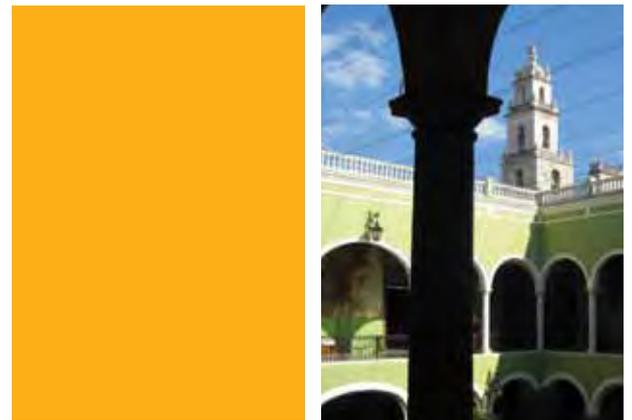


ENGAGING THE WORLD
ON CAMPUS AND ON EVERY CONTINENT

Internationalizing UB



UB faculty and students embrace the global imperative to make a real-world difference at home and abroad.

The Global Imperative

Situated on a binational border, the University at Buffalo has been an international university throughout our long institutional history. Since the first international student enrolled in 1847—the year after our founding—to the present day, when our international enrollment has grown to more than 4,500 students representing more than 110 countries, international education has always been a vital part of UB’s identity.

UB is committed to seeking out opportunities for academic exchange, collaboration and dialogue across national and cultural borders. By building lasting diplomatic ties, internationally focused institutions like UB help contribute to a global culture characterized by mutual understanding, cooperation and international goodwill.

As part of our UB 2020 plan to achieve academic excellence, the University at Buffalo has made a strategic commitment to comprehensive internationalization. What our

institutional commitment entails is illustrated in detail throughout this brochure. This is a cross-cutting effort that impacts the university as a whole in very positive ways.

Our globally minded faculty, who themselves represent many parts of the world, increasingly pursue international research and teaching opportunities.

UB seeks to prepare our students to contribute meaningfully to this globalized world through study abroad experiences, as well as through their exposure to different viewpoints and cultures via our multinational community of schools and international curricula.

These goals—always central to UB’s vision as a public research university serving an international community—have perhaps never been more significant than they are today, when technological developments and a rapidly evolving global economy are making our world increasingly interconnected.

Colleges and universities across the U.S. recognize that our students must be globally aware citizens in order to succeed, wherever

By building lasting diplomatic ties, internationally focused institutions like UB help contribute to a global culture characterized by mutual understanding, cooperation and international goodwill.



they work and live. Already nearly 12 percent of our undergraduates study abroad as part of their academic experience, and our students can participate in more than 75 bilateral exchange programs with leading institutions around the world. We are committed to creating even more opportunities for cultural fluency, cross-national education and academic exchange in the future.

By studying at UB, our international students participate in a highly multicultural learning environment, and they benefit from their interactions with students from around the world. In turn, international students share their language and culture with domestic students, and help them to become acquainted with the larger world.

Our international alumni, who live in more than 120 countries, likewise are valuable resources for UB and our students, serving as ambassadors for the university across the globe, and helping to reconnect UB more vitally to the educational communities we serve around the world.

Satish K. Tripathi

SATISH K. TRIPATHI
President

Stephen C. Dunnett

STEPHEN C. DUNNETT
Professor and Vice Provost for International Education

Comprehensive Internationalization: Benchmarks for the Future

UB's commitment to the comprehensive internationalization of the university was declared by a provostal task force recommending an internationalization strategy at UB encompassing three broad dimensions—the student experience, the faculty and the institution as a whole.

Student Experience

- Integrate global content and perspectives throughout the curriculum.
- Strengthen foreign language and area studies.
- Provide international opportunities from the first year.
- Send more students abroad.
- Offer more international cultural programming.
- Instill and credentialize global competence.
- Integrate international students and make them a resource for domestic students.

Faculty

- Facilitate faculty engagement in internationalization efforts.
- Recognize international research, teaching and service in tenure and promotion.
- Eliminate barriers and create incentives to internationally oriented work.
- Encourage and reward participation in study abroad, exchanges and international research.
- Leverage the experiences and networks of international faculty and researchers.

Institution

- Increase visibility of UB's international identity and engagement.
- Monitor and publicize international activities across the institution.
- Integrate the internationalization agenda within administrative structures university-wide.
- Reorganize foreign language instruction to enhance language learning.
- Strengthen institutional infrastructure for area studies.
- Pursue a strategic approach to international partnerships.
- Enhance ongoing engagement of international alumni with UB.
- Increase philanthropic support for international education.
- Make UB an international resource for the larger community.



