

Internationalization and Global Engagement Briefing

BACKGROUND

The landscape for internationalization and global engagement (IGE) in higher education has changed markedly in the last five to ten years. Many external factors are impacting global higher education, and approaches that worked well fifteen years ago are unlikely to realize the same level of success in the future. Much of OSU's internationalization effort over the last ten years has emphasized student mobility, especially the number of international students on our campuses. While INTO OSU has had a dramatic and positive impact on the number of international students at our university, international student enrollments cannot be our sole focus if we aspire to make comprehensive internationalization a reality for OSU. We adopt 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

Our mission as a land-grant institution, stated in Strategic Plan (SP 4.0), 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, we are already fulfilling the global commitment inherent in our mission. This year, we will address our need to develop a well-articulated and widely-shared strategy to further advance comprehensive internationalization at OSU. Herein we use the term internationalization and global engagement (IGE) to emphasize the importance of not just internationalization at our university but also the importance of global research, outreach, partnerships, and impact.

In addition to fulfilling our stated mission, institutional motivations for IGE include improving the readiness of our 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.

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 international perspectives, international collaborations and/or international field studies;
4. International outreach and engagement, including partnerships with international universities, governments, or other organizations;

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

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:

- Describes the current landscape of administrative support of OSU's IGE activities;
- Summarizes the university's progress towards IGE and alignment of our IGE efforts with SP 4.0;
- Describes current initiatives to advance OSU's IGE; and,
- Highlights opportunities and threats in the IGE domain along with current and potential actions addressing both.

One of our primary efforts in the current academic year is to develop and initiate implementation of a formal university-wide IGE strategic plan for 2020-2023 (for the remaining period of SP 4.0). Our IGE strategic plan will establish a framework for a more coordinated approach to global activity, a set of actions aimed at overcoming anticipated barriers, and a mechanism for guiding priorities and decisions about future strategic investments.

AN INTEGRATED MODEL FOR IGE SUPPORT AT OSU

As described above, OSU's global activity can be categorized in six areas of activity. Some activities fit in multiple buckets, such as joint programs that offer dual-degrees from U.S. and international institutions, collaborative agreements that facilitate the flow of student or faculty researchers between institutions, or faculty-led study abroad offerings that complement the faculty member's research and/or engage current international research partners. 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 described below:

- The Office of International Affairs (OIA), led by the Senior Advisor to the Provost for International Affairs (SAIA), provides leadership for university-wide strategy and coordination of global activities; catalogs and communicates OSU's global activities; and facilitates international agreements. OIA also serves as a liaison for cross-cutting international events, delegations, and visitors, 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 Division 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 was launched in 2008 in response to the internationalization goals detailed in SP1.0. 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 our primary international student marketing and recruiting unit, INTO OSU also offers mechanisms for onboarding new international students through Academic English and Pathway programs.

The current organizational structure for university-wide administration of international activities was established over Academic Year (AY) 2017-2018. Provost Feser made a strategic choice to integrate international programs and supports into the core administrative units rather than retain a separate administrative “silo” (the Division of International Programs) dedicated specifically to serving international activities, students and scholars. For example, the Office of Global Opportunities (OSU GO) is overseen by the vice provost for undergraduate education, the Office of International Services (OIS) is overseen by the vice provost for student affairs, and international admissions is jointly coordinated by other senior leaders. This “integrated model” means that advancing OSU’s internationalization strategy and agenda is a role and responsibility of multiple senior leaders.

Much of OSU’s international research, outreach and engagement is initiated and driven by individuals or teams of faculty. We do not have *dedicated* university-wide administrative support units specifically for international research, outreach and engagement. Our administrative units (e.g., the Research Office, the Division of Outreach and Engagement, the Colleges, or home academic units) support such activity in the same manner as they support similar domestic activity. Some colleges also dedicate specific resources to international programming. For example, the College of Forestry has an International Programs office and the College of Liberal Arts’ provides support for the university-wide International Degree and Global Learning Certificate (in development).

ABOUT INTO OSU

INTO OSU’s mission is to increase the number of international students at OSU; promote the global dimension of the university’s mission; aid OSU’s progress toward becoming a more inclusive and vibrant international university environment; and empower all OSU international students to succeed in and contribute to a global community.

