

Internationalization Briefing

BACKGROUND

Even prior to COVID-19, the higher education landscape for internationalization and global engagement (IGE) has changed markedly in the last five to ten years. The impact of external factors, already significant, has grown radically over the past year. Oregon State's IGE efforts face new challenges such as COVID-19 constraints and impacts, restricted travel for both students and faculty/staff, uncertainty about both short- and long-term U.S. immigration policies, and fewer overall institutional resources.

Paradoxically, while international travel and mobility was being massively restricted due to COVID-19 in early 2020, the level of global interconnectedness and the need for global collaboration to solve global challenges became more evident than ever. University educators and researchers have rapidly adapted to using technology for remote collaborations, instruction, conferences, and networking. Gains in level of comfort with and acceptance of virtual connections will serve the global education and research enterprise well. Even so, there are many reasons to look forward to a return to international travel such as field or other research abroad, truly immersive educational or cultural experiences abroad, access to people and partners with limited connectivity, and intensive collaborative activity. COVID-19 also pushed the university to accelerate a collaborative effort that leverages its longstanding relationship with INTO University Partnerships and its nationally ranked Ecampus. OSU's ability to be nimble and innovative across its global education, research and engagement enterprise in the face of these new and old challenges is critical to our future IGE success.

Much of OSU's internationalization effort over the last ten years emphasized student mobility, especially the goal to grow the number of international students on both campuses. However, especially in the new IGE landscape, international student enrollments cannot be the sole focus of the aspiration to make comprehensive internationalization a reality. OSU has adopted the following definition:

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise.”¹

OSU's mission as a land-grant institution, stated in Strategic Plan (SP4.0), espouses a global commitment:

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world.

In many ways, OSU is already fulfilling the global commitment inherent in its mission, but certain aspects of global activity have been largely driven on an individual by individual basis. To enable greater global impact over the long-term, a key priority for academic year (AY) 19/20 was to develop an IGE Strategic Plan for 2020-2023 (the remaining period of SP4.0) that

¹ http://commission.fiu.edu/helpful-documents/global-education/2011_comprehen_internationalization-hudzik.pdf

reflects the importance of not just internationalization on both campuses but also the importance of global research, outreach, partnerships, and impact. Roll-out of the new IGE Strategic Plan is slated for fall 2020.

The IGE strategic plan framework provides a more coordinated approach to global activity, a set of actions aimed at overcoming barriers, and a mechanism for guiding priorities and decisions about future strategic investments. The plan balances near-term constraints (COVID-19 impacts and reductions in available resources) with long-term vision; the actions are designed to build up institutional support structures for long-term growth, pursue new opportunities that have emerged in response to COVID-19, and prioritize development of key partnerships.

In addition to fulfilling OSU's mission, institutional motivations for IGE include improving the readiness of graduates to work in an increasingly globalized world, enabling discovery and innovation for global impact, raising institutional ranking and reputation, enhancing creativity, and advancing diversity, equity, inclusivity, and justice.

Attachment 1 briefly reviews the current landscape of administrative support of OSU's IGE activities. OSU's global activity takes many forms, but can be broadly categorized as follows:

1. Inbound international students, scholars, staff, and faculty;
2. Outbound international educational opportunities;
3. Research that includes global perspectives, international collaborations and/or international field studies;
4. Global outreach and engagement, including partnerships with international universities, governments, or other organizations;
5. Other forms of global learning associated with OSU dual-degree programs, minors, certificates, or other academic programs; and,
6. International alumni engagement and philanthropy.

This briefing:

- Summarizes the university's progress towards IGE, including any known impacts of COVID-19 on metrics;
- Describes additional known or anticipated impacts of COVID-19 on OSU's IGE enterprise;
- Reports on priorities from AY19/20 and updates priorities for AY20/21; and,
- Highlights opportunities and threats in the IGE domain along with current and potential actions addressing both.

METRICS

There are a number of metrics by which OSU tracks success in internationalizing and degree of global engagement. Herein we report on these key metrics organized into the six categories described above.

Inbound international students, scholars, staff, and faculty

Our ability to attract and retain international students, scholars, staff, and faculty support multiple SP4.0 Goals, especially:

- Goal 3: “Significant and visible impact in Oregon and beyond,” and
- Goal 4: “A Culture of Belonging, Collaboration and Innovation.”

Two key metrics for OSU are the number of international students enrolled and the diversity by country-of-origin, shown in Figures 1 and 2 respectively. INTO OSU is the primary vehicle for marketing to and recruiting of international students, and the impact of INTO OSU on the growth in number of international students over the last ten years is clear (Figure 1).

