

Internationalization and Global Engagement Briefing

OVERVIEW

Oregon State's goal is to be a global university in which international perspectives and engagement are integrated across the university community – for students, faculty, and staff – and in all components of OSU's mission of teaching, research, and engagement. OSU's [mission statement](#) and [strategic plan](#) articulate an institutional commitment to internationalization and global engagement. The university's aim is to prepare students for an interconnected world, enable collaboration across borders to solve the world's greatest challenges, and ensure that OSU's teaching, research, and public engagement exert positive and transformative impacts on the world.

OSU developed and launched its current [Internationalization and Global Engagement Strategy](#) (IGE Strategy) in 2020. It is guiding work through 2023. Internationalization goals and objectives will be part of developing the university's next strategic plan and the IGE Strategy will be updated soon thereafter.

This briefing focuses on work underway in the areas of (1) global learning; (2) faculty support and research activity; (3) mobility; and (4) global community. It also summarizes OSU's leadership structure in this domain as well as opportunities and threats.

GLOBAL LEARNING

The recently approved [Baccalaureate Core revision](#) recognizes the importance of providing 21st century learners with skills and experiences to succeed in a global world and with the ability to understand and contribute to solving complex issues with global dimensions. The framework states:

Oregon State University's Baccalaureate Core is a universal educational experience for the 21st-century learner that promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world... Our Baccalaureate Core is designed to foster student potential to innovate and change the world by solving complex problems, adapting to change, and becoming community members in a global society (p. 10).

The goals for general education at OSU call out "Navigation of a Complex Global World — students will apply skills necessary for navigating a world with multiple perspectives and global interconnectedness" (p. 10) and the relevance of these skills to students' future careers in a global workforce, which is further reinforced by the "Beyond OSU" career integration sequence.

The curriculum includes a requirement for students to take an Arts and Humanities course which features Global Perspectives and "encourages critical engagement with social, political, and cultural issues in a global context" (p. 14). The Seeking Solutions upper division synthesis course focuses on solving complex, multifaceted problems, requires interdisciplinary student teamwork, and is designed to be taken outside one's major. These courses present the potential to build exciting, interdisciplinary learning opportunities that specifically name and tackle global grand challenges and can explicitly capitalize on the valuable and nuanced perspectives of international students.

FACULTY SUPPORT & RESEARCH ACTIVITY

OSU's IGE Strategy calls for incentivizing, rewarding, and celebrating the international work of the faculty. In spring 2022, the Office of Faculty Affairs (OFA) relaunched an Internationalization Grant program. Supported by resources from the INTO OSU Joint Venture Internationalization Fund, the program offers awards of up to \$5,000 for projects that address key aspects of the IGE Strategy, such as integrating global learning into the curriculum; fostering a vibrant and inclusive culture for domestic and international students, faculty, and staff; preparing students to work effectively in a diverse society and as global citizens; and fostering strategic international partnerships. While the projects do not require major funding, they are likely to have high impact.

The program has proven to be of great interest to the university community. Recently funded projects include an international network for antiracist teaching in counseling, an international student career readiness program, an Ecampus engineering course partnering with students in Sierra Leone, a student exchange pipeline with Germany for OSU-Cascades, work to increase the yield of Fulbright students, and a project to adapt film and fiction courses to include more works in translation. A full list of recipients is available on the [program website](#).

Information on Faculty International Activity

Information on the international work of OSU faculty is limited at present, which makes it difficult to identify and support clusters of strengths by discipline, type of partnership, nature of activity, and location. Over the next three years, the university will build a faculty-facing customer relationship management system (CRM) which, among many other functions, make it possible to track comprehensively the international activity of the faculty.

Compliance Landscape

Federal concerns about inappropriate foreign influence over federally funded research are increasing. OSU expects that additional research security obligations and regulations around export controls, international travel, data security, and training will be promulgated in coming years. A Global Engagement Compliance Committee—comprised of representatives from the Research Office, University Information and Technology, Immigration Services, Faculty Affairs, the Office of the General Counsel, and others—reviews policy developments and the latest federal guidance, recommends actions, and coordinates the university's compliance response. A [Global Engagement Compliance](#) webpage provides comprehensive information to faculty who are conducting—or wish to conduct—research with international funding or partners, and OSU's Export Control Officer provides outreach and education to faculty on regulatory and compliance requirements.