INTO OSU’s mechanisms for onboarding new international students currently include Academic English and Pathway programs. Pathway programs combine intensive English courses with OSU academic courses and provide wrap-around academic, language and cultural support. At the end of their pathway programs, students meeting the progression requirements (typically involving GPA, language skills and test scores if appropriate) are assured progression into an OSU undergraduate or graduate degree-granting program.

There are 11 other INTO centers in the U.S. Regionally, there are four other similar partnerships in the Pacific Northwest, including an INTO center at Washington State University and three partnerships at other institutions.

Provost Feser has also charged a new 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 international research, outreach and education programs. One of the key charges of the UISC in the current academic year is to assist the Senior Advisor in the development of a formal IGE strategic plan, as discussed in *Special Initiatives and Projects*.

METRICS

There are a number of metrics by which we track OSU's 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."

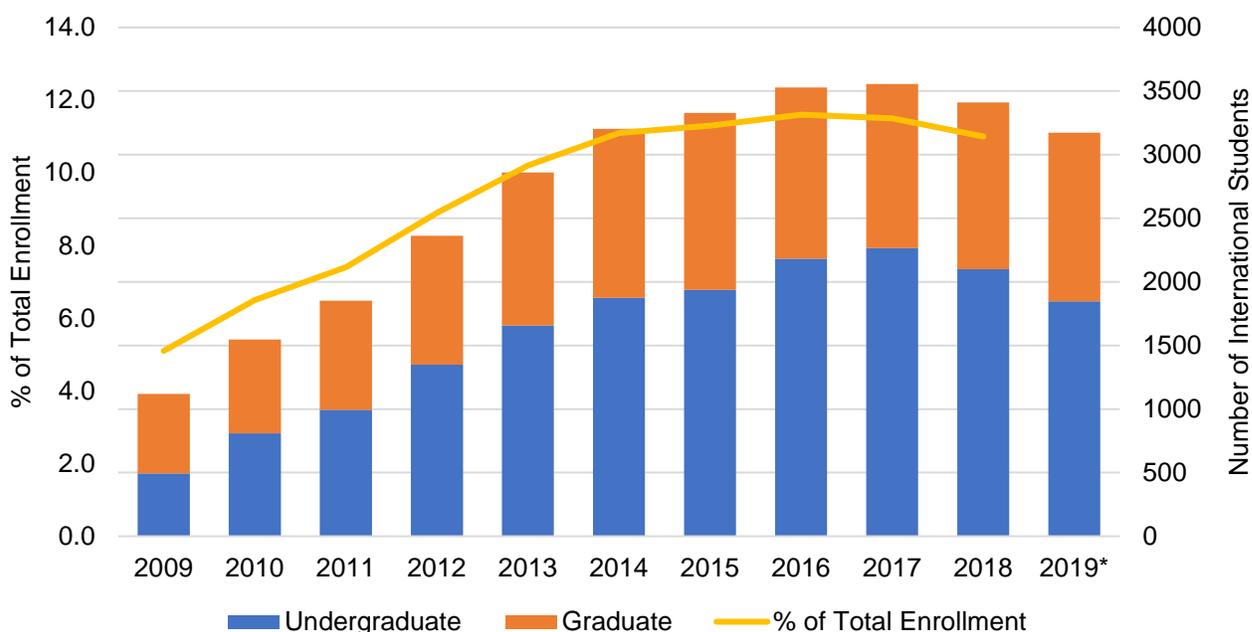


Figure 1: International undergraduate and graduate student enrollments at OSU over the last 10 years. * indicates that 2019 enrollments are projections. Source for official enrollment numbers: Enrollment summary - Fall term 2018, OSU Office of Institutional Research.

