

# INDIANA UNIVERSITY INTERNATIONAL STRATEGIC PLAN

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# Executive Summary

## Old and New Goals

The 2015 Indiana University International Strategic Plan (*ISP*) builds on the 2008 *ISP*—the first such plan for IU. Since 2008, IU has succeeded in implementing key goals and continuing priorities set forth in the *Plan* and thus has expanded and enhanced its international engagements. These include:

- Higher enrollments in study abroad, internship and service-learning programs
- Diversified study-abroad destinations, for example, more participation in Asian programs
- More international students enrolled
- Expanded and improved instruction in foreign languages
- Strategic approach to international affiliations and partnerships
- Increased international grants and contracts
- More attention to international fundraising, with a special focus on assisting students studying abroad

Many of these initiatives remain priorities in this new *ISP*. In a few instances, goals in the previous plan that were not implemented are reformulated or dropped from the 2015 *ISP*. On the other hand, many specific goals in the previous plan have been fully implemented and do not reappear in the new *ISP*, including:

- Reduction in structural disincentives to study-abroad participation
- Establishment of criteria for selecting international partners
- Strengthened procedure for evaluation of ongoing affiliations
- Implementation of review and approval process for offshore academic programs

There are new goals as well in the 2015 plan. These include:

- Establishment of an international network of six or more IU gateway offices for key countries and regions.
- Invigoration of programs that reconnect international alumni to the institution.
- Development of a partnership between the IU Foundation, IU Alumni Association, the Office of the Vice President for International Affairs, and unit-based development offices that promote international fundraising in support of academic operations.

## Goals, Principles, Mission, Environment

In both the old and new *ISPs*, there are explicit connections between (1) individual goals, such as those just mentioned, (2) more general principles and the institutional mission, and (3) the external environment that structures the international opportunities and challenges faced by Indiana University. With regard to overall continuity and change for the two *ISPs*, the most change occurs in the individual goals. There is relatively little change in the relevant general principles.

At the most general level, there is the institutional commitment to “The International Dimension of Excellence,” as delineated in the University’s “The Principles of Excellence.”<sup>1</sup> More specific but nonetheless enduring principles that have and continue to guide IU’s international affairs include the following:

- International activities should align with baseline missions of the institution, especially education and research, on which service depends.
- The goal of international activities is to enhance the range and quality of education, research and service, thereby also enhancing the reputation of the institution.

And with regard to the relevant international and domestic trends that broadly determine IU’s international opportunities and challenges, there has been relatively little change. Thus, the 2015 *ISP* does not attempt to recast the previous plan’s account of relevant global developments since World War II, although some recent developments are noted.

## Trends in IU International Activities

The overall direction of change in a diverse range of IU international activities is positive. This holds for those activities set forth as priorities in the 2008 *ISP*.

- International grants and contracts amounted to \$250M from FY96 to FY06. For the FY04 to FY14 period, they amount to \$436M.<sup>2</sup>
- IU had 9 Title VI Centers and “the capacity to offer up to 70 languages.” In 2015, the number of foreign languages taught in the College of Arts & Sciences is heading toward 80. However, the number of Title VI Centers, which had increased to 12, is now 8 after new funding awards were announced in 2014.
- IUB ranked eighteenth in the United States with 1,612 students studying abroad. IUB now ranks fifth out of more than 1,000 institutions, with 2,300 students studying abroad. Across IU, participation is up 45% (from 2,037 to 2,954) including significant increases for IUPUI and the regional campuses. Each regional IU campus now has for-credit study abroad activities.
- IUB experienced a 34% increase in the number of international students between 2000 and 2007 (3,011 to 4,027 students). Robust growth continued. There are now 6,147 international students at IUB, an increase of 53% since 2007. Even more rapid growth has occurred on the IUPUI campus. Enrollments increased 80% between 2000 and 2007; the years since then have seen growth of 59%. There are now 1,828 international students at IUPUI. In recent years, there is moderate growth across all regional campuses, from 292 to

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<sup>1</sup> [http://president.iu.edu/img/containers/publications/Principles-of-Excellence\\_print-on-demand.pdf](http://president.iu.edu/img/containers/publications/Principles-of-Excellence_print-on-demand.pdf)

<sup>2</sup> 2008 *IU International Strategic Plan*, p. 31; Victor M.H. Borden, *IU Indicators of International Activity: Trend Supplement—Spring 2014*, p. 4.

335 international students. Over this period, the most rapid growth is at the Kokomo campus (from 6 to 54 students). The largest number of international students continues to be at the South Bend campus, currently 225.

### **The 2015 *International Strategic Plan***

The new *Plan* sets forth a smaller number of university-wide goals than the previous *Plan*, eight as opposed to twenty. This represents both consolidation and partial completion of the twenty goals. For example, Goals 1-5 in the previous *Plan* dealt with study abroad, internships and service learning. Some have been fully attained; others are contained in Goal 1 in the new *Plan*. (See *Appendix* for a summary comparison of old and new goals.)

The overarching design is a tightly focused set of important goals to be achieved by 2020. Their implementation will maintain positive current trends and open up new opportunities for students and faculty. Implementation will and should vary across different campuses and academic units consistent with their missions. For each goal, the *Plan* describes relevant developments since 2008, identifies implications for IU educational and research activities, and lays out action items specifically for OVPIA and for other IU units

Paradoxically, the eighth and last goal (“International Education and Research”) is the foundation for all meaningful international engagements at any research university. Nearly all educational and research activities originate at local levels, and follow principles of academic freedom, peer review and faculty control of the curriculum. The preceding seven goals support and enhance education and research by mobilizing central administrative resources for special activities that create more mobility (for example, study abroad, exchanges, international student recruitment), partnerships and affiliations, and gateway facilities. Goal eight sets out additional action items for central administrative units that will further leverage IU international activities in education and research.

# Introduction

## Background for IU International Engagements

Indiana University's involvement in international education has been as dynamic as it has been persistent over the past 70 years. From its inception, this activity has many connections to strategic national interests. Under the leadership of President Herman Wells, Indiana University met national needs during World War II with new programs that provided instruction in languages rarely taught in the United States. In partnership with the U.S. military, the American Council of Learned Societies, and other organizations, Indiana University became a national center for instruction in Central Asian, Slavic and Turkish languages. This activity attracted international students and faculty to the university, which responded by opening an Office of International Services at the end of World War II. For IU, Wells thought the principal benefit of both initiatives—more international students and scholars, a wider range of teaching in foreign languages—was to bring the world to Indiana students.

Wells' international vision also brought Indiana University to the world and thereby advanced strategic interests of the nation. He promoted the university's first international development projects through its assistance in developing new institutions, initially in Berlin immediately after World War II. In the 1950s and 1960s, Indiana University had technical assistance projects in over a dozen countries,<sup>3</sup> assisting their universities with the development of new programs in business, education, nursing, public administration and other fields.

In the 1950s and early 1960s IU faculty built the modern academic structures for education, research and service that now cover many key areas of the world. In 1961, IU established the African Studies Program, which since 1965 has been a federal National Resource Center funded as a Title VI program by the U.S. Department of Education. In 1962, IU created the Department of East Asian Languages and Cultures, whose predecessor was an Asian Studies Department that began in 1958. The Department of Near Eastern Languages and Cultures was founded in 1960 and became associated with a Title VI Center. The origin of the Department of Central Eurasian Studies, linked to two Title VI Centers, was an Army Specialized Training Program for Central Eurasian languages in 1943, succeeded by a formal Program (from 1956 to 1965) that achieved departmental status in 1965. The Department of Slavic Languages and Literatures began as a program in 1947. Its affiliated intensive summer program in Russian, East European and Central Asian languages (the nation's largest) began in 1950. Title VI support for the related Russian and East European Institute started in 1958 and has continuously garnered federal funding. These departments, institutes, programs and centers have been relocated in IU's new School of Global and International Studies.