Of particular concern are foreign government-sponsored efforts targeting academic researchers with intent to gain access to cutting-edge technologies, sensitive research data, intellectual property, and expertise that would provide an economic or national security advantage. Universities are expecting additional restrictions on specific sectors and technologies including supercomputing, artificial intelligence, semiconductors, biotechnology, machine learning, quantum information and technology, hypersonics, advanced materials, and other emerging technology areas. OSU researchers will see expanded requirements for disclosing their outside interests and foreign funding sources, and institutions will be expected to identify and manage any conflicts of interest or commitment. Continued or new restrictions on foreign nationals are likely to impact OSU's ability to recruit top graduate talent and continue certain research partnerships, particularly from China.

International Work Locations

Over the past two years, OSU has seen an increasing but small number of requests from employees who would like to do their work from locations outside of Oregon or outside of the U.S. For international employees, supporting out-of-state and out-of-country work locations involves consideration of costs and risks. University Human Resources has been working to build out comprehensive internal policies guiding remote work. OSU's new [Flexible Work Arrangement Agreement](#) was designed in part to guide the work of employees in remote locations. OSU is currently exploring the use of external vendors to provide consultation and policy support for remote employees.

MOBILITY

INBOUND INTERNATIONAL STUDENTS, SCHOLARS, AND EMPLOYEES

International Student Enrollment

The international student recruitment landscape in the U.S. is highly uncertain, not only due to the pandemic. Just prior to the pandemic, a ten-year period of robust growth in the number of international students studying in the U.S. had ended. In 2018-19, the number of international students barely changed from the previous year. The total then declined slightly in 2019-20 and fell 15% in the primary pandemic year of 2020-21. International students now make up approximately 4.7% of total U.S. higher education enrollment, down from a peak of 5.5% in 2017-18.

Enrollment from eight of the top ten sending countries to the U.S. prior to the pandemic has begun to recover, led by India (19% growth between 2020-21 and 2021-22), Japan (14% increase), Mexico (11.7% increase), and Canada (7.4% increase). Enrollment from China, Saudi Arabia and South Korea continues to decline.

Nationally, international enrollment in graduate programs is recovering more quickly than enrollment in undergraduate programs. In fact, in 2021-22, graduate level international enrollment in the U.S. exceeded undergraduate enrollment for the first time in a decade. Within graduate programs, growth between 2020-21 and 2021-22 was especially strong at the master's level. All indications show the gap between international undergraduate and graduate enrollment will continue to grow, influenced by increasing competition among bachelor's options worldwide, a strong U.S. dollar, overseas demand for masters degrees offered in the U.S., and mixed perceptions of the U.S. as a welcoming and safe location for undergraduate study.

According to the latest Institute of International Education (IIE) *Open Doors* report, slightly over 948,500 international students were enrolled or pursuing Optional Practical Training (OPT)¹ in the U.S. in 2021-22. This represented an increase of 3.8% over the previous year but was still just 87% of the pre-pandemic total of 1.08 million.

