a yearlong Master of Public Affairs program. This program, while relatively new, holds true to the Institute's commitment to small classes, global outreach and research experience.

International Organization Structure



Appendix E: Visiting Scholar Programs at Peer Schools

Program and Institution	Visiting Scholar Designations	Length of Terms
Brown University Watson Institute	<p>Watson Postdoctoral Fellow: Postdoctoral researchers in social sciences</p> <p>Additional fellows and visiting professorships: Other opportunities housed within the ten co-located centers and initiatives under the Watson Institute</p>	<p>Non-academic visitors from a few days to a few months</p> <p>Academic support from one semester to two year terms</p>
Duke University Center for International Development	<p>Visiting Scholars: Postdoctoral researchers identifying a Duke faculty member for collaborative research</p>	<p>Up to one year</p>
Johns Hopkins School of Nursing Global Center	<p>International Visiting Scholars: Minimum master's prepared; doctoral prepared preferred for research, training and collaboration</p>	<p>Flexible terms from a few months to multiple years</p>
New York University Hauser Global Law Program	<p>Distinguished Global Fellows: Leading intellectual figures on the global stage</p> <p>Global Research Fellows: Tenured or tenure-track academics</p> <p>Global Fellows from Practice & Government: Government officials, judges, officials from international organizations, or lawyers in private practice</p> <p>Postdoctoral Global Fellows: Recent postdoctoral scholars</p> <p>Emile Noël Fellows: Postdoctoral or tenured scholars exploring yearly themes</p>	<p>Semester or one-year residencies for academic work</p> <p>A few days to a few weeks for visiting speakers and officials</p>
Princeton University Institute for International and Regional Studies	<p>Fung Global Fellows: Early-career scholars chosen to write and collaborate on a common theme</p>	<p>One academic year</p>
University of Pennsylvania Perry World House	<p>Visiting Fellows and Visiting Scholars: Later career academics and top practitioners in government, business and global policy</p>	<p>One academic year</p>
Washington University in St. Louis McDonnell International Scholars Academy	<p>Academy Fellows: Faculty</p> <p>Senior Scholars: Postdoctoral academics</p> <p>Scholars: Academics and leaders sponsored by partner universities or corporate sponsors applying to eligible graduate programs</p>	<p>Variable terms for faculty and post-doctoral academics</p> <p>Length of program for scholars</p>