To serve these burgeoning units, IU has extensive experience with administrative structures that promote and coordinate international activity. An International Affairs Center established in 1965

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<sup>3</sup> These included Brazil, Cyprus, Indonesia, Korea, Nigeria, Pakistan, Peru, Philippines, Saudi Arabia, Thailand, Tunisia, Uruguay, Venezuela, and Yugoslavia. Herman Wells, *Being Lucky* (1980), appendix i. The projects in these countries were funded mostly by the Ford Foundation, and some by USAID.

was succeeded by several arrangements that, in 1975, culminated in a university-wide Office of International Programs. The service office for international students and scholars, which began with the appointment of the first international student advisor in 1943, was shifted from the Dean of Students to the new international office. And the Office of Overseas Study, established in 1972, also became part of the new unit, which also had responsibilities for international development projects and area studies. A similar consolidation occurred at IUPUI, where substantial international activity in the School of Medicine preceded the 1967 merger that created IUPUI. An Office of International Services, established in 1978, was merged in 1987 with an international programs office, creating IUPUI's Office of International Affairs.

Developing opportunities for IU students to participate in study abroad figured prominently in these administrative arrangements. IU is widely recognized for its national leadership in the administration of high-quality study abroad programs, supported by best practices with regard to academic integrity and health and safety issues. The university's first *International Strategic Plan* (2008) reported that IUB ranked eighteenth in the nation with 1,612 students studying abroad. IU now ranks fifth, out of more than 1,000 institutions, with 2,300 students studying abroad. Study abroad is another example of IU international activity that has been dynamic and persistent over many decades. Its remote origins can be traced to the 1880s, when IU President David Starr Jordan led groups of students for summer trips to Europe. More direct antecedents to current activity began in the early 1950s, in initiatives for IUB students to study in Mexico. At IUPUI, the liberal arts faculty initiated a study abroad program in Dijon in 1970.

The decades of the 1980s and 1990s saw expanded attention to international development projects. Many were funded by USAID, the U.S. Agency for International Development, a division of the Department of State or by foreign governments. IU assisted Malaysia with building a new campus, and provided two years of undergraduate education to more than 3000 students in a ten-year period. In 1989, IUPUI established the partnership that became a major cooperative effort with Moi University and Moi Teaching and Referral Hospital, initially for a large-scale program of HIV/AIDS treatment and prevention. It now provides comprehensive health services for a catchment population of 3 million Kenyans. IU was also part of major development efforts in South Africa, Kyrgyzstan, Azerbaijan, Kazakhstan, and Indonesia.

The new millennium has witnessed continued efforts in all areas of international activity. The first *International Strategic Plan* reported a 34% increase since 2000 in the number of international students at IUB, 4,027 in 2007. Robust growth has continued; there are now 6,147 international students at IUB. Even more rapid growth has occurred on the IUPUI campus, 80% between 2000 and 2007, and subsequently rapid growth, generating 1,828 international students currently at IUPUI. For over a decade, the pace of IU international student population growth has exceeded the national average. Similar to its national recognition for excellence in study abroad, IU is likewise recognized for the quality of service and support provided to international students and scholars, and for its development of the nation's state-of-the-art case management software (SUNAPSIS) for this activity.

The scope of international and global education continues to expand, with additional area and global studies centers, more foreign languages and new degrees in international studies on the Bloomington campus. At IUPUI, strategic planning for greater global engagement advanced as the

campus participated in the 2004-05 and 2012-14 Internationalization Laboratory sponsored by the American Council on Education. In the area of institutional development, IU was a key partner in the founding of South East European University in Macedonia, which provided the first multi-lingual, multi-ethnic tertiary institution in that country.<sup>4</sup> In another notable project, IU led a USAID project to rebuild the capacity of the University of Liberia to train health professionals.<sup>5</sup>

A new development in recent years is a more strategic approach to international partnerships. These are more important than ever for promoting international research and education. Productive affiliations with top-quality universities in other countries extend our ability to recruit students and faculty, and enhance IU's international prestige. To ensure that IU derives the benefits from international partnerships, criteria have been developed for a university-wide review and approval process, which is also designed to assist faculty and administrators in developing collaborative activities that are productive and sustainable.

Over the past 70 years, Indiana University's international engagements have evolved to meet changing world needs—from World War II to the Cold War to the globalization of commerce, culture and technology. But throughout this development several core values have guided these engagements. Bringing the world to Indiana, and Indiana University to the world, affords a global education to our students, supports faculty participation in international research communities, and promotes national security. A diverse range of activities comprise Indiana University's international engagements. But all these many activities have overarching goals that reflect the university's baseline missions in teaching, research and service.

Today, most leading colleges and universities in the nation have come to recognize the vital importance of globalization—for their students, faculty and alumni, for an institution's ability to compete in a 21st century marketplace, and for America's strategic interests. An internationally-literate education equips students with tools for understanding their counterparts in other countries, be it for collaboration or competition. Participation in international networks of researchers positions faculty to tackle the fundamental questions in their disciplines. The humanitarian impulse in global outreach initiatives promotes soft diplomacy, which cultivates international goodwill toward the nation. IU is certainly not alone in pursuing these objectives. What distinguishes Indiana University is its persistent and dynamic involvement in global and international education for the past 70 years.

Recognition of the escalating importance of global developments and engagements for research universities is indeed widespread. Remarks about the value of global universities and the imperative to internationalize higher education are now commonplace, at home and abroad, within and outside the academy. More difficult are questions about institutional strategy, priorities and direction. For any individual institution, what is the optimal path for aligning international activities with its teaching, research and service missions? At a more granular level, optimality requires alignment with faculty expertise and priorities at the level of campus, school and department.

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<sup>4</sup> A principal, achieved goal for SEEU's integration of diverse student populations was to quell acute ethnic conflict following the disintegration of Yugoslavia.

<sup>5</sup> The university was destroyed by twenty years of exceedingly violent civil wars.

What is needed, then, is an institutional strategy for Indiana University with priorities that clearly connect different components of international activity to overarching goals and missions. At the same time, a viable plan should reflect IU expertise and priorities and acknowledge local levels of control and responsibility where this is appropriate and optimal. An international strategic plan for Indiana University must set out broad principles, which campus and unit administrators should follow, as well as specific action items to be implemented, if Indiana University is to leverage its great strengths in international education, research and engagement.

## Continuity and Change since 2008

The 2008 *International Strategic Plan* provides a lucid summary of international developments in the post-WWII period and sets forth twenty specific goals for Indiana University. These goals were intended to extend and enhance international activities in four principal areas: (1) education abroad;<sup>6</sup> (2) exchanges, affiliations and strategic partnerships; (3) international faculty research; and (4) serving international needs of the State of Indiana. An overarching theme in the *Plan* is the necessity to align international activities with IU's baseline missions, especially for education and research, on which its service mission depends.

What has changed since 2008? Predictably, the magnitude of change inversely correlates with scale. Many specific action items set forth by the Plan's twenty goals have been implemented or are well underway. A few require rethinking. These issues are reviewed in detail below.

IU's baseline missions and the global developments that determine the international challenges and opportunities facing Indiana University remain as they were in 2008. Since the period when the previous *ISP* was drawn up, some new international developments have affected IU's current international environment:

- Economic prospects for the BRIC nations are less robust.
- U.S.-Russian relations are reverting to the antagonism of the Cold War.
- The "increase in ethnic nationalism" is even more alarming.
- U.S. energy supplies are more secure though they are still tied to global energy markets.<sup>7</sup>

The most notable internal changes with implications for IU international activity arises from complexities imposed by compliance, financial and liability issues. This is especially evident in international research and international travel by students. It is becoming more difficult for the individual faculty member to negotiate financial, legal and logistical components of research projects in other countries. And IU is devoting ever more time and attention to health and safety in activities with students travelling abroad on programs sponsored by the institution.

That said, these are incremental shifts and not fundamental changes in the relevant external environments. Underlying long-term trends—technological, economic, demographic—that structure the international context for U.S. research universities are little different from those

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<sup>6</sup> This includes traditional study abroad programs and international internships and service learning programs.

