



**Research Report:**

# **Boston University and the Global Future**

*BU Faculty Survey, Spring 2006*

**Conducted by:**

**The President's Council on BU and the Global Future**

Dean Jay Halfond and Professor Ronald Richardson, Co-chairs

**March 9, 2006**

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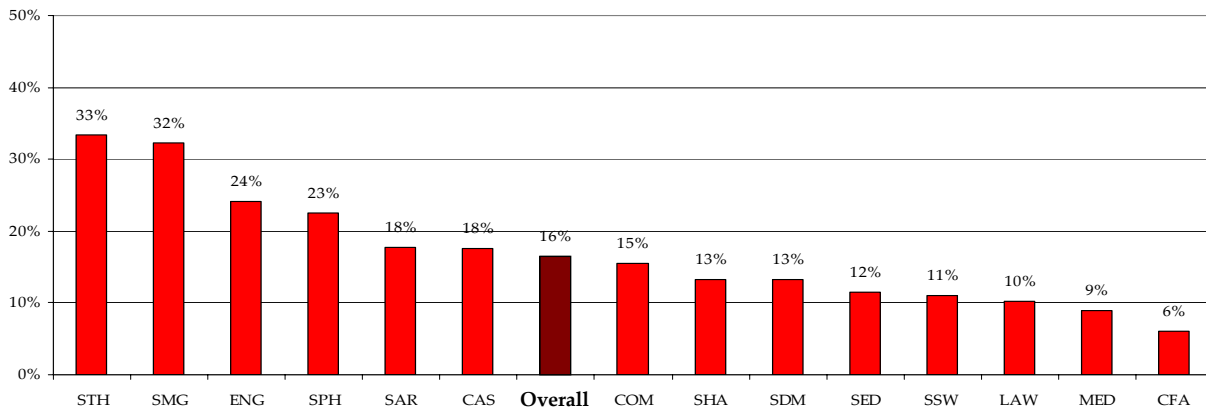
## About the Survey

This document reports the results of a faculty survey conducted by the President’s Council on BU and the Global Future, Dean Jay Halfond and Professor Ronald Richardson, Co-chairs, during February 2006. The purpose of the survey was to collect information to inform decision-making in charting a future for BU as a global university. It was conducted online from February 9 through February 21, 2006. The questionnaire (see **Appendix A**) consisted of 30 questions, of which 19 were closed-ended and 11 open-ended; most open-ended questions were designed to follow up on closed-ended questions, eliciting more detailed information.

### Response Rates

A total of 626 members of the Boston University community responded to the survey, for an overall response rate of 16%. (This excludes empty records that were created by the online survey tool when prospective respondents accessed the online survey instrument but did not enter any information. Those records were deleted from the data.) Individual schools’ response rates are estimated to vary between 33% (the School of Theology) and 6% (the College of Fine Arts).<sup>1</sup> See **Figure 1**.

**Figure 1:**  
**Estimated Response Rates by School/College (n=626)**



<sup>1</sup> This statement says “estimated” because many respondents indicated their fields (e.g., biology or finance) rather than their schools/colleges. So in many cases it was not possible to ascertain whether they were members of the CAS or SMG faculties, or of the MET or CGS faculties. The solution was to code them as CAS, SMG or whatever school or college they seemed to fit best. As a result, MET and CGS are not addressed, and the response rates for CAS and SMG may be somewhat inflated.

## BU Faculty Survey, BU and the Global Future

### About the Survey

### About the Report

The questionnaire elicited data about (1) the respondents and (2) their opinions about BU and the global future. Accordingly, this report is organized into two main sections:

- About the Respondents
- Respondents' Opinions

It also includes an appendix with two sections:

- Appendix A: Questionnaire
- Appendix B: Supplementary Information (i.e., for Q22, Q23 and Q24)

### The Research Team

The team responsible for the survey and the roles of its members are summarized in **Table 1**.

**Table 1:**  
**Responsibilities of the Research Team**

Role	Team Member(s)
Overall strategic guidance, management and survey design	Members of the President's Council on BU and the Global Future
Implementation the survey online and data collection	Campus Information and Visitor Relations Maguire Associates
Analysis of data from key open-ended questions and presentation/reporting of key data	Tom Clay & Associates, Learning Consultants

Inquiries regarding the survey may be directed to Jay Halfond, Dean of Metropolitan College and Extended Education, at JHALFOND@BU.EDU or 617-353-3010.

### Data Analysis

Responses to closed-ended questions were compiled automatically by Zoomerang, the online surveying tool used by the Office of Campus Information and Visitor Relations. Responses to open-ended questions were quantified via a "coding" process. In this process a researcher reads through all responses, noting themes that occur repeatedly. He or she creates a list of these themes and then, re-reading the responses, counts each time the theme appears. In any one response one or more "codes," or themes may be observed. The count is then compiled and serves as the basis for quantitative analysis. The reader should bear in mind that, while the resulting numbers appear to be objective, the coding process of which they are the product is highly subjective.

## BU Faculty Survey, BU and the Global Future

### About the Survey

Data analysis also included efforts to isolate responses to various questions by field and by whether the respondent is considered an “internationalist.” In most cases no noteworthy differences were observed. However, where such differences were observed, they are featured in text boxes titled **More Detail** under the appropriate finding. The criteria for isolating the data are explained below.

<p><b>By Field:</b> Field data are based on the coding of Q28 and Q29. Because of their relatively small numbers in the respondent pool, the fields shown in red below are not considered in the <b>More Detail</b> sections.</p> <ul style="list-style-type: none"><li>● <b>Health:</b><ul style="list-style-type: none"><li>- Medical</li><li>- Public Health</li><li>- Dental</li><li>- Sargent</li><li>- Social Work</li></ul></li><li>● <b>Social Sciences and Humanities</b><ul style="list-style-type: none"><li>- Humanities</li><li>- Social Sciences</li><li>- Fine Arts</li><li>- Theology</li><li>- CELOP</li></ul></li><li>● <b>Professional Programs (Non-health)</b><ul style="list-style-type: none"><li>- Management</li><li>- Communications</li><li>- Law</li><li>- Education</li><li>- Hospitality Administration</li></ul></li><li>● <b>Science and Engineering</b><ul style="list-style-type: none"><li>- Science and Math</li><li>- Engineering</li><li>- Military</li></ul></li></ul>	<p><b>By “Internationalist” vs. “non-internationalist”:</b></p> <ul style="list-style-type: none"><li>● <b>“Internationalist”:</b><ul style="list-style-type: none"><li>- Answered “yes” to at least one of:<ul style="list-style-type: none"><li>• Q21: “Does your work include international research?”</li><li>• Q18: “Have you taught in BU study abroad programs?”</li></ul></li><li>- OR ... Gave a substantive answer to at least one of the following:<ul style="list-style-type: none"><li>• “Source of funding for international research”</li><li>• “MOUs with universities or contacts overseas”</li></ul></li><li>- OR ... showed via answer to Q4: “Personal Contribution to BU’s Reputation” that has international experience or perspective</li></ul></li><li>● <b>“Non-internationalist”:</b> All others</li></ul>
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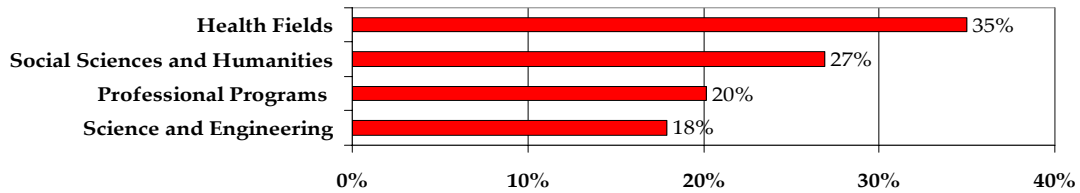
The purpose of the data analysis to date has been to organize the basic data in easily understandable form, not to complete an absolutely comprehensive analysis of the data. Such a comprehensive effort will be left for the future, as needed.

# About the Respondents

## Academic Fields

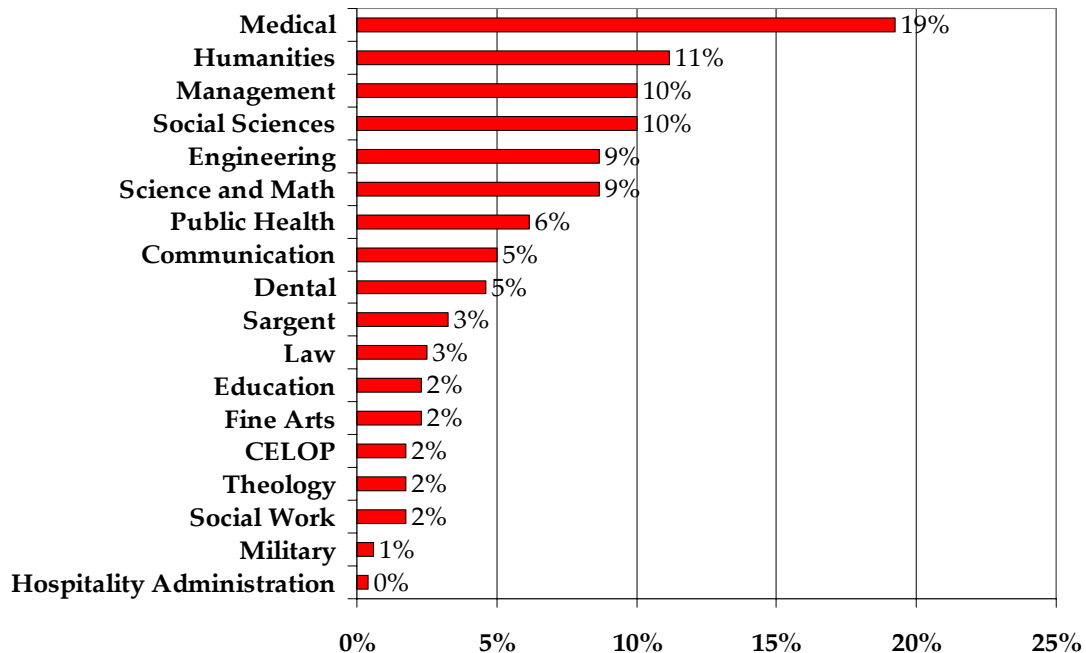
The largest proportion of respondents who provided information on their disciplines/fields – nearly one-third – are from Health and related fields. Social Sciences and Humanities come next with about one-quarter, then other Professional Programs with about one-fifth, and the rest are from Science and Engineering. These figures are based on 83% (520) identifying their disciplines and/or schools/colleges in Q19 and Q20 (see **Figure 2**).

**Figure 2:**  
Broad Breakdown of Respondent Pool by Field (Q19/20, n=520)



Breaking the fields down further, the four fields with the highest numbers of respondents are Medical, Humanities, Management and Engineering (see **Figure 3**).

