



**Address at the Institute of International Education (IIE)
Best Practices Conference**

**Given by Mark B. Rosenberg
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These remarks were presented to the attendees of the IIE Best Practices Conference, on March 14, 2017.

1. *FIU is one of the largest institutions of higher education in the U.S. How is it responding to the inevitable forces of globalization, and those against globalization?*

FIU is made up of what we call “inevitable forces of globalization.” Our founders knew this, and this understanding is deeply rooted in our mission, which emphasizes collaborative engagement with our local and global communities. There are many ways we confront globalization challenges and make them opportunities, including a Globalized Curriculum.

One of the ways we’re preparing our students to become informed, engaged citizens of the world is through our Global Learning for Global Citizenship initiative. Global learning is part of our DNA. It’s what sets us apart not only from other public institutions in Florida, but we are a leader in global higher education nationally and internationally. Global learning has become an integral part of FIU – it reaches every part of the university. It ensures that all of our students have multiple opportunities to gain a greater understanding of global issues, learn to analyze these issues from multiple perspectives, and take the important step of beginning to solve complex problems. Students do this through face-to-face, hybrid, and online classrooms, here in Miami and abroad.

Our Preeminent Programs Address Global Challenges – these programs make substantial contributions towards our strategic goals and in the global community. For example, our Extreme Events Institute is serving the United Nations Office for Disaster Risk Reduction (UNISDR) as a top authority on hurricane preparedness. In preparation for its annual Global Platform scheduled to take place in Mexico in May 2017, FIU will offer solutions to the global problem of hurricane disaster risk reduction.

We are also leaders in water and environmental issues. Our Institute for Water & Environment brings together not only scientists but also engineers and policy makers who advise local, state and federal stakeholders in vital decision-making processes all across the globe. Aquarius, our underwater laboratory 60 feet below the ocean surface in the Florida Keys is the only one of its kind and is an unparalleled resource for researchers from across the globe.

In 2000, we created the nation’s first Foreign-Educated Physician (FEP) nursing program. This program offers doctors from other countries, who are not practicing medicine in the U.S., an accelerated pathway to obtain a BSN or MSN.

We created a unique opportunity for foreign educated healthcare professionals in our community, which in turn also served to alleviate the nursing shortage and increase diversity in the nursing workforce. We are very proud of the 1,500 graduates who are now serving our community as highly trained nurses and nurse practitioners.

Our Kimberly Green Latin American and Caribbean Center (LACC) forges linkages across the Americas through high-quality education and research aimed at better understanding and addressing the most urgent problems confronting the region. The Center draws upon the expertise of one of the largest concentrations of Latin American and Caribbean Studies scholars in the country. It also supports the Digital Library of the Caribbean, a globally accessible information resource with 2.6 million pages of content related to the Caribbean. We are here to serve and engage with our neighbors in Central and South America.

For the past 21 years, we annually welcome more than 500 authorities and public servants from Latin America and the Caribbean for the Inter-American Conference of Mayors and Local Authorities. The conference promotes democratic, local governance throughout the Western Hemisphere by providing a forum for participants to discuss common goals, experiences, information and best-practices.

2. *At many American universities, there is tension between diversity and internationalization initiatives. Internationalization is usually perceived as fun, glamorous and optional – an ‘asset’ model that brings prestige to an institution. In contrast diversity is often viewed as hard work, a necessary endeavor, but lacking in glamour – a ‘deficit’ model.*

It was this potential dichotomy that led to the development of Global Learning for Global Citizenship! Back in 2006 when we first started to think about a large-scale curriculum initiative to improve student learning, we conducted several focus groups. Students, faculty, staff, and administrators said that our greatest strength – our diversity – was not being used enough to advance learning. The diversity represented by the students in the classroom was not being used in the classroom. We called this our internationalization gap.