<sup>7</sup> 2008 *IU International Strategic Plan*, see pp. 8-9.

enumerated in the 2008 *Plan*. Within the institution, the components of international activity reflect the baseline mission of the institution and Indiana University's ten *Principles of Excellence*.<sup>8</sup>

## Teaching

- A broad and deep range of opportunities for undergraduate, graduate and professional students to explore international topics and develop deeper competencies
- Study abroad opportunities, international service learning and internships, principally for IU undergraduates
- Participation of international students in IU classrooms and university activities

## Research and Creative Activity

- Exchanges of IU faculty and more advanced (typically graduate) students with institutional partners
- International research by IU faculty and graduate students on contemporary and historical issues
- Collaborative research and creative performances with colleagues at international institutions, including leading universities, institutes, and foundations

## Service

- Participation in federal projects in support of national foreign policy goals
- Coordination with the Indiana Economic Development Corporation, the International Center at Indianapolis, and state entities to promote the economic needs of the state
- Support for K-12 internationalization projects to meet Indiana's educational needs

These international engagements are supported by:

## Expanded Mobility

- Resources to support study abroad, international service learning and internships
- Recruitment of highly qualified international students
- Logistic support for international scholars and researchers

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<sup>8</sup> <http://president.iu.edu/initiatives/principles.shtml>

## International Strategic Partnerships

- Opportunities for faculty and graduate student research
- Opportunities for study abroad and internships.

## International Alumni

- In-country networks to assist IU scholars and IU recruitment of international students
- Fundraising in support of IU

This activity is scattered across centralized and decentralized levels at any American research university. Some activity is organized and mostly or entirely contained within individual academic units. Most notably this holds for research and teaching on international topics, where the principles of academic freedom, peer review at local levels and faculty control of the curriculum hold sway. Many activities take hybrid forms: some study abroad and exchange programs are organized and managed centrally; for others, this occurs in conjunction with an individual school, department, course or faculty member.

Where locally organized activities have strong implications for institutional reputation and liability, there are centrally administered review and approval processes. Prominent examples include international student recruitment, student travel abroad on sponsored programs, and international partnerships and offshore activities usually conducted under a formal agreement with a foreign institution.

The 2015 *ISP* acknowledges the organizational complexities arising from the varying mix of centralized and decentralized control over international activities. For each university-wide goal, the *Plan* sets forth action items for the Office of the Vice President for International Affairs (OVPIA), other centralized administrative units, and objectives and recommendations for academic units. Altogether there are eight primary goals. In the “Appendix” is a summary of the twenty primary goals in the previous *Plan* with reference to their inclusion, omission or revision in the current *Plan*.

# 1. Study Abroad, Internships, Service-Learning

Study abroad and related international educational experiences not only prepare students for living and working in an ever more global environment, but also enable them to understand the historical experiences that divide the world and the universal values that increasingly unite it. These can be transformative experiences, which cultivate cross-cultural sensitivity and insight into the global forces that are reshaping the economic and political landscape.

For over half a century Indiana University has been a pioneer in developing new opportunities for study abroad, internships and international service learning programs. Initially, most opportunities for IU students came from proprietary programs operated by IU or IU in collaboration with other universities. This continues in our program (with Purdue and Wisconsin) at the Universidad Complutense de Madrid, which began in 1966 and the IU-managed program<sup>9</sup> in Bologna now approaching its 50<sup>th</sup> anniversary. Current opportunities for study abroad include these proprietary programs, programs in which we partner with nonprofit third parties such as the Council on International Educational Exchange and IES Abroad, and unit-based programs that are attached to a specific course or discipline.

## Developments since the 2008 International Strategic Plan

IUB's national ranking, as reported in the annual *Open Doors* publication by the Institute of International Education, has advanced to #5 from #18 for students abroad in credit-bearing programs, from 1,612 to 2,328 students. For IUB undergraduates, the participation rate increased from 20% to 25%. The majors of IUB students in study abroad are more diversified. In 2008, 81% of study abroad participants were enrolled in the College of Arts & Sciences and the Kelley School of Business; in 2014, those two units account for 65%. Enrollments in SPEA and Journalism programs are up significantly—250% and 167% respectively.

Across IU, participation is up 45% (from 2,037 to 2,954) including significant increases for IUPUI and the regional campuses. Each regional IU campus now has a program abroad for credit. With this growth there has been some redistribution in the types of programs attractive to students. A larger percentage now takes part in two- to eight- week programs (previously 41%, now 55%).

Study abroad has been promoted by curricular developments that address IU's commitment to build international experiences into its undergraduate degree programs. In 2009, IUPUI introduced the "RISE to the IUPUI Challenge," an initiative that promotes experiential learning. Undergraduate students are asked to participate in two experiential learning courses. Successfully completing a study abroad program fulfills one of these courses. In 2011, IUB implemented new general education requirements, one of which is completion of 6 credits of World Languages and Cultures. That requirement can be met through language study, the completion of world culture

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<sup>9</sup> Other member institutions are the Universities of Chicago, Illinois, Minnesota, North Carolina, Pennsylvania and Wisconsin. Associate members include Barnard College, Bryn Mawr College, Columbia University, Cornell University, Mt. Holyoke College, Northwestern University, University of Notre Dame and the University of Michigan.

courses, or an international experience through study abroad. Study abroad activity has been boosted by the rapid expansion of programs that are attached to a specific course or major designed and led by IU faculty. In 2012-13, the Overseas Study Advisory Council (OSAC) approved new unit-based programs in 37 countries.

Since 2008, more students have studied in non-traditional locations. Enrollments in programs in China are up 125%, now the fourth most popular destination for IU students. Ghana, Costa Rica and Brazil are currently in the top ten study-abroad locations for IU university wide. Enrollments in programs in Europe were 64% of the total reported in the 2008 Strategic Plan, but now are 53%. Programs in Asia increased from 6% to 14%, Latin America from 11% to 17% and Africa from 3% to 8%. At IUB, there were substantial increases in the number of IU students going to East and South Asia, Sub-Saharan Africa, Russia and East Europe and Latin America. At IUPUI, there were substantial increases for East Asia and Sub-Saharan Africa.

Incentives have boosted participation. OVPIA created an annual grant program to support faculty who wish to explore academic and logistical arrangements for study abroad programs. Financial aid from all sources for study abroad has increased dramatically—from \$4.5 million to almost \$8.5 million. New initiatives include \$200 thousand for scholarships in support of study abroad for students in journalism and SPEA, and \$100 thousand for Kelley students. More gift aid is coming from the president's \$20 million campaign for an endowment that provides overseas study scholarships. Toward this goal, the IUB provost recently committed \$300 thousand in gift aid per year.

New procedures at IUB factor study abroad expenses into financial aid packages, raising the threshold for student loans. At IUPUI, the financial aid office has designated a staff liaison with the study abroad office member to better coordinate financial aid for students studying abroad. These measures have facilitated an increase in study abroad by underrepresented students at IUB from 11 percent to over 13 percent. African American student involvement increased from 16% of participating minority students to 27%. Other notable developments since 2008 include better coordination of procedures for departmental preapproval of transfer credit and increases in the number of students engaged in service learning and internships—four times as many students at IUB (97 to 443), and a 39% increase at IUPUI (106 to 147).

The health and safety of IU participants in study abroad and other overseas programs sponsored by IU are a paramount concern to the university. IU continues to refine policies and practices that are designed to maximize student well-being when travelling abroad on sponsored programs. This includes a formal review and approval process for new programs that involve international student travel as well as a reporting and review process for each iteration of an existing program. In support of this, and other, international policies, each school on the Bloomington and Indianapolis campus now has a designated international administrator<sup>10</sup> who has oversight for international activities that are subject to review and approval processes.

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<sup>10</sup> These positions are filled by associate or executive associate deans.

### **Goal 1. Broaden and increase participation in study abroad, internship, and service-learning programs.**

- Continue to expand study abroad in East Asia, South Asia, and other underrepresented regions.
- Continue to support academic units in their efforts to develop innovative projects with study abroad components.
- Continue to closely monitor health and safety issues for IU students who travel abroad on programs sponsored by IU.
- Provide students from underrepresented backgrounds with more opportunities and support for study abroad and related programs.
- Develop new and enhance existing strategic partnerships to create more opportunities for study abroad, internship and service-learning programs.

