

INDIANA UNIVERSITY

INTERNATIONAL STRATEGIC PLAN



MARCH 2008



March, 2008

Dear Colleagues,

A sense of the fundamental importance of the global community characterizes the very best international research universities. At Indiana University, we have contributed to the development of the global community for many decades. Our legendary eleventh president and first chancellor Herman B Wells had a deep appreciation of its importance when he initiated the University's concerted efforts to become an international force in higher education. He attracted world-class international faculty, developed new international alliances with governments and institutions, established area studies programs, and dramatically expanded IU's foreign languages curricula.

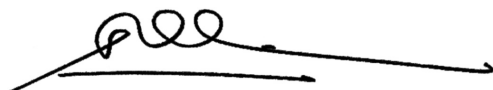
Drawing on our long and rich tradition of international engagement, we must remember that education and research—IU's two fundamental missions—are the seeds for success in a world growing increasingly flat and seamless. Global literacy and collaboration have never been more important than they are now. Today, Indiana University is among national leaders in the number of foreign languages offered and in the number of Title VI National Resource Centers located on our campuses. Our world-renowned faculty, scholars, and scientists teach, research, and collaborate with colleagues around the globe. Our over five thousand international students add immeasurably to the life of the entire university.

As we look toward the future, the best programs in most professions and disciplines will increasingly require a period of study abroad for student success. Indeed, whether our graduates are in Bloomington or Beijing, they will be living and working in a global environment. To ensure their own success, they will demand international experience as part of their world-class education. Global literacy is a pragmatic necessity for their success.

The Indiana University International Strategic Plan aims to leverage IU's great strengths in international education, research, and engagement. This university-wide plan sets forth a bold vision for coordinated and strategic growth in these three areas. It aims to maximize the efforts of our outstanding faculty in world languages and cultures, expand opportunities for students to study abroad, and establish and further strengthen vigorous and productive international research and outreach partnerships.

Like the Indiana University Information Technology Strategic Plan (1998) and the Indiana University Life Sciences Strategic Plan (2006), this Strategic Plan is an ambitious undertaking that is grounded in realistic, achievable, and measurable goals. Like them, it builds on the university's tremendous strengths in order to improve the quality of education and research across the university. Ultimately, this plan allows us to look beyond Indiana's physical borders toward the global horizon as we form strategic alliances that improve far more than education at Indiana University.

I would like to express my gratitude to Vice President for International Affairs Patrick O'Meara, who has coordinated the development of this plan. I would also like to thank all of the faculty, staff, and students with whom many of the issues in this plan were discussed, especially the many staff members in the Office of the Vice President for International Affairs and others, who have dedicated countless hours to preparing this far-sighted document. Their tremendous contributions to the plan foreshadow the essential role they will play in its implementation.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Michael A. McRobbie
President

March 2008

Michael McRobbie
President
Indiana University

Dear President McRobbie,

As Vice President for International Affairs, it is my privilege to present to you the Indiana University International Strategic Plan. The plan provides an opportunity for IU to build on its international accomplishments and to set the university’s priorities for a rapidly changing world.

The Office of the Vice President for International Affairs has, in accordance with your charge, developed a comprehensive plan that will insure IU’s international leadership. In preparing the document, serious thought was given to the themes that you expressed in speeches and other presentations over the past year. The plan is based on four key premises including 1) the importance of education abroad; 2) the relevance of exchanges, affiliations, and international strategic partnerships; 3) the essential importance of international faculty research; and 4) the need to serve the international priorities of the State of Indiana. The plan is the product of an intensive eight-month process. Drafts were presented to administrators, faculty, and staff on all IU campuses, including the President’s Cabinet, the Chancellors, Provost, Council of Academic Deans of the IUB and IUPUI campuses, the President’s Council for International Programs, the Office of the Vice President for International Affairs, and the IUPUI Office of International Affairs. Many useful comments and suggestions were received from these different groups.

While the twenty goals of the plan are university-wide, their implementation will have to be consistent with the different missions of IU’s campuses. The goal of the plan is to offer focus and leadership that will improve the university’s capacity to provide new opportunities for students and faculty.

In closing, I would like to thank those who offered constructive suggestions and ideas in the development of the plan and whose commitment to international and global activities contribute so significantly to Indiana University’s worldwide impact and reputation.