INTO OSU is our primary vehicle for marketing to and recruiting of international students (see INTO OSU sidebar on page 3), 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 11 and 11.5%, shy of the 15% goal set in the past. OSU's cumulative growth of international enrollment since 2014 has been generally

consistent with national trends in the U.S., despite declines in overall international student enrollment across the state of Oregon.² Compared with PAC-12 peers, OSU showed the highest growth in international student enrollment (221%) between Fall 2009 and Fall 2018,³ but our overall percentage of international students trails PAC-12 institutions such as the University of Washington⁴ and Arizona State University⁵ (~15-17% range). Both of these institutions are nationally ranked in the top 15 for international student enrollment.⁶

Our INTO OSU joint venture is closely-connected to the INTO Global Network, which actively tracks international education market needs and trends, and has a permanent recruiting presence in more than 31 locations around the world. OSU works hand-in-hand with INTO OSU to innovate our program offerings to retain a competitive edge in international educational offerings. For example, we recently revised the curriculum for our graduate pathway programs. Fall 2019 is the first year of the new offering, and to date, we have seen new student graduate pathway enrollments up 60% along with an increase in diversity (based on country-of-origin) over last year at this time. Additional INTO OSU program innovations will be discussed in *Special Initiatives and Projects*.

Another metric for inbound students is the diversity of country-of-origin. The country of origin with largest contribution to our international student population is China (Figure 2), as is true at many universities across the U.S. For various reasons, including the threats described elsewhere in this briefing, we have been working to diversify our international student population. Several of the innovations we are pursuing have been designed with diversity in mind, and are expected to have particular appeal to international students coming from countries with strong English language skills (e.g. South Asia, Nigeria).

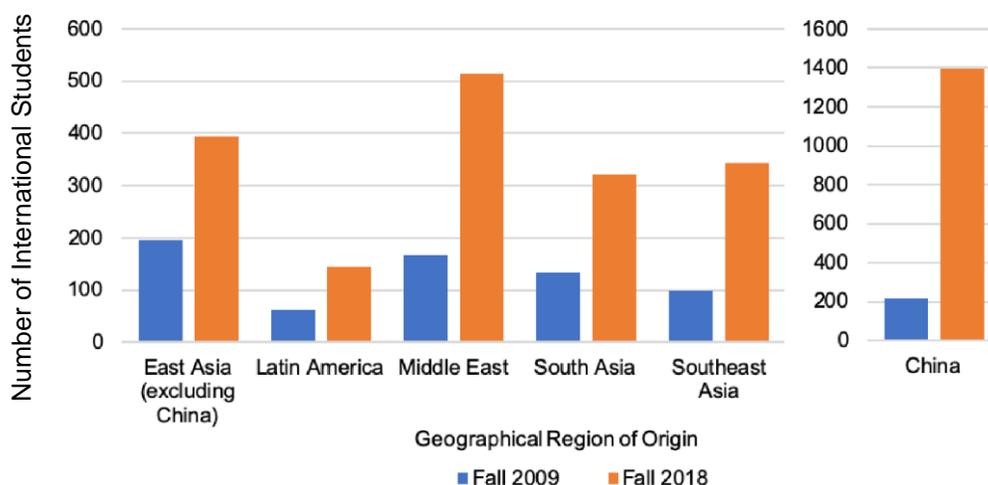


Figure 2: Diversity of international students at OSU (by country-of-origin). Source: Enrollment Summaries - Fall Terms 2009 and 2018. OSU Office of Institutional Research.

² Source: SEVIS data 2014-2018, OSU Institutional Research Office

³ Source: OSU Institutional Research Office

⁴ <https://iss.washington.edu>, https://studentdata.washington.edu/wp-content/uploads/sites/3/2018/10/Quick_Stats_Seattle_Aut2018.pdf, https://studentdata.washington.edu/wp-content/uploads/sites/3/2018/10/Quick_Stats_Bothell_Aut2018.pdf

⁵ <https://global.asu.edu/international-students>

⁶ <https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Fast-Facts>

A third metric we track is the number of international students sponsored by foreign governments, universities, private companies or international organizations. In Fall 2018, we hosted 545 students sponsored by 48 organizations (Table 1). Our sponsored student numbers have decreased over the past several years, largely due to >50% reductions from a handful of key foreign government or cultural mission sponsors. We are working with the Office of International Services staff to analyze the trends in the context of sponsored student enrollments at comparator institutions, mitigate concerns where possible, and seek out potential new opportunities.