### **Action Items for OVPIA**

1. Continue work with third-party providers to develop new opportunities for study abroad and related programs, especially in underrepresented regions.
2. Continue to support IU academic units in developing new opportunities for international experiences that are linked to specific courses or degrees.
3. Continue cooperation with DEMA to formulate study abroad opportunities that will meet the needs and interests of students from underrepresented backgrounds.
4. Devote resources to internships and service-learning opportunities abroad, including the appointment of a full-time staff member responsible for oversight of these programs.
5. Support the university in expanding study abroad and internship activities of IU's strategic partnerships.

### **Action Items for Other Units**

1. Academic units should provide new incentives and expanded support for faculty members who wish to integrate appropriate international experiences to their courses and to degree programs.
2. Academic and administrative support units should work to assure that study abroad, service learning, and internship opportunities are available equally to all students.
3. Academic units should make fundraising for study abroad scholars a top priority for their development offices.

## 2. Student and Scholar Exchanges

Arrangements with foreign universities that promote exchange of students and scholars facilitate advanced education and collaborative research. This type of engagement infuses an international perspective into IU's educational and research missions. Exchanges provide opportunities for IU students and faculty to study and pursue research at overseas institutions for periods ranging from a month to an entire year. Scholarly exchange is a specialized activity most appropriate for advanced undergraduates, graduate students, and faculty. International visitors on exchange programs advance IU's research mission. It is tempting to think that research and education in foreign languages and cultures are the most prominent academic areas in exchange activities. In fact, the most prominent at IUB and IUPUI, as elsewhere in the nation, are the physical and life sciences and health professions.

Faculty members have traveled abroad informally to conduct research since the nineteenth century. World War II drove home the importance of developing more scholarly expertise on global and international issues. The flagship of this new orientation was the academic exchange program, proposed in September 1945 by freshman senator from Arkansas, J. William Fulbright. This and other exchange programs provided opportunities for U.S. faculty members to undertake teaching and research overseas and for their international colleagues to do the same in the United States. They also supported opportunities for exchanges of graduate and advanced undergraduate students.

The first formal international student exchange funded in part by IU occurred in the early 1950s when Herman Wells cobbled together support from a variety of offices to allow an IU student to study in Kiel and a student at the university there to spend a year in Bloomington. Other long-standing exchange programs with German institutions include the Free University in Berlin and the University of Mannheim. Subsequently, arrangements for exchanging faculty and students became a standard feature of cooperation agreements between IU and institutions abroad. These agreements typically include provisions for funding and other institutional support (such as housing) that are essential for viable, ongoing exchanges of expertise. The careers of IU students and faculty have been enhanced by IU support for their work overseas, and IU faculty and staff have benefited from the expertise of foreign visitors to IU campuses.

### **Developments since the 2008 *International Strategic Plan***

Exchange agreements are one of the most prominent components of partnerships with foreign universities. The previous *Plan* covered exchanges in the context of setting out goals for establishing new and evaluating existing international partnerships. In the new *Plan* exchanges and partnerships are addressed separately. The previous *Plan's* implications for exchanges were that they should be sustainable, that is active, with high quality institutions with whom affiliations enhance IU's reputation. Since 2008, a notable development is OVPIA's promotion of a new procedure for funding exchanges. This eliminates tuition barriers for students at IU's partner institutions, in an arrangement by which exchange students pay tuition to their home institutions. If a balance is maintained between IU students going to the exchange partner, and students

coming from the exchange partner, campus support is given to the IU unit for fee remissions for the incoming students.

Following the national trend, most exchange scholars at IU are associated with biological and health sciences. Nationally, 24 percent are in these fields. At IU, 46 percent of its exchange visitors come in the biological and health sciences, and IUPUI hosts 83 percent of these. Again following national trends, the largest numbers of exchange visitors to IU come from China and India. About 13 percent of the total in 2012-13 came to teach. The rest come to conduct research or to consult.

The number of exchange visitors at IU has been flat over the past five years. In Bloomington, there were 661 visitors in 2009-10 and 629 in 2013-14. At IUPUI, there were 569 in 2009-10 and 582 in 2013-14. For the period 2009-10 to 2012-13, the number of exchange visitors nationally has grown more than 10%.<sup>11</sup> Compared to other institutions, the overall number is relatively low at IUB: the top 10 U.S. institutions attract 3.5 to 7 times as many international scholars. However, IUB does not have any or as many programs in agriculture, STEM and medical/health fields as other institutions—these attract the most visiting scholars.<sup>12</sup> Still, the trends and activity levels at IUB for international scholars in some areas are troubling.

	2009-10	2013-14
Area Studies	23	40
Business	25	26
Computer Science	51	67
Education	76	47
Foreign Language	68	33
History	6	3
Social Sciences	33	38

**Goal 2. Increase participation in exchange programs.**

- Continue to explore promising exchanges as part of new and existing strategic partnerships.
- Expand services and resources for international scholars wishing to conduct research at IU.
- Promote departmental interest in hosting short-term international visitors.

<sup>11</sup> Counts are based on non-immigrant scholars in appropriate visa status. They include faculty and students who visit for two weeks or more; they do not include scholars on tourist or business visas, who typically stay a week or less.

<sup>12</sup> Approximately 70% of international scholars work in these fields. Institute of International Education, *Open Doors: Report on International Educational Exchange* (2012), p. 94.

## **Action Items for OVPIA**

1. Continue to include provisions in new and revised partnerships for viable exchange programs.
2. Identify universities with the largest numbers of exchange visitors with the goal of identifying new and revised procedures for IU to increase numbers of international short-term scholars.
3. Assist development of exchange programs managed by individual academic units.

## **Action Items for Other Units**

1. Residential services should support flexible contract arrangements and improve and expand facilities for international visitors.
2. Schools and IU Libraries should explore the availability of office spaces for exchange scholars.
3. SGIS and other academic units as needed should implement staff support for services needed by visiting scholars on exchange program operated by those units.

### 3. International Students

For 150 years, students have come from abroad to study at Indiana University. They bring global perspectives to IU classrooms and provide the opportunity for all IU students to build international networks. IU students, those from Indiana, those from outside Indiana, and indeed outside the U.S., are better equipped for the global workforce when they make friends and learn with students from other nations. International students come because they understand the value of a global education from a leading U.S. university, because they don't have access to a top university at home, or because the subject they want to study is not available at home.

Herman Wells appointed the first international student advisor, Leo R. Dowling, in 1943. In fact, Dowling was one of the first advisors devoted to international students in U.S. higher education. Dowling developed a national reputation and helped establish the National Association of Foreign Student Advisers in 1948. He also established the Office of International Services, which now incorporates services to international scholars and international student admissions. To this day, International Services staff across the university remain active in NAFSA: Association of International Educators, and many hold key leadership roles in this 10,000-member organization.

Although international student interests range across the curriculum, business and engineering are the most sought-after majors. Business majors comprise 30% of the international students at IU Bloomington. The Institute of International Education ranks the Bloomington campus 13<sup>th</sup> in the country for total international students, despite the fact that it is the only campus of the top 20 ranked institutions that does not have a school of engineering. Bloomington is home for the nation's fifth largest population of undergraduate international students.

The countries that send the most students to IU include China, South Korea, India, and Saudi Arabia. The percentage of IU international graduates from East Asia has steadily increased to 44.8% in 2012-13. South Asia ranks second with 16.2% with Southeast Asia, the Middle East, and Sub-Saharan Africa following, all with between six and seven percent of international graduates. Graduates are evenly divided between undergraduate and graduate/professional students, and have been for two decades. IU students contributed \$775 million to the Indiana economy, and their presence supports 3,709 jobs directly and 7,413 jobs indirectly. International students form 13% of the IU Bloomington student body.

#### Developments since the 2008 International Strategic Plan

Since 2008, the Office of International Services (OIS) in OVPIA has established a centralized administrative structure for the provision of international services, with the following goals:

- More effectively leverage international student recruitment to meet individual campus needs and the broader strategic interests of IU.
- More effectively utilize visa and immigration advising services of IUB and IUPUI staff for the benefit of all campuses.