Sincerely,



Patrick O’Meara
Vice President for International Affairs

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Executive Summary

In the decades following World War II, under the visionary leadership of President Herman B Wells, Indiana University undertook a major expansion of academic and research programs focused on key regions of the world. The opportunities and constraints that Indiana University now confronts at the beginning of the twenty-first century are dramatically different from those that it faced after World War II. While nation states and geopolitical regions will remain important forces, the impact of trade, energy, access to water resources, information technology, and population movement are becoming increasingly global in scope. The resolution of pressing global issues that influence local circumstances will require intercultural and international understanding and competencies by IU faculty and students. President Michael McRobbie, in his inaugural address and other speeches, emphasized that international activities should play a key role on IU campuses, in keeping with their missions. The International Strategic Plan reflects many of these ideas.

The International Strategic Plan for IU consists of four components:

Education Abroad. A basic goal is to expand IU study abroad opportunities, internships, and international service learning programs.

Exchanges, affiliations, and international strategic partnerships. The university must focus its partnership efforts on targeted regions that hold the greatest potential for research collaboration, recruitment of students and faculty, and overseas study opportunities for IU students.

International faculty research. Faculty members in virtually every discipline benefit from collaboration with colleagues from another part of the world. The plan suggests ways to meet the needs of faculty who wish to pursue new international directions.

Serving the international needs of the State of Indiana. The strategic plan outlines programs that would help make Indiana citizens, K–12 students, and businesses and industries more globally aware.

The International Strategic Plan provides 20 goals (see Appendix B) for advancing these four components. These goals are intended to help guide Indiana University over the coming years. Meeting these goals will mean:

- **A new emphasis on expanding student involvement in overseas study programs, including the countries of East and South Asia.** Taking into account the different missions of the IU campuses, significant new growth in study abroad participation will be achieved, in part, by increasing the numbers of students engaging in study abroad; providing more targeted, short-term programs; and making it affordable for more students to participate in such programs.
- **The recruitment of highly qualified international students.** Indiana University must be engaged in a global competition for the world’s most gifted students and urgently needs an international student enrollment management strategy to ensure its continued effectiveness in attracting and retaining international students.
- **Developing the curriculum so as to build the global competency of undergraduates.** Campuses and schools should be encouraged to develop appropriate priorities that enhance global education opportunities for students. The university must make a serious programmatic and intellectual effort to articulate what constitutes “global competency” in terms of general skills and learning outcomes.
- **Developing new strategic partnerships with highly regarded institutions of higher education abroad.** Relationships with partner universities must be selected on the basis of how they contribute to faculty research and student study abroad, as well as how they add to institutional prestige. In addition, IU should begin to provide university resources for selected university-wide strategic international partners.

- **Providing opportunities for international professional development for IU faculty.** It will be necessary to increase investments in faculty international professional development including creating new courses, travel to conferences, research support, and language acquisition.
- **Fostering collaboration across disciplinary and campus boundaries.** IU should act to establish institutes that bring together and project IU’s research capacity on selected international themes. Such initiatives could become catalysts for drawing together faculty from different schools and campuses and expanding on significant new international partnerships.
- **Expanding international outreach activities and services to the citizens of the State of Indiana.** The university must provide a targeted, sustainable strategy for conducting outreach to meet the international economic and educational needs of the state.
- **Expanding fundraising and strategically selected international development activities consistent with IU’s missions of education and research.** To meet the objectives in the International Strategic Plan, such as expanding opportunities for study abroad, IU needs to significantly increase its fundraising efforts. In addition, IU will need to continue to compete successfully for external contracts and grants. In both cases, the university will need to rely on its academic strengths as well as on relationships with overseas partners, alumni, foundations, and corporations.

The plan sets out broad principles that individual campus administrators will seek to implement, consistent with their missions. The International Strategic Plan describes the goals that must be implemented if Indiana University is to prepare its students and faculty for meeting the global challenges of the twenty-first century.

1.0 Introduction

In the decades following World War II, under the visionary leadership of President Herman B Wells, Indiana University undertook an enormous expansion of academic and research programs focused on the world’s major regions. IU sought out distinguished international scholars to join its faculties and began to build the infrastructure necessary to support internationalization throughout the institution.

That vision and commitment have continued with subsequent IU presidents and administrators. International initiatives flourish at every level of IU’s campuses: a wealth of language and area research centers and institutes; a renowned faculty recruited from around the world; international curricula for undergraduate and graduate degrees, minors, and professional certificates; world-class library, archival, and museum collections; a global network of student and faculty exchanges and study-abroad opportunities; a diverse international population of students, faculty, staff, and visiting scholars; and non-academic support programs and services promoting cross-cultural awareness beyond the campus.