1847

Two Canadians are first
international students
to enroll at UB, one
year after its founding

Guided by the Council on International Studies and Programs, UB's internationalization plan is being implemented university-wide. Among other initiatives, implementation includes the following priorities.

Internationalization in Progress

Faculty Internationalization Fund

The fund fosters the internationalization of faculty through participation in international exchanges, study abroad, international collaborative research, and the internationalization of courses and teaching. Through a competitive application process, modest travel grants are provided to faculty seeking to develop new, sustainable international initiatives involving institutional partners overseas.

Study Abroad

To internationalize students, UB is helping more of them go abroad through increased program offerings, better curricular integration and enhanced scholarship opportunities. A larger portfolio of exchange partners around the globe and additional faculty-led programs are giving UB students more opportunities to enhance their education by completing part of it in another country.

1857

First international
faculty member, also
Canadian, is appointed.



UB Law students in the Balkans.

Internationalizing the Curriculum: General Education

A task force on general education is developing a new UB core curriculum to reflect and further enhance UB's outreach to the world and successful international recruitment by more forcefully integrating international topics, issues and questions arising from the various processes of globalization. General education is a key means of instilling global competence in UB students.

Asian Studies

The largest and most dynamic area studies program at UB, Asian Studies takes a pan-Asian approach to the field, with particular focus on East Asia, Southeast Asia and South Asia. Built around increasingly popular language programs in Chinese, Hindi, Japanese and Korean, Asian Studies prepares growing numbers of UB students for the increasingly Asia-centric 21st-century global economy.

Collaborative International Research

Beginning at the undergraduate level, more UB students are engaged in international research through study abroad, or through collaborative projects with foreign partners conducted in Western New York. UB's research addresses natural disasters, climate change, social dislocation, infectious disease and threats to public health, and many other global challenges.

International Trade and Economic Development

International linkages forged by UB have led to foreign investment and technology transfer opportunities in Western New York and abroad. UB partners with area companies in undertaking international business ventures. UB consultancy services provide extensive faculty expertise in many regions of the world. And alumni around the world are building business relationships with local partners.



1900

First enrollments of students from Asia (Japan and India).



Strategic International Partners

Singapore Institute of Management (SIM), Singapore

SIM has collaborated with UB since 1996 on the university's Executive MBA Program in Singapore. In 2003, the partnership greatly expanded at SIM with UB undergraduate degree programs that now include Business Administration, Communications, Psychology and Sociology and enroll more than 1,200 students, including 100 international students.

Beijing Institutions, China

The first U.S. university to enter China following the normalization of relations with that country, UB quickly established historic overarching agreements with leading institutions in Beijing—Beijing University of Technology, Capital Normal



1932

Melodia E. Jones Professorship of French established to bring leading scholars and writers from France to teach French language and literature; incumbents have included André Maurois, Michel Butor, Roland Barthes, Michel Foucault, and Jacques Derrida.



University and Capital Medical University. During the past 30 years, faculty and student exchanges have continued with all three partners, with hundreds of Chinese and UB participants involved.

Amrita University, India

Amrita, UB's strategic partner in south India since 2006, is a leading private research university enrolling some 15,000 students on five campuses in three Indian states. UB and Amrita have collaborated in a range of areas, primarily focused in management, engineering and social work. Research collaborations between Amrita and UB faculty in engineering, computer science, social work and the health sciences are ongoing.

The Jagiellonian University, Poland

Founded in 1346, the Jagiellonian University (JU) is Poland's oldest and most distinguished university. UB's affiliation with JU began in the late 1980s before Poland regained its freedom; their partnership greatly expanded in the years that followed Poland's emergence as a democratic free-market society, with UB playing an important role in JU's institutional development at that time. During the past 20 years, extensive cooperation and faculty and student exchange have occurred across many faculties at each institution. Relations with JU have greatly strengthened Polish studies at UB and the university's ties to the large Polish community of Western New York.

Konan University, Japan

Since their bilateral exchange agreement in 1993, UB and Konan University, a private institution in Kobe, Japan, have greatly expanded their cooperative scope. Konan has been a popular destination for UB students wishing to study Japanese language and culture. The universities have partnered on innovative undergraduate programs aimed at preparing globally competent Japanese managers for the international business environment of the 21st century.



