

UVU GLOBAL STRATEGY DOCUMENT

History

During spring and summer 2015, Baldomero Lago and Frederick H. White compiled a footprint document (http://www.uvu.edu/international/docs/miscellaneous/international_footprint_july_28.pdf) that identified Utah Valley University's international activities based on several criteria including study abroad programs, global course curricula, faculty research projects, languages taught, international MOU agreements and many more factors. These factors identified certain areas of strength and weakness as well as opportunities for future development in the area of global engagement.

In spring 2016, we submitted to President's Council a pathway document that identified four regions of the world (The Americas, Asia Pacific, the European Union and Eurasia) where UVU had some significant resource and knowledge commitments. In these four regions, we highlighted relevant courses, language instruction, faculty interest, foreign partnerships and study abroad opportunities. It was noted that the four regions were not equally resourced and/or equally representational of our global aspirations. Also, it should be noted that the African continent, the Indian subcontinent, the Middle East and other important regions of the world were not represented in this document because it would necessitate a significant resource commitment from the university administration to include these regions with the others.

During fall 2017, the Office for Global Engagement surveyed all the activities conducted on our campus that (in)directly contributed to the objectives of the United Nations. For years, centers, departments, faculty and students have interacted with relevant organizations such as ECOSOC, DPI, UNESCO and UNICEF – all of which are under the umbrella of the United Nations. After a careful review of these activities, we wished to recognize these activities within UVU's global engagement initiative.¹ Due to UVU's significant collaboration with the United Nations in the past, and in light of these meaningful initiatives, the UN Department of Public Information (UN DPI) invited UVU to become an associate member of the UN DPI, a prestigious designation given only to academic institutions, civil societies and non-governmental agencies. Having just recently received this designation, Utah Valley University is the only academic institution in the State of Utah and neighboring States who is an associate member of the UN DPI. This designation recognizes the significant ways in which UVU works local to global, connecting the interests of our faculty and students with global initiatives.

As a result, Dr. Jeffrey Olson, Senior Vice President, asked the Office for Global Engagement to revisit our global strategy document (formerly the pathway document) in light of our new associate membership with the United Nations and, following a strategic conversation with internal and external contributors, to update and revise our strategic global plan. A meeting was held on 3 November, in advance of the official designation, with representatives from the Governor's Office of Economic Development, local business leaders, a representative from the Spanish Government, the Utah Utility Commission as well as faculty and staff from UVU with relevant global experience. It is following this conversation that we submit a revised global strategy document for consideration as our university's official strategic plan for global initiatives.

¹ Currently, the following initiatives are represented on our campus: UN Ambassadorial program, Model UN, ENACTUS, International Mountain Partnership, UNICEF, Women of the Mountain, International Women Week, National Security, Foreign Affairs Club, Ssenjinja Children's Foundation and Peace & Justice. Each of these initiatives promote the values and mission of the United Nations with the intent to engage in meaningful ways with the Sustainable Development Goals (SDG'S). These goals provide a universal call to action to end poverty, to protect the planet and to ensure that all people enjoy peace and prosperity.

Global Strategy

The present document offers a global strategy that might guide UVU's strategic planning for future local-to-global and intercultural opportunities. In so doing, this document begins with the six Dual Language Initiative (DLI) languages as selected by the State of Utah. It was recommended at the meeting noted above to take our lead from the State and build our global efforts in support of our future students and their families who are invested in the DLI initiative. Once we reoriented our approach based on this local-to-global principle, we identified where UVU already has a cluster of relevant student and faculty activity and within these language groupings identified countries as either *strong* or *emerging*. *Strong* means that we have a significant amount of academic activity to warrant continued and sustained commitment in this language and its representative countries. *Emerging* identifies countries that have some cluster of academic activity, but might be lacking in some areas that could be strengthened either by additional resources, added curricular offerings or increased international relationship building. We have also included Global UVU in recognition of efforts that do not match one of the six DLI languages, but must be recognized within the presently constituted global efforts of our faculty, staff and students. We have also have added a category for Strategic opportunities that might offer UVU prospects in countries, which have commercial or governmental incentives for our region. By identifying these languages and the relevant countries, we are not excluding any language or country from future consideration and both the Global UVU and the Strategic opportunities categories recognize this. In fact, we encourage continued expansion of our global activities, to possibly include Arabic and/or a concentration on the Muslim world, however, with limited resources, it is important that the university be intentional about where and how it commits existing resources.