**Figure 3:**  
Detailed Breakdown of Respondent Pool by Field (Q19/20, n=520)

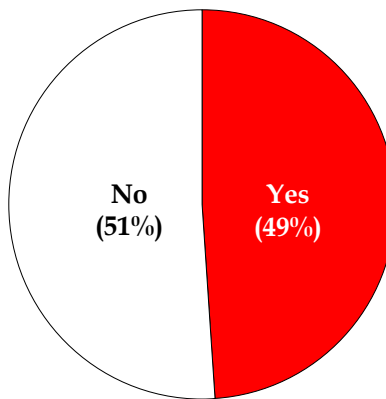


**BU Faculty Survey, BU and the Global Future**  
**About the Respondents**

**International Research**

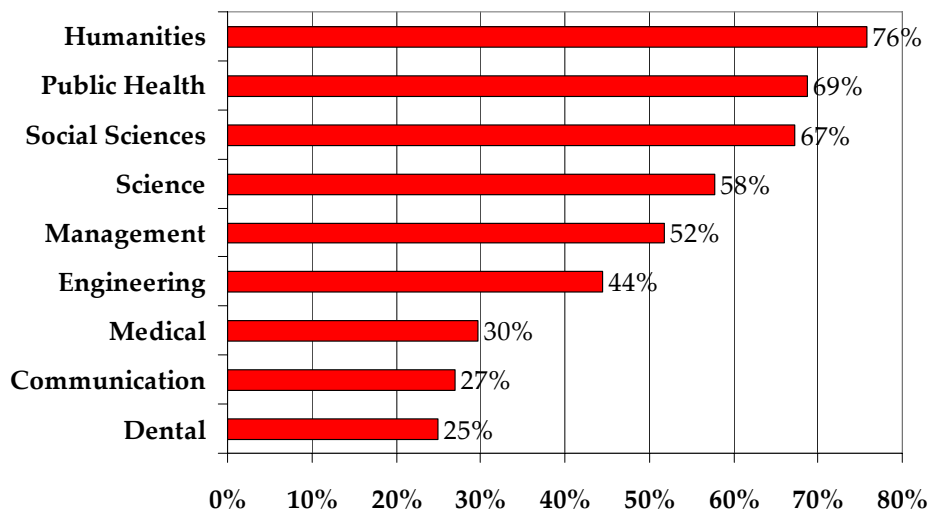
About half of all respondents indicate that their work includes international research, as shown in **Figure 4**.

**Figure 4:**  
**Does your Work Include International Research? (Q21; n=563)**



Those results differ by field, with the highest proportion of respondents from the Humanities, Public Health and the Social Sciences doing international research. The figures for the largest respondent groups are shown in **Figure 5**.

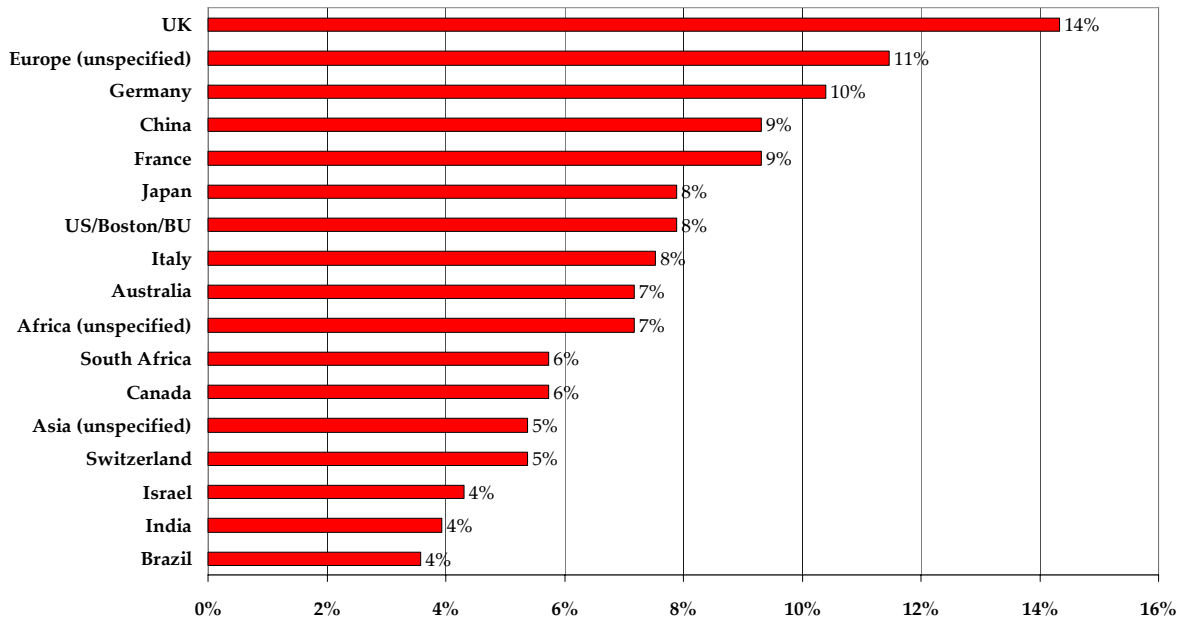
**Figure 5:**  
**Percentage of Respondents Whose Includes International Research, by Field (Q21, n=275)**



Respondents also indicated where they conduct their international research. The locations that were cited by at least ten respondents are shown in **Figure 6** below, which indicates the percent of responses whose international work includes each location.

**BU Faculty Survey, BU and the Global Future**  
**About the Respondents**

**Figure 6:**  
**Where Does your Research Take Place? (Q22, n=279)**

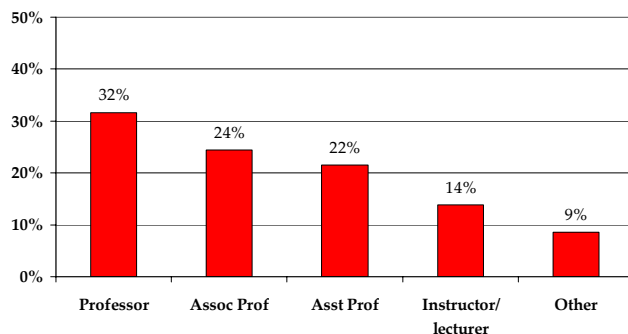


For complete information on countries in which the respondents conduct international research, including those cited by fewer than ten respondents, see **Appendix B**. **Appendix B** also contains a summary of funding sources for this international research and a list of related Memoranda of Understanding (MOUs) or consulting contracts.

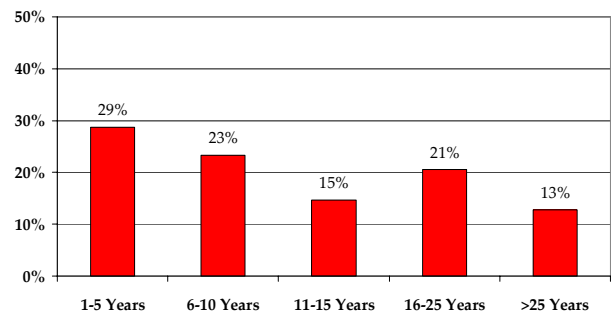
**Faculty Status and Length of Employment**

**Nearly one in three respondents is a full professor, with associate and assistant professors making up nearly a half.** This is based on 87% (548) of the overall respondent pool identifying their faculty status at BU. Eighty-seven percent of respondents (546) also identified their length of employment at BU (see **Figures 7 and 8**).

**Figure 7:**  
**Faculty Status (Q27; n=548)**



**Figure 8:**  
**Length of Employment at BU (Q26, n=546)**

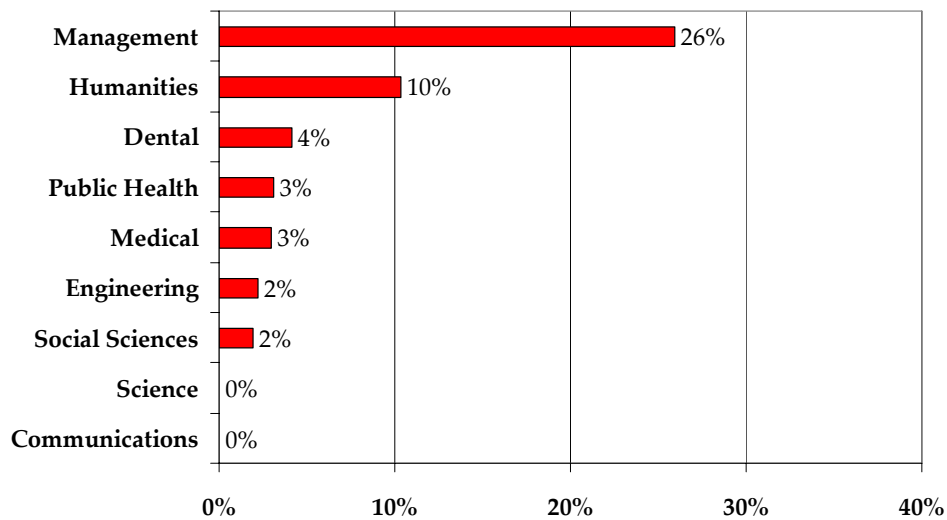


**BU Faculty Survey, BU and the Global Future**  
**About the Respondents**

**Experience in BU Study Abroad Programs**

**Eight percent of respondents (43) indicated that they had taught in BU’s study abroad programs.** A higher percentage of respondents from the Management field (26%) have taught in BU’s study abroad programs than from any other field. The relevant figures from the nine fields with sufficient numbers are shown in **Figure 9**.

**Figure 9:**  
**Percentage of Respondents Who Have Taught**  
**in BU Study Abroad Programs, *By Field* (Q18)**

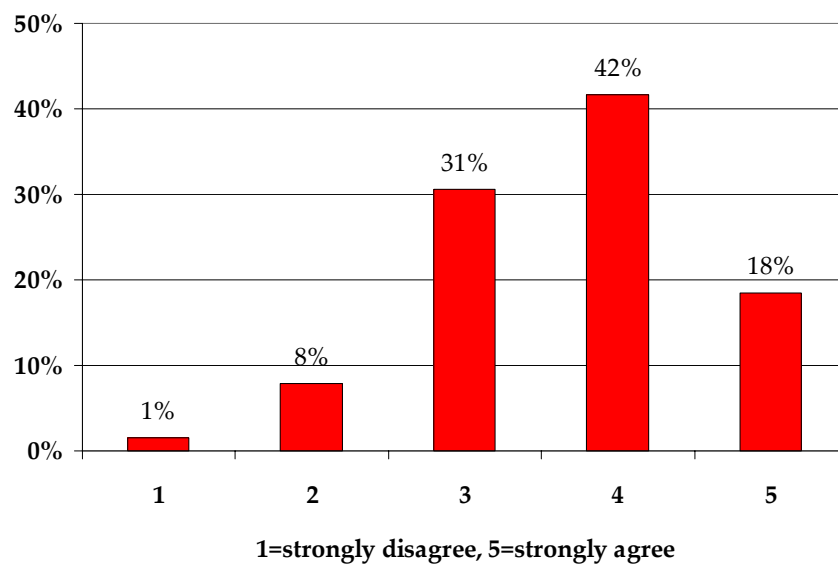


## Respondents' Opinions

### The Extent to Which BU Has a Strong International Reputation

The majority of respondents agree that BU is accurately characterized “as being among universities with a strong international reputation in the US and around the world.” Sixty percent of the respondents agree with the statement, assigning either a “4” or a “5” (“1”=strongly disagree, “5”=strongly agree). In contrast, only 9% responded with a “1” or “2” (see **Figure 10**).

**Figure 10:**  
**BU is Among the Universities with a Strong International Reputation in the US and around the World (Q1)**  
(n=608; Mean=3.68)



### More Detail ...

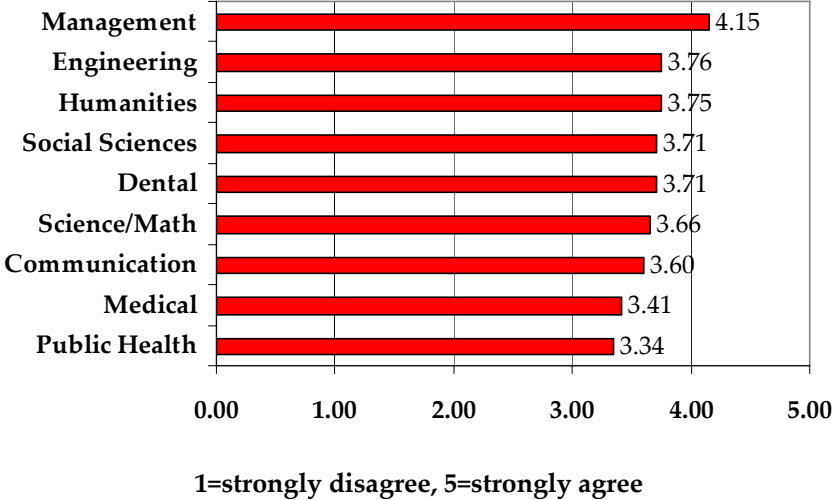
#### BU Has a Strong International Reputation (Q1)

##### Differences by Field:

- Management has the highest level of agreement (mean: 4.15).
- Medicine and Public Health are among the lowest (means: 3.41 and 3.34).
- See **Figure 11** below.