Brock University, Canada

While their formal affiliation dates from 2007, Brock and UB, roughly equidistant from the nearby U.S.–Canada border, have cooperated in many domains since Brock's founding in 1964. Many Brock faculty earned their PhDs at UB and UB faculty have served as consultants in the development of programs and curricula at Brock. The schools have long collaborated in the area of Canadian Studies and are currently developing a joint MA program in Canadian-American Studies.

1957

UB Medical School
launches 10-year
USAID project to
assist development
of the medical school
at the National
University of
Asunción, Paraguay.

UB'S PIONEERING EFFORTS IN INTERNATIONAL EDUCATION PREPARED THE WAY FOR THE ESTABLISHMENT IN 1991 OF THE OFFICE OF THE VICE PROVOST FOR INTERNATIONAL EDUCATION TO CENTRALIZE UNIVERSITY-WIDE INTERNATIONAL PROGRAMS AND SERVICES. UB WAS ONE OF THE FIRST PUBLIC RESEARCH UNIVERSITIES IN THE U.S. TO ESTABLISH A SENIOR-LEVEL POSITION TO OVERSEE INTERNATIONAL EDUCATION, AND IT HAS SINCE SERVED AS A MODEL OF BEST PRACTICES FOR MANY STATE UNIVERSITY OF NEW YORK INSTITUTIONS AND FOR MAJOR UNIVERSITIES ACROSS THE COUNTRY.

Internationalization at Home

Particularly notable has been UB's success in attracting and retaining top students from all over the world. In the past 15 years, UB has more than tripled its international enrollment to nearly 5,000. Providing outstanding services and support to international students has been key to the continued growth in UB's international enrollment and its leading rank among public research universities in terms of percentage of enrollment that is international.

Going forward, the university's internationalization plan calls for increased opportunities for students and faculty to gain relevant international experience. For study abroad, an ambitious 20 percent participation rate has been set for undergraduates. An increased number of students and faculty will participate in UB's international partnerships, which now number more than 75 and encompass every continent save Antarctica.

Efforts to internationalize the curriculum will be expanded through changes to the general education program, and by strengthening area studies programs, foreign language programs and international studies courses. The recently launched Global Perspectives Undergraduate Academy offers selected students diverse opportunities to gain global competence. These coordinated efforts are part of UB's strategic plan to better prepare students for the globalized work environment of the 21st century.

As the only major U.S. research university located on the Canadian border and only a short drive from the demographic and economic heartland of Canada, UB seeks to leverage its strategic location to strengthen and expand its engagement with Canada and consolidate its status as a leader in Canada-related research and education. UB's position in relation to Canada is a critical feature of the university's international identity.



1971

Founding of the English Language Institute (ELI), one of the leading institutes of its kind in the world.



Making a difference: a sampling of UB's global impact

Every day UB students and faculty are engaged in a world of programs and projects that respond to global challenges, and in exchange of culture, knowledge and opportunities. Here are some of the voices of international experience.



MCEER AND HAITI: AN EDUCATION OF SEISMIC PROPORTION

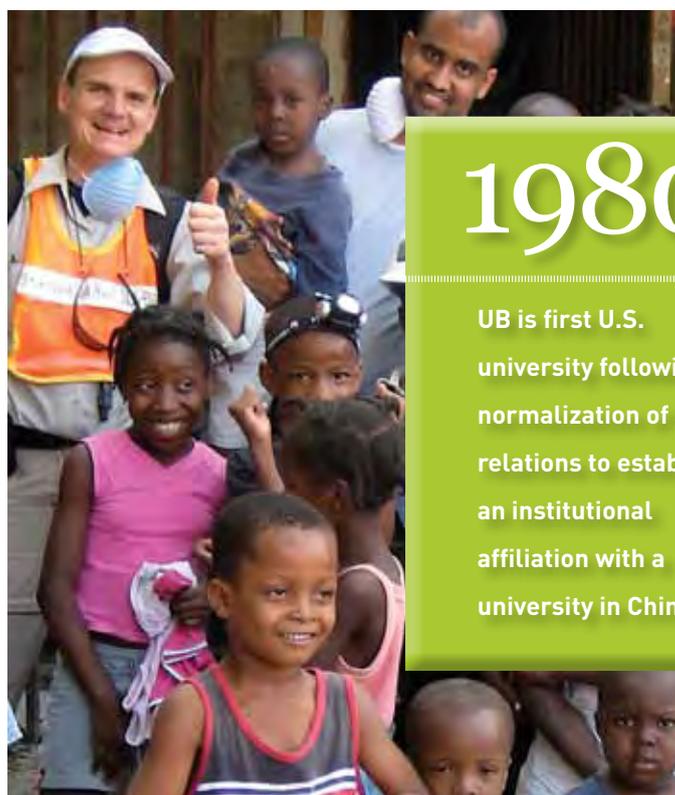
"Here at UB, I have the privilege of learning how to design buildings to better withstand earthquakes and other natural and man-made disasters."

