Extending Our Global Reach

Rutgers, The State University of New Jersey

2011-2012 Annual Report

Rutgers Centers for Global Advancement and International Affairs
Rutgers, The State University of New Jersey, has been educating global citizens since the university was founded in 1766 as one of the nine colonial colleges formed before the American Revolution. One of the first Japanese students to attend an American University, Kusakabe Tarô, came to Rutgers in 1867 to study mathematics and science. Between 1867 and 1912, approximately 200 Japanese studied at Rutgers Preparatory School and Rutgers College, many of them going on to become leaders in science and industry, spearheading Japan’s rapid modernization.

Today, our students are experiencing remarkable and diverse international opportunities that set them apart from their peers. These students like Wei Jie Tan, a student from Malaysia and one of the thousands of international students studying at Rutgers. A microbiology major in the School of Environmental and Biological Sciences at Rutgers–New Brunswick, Wei Jie spent part of his summer in Cluny, France, learning about the microbiology and culture of cheese and wine. He’s planning to return to Malaysia after graduation.

Brisa DeAngulo, a 2012 graduate of the School of Law–Camden, emerged as a global advocate for Bolivian children suffering through the nightmare of sexual abuse. DeAngulo and her husband, Parker Palmer CLAW ’12, founded Centro Una Brisa De Esperanza (CUBE), or the A Breeze of Hope Center. It is the only place in Bolivia that specializes in providing comprehensive assistance for children who are victims of sexual abuse. At CUBE, the children have free access to social workers, lawyers, therapists, and volunteers who provide support.

It isn’t just students at Rutgers who are engaged in our global society. Across the globe, our faculty are tackling some of the world’s greatest challenges. Take for example the faculty from several schools at the university who are studying global warming as part of the Rutgers Climate and Environmental Change Initiative and the Rutgers Initiative on Climate and Society, two groups that demonstrate our strength in issues of global concern. At Rutgers–Newark, the International Institute of Peace is working on issues such as peacebuilding and poverty. The institute, launched in May 2011, was approved in November 2011 as a UNESCO Category 2 Center.

Thanks to these students, faculty, and staff from every corner of the university, Rutgers is extending our global reach. Through education, programs, relations, and services, we are establishing new paths and opportunities for global engagement among members of our university community.

Global engagement at Rutgers, as at most universities, has often developed organically as faculty, staff, and students build international contacts and partnerships. However, in today’s globalized world, it is imperative for universities to engage in strategic global engagements in order to provide the best research environment and education for their faculty, students, and staff, as well as international visitors from around the globe. This report highlights the comprehensive efforts across the university to demonstrate Rutgers’ role as an innovative leader in international research and education.

I hope you enjoy learning more about the work that has been done over the past year to strengthen Rutgers as a truly international institution.

Joanna Regulska
Vice President for International and Global Affairs
Executive Summary

*Jersey Roots, Global Reach* is more than just a tagline. Rutgers is taking gigantic steps to produce knowledge and research to address issues of global concern. During the 2011-2012 academic year, Rutgers University made major strides by building a universitywide organizational infrastructure, establishing new programmatic and country-based priorities, expanding opportunities for students, and engaging in national and international conversations about international education. We celebrate these accomplishments in this report. Looking at the work achieved by many faculty, staff, and students during the past year, several points emerge:

• **Rutgers is committed to positioning the university as an international institution.** With the creation of the Centers for Global Advancement and International Affairs in July 2011, in addition to several already existing offices on all three campuses, the university has demonstrated the importance of marking Rutgers as a hub for international research, education, and engagement.

• **Rutgers is internationalizing the campuses quickly and efficiently.** Rutgers faculty, staff, and students have many opportunities for global engagement. Through programs and initiatives such as the addition of an international component to the faculty tenure and promotion process, Rutgers’ affiliation with the United Nations, the Biennial Theme, and more, the university is acknowledging the importance of international and global engagement and making these opportunities easily available to the community.

• **Rutgers is building strategic relationships with institutions of higher education around the world, including in five strategic focus countries: Brazil, China, India, Indonesia, and Liberia.** With the establishment of these five focus countries, the university has established new partnerships, 2+2 degrees, study abroad programs, and faculty exchanges. Faculty have also obtained externally funded grants to pursue research and collaboration.

• **Rutgers is offering students exceptional international education opportunities.** Not only do students have the chance to participate in traditional study abroad programs, but they can also take advantage of international service learning programs or short-term faculty led programs to combine academic course work with engagement in local communities around the world.

• **Rutgers is expanding and improving services to the international community at Rutgers and to faculty, staff, and students going abroad.** Each of the three Rutgers campuses has a dedicated office available to advise and assist international students and scholars, and these offices are expanding and refining their services. In addition, Rutgers faculty, staff, and students have several resources available to assist them as they travel globally.

• **Rutgers is looking to the future.** Moving forward, the university is strategically building partnerships, providing new funding opportunities for faculty, students, and staff, establishing new programs, and expanding and enhancing services to ensure Rutgers extends its global reach.
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I have really enjoyed being here this past year, learning from faculty and colleagues who are not just excellent academics, but a huge source of support, encouragement, and inspiration.

Neeta Goel
Graduate School–Camden
2011-2012 Goals & Achievements
Where We Are

Today's higher education system has become increasingly globalized as institutions around the world partner on joint research opportunities, collaborative ventures, and innovative new programs. Swiftly growing student mobility has realigned the demographics of universities and colleges, with more and more international students choosing to study in the United States. In this evolving environment, institutions of higher learning must be leaders in the production of new knowledge and in providing an educational system that addresses this global change and its impact on society.

Rutgers, The State University of New Jersey, has a responsibility to educate new generations of scholars, leaders, and policymakers who are aware of differing global and international concerns and possess skills in cross-cultural understanding and interaction. Rutgers graduates need to be cognizant of global and international challenges and possess the skills to offer solutions in a world that is increasingly interconnected culturally, economically, and politically.