Since 2014, the percent of international students at OSU has hovered between 10.9% and 11.9%, shy of the 15% goal set in the past. In fall 2019, our total international undergraduate population was 2,070 and graduate population was 1,390 for 10.9% of our overall enrollment.² OSU’s cumulative growth of international enrollment since 2014 has generally reflected national trends.³ In the U.S., international student enrollments have been declining over the last several years, down 3.4% between fall 2016 and fall 2018.⁴ Compared with Pac-12 peers, OSU showed the highest growth in international student enrollment (221%) between fall 2009 and fall 2018,⁵ but our overall percentage of international students trails other Pac-12 institutions such as the University of Washington (17.1% in fall 2019).⁶

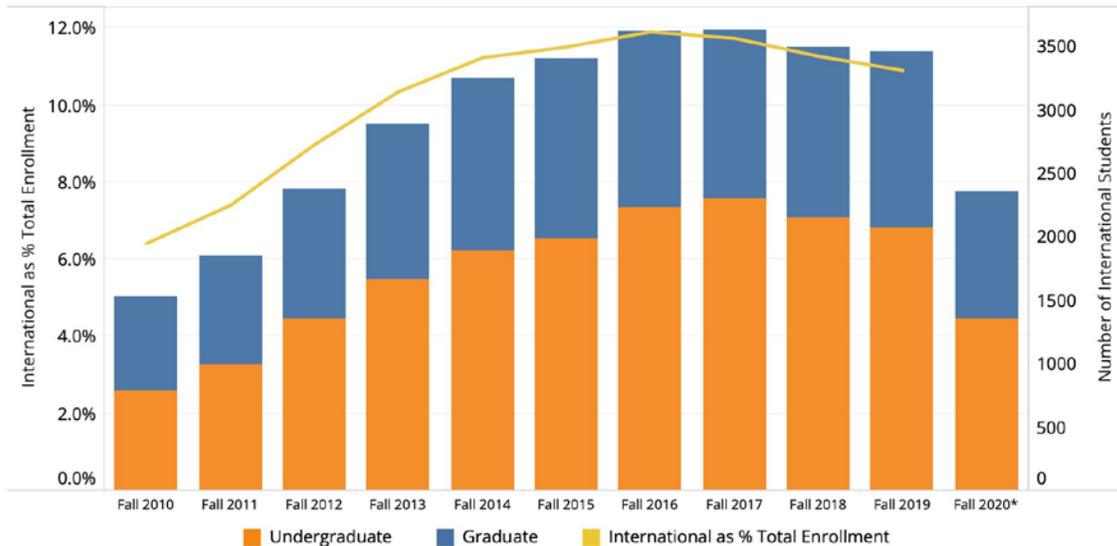


Figure 1: International undergraduate and graduate student enrollments at OSU over the last 10 years. Asterisk (*) indicates that 2020 enrollments are projections. Source for official enrollment numbers: Enrollment summary - Fall Term 2019, OSU Office of Institutional Research. Source for projected fall 2020 enrollments: OSU Enrollment Management.

² OSU Institutional Research Office, Fall 2019 Enrollment Report. We use Enrollment by Geographic Region on p.10 to describe the international student population.

³ Open Doors Enrollment Trends <https://opendoorsdata.org/data/international-students/enrollment-trends/> Enrolled students only.

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⁵ OSU Institutional Research Office

⁶ https://studentdata.washington.edu/wp-content/uploads/sites/3/2019/10/Quick_Stats_Seattle_Autumn_2019.pdf

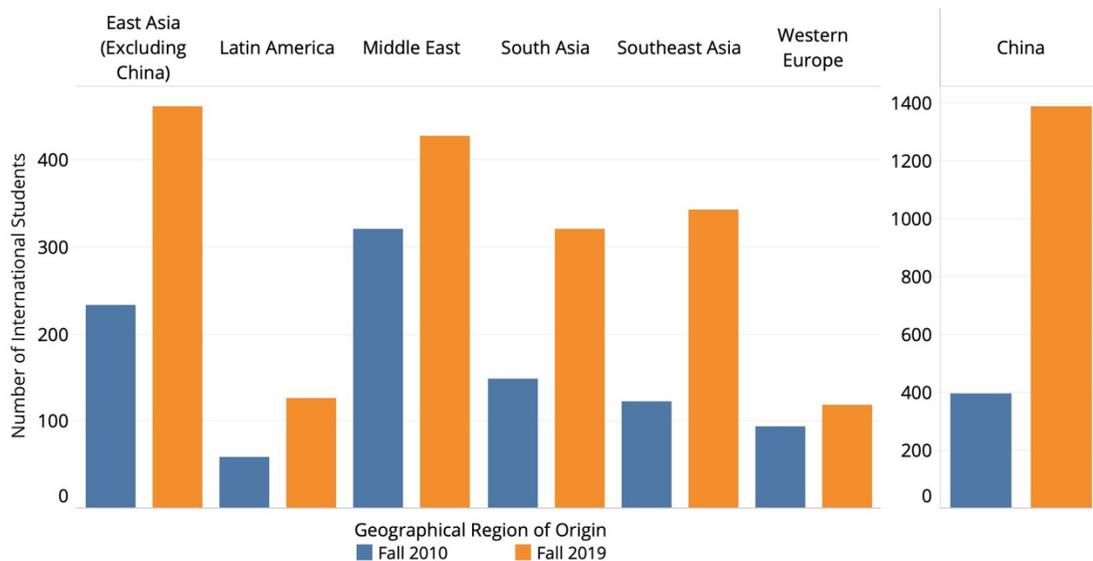


Figure 2: Diversity of international students at OSU by country-of-origin. Source: Enrollment Summaries - Fall Terms 2010 and 2019. OSU Office of Institutional Research.

