

JANUARY 2020

AUBURN UNIVERSITY



Internationalization Report

PREPARED BY:

Committee for Strategic Internationalization
Office of International Programs

COORDINATED BY:

Dr. Andrew Gillespie
Assistant Provost of International Programs



CHARGE

"I charge the Committee for Strategic Internationalization with the task of analyzing Auburn University's current international efforts, including campus-wide programs and structures. The goal of the committee is to create a five-year strategic plan for campus internationalization that will inform our thinking and guide our direction for the next decade and beyond. The internationalization plan should be comprehensive, integrated and strategic and touch every unit on campus to enhance research, scholarship and the student experience. The plan should foster new collaborations with academic, alumni, industrial and government partners, resulting in a more global Auburn, and articulate strategies for greater advancement, access and efficiency." – Provost Bill Hardgrave

Table of Contents

Provost Charge	1
Executive Summary	3
Introduction	10
Goal 1. An Elevated Auburn Experience	11
Goal 2. Transformative Research	22
Goal 3. Impactful Service	30
Goal 4. Exceptional and Engaged Faculty and Staff	31
Goal 5. Strategic Enrollment	32
Goal 6. Operational Excellence	40
Conclusion.....	51
Strategic Internationalization Plan	52
Sample Dashboard Metrics	56
Citations	57
Acknowledgements	58

Executive Summary

Auburn University committed to a bold vision in our 2019-2024 University Strategic Plan: to lead and shape the future of higher education. As a university simultaneously steeped in rich tradition and dedicated to innovation for our state, nation, and world, we recognize the future we seek to create is global and connected. As Alabama's land-grant university, Auburn's imperative is to support this state's success through forward-thinking education, life-enhancing research and scholarship, and selfless service that directly address the international nature of the most pressing issues and attractive opportunities ahead of us. After careful consideration of Auburn's strengths, opportunities, and needs, the Committee for Strategic Internationalization makes the following recommendations to assist Auburn in achieving the goals of the University Strategic Plan through comprehensive internationalization. Where additional investment is needed to achieve a recommendation, this is indicated below. Where no additional resources are requested, the Committee felt that existing funding and staff resources could accomplish a recommendation with direction given by the Provost. Each set of recommendations is followed by several initiatives for success that coalesce the recommendations into implementable, coordinated, cross-campus programs. It is through these initiatives, implemented according to the schedule denoted in the following timeline that Auburn University will measure and accomplish the international goals and objectives of the University Strategic Plan.

Goal 1. An Elevated Auburn Experience:

- 1.1 Integrate international content and applied experiences into the academic curricula using approaches that are pedagogically appropriate and relevant to the disciplines. (New investment suggested of \$5000 annually for program assessment instruments)
- 1.2 Work with academic units to establish a Global Medallion certificate program.
- 1.3 Strengthen student services and co-curricular experiences for international students across their academic lifecycle.
- 1.4 Expand and integrate study abroad opportunities at the undergraduate and graduate levels. Establish fund-raising goals to assist students with financial need. (New investment suggested of \$100,000 annually for a Development Officer for the Provost)
- 1.5 Define international HIPs and implement goals and assessment.
- 1.6 Enhance professional opportunities for students abroad and support student placements with foreign-owned companies in Alabama and their operations overseas.
- 1.7 Develop new opportunities and training for faculty to become involved in international teaching. (New investment suggested of \$25,000 annually for Faculty Development)
- 1.8 Ensure academic advisors can support an internationalized curriculum.

Total suggested new investment: \$130,000 annually

Initiatives for Success:

- **Fundraising:** Raising of funds for scholarships to promote study, work, interning, research, and service abroad; scholarship fund-raising goals consolidated into College-driven capital campaign goals and donor engagement; and a Development Officer for the Office of the Provost should be hired to meet the multiple objectives of the Provost.
- **Internationalized Curricula:** Internationalization of content and assessing international efficacy of core courses; implementing Global Medallion certificate programs in all Colleges; internationalizing the high-impact practices with coordination by offices including the University Career Center and Undergraduate Research; and periodically reporting statistics and dashboard metrics on internationalization progress.

- On-Boarding: Coordination and implementation of specific co-curricular activities that tie to an internationalized curriculum as well as a campus-wide, articulated orientation process at key times of the year that can capture and better integrate applicable student populations.
- Auburn Experiences Abroad: Supporting the study/intern/cooperative education/undergraduate research abroad efforts of the Colleges to meet the established international high-impact practice metrics, with a particular focus on Colleges falling behind in dashboard targets. Support would include development of courses needed for establishing the Global Medallion certificate programs and enhancing faculty and staff capacity to internationalize core and disciplinary courses and support structures.

Goal 2. Transformative Research:

- 2.1 Designate South Korea and Germany as Auburn's initial University-level strategic regions of focus for international activities, specifically for research but also including student/faculty/staff mobility and outreach. (New investment suggested of \$200,000 annually for strategic partner/country research seed grants)
- 2.2 Develop a mechanism to collect, monitor, and report critical information on international and domestic activities to promote those scholarly initiatives and reporting that help Auburn's profile, marketing, fund-raising, and international rankings.
- 2.3 Develop a Strategic Visiting International Scholars program.
- 2.4 Implement critical response teams to assist faculty in the business, human resource, and accounting functions for international project proposals and administration of awarded overseas grants.

Total suggested new investment: \$200,000 annually

Initiatives for Success:

- Research Staffing: Staffing to strengthen the reporting and data-analysis system for ensuring timely data collection and reporting of important Strategic Plan dashboard metrics and rankings data as well as the building of specialty teams across the Business, Human Resources, pre-award, post-award, proposal preparation, and grant functions to increase efficiency and faculty success in conducting off-campus research and outreach.
- Invited Scholars: Developing proactive invited international scholar practices that articulate with College internationalization plans that have identified the countries and institutions, companies, or government agencies that will facilitate success in meeting College and University goals; assisting the Colleges in moving from a passive system to an active system of growing scholarship excellence and impact.

Goal 3. Impactful Service:

Though the Committee for Strategic Internationalization did not specifically address service as a separate University mission, it was recognized that the faculty and staff development efforts proposed in this Internationalization Strategic Plan support our faculty and staff in their service missions just as they do with Auburn's instructional and scholarship missions.

Goal 4. Exceptional and Engaged Faculty and Staff:

As described in other Plan goals, Auburn University supports an environment of exceptional and internationally engaged faculty and staff. On-going faculty and staff development efforts within the Office of International Programs encompass campus and international symposia on international perspectives on university teaching and learning. Part of the Global Teaching Academy, these exchanges of faculty ideas, efforts, and best practices have led to the creation of a website featuring cutting-edge pedagogical and technological teaching techniques that can help to internationalize faculty and staff impact. Additionally, the faculty development, study/work abroad, strategic partnership, and visiting scholar grants described in Plan Goals #1 and #2 serve to support an internationally engaged faculty and staff. The Office of International Programs will continue to support individual faculty and their departments and Colleges as key stakeholders for internationalization goals.

Goal 5. Strategic Enrollment:

- 5.1 Through the Office of Enrollment Services, develop a comprehensive student recruitment and enrollment plan that includes international student needs and dynamics (from building a relationship to intake and on-boarding, through all academic transitions and academic success).

Initiatives for Success:

- **Strategic International Enrollment:** Facilitate a comprehensive enrollment strategy that encompasses all students, including international students, that meets enrollment goals and allied needs such as diversity, financial stability, and an enhanced Auburn experience.

Goal 6. Operational Excellence:

- 6.1 Continue to update the formal agreement policy and signature process to incorporate research security screening on the front end of all international relationship discussions; to review the strategic importance of relationships according to University, College, Sponsor/Contractor, Accreditor, and Allied Auburn office priorities; to incorporate all international agreement and contract types in this screening; to coordinate the flow of agreements and contracts from all offices through one central authority; and to create an open-access CRM repository for all agreements to promote University-wide knowledge and coordination of efforts.
- 6.2 Create a permanent, campus-wide (academic and non-academic) Internationalization (Partnerships) Working Group that serves to research and define strategic countries and partnerships for Auburn University. Serving in the review of proposed international agreements and contracts as described above, this body also serves the Provost by providing guidance, statistical analysis, and dashboard metrics on Auburn's important relationships and progress toward strategic plan goals.
- 6.3 Coordinate, monitor, and leverage faculty/staff travel for strategic considerations and better efficiency.
- 6.4 Grow our connections and engagement with overseas alumni through the Office of Alumni Affairs, the Office of International Programs, the Office of Development, and faculty and staff.

Initiatives for Success:

- **Agreements and Strategy:** The final draft of the agreements policy and process moves to implementation in year one. The Internationalization Working Group facilitates the approval of new agreements and reviews existing agreements with respect to the agreements policy, academic partnerships, and strategies defined by the University and Colleges. The Working Group will also begin planning and evaluating additional locations for strategic partnerships.

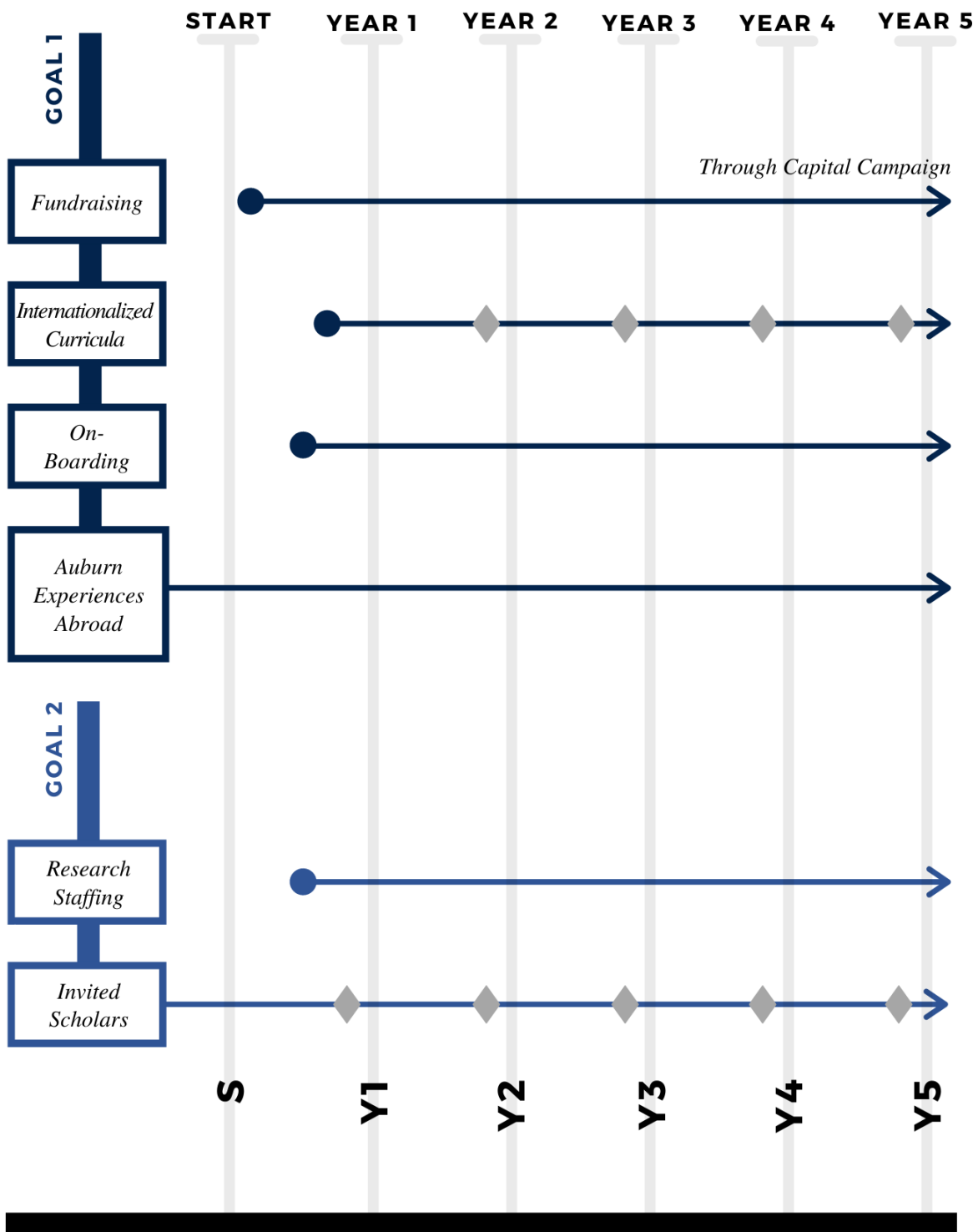
- Alumni and Faculty Data: The Internationalization Working Group will meet with faculty to collect alumni data and news, faculty research linkages, current international collaborations and overseas scholarship, and other data needed to move University and Internationalization Strategic Plan goals forward.

Conclusion

As Auburn now moves to enact its vision of leading and shaping higher education, the Committee for Strategic Internationalization and its constituencies are boldly optimistic about Auburn University and its role and stature in the State of Alabama, the nation, and the world. Never before has Auburn elected to explore its efforts, needs, and successes in an international context. With Provost Hardgrave's vision and charge, the Auburn campus responded and provided the recommendations and initiatives found within this document that come together as Auburn's Internationalization Plan – our roadmap – for the next five years and beyond. This roadmap is international. This roadmap is strategic. And while all possible international opportunities are not addressed within, this roadmap is comprehensive. This plan also speaks to our international future and positions Auburn as a land-grant university for the 21st century for our state and nation. It describes programmatic, organizational, and operational change, but change that mirrors and strengthens our University Strategic Plan and its direction. The Committee and its constituencies understand that as we move to craft an implementation document, not all initiatives may be undertaken and some may come before others as we build a stronger foundation. To this, the Committee has given some prioritization to the importance of issues and needs as they are numbered but has also highlighted those recommendations that can be implemented early in the process for immediate success. It is this momentum that the Committee feels will drive the institution forward in meeting all of its international goals and desired outcomes for its faculty, staff, students and external stakeholders. Auburn University is committed to internationalization, and the Auburn family is poised to enact Dr. Hardgrave's vision and international legacy.

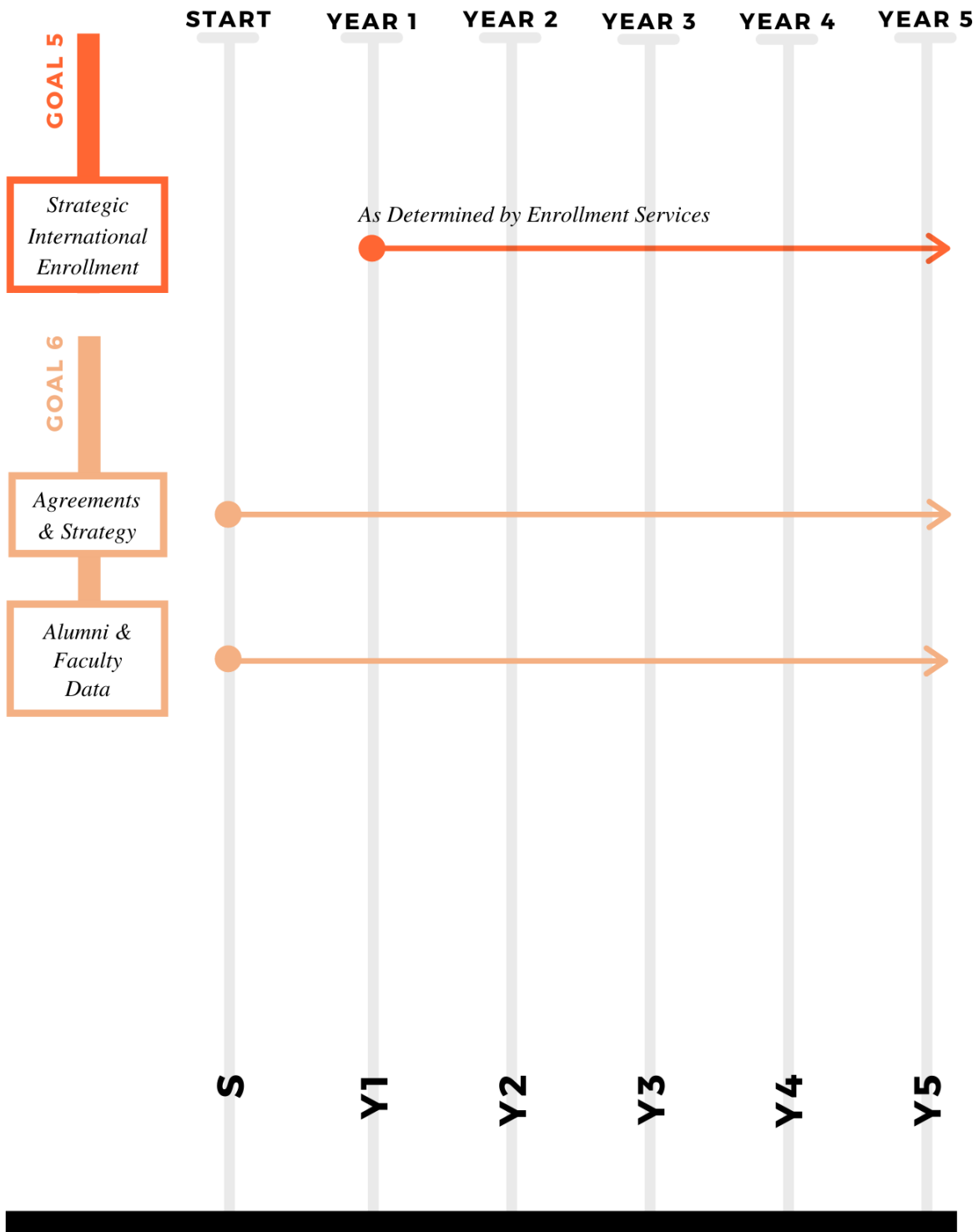
Strategic Internationalization Plan

◆ = Milestones and Grant Cycles ● = Start/End Point



The Now and Next of Our International Success

Strategic Internationalization Plan



The Now and Next of Our International Success

The Comprehensive Internationalization of Auburn University 2020-2025: An Introduction

Auburn University committed to a bold vision in our 2019-2024 University Strategic Plan: to lead and shape the future of higher education. As a university simultaneously steeped in rich tradition and dedicated to innovation for our state, nation, and world, we recognize the future we seek to create is global and connected.