Over the last several years, the university has seen rapid increases in international students thanks to the efforts of the units across the university responsible for the recruitment and admission of international undergraduate and graduate students. Just in New Brunswick, the Office of Enrollment Management brought the largest class of undergraduate students to the university in fall 2012, with a more than 80 percent increase in international undergraduate enrollment compared to fall 2011. With students and scholars from more than 120 countries and a long history of international research collaborations via memoranda of understanding and strategic partnerships, Rutgers is indeed an institution with Jersey Roots, Global Reach.
The Centers for Global Advancement and International Affairs (GAIA Centers)

Formed in July 2011, the Centers for Global Advancement and International Affairs, located in New Brunswick, were created to provide a central strategic direction for the internationalization efforts of the university. The GAIA Centers serve in a dual capacity, as both a universitywide advocate for internationalization, as well as a resource at Rutgers–New Brunswick to build synergies across schools and academic units on the campus. Under its umbrella, GAIA Centers consolidated Rutgers Study Abroad, the Center for International Faculty and Student Services, and staff from several existing small programs into a single unit organized around four pillars:

- **Global Education**: Fostering the development of global citizenship in Rutgers students by providing opportunities for international study, research, internships, service learning, and multicultural experiences that are integrated with and support the learning goals of the academic majors.

- **Global Programs**: Internationalizing the campus and surrounding communities by developing and facilitating programs that foster research, teaching, and learning while encouraging and supporting international and global engagement for faculty, staff, and students.

- **Global Relations**: Cultivating strong and consequential partnerships with universities, governments, and communities abroad to encourage the exchange of knowledge, ideas, expertise, technology, and cross-cultural dialogue.

- **Global Services**: Providing members of the Rutgers community and visitors with quality and timely services that support both the growth and strength of the university’s global network and integrate international visitors into the university community.

Working across these four pillars, the GAIA Centers are rapidly growing the university’s global agenda for the 21st century by building cohesive international strategies. Since its inception, GAIA Centers have reorganized existing units, hired staff members, and developed programs and services. The unit launched the global.rutgers.edu website to provide a centralized source of information for faculty, staff, students, and external stakeholders to learn about the international efforts of Rutgers both at home and abroad. In coordination with the universitywide International Advisory Committee (See International Advisory Committee on page 12), the GAIA Centers are strengthening and expanding internal processes, procedures, and activities across all four pillars. Further, in collaboration with the International Advisory Committee and units across the university, the GAIA Centers are implementing a forceful, external strategy to engage Rutgers in national and international conversations.

The GAIA Centers serve the New Brunswick campus, as well as the larger Rutgers University community. Many of the initiatives led by the GAIA Centers are available to the entire university as the GAIA Centers.
work to grow international engagement on all three campuses. While the GAIA Centers work across the university, campus specific, intensive efforts to internationalize Rutgers University are occurring in both Camden and Newark as well. These achievements are spotlighted throughout this report. Through the work of various offices, faculty, and staff in Camden and Newark, the university is introducing international components to the curriculum, offering more opportunities to study abroad and engage globally, and providing new and improved services to Rutgers’ international community at Camden and Newark. Each campus has its own structure and approach to their respective internationalization work.

**Rutgers–Camden:** International efforts at Rutgers–Camden are led by the Office of International Students and the International Studies Program in the Camden College of Arts and Sciences. The Office of International Students provides comprehensive advising services and programming for international students at the campus. Services for visiting scholars and international faculty are coordinated by the Camden schools and colleges, along with the Center for International Faculty and Student Services on the New Brunswick campus. The International Studies Program, headed by a faculty director, coordinates program offerings for short-term faculty-led study abroad opportunities organized under the International Studies auspices, as well as those organized by the School of Business, School of Law, School of Nursing, and Graduate School in Camden. Students access these opportunities through a comprehensive International Studies Program website.

Over the past two academic years the Camden campus has been working to take stock of its international programming, including the administrative structure, and develop a plan and process for expanding international engagement across the campus. As a result, Rutgers–Camden Chancellor Wendell Pritchett established the Global Research and Education Committee. The committee has active subcommittees working on recommendations to improve student awareness and access to study abroad as well as reviewing administrative procedures. Other subcommittees are creating a pathway to develop international partnerships for the campus and studying how to best recruit and retain international students. The committee’s work has resulted in greater awareness about what programs exist and how internationalization might be fostered. Recent initiatives include the creation of meaningful partnerships with institutions in Brazil and Cuba.

**Rutgers–Newark:** Home to the most diverse college campus in the nation, Rutgers–Newark has a vibrant international community. The Office of International Student and Scholar Services at Rutgers–Newark is responsible for supporting and advising the international student and scholar population at the campus. Three full-time staff members serve in the office, including the director of international student and scholar services, an international services adviser, and an administrative assistant. This office reports to the associate dean of undergraduate education in the Newark College of Arts and Sciences. In addition, an assistant dean in the Newark College of Arts and Sciences is responsible for providing services to international faculty in all schools on campus.

Study abroad opportunities for Rutgers–Newark students are coordinated through the Rutgers Study Abroad office in New Brunswick. In addition, various faculty and staff at respective schools on the Newark campus are charged with delivering international programs and initiatives to their respective schools’ communities and relevant stakeholders. For example, the Graduate School–Newark and Rutgers Business School, among other schools on the campus, are deeply engaged in international partnerships and programs.
Jersey Roots, Global Reach

The work of units, departments, and organizations on all three Rutgers campuses are leading to great strides in facilitating Rutgers’ global reach. During the past year, the efforts of these various components were focused in four key areas:

• Internationalizing Rutgers
• Establishing the groundwork for strategic planning in five focus countries
• Expanding and diversifying international education opportunities for Rutgers undergraduates
• Enhancing services on campus for international students, scholars, and Rutgers faculty going abroad

This inaugural, universitywide annual report highlights accomplishments in each of these areas on all three campuses during the 2011-2012 academic year. It provides a general overview of internationalization efforts, rather than focusing on school-specific achievements, of which there are many. Future reports will celebrate these successes.
Internationalizing Rutgers

Walk across the New Brunswick, Newark, or Camden campuses during the school year and you’ll see grounds that are alive with energized students, faculty, and staff. Ensuring that members of the Rutgers community – the heart of the university – are part of the global community and are learning, teaching, and engaging in research through a global lens is a key priority for the university. Thanks in part to the recommendations of the International Advisory Committee and its subcommittees, the GAIA Centers’ work through the Global Programs pillar, and the commitment at offices on all three Rutgers campuses, the university is well on its way to expanding its globally active group of students, faculty, and staff.