Table 1: 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.). Number of sponsors. Source: OSU Office of International Services, Fall Enrollment Reports.

Sponsor Enrollment Numbers Fall 2014-2018		
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

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

It is well established that high-impact educational practices such as global/intercultural learning and service learning/community-based learning benefit university students from many backgrounds; research suggests that these teaching and learning practices can increase student retention and student engagement⁷. Furthermore, employer surveys such as an Association of American Colleges & Universities-commissioned survey, show that employers value the development of intercultural and other global skills, especially the ability to solve problems with people who have differing perspectives.⁸ Study abroad as an experiential learning opportunity directly supports SP 4.0 Goal 2, including supporting OSU’s ability to be known for our “graduates’ preparation to work effectively in a diverse society and as global citizens.”

OSU GO and its IE3 Global program lead the university’s efforts to maximize access to international experiences by students at OSU and across the IE3 network of partner institutions in the Pacific Northwest. By administering high-quality international opportunities that are accessible, affordable, and academic in nature, OSU GO works to provide a transformative educational experience for all learners that increases students’ awareness of their unique positions in a global society, their ability to engage across human differences, and the skills needed to serve Oregon, the nation, and the world. These same opportunities are available to students across the IE3 Global network of partner universities, positioning OSU as a regional leader in international education and serving the state of Oregon and beyond.

⁷ <https://www.aacu.org/resources/high-impact-practices>

⁸ <https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>

The bulk of student enrollments in OSU GO⁹ can be broken into five program types:

1. IE3 Global Study Abroad
2. IE3 Global Internships
3. Faculty-led Study Abroad
4. University-wide and departmental exchanges
5. Third-party program providers

Our overall OSU GO education abroad enrollments have increased by about 20% from AY15/16 to AY18/19, however, the AY18/19 participation still represents ~2%⁹ of OSU’s overall student population (Table 2). We have more than doubled both the number of faculty-led short-term programs and the student enrollments therein between AY15/16 and AY18/19 (Table 3), but the total number of students participating in this subset of OSU GO programs is less than 1% of our overall student population. Depending upon the year, we have students participating in OSU GO-facilitated education abroad in 45 to almost 60 countries.

Table 2: Overall student enrollments for educational abroad opportunities facilitated by OSU GO.⁶
Source: OSU GO, TerraDotta

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

Table 3: Student enrollment and program count for faculty-led study abroad (a subset of the enrollments in Table 2). Source: OSU GO, TerraDotta

AY15/16		AY16/17		AY17/18		AY18/19	
Headcount	Programs	Headcount	Programs	Headcount	Programs	Headcount	Programs
135	11	234	23	322	26	303	23

These numbers demonstrate that while we offer such opportunities and work to make them accessible, we have significant room for improvement in making them “accessible to all learners,” as stated in SP4.0 Goal 2. OSU’s percent of students studying abroad is also somewhat less than the 4-7%¹⁰ of other Pac-12 peers such as the University of Oregon¹¹ and the University of Washington,¹² but comparable to the national average of 1.8%.¹³ Several years ago, OSU GO conducted a student survey, and included a question asking what factor made the most difference in their decision to participate or not participate in study abroad. The

⁹ The numbers cited for students participating in education abroad through OSU GO do not include students who have participated in education or travel abroad opportunities that they arranged independently or in conjunction with a faculty member outside of the formal OSU GO offerings. While we know that these other opportunities can provide high educational value, we do not yet have an effective mechanism for tracking such participation.

¹⁰ The percentage of students participating in study abroad differs slightly depending on the reference population (undergraduate students, total students, etc.)

¹¹ <http://catalog.uoregon.edu/supplementaryprograms/abroad/>, <https://admissions.uoregon.edu/uo-facts>

¹² <https://www.washington.edu/studyabroad/students/getting-started/>,

https://studentdata.washington.edu/wp-content/uploads/sites/3/2018/10/Quick_Stats_Seattle_Aut2018.pdf

¹³ <https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Fast-Facts>

responses were dominated by money/cost, along with concerns about increasing time to graduation (which also has clear financial implications).