- Meet advising, reporting, and immigration compliance responsibilities promulgated by the Department of State, Department of Homeland Security, and Department of Labor through the university-wide implementation of OIS's SUNAPSIS© software solution.<sup>13</sup>

On the Bloomington campus, responsibility for the recruitment and admission of international undergraduate students was transferred from the Office of Enrollment Management to OIS in the summer of 2011. University-wide shared services in international admissions and services began shortly thereafter in fall 2012, with the Office of International Services assuming international admissions and services responsibilities for the regional campuses. During this time OIS launched a rolling 3-year strategic international student recruitment plan for the Bloomington campus with cash funding from the Office of the Provost and Executive Vice President.

An international student recruitment coordinating committee began meeting in 2013 to align outreach and recruitment for the core campuses. It is now exploring cooperative arrangements between the core and regional campuses for the recruitment of international undergraduate students. With financial support from OEM, OIS implemented a new scholarship program for high achieving international students on the Bloomington campus beginning with the fall 2014 cohort. Admission and financial aid deadlines and procedures were also revised to reduce barriers and increase services for high achieving international students. The IUPUI campus has significantly increased scholarship support and set flexible deadlines for international applicants. In an effort to attract more highly qualified government and agency sponsored students, IUB engaged a new associate director responsible for specialized services to agency representatives and their students. IUPUI implemented similar support in fall 2014.

In response to emerging trends which were cause for concern, a policy prohibiting the use of agents in international recruitment<sup>14</sup> was established in 2011, and an international student services delivery<sup>15</sup> policy was established in 2014. Collectively these policies help ensure that prospective students and their families receive forthright information from IU staff best suited to help in the college selection process, and that enrolled students receive services and the qualified staff support they need while studying at an IU campus.

Overall in the five-year period ending in spring 2013, the IU international student population increased 45%. At the same time, the increase for the U.S. was 31%. For the last decade, the increase at IU was 82% (3,732 students), from 4,532 students in 2003-04 to 8,264 students in 2013-14. During that period, IU Bloomington has remained among the top 20 U.S. institutions enrolling international students. Currently, nearly 60% of international students at IU Bloomington are undergraduates. IUPUI has a smaller proportion of undergraduates among international students (42%) but a higher proportion who are MA students (42% versus 21% at Bloomington). For these student populations, there is approximately a 50:50 ratio of men to

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<sup>13</sup> SUNAPSIS is now licensed to over 60 clients, who include the University of Pennsylvania, the Atlanta Centers for Disease Control and Prevention, Georgia Institute of Technology, Purdue University, the Pennsylvania State University and the University of Iowa.

<sup>14</sup> INT-05: Use of Agents in International Student Recruitment, Indiana University Policies (2011).

<sup>15</sup> INT-07: International Student Service Delivery, Indiana University Policies (2014).

women at Bloomington and a 60:40 ratio at IUPUI. Neither the level nor gender of IU's international student body has changed appreciably over the last five years.

As noted above, the biggest change in the pattern of international student enrollment in recent years is the prodigious increase in the enrollment of students from China and India, which tracks national trends. In five years, enrollment of Chinese students has increased from 685 to 3,512, or 413%. Enrollment of students from India increased from 760 to 1,068, or 41%. Korean enrollments, currently 914, have begun to decline slightly and further decline is predicted, due to demographic factors, for example, a shrinking tertiary age population, though this could be offset by economic factors, such as robust economic growth.<sup>16</sup>

A continuing concern since 2008 has been the quality of experiences for international students, both inside and outside the classroom. Beginning in 2009 OVPIA has participated in an International Student Barometer survey, under contract with the International Insight Group. The survey instrument measures student satisfaction with a broad range of issues, including the admissions process, arrival and orientation, classroom and learning, living arrangements, opportunities to form host friendships (for example with IU students). Over 200,000 students annually respond to the survey, with nearly a 50% response rate from IU international students. With 90% levels of satisfaction on many issues, including nearly 80% for opportunities to acquire host friends, results for IU exceed those at other participating institutions.

Other relevant indicators for undergraduates are persistence rates<sup>17</sup> and grade point averages. Data from University Institutional Research and Reporting show similar rates and grade point averages for domestic and international undergraduates on the Bloomington campus. At IUPUI, there is a higher persistence rate for international compared to domestic undergraduates. We currently recruit well-prepared students. A less satisfactory situation existed with large increases in recruitment from China on the Bloomington campus from 2007 through 2012, without requirements for TOEFL and SAT scores. Those requirements are now enforced since responsibility for international student recruitment was transferred to OVPIA's Office of International Services. These policy changes, coupled with the new recruitment strategy launched in 2012, have resulted in a number of quality and diversity gains among first year undergraduate international students on the Bloomington campus, including: the average TOEFL score was raised by 7 points which had a positive impact on academic performance as determined by first semester grade point average<sup>18</sup>; the mean SAT of enrolled students increased by 9 points to 1178 fall 2011 to fall 2013; the number of enrolled students with SAT scores above 1300 increased by 35% (16) fall 2011 to fall 2013; and the number of countries represented among first year undergraduate students increased by 105% from 20 in fall 2011 to 41 in fall 2014.<sup>19</sup>

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<sup>16</sup> British Council, *The Future of the World's Mobile Students to 2024* (2013).

<sup>17</sup> The persistence rate is the percentage of freshmen who continue on to their sophomore year.

<sup>18</sup> Bloomington Assessment and Research. *International Students: Assessing the Impact of the TOEFL Requirement on Student Academic Performance* (April 2013).

<sup>19</sup> Office of International Services (August 2014).

### **Goal 3. Recruit and retain top-quality students from diverse countries.**

- Continue to diversify sources of international students.
- Continue to ensure compliance with relevant federal laws and regulations.
- Develop a comprehensive plan for the enrollment management of international students, consistent with university-wide and campus internationalization strategies, including
  - optimal international student enrollment levels for each campus.
  - university-wide marketing campaign for international student recruitment.
- Leverage student programming and academic support services to increase the persistence, retention, and satisfaction of international students.
- Develop opportunities and special recognition for high performing international students.

### **Action Items for OVPIA**

1. Continue delivery of top quality visa and immigration services.
2. Continue development of SUNAPIS software to assure timely, transparent and efficient services for prospective and current students, with a statistical toolset for evaluating progress towards these goals.
3. Work with campus units to construct an enrollment management plan with appropriate and well-defined campus-based goals for recruitment and retention, including earmarked scholarship support from admissions and coordinated efforts to articulate the university brand overseas.
4. Work with admissions and academic units to streamline the awarding and reporting of distributed and undistributed transfer credit for students completing coursework overseas.
5. Work with the alumni office and the gateway offices to involve more international alumni in the recruitment of high performing students and to secure alumni assistance in creating new opportunities for IU to engage business, academic, and governmental institutions abroad.
6. Work with other institutions, national organizations, and government regulators to ensure immigration reform that meets the essential needs of the higher education community.
7. Investigate and implement new ways of recognizing and serving top-performing international students.

## Action Items for Other Units

1. Residential Programs and Services should continue to improve services to meet the special needs for housing and food of international students.
2. The Office of the Vice Provost for Undergraduate Education should leverage academic advising and academic support services to further improve international student persistence, retention and satisfaction.
3. Academic units and enrollment management should ensure that international students have access and opportunities for academic advising and course selection equal to domestic students.
4. Career Services should research the special employment needs of international students and expand services to ensure that employment opportunities and career advising are sensitive to the special regulations and needs of international students.
5. Academic units should consider the implementation of career programs sensitive to visa issues, like the IU Immigration Bridge Program of the Kelley School of Business.

## 4. International Partnerships and Agreements

Indiana University cannot achieve its international goals by working in isolation. New international initiatives that enhance IU education and research require long-term collaboration with institutions around the world. This is facilitated by agreements that establish a partnership between IU and foreign entities, mostly research universities, but also independent institutes, foundations and NGOs. These partnerships open up opportunities for collaborative research on a nearly infinite range of issues, provide exchange arrangements for advanced students and faculty, and support study abroad and internship programs for undergraduates. For example, long-term agreements created study abroad opportunities in such places as Peru, Spain, and Italy

Agreements also underpin institutional development projects abroad. Some of IU's most enduring partnerships developed from institution building that IU undertook decades ago. The Free University of Berlin, the National Institute of Development Administration in Bangkok, and South East European University in Tetovo, all have close and lasting ties with IU, and IU was present at the beginning of each of them.