Wells was fond of saying “the campus of Indiana University is not just in Bloomington, or even the State of Indiana; it encompasses the four corners of the globe.” Wells’ original vision of bringing the world to students in Indiana and of Indiana serving the world remains valid today. The context in which the university is now operating, however, requires IU to change some of the ways that it engages with the world. This plan responds to President Michael McRobbie’s directive that the university address these new circumstances.

1.1 International programs, research, and activities at IU

The following are highlights of IU’s international programs over the course of the past decade. Growth is reflected in the following ways: increasing numbers of students studying abroad; record numbers of international student enrollments; further internationalization of curricula and programs; growing numbers of institutional affiliations resulting in increased opportunities for academic collaboration; and new development initiatives with institutions worldwide.

Study-abroad opportunities for IU students and collaborative relationships with international partners worldwide

Indiana University currently offers more than 200 study abroad programs for the academic year, semester, summer, and intersession in nearly every field of study. Study abroad participation by students on all IU campuses grew by more than 307 percent from 1996 to 2005-06, from 626 to 2,037 students. In 2005–06, IU Bloomington (IUB), with 1,612 students, ranked eighteenth out of 1,000 colleges and universities in the U.S. that send students abroad. While Western Europe remains the preferred destination of the university’s students, IU’s challenge is now to develop programs that will encourage students to study abroad in larger numbers in the countries of Asia and in other countries around the world.

Indiana University has been active in establishing mutually productive partnerships with numerous institutions abroad, and currently has approximately 200 institutional linkages worldwide. A register of these affiliations is available from the Web site of the IU Office of the Vice President for International Affairs (OVPIA).

These programs and the other international study, research, and development activities described below have been substantially aided by IU’s superb information technology environment. The expansion of Internet bandwidth and computing resources available to IU faculty and students has facilitated existing programs and made possible new modes and avenues for collaborative research and teaching with colleagues abroad.

International students at IU

The Office of International Services (OIS) opened in 1946. When President Wells named Leo R. Dowling as Indiana University’s first international student advisor, there were only 58 foreign students on the Bloomington campus. When Dowling retired in 1972, there were 1,500. Over the past seven years, IU’s university-wide international student enrollments have increased 39 percent from 3,886 in 2000 to 5,395 in 2007. Approximately two-thirds of the international students on the Bloomington and Indianapolis campuses come from the five Asian countries of South Korea, China (including Hong Kong), India, Taiwan, and Japan. Overall, in fall 2007, IUB, with 3,955 international students, ranked fifth in the Big Ten and seventeenth among more than 1,900 U.S. universities. In concert with Wells’ vision, international students contribute to the diversity of IU campuses through their culture, history, language, and through their daily interactions in the classroom and contacts with students from throughout Indiana and the United States.

Area studies centers and foreign language offerings

Attesting to Indiana University’s importance as a center of excellence for international studies, IUB currently ranks among the top three in the nation among all public and private universities in the number of its federally designated Title VI Centers: the African Studies Program; Inner Asian and Uralic National Resource Center; Center for Latin American and Caribbean Studies; Russian and East European Institute; West European Studies; Center for the Study of Global Change; Center for Languages of the Central Asian Region; Center for International Business Education and Research; and East Asian Studies Center. Title VI centers provide federal funding for area studies, library enhancements, faculty research, conferences, and K-12 outreach programs serving strategic national interests. In addition to the Title VI centers, IU hosts a number of other centers that support international studies at the university, including the European Union Center, Middle Eastern Studies, India Studies and Polish Studies (all at IUB), two Spanish Resource Centers at IUB and the Indiana University–Purdue University, Indianapolis (IUPUI) campus and the Confucius Institute at IUPUI, among others.

The outstanding quality of the university’s area studies centers is supported by the strong emphasis on foreign language study. For decades, IUB has offered one of the richest arrays of foreign language courses among U.S. institutions of higher education. IUB has the capacity to offer up to 70 languages from around the world ranging from Albanian, Bambara (Mali), Czech, and Persian to Haitian Creole, Slovene, Tibetan, and Zulu.

The area studies centers and rich language programs must continue to be at the heart of IUB’s research and education missions. Wherever possible, they must continue to reach out to the other campuses and to fulfill invaluable strategic missions on the national level.

For more than 50 years, IUB’s Summer Workshop in East European and Slavic Languages (SWEESL) has been hosting an intensive eight-week language institute each summer that offers instruction in 15 to 20 different languages at various levels. The SWEESL provides up to 200 participants from around the country with instruction in Slavic, East European, and Central Asian languages and the opportunity to complete a full year of college language instruction during an eight-week summer session. Utilizing the resources of Indiana University’s own specialists as well as native speakers from other universities and abroad, SWEESL has developed and maintained a national program of the highest quality.