International research, outreach and engagement (combined)

OSU's international research, outreach and engagement directly supports several goals in SP 4.0, 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 FY19, OSU received \$1.18M in research funding from international governments, out of a total of ~\$440M for all research and development funding. Thus, international governments provide approximately 0.3% of research and developing funding. 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.

As in other areas, we do not yet have a mechanism for comprehensively cataloging and tracking OSU's international research activity or international outreach and engagement. The most recent attempt to collect such data was a 2016 faculty survey that was used to populate an OSU Global Activity Database. At that time, 337 individuals reported involvement in some form of international academic activity. Because the global activity database relied on completion of faculty surveys, we know that it was incomplete, however, we do not know the degree to which it was incomplete. Based on the 2,417 academic employees (tenure and non-tenure track faculty and instructors) at that time, a minimum of 14% of OSU faculty and instructors were involved in international activity, with activity on every continent.

As part of our current-year strategic planning and communication priorities, we are working to identify appropriate and sustainable mechanisms for improving our tracking and communication of the breadth and depth of OSU's global research, outreach and engagement activity. Our stories are highly compelling. The following are examples of efforts that contribute across multiple areas:

1. *Growing Forestry Education and Research Capacity in Peru*: This new program in the College of Forestry includes development of forestry curricula in collaboration with a key Peruvian partner; faculty exchange for curriculum development, training, and research development; graduate student exchanges; systematic building of forestry expertise and applied workshops; and collaborative research projects with fieldwork in Peru and Oregon.
2. *Mapping Informal Settlements Occupied by Internally-Displaced People (IDPs)*: Assistant Professor of Geography Jamon Van Den Hoek and his team, in a project

recently funded by NASA, are using satellite imagery to find IDP settlements not currently included in national or global maps of human settlements. IDPs are notoriously difficult to track; they have left their homes but not their country, and the settlements can be temporary. Van Den Hoek will be collaborating with the Humanitarian OpenStreetMap Team to crowdsource visual interpretation of satellite imagery to improve settlement identification, and then move into evaluation of these settlements with respect to the United Nations Sustainable Development goals.

3. *Trans-African HydroMeteorological Observatory (TAHMO)*: Dr. John Selker, Distinguished Professor of Biological and Ecological Engineering and a member of the TAHMO team, is working to develop a vast network of low-cost weather stations across Africa to provide data important for agricultural, climate monitoring and many other hydro-meteorological applications. The TAHMO team currently has over 500 stations reporting from 18 African countries, and is committed to serving the public by advancing the free and open exchange of weather data. Alongside the research and infrastructure component, the team established a School 2 School program. As part of this program, weather stations are installed at African schools, the schools are paired with a U.S. or European school, and are further provided with software and classroom education tools to view and analyze the local weather data their station and other stations are recording.

Additional forms of global learning

In addition to education abroad organized formally through OSU GO, many students conduct research or project work abroad. 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.

OSU has a number of academic programs or credentials that require an international or inter-cultural learning component; requirements vary by program and can include participation in education abroad opportunities facilitated through OSU GO, arranged independently by the student, offered through a third-party provider, or facilitated by individual OSU faculty, programs, or units. These programs support multiple goals from SP 4.0, particularly the transformative education, partnerships, and global impact. We do not have a complete listing of these programs at this time or a mechanism for tracking student experiences abroad related to the program requirements.

A representative list of academic programs and credentials that require some form of global learning follows:

Joint degree programs

- ATLANTIS five-year dual-degree program (College of Engineering, and Universität des Saarlandes). Unique in that students earn BS degrees from both institutions. All coursework is completed in the native language (i.e. German in Germany);
- Water Cooperation and Diplomacy Master's Joint Education Programme (IHE Delft Institute for Water Education, UN-mandated University for Peace (UPEACE), and OSU, College of Earth,

Ocean and Atmospheric Science). Program is 17 months long, with ~6 months at each institution.

Degree programs

- Master's in Public Health, option in Global Health; Ph.D. in Global Health (College of Public Health and Human Sciences);
- International Business option (undergraduate exchanges with 13 partner institutions, College of Business);
- International Degree (secondary degree – not College-specific; expected relaunch in 2020).