International Advisory Committee (IAC)

The International Advisory Committee serves in a consultative role to make recommendations and support the efforts to expand international and global perspectives in research and education within Rutgers University. The committee is composed of representatives from each New Brunswick (NB) school, Rutgers Libraries, Undergraduate Admissions, Newark (N), and Camden (C) for a total of 25 members. The main responsibilities of the IAC are to:

- Recommend and review policies and university practices as they relate to international and global engagement;
- Explore innovative ways to create engaging, cross-cultural international partnerships and exchange programs;
- Facilitate new initiatives for multi-disciplinary research programs and international curricular activities involving various schools and departments;
- Propose projects that enhance Rutgers’ visibility in global and international programs within and beyond the university;

2011-2012 International Advisory Committee Members
- Elizabeth Atkins, OIS, C
- Gerry Beegan, MGSA, NB
- Tania Castaneda, Undergraduate Admissions, NB
- Yee Chiew, SoE, NB
- Marcy Cohen, GAIA, NB
- Jean-Marc Coicaud, DGA, N
- Mary Curran, GSE, NB
- Rebecca Davis, SSW, NB
- Kayo Denda, RU Libraries, NB
- David Finegold, SVPLSSG, NB
- Carol Goldin, PHARM, NB
- Maryella Hannum, GAIA, NB
- Montague Kern, SCI, NB
- Jerry Kukor, GSNB, NB
- Veena Kumar, PALS, NB
- Marty Markowitz, RBS, N & NB
- Fran Mascia-Lees, SAS, NB
- Gayle Pearson, NUR, NB
- Alison Price-Rom, GAIA, NB
- Joanna Regulska, VPIGA, GAIA, NB
- Stephen Reinert, GAIA, NB
- Hal Salzman, EJB, NB
- Rayman Solomon, LAW, C
- Lily Young, SEBS, NB
- Yongwei Zhang, RBS, N & NB
• Assist in the development of outreach programs created by business, education, and civic groups across New Jersey; and

• Promote special events related to international affairs.

During the 2011-2012 academic year, in addition to addressing and making recommendations regarding issues that arise on a regular basis, the IAC worked through its three subcommittees: Internationalizing Curriculum, Forming Partnerships, and Articulating Dual/Dual Degrees. The focus of the subcommittees’ recommendations reflects the need to build a greater synergy between academic curricula and internationalization efforts across the university, as well as to address the university’s needs for clear guidance and procedures in establishing new partnerships and programs.

The International Advisory Committee identified three overall goals to help internationalize the university:

• Conduct an inventory of all international programs, partnerships, collaborations, activities, and resources at Rutgers;

• Define a niche that would allow the university to stand out among its peers; and

• Encourage the appointment of a dean or the designation of a specific faculty member at each school to serve as a catalyst for the school’s and the university’s internationalization efforts.

In addition, each subcommittee developed the following recommendations:

**Internationalizing Curriculum Subcommitteee**

• Expand and enhance the international component of the curriculum;

• Align the curriculum of study abroad programs with particular majors and minors;

• Expand opportunities for international and global living-learning communities; and

• Increase faculty participation in globalizing and internationalizing the curriculum.

**Forming Partnerships Subcommitteee**

• Benchmark partnership policies at peer institutions;

• Create methodologies, protocols, and procedures for establishing successful international partnerships;

• Align this methodology with the strategic orientation of Rutgers; and

• Design monitoring and evaluation procedures for international partnerships.

**Articulating Dual/Double Degrees Subcommitteee**

• Create a “Best Practices” brochure and run a workshop for the development of dual/double degree programs;

• Strengthen and support the international student groups on campus and engage them in helping incoming students;

• Systematically assess students in these programs to develop metrics on the personal and academic value of their experience; and

• Assess domestic students on the value of a more international student community.

During the next academic year, the International Advisory Committee will continue to work closely with the GAIA Centers to support the implementation of these recommendations.
New and Existing Initiatives, Programs, and Partnerships

During the past year, Rutgers strengthened existing programs and partnerships, while launching new initiatives to internationalize the university. These include:

• **International Accomplishments as Part of the Faculty Tenure and Promotion Process:** Rutgers faculty are integral to internationalization efforts at the university through their research, teaching, mentoring, and service. Therefore it is critical to acknowledge their extensive international efforts as they go through the faculty tenure and promotion process. As part of this process in 2012-2013, for the first time Rutgers will ask faculty to present their accomplishments in the areas of international research, teaching, curriculum development, advising international students, grant writing, and service. Rutgers hopes that acknowledging and rewarding faculty for their international work will affirm the university as an international and global institution with far-reaching faculty expertise that creates global knowledge, solves global problems, and teaches and mentors a new generation of global leaders.