Haitian native and doctoral candidate in earthquake engineering **Pierre Fouché** is among the internationally diverse students at UB's world-renowned MCEER. Haitian universities didn't offer any training for earthquake engineering until a partnership grew out of MCEER's role in deploying structural engineers to conduct building safety inspections in Haiti at the United Nations' request just days after the 2010 earthquake that devastated Port-au-Prince.

"This is the best thing that we can do for Haiti, to start educating the architects and engineers about the fundamental notions of earthquake engineering so that they can avoid past mistakes."

André Filiatrault, MCEER director and UB professor of civil, structural and environmental engineering

The partnership between the Université Quisqueya and UB's MCEER is focusing on the immediate and long-term needs of the engineering and architectural communities in Haiti. About 200 Haitian engineers and architects are learning to incorporate seismic design in their work. This is MCEER's mission to reduce losses from earthquakes and other hazards throughout the world and to improve disaster resilience.



1980

UB is first U.S. university following normalization of relations to establish an institutional affiliation with a university in China.

ADVANCING AIDS TREATMENT IN DEVELOPING COUNTRIES

"HIV is a global problem. I want to build bridges so that the abundant resources in the West that have basically suppressed HIV can be transferred to other parts of the world affected by HIV."

Chiedza Maponga (left with first collaborative program student Tinashe Mudzviti), a graduate of UB's School of Pharmacy and Pharmaceutical Sciences, is the first person in his native Zimbabwe to earn a doctorate of pharmacy. As his nation's first clinical pharmacist, he is using lessons learned at UB to improve treatment of his countrymen infected with HIV/AIDS, about 18 percent of the adult population.



1989

Landmark affiliations established with the Jagiellonian University in Krakow, Poland, and Riga Technical University in Latvia; the latter leads to the founding of the Riga Business School, the first U.S. management training school in the Baltics.

"The program has grown and matured into a recognized international educational initiative that will contribute to a growing 'critical mass' of clinical scientists in Zimbabwe."

Gene Morse, professor, associate dean, School of Pharmacy and Pharmaceutical Sciences

The UB-University of Zimbabwe HIV/AIDS Clinical Pharmacology Research and Training program is adapting and applying the best pharmacy practices in the U.S. to conditions in the developing country. "The fellows who complete the program will become the future leaders and role models for others who seek to help in the building of the future health care system, and those who will conduct the important translational pharmacologic research that will impact the successful use of antiretrovirals for HIV/AIDS prevention and treatment," Morse notes.



EXPANDING LAW PERSPECTIVES IN THAILAND

"I feel privileged to have had the chance to study Thai law and culture while attending UB Law. The trip inspired my return the following summer to work at an NGO that combats human trafficking."

Law student **Sara Korol** was greatly affected by her learning experience in the bridge course offered by the UB Law School in Chiang Mai, Thailand. "We were hosted by three different Thai courts, and we spoke with judges, academics and specialists in fields of public health, ethnic minorities, immigrant rights and women's empowerment."

"The students immersed themselves in a predominantly Buddhist culture and a civil law system and came home with a much deeper understanding of their own legal system and of themselves as future lawyers."

David Engel, SUNY Distinguished Service Professor,
Law School

Engel leads a course that offers great insight into international law. The experience tailors the course to the interests of the students, highlighting issues concerning refugees and immigrants. "We visited courthouses and remote villages. We spoke with Buddhist monks, academic experts, spirit mediums, legal activists and stateless migrants."