Certificates and minors

- Global Development Studies Minor (College of Liberal Arts);
- Language in Culture Certificate (College of Liberal Arts);
- Humanitarian Engineering Minor (College of Engineering, interdisciplinary);
- Global Learning Certificate (College of Liberal Arts – expected launch 2020).

At the graduate level, academic programs may not explicitly require completion of a global learning opportunity, but students may be expected to participate in research abroad if their thesis topic is of a global nature.

International alumni groups and philanthropy

As described previously, OSU does not currently have a coordinated, university-wide IGE strategy. Rather, university leaders identify and pursue partnerships with the best potential international universities, regardless of where they are in the world. As such, the university's approach to its international alumni has been primarily focused on where they live. There have been various approaches over the years, most notably the Asia Strategy, the region where 53% of the university's international alumni live. Launched by the Provost, INTO OSU and OSU Foundation leadership in 2012, the Asia Strategy was designed to take advantage of INTO OSU's then priority areas for recruitment, and focused on five key countries in Southeast Asia: Indonesia, South Korea, China/Hong Kong, Thailand and Taiwan. Selected because of the number of OSU alumni, potential major gift donors, current and potential students, and existing university partnerships, there have been visits to each of the countries occurring every 1-3 years for the past several years. While the results have been positive in terms of building OSU's brand in the region, creating full-cycle student recruitment to alumni connections, and identifying and engaging with alumni and potential major gift donors, the shift in focus for student recruitment and the broader international agenda suggest the Asia Strategy should be reviewed and refreshed. If it is only an alumni and development strategy, and not recruitment or driven by university partner activity, it will be more episodic. The good news is that the alumni "chapters" in the region, a replication of the highly engaged international student "clubs" on campus, are largely self-directed and continue to be active.

We anticipate that the IGE strategic plan will help guide future approaches to improving the engagement of international alumni in Southeast Asia and other regions.

INTERNATIONAL HEALTH AND SAFETY

To both improve our support for students, faculty and staff participating in global opportunities and to mitigate risk to the individuals and the institution, OSU instituted a formal international travel policy in January 2019.¹⁴ This travel policy requires all OSU-sponsored travelers (employees and students) to register in our international travel registry, and further outlines a process for petitioning/preparing for travel to high-risk destinations. Registered travelers receive the benefit of travel insurance through OSU, 24/7 support for emergencies, and institutional support should there be an incident or disaster while they are away. Registered travelers also receive assistance with risk mitigation, including advising on precautions for mitigating both physical and information security risks if traveling to a high-risk setting. Our travel registrar is housed in OSU GO. We have an international travel risk committee that serves in an advisory capacity to senior leaders across campus.

SPECIAL INITIATIVES & PROJECTS

To advance the university's IGE activities, OSU is prioritizing the following actions in AY19-20:

1. Develop a formal IGE strategic plan

Provost Feser has charged the Senior Advisor for International Affairs, with the help of the University International Strategy Council (UISC), with the development of a formal IGE strategic plan by the end of AY19/20. As part of our planning process, we anticipate involving stakeholders from across campus, benchmarking key performance indicators with comparator institutions, and setting targets for relevant metrics that complement SP4.0. We anticipate that our plan will have 3-4 strategic goals and 6-9 actions that we can take in support of those strategic goals.

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

Over the past two years, we have revised the curriculum for our graduate pathway programs. The previous offering required students to take preparatory undergraduate academic courses. Such credits could not be applied to OSU graduate degree programs requirements. The revised graduate pathway offerings allow students to more quickly take graduate-level courses for credits that can be applied to their master's degree programs. Effectively, it reduces the concerns about graduate pathways being "pre-master's" programs. As described earlier, we believe this change is driving our overall increase in new student enrollment vs. one year ago.

Two more program innovations have been approved to take effect in Fall 2020. We are currently operationalizing the changes and updating our marketing and communications material for the next application cycle. We believe these innovations will help grow and diversify our international student population. These new programs include:

- International Direct/International Year One: All international undergraduate students will come in through INTO OSU, thereby receiving the "wrap-around" support services of pre-arrival advice, acclimation orientations, systematic first-year

¹⁴ https://policy.oregonstate.edu/UPSM/01-020_international_travel_policy

placement in classes, and registration and advising support. This change helps to provide more consistent support to incoming international students that we believe will enhance student success.