**BU Faculty Survey, BU and the Global Future**  
**Respondents' Opinions**

**Figure 11:**  
**BU is among the Universities with a Strong International Reputation in the US and around the World (Q1)**  
*By Field*  
(n=589; Mean=3.75)

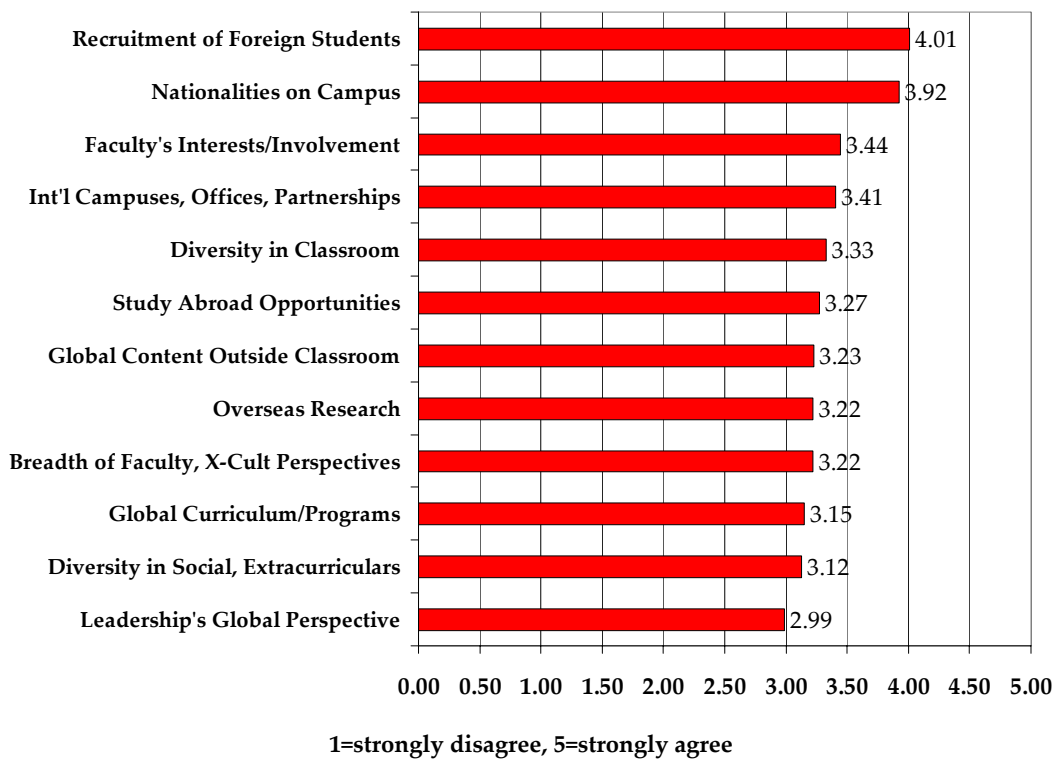


**BU Faculty Survey, BU and the Global Future**  
**Respondents' Opinions**

**The Basis for BU's International Reputation**

The characterization of BU as an international university is based in large part on the university's success in recruiting foreign students from a wide array of nationalities. University leadership's establishing a global perspective was judged the least significant factor. The 12 factors to which respondents reacted are sorted below by mean score; the higher the mean, the greater the level of agreement (see **Figure 12**).

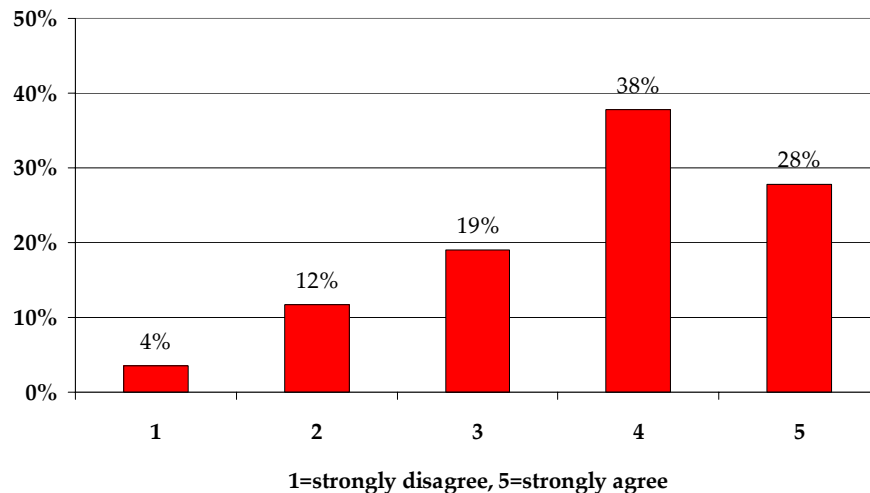
**Figure 12:**  
**Extent to Which BU's International Reputation is Based on Various Factors**



### **The Respondent's Contributions to BU's International Reputation**

**Two-thirds of the respondents agree that they “contribute to BU’s international reputation.”** Sixty-six percent responded to this statement with either a “4” or a “5” (1=strongly disagree, 5=strongly agree), while 16% disagreed (i.e., responded with a “1” or “2” (see **Figure 13**). They contribute to BU’s international reputation via international scholarly activities (e.g., collaborations with foreign scholars, overseas research, publishing internationally, presenting at international conferences or being otherwise active in international organizations) or by participating in international activities at BU (e.g., recruiting or working with foreign students or international scholars, or teaching classes with international content).

**Figure 13:**  
**“I Contribute to BU’s International Reputation” (Q3)**  
(n=589; Mean=3.75)



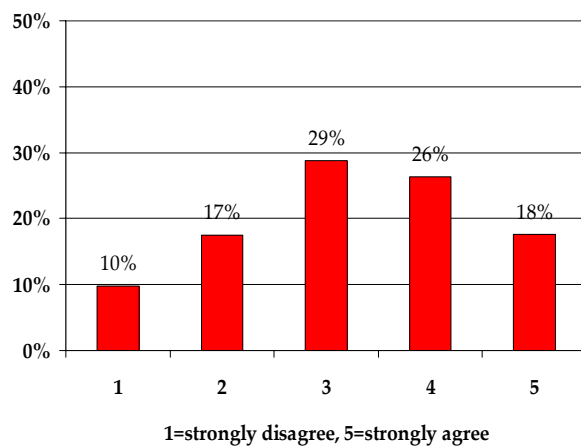
## BU Faculty Survey, BU and the Global Future Respondents' Opinions

### Attitudes toward Distance Education, Overseas Campuses and Development Projects

Support for distance education and campuses abroad was mixed; about 45% agree, but about 25% disagree that these should play a role in our international strategy. In contrast, a strong majority – about three in four – agree that BU should be involved in more development projects. The responses to the questions regarding distance education and campuses abroad are shown in **Figures 14** and **15** below. Additional details for each also follow.

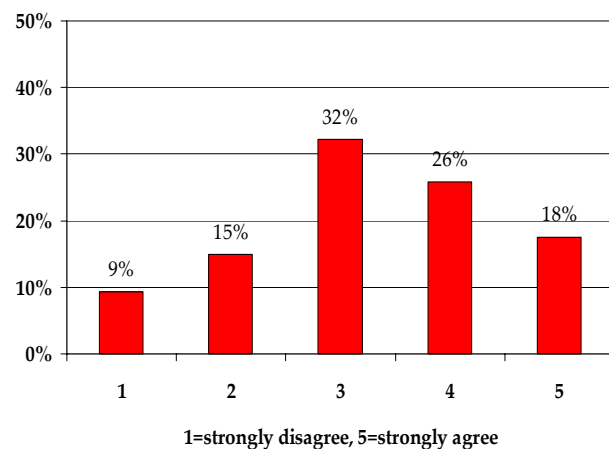
**Figure 14:**

**Distance Learning Should Play an Integral Role in BU's Global Efforts (Q5a; n=591; Mean=3.25)**



**Figure 15:**

**BU Should Open More Campuses Abroad (Q5c; n=586; Mean=3.27)**



#### More Detail ...

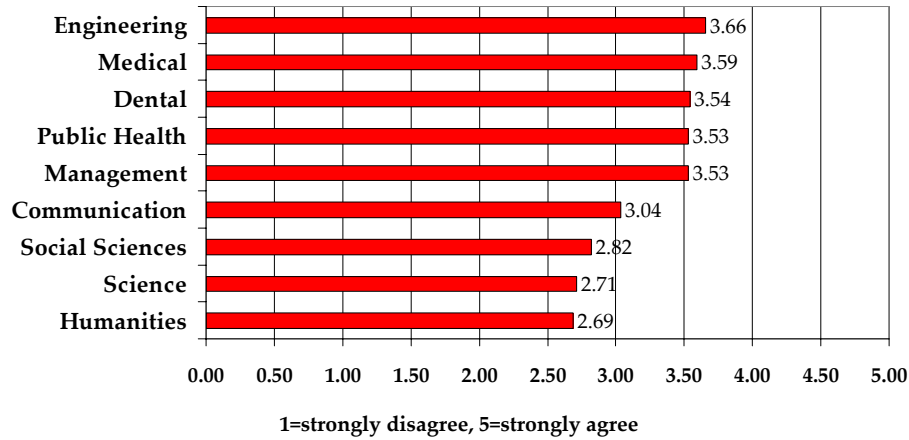
**Distance Learning Should Play an Integral Role in BU's Global Efforts (Q5a)**

##### *Differences by Field:*

- Three are noticeably lower than the rest:
  - Humanities (mean: 2.69)
  - Science (mean: 2.71)
  - Social Sciences (mean: 2.82)
- Overall mean: 3.25
- See **Figure 16**.

**BU Faculty Survey, BU and the Global Future**  
**Respondents' Opinions**

**Figure 16:**  
**Distance Learning Should Play an Integral Role in BU's Global Efforts (Q5a)**  
*By Field*  
 (n=591; Mean=3.25)

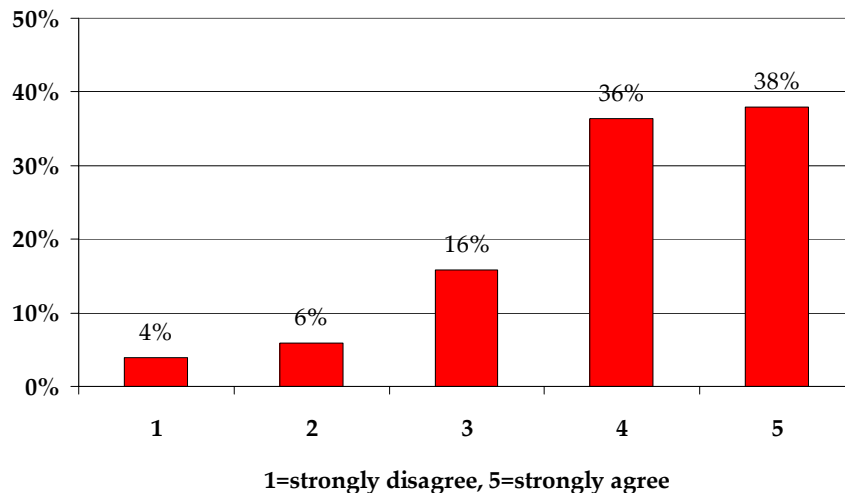


**Differences by Internationalist vs. Non-internationalist:**

- “Non-internationalists” showed a slightly higher level of agreement on this point (3.30 vs. 3.21), perhaps suggesting that distance learning may be viewed as a “safe” way of extending the institution’s borders.