Spanish:	<i>Strong</i> Peru	<i>Emerging</i> Spain
Chinese:	<i>Strong</i> China	<i>Emerging</i>
French:	<i>Strong</i> France Switzerland	<i>Emerging</i> Canada
German:	<i>Strong</i> Germany Austria Switzerland	<i>Emerging</i>
Portuguese:	<i>Strong</i>	<i>Emerging</i> Brazil

Portugal

Russian:

Strong

Emerging
Russia

Global UVU:

Strong
United Kingdom

Emerging
Italy
Japan
Israel

Strategic opportunities:

Strong

Emerging
India (esp: Technology)
Arabian peninsula

Once again, the *strong* country designation includes all of the following factors: We speak/teach their language; We conduct study abroad programs in the country; We have dedicated faculty who are knowledgeable about regional issues; We have signed MOUs with entities within the country; We anticipate on-going scholarly and academic activities in and on the country.

Emerging countries might exhibit several, but not all of the factors mentioned for *strong* countries. For example, we do not teach Italian or Hebrew; We only have minor (not major) programs in Russian, Japanese and Portuguese; We only have one or two faculty members with strong connections in the country. If we were to lose that faculty member, the relationship with that country would be jeopardized.

By identifying these languages and by designating certain countries as *strong* and *emerging*, the university might focus its resources more strategically; reexamine local-to-global initiatives with lesser overall impact; cluster academic opportunities in specific countries; strengthen global partnerships for faculty research and student engagement within a country with one university or corporate partner; nurture international internships in these countries; encourage faculty to collaborate on international projects in strong and emerging countries; pursue student and faculty exchanges.

In an effort to better respond to our local-to-global and intercultural efforts, Academic Affairs has reorganized its administrative structure (see appendix I). Dr Baldomero Lago has been promoted to Chief International Officer. He will mainly work with external partners including the Governor's Office of Economic Development, the Utah World Trade Organization, the Utah Consular Corps, foreign universities and businesses, who are interested in a relationship with UVU. Reporting directly to Dr Lago is Brent Spencer, the Director of Global Academic Programming. This director will work with internal constituents (Deans, Faculty, Staff and Students) to realize global academic opportunities. Finally, Bryan Waite, the Director for Intercultural Academic Programing, will guide our efforts in the areas of G/I course and faculty development, G/I professionalization and domestic multicultural

experiences. Once again, being able to definitively designate our strong and emerging global partners will only further enhance and focus our efforts and resources within the university.

Significantly, the future development of global programming at UVU must react to the DLI initiative as stated above. As of January 2018, there are 195 public schools in the State of Utah, which are participating in the DLI effort. There are 709 DLI educators and a total DLI student population of 35,194. These students are divided among the following DLI languages > Spanish: 101 schools – 17,880 students; Chinese: 55 schools – 10,589 students; French: 27 schools – 4,481 students; Portuguese: 9 schools – 1,892 students, German: 2 schools – 300 students, and Russian: 1 school – 52 students. It is imperative that UVU’s global engagement strategy anticipate the increase in demand for global and intercultural components of their educational and career goals. Students will already be entering the university with a high language facility and it is believed that they will be interested in combining their advanced language ability with their chosen career path.