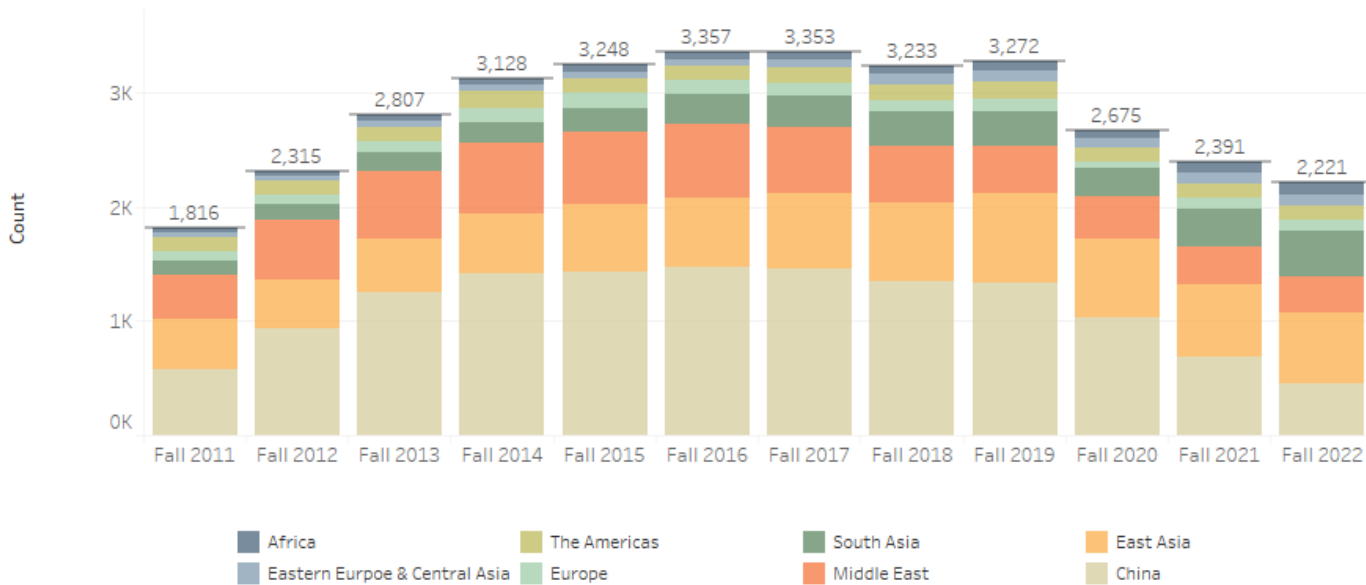
OSU international enrollment trends are summarized in Figure 1 below. The number of international students studying at OSU peaked in 2016 and 2017 at about 3,500, constituting 11.5% of overall enrollment. Enrollment has since fallen to approximately 2,200, or about 6.8% of all students. The loss of approximately 1,300 students has been predominantly at the

¹ OPT is the option for students to work for up to 3 years in the U.S. post-graduation.

undergraduate level and was driven by the declines from China. This year, the number of graduate and undergraduate international students at OSU is split roughly evenly.

OSU is fortunate to benefit from the market insights provided by our recruitment partner, INTO University Partnerships. The INTO OSU joint venture assesses the international student market, reports on trends, advises the university as to programs and policies that may contribute to our ability to attract and matriculate students, and designs and implements recruitment strategies to deliver the quantity and mix of students the university has articulated. Thanks to the work of this partnership, OSU international enrollment grew significantly between 2008 and 2017, outpacing national trends. INTO’s market foresight and strategic initiatives to targeted growth markets has helped mitigate decreasing enrollments from China. For example, while students from China fell by 235 between Fall 2021 to Fall 2022, total international enrollment fell by only 170 students, as losses from China were offset by gains from other countries.

Figure 1. International enrollment trends by region



Source: Fall Term Enrollment Summaries, OSU Office of Institutional Research

Loss in enrollments from China are primarily attributed to geopolitical tensions and lasting impacts of the COVID-19 pandemic underpinned by a shift in national policies to encourage students to remain in China. Enrollments from China are not expected to rebound to pre-pandemic levels for the foreseeable future. However, the INTO China team reports that amongst young people in China, the demand to study in the U.S. is still present and many believe that Chinese students will return to the U.S. in 3 to 5 years, perhaps to around 50% of previous levels.

The decline in enrollments from China has created a rebalancing of the nationality distribution of international students at OSU. At our peak in 2016-17, Chinese students made up 40% of all international students. Students from China now comprise 19%.

Cost is a significant consideration for many international students, both undergraduates and graduates. Fluctuations in exchange rates have resulted in increases of up to 30%+ in cost of attendance for some countries impacting countries such as South Korea and Japan. Many universities are offering discounts and scholarships to operate in an increasingly competitive market.

While OSU saw modest graduate enrollment growth from India, primarily through INTO OSU's programs, it lags the gains realized nationally, where direct-entry programs saw dramatic enrollment increases. Many Indian graduate students are seeking funding or assistantships. Most of OSU's programs are highly selective and limited in capacity which leads to OSU rejecting large numbers of international student graduate applications.

Some foreign governments and other organizations have simultaneously curtailed the number of students they sponsor, thereby increasing competition for those students and raising their expectations for services. OSU had 1,000 sponsored students in 2014-15, but this steadily declined to 500-600 in 2018-19, and currently sits at 351 for Fall 2022. For OSU, this was largely driven by changes to the Saudi Arabia Cultural Mission scholarship program.