Alabama's present and future are international. Evidenced by the growth of the automotive sector, our thriving port, and the \$4.2 billion in foreign direct investment in the state in 2018 alone, the world recognizes Alabama's capacity for innovation, our intellectual capital, and our resourcefulness. As Alabama's land-grant university, Auburn's imperative is to support this state's success through forward-thinking education, life-enhancing research and scholarship, and selfless service that directly address the international nature of the most pressing issues and tantalizing opportunities ahead of us. We affirm that our mission to create practical solutions to pressing societal problems and to create economic opportunity and development for our state means we must also engage with these issues beyond our own borders, seeking both to share our expertise and to gain insight that strengthens our ability to meet the challenges ahead. We will do so by equipping our students with the theoretical knowledge, practical skills, and global competencies necessary to lead in a world where the local is international and by engaging with the world's leading scholars at home and abroad through research and strategic partnerships.

Recognizing this context Auburn's leadership, through the Office of International Programs, engaged in the American Council on Education's Internationalization Laboratory to undertake an 18-month strategic planning process for internationalization. A committee comprised of representatives of each college as well as administrative and service units, the Committee for Strategic Internationalization, was formed and charged by Provost Bill Hardgrave with creating a five-year plan for internationalization designed to help Auburn achieve our mission in a global and connected context. Provost Hardgrave envisioned a plan that is comprehensive, integrated, and strategic, touching every unit on campus to enhance research, scholarship, and the student experience by fostering new collaborations with academic, alumni, industrial and government partners. The result is to be a more global Auburn, with articulate strategies for greater advancement, access and efficiency.

The Committee for Strategic Internationalization was able to examine the solutions and best practices devised by peer and aspirational peer institutions, and also held conversations with constituents on campus as well as with thought leaders in global higher education to guide the development of this plan, which is in turn guided by the goals and themes of the University Strategic Plan. The plan outlined here seeks to support Auburn's vision to be a world leader in higher education by raising our international profile and best equipping our students, faculty, staff, alumni, and Alabama citizens to shape a local, national, and global future. While the plan has a five year implementation timeline, the committee has also identified a number of "snap successes" that can be implemented immediately. These are highlighted throughout the plan.

GOAL 1. AN ELEVATED AUBURN EXPERIENCE

Perhaps the most challenging but critical task for a university is to inspire and prepare its students to meet life's opportunities and context as students end their time at university. The opportunities and context our students find today are much different than those their professors faced upon their graduation, and a dominant trend that continues with each graduating class is that of increasing globalization. As Auburn University adopts a new University Strategic Plan seeking to elevate the Auburn experience, the Committee for Strategic Internationalization (CSI) wanted to assess how today's curricula and co-curricular programming work to prepare and inspire today's students for a more global world. From this effort, the Committee has devised this five-year plan to advance Auburn in its search for comprehensive internationalization, and the recommendations given below are how committee members, and the constituencies they represent, envision the evolution of Auburn academic and co-curricular programs and processes.

The Auburn Context

The Student Experience subcommittee of the CSI seeks to elevate the Auburn experience for all students by instilling a global mindset among our graduates, and providing all students a sense of belonging and global knowledge that is both discipline-based and intercultural and empathic in context. These traits or conditions are prerequisites for better learning (Sousa, 2016). The Student Experience subcommittee surveyed SEC peers and Big 10 aspirational peers (the University of Illinois-Urbana Champaign, Purdue University, and Ohio State University) and with comparison of learning outcomes of core and disciplinary coursework and co-curricular activities concluded that Auburn can do more to provide a modern, innovative experience that is supportive and inclusive and that engages students in a global classroom whether on campus or off.

Building Knowledge, Skills and Attitudes

An explosion of knowledge gained over the last century coupled with continued concerns about graduation rates create a challenge for internationalization. Curricula with little to no room for additional coursework or overseas study are the norm. But this is the very condition that demands our attention to design the distinctive, innovative curricula outlined within our University Strategic Plan. A census of Auburn courses and curricula shows that most students today need more options to internationalize their disciplinary knowledge beyond study abroad. Yet we know internationalization – particularly study or work abroad and other high-impact practices (HIPs) – enhances a student's academic performance, global knowledge, sense of self and belonging, intercultural competence, and prospects for employer interviews, employment, and starting salaries (Sutton and Rubin, 2010; Trooboff, Vande Berg, and Rayman, 2008; Institute of International Education, 2019).

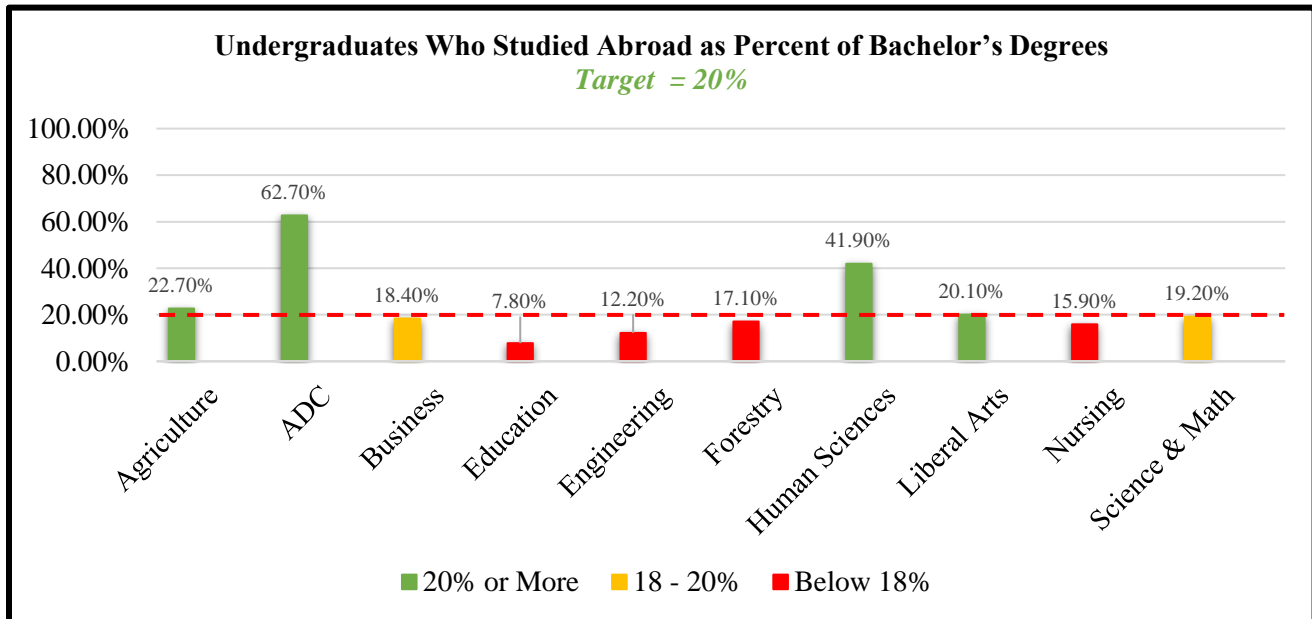
Today, undergraduate students in all Auburn University units have opportunities for faculty-led study abroad programming and exchange programs appropriate for their majors. However, access is variable due to external factors such as cost and financial need of students as well as internal factors such as space within disciplinary curricula and timing barriers for completion of degree requirements. Auburn continues to improve in removing these barriers and most Colleges at Auburn are providing some level of international opportunity for their undergraduate students (Table 1).

Table 1

<i>Auburn College</i>	<i>Faculty-Led Programs</i>	<i>Internship (Faculty-Led) Programs</i>	<i>Attending Other AU College's Programs</i>	<i>Exchange Programs</i>	<i>Other Universities/Affiliate Programs</i>	<i>Total Per College</i>	<i>Undergraduates who Studied Abroad as % of Bachelor's Degrees</i>
Agriculture	36	0	20	1	3	60	22.7%
Architecture, Design & Construction	185	2	24	13	5	229	62.7%
Business	175	85	46	4	46	356	18.4%
Education	9	13	35	0	7	64	7.8%
Engineering	11	40	38	7	10	106	12.2%
Forestry	10	0	7	0	2	19	17.1%
Human Sciences	93	16	17	1	5	132	41.9%
Liberal Arts	94	28	38	4	46	210	20.1%
Nursing	16	0	8	0	6	30	15.9%
Pharmacy	1	8	1	0	0	10	-
Sciences & Mathematics	35	5	32	0	6	78	19.2%
Veterinary Medicine	1	2	0	0	0	3	-
							-
							-

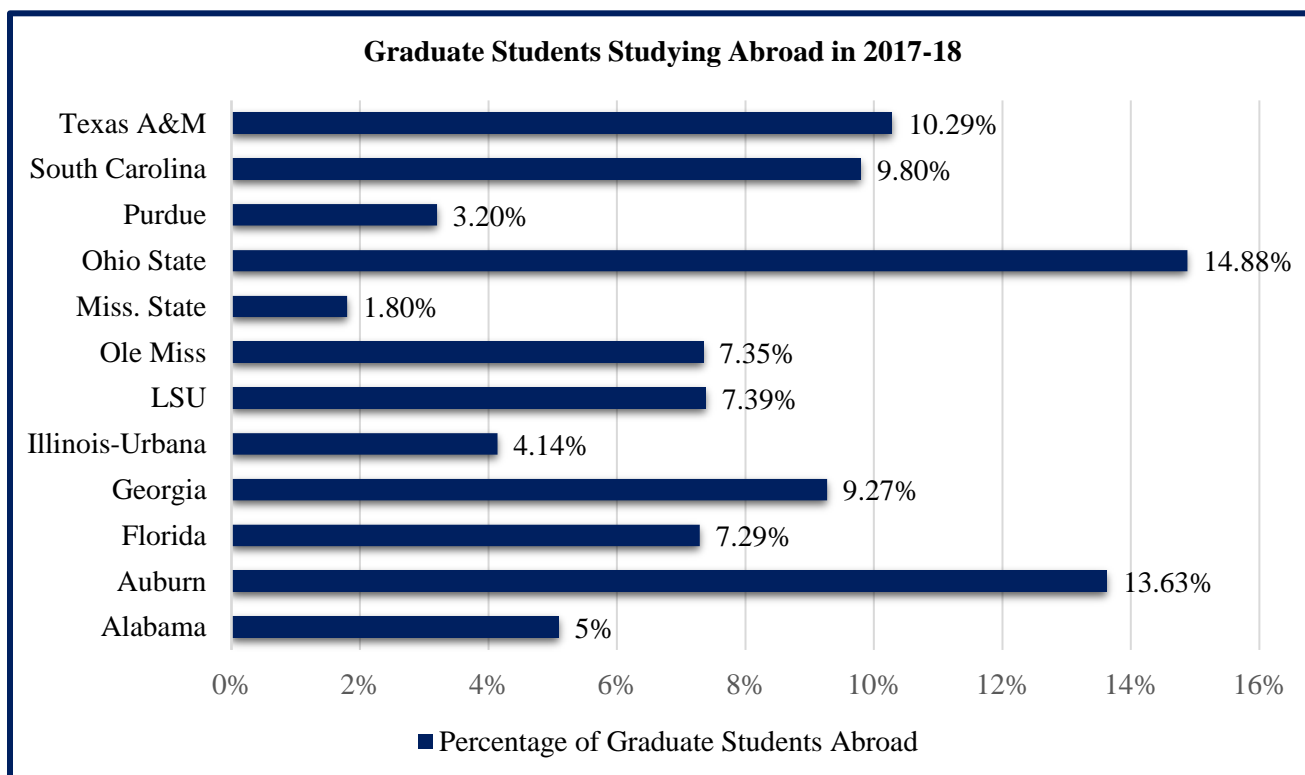
Given the new metric for study abroad within our high-impact practice reporting, we can make diagnostic dashboard metrics reflecting this activity (Chart 1). When compared across the SEC, Auburn falls within the middle tier in the numbers we send abroad annually as part of the student experience (Table 2). Texas A&M University, for example, sends 3700+ students abroad each year, while the Universities of Georgia and Florida both send over 2000. On a percentage basis, the top 40 institutions are sending between 37% and 77% of their students abroad annually (Institute of International Education, 2018). There is room for Auburn to grow, but additional financial resources are needed to assist those students for whom finances are a barrier (Table 2).

A growing national problem recently highlighted in the Chronicle of Higher Education (Fischer, 2019) indicates that our universities are doing poorly in facilitating graduate student study abroad (Chart 2). The result of this national trend is that new faculty have little to no experience overseas and lack the networks needed to establish their research internationally, which reduces the potential for international collaborators and international funding. They also have limited or no ability to elevate the global experience of students with relevant pedagogy in classrooms, by linking classrooms to the world using technology, or in utilizing a global classroom or setting around the world within a study abroad program. Efforts to internationalize and elevate the Auburn Experience must address graduate training, faculty hiring, and faculty development opportunities.

Chart 1**Table 2**

University	Number of Undergraduates Abroad	Percent of Graduating Undergraduates who Studied Abroad	Percent of Graduating Graduate Students who Studied Abroad	\$ University Level Study Abroad Scholarships	\$ College Level Scholarships
Alabama	1,353	20.00%	5.10%	\$100,000	Varies by College
Arkansas	1,031	16.70%	Not Available	\$37,000	Varies by College
Auburn	980	20.41%	13.63%	\$2,000	Varies by College
Florida	2,099	22.33%	7.29%	\$130,000	Varies by College
Georgia	2,772	37.21%	9.27%	\$460,000	Varies by College
Illinois-Urbana	2,017	25.93%	4.14%	\$316,699	Varies by College
Kentucky	1,189	17.70%	Not Available	\$249,500	Varies by College
LSU	454	9.36%	7.39%	\$200,000	Varies by College
Ole Miss	629	16.55%	7.35%	\$0	Varies by College
Miss. State	384	10.90%	1.80%	\$750,000	\$0
Missouri	1,190	18.27%	Not Available	\$500,000	\$40,000
Ohio State	2,509	22.11%	14.88%	\$0	Varies by College
Purdue	2,122	33.20%	3.20%	\$3,000,000	\$1,000,000
South Carolina	1,871	31.94%	9.80%	\$880,511	Varies by College
Tennessee	1,107	Not Available	Not Available	Not Available	Not Available
Texas A&M	3,705	30.16%	10.29%	\$370,000	Varies by College – Reach close to \$1,000,000 annually
Vanderbilt	817	50.70%	Not Available	\$250,000	\$130,000

Chart 2



The high-impact practices that Auburn has chosen to accentuate within the student experience are high-impact for a reason. Implemented well and building upon appropriate pedagogy and student preparation, these practices aid student learning by enhancing memory, use of visualization, creation of compartmentalization and hierarchies of knowledge, reflection for context, practice of skills and linking of learning to physical movement, and other traits common to experiential education (Sousa, 2016; Hesser, 2014). The practices chosen have the added impact that they expose students to future career opportunities and environments while linking companies, agencies, and other student employers and research institutions (and alumni, if leveraged correctly) to Auburn. While the international context of study abroad is the most well-known and understood of these high-impact practices, all of the chosen practices can be international and provide the added transformation and intercultural learning as is found with study abroad.

A key component in the internationalization of the Auburn Experience is Auburn's international student population. These students bring a diversity of ideas and lived experiences to our campus and, if leveraged appropriately, provide valuable insights and learning experiences to our domestic students both inside and outside the classroom. A Committee for Strategic Internationalization survey of all international students followed by focus group interviews showed a clear need with respect to international students to provide a sense of belonging, critical for their learning performance. This is certainly clear for international students relative to domestic students, but it is also true of different populations within this dichotomous classification. And with the expense and intensity that we invest in our Camp War Eagle and SOS orientation programs, only few international first-time or international transfer students can benefit from these state-of-the-art orientation efforts in their journey to Auburn. Additionally, other orientations across campus are stand-alone, uncoordinated, and can often conflict in time. Our peers run comprehensive orientations and most make no distinction between international and

domestic students with integration of their student populations. This difference in the Auburn experience deserves our attention.

Recommendations:

1.1 Integrate international content and applied experiences into the academic curricula using approaches that are pedagogically appropriate and relevant to the disciplines. (New investment suggested of \$5000 annually for program assessment instruments)

Together with adoption of high-impact practices that enhance learning (Kuh, 2008), we are committed to the curricular organization and assessment of these practices using measures and a rubric that encompass the international dimension (see, e.g., the AAC&U Global Learning VALUE Rubric, 2014: aub.ie/aacugloballearningrubric). And while the Student Experience subcommittee recognizes that there is no specific room in many curricula for additional coursework, integration of international knowledge, examples, case studies, and perspectives into existing core or general education courses and upper-division or graduate disciplinary coursework is the solution that most of our peers have adopted. Assessment of intercultural competence and cultural empathy, already a part of course assessment in certain areas of campus, can be adopted broadly within other courses and curricula to ensure the global experience we desire.

- *Timeline:* Initiate with the next academic year's cycle of the University Curriculum Committee and Core Curriculum and General Education Committee activity. This process will be a long-term evolution of select courses and curricula within individual departments.
- *Ownership:* Office of Academic Effectiveness assisted by the Office of International Programs and academic departments.
- *Resources:* Course-modification/development costs within departments and allocation of instructional time/responsibility among interested faculty; Funds for international travel to collect relevant course materials exist within the OIP travel grants programs. Cost of per-student assessment instruments in key courses – currently \$10,000 annually for Core SLO-G assessment. The Committee recommends an additional \$5000 annually to assess pre- and post-graduation impacts of curricular internationalization and student intercultural competence development.
- *Metrics:*
 - The range and availability of courses and curricula having international content derived from course redesign – (Target: In five years, 100 percent of students will have had at least one international course in their discipline by the time they graduate).
 - Student enrollment in courses with international content.
 - Attainment of international learning and discipline-specific outcomes from assessment measures.
 - Number of courses that meet Core outcome SL-F.
 - Number of courses that meet Core outcome SL-G.
 - Percent of freshmen students with intent to study abroad (NSSE).
 - Percent of graduating seniors that studied abroad (NSSE and OIP data) – (Target: Set at 20 percent by College).
- *Desired Outcomes:* A student body with a global mindset, an internationalized Core curriculum, internationalized disciplinary curricula with on-campus international offerings and study abroad options.

1.2 Work with academic units to establish a Global Medallion certificate program.

By offering an official credential to students who choose international academic opportunities beyond those required in their degree programs, Auburn will enhance students' post-graduation opportunities and

success while demonstrating to internal and external constituents Auburn's commitment to producing globally competent graduates and citizens. First, an infrastructure of appropriate international coursework and experiences must be built to service students in every academic program. Utilizing this faculty-designed infrastructure we can recognize student accomplishment through a certificate designation appearing on a student's transcript and confer the designation in important venues like graduation ceremonies. As faculties design the courses (core, disciplinary, new, and existing) and experiences (on- or off-campus, domestic or international) that define the Global Medallion certificate in their disciplines, the program can be designed and awarded at the College level, assisted by OIP and the Office of the Registrar.