**Figure 17** shows the strong level of agreement with the idea that BU should pursue more international development projects.

**Figure 17:**  
**BU Should Pursue More International Development Projects (Q3)**  
 (n= 589; Mean=3.75)

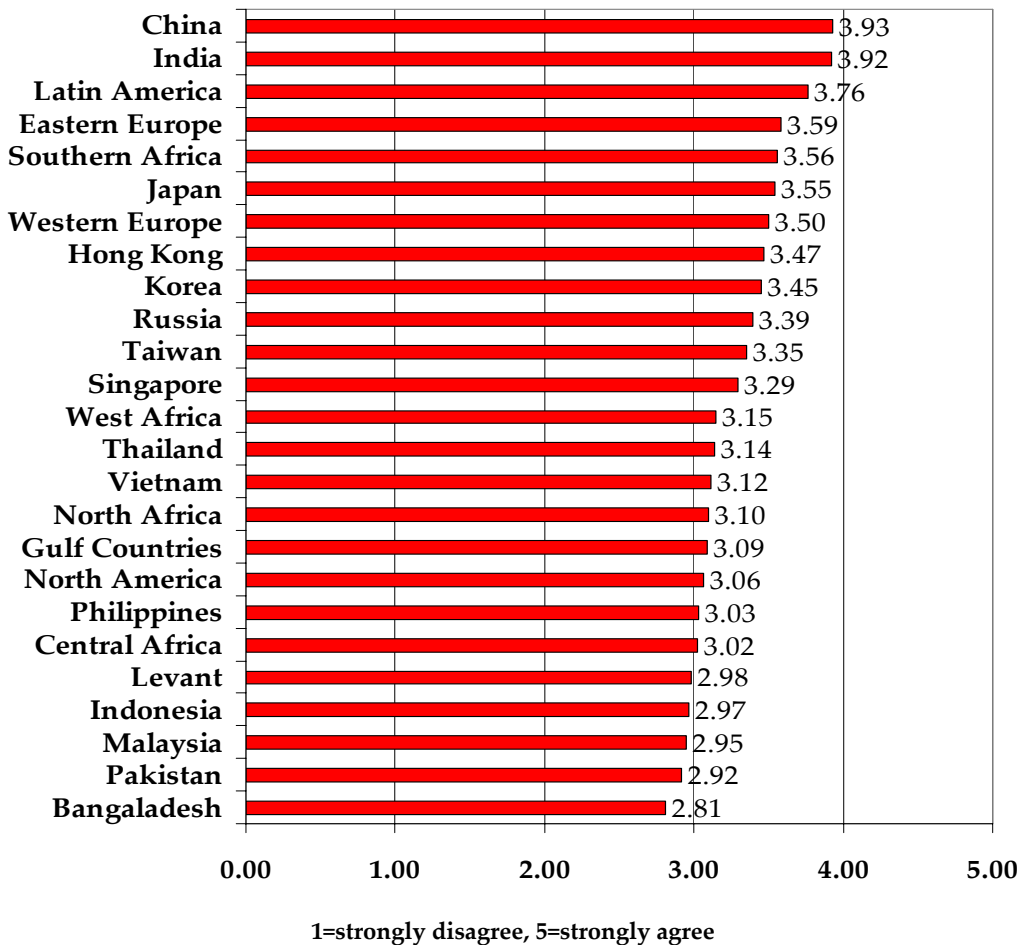


It is not clear, however, the extent to which the respondents were considering the practical implications of such projects, as opposed to endorsing the concept in principal.

**Target Countries for BU Campuses or Collaborations**

**China and India top the list of locations where the faculty believe BU should establish campuses or collaborative ventures, followed by Latin America.** Seventy percent of all respondents agree that BU should establish a presence in China and India, followed by Latin America and Eastern Europe (see **Figure 18**). About half agree that BU should build a presence in Japan, Korea, Taiwan, Singapore and Southern Africa. The 25 countries or regions to which respondents reacted in Q6-Q9, Q11, Q13 and Q15 are sorted below by mean score; the higher the mean, the greater the level of agreement that BU should open a campus or initiate collaborative ventures there.

**Figure 18:**  
**BU Should Open Campuses or Promote Collaborative Ventures with Various Countries (Q6-9, Q11, Q13 & Q15)**



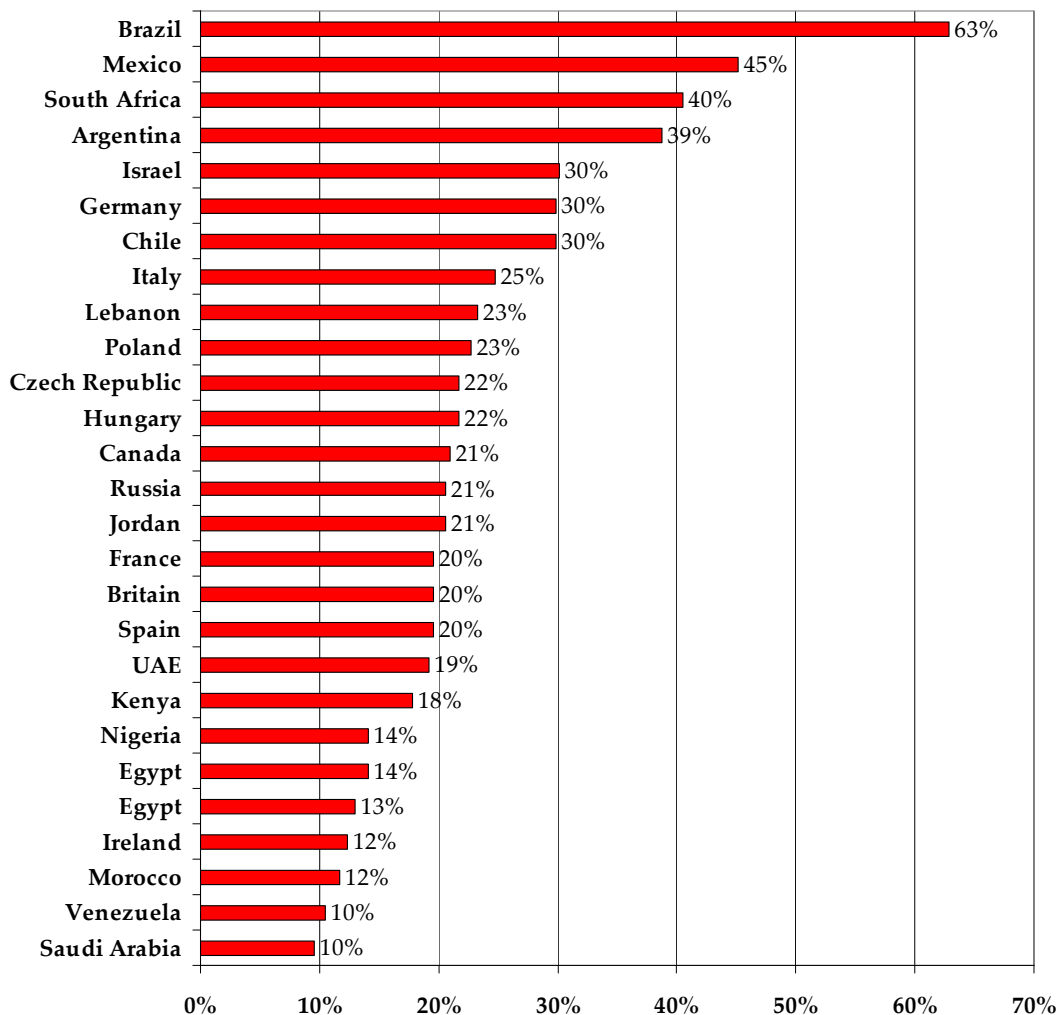
There is no country for which a majority of respondents *disagree*. There are only five countries/regions for which more respondents disagree than agree (i.e., the Levant countries, Indonesia, Malaysia, Pakistan and Bangladesh). It is noteworthy that all five of these countries

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**Respondents' Opinions**

or regions are predominantly Muslim, possibly reflecting a perception that such nations are unsafe or unwelcoming of Americans based on their portrayal in the media. (Write-in comments reveal that safety was clearly a concern for some respondents.) The Gulf Countries and North Africa are exceptions, both showing higher mean scores.

Respondents were also asked in Q10, Q12, Q14 and Q16 what other or more specific countries in Africa, the Middle East, the Americas and Europe would be appropriate for BU campuses or collaborative ventures with other universities. Four countries were mentioned, unprompted, by more than one-third of the respondents for their respective questions, three of which are in Latin America. They are Brazil (63%), Mexico (45%), South Africa (40%) and Argentina (39%). Those that were mentioned by at least 10% of respondents are shown in **Figure 19**. **Table 2** lists those that were mentioned by fewer than 10%.

**Figure 19:**  
**Other Countries for Possible BU consider Campuses or Collaborations**  
**Mentioned by 10% or More Respondents (Q10, Q12, Q14 and Q16)**



**BU Faculty Survey, BU and the Global Future**  
**Respondents' Opinions**

**Table 2:**  
**Other Possible Countries for BU Campuses or Collaborations**  
**Mentioned by Fewer than 10% of Respondents (Q10, Q12, Q14 and Q16)**

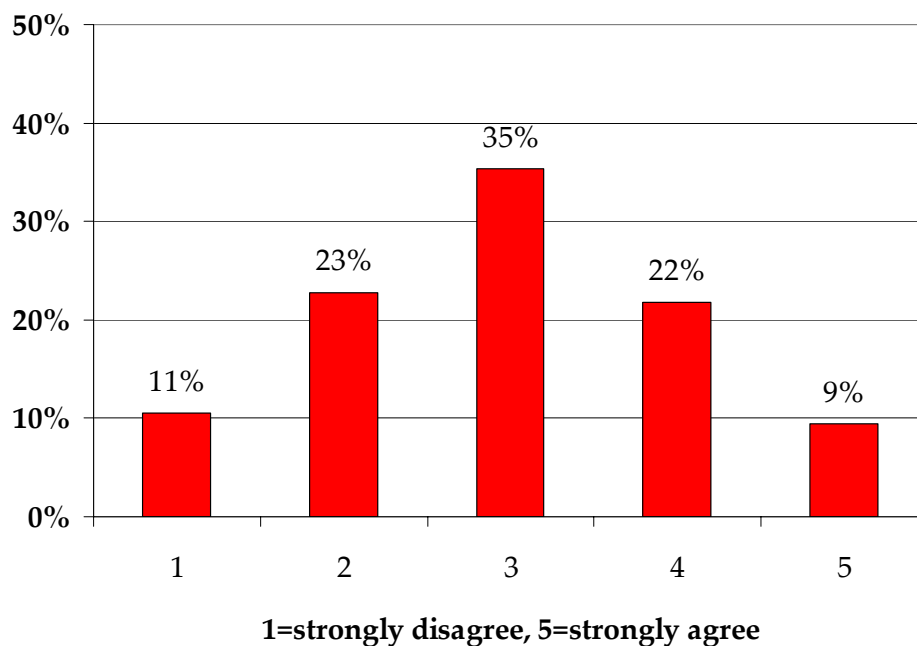
Africa	Middle East	Americas	Europe
● Uganda	● Turkey	● Costa Rica	Switzerland
● Senegal	● Kuwait	● Peru	● Netherlands
● Ghana	● Qatar	● Bolivia	● Austria
● Tanzania	● Syria	● Jamaica	● Turkey
● Ethiopia	● Palestine	● Guatemala	● Greece
● Botswana	● Bahrain	● Cuba	● Sweden
● Zambia	● Iran	● Haiti	● Romania
● Tunisia	● Iraq	● Ecuador	● Sweden
● Lesotho	● Oman	● El Salvador	● Norway
● Zimbabwe	● Cyprus	● Panama	● Portugal
● Liberia	● Libya	● Virgin Islands	● Belgium
● Niger	● Tunisia	● Trinidad	● Bulgaria
● Sudan	● Algeria	● Barbados	● Finland
● Mozambique	● Morocco	● Belize	● Slovenia
● Congo	● Afghanistan	● Caribbean	● Czechoslovakia
● Algeria	● Greece	● Nicaragua	● Latvia
● Cameroon		● Honduras	● Ukraine
● Namibia			● Croatia
● Rwanda			● The Baltics
● Cape Verde			● Slovakia
● Burkina Faso			● Armenia
● Eritrea			● Balkans
● Somalia			● Georgia
● Mali			● Azerbaijan
			● Mongolia
			● Albania
			● Iceland
			● Denmark