OSU is currently evaluating the following questions with colleagues in INTO OSU:

- What is the appropriate size of undergraduate enrollment to contribute to the university's goals around building intercultural understanding and supporting diversity at the undergraduate level? OSU would need to matriculate an additional 1,000 international undergraduates to return to its 2016-17 level. Achieving that target may require additional scholarships and reduced net revenue per student.
- How should OSU distinguish recruiting targets for on-campus versus Ecampus instruction? Presently, most international students at OSU study in an on-campus program and the expansion of international online enrollments has been slow due to the costs of Ecampus programs in some markets, compliance and tax requirements, and current recruitment channels of INTO and OSU.
- What are OSU's most promising markets for international programs, and in which disciplines?
- Should OSU expand significantly in high-demand master programs (such as engineering, robotics, computer science, and business) to attract more international graduate students? In general, the trend in international education in the U.S., Europe, and Australia is to design programs specifically in response to international student interest and couple offerings with fixed-price tuition, scholarships, and other incentives.
- What are OSU's goals for sponsored student enrollments and what must it do to achieve them? As noted above, foreign governments are seeking to put additional restrictions on would-be host universities and demanding tuition discounts. The university has offered some concessions and renegotiated some tuition levels for selected sponsors, but to a limited degree.

Inbound International Colleagues

OSU's ability to bring international employees and visiting scholars was severely impacted by the pandemic but is recovering slowly. Our current number of 244 is less than half what it was in 2018 when there were 523 global colleagues. Backlogs from the pandemic as well as increasing scrutiny due to the national security concerns described earlier are causing continued visa processing delays, and in some cases, visa denial, which has significant impact on research collaborations. Four-fifths of international colleagues at OSU are working in research roles. In FY22, OSU supported the permanent residency process for 20 employees.

OUTBOUND STUDENTS AND FACULTY

Outbound Students

Even prior to the pandemic, OSU struggled to increase the number of students who study abroad (Table 1). An effort is underway to understand the obstacles to education abroad and to redesign our approach.

Table 1. Study abroad participation numbers for OSU and comparator universities, 2017-2020

University	2017-18	2018-19	2019-20	Total student enrollment
Oregon State University	660	644	530	34,000
University of Washington	2,483	2,402	1,467	49,000
Ohio State University	2,941	2,829	773	61,000
Michigan State University	2,543	2,663	1,018	50,000

Source: Institute for International Education (IIE), Open Doors U.S. Study Abroad data, “Leading Institutions by Institution Type.”

National data from the Institute of International Education (IIE) [Open Doors](#) report indicates that 27% of study abroad students are from STEM fields compared to 21% from business, 17% from the social sciences, and 7% from foreign language/international studies. In contrast, at OSU the largest share of study abroad students are from the colleges of Business and Liberal Arts. OSU has an opportunity to engage more students from STEM colleges such as Engineering, Science, and Earth, Ocean, and Atmospheric Sciences.

Internal data on study abroad participation helps in identifying challenges and potential improvements:

- OSU has a greater reliance on faculty-led study abroad experiences, rather than partner-to-partner exchanges or third-party providers. Most programs are under two weeks in duration and articulate easily with coursework in majors. However, comparatively few students have culturally immersive experiences of the kind traditionally associated with study abroad.
- OSU faculty-led experiences are concentrated in the summer term, and enrollment skews toward upper division students. To the extent that faculty-led experiences are tools for student retention and gateways for further study overseas, students who participate towards the end of their degree programs miss out on the opportunity for further, more immersive experiences.
- OSU loses half of its inquiry pool for study abroad through the application process, likely a function of the additional costs associated with faculty-led programs and limited institutional resources to defray costs.
- Being on the quarter system creates challenges for OSU students in the articulation of semester-based courses from international institutions and complicates academic planning for students in tightly scaffolded programs.

Moving forward, OSU’s study abroad unit—OSU Global Opportunities (OSU GO)—will work with the colleges to better understand and reduce barriers and address access and equity gaps, especially for socio-demographic groups (race, first-generation status, income, transfer status). In addition, a restructuring of the OSU GO office will prioritize optimizing its portfolio of programs and creating a more effective pipeline of students interested in education abroad. We will report on revised study abroad goals and plans to grow our numbers in next year’s ASC briefing.

Outbound Faculty

OSU faculty are travelling the globe, whether for research and scholarship, leading study abroad programs, or on prestigious fellowships.