- *Timeline:* Initiate year two.
- *Ownership:* Academic Deans, assisted by the Office of International Programs.
- *Resources:* International travel for study abroad and course design allocated from the existing OIP budget.
- *Metrics:*
 - Evidence of impact of internationalized curricula on students through exams, intercultural assessment, foreign language and upper-division course selection, and career selection.
 - Numbers of students attaining credential – (Target: 15 percent of graduating seniors within five years).
 - Number or percent of Colleges with Global Medallion certificate programs implemented – (Target: 100 percent within five years).
- *Desired Outcomes:* Students obtaining an international credential and attaining a global mindset and global disciplinary perspective, enhanced student employment, enhanced student starting salaries.

Snap Success

1.3 Strengthen student services and co-curricular experiences for international students across their academic lifecycle.

Through numerous efforts across campus in recent years, Auburn has worked to become a more welcoming place for international students. Inclusive dining options and campus-wide cultural and global education activities have enhanced the options for these students. We recognize our housing and transportation challenges remain, but other barriers to a seamless Auburn Experience can be addressed through coordination. We must leverage enhanced academic unit programming along with disciplinary professional organization chapters that strive to integrate international student populations with domestic so both populations can benefit from intentional co-curricular interactions. University activities such as intramural sports, College and University international speaker series, Learning Communities, and Greek Life should all be part of the equation for enhancing the Auburn Experience for all of our students. In support of University Strategic Plan goals, the Student Experience subcommittee recommends that those units offering orientations and on-boarding come together to explore and coordinate a better integration of our student populations, their on-boarding and integration into Auburn life, the information we provide to all students, and the websites and other communication channels we use, and the culture we create to support all students as we strive to mimic a global and diverse society.

- *Timeline:* Initiate year one.
- *Ownership:* Office of the Vice President for Student Affairs assisted by the Office of the Vice President for Enrollment Management, the Graduate School, the Office of International

Programs, Auburn Global, and representative academic units, with allied offices and Auburn-Opelika community partners.

- **Resources:** Program development from unit resources already allocated for co-curricular activities. Orientation costs to be assessed to students following existing models.
- **Metrics:**
 - Number or Percent of new international students served by a coordinated orientation.
 - Incidence and quality of integrative living/learning experiences of domestic and international students.
 - International student satisfaction as measured by a periodic international student survey.
 - Number of students, domestic and international, attending co-curricular events.
 - Number of co-curricular events tied to specific curricula and courses.
- **Desired Outcomes:** An enhanced sense of belonging among international students, integrated campus operations for orientation and on-boarding, enhanced international student success and retention.

1.4 Expand and integrate study abroad opportunities at the undergraduate and graduate levels.

Establish fund-raising goals to assist students with financial need. (New investment suggested of \$100,000 annually for a Development Officer for the Provost)

Data are clear that we are making progress in providing opportunities, but student capabilities, both in financial terms and in time available within curricula, are limiting factors. As we build faculty skills and internationalized curricula through faculty development efforts, better integration of study/work/interning/service/research abroad opportunities is needed, and design of internationalized curricula must be intentional. Study abroad programs that take advantage of our partnerships in strategic regions of focus such as Germany and South Korea should be prioritized where possible. Additionally, fund-raising efforts need to be initiated on a campus-wide basis, with College goals as well as University goals. To understand how the study abroad goals of the University Strategic Plan and the Auburn Experience goals of this Internationalization Strategic Plan might be accomplished, the Office of Development was engaged and their guidance on fund-raising, the next capital campaign, and deployment of a development officer was incorporated into the plan described below.

- **Timeline:** Initiate year one. This will be a long-term effort.
- **Ownership:** Office of the Provost, Office of Development, Office of International Programs, and academic deans.
- **Resources:** Existing OIP travel grants for study abroad course development, and College fund-raising staff already exist. Funds for a Provost Office development officer are suggested by the Office of Development. An initial allocation of \$100,000 to fund a development officer's salary and operating costs is recommended.
- **Metrics:**
 - Number and diversity of students in activities abroad for undergraduate, graduate, and professional student populations – (Target: Set at 20 percent for undergraduates by College. 20 percent in each category designation is an appropriate target).
 - Study abroad program diversity in destination, length, discipline, and pedagogy.
 - Number or percent of departments with curricular maps including study abroad – (Target: 100 percent within two years).
 - Funds raised for overseas scholarships by College – (Targets set by the Office of Development).
 - Number or percent of students with financial need assisted with scholarships.
 - Percent of freshmen students with intent to study abroad (NSSE).
 - Percent of graduating seniors that have studied abroad (NSSE and OIP data).

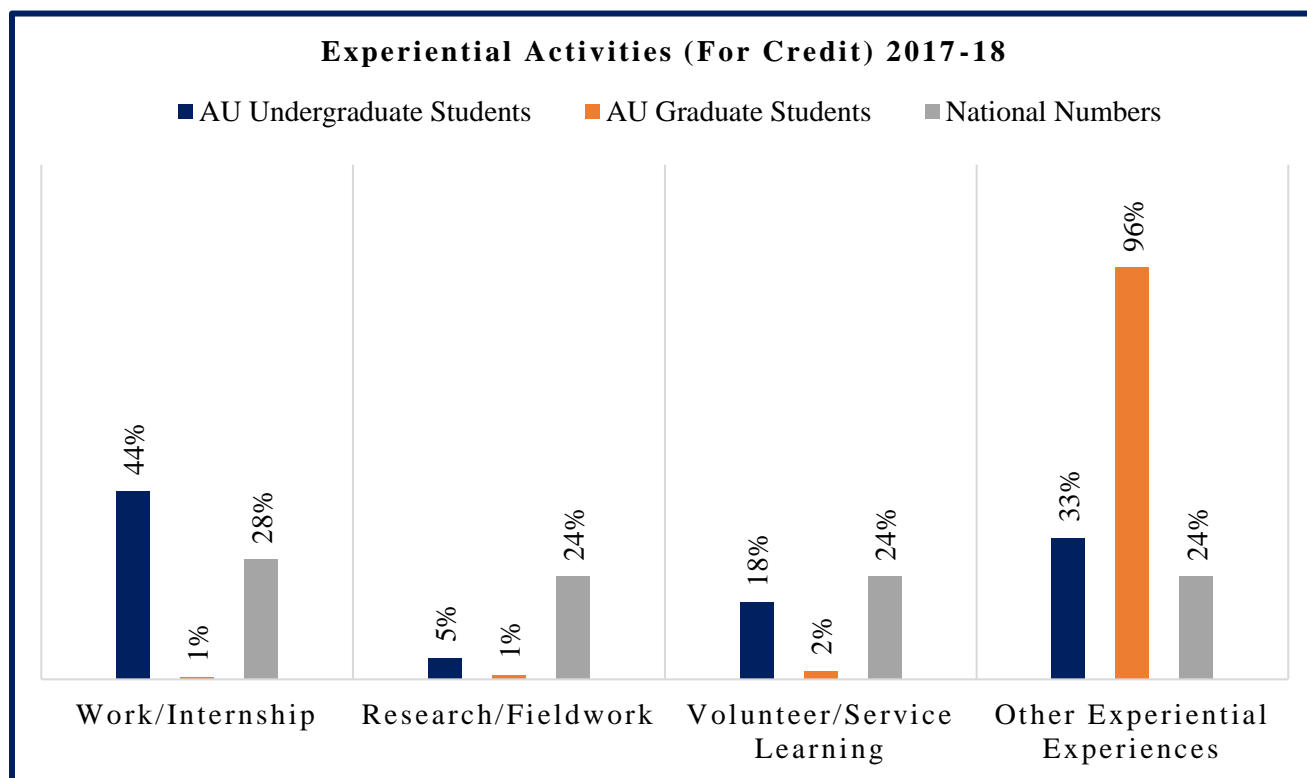
- *Desired Outcomes:* Increasing options abroad for all students, and increased numbers of students taking advantage, no additional time to graduation for students opting to go abroad, students graduating with global experience and a global mindset, and faculty gaining valuable exposure to international contexts, data, and collaborators for their scholarship.

1.5 Define international HIPs and implement goals and assessment.

Currently, a number of Auburn units have individual or group internship programs overseas, and there are a few undergraduate students that undertake a research experience at an international destination. Graduate-level research overseas, often a function of partnerships and joint degrees, are fewer, though of greater potential importance to the Auburn profile, research funding, and related activities and traits. When viewed nationally (Chart 3), these (credit-bearing) experiential high-impact practices are evenly divided among internships/work experiences, research/fieldwork, volunteering/service learning, or other types of experiential learning such as shadowing within clinics or companies. At Auburn, undergraduate and graduate HIP activity focuses on one practice or another, and desired distributions and related metrics should be established by the Office of Academic Effectiveness to promote quality and student opportunity and impact.

- *Timeline:* Initiate year one. This will be a long-term effort.
- *Ownership:* Office of Academic Effectiveness with assistance from the Office of International Programs.
- *Resources:* Travel funds to develop student placements allocated from existing OIP travel grants budget.
- *Metrics:*
 - Number and diversity of students in HIP activities abroad for undergraduate students – (Target: 20 percent of students participating in cooperative education, undergraduate research, or internships are participating at an overseas location).
 - International HIP program diversity in destination, length, and discipline.
 - Numbers of companies, agencies, or institutions where students have been placed.
 - Numbers of alumni engaged for overseas placement.
 - Number of student-designated First Destinations that are HIP placement locations.
- *Desired Outcomes:* Additional opportunities for international internships and cooperative education as well as placement overseas for undergraduate research created, enhanced disciplinary and intercultural learning from the overseas high-impact practices, and overseas student opportunities lead to broader career choices both domestically and overseas.

Chart 3



Snap Success

1.6 Enhance professional opportunities for students abroad and support student placements with foreign-owned companies in Alabama and their operations overseas.

Connection of our University Career Center to Alabama's foreign-owned businesses facilitates placement of Auburn students into HIP positions around the State. Some of these same companies have already committed to opening internships for Auburn students in their international operations, many of which must be facilitated through university strategic partners in the target countries due to visa restrictions. Similarly, OIP now has in place internship courses and visa processes that can attract international students to Auburn and to pre- and post-graduation work opportunities with these companies to assist in international recruitment and diversity goals. Strategic partners can be leveraged to facilitate these international student goals. And OIP's Office of International Student and Scholar Services as well as Auburn's Immigration Attorney can (and have been) assist the Colleges and the University Career Center in working with these companies to supply training in and understanding of immigration alternatives and work force opportunities.

- *Timeline:* Initiate year two.
- *Ownership:* Office of International Programs in coordination with the Associate Provost for Academic Effectiveness and the University Career Center.
- *Resources:* Connections to Companies are through the AL and US Departments of Commerce as well as professional organizations. OIP can utilize existing expertise in ISSS and Auburn's Immigration Counsel.
- *Metrics:*

- Number of internships and undergraduate research placements with foreign-owned companies in Alabama.
- Number of internships and undergraduate research placements with companies or partners overseas – (Target: 20 percent of students participating in HIPs are participating in an internationalized HIP at an overseas location).
- Number of foreign-owned Alabama companies receiving work force immigration training from OIP-ISSS.
- Number of foreign-owned companies attending University Career Center recruitment fairs.
- Number of international students attending recruitment fairs and interviewing with companies.
- *Desired Outcomes:* Students have high-impact internships and work assignments in foreign company settings in Alabama or overseas, students acquire intercultural competence and work experience, companies are seeking Auburn student interns and graduates as employees, and students obtain better jobs and higher pay.

1.7 Develop new opportunities and training for faculty to become involved in international teaching. (New investment suggested of \$25,000 annually for Faculty Development)

In addition to providing faculty training opportunities to enhance programming through high-impact practices including study abroad, Auburn must provide faculty with the experiences, knowledge, pedagogy, and classroom technology needed to connect to the world and advance and elevate the global dimension of the Auburn Experience. We value and firmly believe in instilling in our faculty the same global mindset we wish to instill in our students. Through efforts of the Office of the Provost, the Biggio Center for Teaching and Learning, and the Office of International Programs, we can adjust our faculty recruiting and on-boarding, build the faculty programming and support infrastructure, and facilitate the internationalization of our curricula and co-curricular activities for all students, enhancing their experience and their sense of belonging at Auburn.

- *Timeline:* Initiate year two. This will be a long-term effort.
- *Ownership:* The Office of International Programs assisted by the Biggio Center and the Office of the Provost.
- *Resources:* Existing travel grant funds from OIP; faculty development funds are required for the Biggio Center. The Biggio Center currently uses a model of \$1000 grants to engaged faculty and serves roughly 80 faculty per year. The Committee recommends an additional \$25,000 per year to engage 25 new faculty each year in developing globally equipped and supported faculty cohorts across campus to meet pedagogical needs.
- *Metrics:*
 - Number of faculty participating in development opportunities.
 - Number of IT-facilitated overseas classroom linkages – (Target: At least one course linked with an overseas classroom per department or curriculum).
 - Number of courses created or modified with international content – (Target: At least one course internationalized per curriculum).
- *Desired Outcomes:* A skilled, globally minded faculty leading efforts to internationalize the curriculum and contributing to student learning and success.

Snap Success



1.8 Ensure academic advisors can support an internationalized curriculum.

As with faculty, we believe that we must provide our academic advisors and the allied staff that impact our students with the knowledge and experiences needed to comprehensively assist our students in navigating academics and life at Auburn, and in their future careers and interactions with the world.

- *Timeline:* To be coupled with OIP strategic partnership development travel with faculty.
- *Ownership:* The Office of International Programs.
- *Resources:* Travel grant funds allocated from the OIP travel budget.
- *Metrics:*
 - Number of staff participating in strategic partner development opportunities – (Target: In five years, at least one staff person in each department will travel to partners overseas).
 - Number of students advised to undertake study abroad or overseas HIP placement.
- *Desired Outcomes:* A skilled, globally minded staff leading efforts to internationalize the Auburn Experience and contributing to student learning and success through advising.

A Plan for the Future – An Elevated Auburn Experience

As with the goals of the University Strategic Plan, the Auburn Experience is central to the success of comprehensive internationalization. The Committee for Strategic Internationalization anticipates four major needs or initiatives to implement the recommendations above over the next five years:

- ***Fundraising*** – Raising of funds for scholarships to promote study, work, interning, research, and service abroad; scholarship fund-raising goals consolidated into College-driven capital campaign goals and donor engagement; and a Development Officer for the Office of the Provost should be hired to meet the multiple objectives of the Provost.
- ***Internationalized Curricula*** – Internationalization of content and assessment of international efficacy of core courses; implementation of Global Medallion certificate programs in all Colleges; internationalizing the high-impact practices with coordination by offices including the University Career Center and Undergraduate Research; and periodically reporting statistics and dashboard metrics on internationalization progress.
- ***On-Boarding*** – Coordination and implementation of specific co-curricular activities that tie to an internationalized curriculum as well as a campus-wide, articulated orientation process at key times of the year that can capture and better integrate applicable student populations.
- ***Auburn Experiences Abroad*** – Supporting the study/intern/cooperative education/undergraduate research abroad efforts of the Colleges to meet the established international high-impact practice metrics, with a particular focus on Colleges falling behind in dashboard targets. Support would include development of courses needed for establishing the Global Medallion certificate programs and enhancing faculty and staff capacity to internationalize core and disciplinary courses and support structures.

GOAL 2. TRANSFORMATIVE RESEARCH

The Committee for Strategic Internationalization created a subcommittee to examine the research ecosystem and the areas or activities that promote the internationalization of our research endeavors and their global impact through outreach. Both internal and external factors influence our research productivity and its impact at regional, national, and global scales. We understand, for example, that internationalizing the research portfolio leads to “strengthened research and teaching capacity, more and better scientific output, more and better publications, and more and better patents,” though associated costs and causal relationships are hard to quantify (Craciun and Orosz, 2018).

The Auburn Context

The global perception of Auburn scholarly activity, whether evidenced in global rankings or in the use and citation of Auburn research, affects our future opportunities for engagement, partnerships, and funding. International governments and organizations that provide funding for research and international student scholarships see that Auburn remains outside the top-ranked institutions ranked domestically and internationally. A query across the SEC indicated that six of eight responding universities are engaging with international rankings to advance their positions.

An examination of the Web of Science database (a conservative analysis supplied by Auburn’s Research and Instruction Librarians Patricia Hartman and Tyler Martindale, 2019) for the last five years indicates that much of the world has access to Auburn research, with citations from most countries. China is the single largest country citing Auburn research in their scholarly work by a factor of roughly 6:1 (Figure 1). International collaborations among Auburn faculty lean heavily to China (Figure 2) with a ratio of about 5:1 relative to our next largest research partners including France, Canada, Germany, Australia, and the UK. And if we look at where Auburn faculty conduct research overseas as evidenced in our publications, China dominates international research locations with Mexico also a strong research partner (Figure 3). Also, in the past two calendar years, Auburn’s visa processing data (OIP International Students and Scholars Services, 2019) indicate that China is the largest source of scholars on Auburn’s campus (22 out of the 54 visiting campus) with India being the next most represented country in our scholar population at five individuals (Chart 4). Eighteen other countries sent us scholars during this two-year period. If we examine Auburn’s efforts in research that produces highly-cited publications, those publications that impact our global rankings, Canada and France emerge as the locations of greatest relative impact (Figure 4). These distributions have implications for where Auburn should invest time and resources in growing its scholarly impact and profile.