- Master's Direct: We will be running a small pilot program in Fall 2020 to admit non-thesis Master's students directly to a Masters of Engineering Program (not through a "pathway" program). This pilot program is a collaboration between the School of Electrical Engineering and Computer Science, the Graduate School, and INTO OSU.

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

OSU has a tremendous amount of global activity, everything from international student recruitment, study abroad, research, partnerships, to outreach and engagement. We have many faculty who are highly committed to global impact and global learning. While individual efforts are often well-documented in *terra*, our research magazine, or in our College communications, it is difficult to get a clear picture of the scope and depth of such activity without improved tracking across the university. International Affairs is currently working with other units to identify mechanisms for improved tracking and to develop a global activity map that will be publicly accessible. In AY19/20 International Affairs staff are further leading a redesign of our OSU "global" web presence to improve visibility of our global footprint and impact.

4. Attend to growing concerns about national security and undue foreign influence

Over the past year, the U.S. Government has expressed serious growing concerns regarding inappropriate influence by foreign entities over federally funded research and in other aspects of higher education. A number of 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) have been closely tracking the issue and engaging 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 our campuses where we welcome international students, scholars, faculty, and other visitors. These organizations have also been advocating for clear compliance requirements that balance a sensitivity to government concerns and undue compliance burdens on already-stressed university research infrastructure and the researchers themselves.

Provost Feser tasked an administrative working group to review the national security concerns and make recommendations for courses of action, including actions that support compliance with rapidly-evolving federal regulations, increase awareness of reporting and need for transparency amongst our faculty and staff, and clearly communicate of our underlying values of inclusivity and continued global engagement.

OPPORTUNITIES AND THREATS

Four key threats to OSU's IGE activities and an associated opportunity are described below. While a number of strategies are articulated for each listed threat or opportunity, these strategies will be evaluated, modified, and prioritized alongside other ideas that arise during the AY19/20 IGE strategic planning process.

Threat: Softening international student enrollments across the U.S.***Strategies:***

- Recognize that the higher education landscape for international students is constantly evolving; leverage INTO OSU and the INTO Global Network to collect and analyze market research on program offerings for international students;
- Maintain a culture of innovation, be willing to revise current offerings and pilot new offerings or recruitment strategies;
- Prioritize support for offerings that are likely to diversify our international student population;
- Continuously monitor and evaluate support services and approaches for international student population to enhance student success. Ensure that OIS, INTO OSU, OIA and academic units are collaborating 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.

Threat: Risk of plateauing in education abroad enrollments, limited access to international experiences for OSU students***Strategies:***

- 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 opportunities to current and prospective students, ensure marketing/communications is inclusive of non-traditional and underrepresented students;
- Regularly revise OSU GO program portfolio to focus on highest-value opportunities with best academic fit for OSU;
- Seek out opportunities to grow external participation from non-OSU students in established IE3 Global programs;
- Recognize that global leaning can take multiple forms, including domestic opportunities integrating intercultural elements;
- Use IGE strategic planning process to benchmark targets and establish a framework that can aid prioritization of strategies to increase access and enrollments in outbound study abroad or other international experience.

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 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 (e.g. AACU, APLU, ACE) to identify, share, and implement best practices;
- 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:

- Evaluate barriers, incentives and support for international research, outreach and engagement activity during AY19/20 strategic planning process;
- 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;
- Improve tracking and internal/external communication of OSU's international research successes to improve visibility, reputation, and sense of community;
- Utilize strategic planning process to develop framework for prioritizing future allocation of resources and investments for growing international 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 develop a global activity map to graphically represent data on multiple aspects of IGE activities and enable data-driven decision-making;

- ;Improve visibility of “OSU Global” from OSU top-level web pages, redesign webpage architecture for improved navigation and content delivery for dedicated IGE support units;
- 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 international researcher expertise (e.g. contributions to policy debates in international fora, science diplomacy, formal or informal collaborations with international universities or collaborations, etc.);
- Build 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.).