- **Faculty-led study abroad programs:** Many OSU faculty are motivated to take students abroad, despite the additional time commitment and the university's limited capacity to support faculty development of new programs. There are 25 [faculty-led programs](#) offered between spring 2023 and summer 2024. These programs represent the largest share of all students engaging in education abroad, over 40% of the total.
- **International travel:** Data from the International Travel Registry show that 529 university employees traveled to 78 countries between July 2021 and November 2022, most commonly for conference attendance and research activities, but also for instruction, professional development, community relations, and recruiting.
- **Fulbright U.S. Scholar Program:** A record nine OSU faculty received [Fulbright U.S. Scholar Program](#) awards for the 2022-23 academic year, earning OSU a distinction as a "top producing" Fulbright university. For reference, each year only about 20 universities nationally in the research institution category attain that recognition. This year's cohort of Fulbright faculty will be working in Spain, Israel, Chile, Brazil, Austria, Romania, Vietnam, and Australia.

GLOBAL COMMUNITY

The university's strategic plan and the Internationalization and Global Engagement Strategy call for us to grow and support the diversity of OSU and build upon our culture of inclusion for all students, faculty, and staff. International students and employees greatly enrich the university community. A priority this year is to expand celebrations and garner campus-wide engagement for national and international events such as [International Education Week](#) and [International Women's Day](#). OSU offers several buddy programs that engage international and domestic students and the campus and Corvallis communities. The Associated Students of OSU are running an International Student Lounge pilot program with dedicated (temporary) space off of the MU Main Lounge and are planning a student-focused cultural celebration event for winter term. Many student cultural organizations host culture nights throughout the year that showcase food, dance, music, and traditions. These events are vibrant contributions to the OSU community and are open for all to attend. Most recently, international students appreciated the opportunity to meet, chat, and take a group photo with the president at a coffee hour during International Education Week, while the provost hosted an annual reception for international faculty, visiting scholars, and the many faculty, staff, and community who provide various supports to such colleagues.

INSTITUTIONAL LEADERSHIP

At OSU, the vice provost for faculty affairs serves as the university's senior international officer (SIO), tasked with coordinating the development and implementation of the university's internationalization and global engagement strategy. Because internationalization touches so many areas of the university, the responsibility for implementing the strategy and related programs is shared across multiple leaders and units. An overview of OSU's internationalization leadership model can be found at <https://global.oregonstate.edu/about>.

An Internationalization Leadership Team comprised of administrators who have direct or oversight responsibility for international support services, enrollment, research, equity and diversity, academic programs, and education abroad meets quarterly to review progress on

goals, maintain good communication and alignment, and discuss emerging trends, opportunities, and threats.

Communication

The university has developed a Global Communications Plan that seeks to reinforce three key messages:

- OSU has an outstanding globally engaged faculty.
- OSU prepares graduates to work effectively in diverse societies and as global citizens.
- OSU has a vibrant and inclusive international university community.

President Murthy released a [video message](#) expressing appreciation for the contributions of international students, faculty, and staff, and the value of the university's daily global engagement through teaching, research, and outreach. In the kickoff of the "Believe It!" campaign, the OSU Foundation included a video segment on OSU alumni around the world who were filmed at work in Asia, Latin America, Europe and Antarctica. URM is including student and faculty voices in their video projects and has created a dedicated YouTube playlist, "[OSU Around the World](#)," which includes testimonials about the impact of international education.

The Global Engagement [website](#) now features a Global News reel. The Oregon Stater alumni magazine featured a story on OSU's impressive showing of nine faculty who received Fulbright U.S. Scholar Program awards for AY2022-23. Efforts to raise the visibility of our global activity is ongoing.

OPPORTUNITIES AND THREATS

Energized Vision

The development of the university's next strategic plan, coupled with our new president who brings her own experience, expertise and internationalization priorities, provides an opportunity to further elevate internationalization as a focus at OSU. OSU's 2004-09 strategic plan initially galvanized a series of transformative actions, including the establishment of the INTO OSU joint venture that helped drive dramatic international student enrollment growth for the university, an increased emphasis on building the university's international brand, and strengthening international research capabilities. With the next strategic plan, there is the opportunity to form a compelling vision to position OSU globally as a contributor to solving the world's most pressing challenges.