Nationally, many U.S. institutions are concerned about their declining competitiveness in attracting international students. NAFSA, the Association of International Educators, estimates that international students contributed nearly \$41 billion to the U.S. economy this year, supporting nearly 460,000 jobs in AY18/19.⁷ In Oregon alone, NAFSA estimates that international students contribute \$427 million to the economy and support approximately 4,450 jobs.⁸ It is not only about economics, though. U.S. universities have an obligation to ensure their graduates are prepared to work in an increasingly globalized workplace. Interacting with international students on both an academic and social basis improves all students’ cross-cultural communication skills and allows them to learn from diverse perspectives. International students participate in research in university laboratories, contribute to the university’s U.S. research enterprise, and drive innovation both during and after their time as international students.⁹

OSU continues to work hand-in-hand with INTO OSU to innovate program offerings to retain a competitive edge in international educational offerings. This past year, one of the AY19/20 Special Projects and Initiatives was the launch of two new programs for fall 2020: the International Direct/International Year One (ID/IYO) and pilot Masters Direct (MID) programs. Brief descriptions follow with results shown in Table 1.

- International Direct/International Year One (ID/IYO): In fall 2020, nearly all new international undergraduate students come in through INTO OSU, enabling more consistent “wrap-around” support services to advance international student success.

⁷ <https://www.nafsa/oreg/sites/default/files/media/document/nafsa-losing-talent.pdf>

⁸ <https://www.nafsa.org/policy-and-advocacy/policy-resources/nafsa-international-student-economic-value-tool-v2>

⁹ <https://www.nafsa/oreg/sites/default/files/media/document/nafsa-losing-talent.pdf>

- Master’s International Direct (MID): The small pilot program in fall 2020 allowed non-thesis Master’s students to be directly recruited and admitted to a Masters of Engineering Program in the School of Electrical Engineering and Computer Science (not through a pathway program).

Table 1: Results from new program launches in fall 2020. Source: INTO OSU.

	Applications	Offers	Confirmations
International Direct/International Year One	394	327	62
Master’s International Direct	350	154	7

As of mid-September, projected new international undergraduate student enrollment is expected to be down by 35%,¹⁰ projected new international graduate student enrollment is projected to be down by 9%.¹¹ Official Fall 2020 enrollment data are not available until late October (4 weeks into term at the time of census).

While the first ID cohort has been somewhat disrupted this year, because direct-admit undergraduate enrollments did not suffer as much as those in other undergraduate entry routes, ID is poised to help drive recovery of more robust international undergraduate enrollments.

The pilot MID program was performing well pre-COVID-19, with numbers and diversity as expected (~40 anticipated new students). Although this has been impacted for fall 2020, the data on applications and offers, the diversity of the applicants, and the strength of GPAs and language scores of the applicants has led to seven more academic programs agreeing to launch MID for fall 2021 including the MSB in Business, the MEng in Industrial Engineering, and the MEng in Chemical Engineering.

A third metric is the number of international students sponsored by foreign governments, universities, private companies or international organizations. In fall 2019, there was a slight increase in sponsored students, hosting 569 students sponsored by 45 organizations (Table 2). Office of International Services (OIS) staff will analyze the trends in the context of sponsored student enrollments at comparator institutions, mitigate concerns where possible, and seek out potential new opportunities. OSU established relationships with several new sponsors in AY19/20, and to showcase the value of an OSU experience/degree to all sponsors. Both before and during COVID-19, OIS staff have worked to improve communication with students and sponsors. Several sponsors have responded with gratitude for OSU’s ability to help them and their students navigate these difficult times.

¹⁰ Source: INTO OSU.

¹¹ OSU Graduate School. Table 2: Overall student enrollments for educational abroad opportunities facilitated by OSU GO. Source: OSU GO, TerraDotta

Table 2: Number of enrolled students who are sponsored by foreign governments, universities, private companies or international organizations (regardless of students' immigration status in the U.S.). Sources: OSU Office of International Services, Fall Enrollment Reports (2014-2018), OSU CORE (2019).