• **United Nations and Rutgers – New Links and Partnerships:** In 2009, Rutgers became one of a select group of 16 universities worldwide associated with the United Nations (UN) Department of Public Information. This gives students and faculty unparalleled access to UN briefings, conferences, internships, and networking opportunities on issues of critical global concern. Since that time, more than 550 students, faculty, and staff have visited the UN as part of briefings, class visits, tours, and special programs. In spring 2012, the GAIA Centers held a seminar, with speakers from the UN, Newark, and New Brunswick campuses, for faculty and staff to increase awareness of the affiliation and demonstrate how faculty and staff can leverage this connection. The seminar was followed by a trip to UN headquarters in New York City along with visits to the United States and Brazilian missions to the United Nations. In addition, the International Institute of Peace at Rutgers–Newark, led by Professor Aldo Civico, was approved as a Category 2 Center by UNESCO, the United Nations Educational, Scientific, and Cultural Organization. This makes the institute the only UNESCO Category 2 Center at a U.S. university. The institute is currently developing programs and strategic partnerships in peace-building. Further, Rutgers holds an UNESCO – Cousteau Ecotechnie Chair in Coastal Resources. Held by Ken W. Able, a professor of life history, ecology, and behavior of fishes with the Institute of Marine and Coastal Sciences in the School of Environmental and Biological Sciences, the chair works to establish programs, develop workshops, and increase education and awareness of managing our coastal resources.

• **International Higher Education Delegations:** During the past year, the GAIA Centers have coordinated 34 visits to the university by institutions from 17 countries. Welcoming visitors from potential partners is one of the most direct paths to forming a relationship with faculty and students from institutions around the world. During their visits, delegations meet with faculty, students, and administrators from all three campuses to discuss potential collaborations, from English-language courses to faculty exchanges to degree programs, which will benefit students, faculty, and staff from both the visiting institution and Rutgers. Some programs and joint ventures are a direct result of these visits, while in other

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**2011-2012 GAIA Centers’ International Higher Education Delegations**

- China: 8
- United Kingdom: 4
- Japan: 4
- Brazil: 2
- Georgia: 2
- India: 2
- South Korea: 2
- Germany: 1
- Israel: 1
- Italy: 1
- Mexico: 1
- Norway: 1
- Portugal: 1
- Russia: 1
- Scotland: 1
- Taiwan: 1
- Vietnam: 1

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cases meetings are held to finalize the details of programs that are already being developed. Many of Rutgers’ most valuable international collaborations have been established through face-to-face interactions between the university and its partners.

• **Biennial Theme:** In its fifth year, the GAIA Centers’ Biennial Theme is a series of events that create a framework to discuss and address today’s critical global topics. The current theme, Technologies Without Borders: Technologies Across Borders, explores how the rapid advancement of technologies has altered the ways in which humans live their everyday lives throughout the world. As technology becomes more and more integral to human life, societies are forced to adapt. The cooperative efforts of writers, artists, social scientists, engineers, scientists, physicians, lawyers, politicians, and activists across regions and continents is required to address these challenges. More than 80 events concentrating on the Technologies Without Borders: Technologies Across Borders theme were held during the 2011-2012 academic year in collaboration with various departments and schools within the university, such as the departments of history; human ecology; political science; computer science; and landscape architecture; as well as the Food Policy Institute; Rutgers Writers House; Institute for Research on Women; Center for Advanced Infrastructure and Transportation; Center for the Study of Genocide, Conflict Resolution, and Human Rights; and many more. The events during the 2012-2013 academic year will explore technology’s relationship to citizenship and social responsibility and how technology has the potential to affect, either positively or negatively, one’s role as a socially responsible citizen.

• **Faculty and Staff Ambassadors Program:** In an effort to further support Rutgers’ international connections, the GAIA Centers piloted the new Faculty and Staff Ambassadors Program in summer 2012. The program was designed to complement existing faculty and staff travel plans. Selected faculty and staff are asked to make additional visits to educational institutions, non-governmental organizations, and other related international organizations and/or host alumni events during their international travels on behalf of the university. These visits allow faculty and staff to represent the university and strengthen existing partnerships, deepen alumni relationships, and/or expand opportunities to generate additional research collaboration and external funding. During the pilot program, 10 faculty members traveled to twelve countries including Ghana, Italy, Morocco, Taiwan, and many others.

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**Biennal Theme**

<table>
<thead>
<tr>
<th>Theme Title</th>
<th>Events</th>
<th>Exhibits</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2007-2008 Resistance: Globalization and Its Other</td>
<td>10</td>
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<tr>
<td>2008-2009 Human Rights: Content and Discontent</td>
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<td>8</td>
<td>95</td>
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<tr>
<td>2009-2010 Ecologies in the balance? Thinking through the crisis</td>
<td>63</td>
<td>6</td>
<td>69</td>
</tr>
<tr>
<td>2010-2011 Ecologies in the balance? The way forward</td>
<td>79</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>2011-2012 Technologies Without Borders: Technologies Across Borders</td>
<td>81</td>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>320</strong></td>
<td><strong>23</strong></td>
<td><strong>343</strong></td>
</tr>
</tbody>
</table>

**Ambassadors Pilot Program**

Regions Visited by Faculty

- Asia and the Pacific
- Europe and Eurasia
- Middle East
- Sub-Saharan Africa
Internationalizing the Curriculum: Large strides are being made to integrate global learning into the curriculum across the university. In Newark, a new Master’s of Peace and Conflict Studies and a B.A./M.A. dual-degree in Peace and Conflict Studies will be offered through the Graduate School–Newark. The school worked with the International Center on Nonviolent Conflict to offer a course entitled, “Civil Resistance and the Dynamics of Nonviolent Conflict.” Efforts at Rutgers–New Brunswick include expanding the India-focused activities to include more faculty and course offerings and aligning Rutgers Study Abroad with selected majors and minors, while Rutgers-Camden is increasing the number of short-term study tour opportunities to their students, while incorporating a strong international component into its doctoral degree programs in public affairs and childhood studies. These and many other initiatives to incorporate global learning into the classroom have strengthened the education of Rutgers students.

2011-2012 Selected Accomplishments

- Incorporated an international component into the faculty tenure and promotion process
- Provided a set of recommendations by the IAC to target specific aspects of internationalizing the university community
- Offered a faculty seminar on United Nations programs with a follow-up visit to the UN headquarters and Brazilian and U.S. missions to the UN
- Supported 83 events and exhibits as part of the Biennial Theme with 38 participating units
- Hosted 34 international higher education delegations through the GAIA Centers, connecting more than 100 international representatives with their Rutgers colleagues
- Launched the Faculty and Staff Ambassadors Program, offering awards to 10 staff and faculty
- Graduate School–Newark created a M.A. degree and B.A./M.A. dual degree in peace and conflict studies

What I do when I travel is a reflection of Rutgers. As a member of the faculty, I am always an ambassador.