Figure 1
COUNTRIES CITING AU RESEARCH ARTICLES

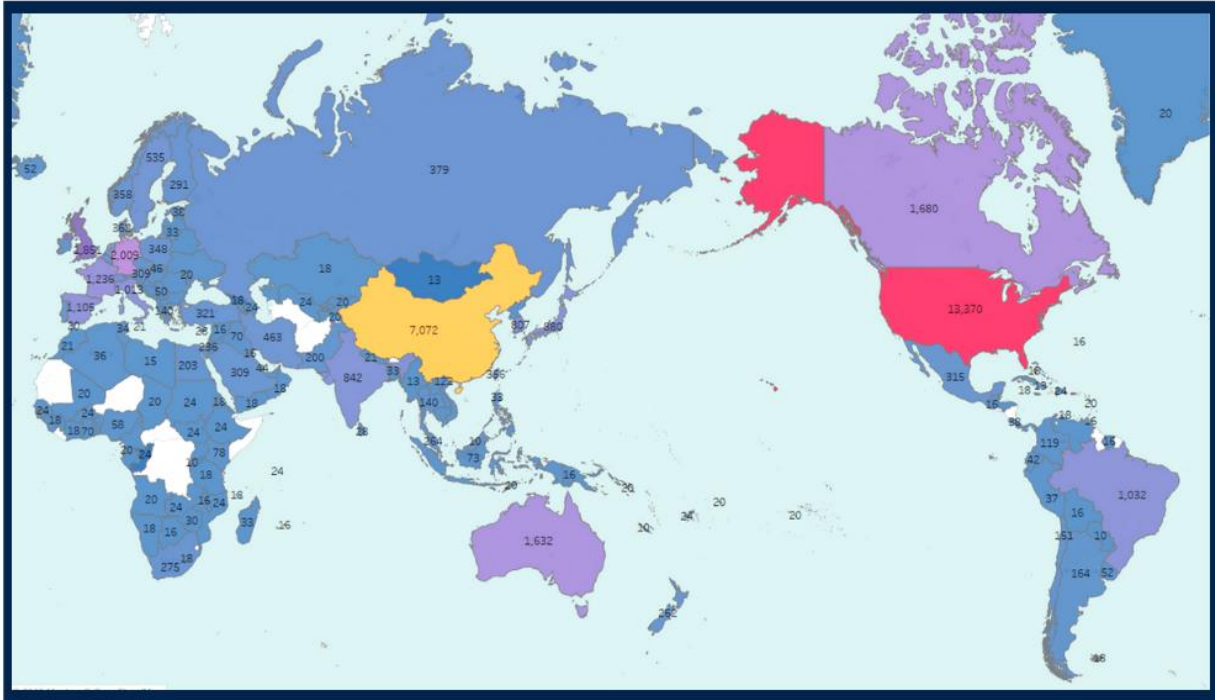


Figure 2
AU INTERNATIONAL COLLABORATIONS

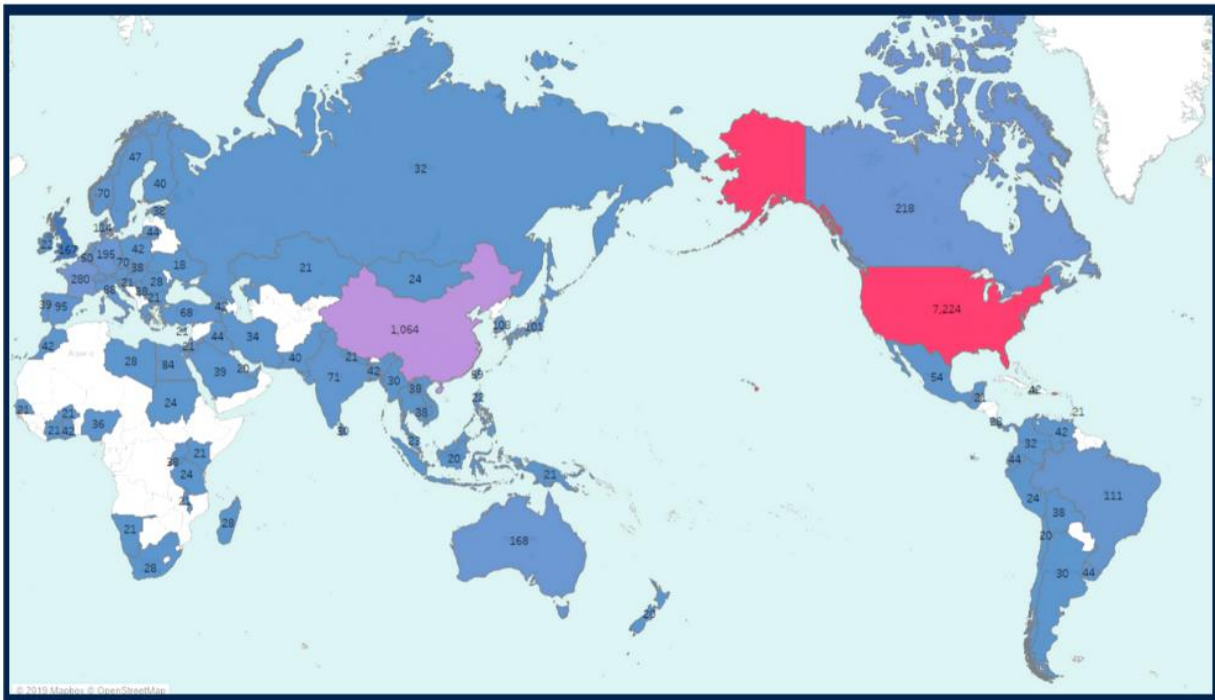


Figure 3
AU INTERNATIONAL RESEARCH LOCATIONS

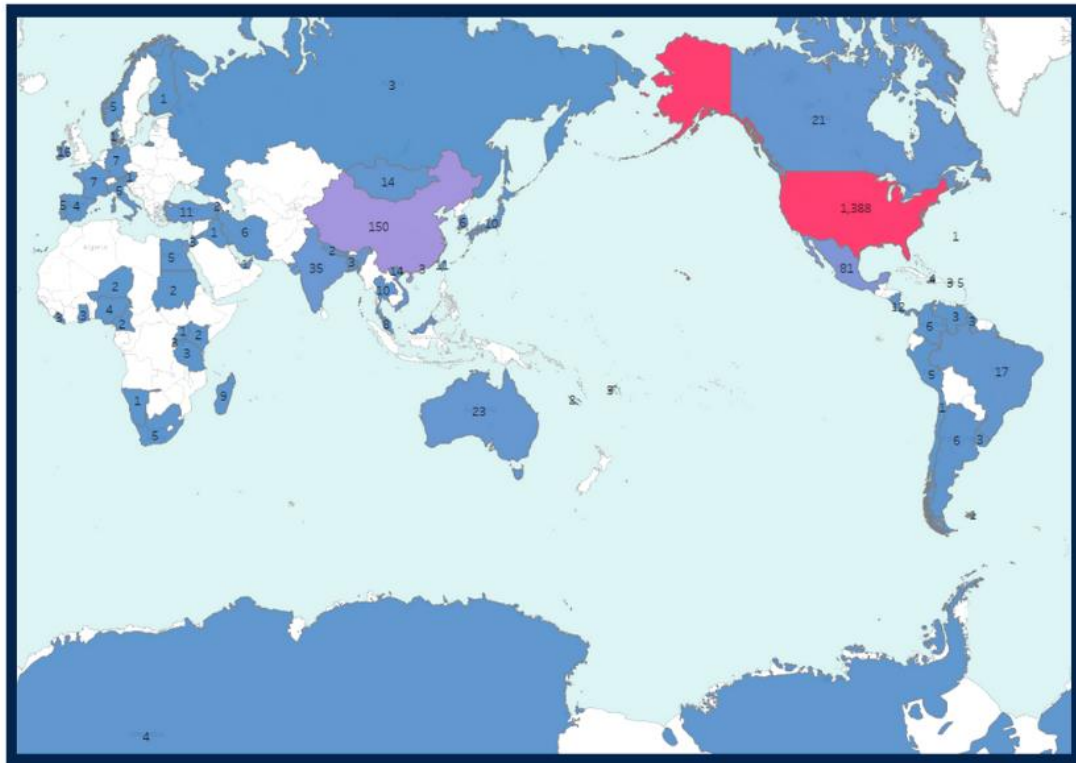


Chart 4
AU VISITING SCHOLARS 2017-18

CHINA REPRESENTED

43%

of the visiting scholar population in 2017-18.

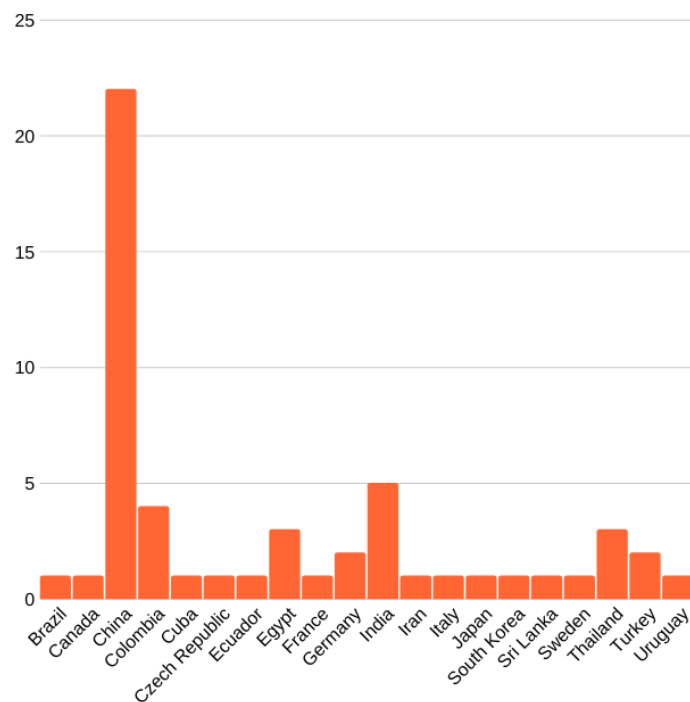
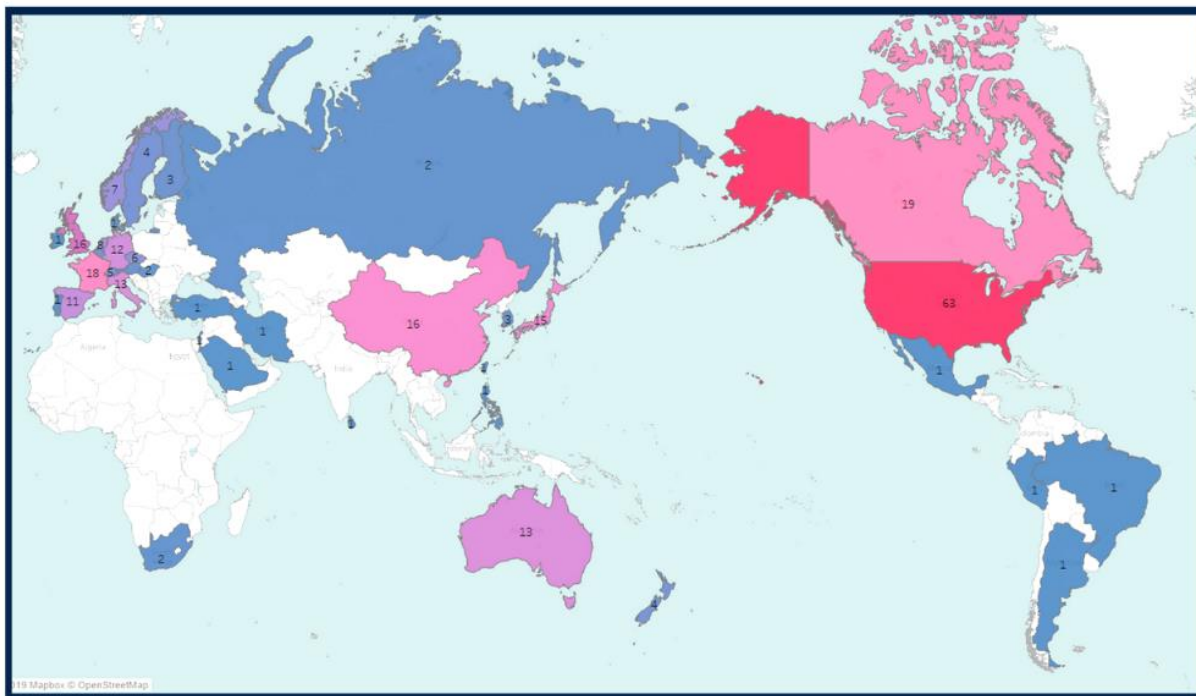


Figure 4
AU INTERNATIONAL COLLABORATIONS ON HIGHLY CITED ARTICLES



Recommendations:

2.1 Designate South Korea and Germany as Auburn's initial University-level strategic regions of focus for international activities, specifically for research but also including student/faculty/staff mobility and outreach. (New investment suggested of \$200,000 annually for strategic partner/country research seed grants)

Due to our context within a state with rapidly rising foreign direct investment fueled heavily by Germany and South Korea, Auburn has an opportunity to sharpen our focus while also increasing our effectiveness with a targeted, University-wide emphasis on research and other activities in these countries. While the University will never seek to limit the scholarly interests of individual faculty members, we recognize the vast potential we can leverage as a university by focusing our resources and efforts in a few, specific strategic locations. The Office of International Programs should facilitate and coordinate all Auburn activities in these regions, ensuring collaboration across campus units and identifying areas of synergy where greater impact can be achieved through cooperation. While South Korea and Germany are the most obvious and immediate priorities, Canada and Japan are important secondary targets for the University, and other countries and regions must be assessed. As Colleges develop and refine their individual goals for internationalization, Auburn's list of target regions should be developed by the proposed Internationalization Working Group to reflect significant organic crossovers and opportunities that may develop. Not all Colleges and not all departments within a College would be anticipated in all strategic locations, but synergy would be sought where a significant number of units can work together, and seed funding will be needed to provide faculty with incentives to direct their research activities to important corners of the world.

- *Timeline:* Initiate year one.
- *Ownership:* Office of International Programs.
- *Resources:* No direct resources needed for designation; OIP will prioritize proposals in strategic regions of focus when awarding internal grants and other funding, and resources for seed grants would be desired. The Committee recommends an allocation of research-focused seed funds of \$100,000 per year per identified location, an initial allocation of \$200,000.
- *Metrics:*
 - Number of research collaborations in strategic regions of focus.
 - Amount of funding from governments, organizations, and corporations in strategic regions of focus.
- *Desired Outcomes:* Auburn's international research impact is strengthened, Auburn University and State of Alabama connections with important industry sectors are strengthened and leveraged, efficient use of research and travel resources is enhanced through cooperation, international funding sources are available and utilized.

Snap Success

2.2 Develop a mechanism to collect, monitor, and report critical information on international and domestic activities to promote those scholarly initiatives and reporting that help Auburn's profile, marketing, fund-raising, and international rankings.

The Dean of the Graduate School, Dr. George Flowers, as Auburn's point person on rankings and CSI Research subcommittee member, recommended a strategy of hiring a permanent staff position who would design a data collection mechanism and undertake these data collection and reporting duties, articulating with the Office of Institutional Research, the new Director of Academic Quality and Improvement, the

Graduate School, the Office of the Vice President for Research, and other allied offices and academic units. Such an approach should include working with AU Libraries to support ORCID participation, Clarivate Analytics, and related methods to securely assign affiliation to faculty scholarly products and related reporting. To further enhance our research ecosystem, an annual reporting tool should be designed and implemented within the Colleges to document the international activities and scholarship of faculty.

- *Timeline:* A new staff position to accomplish several of these goals was recently created.
- *Ownership:* The Office of the Provost.
- *Resources:* As needed for annual data collection in a campus reporting system.
- *Metrics:*
 - Number of and attendance at workshops sharing with faculty and staff the variables that are assessed by different rankings systems, both domestic and international.
 - Number or percent of faculty with ORCIDs – (Target: In five years, 100 percent of research-focused faculty is desired).
 - Trends, rather than absolute numbers, in Auburn institutional and programmatic rankings.
 - Number or percent of departments utilizing a reporting tool for international activity – (Target: In five years, 100 percent of departments are using an annual reporting tool for international and other data collection).
- *Desired Outcomes:* Data that affect rankings are accurately collected, compiled and reported advancing Auburn’s international rankings status, education of campus on rankings, important variables, methodologies, and the need for faculty participation in data compilation for all reporting needs.



Snap Success

2.3 Develop a Strategic Visiting International Scholars program.

The scholars we bring to campus reflect our capacity to undertake cutting-edge research of local, national, and global interest. While these scholars do not necessarily immediately enhance the scope or impact of our research, they certainly contribute to our productivity, to our intellectual growth, and to the networks, facilities, and financial resources we may have at our disposal in conducting research and scholarship. By selectively inviting scholars, we can maximize the return from hosting a visiting scholar for current and future discovery as we focus our resources to enhance our own productivity, inviting and hosting scholars with complementary skills and knowledge. Like Auburn, few of our SEC peers have a formal process or proactive effort to invite key or strategic scholars to campus to enhance on-going research efforts. We recommend that the Office of International Programs reallocate some of its resources to create a Strategic Visiting International Scholars program, cost-shared with Colleges or departments, to leverage the physical and intellectual campus resources we can provide (e.g., visitor housing, office space, computing facilities) to attract top talent that can aid our specific research needs on a short-term basis, prioritized by College and University strategic plans and partnerships. Scholars from Auburn’s university-level strategic regions of focus should be given priority under this program. As graduate student and scholar housing options are developed, they should be articulated with this Visiting International Scholars program to maximize utilization and also the return from this effort and the invested funding.

- *Timeline:* Initiate year one.
- *Ownership:* The Office of International Programs in concert with Colleges.
- *Resources:* Existing with reallocation of OIP budget with matching requirements from Colleges.
- *Metrics:*

- Number of Visiting International Scholars hosted on campus as part of College internationalization plans and goals
- Number of Visiting International Scholars selected and funded through the Strategic Visiting Scholars Program.
- Number of Visiting International Scholars from Strategic Partner institutions.
- *Desired Outcomes:* Proactive decision-making on strategic scholarship and resourcing, enhanced collaboration for academic and scholarly activities, and enhanced global reputation.

2.4 Implement critical response teams to assist faculty in the business, human resource, and accounting functions for international project proposals and administration of awarded overseas grants.

Several faculty and our internationalization consultants have advised that larger grants and projects could be solicited with additional administrative support before, during, and after overseas project definition. More experienced Auburn faculty teams could lead such projects rather than serving as subcontractors, maximizing effort and return. But with an increase in overseas transactional activities, the University will need a well-informed decision-making body to provide assistance on administrative tasks in an international context. Training is suggested for current support administrators to prepare for international negotiations, sponsorships, and collaborations. And benchmarking best practices with peers is critical. Additionally, outside companies provide many of these payroll, HR, employment, and operational services in-country, and such a firm could be retained or utilized on a project by project basis, particularly for long-term projects. The recommendation is to identify these critical response teams now so that they can be deployed as large overseas grants and projects are identified.

- *Timeline:* Initiate year one.
- *Ownership:* The Office of the Vice President for Research and allied support units in the Office of Business and Finance.
- *Resources:* It is envisioned that existing staff would be utilized on an as-needed basis, though additional staff may be needed if workload significantly increases with funding success.
- *Metrics:*
 - Number of international grant proposals processed with critical response team assistance.
 - Increase in number of overseas projects proposed.
 - Funding success of international grant proposals.
- *Desired Outcomes:* Greater success in proposing international projects including international development projects, Auburn leadership on overseas development projects and large, inter-institutional, interdisciplinary projects.

A Plan for the Future – Transformative Research

The quality of faculty and scholars that we attract, and the efficiency of the matrix in which they are embedded, are key to increases in future productivity and impact of Auburn’s scholarship. While faculty hiring and development opportunities are discussed in the following Internationalization Strategic Plan sections, our comprehensive internationalization plan will facilitate enhanced scholarship through providing the best process, monitoring, and marketing to create an ecosystem that drives excellence, innovation, and sustainability. The Committee for Strategic Internationalization anticipates three initiatives to accomplish our intent to build international research infrastructure and sustain the research ecosystem over the next five years:

- ***Research Staffing*** – Staffing to strengthen the reporting and data-analysis system for ensuring timely data collection and reporting of important Strategic Plan dashboard metrics

and rankings data as well as strengthening sponsored program functions to increase faculty success in conducting off-campus research and outreach.