Sponsor Enrollment Numbers Fall 2014-2019		
Year	Number of sponsored students	Number of sponsors
Fall 2014	909	55
Fall 2015	1009	52
Fall 2016	798	59
Fall 2017	639	51
Fall 2018	545	48
Fall 2019	569	45

Anticipated impacts of COVID-19 on international student enrollments at U.S. institutions is being tracked carefully by the global INTO network as well as international education professional organizations (e.g. NAFSA, Institute for International Education (IIE)). Early indications for the global INTO network suggest that:

- COVID-19 is a powerful but temporary blocker to international student mobility. There are no signs of long-term impact on the desire for international students to pursue their studies abroad. Hence, the large number of students who are delaying or deferring their entry to a later term.
- There is also no sign that international students previously inclined to study abroad will look to online learning as an alternative. Students who are no longer able to consider studying abroad such as in the U.S. (usually due to family finances being impacted) are tending to turn to home universities as their second option.
- COVID-19 is not the only challenge to international student recruitment facing U.S. institutions. The current political climate, including uncertainties in immigration policies; the perception of the U.S. being unwelcoming to international students; the social unrest and police brutality, especially in Portland, are all having a negative impact on how families and students feel about coming to OSU. Current messaging is focused on combatting these blockers as well as emphasizing the safety measures and OSU's strong community-based, public-health response to the virus.

Outbound educational opportunities facilitated by OSU Global Opportunities (OSU GO)

OSU GO continues to provide students with diverse options for international learning experiences. Programs include IE3 Global study abroad and internships, faculty-led study abroad, university-wide and departmental exchanges, and programs offered by third-party providers. Sadly, COVID-19 put a stop to all study abroad programs since spring 2020. When the recall was initiated last March, 17 students returned mid-program. Fortunately, 15 of those students were able to complete their programs remotely, from inside the U.S. Another 12 students petitioned to stay abroad and completed their international programs as intended. Program cancellations impacted 59 students planning international study experiences in spring

2020. This included 43 students planning to participate in three cancelled faculty-led programs. All summer 2020 study abroad programs were cancelled. OSU GO anticipated an increase in summer participation in 2020 over the 326 students who studied abroad last summer. The resulting numbers are shown below in Tables 3 and 4. The impact of COVID-19 on outbound educational abroad opportunities will be even more dramatic for AY20/21.

Table 3: Overall student enrollments for educational abroad opportunities facilitated by OSU GO.⁶ Source: OSU GO, TerraDotta.

AY15/16	AY16/17	AY17/18	AY18/19	AY 19/20
550	582	689	668	535

Table 4: Student enrollment and program count for faculty-led study abroad (a subset of the enrollments in Table 3). Source: OSU GO, TerraDotta.

Academic Year	Headcount	Number of Programs
15/16	135	11
16/17	234	23
17/18	322	26
18/19	303	23
19/20	235	19

Even accounting for COVID, these numbers demonstrate there is significant room for improvement in making international education experiences “accessible to all learners,” as stated in SP4.0 Goal 2.

Global research, outreach and engagement (combined)

OSU’s global research, outreach and engagement directly supports several goals in SP4.0, especially

- Goal 1: “conducting research, producing knowledge and generating innovations that contribute to addressing global grand challenges... so that we are distinctive for our highly collaborative and globally focused research and innovation enterprise...[and] relevant and enduring partnerships with government, industry and universities at home and abroad”; and,
- Goal 3: “Significant and visible impact in Oregon and beyond...actively engage with the communities we serve, ranging from rural and urban Oregon to every part of the globe.”

In FY2020, OSU received \$353K in research funding from international governments, accounting for 0.08% of the ~\$450M total received for all research and development funding.¹² Foreign government research funding is quite variable; the \$1.18M in FY2019 included three awards of \$250k or greater. OSU also receives some funding from private international organizations (for-profit and non-profit) and funding for international research from U.S. sources (e.g. U.S. Agency for International Development, foundations) but neither of these funding categories are currently tracked separately. At this time, it is not yet possible to quantify the

¹² OSU Research Office.

impacts of COVID-19 on faculty and graduate student productivity in their global research. It is possible that disrupted field seasons or inability to physically visit a collaborator's laboratory may extend students' time-to-degree although advisers and students have in some cases been able to mitigate such impacted through revised research plans.

Several of the actions in the new IGE strategic plan are aimed at improving support for these global activities; improving tracking, communication, and celebration of them; and evaluating opportunities for strategic global partnerships.

Additional forms of global learning

In addition to education abroad organized formally through OSU GO, many students conduct research or project work abroad. In a typical year, there are still other opportunities for students to engage in global learning, including domestic opportunities that emphasize the development of global competencies through inter-cultural learning opportunities. Even before COVID-19, the university considered how to broaden both the definition of global learning and access to such opportunities. COVID-19 will push OSU to review and evaluate our global learning portfolio on a more accelerated timeline.