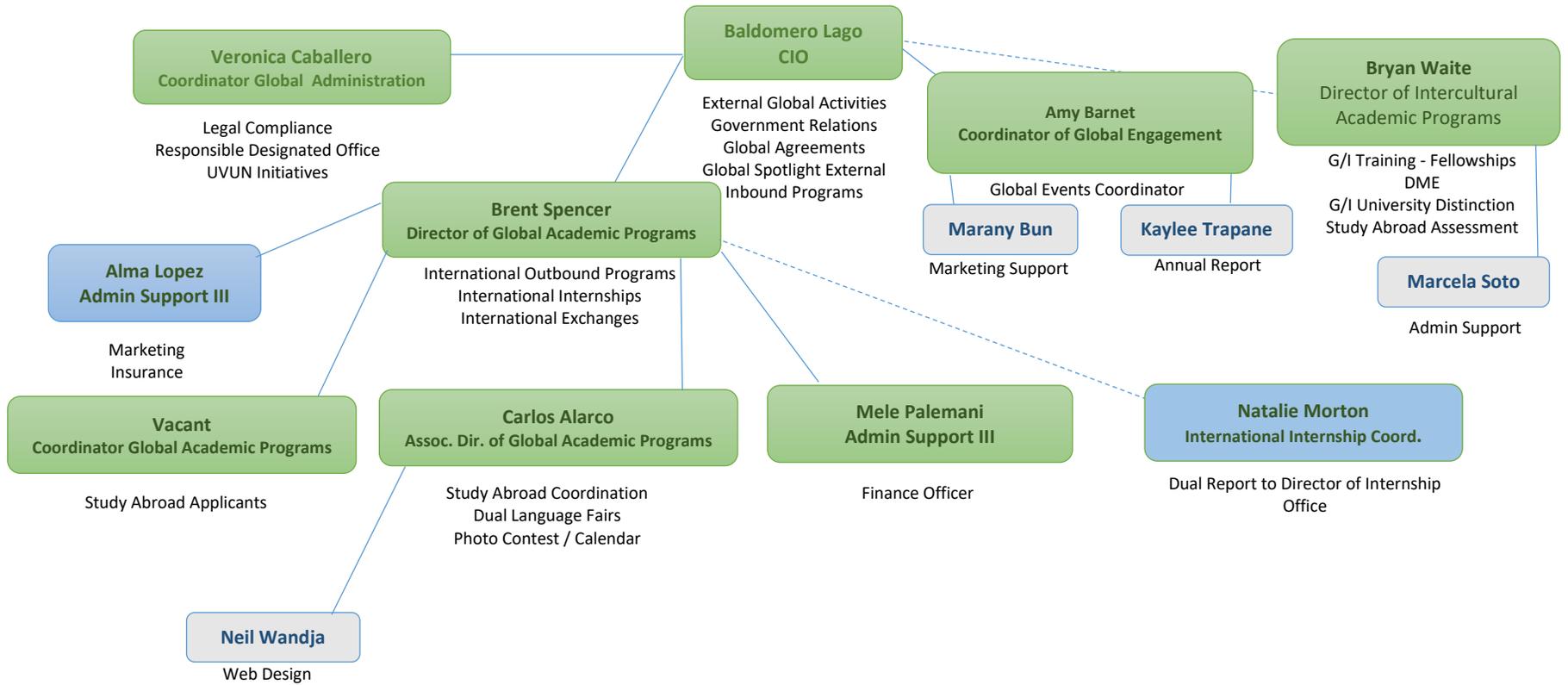
Each of the six languages (Spanish, Chinese, French, Portuguese, German and Russian) is represented in either a strong or emerging country above, however, more could be done to strengthen the emerging countries (Brazil, Portugal, Russia, Spain) to the strong position. Spanish is the most advanced DLI program and students with high language facility will enter UVU in 2-3 years. Two years later, we will begin to experience an influx of French and Chinese speakers. Five years later, we will need to address Portuguese and German speakers. In about 12 years, the first cohort of Russian dual immersion speakers will attend UVU. These students will have a near-native fluency in language, but may have never spent time within the target language country. This presents real complications when these students apply for jobs that have an international or intercultural component as more than language facility will be expected of them. Other USHE institutions have already begun to address this issue in innovative ways. The University of Utah has a specific program (CERT) that offers either entire classes in the target language or, at least, a +1 model of additional course instruction (one day a week) in the target language. UVU must develop its own strategy for addressing this student demand for global and intercultural professionalization.

In response, UVU has developed an undergraduate distinction (e.g. global/international professionalization); with proper resources, we could also offer courses like the CERT program at the University of Utah to build on existing language competencies with a focus on “language for the professions” (legal Spanish; medical Chinese; etc). The focus of our G/I activities must also be on cross-cultural communication, a skill that most of the DLI students lack. This might demand a substantial shift in mission for certain areas of the university (ex: Department of Languages and Cultures; International Business Emphasis) if professional language development and global cultural communication becomes the focus. With the increased demand for cultural competency and global professionalization, intercultural internships will take on an ever more important role in student development. As a result, UVU must develop a more robust intercultural internship program. Focusing on our *strong* countries to establish hubs and/or partnerships would allow for a focused effort on intercultural internships with on-going and repeatable partnerships.

We are not excluding any language or country from future consideration, but rather identifying the regions and countries of the world where we have strong or emerging academic activities within the context of the six DLI languages designated by the State of Utah. More specifically, we have a solid basis for on-going commitments in Austria, China, France, Germany, Peru, Switzerland and the United Kingdom. We encourage a greater emphasis on academic activities in Brazil, Canada, Israel, Italy, Japan, New Zealand (Tonga), Portugal, Russia and Spain. We encourage a resource commitment for intercultural internships and a strong curricular response to the in-coming DLI student in the near future. At this point, however, unless additional resources are made available for new local-to-global initiatives, UVU must strengthen its existing intercultural programs and only move forward cautiously into new countries and/or regions in the future once new resources have been identified.

With UVU's new UN designation and with the global needs of our local community, it is imperative that UVU come to agreement on a global strategy. As our mission states, "The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." In conclusion, we would offer that the university would best serve its local community and service region by organizing our local-to-global efforts around the six DLI languages and commit resources to efforts that will align with countries that speak those languages. Once we have agreed upon this approach, then the Office for Global Engagement will promote and support local-to-global and intercultural efforts that advance these languages and cultures.

OFFICE FOR GLOBAL ENGAGEMENT – ORG CHART SUMMER 2018



FT - Employee
 PT - Employee
 Student -Employee

Reporting line
 Dual Reporting line