- *Invited Scholars* – Developing proactive invited international scholar plans or practices that articulate with the College internationalization plans that have identified the countries and institutions, companies, or government agencies that will facilitate the success of meeting College and University goals; assisting the Colleges in moving from a passive system to an active system of growing scholarship excellence and impact.

GOAL 3. IMPACTFUL SERVICE

Though the Committee for Strategic Internationalization did not specifically address service as a separate University mission, it was recognized that the faculty and staff development efforts proposed in this Internationalization Strategic Plan support our faculty and staff in their service missions just as they do with Auburn's instructional and scholarship missions.

Proposed faculty and staff travel funds to internationalize portfolios, fund-raising efforts to meet student financial need for overseas immersion, and cost-sharing funding to bring strategic scholars to campus all work to fulfill needs expressed by Outreach Global to enhance impactful service by Auburn faculty, staff, and students. Auburn's impact is felt in our community as well as around the world, and our commitment to impactful service is reflected in the goals and action items found throughout this plan that build the curricular and co-curricular Auburn experience for our students, that create mobility and intercultural opportunities for our faculty and staff, that explore the location of strategic Auburn offices for recruiting and outreach around the world, and that create strategic partnerships and company, government, and alumni relationships to further all of our missions.

GOAL 4. EXCEPTIONAL AND ENGAGED FACULTY AND STAFF

As described in other Plan goals, Auburn University supports an environment of exceptional and internationally engaged faculty and staff. On-going faculty and staff development efforts within the Office of International Programs encompass campus and international symposia on international perspectives on university teaching and learning. Part of the Global Teaching Academy, these exchanges of faculty ideas, efforts, and best practices have led to the creation of a website featuring cutting-edge pedagogical and technological teaching techniques that can help to internationalize faculty and staff impact. Additionally, the faculty development, study/work abroad, strategic partnership, and visiting scholar grants described in Plan Goals #1 and #2 serve to support an internationally engaged faculty and staff. The Office of International Programs will continue to support individual faculty and their departments and Colleges as key stakeholders for internationalization goals.

GOAL 5. STRATEGIC ENROLLMENT

Each year, the Institute for International Education releases its ‘Open Doors’ report that details the numbers and origins of international students and scholars coming to the US. From these data, national and regional trends can be determined, and it is from these trends that universities plan for future enrollments with different strategies.

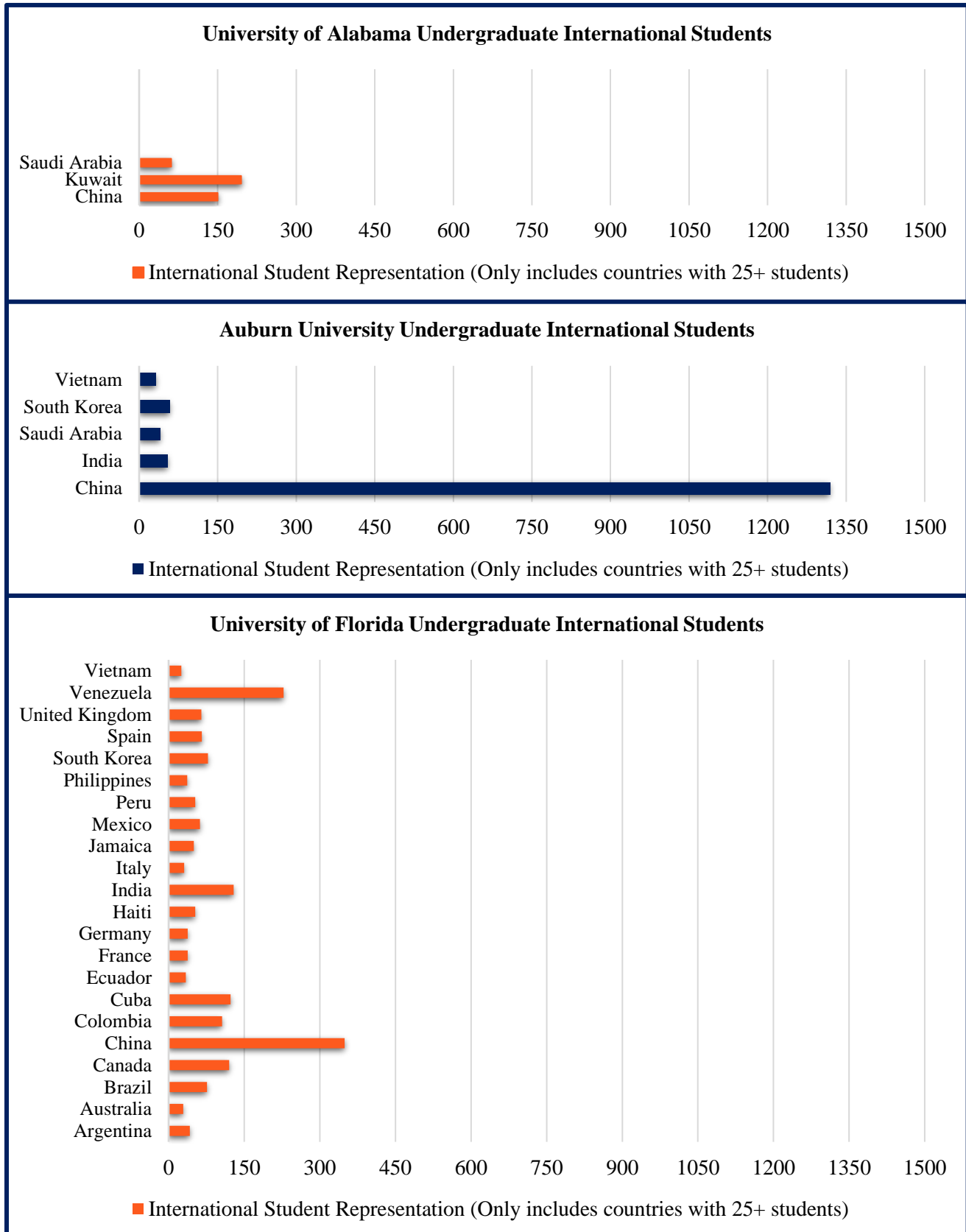
The Auburn Context

Auburn University international student enrollment reflects national trends, with China and India being the origin of most international students on campus (Table 3). To provide perspective, the CSI Committee requested the international student demographics of our peer SEC schools, and 10 schools provided their student data. From these data, different patterns of interest emerge. We can see, for example, that countries other than China and India send significant numbers of their undergraduate students to our peer institutions. Chart 5 shows countries that provide our SEC colleagues with clusters of 25 or more students – significant cohorts of enrollment at individual schools. Geography and availability of Spanish language in the community influence some of the prevalence of Latin American and Caribbean students in schools like the University of Florida and Texas A&M University, but many countries are providing large numbers of undergraduate students to our peer campuses. Auburn’s student population does not reflect these clusters of students from multiple countries.

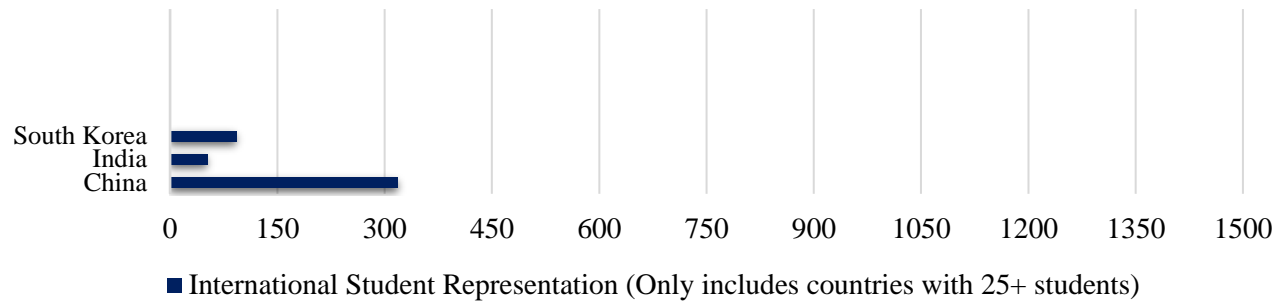
Table 3

<i>Country</i>	<i>Undergraduates</i>	<i>Graduates</i>	<i>Total</i>	<i>Country</i>	<i>Undergraduates</i>	<i>Graduates</i>	<i>Total</i>
Afghanistan	0	2	2	Latvia	1	0	1
Algeria	0	1	1	Lesotho	0	1	1
Argentina	2	4	6	Libya	0	2	2
Armenia	0	2	2	Luxembourg	1	0	1
Australia	2	3	5	Macao	1	0	1
Azerbaijan	1	1	2	Malaysia	3	0	3
Bahamas	2	1	3	Mauritius	0	1	1
Bahrain	3	0	3	Mexico	4	5	9
Bangladesh	0	87	87	Morocco	0	1	1
Belize	0	1	1	Nepal	0	30	30
Benin	0	1	1	Nicaragua	1	1	2
Brazil	3	26	29	Nigeria	12	41	53
Canada	7	5	12	Oman	0	1	1
Chad	0	2	2	Pakistan	2	15	17
Chile	0	7	7	Panama	1	0	1
China	1319	513	1832	Peru	0	2	2
Colombia	6	8	14	Philippines	0	3	3
Costa Rica	2	4	6	Poland	0	2	2
Croatia	1	1	2	Portugal	0	1	1
Cuba	0	1	1	Russia	3	0	3
Czech Republic	0	1	1	Rwanda	0	2	2
Denmark	0	1	1	Saudi Arabia	40	25	65
Dominica	0	1	1	Singapore	1	0	1
Ecuador	1	2	3	Slovakia	1	0	1
Egypt	1	2	3	South Africa	8	2	10
El Salvador	1	1	2	South Korea	58	44	102
Eritrea	1	1	2	Spain	2	16	18
Ethiopia	0	2	2	Sri Lanka	1	13	14
France	2	1	3	Sudan	0	2	2
Germany	2	3	5	Suriname	0	1	1
Ghana	1	9	10	Swaziland	0	1	1
Guatemala	1	3	4	Sweden	3	2	5
Guinea-Bissau	2	0	2	Switzerland	0	1	1
Honduras	1	4	5	Taiwan	12	10	22
Hong Kong	1	0	1	Tanzania	1	1	2
India	54	172	226	Thailand	2	3	5
Indonesia	8	4	12	Turkey	0	31	31
Iran	0	49	49	Uganda	0	1	1
Iraq	0	1	1	Ukraine	4	1	5
Ireland	1	1	2	United Arab Emirates	12	0	12
Italy	3	1	4	United Kingdom	6	2	8
Jamaica	1	2	3	Uruguay	1	1	2
Japan	2	1	3	Venezuela	2	2	4
Jordan	1	12	13	Vietnam	32	12	44
Kazakhstan	2	0	2	Yemen	0	1	1
Kenya	11	1	12	Zambia	0	1	1
Kuwait	2	0	2	Zimbabwe	1	1	2

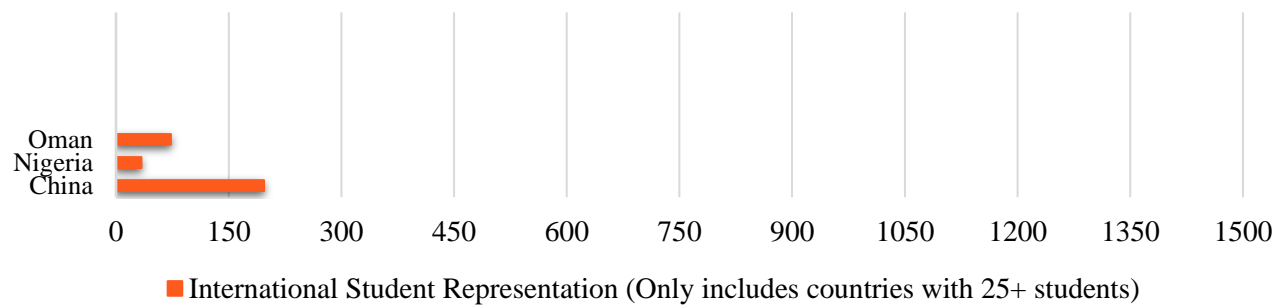
Chart 5



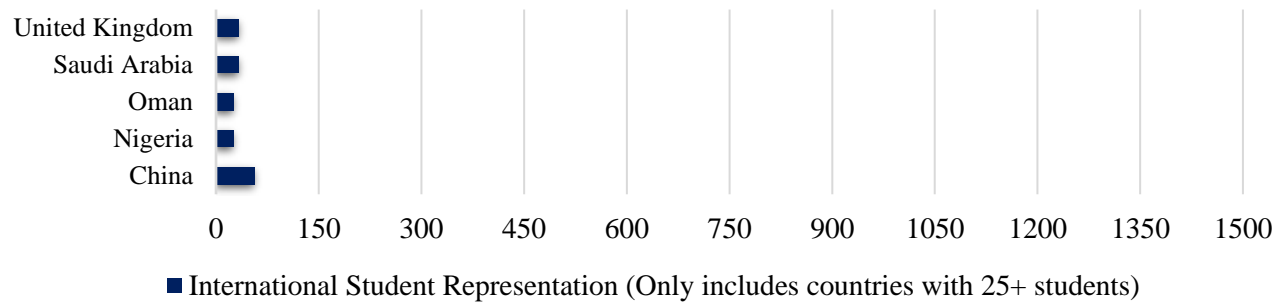
University of Georgia Undergraduate International Students



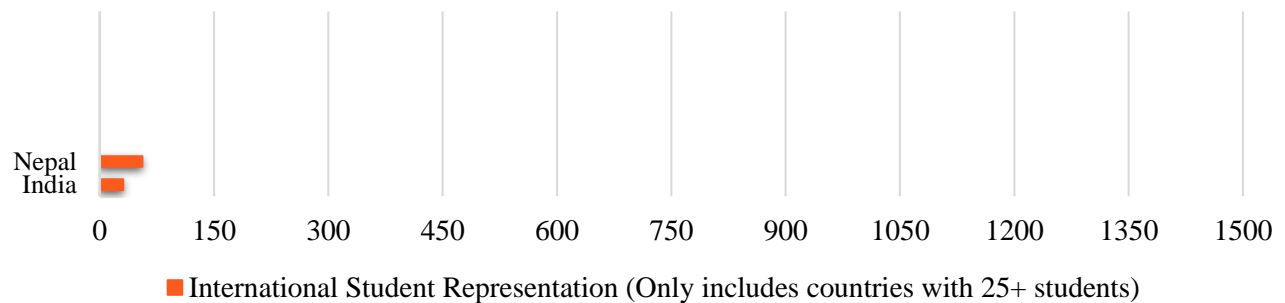
University of Kentucky Undergraduate International Students



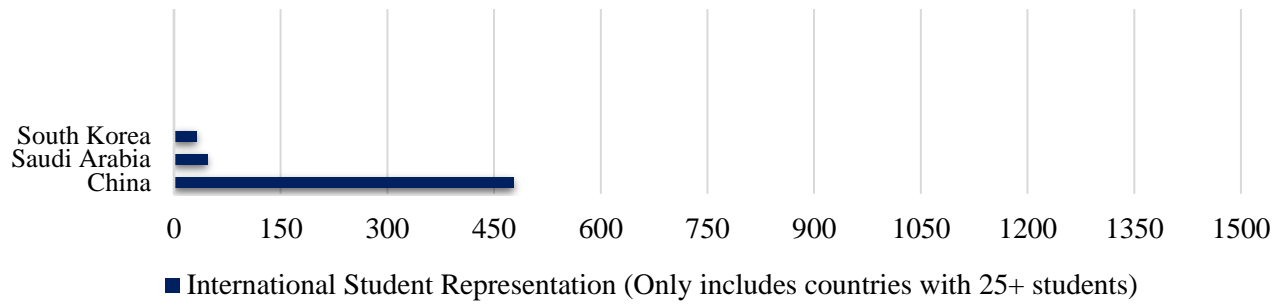
Louisiana State University Undergraduate International Students



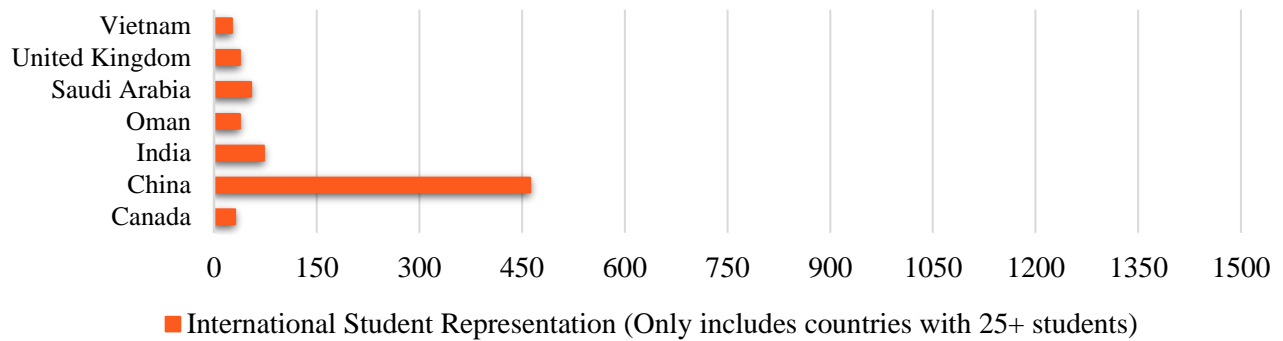
Mississippi State University Undergraduate International Students



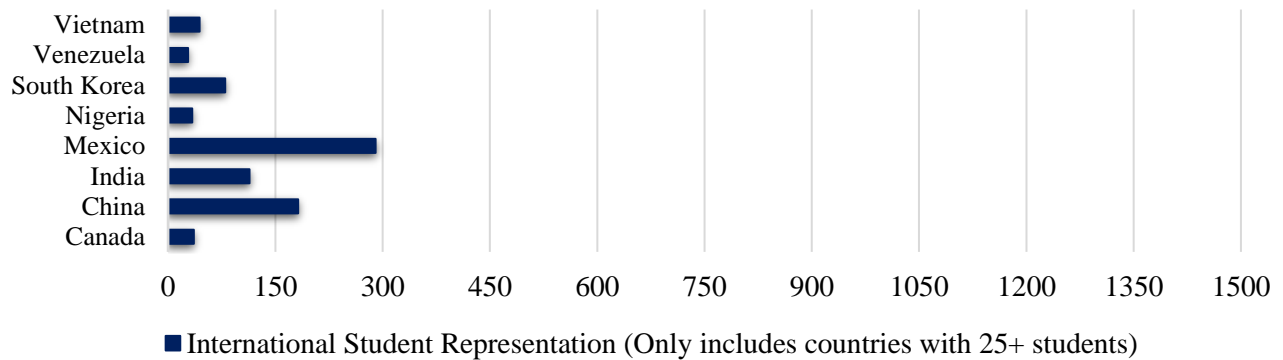
University of Missouri Undergraduate International Students



University of South Carolina Undergraduate International Students



Texas A&M University Undergraduate International Students



Auburn now has a sizeable international undergraduate student population, second to the University of Florida in our SEC sample. When we compare the diversity of Auburn's international undergraduate population with our SEC peers, we find that Auburn's is the least diverse (Table 4). Looking at both the number of countries represented and the number of students from each country, we can calculate typical diversity indices and also true diversity, or the effective number of countries represented in our populations. For example, though Auburn hosted undergraduate students from 62 countries this past year (richness), the effective number of countries represented is only 3.22.