International alumni groups and philanthropy

The university's approach to its international alumni has primarily focused on where the alumni live, rather than as an element of an overarching IGE strategy. The most notable effort to define an international alumni strategy was the Asia Strategy, developed in 2012, since 53% of the university's international alumni live in Asia. While the results have been positive in terms of building OSU's brand in the region and identifying and engaging with alumni and potential major gift donors, the new IGE strategic plan will help guide a staged international alumni engagement strategy moving forward from 2020.

OTHER COVID-19 IMPACTS

Additional impacts on international students and OSU's response

As the existence of the virus and its spread became apparent in early 2020, travel and border entry restrictions changed extraordinarily quickly and OSU made the sudden change to remote delivery. International students, scholars, and exchange visitors were faced with difficult decisions on whether or not to stay in the U.S. or return to their home country. INTO OSU and OIS partnered in organizing 3-4 open (zoom) forums in February and March for the international student population to support them in navigating the circumstances. Some students, especially sponsored students, were required to depart the U.S. by their sponsors and return to their home countries. Global travel restrictions added complications including long waits or high costs for travelers where testing and documentation of COVID-19 status was required, commercial flights were suspended, restrictions on country transfers were instituted, and government-supervised quarantine was required upon entry. Furthermore, there was heightened anxiety around immigration status regardless of whether they stayed or left. Approximately 260 OSU students departed the U.S. between March and August 2020 (~20% graduate students, 20% English language learners, and the rest undergraduate students).

Federal guidelines were quickly changed in March 2020 to allow continuing students to take more remote/ online courses than previously permitted, and to allow them to retain active U.S. immigration records even if they returned to their home country and studied remotely. Since that time, both continuing and new international students have been impacted by several iterations of federal policies, lengthy consular closures impacting visa appointment abroad, and additional travel restrictions both inside and outside the U.S. OIS staff have continued to monitor federal guidelines and university continuity plans to update FAQs on OSU's websites, provide customized communications for specific student populations, offer open forums, ensure the availability of well-informed staff to field more than 1,500 emails/month and approximately 250 virtual appointments, and provide updated immigration documentation in accordance with evolving federal guidance. INTO OSU and the INTO network also issue regular communications to students, families, agents, and INTO network staff to ensure these audiences have the most up-to-date information for their purposes (recruiting, attending, or otherwise planning).

International students have been economically impacted through loss of practical training opportunities (Optional Practical Training and Curricular Practical Training) due to shutdowns, furloughs and layoffs. International students who were financially impacted by COVID-19 were not eligible for federal CARES Act funding. OIS staff helped them seek out alternative assistance options such as Beavers Care Grants, although there were more requests for assistance than awards made.

Impacts on employees and exchange visitors

Ongoing COVID-related changes to immigration processing at the Immigration Service and U.S. Consulates abroad led to delays and uncertainty in OSU's sponsorship for immigration work authorization for OSU's international employees and exchange visitors. Some employee's start dates have been delayed, and many student interns have deferred their internship programs. The International Employee & Exchange Visitor section quadrupled its normal workload while adjusting to remote work in order to increase communication and decrease impacts to OSU's employees and employing departments.

COVID-19 opportunities

With remote onboarding and welcoming of students and a virtual START, there is renewed energy to more intentionally work with New Student and Family Programs and Outreach (NSPFO), the Graduate School, INTO OSU and OIS to plan a virtual/remote orientation experience and academic registration process for all new students offered simultaneously to international and domestic students. The use of virtual connections for programs such as the International Peer Mentoring Program (IPMP) with new and current students, OIS-facilitated virtual open forums, INTO OSU orientations and virtual help desk have provided a clear benefit to our international students.

INTERNATIONAL HEALTH AND SAFETY

OSU instituted a formal international travel policy in January 2019.¹³ This travel policy requires all OSU-sponsored international travelers (employees and students) to register, and further outlines a process for petitioning/preparing for travel to high-risk destinations. Registered

¹³ https://policy.oregonstate.edu/UPSM/01-020_international_travel_policy

travelers receive the benefit of travel insurance through OSU, 24/7 support for emergencies, institutional support should there be an incident or disaster while they are away, and assistance with pre-travel risk mitigation, especially for high-risk settings. In AY19/20, a total of 541 registered, including both employees and students beyond those participating in OSU GO-administered programs. The international health and safety coordinator and travel registrar are housed in OSU GO. The university's international travel risk committee serves in an advisory capacity to senior leaders.

The university had an opportunity to extensively test the international travel policy during the COVID-19-related fast-moving changes in international travel advisories and restrictions from the Centers for Disease Control and U.S. Department of State, and the rapid decline and eventual elimination of commercial air travel options from many international locations to the U.S. Our international health and safety coordinator served as a critical asset who was in close communication with registered travelers abroad, providing up-to-date information on advisories, restrictions, and travel options. Assistance was provided to 102 study abroad participants who were on study abroad programs and 46 faculty/staff travelers who were abroad when a mandatory recall to the U.S. went into effect on March 12. OSU GO managed the petition and approval process for any undergraduate students wishing to remain abroad, and a team comprised of the international health and safety coordinator and relevant university leadership communicated directly with graduate students and faculty who petitioned to remain abroad.