In addition, IUB currently has one of only 14 specialized language centers in the nation with a Title VI Language Resource Center designation, the Center for Languages of the Central Asian Region (CeLCAR), created in 2001. CeLCAR’s basic mission is to develop, in print and electronic formats, introductory and intermediate curricular materials in languages of critical national interest such as Kazakh, Pashto (Afghanistan), Tajik, Uyghur (northwest China), and Uzbek. These languages are written in a range of alphabets (Arabic, Cyrillic, and Latin). Currently at IU, two of these languages, Kazakh and Uzbek, are regularly offered during the academic year. In addition, a recent grant from the U.S. Department of Defense is funding Central Asian language instruction for a number of undergraduate ROTC students from across the country.

International research, development, and outreach activities

Between 1996 and 2006, Indiana University faculty and staff attracted more than \$250 million in external grants for research, teaching, and service activities. Nearly half of this sum has supported faculty research abroad or brought international scholars and postdoctoral researchers to work and study at IUB and IUPUI; another 15 percent of the external awards have engaged IU experts in international development, training, and institution-building projects on five continents. IU has been particularly successful in securing external funding for exchange activities. A 20-year retrospective of international grants from the U.S. Department of State’s Bureau of Educational and Cultural Affairs ranked IUB second nationally in the number of international university partnership grants awarded; when IUPUI is included, Indiana University ranks first in the United States.

Currently, the IU School of Medicine’s (IUSM) Academic Model for the Prevention and Treatment of HIV/AIDS (AMPATH) project with Moi University in Kenya, which recently received \$60 million from the U.S. Agency for International Development (USAID), and the School of Education’s teacher education project in Afghanistan are examples of IU’s international service. With support from the Bill and Melinda Gates Foundation and USAID, for example, more than 500 IUSM students, residents, and faculty have participated in the IU Moi exchange program. In return, more than 60 Kenyan students and faculty have come to IUSM to attend classes, teach, and conduct research.

These IU programs and others in Ukraine, Macedonia, Kyrgyzstan, and elsewhere help to build the global competencies of IU faculty and staff through international research and service opportunities as well as to fund training for overseas participants at IU. These projects have also achieved important national objectives for the United States government and for the host countries.

1.2 Challenges for the future

Legacies of the post–WW II era

To a considerable extent, the focus of U.S. foreign policy, and by extension, the growth of international programs and exchanges in higher education, were shaped by the events of the post–WW II era: the rebuilding of Europe and Japan; decolonization in Africa and elsewhere; the advent of the Cold War; and confrontation with the Soviet Union and the People’s Republic of China. These circumstances presented both opportunities and constraints to scholars of international affairs. Among other things, they contributed to the growth of federally funded area studies programs that focused on the history, culture, and languages of the major regions of strategic interest to the United States—mainly Western and Central Europe, Africa, Russia, and China. At the same time, however, hostility between the West and China and the Soviet Union meant that very little real exchange of scholars and students from these countries could take place. Until the beginning of the 1990s, therefore, the majority of U.S. students studying abroad learned French, Spanish, German, Korean, and Japanese and went to the United Kingdom, Europe, and non-Communist East Asia.

With the dissolution of the Soviet Union in the early 1990s and economic reforms in China, however, the pattern of interaction between institutions of higher education in the U.S. and their counterparts abroad began to change. Enrollments in Russian language programs ballooned, along with interest in overseas study programs in Russia and Central and Eastern Europe. IU and other universities also began to see an increase in enrollments of students from Russia, China, Central Asia, and Eastern Europe.

Challenges of the 21st century

Alongside these developments, the rapid growth of globalization brought on by new information technologies and shifts in business strategies leveled the economic playing field in many areas of such countries as China, India, Brazil, Ireland, and Russia. Likewise, the global oil economy has brought new wealth to the Middle East and countries such as Russia, Kazakhstan, and Angola. Since the 1990s, barriers to free trade have fallen in many parts of the world. Moreover, across the world, universities are striving to achieve world-class

status and to challenge the long period of American hegemony of excellence in higher education. The Chinese government, for example, is pouring millions of dollars into the country’s top universities to enable China to compete more effectively in the international arena. Alongside increasing standardization in international trade, the domination of communications by a few countries, and advances elsewhere in higher education, the world is faced with an increase in ethnic nationalism. Thus, the opportunities and constraints that Indiana University confronts at the beginning of the 21st century are dramatically different from the ones that it faced after World War II.