Table 4

	<i>Total¹</i>	<i>Country Richness²</i>	<i>Shannon³</i>	<i>Effective # of Countries⁴</i>	<i>Simpson⁵</i>
Alabama	586	52	2.359	10.58	.1918
Auburn	1668	62	1.169	3.22	.6289
Florida	2437	125	3.723	41.38	.0471
Georgia	688	70	2.421	11.26	.2423
Kentucky	572	59	2.835	17.04	.1465
LSU	490	69	3.516	33.64	.0494
Miss. State	242	55	3.183	24.13	.0853
Missouri	707	47	1.634	5.126	.4656
South Carolina	1036	80	2.665	14.368	.2135
Texas A&M	1152	87	3.007	20.22	.1094
1. Total number of undergraduate international students as a snapshot during AY 2018-19.					
2. Number of countries represented by the international students on a campus.					
3. The Shannon Index of Diversity quantifies the numbers and distribution of students among represented countries. Lower values indicate less diversity.					
4. The effective number of countries is a linear transformation of the Shannon Index to determine the number of equally represented countries (w/ the reported total numbers of students) giving the same Shannon Index value. This is the true diversity of undergraduate international students on a campus and can be directly compared to the diversities found on other campuses.					
5. The Simpson Index measures the probability that two individuals selected from a campus' undergraduate international student population come from the same country.					

If Auburn University is to lead and shape the future of higher education, it will be important to diversify our student body to not only have an impact on our domestic students at home but to have the networks, collaborations, profile, and impact in key locations around the world that come with a diverse constituency. This need for diversity has led the CSI Committee to list traditional, on-the-ground recruiting across important markets as an option, an important tool, to strategically diversify Auburn's international student population. This would include the use of student and alumni ambassadors in key recruitment markets coupled with annual recruitment events by Colleges. This remains a viable approach although it is difficult to imagine that Auburn's individual Colleges or the University as a whole would have better success at diversification through traditional recruitment than the Auburn Global program and their networks of agents.

But a renewed focus on strategic partnerships provides a new tool to pursue the diversification of our international student population, perhaps allowing Auburn to overcome the international recruitment challenges posed by our moderately low international rankings and our location outside major urban areas. Strategic partnerships, targeted to countries and specific institutional, government, and corporate entities, can assist in recruiting students with specific academic, demographic, and geographic traits.

This mechanism has worked to provide our peer SEC institutions with cohorts of students from a more diverse suite of countries of student origin (Chart 5) and can be used as Auburn grows its research, outreach, and academic footprint around the globe.

Of course, these mechanisms or tools are only a means to achieve greater diversity and target student numbers and must be embedded or woven into a plan for campus that integrates with a larger vision of what our undergraduate and graduate populations should look like in terms of size and makeup. Strategic partnerships overseas can be utilized to create dual- and joint-degree academic programs at the undergraduate or graduate levels, creating collaborations with overseas institutions while also potentially reducing the costs to students who wish a US degree, helping to build our transfer student population and address post-first year attrition rates. How this proactive diversification of international student enrollments in terms of origin, academic major, degree type, and program length might aid in meeting overall enrollment and diversity needs must be assessed centrally by the Office of Enrollment Services.

Recommendation:

5.1 Through the Office of Enrollment Services, develop a comprehensive student recruitment and enrollment plan that includes international student needs and dynamics (from building a relationship to intake and on-boarding, through all academic transitions and academic success).

This plan should:

- Evaluate existing and proposed recruitment/enrollment mechanisms to assure alignment and integration with Auburn University strategic goals and processes.
 - Identify gaps in methods and strategies that can be overcome with new approaches or investment to develop a smoother recruitment process that speaks to a real relationship approach.
 - Identify academically and economically viable markets for international student recruitment across degree-type and program length – University and College-driven, understanding that total numbers may not increase but that diversification has become important.
 - Set College goals for overseas partnerships that recruit international students to Auburn as transfer or graduate students.
 - Create a network of student, alumni, industry, and institutional partner ambassadors in key recruitment markets and leverage these to host a series of annual recruitment and research marketing events.
 - Identify all key personnel in the recruitment, admissions, and student support process and ensure they are organized, timely in their response, and automated in process and data management.
 - Ask OIP, Auburn Global, the Graduate School, support units, Colleges, academic departments, and faculty and staff to aid the Office of Enrollment Services in meeting its critical goals of recruiting and enrolling domestic and international students in an articulated, comprehensive operation.
-
- *Timeline:* As analysis of Auburn methods and trends by the Office of Enrollment Services allows. Review and analysis is already underway.
 - *Ownership:* The Vice President for Enrollment Services.
 - *Resources:* No additional resources for review and analysis would be anticipated. Implementation of additional needed measures may need investment to accomplish recruitment and enrollment goals.
 - *Metrics:*
 - Establishment of target numbers of international students across student-lifecycle matriculation points to fulfill enrollment plan goals.
 - Establishment of strategic target countries from which students are to be recruited.

- Coordination of recruitment activities and resources to meet enrollment goals.
- *Desired Outcomes:* A vibrant, diverse, well-prepared undergraduate and graduate international student population that contributes to Auburn’s academic programs and classroom pedagogy, an international student population that is successful and feels part of the Auburn family, and an international student population that helps to facilitate a global mindset in our domestic students.

A Plan for the Future – Strategic Enrollment

Today our international student population is more robust than it has ever been, and undergraduate international students now outnumber graduate international students, a shift in how campus operates and feels. Given the world into which our graduates will launch, this is a positive change, but we must continue these efforts and use new methods to diversify our international student population. The way forward is simple – we need a plan based on needs, projections, trends, and best practices to create a holistic approach to bringing the best students and the right students to Auburn’s campus. This is summarized in the following initiative:

- ***Strategic International Enrollment*** – Facilitate a comprehensive enrollment strategy that encompasses all students, including international students, that meets enrollment goals and allied needs such as diversity, financial stability, and an enhanced Auburn experience.

GOAL 6. OPERATIONAL EXCELLENCE

Strategic partnerships form a foundation upon which a university can build the international facet of efforts to meet most strategic planning goals. Partnership efforts today have evolved from the simple arrangements of the past, morphing to cover student learning and overseas experiences, curriculum, on-campus internationalization, developing international and institutional capacity, advancing research, connecting campus and the home community to key parts of the world, engaging with global issues, enhancing global competitiveness and reputation, generating revenue, and other 21st century needs (Sutton and Obst, 2011).

To cultivate such partnerships, establishing strategic agreements with overseas associates (e.g. institutions of higher education, governments and government agencies, organizations, corporations, etc.) is imperative. When pursuing strategic partnership agreements, Auburn must be deliberate in addressing university-wide needs and goals with a strong consideration of the time and resources needed to maximize institutional investment.

At most U.S. institutions, the Office of International Programs is responsible for developing these strategic partnerships, and serves as a facilitator for increased collaborations across the campus units. These offices solve problems that reduce entropy and the viscosity of operational functions. Specifically, these offices strive to streamline operational functions, establish sustainable programs, and provide faculty training for study abroad and co-curricular programming. In addition, International Programs offices traditionally offer study abroad opportunities, immigration assistance, intercultural programming and sometimes ESL instruction. Added responsibilities vary, and examples among peer institutions across the SEC and Big 10 are given in Figures 5 and 6.

Figure 5

OFFICE OF INTERNATIONAL PROGRAMS

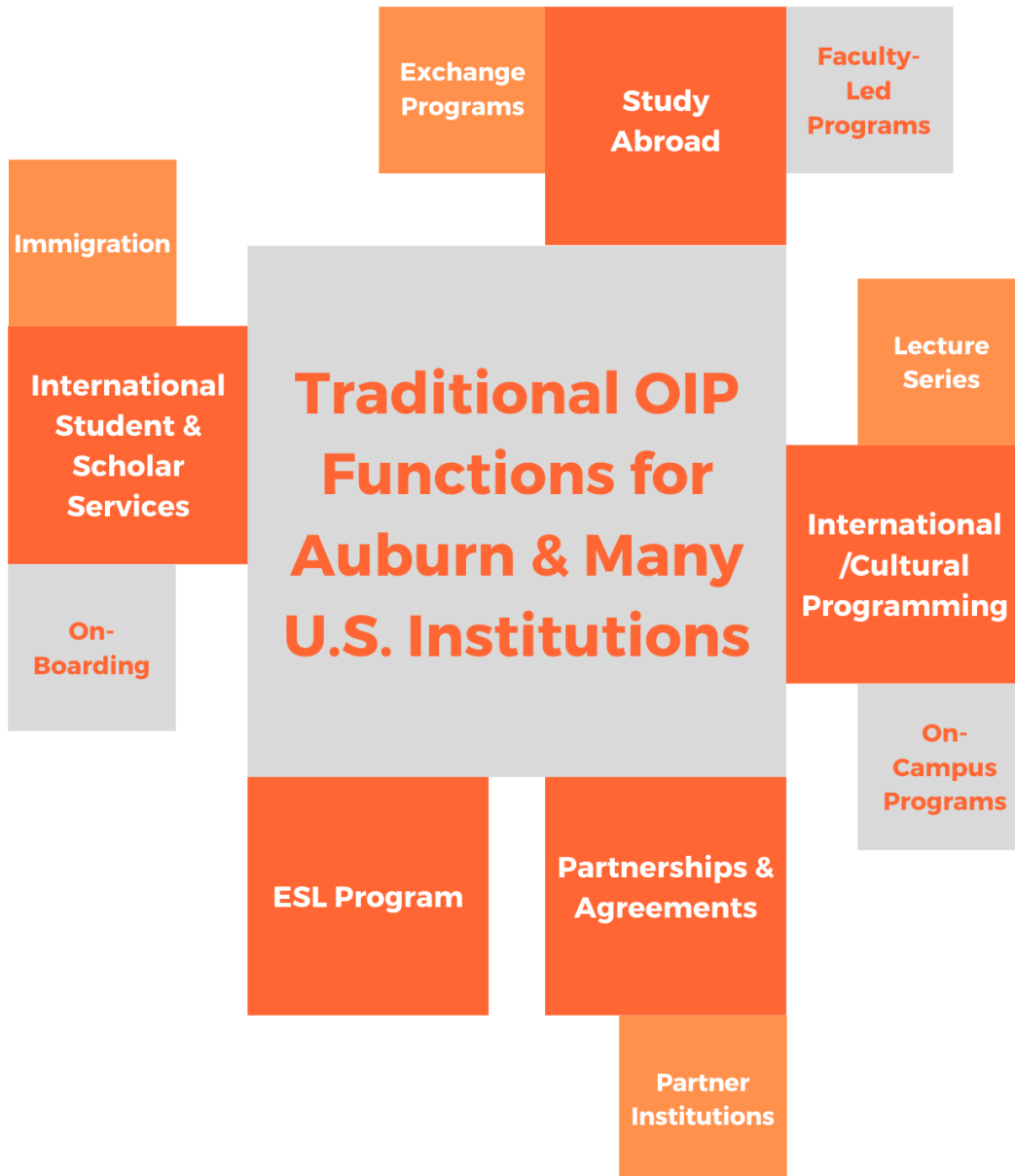


Figure 6

OFFICE OF INTERNATIONAL PROGRAMS



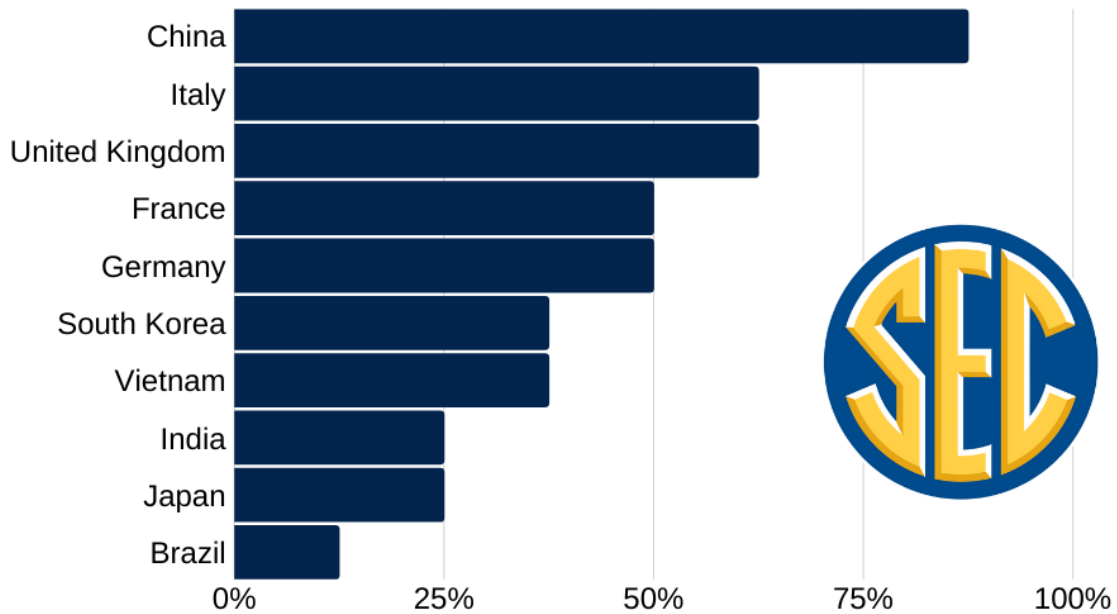
The Auburn Context

Auburn’s current partnership agreements appear to have little strategic direction and a lack of intentional alliances overseas. The following recommendations and action items for a more strategic partnership approach constitute a series of pathways that Auburn can follow. These suggested pathways serve to promote the internationalization of the institution and ultimately contribute to meeting the goals and metrics of the University Strategic Plan while assisting Auburn in its effort “to lead and shape the future of higher education.” Through our ACE-facilitated Internationalization Plan review, campus has now started this conversation, and faculty, staff, and administrative colleagues have been primed to understand and incorporate international needs into their thinking and operations. Implementation of the selected elements of the Internationalization Plan over the next few years will draw on these conversations, data analyses, and benchmarking to strengthen Auburn’s international mindset and integrate needed international elements into the action items and metrics of the University Strategic Plan.

For Auburn, updating our University partnership agreements process is an immediate need. Fellow SEC peers have established inter-institutional agreements with targeted universities in a small selection of strategic countries, with the majority in China and Western Europe (Chart 6). However, it is common for institutions to target unique countries specific to their goals, needs, and faculty connections. Of the eight SEC institutions that provided data on their top countries for partnerships, all but one mentioned China. And China is a partner country for each of the three Big 10 aspirational peers examined, the only country to host partner institutions for all three aspirational peers. Of the 103 academic agreements currently operational at Auburn, 34 are with China, roughly one-third of all agreements. There are eight agreements for both Korea and Germany, countries important to Auburn and the State of Alabama. Other countries represented within existing agreements are few, and have only one or a small number of agreements representing collaborations in one of our mission areas. Of the 24 agreements established last year, 25% were with institutions in China, 13% were with institutions in Germany, and the other 15 agreements each comprised less than 10% of the total for 13 different countries. Serious concerns surrounding research and intellectual property security continue to rise to the forefront of national priorities. Auburn can address these concerns and mitigate potential threats by implementing a robust vetting process and ensuring our agreements are strategic and focused rather than random and opportunistic. Our need as Alabama’s land-grant university to diversify and be intentional is now critical.

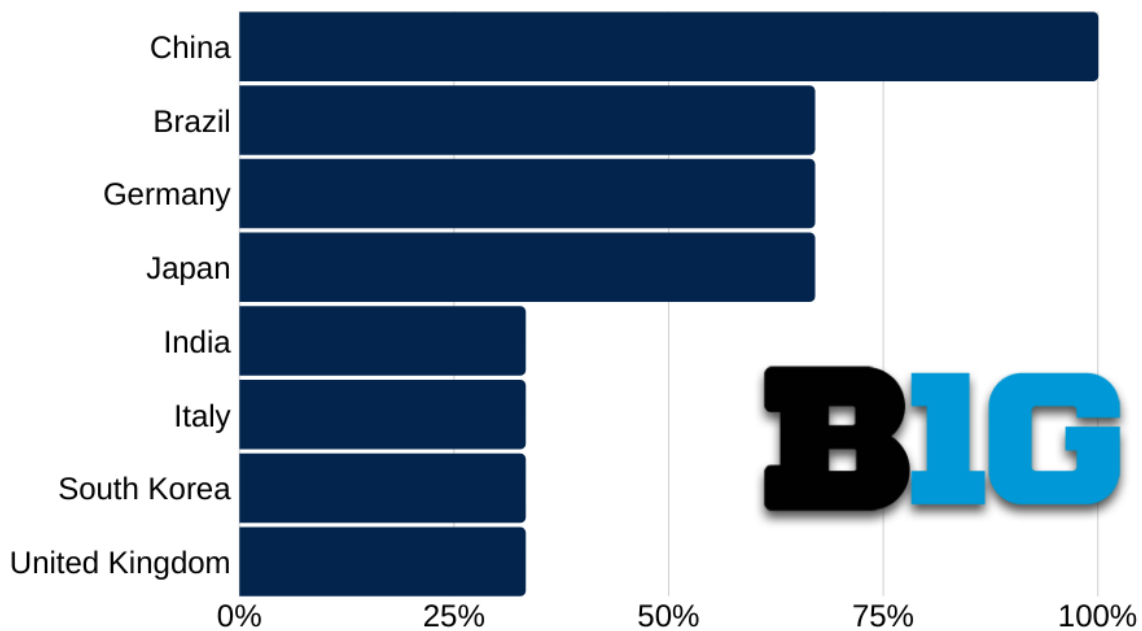
Chart 6

SEC PEER PARTNERSHIPS ABROAD



Note: Based off responses from 8 SEC institutions

BIG 10 PEER PARTNERSHIPS ABROAD



Note: Based off responses from 3 BIG 10 institutions

The agreements our peers have with their partners look much the same as Auburn's. MOUs, research collaborations, area studies collaborations, student and faculty exchanges, articulated transfer students and dual degree programs – these are quite common among our peers. Agreement types among our peers that are few or that do not exist at Auburn include:

- Internship agreements
- Clinical teaching agreements
- Dissertation mentoring agreements
- Gateway agreements establishing overseas offices, and
- Campus-level strategic partnership agreements

Of course, agreements are the physical, formalized manifestation of collaborations to accomplish goals important to both or all partners in a bi- or multi-lateral relationship. At Auburn, the formation of these relationships, and their subsequent agreements, has been without direction or planning and remains relatively unsophisticated. Recently, the academic deans were given guidance on their strategic planning and asked to create plans that identified the purpose for their overseas collaborations and the countries of importance for meeting these pedagogical and research needs (See Figure 7).