It was global learning that bridged this gap between diversity and internationalization. With global learning, we now see both internationalization and diversity as assets. They are both critical to the achievement of our mission. Internationalization involves building structures, operating modes, and mindsets that allow the institution and its key stakeholders – its students, faculty, and staff – to join, contribute to, and shape the world’s knowledge and learning network.

Diversity is also key to achieving the university’s mission of transmitting and producing knowledge. Learning and innovation are advanced when people with diverse perspectives and backgrounds collaborate to solve complex problems.

Internationalization expands the institution's capacity to engage with diverse perspectives at home and abroad. Diversity is also one of the key assets American universities bring to their relationships with institutions abroad.

3. *As the leader of an incredibly diverse institution, how do you respond to this perception, and more concretely, what is FIU doing to develop and sustain collaboration between the two areas?*

FIU is proud to be both diverse and international – we see both diversity and global connectedness as our strength. We're the largest majority-minority university in the country and award more bachelor's degrees to minorities than any other university in the country.

We also rank first in international undergraduate student education in the State University System of Florida! We understand the importance of working together across borders to enhance education and help our students launch successful careers. These dynamics are sustained by our local community – a metropolitan center that thrives on diversity and is the gateway to Latin America.

We sustain collaboration between diversity and internationalization through providing study abroad opportunities to our students, internships with global organizations, as well as forming international partnerships with other universities around the globe. Each year, nearly 900 students study, research, or intern abroad in dozens of countries throughout the world.

4. *FIU has a campus in Tianjin, China. Can you describe the institutional partnership with Tianjin University of Commerce and how it has contributed to the internationalization of FIU? Any tips for this group on what makes this kind of partnership work best for both partners?*

In 2002, the Tianjin Municipal Government invited Florida International University to establish a partnership with Tianjin University of Commerce. In May 2003, both parties signed a Memorandum of Understanding in Miami. In May 2004, the official Signing Ceremony took place in Tianjin.

Construction was completed in 2006 and the FIU/TUC Ribbon Cutting Ceremony took place in September of that year. This cooperative program enjoys the highest level and largest scale for senior tourism education in Schools in China.

In July 2015, the Marriott Tianjin China Program was accredited by the Accreditation Commission for Programs in Hospitality Administration. In March 2016, TUC and FIU signed a new 10-year agreement, which was approved by the Ministry of Education.

The full-time, Tianjin based FIU faculty who teach in the Tianjin Center were Chinese business professors who began attending FIU in 2004. They spent 18 months with the Miami faculty and received a Master's Degree in Hospitality Management from FIU in 2006.

Over the past year, FIU also has conducted live, co-taught simulcast courses between Miami and Tianjin. Over 30 excellent faculty members have taught in different ways before. Currently there are 12 full-time faculty members teaching in this program including 4 from Miami. All of these faculty members are Certified Hospitality Educator honored by American Hotel and Lodging Education Institute.

Currently, there are 5 Chinese full-time staff members playing important roles in Administration Office, Career Services Office, Advising Office, Computer Lab and Food Production Lab.

In addition, an Assistant Dean of Academics was sent from Miami to oversee the program in Tianjin. The Director of China Programs also spends a significant time in Tianjin and offers extra support to the Assistant Dean by meeting and communicating with TUC senior leaders.

Students who graduate from the Tianjin Center program receive two bachelor's degrees - one from FIU and the other from TUC. All courses in this program are using FIU curriculum and books, and are taught in English only. The school is open to students in Miami and other state universities desiring to expand their educational experience to China.

Students have the opportunity to spend their senior year or pursue their master's degrees in Miami. The first class of 28 students graduated in April 2008, and all were offered employment by major local and international hospitality companies! 10 of those graduating students were accepted by leading graduate programs in the United States and Asia to further their hospitality education.

As of today, 1,718 students have graduated from FIU Tianjin Program. The employment rate of this collaborative program is nearly 100%. About 40% graduates have chosen to further study in graduate programs in top universities all around the world. Currently there are 367 students enrolled in this program.