In looking forward over the next 10 years, IU will need to prepare students for a world which is rapidly changing in the following ways:

- China, and to some extent, India, by virtue of their rapid development and large populations, will exert a gravitational pull on much of the rest of the world in terms of economic and political importance, and both have tens of millions of young people in need of better quality higher education.
- Manufacturing and service industries will increasingly outsource their work to skilled, low-wage workers in other countries, so U.S. producers will have to develop new products and services to remain competitive.
- Higher education will become a competitive global enterprise through the growth of distance education and offshore educational programs and the rapid improvement of higher education institutions in other countries.
- Foreign companies, staffed with fluent speakers of English, will be able to penetrate domestic U.S. markets.
- The growth of ethnic nationalism and the conflicts engendered by it are presenting the U.S. and other nations with complex diplomatic and strategic challenges.
- Environmental change may result in significant shifts in trade patterns and spark conflicts over air quality, fresh water resources, coastal marine fisheries, and rising lakes and oceans, all of which will require international research and collaboration.
- Diseases will be spread more globally as a result of increased international travel and drug resistance, and dealing with this phenomenon will put a premium on interdisciplinary research that involves international collaboration.
- The declining supply of oil and the growth of renewable energy resources will produce shifts in production, research, and global strategic alliances that will affect the economies of Indiana and other states reliant upon coal, oil, and natural gas for their energy resources.

During this current time of far-reaching global, political, social, economic, and technological change, IU’s commitment to continued excellence in international education and research needs to be stronger than ever. Indiana University’s students will need to acquire global competencies in order to understand, collaborate with, and meet the competition from counterparts in other countries. Without such competencies, Indiana’s businesses and communities, as well as IU itself, risk being marginalized by the growth of global competition that is already sweeping across the U.S.

The growth of transnational collaborations and international competition has direct consequences for businesses and individuals in Indiana, as the following illustrate:

- Indiana companies such as Cummins, Eli Lilly and Company, Biomet Inc., and Cook Group Incorporated have extensive design, production, and marketing facilities in China, India, Mexico, the European Union (EU) countries, and elsewhere.
- Toyota, Honda, Subaru, and a host of other Japanese and Korean companies have established manufacturing plants in Indiana.
- Indiana researchers and professionals in business and industry increasingly collaborate with overseas partners in product development cycles in aerospace, life sciences, automotive manufacturing, environmental science, and other fields.
- Immigration from Mexico and parts of Latin America to Indiana will increase several hundred percent, presenting a significant challenge to many Indiana communities and school corporations.

- Indiana University will, in future years, be competing for the very best faculty and students not just in Indiana, the Midwest or the U.S., but across the globe. IU will be competing for them not just with other top research universities in the U.S., but with scores of ambitious universities in dozens of countries eager to supplant top-ranked American universities.

1.3 Towards an International Strategic Plan

IU is uniquely poised to address the changes brought about by globalization and international competition because of the depth of its resources and the expertise of its faculty. Indeed, IU must conserve and enhance its expertise in Africa, Russia, Eastern and Central Europe, Western Europe, Central Asia, Latin America, the Middle East, and East and Southern Asia, as these regions are intrinsically important to the larger context of global economic interdependence. IU must, however, also recognize and adapt to international trends that will dominate the first part of the 21st century: the locus of economic, intellectual, and political development is shifting from the West toward the East. While nation states and geopolitical regions will remain important forces, the impact of trade, energy, access to water resources, information technology, and population movement are becoming increasingly global in scope, and the resolution of pressing global issues that influence local circumstances will require intercultural and international understanding and competencies in every field. Addressing these realities requires international programs and studies to play a central role in the education that IU provides to its students.

In meeting these challenges, IU must keep in mind its core missions of education and research. Fundamental to the university’s two central missions are great faculty and excellent students. Service and engagement are also very important and may be considered a third mission, but they depend on the first two missions. All activities in the international arena must be evaluated principally in terms of what they contribute, directly or indirectly, to IU’s core missions. In this context, many of IU’s other initiatives provide interlocking support for an international strategy.

An international strategy for IU thus consists of four basic components:

- education abroad (Sections 2, 3, and 4);
- exchanges, affiliations, and international strategic partnerships (Section 5);
- international faculty research (Sections 6 and 7); and
- serving the international needs of the State of Indiana (Section 8).

Meeting the goals of these strategic components will mean:

- expanding student involvement in overseas study programs, including the countries of East and South Asia (Section 2);
- recruiting highly qualified international students (Section 3);
- developing the curriculum so as to build the global competency of undergraduates (Section 4);
- developing new strategic partnerships with highly regarded institutions of higher education abroad (Section 5);
- providing opportunities for international professional development for IU faculty (Section 6);
- fostering collaboration across disciplinary and campus boundaries (Section 7);
- expanding international outreach activities and services to the citizens of the State of Indiana (Section 8); and
- expanding fundraising and strategically selected international development activities, consistent with IU’s missions of education and research (Section 9).