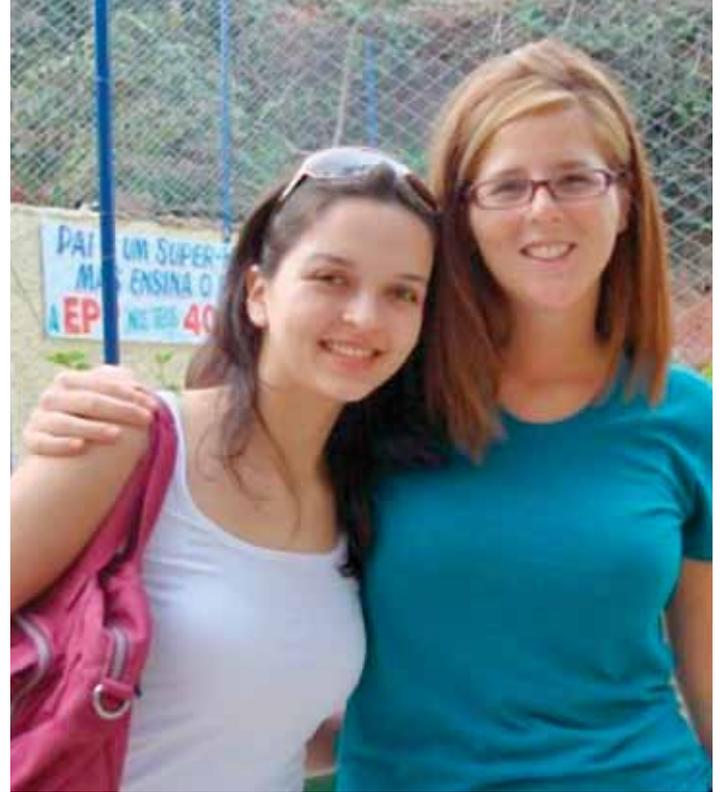
1996

Partnership with
Singapore Institute
of Management (SIM)
established with
launch of School
of Management's
Executive MBA
program at SIM.

HEALTH INSIGHTS IN BRAZIL

"This program allowed me to travel through Brazil while gaining experience directly related to my profession in health care. It was extremely beneficial to gain a better understanding of a unified health care system."

Occupational therapy student **Amanda Weinberg** (at right with Brazilian host) relished her study with Health in Brazil, an exchange program between UB and partner institution, the Universidade Presidente Antônio Carlos, which focuses on comparisons between health services in the U.S. and Brazil. UB students stay with Brazilian families. "You really become immersed in the rich culture of the country," she says.



2001

UB partners with Konan University on new Economics and Business Administration (EBA) Degree Program, which sends 40 Japanese undergraduates to UB annually for academic study.

"Students who participate in Health in Brazil enjoy Brazilian music, food and the beautiful scenery, but what they find most enduring is the warm hospitality and friendship that is extended to them by their Brazilian colleagues."

Mary Matteliano, clinical assistant professor, Rehabilitation Sciences

Site visits are an integral part of the academic program in Brazil and include clinics, hospitals and community programs. Mental health services are also included in the program, as well as visits to programs for persons with HIV, schools for children with cognitive impairments and developmental disabilities, orphanages, programs for adults with addictions and programs for older persons.



PRESERVING LANGUAGES IN CAMEROON

"The work has been difficult but rewarding because it helps me to understand and contribute to issues in the field of linguistics today."

Jesse Lovegren, a graduate student in Linguistics, has been documenting a group of five dialects in the Lower Fungom region of Cameroon, one of the most linguistically diverse countries in Africa. The research involves the study of grammar and lexicon, as well as the historical and sociolinguistic forces that have enabled so many varieties of speech to flourish here—and that now face extinction.

"As the numbers of languages decline, we lose rich and distinct cultural variations from which we can learn a great deal in fields as far-ranging as anthropology, agriculture, linguistics, philosophy, geography and prehistory."

Jeff Good, assistant professor, Department of Linguistics, College of Arts and Sciences

The indigenous languages of Cameroon's Lower Fungom region are being documented before they vanish. The research, aligned with the UB 2020 Cultures and Texts strategic strength, is particularly important in an era of mass extinction that threatens half the world's languages within a century.



2006

UB ranked 10th
among U.S institutions
enrolling the
largest number of
international students.



DRAWING INSPIRATION IN BARCELONA

"The opportunity to study abroad was a life-changing experience. Drawing and designing in a city famous for its unique architecture was my most rewarding semester."

Designed to teach architecture and urbanism through the unaccustomed perspective of another culture, this program offers a semester of residence in Barcelona, Spain. According to **Matthew Switzer**, School of Architecture and Planning graduate student, living and working in such a vibrant city instilled a great amount of energy and inspiration.



2010

The opening of the Confucius Institute, based in Asian Studies, supports efforts of Western New York schools to strengthen teaching of Chinese language and culture.

"In Barcelona we use the city as a laboratory: classes, lectures, pin-ups, reviews and seminars are conducted in the city's parks, squares and streets, cafes, museums and local architecture schools."

Bonnie Ott, associate professor emeritus, School of Architecture and Planning

One of a number of global studies offered around the world, this program for architecture students provides a typical semester of required courses: one design studio and two elective seminars. The students are housed in rented apartments in Barcelona's Gothic Quarter where they set up their own households for living and working.

Our International Education Team



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