Professor Michael LaSala, School of Social Work
Faculty and Staff Ambassadors Program participant
Establishing the groundwork for strategic planning in five focus countries

Rutgers has identified five strategic focus countries for its universitywide initiatives: Brazil, China, India, Indonesia, and Liberia. These countries represent the majority of the world’s youngest population, as well as significant areas for collaborative opportunities and research potential. They also reflect the university’s existing strengths and established scholarly and institutional connections. With such a significant population of young people, these countries offer an abundance of educational opportunities and have seen an increase in the demand for education in recent years. During the course of the past year, Rutgers, including the GAIA Centers through the Global Relations pillar, has worked to establish strong partnerships and programs in these strategic countries.

Brazil

Brazil currently has one of the strongest economies globally. With a large population of college-aged citizens, the role of higher education in Brazil has become increasingly important. Through an expanding presence in Brazil and cooperation with Brazil’s educational institutions via targeted relationships, the university plans to cultivate and deepen research ties between Rutgers faculty and their Brazilian peers in rapidly developing fields of major strategic importance to Rutgers and our partners, such as environmental studies, engineering, biotechnology, cognitive sciences, business, liberal arts, and global studies.

Rutgers has developed strong partnerships in Brazil during the past several decades. Since the 1970s, the School of Environmental and Biological Sciences has participated in undergraduate exchanges in biotechnology with University of São Paulo through the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education and the Brazilian Ministry of Education’s Coordenação de Aperfeiçoamento de Pessoal de Nível Superior exchange program. Additional educational opportunities in Brazil are being expanded through Rutgers Study Abroad and various new school-based initiatives on all three campuses. Rutgers–Newark recently signed a memorandum of understanding with the Federal University of São Carlos. The agreement will support the development of collaborative faculty research and student exchange programs between the Federal University of São Carlos and the Newark College of Arts and Sciences.

Rutgers–Camden has worked to establish strong ties in Brazil, led by Chancellor Wendell Pritchett. The campus signed a memorandum of understanding focusing on business, law, and international development with Fundação Getúlio Vargas, a Brazilian institution of higher education. Further, Chancellor Pritchett has led two trips to Brazil with faculty, students, and administrators to augment and establish ties in the country. These efforts will lead to further connections and partnerships with national institutions as well as specific universities.
Rutgers was selected as one of 19 U.S. universities and colleges to participate in the 2012 Brazil Initiative of the Institute of International Education's International Academic Partnership Program (IAPP). The program is designed to support U.S. universities in deepening and broadening their relationships with universities in a single country. Through the IAPP-Brazil program, Rutgers took part in a study tour of the country in April 2012. This tour opened new possibilities for collaboration in astronomy, geophysics, law, and climate change initiatives. The university's participation in IAPP-Brazil builds upon existing relationships and also expands and diversifies partnerships to additional higher education institutions in Brazil. The university's Brazil Ad Hoc Strategic Planning Faculty Committee is working on a long-term strategy to identify Rutgers' priority areas in the country.

Rutgers was among the first group of U.S. institutions to partner with the Brazilian government's Science Without Borders program, which was instituted in January 2012. This initiative provides scholarships to students from Brazil to study science, technology, engineering, and math fields at colleges and universities in the United States. Rutgers hosted eight students in 2011-2012, and the program will soon be expanded to include graduate and postdoctoral students.

**China**

In the fall of 2011, 1,231 Chinese students were enrolled at Rutgers University, almost one-third the total number of international students on the three campuses. The exponential increase in Chinese students at the university during the past several years reinforces the importance of China as a power player on the world stage.

The large population of Chinese students on campus and strong connections with Chinese universities led Rutgers to establish, as a unit of the GAIA Centers, Rutgers China Office under the direction of Dr. Jeff Wang. Established in January 2012, the unit focuses its

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### Top Fields of Study at Rutgers–NB for Students from the Focus Countries

<table>
<thead>
<tr>
<th>Field</th>
<th>Brazil</th>
<th>China</th>
<th>India</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>300</td>
<td>250</td>
<td>200</td>
<td>150</td>
</tr>
<tr>
<td>Business Management</td>
<td>200</td>
<td>150</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Math/Computer Sciences</td>
<td>150</td>
<td>100</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Physical/Life Sciences</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>50</td>
<td>50</td>
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</tbody>
</table>
activities on three major university goals as established by the University Ad Hoc Committee on China:

- Establish comprehensive partnerships between Rutgers and top Chinese universities;
- Expand the number of highly qualified Chinese students at Rutgers; and
- Cultivate and develop stronger ties with key stakeholders in China.

Since 2011, the university has signed 20 memoranda of understanding with Chinese institutions of higher education. Altogether, Rutgers has more than 40 memoranda of understanding with Chinese partner institutions. These partnerships have resulted in several new programs and initiatives to strengthen ties and exchanges between Rutgers and these institutions.

For example, the university is working with the South China University of Technology (SCUT) on the development of an Innovation College on SCUT’s campus to enhance collaborative research and establish double degree programs in English. In addition, a delegation from Jilin University, led by President Yuanyuan Li, visited Rutgers in May 2012. The visit resulted in the signing of a memorandum of understanding between the universities, which calls for the establishment of a Center for Chinese Studies at Rutgers and a Center for American Studies at Jilin University. Another memorandum of understanding, signed in April 2012 between Rutgers and Renmin University, laid the foundation for exchange activities with several Rutgers schools, including a study abroad program through the School of Social Work, a 3+2 program with the School of Public Affairs and Administration, and a faculty exchange program with the School of Management and Labor Relations.