In his inaugural address as president of Indiana University, Michael McRobbie announced two major initiatives that relate to the goals of the International Strategic Plan. These two initiatives will provide a major boost to international education and research at IU. The first is construction of a new international studies building on the IUB campus. This building will:

...house many of our leading departments, programs, and centers (in international programs and studies). This building will also contain major new classroom facilities specially designed to support education in these fields. We will also launch planning for facilities at IUPUI to support IU’s international strategy.

President McRobbie also announced a second initiative designed to increase the participation of IU students in study-abroad programs:

To increase further the number of IU students participating in study abroad programs requires targeted funding and new and expanded relationships with foreign universities. . . . I will ask [the IU Foundation] for their assistance in raising a major new endowment to support scholarships for studying abroad by IU undergraduate students. . . . This will. . . ensure that scholarships are available to allow low-income and minority students to participate in these vital opportunities.

The International Strategic Plan sets out the goals that should be implemented if Indiana University is to prepare its students and faculty for meeting the global challenges of the 21st century. The provost, chancellors, deans, chairs, and directors will need to consider the goals of the International Strategic Plan in regard to curriculum development, hiring, and incentives for faculty and students. Additionally, the university will need to identify new sources of funding for priority activities.

2.0 Education Abroad

Indiana University has been actively engaged in sending students abroad since the nineteenth century, when David Starr Jordan took students to Europe each summer to study language and natural history. Since then, IU has evolved into an institution in which study abroad programs are driven by specific academic needs and areas of interest. This dynamic has created a rich variety of study abroad opportunities at IU that are actively supported by faculty and that place the university among the top tier of study abroad institutions in the U.S.

A basic goal of the International Strategic Plan is to expand IU’s study abroad and international service learning programs. Study and service abroad are essential components of educating students for living and working in a global environment. Universities must ensure that students are globally literate in their major fields of study, and this is best achieved by an international experience that includes time spent in study or in service in another country.

IU supports implementation of education abroad programs through the university-wide Office of Overseas Study. Overseas Study administers and cosponsors almost 100 programs for students throughout the university and oversees another 100 programs that operate under specific units and departments. The Office of Overseas Study also collaborates with each campus to raise the profile of study abroad among IU faculty and students. The Overseas Study Advisory Council (OSAC), a body of faculty members who represent the majority of the campuses, reviews proposals on the basis of quality, academic content, and safety and security for all new study abroad programs.

Growth in study abroad throughout the IU system has increased dramatically in the past 20 years, from a small number of programs for a few hundred students to more than 200 programs for more than 2,000 students today. IUB’s numbers abroad each year rank among the top 20 research universities sending students abroad. Today, every IU campus has study abroad activities.

2.1 Challenges and goals

A brief statistical profile serves to provide an overview of the current status of IU’s study abroad programs:

- With 1,612 students studying abroad in 2005–2006, IUB ranked eighteenth in the United States out of more than 1,000 institutions and tenth in the number of students who spend a semester or longer abroad.
- IUPUI sent 329 students abroad in 2005–06, and the other six IU campuses sent smaller numbers of students.
- Approximately 20 percent of IUB students experience some sort of study abroad experience prior to their graduation from IU. At IUB, 46 percent of study abroad students in 2005–2006 were from the College of Arts and Sciences, 35 percent from the Kelley School of Business, and 7.9 percent from the School of Education.
- On the IUPUI campus, study abroad students were more widely distributed in fields of study to include nursing (3.5 percent), law (13.2 percent), liberal arts (26.2 percent), science (2.1 percent), engineering and technology (5.6 percent), business (5.9 percent), and medicine (more than 15 percent).
- The primary destination of Indiana University study abroad students (65 percent) is Europe, which closely mirrors national trends at other universities and colleges.
- University-wide in 2005–06, 10.8 percent of IU study abroad students went to Latin America (nationally: 14.4 percent), 6.6 percent went to Asia (nationally: 8 percent), and 3.5 percent went to Africa.
- African American students represent fewer than 2 percent of the students that go abroad on IU-administered or co-sponsored programs.

- The number of students at IUB and IUPUI seeking internships abroad for credit increased from 91 in 2000–01 to 427 in 2005–2006.
- In 2005–2006, 58 percent of students who took part in IU-managed study abroad programs went for at least a full semester, compared with the national average of 48 percent.