Agreements ultimately reflect IU faculty expertise and often originate in faculty activity in other countries. There are many agreements tied to activities by IU faculty in area studies programs.

Currently, IU maintains primary partnerships with 62 institutions abroad. There are 77 sub-agreements with these partners to support faculty and student exchange, dual degrees, study abroad and collaborative workshops.

### Developments since the 2008 International Strategic Plan

In response to goals in the 2008 strategic plan, IU developed a strategy for partnerships and agreements, in place of an *ad hoc*, opportunistic approach. The strategy is upheld by a policy that covers all agreements, contracts, MOUs and letters of intent involving any IU unit and an overseas institution. The two principal goals are (1) to make more effective use of IU resources and (2) to minimize problems arising from the special circumstances of overseas activity that can negatively impact institutional reputation, pose health and safety risks, and compromise compliance with foreign laws. In support of this, and other, international strategies, the international administrator for each school on the Bloomington and Indianapolis campuses (see p. 12 above) has oversight for international activities that are subject to review and approval processes.

More effective use of resources comes from targeting 32 countries where activities by IU faculty have been strongest, and where there are good opportunities for agreements with peer institution that have similar missions and complementary strengths.<sup>20</sup> In addition, agreements should be with institutions with which there will be multiple points of contact between their units and units at IU. OVPIA developed the new university policy that advances this strategy for agreements and

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<sup>20</sup> There are provisions for exceptions, for example, for agreements with less than peer institutions where the institution brings an unusually valuable asset or resource to a partnership. It should also be noted that this policy does not limit or prevent individual IU faculty from working or collaborating in any other countries.

partnerships. The new policy streamlines the previous review and approval process with a simplified online application process and monthly reviews by a faculty committee with multi-campus representation. The new policy no longer permits automatic renewals and agreements with indefinite end dates. Units report annually on activities related to their agreements, and OVPIA coordinates an annual review of all agreements. The result has been a nearly 50% reduction in the number of agreements.

A notable development with new agreements are dual degree programs under which students earn two degrees, from IU and a foreign university, after studying for specified periods at both institutions. On the Bloomington and Indianapolis campuses there are now 16 dual degree programs. Looking forward, creation of an international network of IU gateway facilities (see Goal 6) will provide new opportunities for establishing productive and sustainable partnerships with overseas institutions.

#### **Goal 4. Build on existing agreements and create new strategic partnerships.**

- Promote agreements with sustainable, productive activities.
- Continue reductions in inactive agreements.
- Use new gateway facilities to increase opportunity and ease of collaboration with international partners and to expand the variety of collaborative activities.

### **Action Items for OVPIA**

1. Evaluate new and existing affiliations using established criteria and procedures.
2. Identify peer institutions that offer new opportunities for sustainable, productive activities that enhance IU education, research and creative activity and advance IU's strategy for partnerships.
3. Support academic and non-academic units in developing agreements that advance IU's strategy for *strategic* partnerships.
4. Provide incentives for uses of IU gateways that advance the IU strategy for partnerships.

### **Action Items for Other Units**

1. Identify and pursue opportunities for sustainable, productive activities that enhance the unit's education, research and creative activity and advance IU's strategy for partnerships.
2. Avoid pursuit of agreements that are not compatible with IU's strategy for partnerships and discontinue inactive or unproductive partnerships.
3. Pursue new dual-degree programs that will attract IU students as well as students at other universities.

## 5. Institutional Development Projects

Indiana University's efforts to assist in building or expanding institutions abroad build on faculty expertise and commitment. Ideally, this activity should align with IU baseline missions by enhancing IU education and research. In addition, it also advances U.S. foreign policy objectives, as a type of 'soft' diplomacy, often funded by USAID, the U.S. Agency for International Development, a division of the U.S. Department of State.

IU involvement extends back to the beginning of the twentieth century when a 1908 initiative lent technical expertise from IU to assist development of elementary and secondary school curricula in the Philippines. After World War II, milestones include a 1954 project that helped Thailand's College of Education to improve teacher education throughout the country. That initiative was followed by efforts to assist with teacher education in Brazil (1956), public administration in Indonesia (1956), and medical science training in Pakistan (1957). From the mid-1980s to the mid-1990s, IU was the lead institution for a ten-year \$53M project that provided a two-year undergraduate curriculum in Malaysia for more than 5,000 government-sponsored students. Notable projects from the mid-1990s to 2005 include faculty and administrative development and endowment management for the American University of Central Asia in Kyrgyzstan, and activities to assist parliamentary development in the Ukraine.

IU has had enduring relationships grow out of institution-building initiatives, including the founding of the National Institute of Development Administration in Bangkok during the 1960s, technical assistance efforts in medicine and public health at Moi University in Kenya (begun in 1989) and the development of academic programs and administrative systems at the Southeast European University in Tetovo (begun in 2002).

This tradition of international service has broad impact on scholarship by university faculty. Examples of scholarship linked at least partly to prior international development activities include work on international development at the Ostrom Workshop in Political Theory and Policy Analysis and the Department of Economics; on international trade and business systems in the Kelley School of Business; on global health issues in the IU Schools of Medicine and Nursing; on expanding educational opportunities in the School of Education; on human rights and legal education in the McKinney and Maurer Schools of Law; and on governance and civil society in the School of Public and Environmental Affairs.

Some institutional development projects are led by OVPIA's Office of International Development, others by individual schools. The Schools of Medicine, Nursing, Education, Business, and Public and Environmental Affairs all have been active in this area. IU involvement should align with the institutional mission, be supported by faculty expertise, and proceed only after careful assessment of financial, legal and other risks.

### Developments since the 2008 International Strategic Plan

Since 2008, IU has continued its legacy as a national leader in the area of international development projects. The principal IU units in this activity, noted above, have had new and

continuing projects with support from USAID in Afghanistan, Barbados, Egypt, Kenya, Kosovo, Indonesia, Liberia and Myanmar. A large project in South Sudan, designed to promote access to and success in primary and secondary education for Sudanese girls, has been modified to provide teacher training for Sudanese women at IUB due to the outbreak of civil war. Currently, the outbreak of Ebola is holding up completion of the project in Liberia that is assisting the University of Liberia to rebuild its capacity (destroyed in two decades of civil war) to train health care workers.

Adverse developments in South Sudan and Liberia illustrate not only the potential for risk but also its unpredictable nature in institutional development projects. The project in Afghanistan, which involves English language teacher training and is nearing completion, operates under intensive provisions for security. In addition to health and safety, there are financial and legal risks that arise from on-the-ground operations in countries with underdeveloped infrastructure. An additional complication is heightened sensitivity to compliance issues, both within IU and in the relevant funding agencies.

Several recent developments have strengthened IU's ability to manage complex institutional development projects. The Office of the Vice President and General Counsel has enhanced its capacity to provide legal services in support of IU activities in other countries. The Office of the Vice President for International Affairs now monitors all proposals routed through the Office of Research Administration (ORA), as well as awards, for externally funded projects in other countries, to ensure that the relevant financial and legal issues are addressed. OVPIA staff convene meetings that bring together faculty and staff involved or likely to be involved in institutional development projects. In other meetings OVPIA staff work with colleagues from Legal Counsel and units reporting to the Senior Vice President & CFO in a continuing effort to align IU policies with external regulatory issues dictated by grant agencies, state and federal laws, and laws in other countries. Development projects involve inherent risks. The existence of risk alone should not preclude a project's moving forward, but this requires strong oversight and sensitivity to changes, political and otherwise. IU should assure speedy responses when risks become unacceptably high.

**Goal 5. Enhance IU's capacity to obtain and manage institutional development projects that enhance IU education and research.**

- Work with other units to extend IU's capacity to manage complex institutional development projects.
- Promote development of projects that enhance IU education and research.
- Assist other units in developing proposals for appropriate projects
- Acquire new externally-funded projects managed by OID.