Global Learning for All Undergraduates

Through the new general education framework, OSU can ensure global learning opportunities are provided to every undergraduate student through classroom instruction and experiential learning, such as study abroad. The forthcoming revision opens possibilities for new modalities, bringing students from outside OSU and the U.S. into the classroom, interdisciplinary team-based learning with diverse individuals, and tackling complex global issues from multiple perspectives. Equity and justice, which feature prominently in the new general education framework, are of worldwide consequence and relevance.

Rising Competition for International Students

Rising competition for international students, and the likely continuing slowdown in demand for international education from China, mean that universities need to be strategic and proactive in setting recruitment targets, delineating and pursuing promising new markets, and building programs suited to changing international student interests. There is significant opportunity to grow at the master's level, provided that programs have the capacity to accommodate sizable

cohorts of students from particular countries. A critical mass of students tends to beget the further flow of enrollees as graduates return home and recommend programs to others.

Price Sensitivity and Degree Options

The university will need to grapple with the competitiveness of its tuition and the nature of its degrees in selected fields, particularly at the graduate level, if it is to continue to attract international students in key areas. For example, there is potential increased demand for OSU's graduate programs in business, but current tuition levels are high relative to major competitors. In engineering, international graduate students see the Master of Science (MS) in Engineering as more attractive than the Master of Engineering (M.Eng.) because the MS offers similar career options upon completion but leaves open the option to pursue a PhD. OSU's available slots for MS seekers are now very limited.

India

The Open Doors report on international students in the U.S. for fall 2022 shows clearly that the growth in international enrollments is tied to growth in numbers of graduate students from India. This has been primarily driven by demand at the graduate level for Computer Science, Robotics, Electrical and Computer Engineering, Mechanical Engineering and AI, with smaller demand in areas such as Civil Engineering, Industrial Engineering, Data Analytics and Supply Change Management.

These subject areas align well with OSU's strengths. However, we currently have limited capacity to accommodate growth in these areas and OSU continues to reject large numbers of international graduate student applications through its competitive application process. Conversations are underway to assess the university's appetite for tapping this growing market.

It should be noted that undergraduate enrollments from India are increasing at OSU. From 2015 onwards, INTO OSU strategically aligned the OSU program proposition with the India market through the introduction of the International Direct (undergraduate) and Master's International Direct offerings and OSU continues to see growth through these routes. On the Corvallis campus, OSU has seen a growth of +162% in its Indian student numbers from 2015 (135 students) to 2022 (292 students).

Given the increasing focus on India, the university will consider opportunities beyond enrollments, including education abroad and the potential for partnerships with universities or other sectors.

President Murthy will participate in some student recruitment activities in India this winter. This is the first presidential international trip since before the pandemic.

Career Focus and INTO Strategic Positioning

Surveys of overseas students have identified career support as a high priority. This has been determined as a market differentiator for both INTO University Partnerships and OSU, where both international and domestic students are increasingly seeking career support.

INTO has been developing a program focused on the development of career skills and connections to work opportunities. This program is currently focused on the INTO UK network and is expected in the future to complement the services of OSU's Career Development Center.

The INTO Careers First team and INTO OSU Student Success Services team made recommendations that led to career development programming for OSU students through the collaboration of INTO OSU, the OSU Career Development Center, and the OSU Office of

International Services. The program launched in 2021-22 and is exploring how to best support students in this area.

As the above programs expand, the university will continue to focus on career support for all students, making this a signature of the student experience at OSU.

Immigration Policy and Visa Processing

The Biden administration has projected a considerably more welcome message to prospective students. However, pandemic-related consulate closures, staffing shortages, and long delays in obtaining visas continue to discourage international applicants from seeking study in the U.S. The situation is particularly challenging because other countries, notably the UK, have introduced strategies to substantially grow international students. OSU is in close contact with Association of Public and Land-grant Universities and other higher education organizations working to educate federal officials on the need to resolve visa delays and adopt immigration policies to support the recruitment of global talent.

University Access Centers, Recruitment & International Alumni Engagement

INTO continues to expand its network of University Access Centers (UACs) globally with recent additions in Indonesia, Colombia, and Vietnam. These centers are part of INTO's evolving international student recruitment strategy and present an opportunity for OSU to have a footprint in countries with established offices and classrooms. These spaces could be used for OSU activities such as student recruitment, university business, alumni activity, or faculty-led work, subject to any considerations of foreign legal or tax requirements. The UACs also present an opportunity for dedicated OSU-specific recruitment and support in country, as is currently the case in Ho Chi Minh City, Vietnam.