It is worth noting that, by their nature, Q6 through Q16 elicit top-of-mind responses. Accordingly, many of the responses are likely to reveal what is appealing or interesting to the respondents or what they are most familiar with, rather than reflecting strategic considerations. The reader should keep this in mind when interpreting their practical implications.

### **The Importance of International Projects' Yielding Financial Benefits**

The respondents were split on the question of whether “international initiatives should be based in large part on their ability to provide financial benefit to the University,” with more than one in three neutral or undecided. The responses to this question are shown in the bell-shaped curve in **Figure 20** below.

**Figure 20:**  
**International Initiatives Should Be Based in Large Part on their Ability to Provide Financial Benefit to the University (Q17)**  
(n=540; Mean=2.97)



#### **More Detail ...**

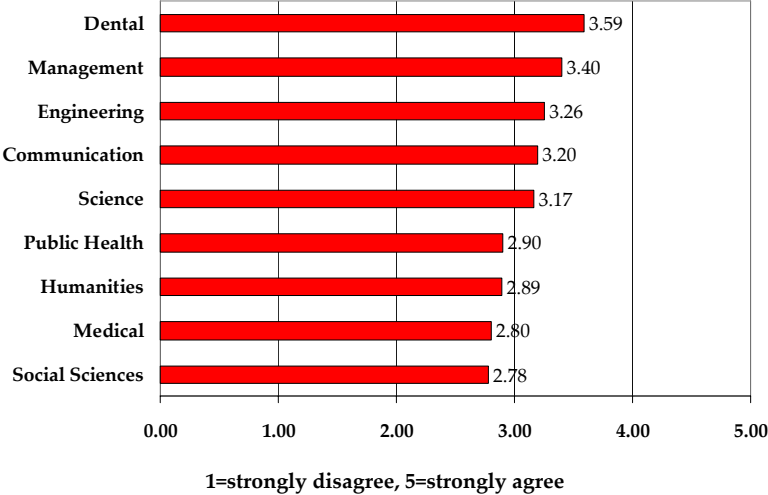
**International Initiatives Should Be Based in Large Part on their Ability to Provide Financial Benefit to the University (Q17)**

**Differences by Field:**

- Dental and Management have the highest levels of agreement (means: 3.59 and 3.40).
- Social Sciences and Medicine have the lowest (means: 2.78 and 2.80).
- See **Figure 21**.

**BU Faculty Survey, BU and the Global Future**  
**Respondents' Opinions**

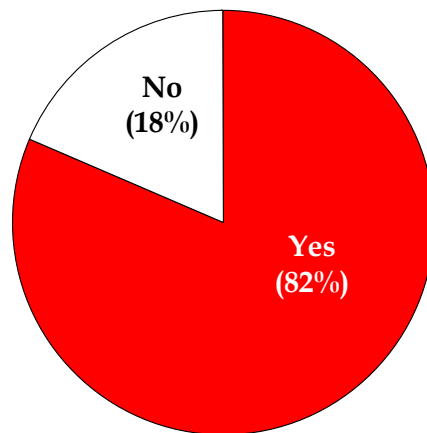
**Figure 21:**  
**International Initiatives Should Provide Financial Benefits (Q17)**  
*By Field*  
(n=540; Mean=2.97)



### **Interest in Teaching in Study Abroad Programs**

**More than four of every five respondents expressed an interest in teaching in BU's study abroad programs.** Eighty-two percent of respondents would be willing to teach in BU's study abroad programs, as shown in **Figure 22**. (Of the 8% of respondents who have already taught in BU's study abroad programs, 92% would be willing to do so again.)

**Figure 22:**  
**Would You be Interested in Teaching Abroad? (Q19/20, n=490)**



#### **More Detail ...**

**Would You be Interested in Teaching Abroad? (Q19/20)**

*Differences by **Internationalist vs. Non-internationalist:***

- Although the “internationalists” are somewhat more interested (85% “yes” vs. 76%) in teaching in BU’s study abroad programs, interest among non-internationalists is also strong.

### **Characteristics of a Global University**

**The four most commonly cited characteristics of a global university are a global perspective; international partnerships, collaborations or exchanges; service to mankind/international impacts; and a diverse student body.** Forty-three percent (269) of the overall respondent pool provided a definition of a global university. Based on the coding of the responses,<sup>2</sup> the four most common themes, each cited in at least one-quarter of the responses, were:

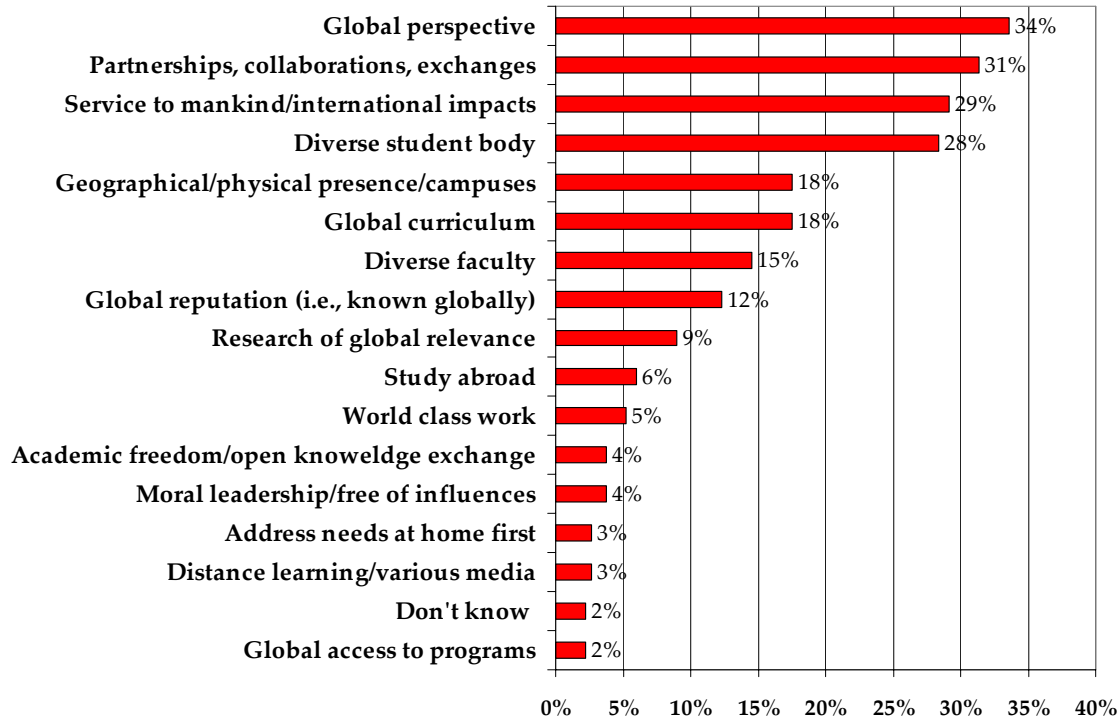
- **Global perspective:** This is an attitude or worldview that reflects an international orientation, regardless of whether the response indicated any specific global actions. About one-third of all responses made such a reference.
- **Partnerships, collaborations or exchanges:** This theme, observed in about three in 10 responses, includes international partnerships, research collaborations, faculty or student exchanges or joint programs with overseas institutions.
- **Service to mankind/international impacts:** Close to three in 10 respondents mentioned that a global university does good in the world. Examples include the university promoting cross-cultural understanding and world peace, improving conditions in a remote village or improving economic prospects in another country.
- **Diverse student body:** The measure of a global university in this case is the diversity of the university's student body, which in most cases referred specifically to its having large numbers and/or a wide variety of nationalities represented. Noteworthy here is that this can be achieved without any specific presence outside the home campus. Again, close to one in three responses included such a mention.

The remaining themes are shown in **Figure 23** below. Explanations of the categories follow in **Table 3**.

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<sup>2</sup> See explanation of coding under **Data Analysis** on p. 2.

**Figure 23:**  
**Breakdown of Responses to Q25, Definitions of a Global University**  
*By Coding Categories (n=269)*



**Note:**

- Since many respondents cited multiple characteristics, the percentages add up to more than 100%.
- Some responses were too vaguely stated to be coded into any category.

**Table 3:**  
**Explanations of Coding Categories in Q25, Definitions of Global University**

Category Name	Explanation
<b>Global perspective</b>	This refers to an attitude or worldview that reflects an international orientation, regardless of whether the response indicated any specific global actions.
<b>Partnerships, collaborations and exchanges</b>	This refers to any mention of an international partnership, research collaboration, faculty or student exchange, or joint program with an overseas institution.
<b>Service to mankind, international impacts</b>	This category refers to any reference to a global university doing good in the world or having a positive impact. These impacts may range from promoting cross-cultural understanding and world peace to improving conditions in a remote village to improving economic prospects in another country.

## BU Faculty Survey, BU and the Global Future

### Respondents' Opinions

Category Name	Explanation
<b>Diverse student body</b>	This refers to the diversity of the university's student body, which in most cases specifically involves its having large numbers or a wide variety of nationalities represented.
<b>Geographical/physical presence/campuses</b>	This includes any references to the university having an operation of some kind outside of its national borders. This includes but is not limited to satellite campuses.  <b>Note:</b> Study abroad opportunities were coded separately if they did not refer to physical facilities.
<b>Global curriculum</b>	Any references to the curriculum including global subject matter or otherwise reflecting a global perspective or giving students knowledge about international or global topics was coded under "global curriculum."
<b>Diverse faculty</b>	These references were similar to those regarding "student diversity," but referred to the inclusion of non-US citizens among the faculty. These often accompanied references to "student diversity."
<b>Global reputation (known globally)</b>	This refers to the university in question being known internationally. This need not depend on any specific presence outside the home campus.
<b>Research of global relevance</b>	These references involved research done by the faculty or within the university that has relevance outside its national borders. Again, this need not depend on any specific presence outside the home campus.
<b>Study abroad</b>	Any reference to study abroad opportunities or programs was coded in the "study abroad" category. These did not necessarily refer to the university in question having its own programs.
<b>World-class work</b>	This refers to members of the university doing work that qualifies as "world class." Again, this need not depend on any specific presence outside the home campus.
<b>Academic freedom/open knowledge exchange</b>	Any references to academic freedom and the open exchange of ideas and knowledge were coded here.
<b>Moral leadership/free of influences</b>	These comments referred in various ways to the university in question taking the moral high road. Several specifically mentioned independence from political pressure.
<b>Address needs at home first</b>	Expressions of concern that BU needs to handle its home campus needs before embarking on international ventures were coded here.
<b>Distance learning/various media</b>	Any references to the global university extending its reach via distance learning or the use of other media for teaching/communication was coded here. In some cases, these were cited as an alternative to developing a presence overseas.
<b>Don't know</b>	This refers to respondents' answering that they did not know or had not thought about the question.
<b>Global access to programs</b>	This refers to responses about the university's programs being accessible to people throughout the world, without specific reference to the means of distribution or delivery.