As these figures suggest, significant new growth in study abroad numbers at IU will be achieved, in part, by (a) increasing the numbers of students engaging in study abroad in such fields as education, law, music, the natural and physical sciences, public administration, computer science, and engineering and technology; (b) providing more targeted, short-term programs; (c) overcoming language barriers to increased study abroad participation in Asia, Latin America, and developing world destinations; and (d) making it affordable for more students to participate in such programs. In addition, significant efforts will need to be made to increase the number of African American participants in study abroad. One further possibility would be to collaborate with IU’s historically black college and university partners on two or more study abroad programs of special interest to African American students.

None of the objectives outlined above can be achieved without significant involvement from IU’s schools and academic departments. Attracting increased numbers of students from science and technical disciplines will require a change in the culture of those programs at IU and in their degree requirements in order to incorporate an international experience for their undergraduate students.

2.2 Increasing IU’s study abroad enrollments

During 2006-07, 20 percent of the undergraduates at IUB had at least one educational experience abroad during their studies. The percentages are lower on other campuses because of their different missions in many cases and because of the constraints that students face in terms of issues of curriculum integration and significant work and family commitments.

Over the next five years, however, IU should significantly increase the rate of participation in study abroad programs on IU campuses, where this is consistent with the campus missions. In addition, the university should strive to increase university-wide participation in study abroad programs in countries other than those of Western Europe, with the goal of increasing participation in Asia. These increases will be possible, however, only if the changes suggested in the following sections can be implemented.

The OSAC approved between 30 and 40 new study abroad programs for each of the past four years. New programs should be balanced between a range of program models—intensive, stand-alone, short-term programs; short-term programs that have a longer on-campus component or an online, interactive video component; semester-length programs; summer programs; two-plus-two double-degree programs; and so forth. The models should emanate from curricular demands and scheduling feasibility. IU also needs to develop more programs specific to the physical and life sciences because those areas are underrepresented within the education abroad portfolio throughout the university.

GOAL 1 Increase participation in study abroad programs on all campuses, where this is consistent with campus missions

- Encourage education abroad opportunities that satisfy curricular requirements.
- Create an international dimension requirement in relevant schools or departments in which credits from abroad count toward this requirement. When the Kelley School of Business added an international dimension to its requirements in 1988, which could be satisfied by a six credit experience abroad, the numbers of Kelley students abroad exploded such that today, one third of all IUB students abroad are from Kelley. Such a requirement can and should be replicated in other schools and units.

- Create international general education requirements that allow credit from abroad to satisfy them. The IUB Faculty Council has approved a World Languages and Cultures requirement. This new requirement can be satisfied with a six credit study abroad experience. IUPUI will soon require one of the following for all undergraduates: study abroad, service learning, or significant research. Similar requirements on other campuses could raise the profile and importance of an international experience among students who might never have previously considered such an opportunity.

Geographic diversity in study-abroad participation

As noted previously, more than 60 percent of IU undergraduates who choose study abroad programs go to Europe. IU needs to create new programs as well as adopt existing programs in critical geopolitical areas. Students could greatly benefit from short-term programs that introduce them to locations in different parts of the world. IU can also enter into partnerships with providers who already operate reputable programs in these world areas so that there is no need for IU to invest in separate services and facilities. These partnerships would expand IU’s portfolio without stretching resources.

GOAL 2 Increase participation in study abroad programs in Asia and other underrepresented areas

- Expand and diversify the types of programs available to meet the demands of different curricular requirements and a diverse student population.
- Expand the locations of programs abroad to include countries such as Brazil, Russia, India, and China, as well as in Africa and elsewhere to increase students’ awareness of global interdependence.
 - Develop programs in nontraditional locations that do not require linguistic proficiency but do introduce students to the language and culture of the host environment. IU should also focus on developing strategic partnerships with institutions abroad that are a strong curricular match with IU (such as Zhejiang and Sun Yat Sen Universities in China) through which the university can provide a range of academic activities.
 - Maintain, and where appropriate, expand current programming worldwide where long-term programs have successful records. IU’s longstanding semester and academic-year programs throughout the world—in Europe, Latin America, Asia, Oceania, and Africa—should continue to receive strong support and attention because they align well with IU’s curricular strengths.

2.3 Incentives for faculty and student participation in study abroad

Achieving significant growth in study abroad numbers and increased diversity in geographic destinations will require the active participation of faculty in a wide variety of disciplines. A hallmark of education abroad at IU has been the dynamic creativity over the years of faculty who have conceptualized programs that dovetail with their research and teaching interests. Faculty members, however, frequently need assistance in order to implement their concepts. The Office of Overseas Study (with the support of the Office of International Affairs at IUPUI and liaisons on other campuses) assists faculty members in finding partnership opportunities abroad that might be excellent sites for certain academic programs.