OSU-sponsored non-essential domestic and international travel remains suspended as of submission of this briefing.

ADDITIONAL ACTIVITIES SUPPORTING IGE

Staff from several of the international support units (OIS, INTO OSU, OGA) actively participate in the President and Provost's Leadership Council for Equity, Inclusion and Social Justice (PPLC). PPLC is concerned with institutional efforts supporting an inclusive community for faculty, staff and students. This work ensures OSU presents a welcoming destination for international faculty, staff, scholars, students, and visitors. In AY19/20, one of the PPLC's priorities¹⁴ was to review and recommend policies and practices supporting the recruitment, retention, and graduation of international students and employees.

OSU welcomes distinguished visitors from around the world and values the contribution these visitors make to the internationalization of the university. OGA helps coordinate visits of delegations by organizing collegial meetings, as well as presentations open to the university community. Highlights from last year include visitors from the French Embassy and Consulate, and an inspiring all-woman group from Cambodia interested in advancing women's participation in the technology sector as well as partnership with groups such as the Institute of International Education and World Oregon.

¹⁴ http://www.oregonstate.edu/sites/diversity.oregonstate.edu/files/pplc_charge_2019-20.pdf

SPECIAL INITIATIVES AND PROJECTS

Progress on special initiatives and projects introduced in AY19/20

1. Develop a formal IGE strategic plan

As described earlier, through AY19/20, a formal strategic planning process was undertaken, including engagement of approximately 200 stakeholders in two public forums and approximately 20 focus groups. The goals and actions have been reviewed and input provided by the university International Strategies Council, the Provost's Council of Deans, the Provost's Senior Leadership Team, Faculty Senate leadership, and the Provost. The IGE strategic plan will be announced in fall 2020.

2. Continue to innovate our educational program offerings through INTO OSU

The newest program innovations, described earlier, have taken effect in fall 2020 and will be expanded for fall 2021. INTO OSU and Ecampus were already working with the Impact Studio on expanding Ecampus' reach in the international market. Discussions were in an advanced state when the COVID-19 situation broke out and the project pivoted to provide a summer term and fall term 2020 solution for international students that were unable to travel to the U.S. This became a Phase 1 pilot. An International Online Initiative Workgroup is working on Phase 2 which will significantly expand OSU's effort to market Ecampus programs internationally.

3. Improve our cataloging, tracking, and communication of OSU's global activity

Over AY19/20, new interactive global activity maps were developed to capture international student enrollments, education abroad through OSU GO, international agreements, and Fulbright awards¹⁵. The "global" webpage (global.oregonstate.edu) was redesigned to streamline content and provide clearer links to other international support units.

4. Attend to growing concerns about national security and undue foreign influence, and evolving immigration policies

The U.S. Government continues to express serious and growing concerns regarding inappropriate influence by foreign entities over federally-funded research and other aspects of U.S. higher education. The administrative working group formed in summer 2019 continues to meet monthly to track rapidly evolving federal regulations, ongoing compliance and reporting needs, and other relevant federal actions. The working group reviews and recommends courses of action that support compliance, increase awareness of reporting requirements and the need for transparency amongst our faculty and staff, and continue to communicate our underlying values of inclusivity and the importance of global engagement. AA major AY19/20 priority was to develop a Global Engagement Compliance website, including this [decision tree](#) to guide OSU faculty and staff on both process and resources to ensure global engagement compliance.

¹⁵ Representations of certain types of OSU's International Activities:
<https://global.oregonstate.edu/internationalization-numbers>

Over the last six months, a number of high-profile changes in federal guidelines or policies on immigration were announced, some related to COVID-19 and others not. These include travel restrictions, allowances for international students to start or continue their U.S. educational programs via remote or online means, limiting or pausing certain immigration programs, revoking visas for certain students, and more. OSU is closely tracking these to ensure compliance and pursue advocacy or other actions where appropriate. The most significant action taken was that OSU was the co-lead plaintiff to file a federal lawsuit in Oregon against the U.S. government in July 2020 in response to a July 6 Immigrations and Customs Enforcement (ICE) order that would have required international students already in the U.S. to leave the country if their institutions had declared themselves as “all-online” due to the pandemic. (UO was the other co-lead plaintiff and 18 other colleges and universities in the west joined the suit.) There was a groundswell of opposition to the ICE order, and universities and states across the country filed lawsuits like ours. Immigrations and Customs Enforcement (ICE) rescinded this order, and eventually we withdrew the suit. ICE is still not allowing new international students to come to the U.S. for fall 2020 if their institution is all-remote, but this action is one that is consistent with prior ICE requirements.