## BU Faculty Survey, BU and the Global Future

### Respondents' Opinions

Other observations for these responses include the following:

- The tone of the responses in addressing the global university was overwhelmingly positive. Only nine responses (3%) were judged to have a negative or pessimistic tone. In most cases this appeared to be a response to BU's interest in expanding its international profile; the message tended to be that that BU should concentrate on its business "at home," and not look outside of Boston. (These responses came from four Humanities faculty, three Science faculty and one each from the Social Sciences and Medicine.)
- About three in four (73%) respondents' definitions of a global university referred specifically to activities or characteristics of a university that by their nature reach beyond its campus and national borders. In contrast, the definitions of a small minority (17 respondents, or 6%) referred *only* to activities or characteristics that do not require an international presence or reach per se, i.e., that could be achieved within the confines of the home campus, e.g., "world-class academic research" or "known internationally." (The remaining 21% of the comments were vague in this regard, and therefore not possible to classify.)
- An interesting difference appeared in some (30, or 11%) of the responses to Q25. Those responses referred to global universities promoting understanding among peoples, but they did so in two different ways. One group (19, or 4% of responses) stressed the global university's place in helping people see what they have in common (what might be called "globalism"), while the other group (11, or 7% of responses) saw the university helping people to understand and respect their differences (what might be called "multiculturalism"). These two groups might in fact not disagree with one another (the differences between their statements possibly being the aspect of "understanding" they choose to emphasize), but the difference could end up being significant insofar as "globalists" and "multiculturalists" might make different decisions when it comes to practical decision making.

#### More Detail ...

##### Definitions of a Global University (Q25)

###### Differences by Field:

- **Global perspective:** The field where this was mentioned most frequently was Public Health (58%, or 7 of 12), vs. Science and Dental at just 17% each (3 of 18 and 2 of 12, respectively). It was mentioned in 34% of the responses overall.
- **Service to mankind, international impacts:** Whereas this theme came up in 28% of responses overall, it was particularly prevalent in responses from Public Health (75%, or 9 of 12) and Medical (56%, or 18 of 32).
- **Diverse student body:** The fields where this was most commonly mentioned were Management (48%, or 15 of 31) and Science (44%, or 8 of 18), vs. 28% overall. Faculty in these fields may be sensitized to the importance of the study body diversity by the high rates of foreign students in their own programs.

## BU Faculty Survey, BU and the Global Future

### Respondents' Opinions

- **Global curriculum:** While a global curriculum was mentioned by 18% of the responses overall, in three fields it was mentioned by less than 10%: (1) Medical (6%, or 2 of 32), (2) Science (6%, or 1 of 18%) and Dental (0%, or 0 of 12). The nature of the curriculum may not be top-of-mind for these fields, where curriculum may be seen more than in other fields as transcending culture. On the other end of the spectrum is Social Sciences, where 29% (9 of 31) mentioned global curriculum.
- **Global reputation:** This appears to be specifically important in three fields: Engineering, where it was mentioned in 25% (5 of 20) of responses, Science, where it was mentioned by 22% (4 of 18) and Management, where it was mentioned by 19% (6 of 31). It was cited in 12% of responses overall.
- **Study abroad:** This idea was mentioned in Humanities and Communication in 16% (6 of 38) and 14% (2 of 14) of the responses, respectively, vs. just 6% overall.
- **World-class work:** This theme came up most frequently in three fields: (1) Science, where it was mentioned in 17% (3 of 18) of responses, (2) Communication, where it was mentioned by 14% (2 of 14) of responses and (3) Medical, where it was mentioned in 9% (3 of 32) responses. It was mentioned in 5% of the responses overall.
- **Address needs at home first:** These concerns came from just three fields: (1) Science, where that advice came in 17% (3 of 18) of responses, (2) Humanities, where it was found in 5% (2 of 38) of responses and (3) Medical, where it was contained in 3% (one of 32) responses.
- **Need to go elsewhere to be international?** Twelve of the 17 respondents who defined the global university in terms only of activities or characteristics that do not require an international presence are either Humanities or Science/Engineering faculty, six coming from each. The others consisted of three Medical faculty and one each from Communication and Education.
- **Globalism vs. Multiculturalism:** By identifying the sources of the “globalism” vs. “multiculturalism” responses, we may gain some insights into the “cultures” of the different fields. The following observations were made about the 30 relevant responses:
  - One third (10) of the responses came from Management faculty, accounting for nearly one in three (i.e., 10 of 31) Management faculty who responded to Q25. Of these, seven took the multiculturalist view and three the globalist.
  - Another four came from Theology faculty, accounting for half the Q25 responses from that field. All of them took the multiculturalist perspective.
  - Of the others, three Humanities faculty, two Engineering faculty, and one each from Social Sciences, Communication, Medical and Dental took the multiculturalist view, while three from Medical, two each from Humanities and one from Engineering took the “globalist” perspective.

## **Appendix A:** **Questionnaire**

### **Boston University and the Global Future** **BU Faculty Survey**

Dear Faculty Colleagues:

As part of the University-wide strategic planning process, President Brown has appointed a Council on Boston University and the Global Future. The purpose of the Council is to survey the many ways in which Boston University faculty and students are engaged in global activities, and to help set future directions for the University in this vital area. As we undertake an institutional strategic review, we have the opportunity as faculty members to deepen and strengthen our activities and reputation as global citizens, and to shape the global vision of the University as a whole.

A key part of our planning process is to solicit opinions from the faculty. One of the ways we are seeking input is to send this questionnaire to all faculty members. Please take a few minutes to complete this survey. In addition to participating in the planning processes that are taking place within each unit of the university, you are also invited to contact individual members of the Council on Boston University and the Global Future. We will be setting up a website to disseminate additional information and to provide additional mechanisms for feedback.

As our timeline is short, please return the survey by February 21. You may also continue to share ideas with this Council by sending us an e-mail at [futurebu@bu.edu](mailto:futurebu@bu.edu). Thank you for participating in this important process.

Professor Ronald Richardson  
Dean Jay Halfond  
Co-Chairs, President's Council on Boston University and the Global Future

## BU Faculty Survey, BU and the Global Future

### Appendix A

Thank you for logging on to this site. We appreciate the time you take to complete this survey. We are interested in your responses to all of the questions, so please do the best you can to answer all of them. We estimate that it will take no more than 10 to 15 minutes to complete the survey.

	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
1. Please rate your level of agreement with the accuracy of the following: "Boston University is often characterized as being among universities with a strong international reputation in the U.S. and around the world."	1	2	3	4	5
2. To the extent this characterization is accurate, please rate your agreement that BU's international reputation is based on:	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
1. Study abroad opportunities for its undergraduates	1	2	3	4	5
2. Success in recruiting large numbers of students from abroad	1	2	3	4	5
3. The wide array of nationalities represented on campus	1	2	3	4	5
4. The various international campuses, liaison offices, and partnerships BU has had over the years	1	2	3	4	5
5. The breadth of the faculty and their efforts to bring a cross-cultural perspective to their teaching	1	2	3	4	5
6. The leadership within the University to establish a global perspective in all of the dimensions of the institution	1	2	3	4	5
7. The diversity within the BU classroom	1	2	3	4	5
8. The diversity that students experience in their social and extracurricular activities	1	2	3	4	5
9. The global interests and involvements of the faculty	1	2	3	4	5
10. The global dimension of our curriculum and academic programs	1	2	3	4	5

**BU Faculty Survey, BU and the Global Future**

**Appendix A**

11. The global content of intellectual life outside of the classroom, such as lectures, colloquia and conferences	1	2	3	4	5
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12. Research conducted abroad by faculty and graduate students	1	2	3	4	5
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	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
	1	2	3	4	5
3. Again, to the extent that the characterization that Boston University is one of the most international universities is accurate, please rate your level of agreement with the following: "I contribute to BU's international reputation."					

4. Please explain how you do so (250 words or less):

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5. Please rate your level of agreement with each of the following:	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
	1	2	3	4	5
1. Distance learning (online education) should play an integral role in Boston University's global efforts.					
2. Boston University should be involved in more international development projects (e.g., clean water resources, public health clinics, rural economic and structural development projects).					
3. Boston University should open more campuses abroad.					

## BU Faculty Survey, BU and the Global Future

### Appendix A

Rate your level of agreement that Boston University should open campuses and/or promote collaborative educational ventures with foreign universities in each of the following countries:

<b>6. East Asia</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
1. China	1	2	3	4	5
2. Japan	1	2	3	4	5
3. Korea	1	2	3	4	5
4. Taiwan	1	2	3	4	5

<b>7. Southeast Asia</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
1. Hong Kong	1	2	3	4	5
2. Philippines	1	2	3	4	5
3. Thailand	1	2	3	4	5
4. Malaysia	1	2	3	4	5
5. Indonesia	1	2	3	4	5
6. Singapore	1	2	3	4	5
7. Vietnam	1	2	3	4	5

<b>8. Indian Subcontinent</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
1. India	1	2	3	4	5
2. Pakistan	1	2	3	4	5
3. Bangladesh	1	2	3	4	5

<b>9. Africa</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
1. South Africa	1	2	3	4	5
2. Central Africa	1	2	3	4	5
3. North Africa	1	2	3	4	5
4. West Africa	1	2	3	4	5

**BU Faculty Survey, BU and the Global Future**

**Appendix A**

10. Please record any specific countries in Africa in which you believe Boston University should open campuses and/or promote collaborative educational ventures with foreign universities.

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**11. Middle East**

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
	1	2	3	4	5
1. Gulf countries	1	2	3	4	5
2. Levant countries	1	2	3	4	5

12. Please record any specific countries in the Middle East in which you believe Boston University should open campuses and/or promote collaborative educational ventures with foreign universities.

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**13. The Americas**

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
	1	2	3	4	5
1. Latin America (including the West Indies)	1	2	3	4	5
2. North America	1	2	3	4	5

14. Please record any specific countries in the Americas in which you believe Boston University should open campuses and/or promote collaborative educational ventures with foreign universities.

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**BU Faculty Survey, BU and the Global Future**

**Appendix A**

**15. Europe**

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
1. Western Europe	1	2	3	4	5
2. Eastern Europe	1	2	3	4	5
3. Russia	1	2	3	4	5

**16.** Please record any specific countries in Europe in which you believe Boston University should open campuses and/or promote collaborative educational ventures with foreign universities.

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	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
<b>17.</b> Please rate your level of agreement with the following: "International initiatives should be based in large part on their ability to provide financial benefit to the University."	1	2	3	4	5

**18.** Have you taught in BU's study abroad programs?

- Yes
- No

**19.** If you have taught in a BU's study abroad programs, would you be willing to teach again?

- Yes
- No
- N/A

**20.** If you have not taught in a BU's study abroad programs, would you be interested in doing so?

- Yes
- No
- N/A

**BU Faculty Survey, BU and the Global Future**

**Appendix A**

21. Does your work include international research?

- Yes
- No

22. If so, where does the research take place?

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23. What source(s) of funding do you have for international travel and research?