In the long-term, the University's strategic partnerships will be an amalgamation of College and University strengths and opportunities. Because of variability in College goals, resources, faculty, and linkages, these unique needs will be incorporated into University and College-level partnership development. Yet, there remain today universal needs, context, and opportunities for the University that must guide initial strategic partnerships and the process for future international involvement for the University as a whole.

In Alabama, there are 450+ foreign-owned, small, medium, and large companies that could be part of Auburn's domestic and international strategies for advancing strategic plan goals (Chart 7). With approximately 75 German-owned companies, 65 Japanese, 60 Korean, 50 Canadian and French, and many others from around the world, this resource is underutilized with regard to all strategic plan goals including partnerships, recruitment, the Auburn experience, academic high-impact practices, alumni engagement, and others.

Coupled with the foreign direct investment within Alabama that helps guide a University plan for strategic partnerships, our overseas alumni are a resource for meeting recruitment, diversity, research portfolio, and HIP placement goals. Large groups of alumni exist in Taiwan, South Korea, China, Indonesia, Thailand, and a few other locations, but these have variable organization and connection to the home campus. Anecdotal feedback from our SEC and Big 10 peers tells us this is not atypical of our American universities. But recent efforts by the Alumni Affairs Office to organize these alumni and formalize their connections to Auburn and by OIP to provide communication and student mentoring opportunities have begun to restore some of these lost connections, and more can be done. Thus, we must address the structures and responsibilities that allow us to leverage alumni in meeting University goals.

Over the past two years, Auburn faculty have visited 115 countries, for a total of 2,313 trips. The top 10 destination countries are given in Chart 8. From these data, Auburn faculty and staff can be seen as traveling to destinations where we have on-going collaborative partnerships for research and student study abroad, and where our research is shared and widely cited by our peers around the world, including Canada, China, and Western Europe. We can better leverage this individual travel to serve strategic university goals through improved reporting and coordination structures.

Figure 7



Target Country Partnership Metrics

Student Recruitment - Undergraduate	Research Facility Access
Student Recruitment - Transfer	Target Population Access
Student Recruitment - Graduate/Professional	Other Resource Access
	Outreach Opportunities
Alumni - Scattered	International Development Opportunities
Alumni - Organized/Club	
Target Industries	Funding Access - Government
Target Employers	Funding Access - Institutional
Other Student Employment Opportunities	Funding Access - Industry
Student Internship Opportunities	Funding Access - Foundation
	Unique Curricular Need
Faculty Recruitment	
Post-Doc/Scholar Recruitment	



Specific Institutional/Government/Industry Partnership Metrics

Student Recruitment - Undergraduate	Research Facility Access
Student Recruitment - Transfer	Research Methodology Access
Student Recruitment -Graduate/Professional	Other Resource Access
	Outreach Training Opportunities
Student Exchange	International Development Partnership
Study Abroad Facilitation	
Service Learning Facilitation	International Funding Access
Undergraduate Research Facilitation	
Faculty Exchange	Joint Degree Programs
Staff Exchange	Joint Graduate Committee Oversight
	Joint Scholarship
Alumni Connection	Joint Scholarly Publications
	Joint Performance or Display
Student Cooperative Education Opportunities	Joint Conferences
Student Internship Opportunities	Joint Institutes
Post-Grad Student Employment Opportunities	Joint Faculty Appointments
Faculty Recruitment	
Post-Doc/Scholar Recruitment	

Chart 7

ALABAMA: FOREIGN DIRECT INVESTMENT

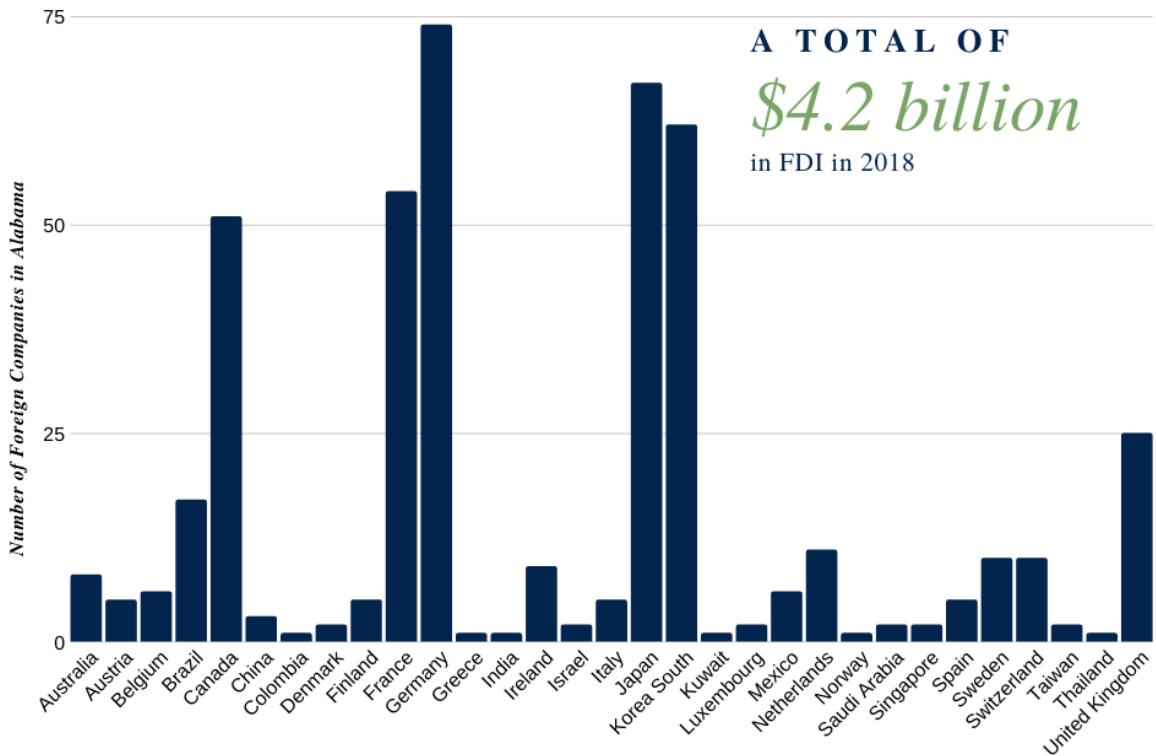
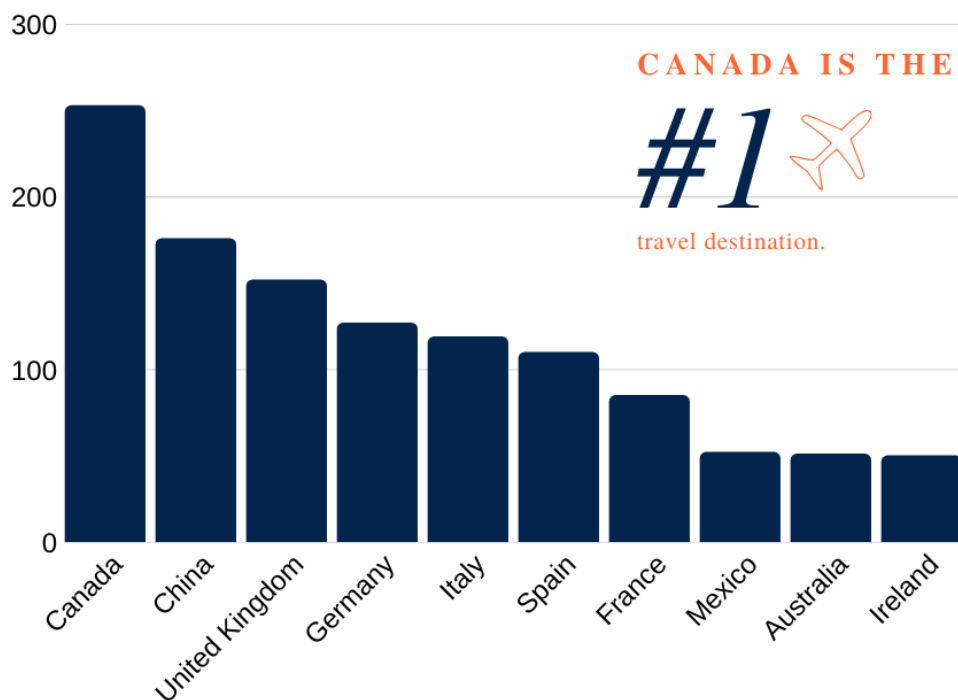


Chart 8

TOP 10 AU FACULTY/STAFF TRAVEL DESTINATIONS



Recommendations:

6.1 Continue to update the formal agreement policy and signature process to incorporate research security screening on the front end of all international relationship discussions; to review the strategic importance of relationships according to University, College, Sponsor/Contractor, Accreditor, and Allied Auburn office priorities; to incorporate all international agreement and contract types in this screening; to coordinate the flow of agreements and contracts from all offices through one central authority; and to create an open-access CRM repository for all agreements to promote University-wide knowledge and coordination of efforts.

This policy and process, now being expedited, should be in place in the coming months.

- *Timeline:* To be implemented year one.
- *Ownership:* The Office of the Provost in coordination with the Office of the Executive Vice President.
- *Resources:* No additional resources needed.
- *Metrics:*
 - Approved policy in place with review and approval process implemented.
 - Speed with which agreements are processed.
 - Number of agreements that meet University and College needs as outlined in internationalization plans.
- *Desired Outcomes:* A fast and transparent administrative process to document partnerships, contracts, and agreements, and advance research security screening of proposed relationships.

Snap Success

6.2 Create a permanent, campus-wide (academic and non-academic) Internationalization (Partnerships) Working Group that serves to research and define strategic countries and partnerships for Auburn University. Serving in the review of proposed international agreements and contracts as described above, this body also serves the Provost by providing guidance, statistical analysis, and dashboard metrics on Auburn's important relationships and progress toward strategic plan goals.

While South Korea and Germany are the top two countries of strategic importance to Auburn and the State of Alabama because of academic and industrial linkages, other countries like Canada are highly visited by Auburn faculty and staff, provide many individuals for our faculties, and influence the application and impact of Auburn research, outreach, and academics and their profile worldwide. Yet, College and University investments are being made without regard to this knowledge and derived strategic needs assessment. A permanent working group to aid the Provost and to guide campus can help Auburn “connect the dots” in internationalizing its missions and maximizing its influence and impact. It is interesting to note that all international offices within our sampled SEC peer group and our Big 10 aspirational peers have advisory councils composed of academic units to develop and review programming. Some also include representatives from key allied administrative offices. In addition, a few schools have a second advisory group whose role is to advise on and advance overseas partnerships and international research and corporate activities as well as report to campus bodies such as the Faculty Senate. And one SEC peer has an external international advisory board to engage alumni, business leaders, and political leaders to provide and review opportunities for the University.

- *Timeline:* Year one in coordination with the implementation of the new international agreements process.
- *Ownership:* Office of International Programs in coordination with University support offices including OIT and OIR.
- *Resources:* No additional resources needed above central CRM programming and management and OIR data retrieval
- *Metrics:*
 - Quality of partnerships and agreements created for Auburn and its Colleges – (Target: In two years, all agreements will be part of the strategic planning goals of the University and Colleges).
 - Amount of burdensome practices and procedures that impede internationalization eliminated or automated through technology, collaboration, centralization, and best practices.
- *Desired Outcomes:* A university process that moves decisions toward strategies that meet plan goals, stronger and deeper relationships with specific partners overseas, and strengthened scholarship productivity and joint academic programs.

6.3 Coordinate, monitor, and leverage faculty/staff travel for strategic considerations and better efficiency.

Using Auburn’s new CRM, the Office of International Programs should monitor official travel undertaken by Auburn employees and facilitate connections among individual faculty, departments, Colleges, and units where needs, interests, and opportunities align. This type of coordination will allow Auburn to take a big-picture view of all international travel and to maximize impacts by presenting a united university approach in regions where multiple Auburn initiatives are located.

- *Timeline:* Year two (upon full implementation of the CRM).
- *Ownership:* Office of International Programs.
- *Resources:* OIT expertise in developing appropriate pathways for monitoring and reporting within the CRM.
- *Metrics:*
 - Numbers of internal partnerships/collaborations formed through travel coordination process.
 - Number of alumni visited by Auburn faculty.
 - Number of students recruited by Auburn faculty.
- *Desired Outcomes:* Clearer messaging to partners, stronger internal collaborations and connections, more efficient use of university travel funds and time.

6.4 Grow our connections and engagement with overseas alumni through the Office of Alumni Affairs, the Office of International Programs, the Office of Development, and faculty and staff.

In recent years the Office of Alumni Affairs has created new pathways for engagement with alumni overseas and has begun an effort to leverage the important university connections this stakeholder group represents. This work builds on programs, relationships, and contact information the Office of International Programs has developed and uncovered over the past 10 years. To date these activities have been somewhat decentralized, but to best seize and coordinate opportunities and ensure efficiency, the Office of International Programs should work with Alumni Affairs and the Office of Development in directing the engagement of international alumni. The Office of International Programs should assist in this effort by capturing international alumni contact information to be housed in the university’s designated alumni database, fostering connections through official university travel, contributing resources to the development of appropriate international alumni initiatives and programs, and engaging

with campus constituents to facilitate cooperation. Alumni relations is by its nature a collaborative effort that will require the contributions of many offices and academic departments on campus, allowing for strategic decision making and clear messaging.

- *Timeline:* Initiate year one.
- *Ownership:* The Alumni Affairs Office, the Office of International Programs, the Office of Development, and Colleges.
- *Resources:* OIT assistance will be needed as alumni contact information and the leveraging of supporting faculty travel transitions to the University CRM.
- *Metrics:*
 - New international alumni identified, with contact information secured.
 - Number of international alumni engaged through OIP, College, OCM, or Alumni Affairs marketing.
 - Number of international alumni engaged in OIP, College, or Alumni Affairs activities.
- *Desired Outcomes:* Organized alumni groups in countries world-wide, strong interaction between these groups and students, faculty, and staff, and engagement of these alumni with campus events and campus affairs.

A Plan for the Future – Operational Excellence

Improving Auburn’s operational excellence requires the effort of all departments and units as enhanced operations with increased collaboration – and their outcomes – must be assessed with a systems approach, or from a systems point of view with multiple points of data collection on outcomes. Auburn leadership will need to provide the environment that facilitates this collaboration and outcomes assessment, and also guidance on priorities for enhancing performance and problem solving, and in the case of this strategic planning exercise – with an international focus. The Committee for Strategic Internationalization anticipates three initiatives to accomplish our intent to enhance Auburn’s operational efficiency with regard to internationalization over the next five years:

- *Agreements and Strategy* – The final draft of the agreements policy and process moves to implementation in year one. The Internationalization Working Group facilitates the approval of new agreements and reviews existing agreements with respect to the agreements policy, academic partnerships, and strategies defined by the University and Colleges. The Working Group will also begin planning and evaluation of additional locations for strategic partnerships for University activity.
- *Alumni and Faculty Data* – The Internationalization Working Group will meet with faculty to collect alumni data and news, faculty research linkages, current international collaborations and overseas scholarship, and other data needed to move University and Internationalization Strategic Plan goals forward.

Conclusion

As Auburn now moves to enact its vision of leading and shaping higher education, the Committee for Strategic Internationalization and its constituencies are boldly optimistic about Auburn University and its role and stature in the State of Alabama, the nation, and the world. Never before has Auburn elected to explore its efforts, needs, and successes in an international context. With Provost Hardgrave's vision and charge, the Auburn campus responded and provided the recommendations and initiatives found within this document that come together as Auburn's Internationalization Plan – our roadmap – for the next five years and beyond. This roadmap is international. This roadmap is strategic. And while all possible international opportunities are not addressed within, this roadmap is comprehensive. This plan also speaks to our international future and positions Auburn as a land-grant university for the 21st century for our state and nation. It describes programmatic, organizational, and operational change, but change that mirrors and strengthens our University Strategic Plan and its direction. The Committee and its constituencies understand that as we move to craft an implementation document, not all initiatives may be undertaken and some may come before others as we build a stronger foundation. To this, the Committee has given some prioritization to the importance of issues and needs as they are numbered but has also highlighted those recommendations that can be implemented early in the process for immediate success. It is this momentum that the Committee feels will drive the institution forward in meeting all of its international goals and desired outcomes for its faculty, staff, students and external stakeholders. Auburn University is committed to internationalization, and the Auburn family is poised to enact Dr. Hardgrave's vision and international legacy.

Auburn University Strategic Internationalization Plan

An Elevated Auburn Experience:

- ***Fundraising*** – Raising of funds for scholarships to promote study, work, interning, research, and service abroad; scholarship fund-raising goals consolidated into College-driven capital campaign goals and donor engagement; and a Development Officer for the Office of the Provost should be hired to meet the multiple objectives of the Provost.
- ***Internationalized Curricula*** – Internationalization of content and assessing international efficacy of core courses; implementing Global Medallion certificate programs in all Colleges; internationalizing the high-impact practices with coordination by offices including the University Career Center and Undergraduate Research; and periodically reporting statistics and dashboard metrics on internationalization progress.
- ***On-Boarding*** – Coordination and implementation of specific co-curricular activities that tie to an internationalized curriculum as well as a campus-wide, articulated orientation process at key times of the year that can capture and better integrate applicable student populations.
- ***Auburn Experiences Abroad*** – Supporting the study/intern/cooperative education/undergraduate research abroad efforts of the Colleges to meet the established international high-impact practice metrics, with a particular focus on Colleges falling behind in dashboard targets. Support would include development of courses needed for establishing the Global Medallion certificate programs and enhancing faculty and staff capacity to internationalize core and disciplinary courses and support structures.