Several schools at Rutgers have established strong programs with Chinese institutions, such as the School of Engineering and Biological Sciences’ 2+2 programs with Shanghai Jiao Tong University and SCUT, and the School of Engineering’s cooperative education program with SCUT. At Rutgers–Newark, the International Programs Office at Rutgers Business School has worked proactively to recruit Chinese students from top high schools in the country. Approximately 140 first year students were enrolled in fall 2012 at Rutgers Business School on the New Brunswick and Newark campuses.

India

India, with 550 million young people under the age of 25 and a large diaspora in New Jersey, represents another tremendous opportunity for the university to build strong partnerships with institutions of higher education in the country. Rutgers was one of five out of more than 100 applicant institutions to receive a grant as part of President Barack Obama and Prime Minister Manmohan Singh’s 21st Century Knowledge Initiative. This new grant, under the leadership of David Finegold, senior vice president for lifelong learning and strategic growth initiatives, offers an exciting opportunity to unify many of the university’s efforts with Indian institutions and raise their visibility.

Memoranda of Understanding with Institutions in Focus Countries

- **China**
- **Brazil**
- **India**
- **Indonesia**
- **Liberia**
The university currently has five formal memoranda of understanding with institutions of higher learning in India, including the recently established collaboration between Rutgers and the Tata Institute of Social Sciences. This joint collaboration created the India Center for Sustainable Growth and Talent Development, which will seek to expand education, training, and employment opportunities in India and foster strategic partnerships between U.S. and Indian educational institutions and researchers as part of the Obama Singh initiative. Rutgers recently signed a memorandum of understanding with the Indian Institutes of Technology in Bombay and hopes to develop a series of faculty and graduate level research and teaching exchanges. Rutgers has also established a new partnership with Visvesvaraya Technological University, India’s largest engineering university with over 400,000 students.

The South Asian Studies program in the School of Arts and Sciences has continued to grow. Created to cultivate the university’s knowledge and understanding of this major world region, the program has almost 30 faculty with expertise in history, geography, literature, and film studies, among others.

Rutgers was selected by the Institute of International Education as one of 11 U.S. colleges and universities to participate in the 2012 India Initiative of the IAPP. In February 2012, representatives from the university took part in a study tour of India through the program. The delegation visited more than 20 higher education institutions, government agencies, and nonprofit organizations in New Delhi, Hyderabad, and Mumbai. The university’s India Ad Hoc Strategic Planning Faculty Committee is following up on recommendations that resulted from Rutgers’ participation IAPP-India.

Other initiatives in India include a multifaceted strategic partnership with Rana Kapoor, a Rutgers Business School alumnus and founder and CEO of Yes Bank. Mr. Kapoor heads the new South Asian Rutgers Alumni Chapter, helping to establish new educational collaborations and public-private partnerships and recruit Indian students to study at Rutgers. The Faculty Ad Hoc India Strategy Committee is exploring new research collaboration in engineering, food technology, agriculture and resource economics, social sciences, and the arts.

Indonesia

Rutgers has several relationships in Indonesia, thanks in part to a group of faculty members who have been deeply engaged with Indonesian colleagues for many years. Faculty are currently conducting research on topics such as building environmental health capacity in rural communities, the management of orangutans, and reconstructing climate variability and oceanographic conditions over the past hundreds to thousands of years. The university is now working to expand and deepen these relationships and seek new partnerships.

Rutgers enthusiastically supported and joined the U.S.-Indonesia Joint Council for Higher Education. Faculty serve on several working groups of the joint council, including the Student Exchanges, Faculty & Staff Exchanges, and Joint Research & Institutional Partnerships working groups. Joanna Regulska, vice president for international and global affairs, visited Indonesia as part of a study tour in April 2012 sponsored by the Joint Council. The tour provided an opportunity to learn more about the higher education system in Indonesia and lay the groundwork for potential partnerships and relationships.

During this trip, a memorandum of understanding with one of the top Indonesian universities, the Gadjah Mada University, was signed. The university’s contacts with other top universities such as IT Bandung, Universitas Nasional Jakarta, BINUS University, and others will offer opportunities to form new and deepen existing collaborations in such areas as food technology, business, marine science, biotechnology, engineering, media studies, and the arts.
Thanks to partnerships established by faculty in anthropology, Rutgers is one of three sponsors of the biological field research station in Central Kalimantan, and plans are underway to work closely with Indonesian colleagues to develop new programs and activities. In addition, the enormous spread of population over Indonesia's 9,000 habitable islands creates great demand for distance learning and online education that Indonesian universities are extremely interested in developing.

**Liberia**

Rutgers is working with institutions in the United States and Liberia to create inclusive, gender-sensitive centers of excellence in agriculture and engineering at Cuttington University and the University of Liberia. Rutgers has partnered with North Carolina State University and University of Michigan to support the Excellence in Higher Education for Liberian Development (EHELD), a five-year program funded by the United States Agency for International Development and led by the Research Triangle Institute. The program’s initiatives, led by Professor James Simon in the School of Environmental and Biological Sciences, will assist the leaders and faculty of Cuttington University to create an academic center of excellence in agriculture that employs sufficient numbers of faculty, is based on innovative and gender-sensitive curricula, and leverages best-practice teaching methodologies and materials, all in facilities that are conducive to learning. The program will improve graduate placement from agricultural programs by linking the academic programs with priority economic sectors in agriculture.

The development of an academic center of excellence in engineering at the University of Liberia is also part of the EHELD program. University of Liberia has adequate physical infrastructure, but limited resources and IT facilities. Rutgers’ School of Engineering and University of Michigan are the academic leads for the engineering center of excellence with a focus on curriculum development, training future faculty, and providing contract and visiting faculty to bridge the development of faculty resources.

The University of Liberia is led by Dr. Emmet Dennis, a former Rutgers University faculty member. Since joining the University of Liberia, he has visited Rutgers several times to speak about the needs and priorities of his university. Establishing this strong relationship has been crucial in building Rutgers’ presence in the country, which will be further enhanced through the work of the EHELD program.