Special initiatives and projects for AY20/21

1. Public roll-out of IGE Strategic Plan (fall 2020)

The four goals, in brief, are:

- Improve the underlying support structure for global activities at OSU;
- Prepare graduates to work effectively in a diverse society and as global citizens;
- Demonstrate global impact and reach; and,
- Grow and support diversity of OSU and culture of inclusion for all students, staff, and faculty.

2. Expand educational program innovation efforts

OSU will continue to track progress for the newest program innovations from INTO OSU described earlier, expand the MID program, and move the INTO OSU and Ecampus project into a Phase 2 pilot which aims to see Ecampus programs launched globally in spring 2021 for a fall 2021 start. As we learn more about the international market for Ecampus, this project has the potential to become a key strategic development over the next five years for recovering and growing international enrollments for OSU. The university is also exploring options to expand our regional award scholarships that will increase our competitiveness in certain markets. This strategy complements the new ID program and is expected to enable increased recruitment in regions where students have high-level English language skills.

3. Improve cataloging, tracking, and communication of OSU’s global activity

It remains difficult to get a clear picture of the scope and depth of global activity in these buckets because OSU does not have a consistent mechanism or data system where such information is stored. OGA is exploring options to expand the global activity maps to capture activity in research, outreach and engagement. OGA staff participated in

University Information and Technology (UIT) strategic planning process and continue to collaborate with others in various capacities to help identify common data access, analytics, and display challenges and needs, and to develop solutions that will benefit the entire campus.

4. Attend to concerns about national security and undue foreign influence, and evolving challenges of federal immigration policies

The administrative Global Engagement Compliance workgroup will continue to track evolving federal guidelines and policies, identify appropriate responses, and recommend internal actions to ensure transparency and compliance. OSU will also continue working with higher education professional organizations such as the Association of Public and Land Grant Universities (APLU), Association of American Colleges & Universities (AACU) and American Council on Education (ACE) to support their engagement or engage separately with government representatives as appropriate to counter the threat and protect the fundamental values of open exchange of ideas, international collaboration, and inclusive environments on OSU campuses where international students, scholars, faculty, and other visitors are welcomed.

OPPORTUNITIES AND THREATS

Four key threats to OSU's IGE activities and an associated opportunity are described below.

Threat: COVID-19 and other external factors impacting international student enrollments across the U.S.

Strategies:

- Leverage INTO OSU and the INTO Global Network to closely track trends in the international student market and advise on strategies for continued engagement and recovery of enrollments with the return to greater student mobility;
- Maintain a culture of innovation, be willing to revise current offerings and pilot new offerings, recruitment strategies, and develop new collaborations across units (e.g. INTO OSU, Ecampus, Graduate School, specific academic units, etc.);
- Prioritize support for offerings that are likely to diversify and shore up the international student population, such as the International Direct, International Year One, Master's International Direct, and Ecampus efforts;
- Continuously monitor, evaluate, and improve support services and approaches for international student population to enhance student engagement and success. Ensure that OIS, INTO OSU, OGA and academic units continue to collaborate with the Office of Vice President and Chief Diversity Officer to advance inclusivity of international students, scholars, staff, faculty, and families on OSU's campus;
- Improve overlap between inbound recruitment efforts and outbound international research, outreach and engagement activity;
- Continue to communicate underlying values of an inclusive and affirming community for international students, especially between offer of admission and declaration of intent to enroll;

- Leverage the increased use of virtual tools to improve connections with and support for international students at all stages from recruitment through to degree completion; and,
- Closely track federal immigration developments, and continue to demonstrate a commitment to supporting and advocating for our international students during uncertain times.

Threat: Education abroad and other (outbound) international experiences for students are currently on hold, limiting traditional global learning opportunities

Strategies:

- Recognize that global learning can take multiple forms, including domestic opportunities integrating intercultural elements;
- Increase awareness of, access to, and participation in a broader set of global learning opportunities, including those that do not require international travel;
- Focus on highest-value opportunities with best academic fit for OSU as the OSU GO program portfolio is restored following the pause for COVID-19;
- Identify and develop more opportunities for scholarship funds, including via colleges/units;
- Work with colleges to improve articulation of credit;
- Improve visibility and communication of a broader set of global learning opportunities to current and prospective students, ensure marketing/communications is inclusive of non-traditional and underrepresented students; and,
- Seek out opportunities to grow external participation from non-OSU students in established IE3 Global programs when they are restored.

Threat: Increasing concerns about foreign influence in U.S. research and higher education enterprise, including increasing compliance requirements for federal research funding

Sub-threats: increased compliance burden on OSU faculty and staff, diluting resources for other types of research development and support; reduced incentive for faculty to conduct international research or participate in international travel; negative influence on ability to recruit international students, scholars, faculty and staff; and unintended profiling of OSU students and personnel from specific countries deemed threats by the U.S. government.