**Action Items for OVPIA**

1. Continue to manage OID projects in Liberia, Indonesia, Kosovo, and Myanmar/Burma.

2. Explore new options for supporting unit-based development of institutional development projects that enhance IU education and research.
3. Continue to work with IU Legal Counsel, Financial Management Services, Risk Management, and the Office of Research Administration to develop procedures that facilitate the implementation of activities overseas.

### **Action Items for other Units**

1. The Office of the Vice President for Research should continue to develop its resources for assisting faculty and researchers in developing international projects, with a special emphasis on research in scientific and technical areas.
2. The Office of Research Administration and Office of the Vice President and General Counsel should continue to develop expertise that will assist in the implementation of international activities.

## 6. International Network of IU Gateways

Creating an effective presence abroad has been a continuing challenge for U.S. universities. One approach followed by mostly private universities is to set up branch campuses overseas. Results to date are uneven. Many initiatives encountered severe administrative and financial problems, and hard questions about standards and accreditation. Conceivably, some high profile initiatives may succeed in enhancing an institution's international reputation. An alternative approach, pursued by a few institutions such as the University of Chicago and the Ohio State University, is the establishment of strategically placed gateway offices that serve the institution's academic and non-academic units, but do not attempt to replicate the full infrastructure of a branch campus.

Gateways provide facilities for onsite research, collaboration, and teaching, as well as for video conferencing with remote sites, including campuses in Indiana. They can be used for medium-sized conferences, meetings and receptions, and they assure a local IU presence in a world region. They assist recruitment of top-quality students and host orientations for newly recruited students and their parents, faculty members doing research abroad, students on IU programs abroad, and events that connect alumni to IU. Strategically placed, gateways mean that students, scholars, researchers, educational administrators, and instructors have close access to Indiana University and its resources.

### Developments since the 2008 International Strategic Plan

In 2013 and 2014, IU initiated a major new venture with the opening of gateways in India and China. The India gateway occupies one floor of a building on the Gurgaon campus of the American Institute of Indian Studies, located in an industrial and financial center, Gurgaon, which is adjacent to New Delhi. The China gateway is located in the university district in Beijing, in the research park of Tsinghua University, which is also near to Peking University. Both universities are IU international strategic partners. Both gateways provide offices and conference areas for small and medium-sized meetings and workshops, with arrangements for video conferencing. Gateway facility locations are chosen, in part, for cost savings and other synergies that are gained from existing strategic partners.

Each gateway has one resident staff director, who works with a nonresident academic director selected from the IU faculty. Future gateways will be located in venues for which there is a compelling regional as well as national rationale. An assessment of activity levels and impact on IU education and research should occur in the fifth year of operation for each gateway.

**Goal 6. Establish an international network of gateways to serve the needs of IU academic and non-academic units in various regions around the world.**

- Determine locations and timetable for implementation.
- Continue to implement arrangements for managing financial and logistical issues.
- Develop an internal grant program to support workshops and related activity that builds on IU partnerships and involve collaborative activities likely to be sustained and enhanced in the future.
- Work closely with academic and non-academic units to promote gateway activities that advance the mission of those units and serve the needs of the state of Indiana.
- Maintain records of gateway activities, accomplishments and impact.

**Action Items for OVPIA**

1. Develop detailed region- and country-specific strategies for each gateway. For example, a gateway in Turkey would support education and research focused on that nation, and it would also provide a base of operations for activities in the Middle East, North Africa and Central Asia.
2. Partner with academic units and the Office of the Vice President for Research on seed grants that promote sustainable collaborative activities with foreign faculty at the gateways.
3. Partner with IUAA and IUF in developing programming in the gateways for our international alumni.
4. Continue to work with IU Legal Counsel and Financial Management Services to develop appropriate arrangements for administering IU gateway offices.

**Action Items for Other Units**

1. Academic units across the university should devise appropriate use of gateway offices for new and existing activities overseas.
2. Alumni associated with the countries served by a gateway office should be informed of activities scheduled at the gateway and of the possibility for alumni-initiated use of the facilities for academic and institutional purposes.

## 7. International Alumni

Former international students are a notably enthusiastic and generous constituency among IU's 600,000 living alumni. Active and loyal support for IU by its alumni extends not only across the state and nation but throughout the world. This reflects the outstanding experiences, within and outside the classroom, enjoyed by international students at IU. A third of our international alumni are associated with countries in East Asia. Southeast Asia, with 16%, has the second-highest portion. Currently, 44 chapters of the IU Alumni Association serve alumni in 39 countries. Despite their distance from Indiana, these alumni are eager followers of things IU.

There are many remarkable stories of success for the nearly 40,000 international alumni of IU. They are well represented at the highest levels of achievement in many fields. Among these alumni are heads of state and other top government officials of Thailand, Liberia, and Ireland, major business leaders in China and Indonesia, and professors and top university officials all over the world. As with other types of international activity, this is not a recent development for IU. In his remarks on the "Thailand-Indiana University relationship, begun in 1954 and continued through the early 1970s", Herman Wells observed that of "Thailand's seven provinces, four have been governed at one time or another by an alumnus of Indiana University."<sup>21</sup>

Successful and loyal international alumni are a tremendous asset for IU. Their time and energy assist the recruitment of top-quality students. Their expertise, connections and commitment facilitate complex IU activities abroad, for example, finding places for student internships in emerging markets, organizing foreign tours for the Singing Hoosiers or opening IU international gateway facilities. Our alumni in South Korea recently and rapidly raised funds needed to endow a faculty position in the new School of Global and International Studies.

### Developments since the 2008 International Strategic Plan

Several developments have elevated activity levels that keep international alumni engaged with IU. These reflect growing awareness of the immense potential for assistance to the university from our international alumni. The organization of significant international alumni events has become aligned with the relevant priorities in the previous *ISP*. Alumni chapters have been organized or reenergized in the 32 countries identified as priorities for IU.<sup>22</sup> Programming is led by new positions with international portfolios at the Indiana University Alumni Association and the IU Foundation. Organizing chapters and programming events are coordinated with OVPIA planning for presidential delegations and for travel by its international student recruiters. There also is coordination with travel plans by deans and other school administrators when this offers opportunities to meet with individual donors and attend chapter events.

Specific activities include IU presidential delegations that visited with alumni in East Asia, South Asia, Southeast Asia, Africa, and South America. The president presented new charters to chapters in Argentina, Brazil, Chile, India, Ghana, Kenya and South Africa. The Thomas Hart Benton

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<sup>21</sup> Herman Wells, *Being Lucky* (1980), p. 250.

<sup>22</sup> Alumni and IU donors are one of the metrics used for determining which countries are IU priorities.

Medallion was awarded to Young-Jin Kim (Korea) in 2009, Narendra Jadhav (India) in 2011, Jung-Don Seo (Korea) in 2011, Ian Chubb (Australia) in 2011, H. A. R. Tilaar (Indonesia) in 2012, Tong Kui Ju (China) in 2013, Erdal Yildirim (Turkey) in 2014, and Sami Baroum (Saudi Arabia) in 2014. Oscar C. Ventanilla (Philippines) received the IU Alumni Association President's Award in 2009. The Distinguished Alumni Service Award went to Young-Jin Kim (Korea) in 2010, and the Distinguished International Service Award to Se-Ung Lee (Korea) in 2009, Franciszek Lyra (Poland) in 2011, Marion Knauf (Germany) in 2011, Ali Tuet (Hong Kong) in 2013, Spencer Yang (Taiwan) in 2013, Richard Kiprono Mibey (Kenya) in 2013, and Peter T. Boonjarern (Thailand) in 2013. Honorary degrees were awarded to Princess Maha Chakri Sirindhorn (Thailand) in 2010, Yi Gang (China) in 2012, Sombat Thamrongthanyawong (Thailand) in 2013, and President of Ireland Michael D. Higgins in 2014.

**Goal 7. Work with IUAA on events that keep international alumni engaged with IU; work with IUF on special fund-raising initiatives.**

- Invigorate programming for international alumni.
- Involve alumni in Gateway activities and explore ways to make use of their expertise and experience on behalf of IU recruitment and research.
- Identify and honor distinguished IU alumni around the world.
- Assist IUF with international development initiatives.