The School of Social Work recently received a grant to examine gender-based violence and abuse in Liberian schools. Working collaboratively with Cuttington University, researchers from the two schools reviewed existing policies, laws, research reports, and other documents that address such violence; met with key stakeholders to determine their perspectives on the issue of gender-based violence; interviewed youth and school personnel on the topic; and distributed an anonymous survey to youth and school personnel. The results indicated that gender-based violence was very prevalent among both girls and boys in Liberia. Suggestions from the researchers included addressing the gap between the existing policies and practices and developing and implementing comprehensive education and awareness programs.

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*It is really heart-warming that Rutgers is in a model collaborative partnership with the University of Liberia.*

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Emmet Dennis  
President, University of Liberia
2011-2012 Selected Accomplishments

• Welcomed eight delegations from Chinese universities, two from Brazilian universities, and two from Indian universities, as well as scholars from all five countries

• Held alumni events in India, China, and Indonesia

• Hosted the first cohort of eight students as part of the university’s involvement with the Brazilian Science Without Borders program

• Signed a memorandum of understanding with Jilin University to form a Center for American Studies on Jilin’s campus and a Center for Chinese Studies at Rutgers

• Formed a collaboration between Rutgers and the Tata Institute of Social Sciences, which established the India Center for Sustainable Growth and Talent Development

• Received funds from President Barack Obama and Prime Minister Manmohan Singh’s 21st Century Knowledge Initiative – one of only five out of more than 100 U.S. applicants to receive funds

• Established a memorandum of understanding with Gadjah Mada University in Indonesia

• Received funds to implement the Excellence in Higher Education for Liberian Development program and to address gender-based violence in Liberian schools

• Participated in study tours to Brazil, India, and Indonesia to expand international network of partners
Expanding and diversifying international education opportunities for Rutgers students

Providing students with international experience during their time at Rutgers is a key part of preparing them for the challenges we face in the 21st century and beyond. As part of the Global Education pillar, Rutgers provides opportunities for international education to undergraduate and graduate students through long- and short-term programs, international service learning, and short-term faculty-led experiences.

**Rutgers Study Abroad (RSA)**

RSA currently offers students more than 100 program options in more than 40 countries – a two-fold increase from the number of programs available to students in 2007-2008. More than 600 students took part in study abroad programs during the 2011-2012 academic year.

In addition, RSA works with international students who chose to study abroad in the United States at Rutgers. There has been substantial growth in incoming exchange students at the university, from 24 students in 2007 to 93 students in 2011. Thanks to the dedication of RSA staff and a commitment to providing quality services over the past several years, Rutgers Study Abroad has steadily evolved from a small program to a medium-sized global education office with growing name recognition in the field of international education.

During the 2011-2012 academic year, RSA has strengthened its team by hiring new staff members, including new director Dr. Giorgio DiMauro, and providing the office with more resources for undergraduate students interested in taking advantage of the international programs available to them.

**International Service Learning (ISL)**

International Service Learning is at the heart of Rutgers’ mission to promote global citizenship. ISL combines elements of traditional study abroad programs with an emphasis on community-based service as a means of engaging students directly with the communities in which they serve.
which they live, study, and volunteer. This experiential approach to learning is designed to heighten students’ understanding and awareness of global issues, while fostering cross-cultural competencies through direct interaction and collaboration.

In August 2010, former President Richard L. McCormick committed $100,000 to launch a presidential initiative to support the growth of ISL programs at Rutgers. The new initiative dedicated resources primarily to fostering student participation through an ISL scholarship fund, as well as provided funding to interested faculty members for the development of new ISL courses. In 2011, President McCormick continued to allocate funds to both of these areas of expansion, resulting in sustained increases in student enrollment and several new ISL courses in development.

Since the launch of this presidential initiative, scholarships have been awarded to 73 students to participate in ISL programs. Furthermore, a universitywide call to faculty has garnered nine proposals, to be deployed by 2014, which will create a rich array of new themes and locations for students to engage in ISL. This growth will be sustained through a dedicated coordinator for ISL programming. A strong ISL program enhances the university’s visibility as a key leader in building connections with local communities around the world.

**Short-Term Faculty-Led Program Model**

Rutgers–Camden has developed a distinctive short-term faculty-led program model, designed to complement the more traditional semester or year-long programs available to Camden students through Rutgers Study Abroad in New Brunswick. The approach in Camden is to embed brief periods of travel (“study tours”) in regularly scheduled courses offered during the spring term in Camden. Students participating in these programs often travel abroad with peers in other disciplines, fostering interdisciplinary community around these shared experiences. This model provides an option for students to globally engage outside of traditional study abroad program models. As a result, Rutgers–Camden students have access to a broad array of short- and long-term study abroad, exchange, and international service learning opportunities. A total of 210 students were enrolled in these programs during the 2011-2012 academic year: 114 from the College of Arts and Sciences, 42 from the School of Business, 19 from the School of Nursing, 25 from the School of Law, and ten in the non-credit Civic Engagement program.

The university’s Newark campus has provided several opportunities for students to learn abroad. Rutgers–Newark worked with the Universidad de Alicante in Spain for faculty to teach summer courses in the

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**International Service Learning Enrollment**

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**2011-2012 Faculty-Led Study Abroad Experiences Rutgers-Camden**

**Arts and Sciences**
- England (Honors, History)
- France (French)
- Guatemala (Anthropology, Nursing)
- Israel (Religion)
- Italy (Art, Music, English)
- Thailand (English, Creative Writing)

**School of Business**
- Brazil (Business, Political Science)
- South Africa (Business, Law, Nursing)
summer program at the university, which allowed Rutgers–Newark students to participate. In summer 2012, the first course, “International Finance for Global Business,” was offered successfully. Faculty have incorporated overseas travel into their syllabi, including Associate Dean Andy Rothman, who brought students to the Dominican Republic to study not-for-profit law and work with Habitat for Humanity. Additionally, the Newark College of Arts and Sciences, in conjunction with Rutgers Study Abroad, continue to operate the Upper Sabina Tiberina Archaeological Field School in Vacone, Italy.