Strategies:

- Assess strengths and weaknesses in current OSU practices and policies as related to compliance and response to concerns about undue foreign influence in higher education;
- Enhance institutional practices and policies where needed;
- Clearly communicate with faculty about evolving requirements (e.g. transparency in reporting conflict of interest and conflict of commitment on research funding applications, export control, international travel policy, etc.);
- Collaborate with other universities and national organizations to identify, share, and implement best practices; and,

- Continue to clearly communicate OSU's fundamental values of open research; support for international collaboration and global engagement; and ensuring an inclusive and welcoming campus community.

Threat: Challenges and high up-front costs associated with international research, education, outreach and engagement can discourage faculty leadership of international activity

Strategies:

- Roll-out and implement IGE strategic plan which includes specific actions to improve support for OSU global activities, including not just global education but research, outreach and engagement;
- Evolve central and college-level support for increased compliance burden related to international research activity as needed and as possible within current resource constraints, evaluate and plan for anticipated future support needs;
- Continue to improve tracking and internal/external communication of OSU's international research successes to improve visibility, reputation, and sense of community; and,
- Identify and support development of a limited set of strategic global partnerships.

Opportunity: Improve internal and external communication of OSU's global footprint and activities in support of diverse student/faculty recruitment and retention, global reputation, global opportunities, and capacity for global impact

Strategies:

- Improve global activity tracking and expand global activity maps to include research, outreach and engagement and enable data-driven decision-making;
- Improve visibility of "OSU Global" from OSU top-level web pages, increase visibility of global research, outreach and engagement in OSU university-level communications;
- Improve communication of international or global engagement opportunities (fellowships, events, etc.) to students, staff and faculty, including opportunities to connect with the relevant business, government and non-profit community inside and outside of Oregon;
- Identify mechanisms to improve visibility and global impact of OSU's global researcher expertise (e.g. contributions to policy debates in international fora, science diplomacy, formal or informal collaborations with international universities or collaborations, etc.); and,
- Build a university culture that values, promotes, and supports high-value global engagement opportunities for faculty (national or international fellowships, leadership in service/outreach, exchanges, workshops/short courses, etc.).

AN INTEGRATED MODEL FOR IGE SUPPORT AT OSU

OSU's global activity can be categorized in six areas of activity. Arguably, activities that fit in more than one bucket increase payoff to students, faculty and the institution, and decrease the risk of institutional investment.

A number of key administrative units support IGE activities at OSU. These units and their primary functions are briefly described below:

- The Office of Global Affairs (OGA), led by the Senior Advisor for Global Affairs, provides leadership for university-wide strategy and coordination of global activities; catalogs and amplifies communication of OSU's global activities; and facilitates international agreements. OGA also serves as a liaison for cross-cutting international events and delegations, and a liaison between OSU and the relevant business, non-profit, government agency, and international education community.
- The Office of International Services (OIS), housed in the Division of Student Affairs, provides a range of immigration services, including advising and other support to international students. OIS staff serve as the liaison to foreign governments and other organizations sponsoring international students. In addition, OIS is the central campus resource providing employment immigration services for all international scholars, faculty, and staff.
- The Office of Global Opportunities (OSU GO), housed in the Office of Undergraduate Education, serves as the central outgoing education abroad office at OSU, acting as a hybrid of a traditional university education abroad office (which would serve only OSU) and a program provider through IE3 Global (serving OSU and the institutions formerly a part of the Oregon University System).
- The Office of International Admissions, a responsibility of the Division of Enrollment Management, is co-located with INTO Oregon State University (INTO OSU). INTO OSU is a joint venture between Oregon State University and INTO University Partnerships, a sector-leading UK-based company that specializes in global market intelligence, best-practice international student success and support strategies, and the marketing and recruitment of universities' international offerings. In addition to serving as the primary international student marketing and recruiting unit, INTO OSU also offers mechanisms for onboarding new international students through Academic English, Pathway, and the newer programs discussed later (International Direct and International Year One).

OSU's "integrated model," where supports for international programs are embedded within the core administrative units (Student Affairs, Undergraduate Education, Enrollment Management), means that advancing the IGE strategy and agenda is a role and responsibility of multiple senior leaders.

Much of OSU's global research, outreach and engagement is initiated and driven by individuals or teams of faculty. OSU does not have *dedicated* university-wide administrative support units specifically for global research, outreach and engagement, rather these activities are supported by the same administrative units that support comparable domestic activity (the Research Office, etc.). Some colleges also dedicate specific resources to international programming.

The provost annually charges a University International Strategies Council (UISC) to serve in an advisory capacity, with representatives from university-wide administrative units, colleges, faculty senate, and faculty with active global research, education, outreach and engagement programs.