Ecampus, Digital Learning and International Online

Since the start of the pandemic, there has been a steady return to the face-to-face, in-person experience with OSU's international students. Engagement in events and activities is at its highest level on campus. Research conducted by INTO has shown that the pandemic has not changed the international demand for the on-campus experience.

However, research through the Impact Studio International Online (IO) project and INTO's own insights and analytics team has shown that a percentage of international students would consider online study. This percentage varies by region and country from approximately 10% to 20% of all students looking to study abroad, and it represents a significant number of potential students given the overall volume. These students represent the market that the IO project seeks to identify and recruit.

To date, the project has had slow and limited success with an increase from 2 students in fall 2021 to 24 students in 2022. The 24 current students have purchased approximately 600 Ecampus credits in total and are all full degree-seeking students.

The biggest obstacles to expanding international Ecampus offerings are: negative perceptions of online learning globally; difficulty connecting with students who are considering online learning; legal, compliance and tax risk around marketing Ecampus in some countries; availability of programs and classes; ability to scale up capacity in classes; and tuition rates. Given the competition for undergraduate international students in the U.S. at this time, it is possible for students to have an on-campus undergraduate experience in the U.S. at a higher-ranked institution for significantly lower tuition.

This does not mean that there are not opportunities for OSU to expand Ecampus internationally. However, to achieve this at a meaningful scale could require significant work, strategic planning, and investment to align the OSU proposition with existing markets.

Huang Collaborative Innovation Complex, Computation and AI

The Jen-Hsun and Lori Huang Collaborative Innovation Complex, a project that has gained international visibility because of the reputation of donor and alumnus Jen-Hsun Huang and Nvidia, can support OSU's internationalization goals in multiple ways: as a hub for the expansion of artificial intelligence (AI) as an area of study and tool for research across highly diverse disciplines; as an attractor for international scholars and institutions; and as a visible manifestation of OSU's strengths in computer science, engineering, and robotics. Much of the work of the CIC will focus on solutions to global grand challenges in the areas of climate, water, food, energy, and health.

Arts and Education Program, Internationalization & Global Engagement

The strategic plan for the Patricia Valian Reser Center for the Creative Arts emphasizes "arts-based engagement with issues that matter." This approach creates a new opportunity for the arts to channel OSU's engagement with global challenges, conditions, and perspectives. One example is afforded by the permanent new work that will be installed in the Reser Center through the Oregon Percent for Art program. *Garden of the Future*, by Turkish media artist Refik Anadol, stresses the aesthetics of machine intelligence and the power of scientific data to illuminate the future of the earth and of the humans on it.

In addition, the Reser Center will use annual themes in art, science, and engineering to explore topics of global significance. The 2024-25 theme – *Watersheds* – will incorporate the work of such artists as Okaidja Afroso, whose new musical composition *Jaku Mumor* explores the resiliency and the vulnerability of traditional Ghanese fishing practices in light of changes to marine and estuarine ecosystems. The next year's theme – *Polar Regions* – will take audiences to the ends of the earth, quite literally. As curated in both visual and performing arts dimensions, the polar theme will center the perspectives of Indigenous residents in the Arctic and of the many extraordinary artists who—through such programs as the NSF's Antarctic Artists and Writers, now housed at OSU—have been embedded in international scientific teams on research deployments to both poles.

In the steady stream of arts programming outside of the themes, the Reser Center will promote intercultural understanding by booking such guest artists as Indian Ink Theatre Company (New Zealand), whose immersive show *Mrs. Krishnan's Party* revolves around the Indian harvest festival Onam, and Huang Yi and KUKA (Taiwan), a human-robot modern dance duet. An opportunity exists to curate such material under a named "global voices" arts series, or to more quietly integrate global voices across the full range of Reser Center programming. In either case, OSU's recent investments in the arts, and the program's approach of stressing arts-based engagement with topics of depth and significance, offers significant new capacity to elevate both global artists and global issues.

Managerial Competencies Framework

A focus on diversity, equity, and inclusion sits at the core of the new managerial competencies framework currently being implemented as part of strengthening managerial skill at OSU. There is potential to offer training and professional development that advances managers' intercultural competency and understanding of difference across nationalities, with the goal of positioning OSU as an employer of choice for talented employees from abroad.