2011-2012 Selected Accomplishments

- Increased the number of undergraduates participating in Rutgers Study Abroad programs to more than 600 students
- Established several new study abroad programs for students, including programs in the Middle East, Africa, and Asia
- Increased international service learning program enrollment to more than 50 students in summer 2012
- Held the third International Service Learning Competition, which yielded seven new faculty proposals
- Increased the number of incoming exchange students at Rutgers during the 2011-2012 academic year to 93 students
- Rutgers–Camden conducted two focus groups to learn more about students’ knowledge, awareness, and interest in traditional study abroad programs
- Rutgers–Newark held its first faculty-led summer course at the Universidad de Alicante

“Study Abroad is an important experience because so many issues in our world are global.”

Shadi Mousavi
School of Arts and Sciences, NB
In 2011, more than 4,000 students from more than 100 countries studied at all three Rutgers campuses. In addition, more than 750 international scholars came to the Rutgers–New Brunswick campus alone during the 2011-2012 academic year. The university has seen a steady increase in international students and scholars coming to Rutgers in recent years. These students bring with them diverse knowledge and experience, further enriching the Rutgers community and creating a global culture on all three campuses.

Through Global Services, on all three campuses, the university provides an array of services for the rapidly increasing community of international students, faculty, scholars, and their spouses, and for the academic, research, and administrative units that enroll and/or employ them. The Centers for International Faculty and Student Services in New Brunswick, Office of International Students in Camden, and Office of International Student and Scholar Services in Newark provide these services to international students at the university. With the increased number of international students, faculty, and scholars at Rutgers, these offices have worked to enrich the quality of services and launch new efforts to support international students and scholars, such as the establishment of an emergency fund that will provide assistance to students who are experiencing severe economic hardship, improved communication with incoming students and scholars, and more.

International students studying at Rutgers can take advantage of several services, such as the International Friendship Program on the New Brunswick campus, which bring together international students with the community to form an environment of cross-cultural learning and rapport. International faculty and scholars can seek advising on topics from visas and employment to health insurance and cultural adjustment. These and other services provided to international students, faculty, scholars, and their spouses are crucial to creating a welcoming environment at Rutgers.
The university is committed to the well-being of visiting scholars and students as well as to the growing relationship between them and the university. By delivering quality and timely services, the university provides a level of excellence in international and global teaching and learning, as well as in the comfort, care, and consideration for all members of the community.

**2011-2012 Selected Accomplishments**

- Created an emergency fund to assist international students suffering severe economic hardship
- Launched a pre-arrival pilot program for newly admitted international students to give them the option to complete placement exams and academic advising prior to arrival on campus
- Held focus groups and conducted an online survey for 23 administrative staff for suggestions and feedback on how to expand international support services and training for staff
- Facilitated an intercultural awareness training workshop for approximately 75 campus bus drivers
- Hired two additional international student advisers to meet growing demand for services
- Developed a universitywide faculty and staff international travel policy
- Expanded the international orientation programs at Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick throughout summer and early fall to include airport pickup services, pre-arrival communications with peer leaders, and participation of academic supporting units
- Prepared to welcome the largest incoming class of international students at Rutgers–New Brunswick in fall 2012 with more than 1,000 students
“I feel lucky that I get to spend some time in a foreign university, be able to use their facilities in order to enrich my knowledge in my field of research, travel to the adjoining foreign countries, meet new people, and make friends.”

Anwesha Chaudhury
Graduate School—New Brunswick
2012 Marshall Plan Scholarship Winner
Studying at Graz University of Technology in Austria
2012-2013 Goals
Rutgers is entering an exciting period for the university, one that includes an emphasis on international programs and partnerships. As the university continues to advance its international agenda, challenges and obstacles will emerge. However, Rutgers is in a strong position to grow its robust programmatic efforts and leverage existing partnerships with international institutions while developing new collaborations, facilitating international research and exchange opportunities, and more. This work will ensure that Rutgers students, faculty, and staff are more than prepared to actively participate in the global society in which we live.

2012-2013 Goals

Building upon the success of the 2011-2012 academic year, the university will be augmenting current efforts and offerings moving forward. During the next year, Rutgers’ international agenda, led by the International Advisory Committee and the GAIA Centers, will focus its work on the following goals:

- Conduct an inventory of international activities, programs, and initiatives to provide an overview of global engagement across the entire university;
- Implement the recommendations of the three subcommittees of the International Advisory Committee;
- Encourage schools to develop school-level mechanisms that would foster the emergence of global culture at Rutgers;
- Increase the use of distance learning technologies to foster joint courses;
- Explore how Rutgers can stimulate more internationally focused research and provide financial resources, mechanisms, and incentives to faculty that encourage international and interdisciplinary research collaboration;
- Continue to expand opportunities for students so they can enhance their global competency through Citizen Diplomacy, study abroad programs, and international programming efforts;
- Engage in further development of strategic partnerships in our five strategic focus countries and around the world with higher education institutions, foreign high schools, government organizations, and other institutions;
- Enhance the existing international service infrastructure so that the extent of services provided and their quality can be more diverse, effective, and efficient; and
- Increase the visibility internally and externally of international accomplishments by faculty, students, and staff.

Through the efforts of units across the university and the GAIA Centers on behalf of the Rutgers community, Rutgers will be positioned as a leader in international education, marking it as the go-to institution on the East Coast for international students and scholars. Growing research collaborations and partnerships, developing services and opportunities for students, and working with partners in strategic countries around the world will further ensure that Rutgers, The State University of New Jersey, is indeed an institution with Jersey Roots, Global Reach.
The red pins represent a sampling of Rutgers’ more than 250 partnerships with institutions around the world.
To see the complete list, visit global.rutgers.edu.