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24. Please list MOUs (Memoranda of Understanding) or consulting contracts you have with universities or contacts overseas.

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25. Please provide your definition of a global university (250 words or less).

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26. How long have you worked at Boston University?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-25 years
- more than 25 years

**BU Faculty Survey, BU and the Global Future**

**Appendix A**

27. Which of the following best describes your current faculty status at Boston University?

- Professor
  - Associate Professor
  - Assistant Professor
  - Instructor/Lecturer
  - Other, please specify:
- 

28. In what academic discipline(s) do you teach at Boston University?

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29. What is your primary departmental affiliation?

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**The university is interested in connecting your feedback with your personal identity in order to make your feedback most relevant. Please provide us with your name in the space below.**

30. Please record your first (given) name and last (family) name.

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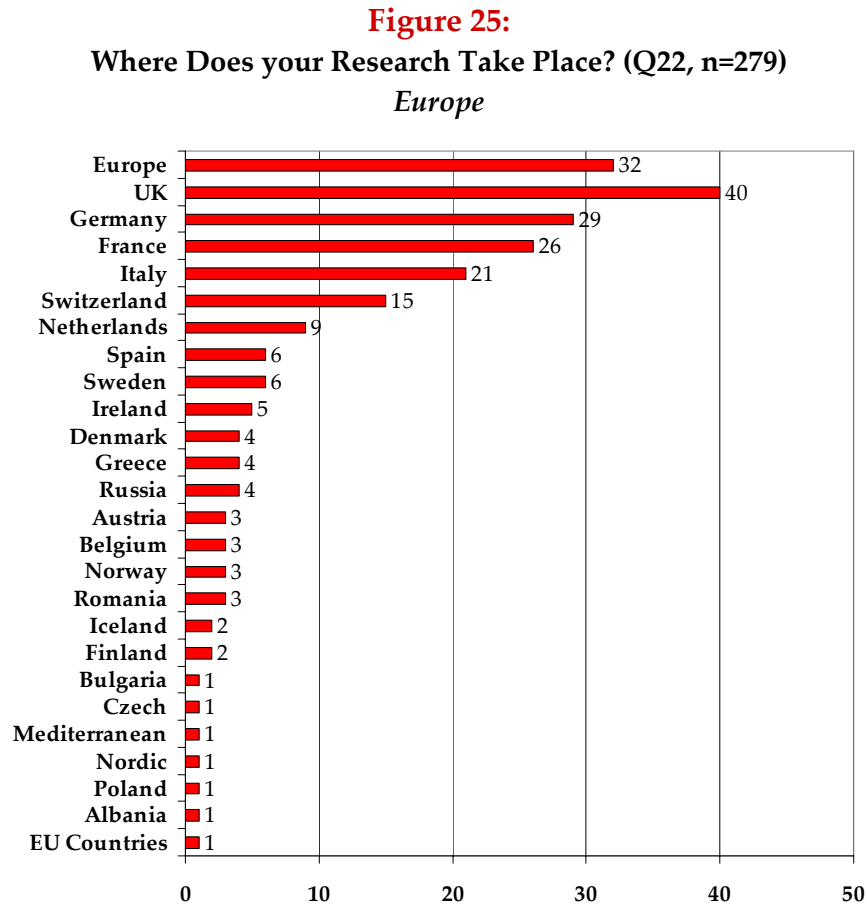
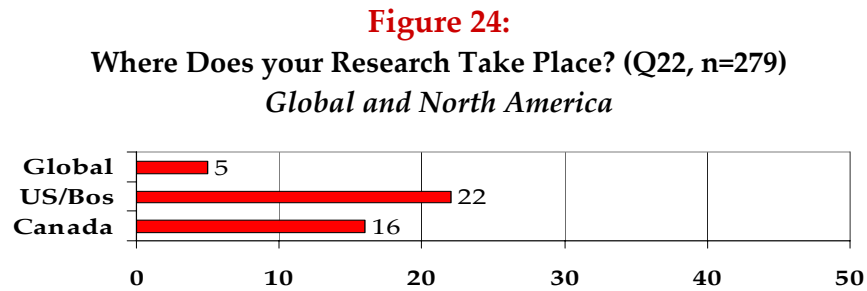
**Thank you for participating in this survey!**

If you have additional comments or thoughts on how you envision an international campus community and world outreach, please send comments to [futurebu@bu.edu](mailto:futurebu@bu.edu). This is a “work in progress.” Your feedback is not only valuable, but it is essential.

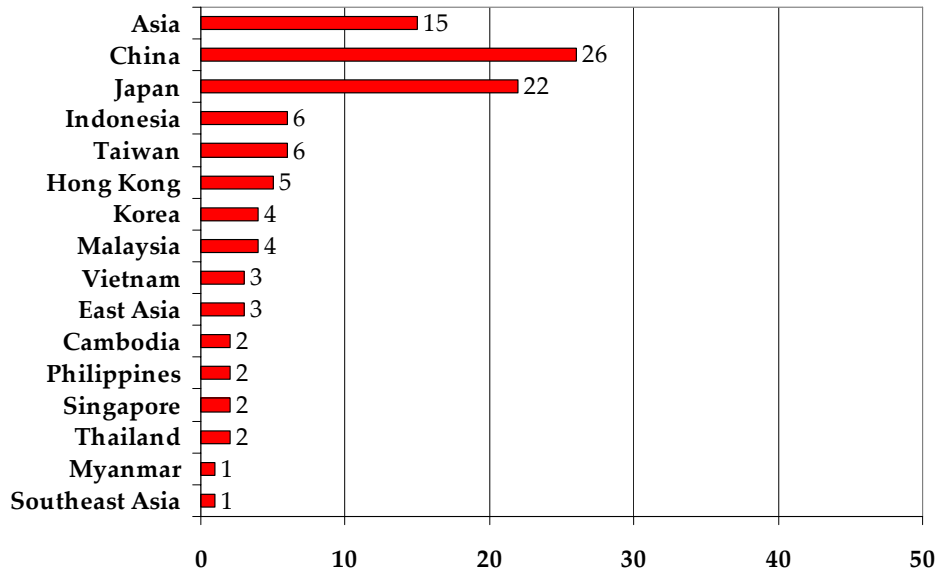
## Appendix B: Supplementary Information

### Q22: If [you do international research], where does the research take place?

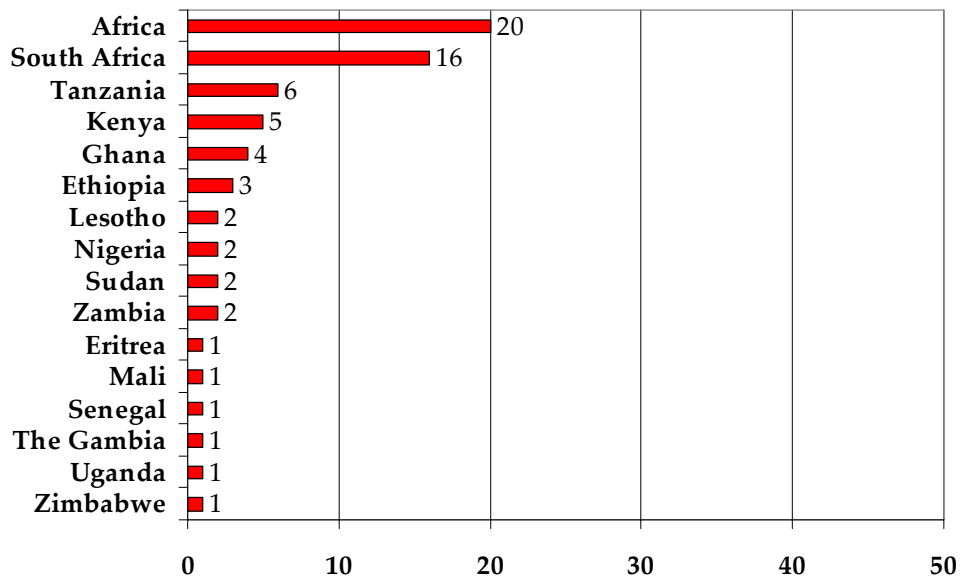
The following graphs show the numbers of respondents who reported that they were conducting research in various countries; the data are broken out by region. Since many respondents listed multiple locations, the combined numbers far exceed 100%.



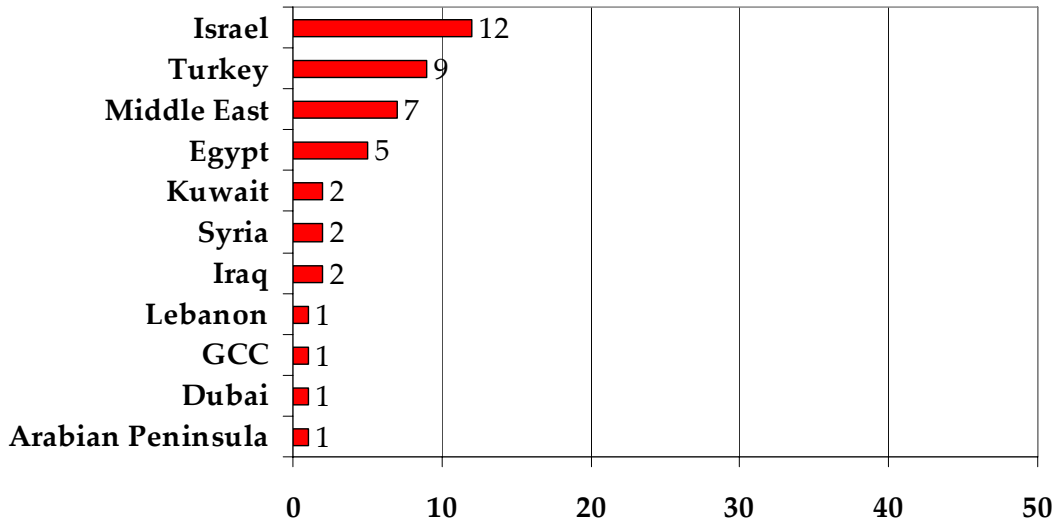
**Figure 26:**  
Where Does your Research Take Place? (Q22, n=279)  
*Asia*



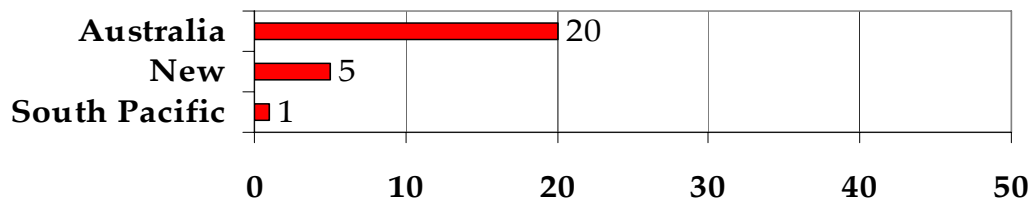
**Figure 27:**  
Where Does your Research Take Place? (Q22, n=279)  
*Africa*



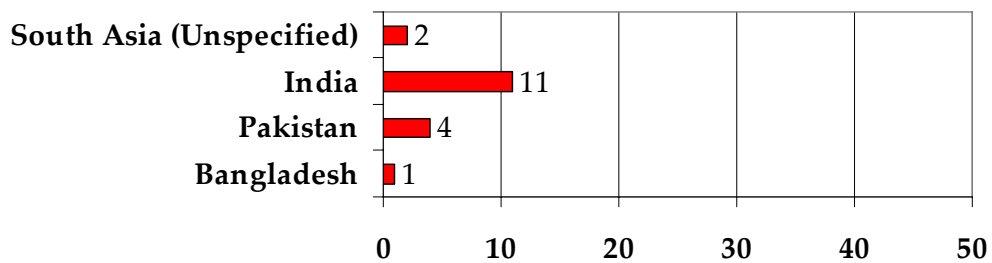
**Figure 28:**  
Where Does your Research Take Place? (Q22, n=279)  
*Middle East*