### **Action Items for OVPIA**

1. In planning presidential delegations abroad, maximize the engagement of alumni and high-level or potentially high-level donors.
2. Publicize the existence of IU gateways to relevant alumni chapters and promote appropriate alumni activities in the gateways, e.g., opportunities to meet IU faculty, to assist in new student recruitment and welcoming events.
3. Coordinate the collection of information about distinguished alumni with academic units.

### **Action Items for Other Units**

1. Academic units should work with OVPIA to identify individuals abroad whose achievements should be recognized with IU awards.
2. IUAA should establish, where appropriate, new alumni chapters in other countries and explore ways to invigorate activity levels in existing chapters.
3. IUF should continue to work closely with OVPIA on international development initiatives.

## 8. International Education and Research

Although it appears with the last strategic goal, international education and research is the foundation for all meaningful international activity at a research university. However, ongoing education and research, and new initiatives, are largely managed at the local level, in decisions relating to program development and recruitment of new faculty. In support of this activity, OVPIA has an ancillary but nonetheless important role. The capacity to undertake cutting-edge research in international contexts, on international topics, critically depends on local decisions to recruit top quality faculty with the arduous training for this activity. Special support from OVPIA assists with added costs of academic activities in international contexts, which involves overseas travel by IU faculty, bringing international scholars as short-term visitors to IU, developing new study abroad programs, acquisition of competency in additional foreign languages, and more.

Currently, just over a thousand IU faculty members report academic activities overseas each year.<sup>23</sup> They traveled abroad for a variety of activities: attending conferences, receiving honors, performing and exhibiting creative activities, conducting research, collaborating with colleagues, and providing services to communities abroad. At the same time, almost 1,300 scholars from abroad spent time on IU campuses, consulting with IU faculty, using IU library and laboratory resources, and teaching.

These interactions both home and abroad enhance campus international perspectives and contribute to IU's expertise and involvement in the world. OVPIA grants are designed to encourage these and closely related activities. They provide modest financial support for faculty members who wish to explore international opportunities and for departments that wish to host experts from around the world. Because they must be sensitive to the immediate interests and needs of faculty members and academic units, OVPIA grants are reviewed regularly for effectiveness and relevance, and modified or replaced periodically in response.

### Developments since the 2008 International Strategic Plan

Some OVPIA grant programs proposed in the 2008 plan have been discontinued or revised, with released funds added to continuing programs. We discontinued a grant program that provided subventions for IU conferences with international topics and added funding for grants that bring distinguished international scholars to Indiana University. Also discontinued is the grant program for faculty who want to develop an international research agenda. In its place there is enhanced funding for faculty with an established agenda that assists with travel costs incurred in presenting work at prestigious international conferences. A new grant program provides funding for faculty who want to organize a collaborative workshop or mini-conference with foreign colleagues at an IU gateway. Priority is given to proposals that are sustainable, that is, likely to lead to substantial, continuing research collaborations in the future. Other grant programs for faculty provide support for acquiring new language capabilities in support of planned research activity and for developing new study abroad programs. For graduate students, OVPIA programs provide travel grants for summer pre-dissertation activities and for enhancement grants to travel abroad to study foreign

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<sup>23</sup> Data from Faculty Annual Report (FAR) system for Bloomington and Indianapolis campuses.

languages not offered at IU or participate in an internship, workshop or formal training program that supports their degree objective.

Grant application procedures have been streamlined and are now completely online, resulting in quicker collaboration and decision-making. The new grant program for gateways requires matching by the applicant's department, school or campus in order to ensure that proposed collaborative activities are aligned with the mission and priorities of those units. It remains to be determined if it would be beneficial to extend this format to some of the other OVPIA grant programs.

**Goal 8. Ensure that OVPIA grant programs are optimally deployed to assist ancillary activities that support IU international education and research.**

- Monitor existing programs.
- Continue support for successful programs and discontinue or modify less successful programs.
- Experiment with new programs and formats.

### **Action Items for OVPIA**

1. Provide grants that support bringing top scholars from other countries to IU for lectures, collaboration, and classroom participation.
2. Provide grants that support faculty travel to major international conferences at which they present competitively-selected papers, provide keynote addresses, or engage in related activities.
3. Provide grants that support the development of international competencies and experiences that enhance the degree objectives of graduate students.
4. Provide grants that encourage faculty to develop new study abroad programs for IU undergraduates.
5. Provide grants that support faculty acquisition of new language capabilities needs for planned research.
6. Provide grants that promote collaborative research initiatives with foreign scholars at IU gateways.

# INDIANA UNIVERSITY INTERNATIONAL STRATEGIC PLAN

## *Appendix* Disposition of 20 Goals in the 2008 Indiana University International Strategic Plan.

2008 Goal		Disposition
1	Increase participation in study abroad programs on all campuses, where this is consistent with campus missions.	Goal continues as part of Goal 1 in 2015 <i>ISP</i> .
2	Increase participation in study abroad programs in Asia and other underrepresented areas.	Goal continues as part of Goal 1 in 2015 <i>ISP</i> .
3	Provide improved incentives to both faculty and students for participation in study abroad.	Goal continues as part of Goal 1 in 2015 <i>ISP</i> .
4	Eliminate or reduce disincentives associated with structural impediments to expanded study-abroad participation.	Goal achieved.
5	Develop more internships and service learning opportunities abroad.	Goal continues as part of Goal 1 in 2015 <i>ISP</i> .
6	Develop an international student enrollment management plan that targets strategic world areas.	Goal achieved.
7	Develop special incentives to attract top quality international students.	Dual degree component, modified, continues as part of Goal 4 in 2015 <i>ISP</i> . Financial incentives have been increased.
8	Facilitate the recruitment of more sponsored international students.	Goal achieved.
9	Consistent with their missions, campuses and schools should be encouraged to develop priorities that enhance global education opportunities for faculty and students.	This continuing goal is now promoted by strategic planning at the campus and school levels.
10	Expand and improve language instruction.	This continuing goal is promoted by the College of Arts & Sciences and the new School of Global and International Studies.
11	Establish criteria for selecting new international partners.	Goal achieved.
12	Strengthen procedure for ongoing evaluation of the affiliations.	Goal achieved.
13	Provide new resources and approaches for collaborating with USIPs [University International Strategic Partners].	Goal largely achieved; continues as part of Goal 6 in 2015 <i>ISP</i> .

2008 Goal		Disposition
14	Establish criteria and approval process for off shore academic programs.	Goal achieved.
15	Provide new resources to support the development of enhanced global competence among IU faculty.	This continuing goal, with modifications, is promoted as part of Goal 8 in 2015 <i>ISP</i> . Omitted is goal of encouraging faculty "who have not previously engaged in international work" to do so, which is not an optimal use of institutional resources.
16	Enhance the university's capacity to attract and retain a world-class faculty by rewarding international activity.	Goal dropped. World-class faculty engaged in international activity receive ample rewards.
17	Encourage interdisciplinary collaboration through a focus on selected thematic areas of global interest.	Goal dropped. This is promoted by the Office of the Vice President for Research, which works collaboratively, where appropriate, with OVPIA.
18	Increase IU's international involvement with a wider audience of Indiana's citizenry, businesses, and schools.	Many proposed activities are conducted by the Title VI Center for the Study of Global Change, which has moved from OVPIA to the new School for Global and International Studies. Other Title VI centers also engage in these activities. Relevant new initiatives since 2008 include the establishment of a Confucius Institute on the IUPUI campus and, more recently, hosting the Research Center for Chinese Politics and Business at IU's gateway facility in Beijing.
19	Establish a mechanism for evaluating proposed external funding initiatives.	Some issues addressed in Goal 7 of the 2015 <i>ISP</i> . This does not include proposal for a mechanism with the proposed evaluative criteria. Unclear why this should exist for international as opposed to all external funding proposals. Currently, OVPIA works closely with IU Legal Counsel in evaluating legal and financial liability. Reputational liability is now handled via mechanisms established under Goals 13 and 14 of the 2008 <i>ISP</i> .
20	Increase fundraising over the next decade.	Goal continues as part of Goal 7 in the 2015 <i>ISP</i> .