

## EXECUTIVE SUMMARY

This inventory of Temple's international activities provides an overview of global engagement across key sectors of the university and serves as a departure point for planning future international initiatives for Temple.

International education has been an important part of the Temple story for decades. Our study abroad programs, substantial international student and alumni base, and partnerships abroad are impressive. Temple's foreign campuses in Japan and Rome distinguish Temple from most of its peers, who do not have permanent locations abroad.

However, as the global economy and telecommunications advances continue to blur national boundaries every day, we must continue to globalize our teaching, research and faculty engagement and community outreach to maintain Temple's relevance as a world-class university and ensure that our students have the skills needed to participate fully in the global economy.

Beginning with President Hart's 2007 investiture, where she identified internationalization of Temple's teaching, research and engagement as one of her top priorities, the importance of internationalization has been consistently communicated from the highest levels of leadership.

Already this message is taking root. Last spring, Provost Staiano-Coico selected globalization as one of eight themes in the academic planning process that engaged scores of Temple faculty and administrators. Other potent evidence of this administration's commitment is the creation of the Office of International Affairs, being led by the university's first full-time vice president of International Affairs. The office is charged with overseeing the development of Temple's first university-wide plan for comprehensive internationalization.

This inventory is one of the first projects of the Office of International Affairs. Some of the major findings are listed below. They are discussed in greater depth in the attached report.

**Study Abroad:** In 2007-08, 973 Temple students attended 67 study abroad programs in more than 25 countries. According to the most recent *Open Doors* report, an annual survey commissioned by the U. S. Department of Commerce, only 40 U.S. universities granted academic credit to 1,000 of their students for study abroad in 2005-6, putting Temple within reach of being nationally recognized for study abroad.

Temple's foreign campuses host approximately half of all Temple students studying abroad and, because of their influence, Temple's study abroad profile differs somewhat from national trends. For example, Temple students are more likely to study in Asia and less likely to study in the United Kingdom than students at most universities. Temple also offers fewer short-term study abroad options than our peers.

**Opportunity:** We can increase the number of Temple students going abroad by developing more short-term, research and internship opportunities for our students.

**International Students:** In the fall 2007 semester, Temple's student body included 2,745 students who were not United States citizens, representing 7.83% of the total domestic enrollment. Approximately 60% of our non-citizen students required visas and they came to Temple from 127 different countries. The majority of Temple's international students come from Asia, and there are increasingly well-organized alumni efforts in China, Korea, Japan and Taiwan.

The overwhelming majority of our international undergraduate and graduate students come to study business. Six Temple majors each attract more than 100 students from abroad: Business, IELP, Health Professions, Biological/ Biomedical Sciences, Engineering, and Visual and Performing Arts. The non-degree Intensive English Language Program (IELP) is the second most popular program for international students at Temple, differing significantly from national rankings where IELP ranks 11<sup>th</sup>.

**Opportunity:** Temple should capitalize on its strength in IELP to attract more international students to its degree programs.

**International Campuses and Locations:** A significant portion of Temple's international identity and activity is centered on its international campuses in Japan and Rome, and a permanently staffed law school program in Beijing, China. Temple's commitment to maintaining educational sites abroad is somewhat unique – none of Temple's peers have such extensive operations abroad and most have no permanent foreign sites.

**Opportunity:** Our international campuses provide coveted opportunities for faculty to teach abroad. They can also be more fully utilized to enrich the curriculum at all of our campuses through cross-pollination of ideas, collaborative research and electronically-linked classrooms. With TUJ's strength in Asian studies and the recently invigorated Asian studies program on the main campus, Temple has a unique opportunity to develop into a major center for Asian Studies with permanent sites in Japan, China and Philadelphia.

**International Partnerships and Collaborations:** Temple has international partnerships in more than 40 countries, with its center of gravity in Asia, especially in Japan, China, Taiwan and Korea. Every school and college at Temple is involved in some form of international partnership or collaboration, with significant variation in purpose, depth of engagement and commitment of resources. Temple's international collaborations are generally based in the schools and colleges, with the exception of Temple's campuses in Japan and Rome, where the central administration has made a commitment on behalf of the entire university. The vast majority of Temple's international relationships involve student mobility — sending American students abroad, bringing international students to study in Philadelphia, or educating international students at Temple's educational sites abroad.

**Opportunity:** Through its new centralized office of international affairs, Temple will develop a strategic plan to guide the formation of new international partnerships to enhance Temple's overall globalization.

**Temple's International Curriculum:** Under the new General Education curriculum every undergraduate is required to take a course that explores the effects of globalization or an area studies course focusing on a nation or region. Globalization is also one of four thematic connectors students can use to integrate their studies across the entire general education curriculum.

Temple currently offers undergraduate students who want an internationally focused major an International Business major, a number of foreign language and area studies majors, and, at Temple University Japan, an International Affairs major.

**Opportunity:** A new undergraduate and graduate major in international studies is being developed by the College of Liberal Arts, and the School of Communications and Theater is planning a global communications concentration. These new majors will significantly expand the choices for undergraduates who want to concentrate on internationally oriented degrees.

**Faculty Engagement and Development:** The faculty plays a critical role in the globalization of Temple. Only through their efforts can Temple internationalize its teaching and research, and through faculty interaction with students, Temple students can develop the knowledge, skills and world view that they need to succeed in the global world.

**Opportunity:** Temple offers international teaching opportunities and a number of faculty development opportunities that can be used to support faculty development, but identifying dedicated funding to support faculty development activities for internationalization would accelerate internationalization.

**International Education Funding:** Increasingly, universities are seeking funding from public and private donors to support the development of international education initiatives. While some of Temple's schools have successfully raised funds to support international initiatives, the central administration has not been involved in such efforts to date.

**Opportunity:** The Office of International Affairs, in cooperation with the university's Research Office and Institutional Advancement, and the academic units, should and will play an active role in identifying and developing proposals to fund international initiatives.