Transformative Research:

- ***Research Staffing*** – Staffing to strengthen the reporting and data-analysis system for ensuring timely data collection and reporting of important Strategic Plan dashboard metrics and rankings data as well as the building of specialty teams across the Business, Human Resources, pre-award, post-award, proposal preparation, and grant functions to increase efficiency and faculty success in conducting off-campus research and outreach.
- ***Invited Scholars*** – Developing proactive invited international scholar practices that articulate with College internationalization plans that have identified the countries and institutions, companies, or government agencies that will facilitate success in meeting College and University goals; assisting the Colleges in moving from a passive system to an active system of growing scholarship excellence and impact.

Strategic Enrollment:

- ***Strategic International Enrollment*** – Facilitate a comprehensive enrollment strategy that encompasses all students, including international students, that meets enrollment goals and allied needs such as diversity, financial stability, and an enhanced Auburn experience.

Operational Excellence:

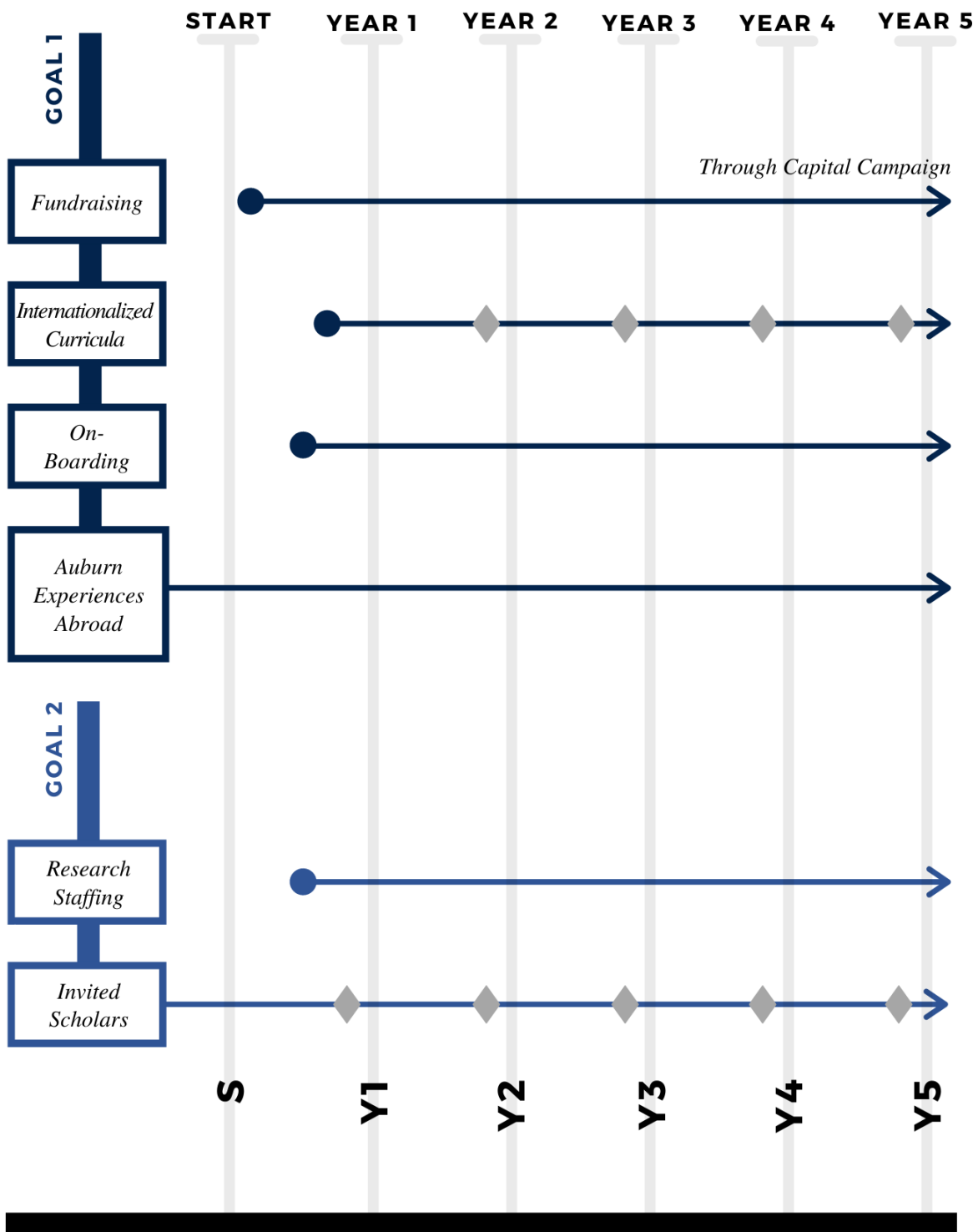
- ***Agreements and Strategy*** – The final draft of the agreements policy and process moves to implementation in year one. The Internationalization Working Group facilitates the approval of

new agreements and reviews existing agreements with respect to the agreements policy, academic partnerships, and strategies defined by the University and Colleges. The Working Group will also begin planning and evaluating additional locations for strategic partnerships.

- *Alumni and Faculty Data* – The Internationalization Working Group will meet with faculty to collect alumni data and news, faculty research linkages, current international collaborations and overseas scholarship, and other data needed to move University and Internationalization Strategic Plan goals forward.

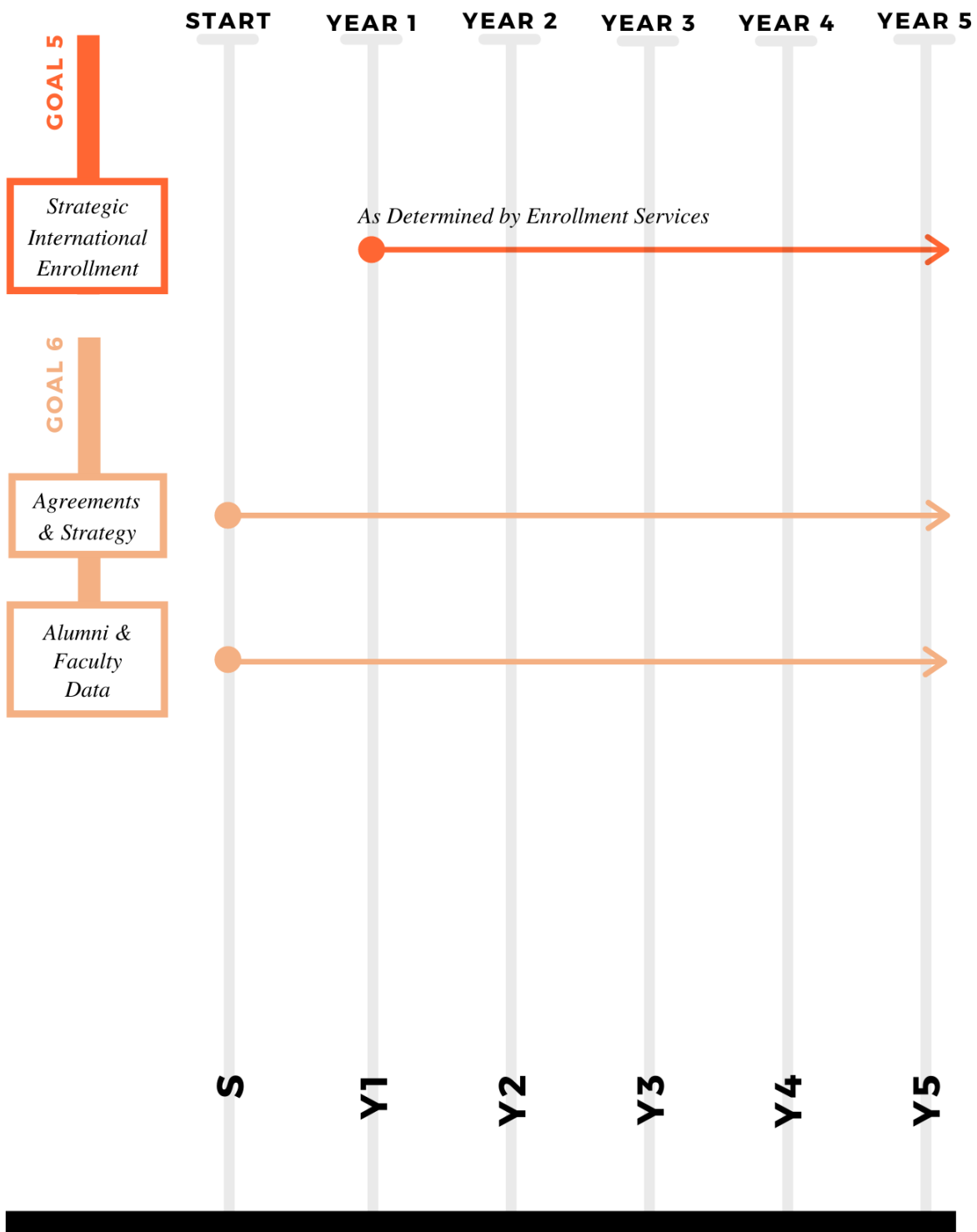
Strategic Internationalization Plan

◆ = Milestones and Grant Cycles ● = Start/End Point



The Now and Next of Our International Success

Strategic Internationalization Plan

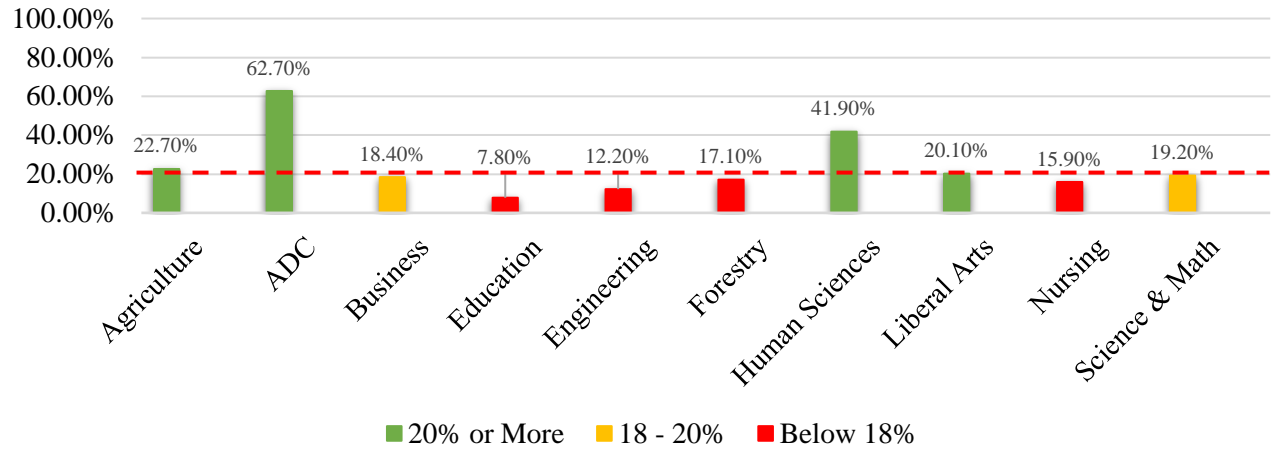


The Now and Next of Our International Success

Sample Dashboard Metrics

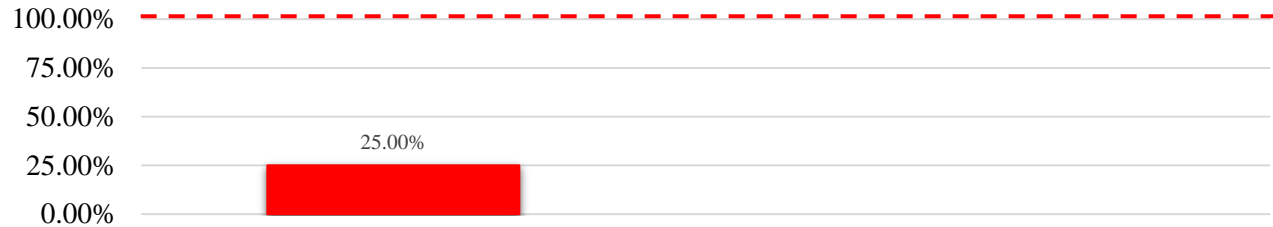
Undergraduates Who Studied Abroad as Percent of Bachelor's Degrees

Target = 20%



Percent of Colleges with International Academic Credential

Target = 100%



Percent of Faculty with ORCiD Research Identifier

Target = 100%



Citations

- Association of American Colleges and Universities (AAC&U). (2014). *Global Learning Value Rubric*. Retrieved from <http://www.aacu.org/sites/default/files/files/VALUE/GlobalLearning.pdf>.
- Craciun, D., & Orosz, K. (2018). *Benefits and costs of transitional collaborative partnerships in higher education*. European Expert Network on Economics of Education, EENEE Analytical Report No. 36.
- Fischer, K. (2019, Oct. 30). *Few Graduate Students Get an International Experience*. Retrieved from <https://www.chronicle.com/article/Few-Graduate-Students-Get-an/247451>
- Hesser, G. (2014). *Strengthening Experiential Education: A New Era*. Mt Royal, NJ: National Society for Experiential Education.
- Institute of International Education. (2019). *Why Study Abroad?* Retrieved from <https://www.iie.org/Programs/Generation-Study-Abroad/About/Why-Study-Abroad>.
- Kuh, G. D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges & Universities.
- Sousa, D. A. (2016). *How the Brain Learns*. Thousand Oaks, CA: Corwin, a SAGE Company.
- Sutton, R. C., & D. L. Rubin. (2010). *Documenting the Academic Impact of Study Abroad: Final Report of the GLOSSARI Project*. Paper presented at the annual conference of NAFSA: Association of International Educators, Kansas City, MO, June 2010. Retrieved from http://glossari.uga.edu/?page_id=42&did=24.
- Sutton, R. C., & Obst, D. (2011). *Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages*. Institute of International Education, Global Education Research Reports, Report 6: 59-62.
- Trooboff, S., Vande Berg, M., & Rayman, J. (2008). *Employer attitudes toward study abroad*. *Frontiers: Interdisciplinary Journal of Study Abroad*, Vol. 15: 17-33.

Acknowledgements

The Auburn University Strategic Internationalization Plan is the culmination of over a year's worth of work by the Committee for Strategic Internationalization. The following CSI members deserve appreciation and praise for their dedication to the internationalization process and ultimately the enhancement of the institution. The Office of International Programs and all of the Auburn Family sincerely thank each member for their efforts.

Committee for Strategic Internationalization:

Henry Fadamiro – Associate Dean for Research and Assoc. Director of the Agric. Exp. Station,
College of Agriculture

Danny Butler – Associate Professor of Marketing and Thomas Walter Professor, Raymond J. Harbert
College of Business

Nancy Barry – Professor of Curriculum and Teaching, College of Education

Bob Karcher – Assistant Dean for Student Services, Samuel Ginn College of Engineering

Hanqin Tian – Professor of Forestry and Wildlife Sciences, School of Forestry and Wildlife Sciences

Kate Thornton – Director of Hunger and Sustainability Initiatives, College of Human Sciences

Giovanna Summerfield – Associate Dean, College of Liberal Arts

Kathy Joe Ellison – Professor of Nursing, School of Nursing

Vishnu Suppiramaniam – Associate Dean for Research and Graduate Programs, Harrison School of
Pharmacy

Jingjing Qian – Associate Professor of Health Outcomes Research and Policy, Harrison School of
Pharmacy

Ming-kuo Lee – Chair and Professor, Department of Geosciences, College of Science and Mathematics

Haroldo Toro – Alumni Professor, Department of Pathobiology, College of Veterinary Medicine

Ken Thomas – Associate Director for Student Affairs, Honors College

Tara Jones – Associate Vice President for Development, Office of Development

Gretchen VanValkenburg – Vice President for Alumni Affairs, Office of Alumni Affairs

Melanie Baker – Government Compliance Administrator, Office of Innovation Advancement and
Commercialization

George Flowers – Dean, Graduate School

Elizabeth Essamuah-Quansah – Director, Outreach Global, University Outreach

Lady Cox – Assistant Vice President, Division of Student Affairs

Velda Rooker – Director, University Scholarships, Office of University Scholarships

Leanne Fuller – Director, Human Resource Services, Human Resources

Tammy Moore – Manager, Tax Reporting and Compliance, Tax Compliance Office

Megan Good – Director, Academic Assessment, Office of the Provost and Vice President of Academic Affairs

Drew Clark – Director, Academic Assessment, Office of Institutional Research

Iryna Johnson – Associate Director, Analytics, Office of Institutional Research

Michael Baginski – Senate Chair and Associate Professor of Electrical and Computer Engineering, Samuel Ginn College of Engineering

Chris Roberts – Uthlaut Chair and Dean, and Committee Co-Chair, Samuel Ginn College of Engineering

Ben Farrow – Associate Dean, and Committee Co-Chair, College of Architecture Design and Construction

Martin O'Neill – Schulze Professor and Head, Department of Nutrition, Dietetics, and Hospitality Management, and Committee Co-Chair, College of Human Sciences

Valentina Hartarska – Professor of Agricultural Economics and Rural Sociology, and Committee Co-Chair, College of Agriculture

Kalani Long – Communications and Marketing Specialist, Office of International Programs

Jennifer Mason – Director, International Initiatives, and Committee Co-Chair, Office of International Programs

Andy Gillespie – Assistant Provost for International Programs, and Committee Co-Chair, Office of International Programs

Emmett Winn – Associate Provost for Faculty Affairs, Office of the Provost

Auburn University and Auburn's Office of International Programs also wish to thank Dr. Robin Helms, Director of the Center for Internationalization and Global Engagement of the American Council on Education, and her staff, including Heather Ward, for their help and guidance in making this Strategic Internationalization Plan a reality. Similarly, we thank Dr. Tom Wyly and Dr. Earl Kellogg of Strategic Consulting: The Wyly/Kellogg International Group for their invaluable help and counsel in forming the ideas for this work as well as the draft of the final Internationalization Plan. Other 'thought leaders' came to campus and shared their ideas, approaches, and methods with Auburn faculty, staff, and administrators, and they left a legacy of new ideas and new approaches that served as a catalyst for dialogue on campus. We appreciate that they took time to visit and thank them for their presentations and discussions:

Dr. William Brustein – Vice President for Global Strategies, West Virginia University

Dr. Daniel Guhr – Managing Director, Illuminate Consulting Group, San Carlos, CA

Dr. Hilary Kahn – Associate Vice Chancellor, Office of International Affairs, Indiana University

Dr. Hilary Landorf – Executive Director, Office of Global Learning Initiatives, Florida International University



AUBURN UNIVERSITY

OFFICE OF INTERNATIONAL PROGRAMS

auburn.edu/international

@AUIntlPrograms