The centerpiece of the campus is a 20-story housing facility. Housing is sufficient to accommodate the center's student population of 1,000, faculty apartments and U.S. student dorms. The structure features a 500-seat auditorium, teaching kitchen, wine cellar, two 100-seat computer laboratories, a wine laboratory, eight case study rooms, and a dining facility.

This program gives FIU a recognition as a global leader in Hospitality and Tourism Education. The TUC-FIU was approved by the Ministry of Education as "An Example of National Education Program". This collaborative program has received awards from the Ministry of Education, and was named the "2008-2009 Annual Chinese Tourism and Hotel Talents Training Zone" in Chinese Hotel Industry Forum.

The Tianjin Municipal Education Association has classified the Program within the league of Tianjin's Top 10 International Education Program, and in 2012, TUC-FIU obtained the title of "Tianjin Hotel Management Experimental Teaching Center"

TUC-FIU has also received the "Outstanding Contribution Award for Chinese hotel Industry Human Resource Education" by the International Hotel Organization.

Students of the Program have led a significant international engagement agenda and have applied classroom knowledge to volunteer global initiatives. These worldwide initiatives have included the 2008 Beijing Olympics, the 2010 Shanghai EXPO, and more!

Cultural difference is the biggest challenge – and is mainly reflected in the different education systems between China and the United States. FIU is working hard to develop an international awareness and acceptance of different learning approaches and cultures, as well as maintain the equal or equivalent academic standard between both campuses.

5. *You were a Fulbright Scholar conducting research in Honduras in 1982-1983 and I trust that this was a formative experience for you. What moved you to pursue this foreign experience, and how do you motivate faculty, staff and students to go abroad and return with fresh perspectives themselves? What has been the most important impact of your Fulbright experience?*

FIU's Fulbright resume is impressive: 58 of our faculty have conducted research, taught or served as specialists across the globe as part of the distinguished Fulbright Scholar program.

This year alone we have faculty members in Austria, Canada, Colombia and India, and five faculty who are on the Specialists roster, ready to go and offer their expertise abroad.

Since 2002, we had 19 students who earned a Fulbright Scholarship and enjoyed learning experiences abroad. Last year, we were among the top producers of Fulbright Scholars and were honored to host the Fulbright Foreign Scholarship Board (Commission) during International Education Week.

Conversations between members of the board, as well as the representatives from the Department of State, indicated that there is a strong commitment to making fellowships and scholarships available to as many faculty and students as possible, while also expanding or making offerings more flexible. This meeting gave us momentum. We hold regular workshops for faculty and administrators to hear from returning Fulbrighters about the benefits and opportunities, and give insights on how to prepare a competitive application.

6. *Last year your institution was awarded the IIE Heiskell Award for the internationalization of your undergraduate curriculum, an initiative called "Global Learning for Global Citizenship." What was the impetus for this initiative? What are some of its successes and challenges? Is this an initiative that is here to stay, or will it have a finite lifespan at FIU?*

The Global Learning for Global Citizenship initiative started in 2008. The impetus was to bridge our Internationalization Gap and to make sure that the diversity OF the classroom was being used IN the classroom.

One of the biggest challenges of the initiative was that it is focused on internationalization on the curriculum, the hardest nut to crack in internationalization. The reason it is so difficult is that the curriculum is considered the faculty's domain. Faculty pushed back on the idea that they would be told what to teach or even how to teach.

Our biggest success is that, as a university, we came to a shared agreement of qualities that distinguish global learning – and that would also allow each faculty and staff member to determine how they would incorporate global learning into their course. In all 180 global learning courses and over 250 activities offered at FIU, diverse students engage in collaborative problem solving, but that looks different in a biology course vs. an architecture course. Sometimes students engage in a role-playing scenario, sometimes they complete a community-based service learning project, some courses are conducted abroad and sometimes students collaborate with peers online in different countries.