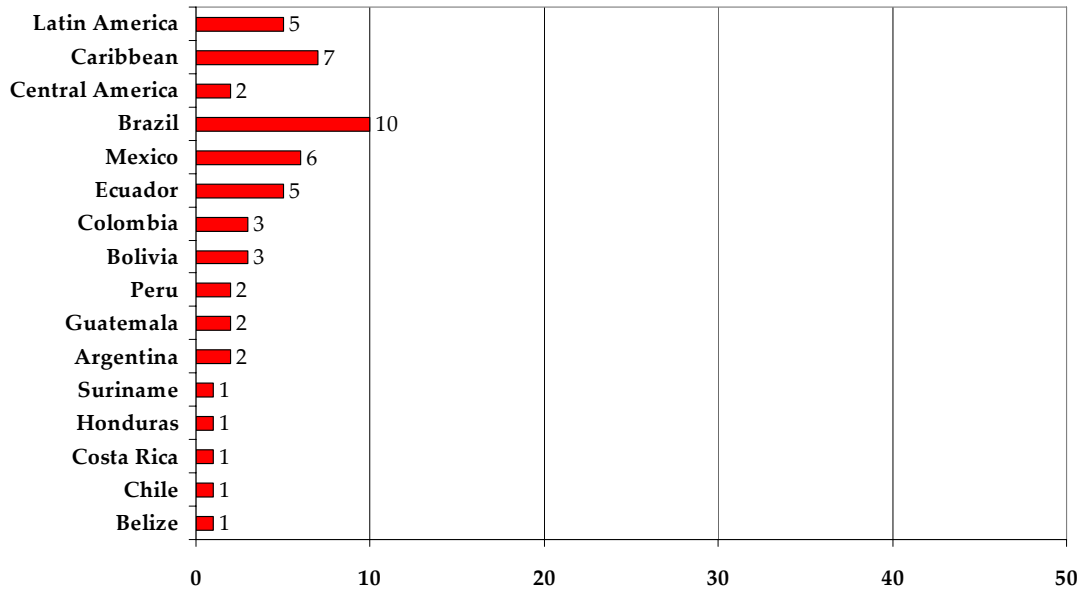
**Figure 29:**  
Where Does your Research Take Place? (Q22, n=279)  
*Australia and Pacific*



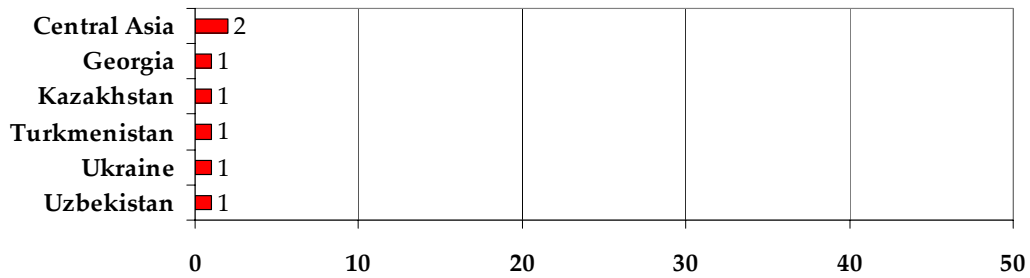
**Figure 30:**  
Where Does your Research Take Place? (Q22, n=279)  
*South Asia*



**Figure 31:**  
Where Does your Research Take Place? (Q22, n=279)  
*Latin America*



**Figure 32:**  
Where Does your Research Take Place? (Q22, n=279)  
*Central Asia*

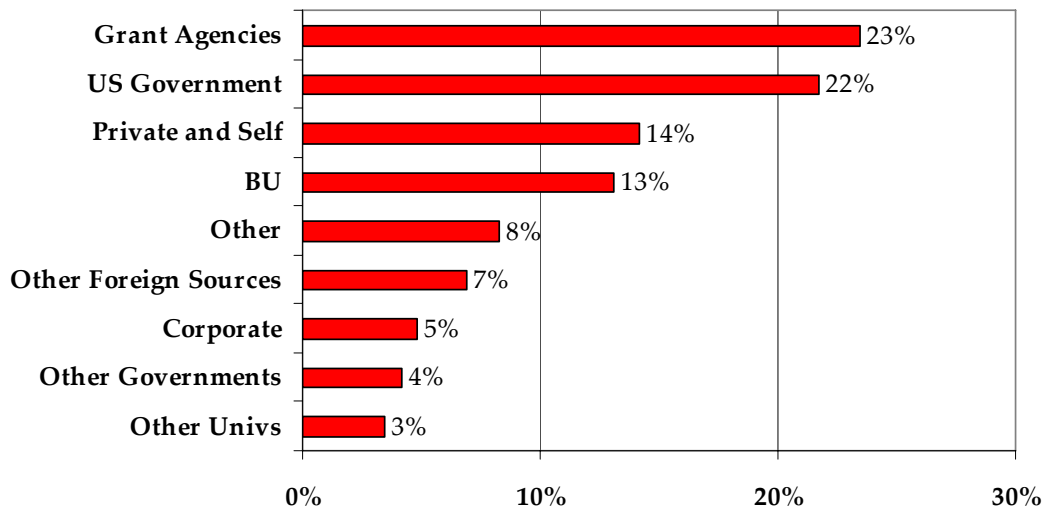


**Q23: What source(s) of funding do you have for international travel and research?**

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Figure 33 shows the kinds of funding sources reported by the respondents to Q23, and the percentage of responses that cite each.

**Figure 33:**  
**What Source of Funding Do You Have for International Travel and Research?**



**Q24: Please record below any MOUs (Memoranda of Understanding) or consulting contracts you have with universities or contacts overseas.**

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The following are the verbatim responses to Q24. Because it is the unique characteristics of each MOU or consulting agreement that are of interest, no attempt has been made to aggregate them.

- 3-year Subcontract with National Cheng Kung University Medical Hospital in Tainan, Taiwan
- Addis Ababa University of Niamey (first grant, 1986-87)
- Autonomous University of Madrid, Madrid, Spain Ajman University, Ajman, U.A.E.
- BU/Padova Program
- City College (London); Barcelona (in the works)
- Consult department
- Consulting sub-contract with Airborne Research Australia (ARA). ARA is prime contractor with funds provided by US Air Force Research Lab.
- Contract pending with ifo Institute at University of Munich on research sponsored by the EU
- CURA has an international network of partner institutions and individuals. Any contracts are ad hoc, in connection with specific projects
- Current contract with MTCT Plus, Columbia University to provide ongoing child development support to Center of Excellence for Pediatric HIV Care at University Teaching Hospital, Lusaka, Zambia
- Developing PM curricula for 2 universities in Brazil (have invited BU to be part of it, but was declined); one agreement for online education in Argentina, at negotiations with an educational institution in Dubai, and another one in India.
- EPFL, ETHZ, Ludwig Maximilian Uni (Munich), Koc Uni (Istanbul), Bilkent Uni (Ankara). (collaboration agreements, and support letters for grant applications)
- Fiocruz Institute, Salvador, Bahia
- Frie Hospital in Amsterdam Sport & Spinal Therapy in Australia
- Global Master's with Technical University of Aachen, Germany
- Government of Kuwait, Dubai Health Care City - Dubai - U.A.E., Dental Council of India - Darshan Dental College, Udaipur, ITS Dental College, Ghaziabad, DY Patil Dental College, Pune, COMEDICAL School of Dental Excellence, Chandigarh, MM Dental College. Ambala, Dayanad Sagar Dental College, Bangalore, Yenepoya Dental College, Mangalore, Karnavati Dental College, Gandhinagar.
- Have had ad hoc agreements with University of Sheffield over collaboration in the Outer Hebrides Flora MacDonald Project (Scotland).
- HealthNet/Transcultural Psychosocial Organization in the Netherlands, a WHO collaborating site, is a subcontract for my NIMH grant
- I am an adjunct faculty member and the consulting firm's clients pay for my travel and research.
- I am an Adjunct Professor at the Univ. of Bergen, Norway
- I currently have a collaborative research project with people at Fudan University (China) and Tsing-hua University (Taiwan).
- I edit a book series with University of South Africa Press.
- I have a contract each year with Ritsumeikan University to teach a course at their Biwako Campus.
- I teach at the BRAC SPH in Bangladesh
- I was a consultant to the Museum for Peace in Caen, France, near the Normandy landing beaches, to advise on the extension of the Museum to include a section dealing with the Cold War.

## BU Faculty Survey, BU and the Global Future

### Appendix B

- I worked ten years ago at the Insituto Nacional de Salud Publica in Cuernavaca Morelos Mexico - and still have contacts there.
- MOU with Dubai Healthcare City for the purpose of exploring the feasibility of developing a postdoctoral dental education facility and dental clinic.
- MOU with Universiti Kebangsaan Malaysia
- My NIH grant has a subcontract with Robert Cannon in Edinburgh, and an earlier grant had a subcontract with Angel Alonso in Montreal. Erik Fransen in Stockholm is a consultant on my grant.
- National Islamic University-Jakarta, Indonesia: project on Islamic education
- None at present, had grant from the Nuffield Trust (U.K.) in 1997-8. Also did a project on the Precautionary Principle in Regulation for the EU through Duke Univ. University.
- None currently (except Puerto Rico, which is a subcontractor on an NIMH grant for which I am PI.
- None currently, but have great relations with a number of universities in Mexico.
- none official (with the possible exception of being and Erasmus Mundus Scholar over the last semester while I was on sabbatical - and my connection was through ITC in the Netherlands and Univ of Southampton in the UK
- None successfully, although I have attempted to obtain a University Development Linkages project and have assisted with other PI efforts to obtain Fogarty and other grants. It is difficult to obtain funding for Americans to work abroad.
- none yet--lecturing contracts expected in Korea, Taiwan, and Singapore for June 06
- On personal basis only, I have had some academic contacts with my Persian colleagues. I have authored a high school calculus book in Persian (that is still being used in the national education in Iran).
- One contract for survey research and translation in Italy; informal agreement in England
- Potsdam Institute for Climate Impact Research, Hanse Wissenschaftskolleg, IIASA, University of Zimbabwe
- professors abroad
- Russian Far East State Medical University Pecs Medical University in Hungary
- Scuola Internazionale di Grafica
- Several in China, Mexico, Korea, Dominican Republic, etc.
- St Petersburg Pavlov Medical State University
- The Center for International Health and Development at BU has a MOU with the Tropical Diseases Research Centre in Ndola, Zambia
- Two with the dental council of India; one for CE and one for research
- University of Tokyo
- University Teaching Hospital - Lusaka, Zambia; Tropical Diseases Research Center, Ndola, Zambia
- USTB and Shanghai University
- visiting professor
- We have a MOU with the Tropical Diseases Research Centre in Zambia and the National Malaria Control Centre also in Zambia. We work closely with the University of Kwa Zulu Natal, and Witwatersrand University in South Africa. Our main collaborator in South Asia is the Aga Khan University in Karachi.
- we perform consulting services for international collaborators on an ad hoc basis without contracts. They pay by credit card
- Working on several projects at the Universidad Laica Eloy Alfaro de Manta in Manta Ecuador. In the past have taught at several Latin American universities, including 8 years at the National University of Peru.

## **BU Faculty Survey, BU and the Global Future**

### **Appendix B**

- World Bank support for projects in Egypt and Portugal. Payment via Harvard for work in Egypt and UAE.