In addition, almost all faculty-led teaching on programs abroad is considered an “extra” activity that takes place outside of the annual teaching load. Most units no longer cover the faculty member’s salary for teaching in a study abroad program, leaving the program to bear the entire cost of faculty expenses and resulting in expensive programs. Without resolving this funding problem, it will be difficult to create a significant number of new programs.

Moreover, despite the importance given to study abroad at IU over the decades, many faculty members who have dedicated time to this endeavor discover that when they are evaluated for raises, tenure, and promotion, the time they have invested in teaching or directing international programs is considered, at best, part of their service obligation rather than part of their teaching. Until faculty members receive full credit for their pedagogical activities abroad, teaching in or directing programs will be considered a marginalized activity.

Finally, many students do not have the financial means to participate in study abroad programs. Financial assistance available for study abroad will thus have to be increased further to meet the goals of the International Strategic Plan and those set by President McRobbie in his inaugural address.

GOAL 3 Provide improved incentives to both faculty and students for participation in study abroad

- Encourage the development of faculty-led programs in cooperation with the OSAC, or enter into agreements with institutions abroad, and adopt other discipline-specific education opportunities.
 - Ensure sufficient support to assist faculty with program development. Provide funding to faculty to help in developing new programs.
 - Foster collaborations between schools and partner institutions and/or providers with relevant programs. Given the complexity of creating and administering programs, Overseas Study can guide schools and departments that are seeking international partners. Often the best solution, particularly for challenging areas of the world where student demand is lower, is to use third-party provider educational organizations that already have reputable programs abroad in conjunction with prestigious institutions. These organizations are also adept at customizing special programs for U.S. institutions that are seeking new linkages abroad.
- Reward faculty members who organize, direct, and teach in programs abroad by including the course work abroad as part of their normal course loads and recognizing their contributions during the tenure and promotion processes.
 - Consider ways to remunerate and include teaching abroad as part of the annual teaching load. Department chairs should consider a course taught abroad as some fraction of the faculty teaching load, and schools should have set-asides that contribute to the faculty salary so that the burden for the remuneration is not included in the program costs.
 - Consider program activities as part of the teaching component of faculty evaluation.
- Provide substantially increased financial assistance to students of modest means and to underrepresented minority students in order to boost the participation of these students.
 - Ensure that programs are affordable to all students.
 - Ensure that programming and promotion reach out to students of diverse backgrounds. Achieving this would entail more financial support as well as promotional outreach and targeted programming and should be integrated into efforts to recruit minority students to IU.
 - Examine existing IU scholarships to determine whether award policies are contributing to increased numbers of students studying abroad.

2.4 Structural barriers to increased study-abroad participation

There are also structural barriers that inhibit the growth of study abroad. In some cases, study abroad opportunities for IU students are directly tied to exchange relationships with partner universities. The current way that undergraduate study abroad exchanges are funded is a disincentive to schools and departments because they must cover full nonresident fees for incoming exchange students, even though outgoing students pay only the resident rate. Many institutions, in the U.S. and abroad, consider exchanges an even swap; that is, students pay their own institution while attending another. Before IU can expand its number of exchanges, it must consider a similar approach.

In addition, the handling of credit transfers from study-abroad programs continues to be a source of concern for IU students. Students who perceive that getting credit for studying abroad is challenging and uncertain will pass up the opportunity to take part in study abroad programs. Students often sit through a course for an entire semester without assurances from their department or school that the course will count in a specific way toward their degree requirements.

GOAL 4 Eliminate or reduce disincentives associated with structural impediments to expanded study-abroad participation

- Develop a new structure for incoming and outgoing undergraduate exchange students so that they pay the same instructional fee rates.
- Facilitate the application of credit earned abroad toward campus requirements through clearly stated policies and procedures.
 - Minimize the administrative complexity that exists regarding transfer credit from abroad. Departments should be required to make decisions regarding credit based on course descriptions before a student must commit to participation in a study abroad program.

2.5 Internships and service learning opportunities

Traditional study abroad opportunities can be enhanced by the addition of internship opportunities. Indeed, interest in internships and service learning opportunities abroad has been growing rapidly among IU students. More than 40 percent of IUPUI’s 329 study abroad students pursue internships or service activities.

Ideally, an internship should be more than a work experience. It should also be a way for the student to have an immersion experience in order to comprehend the culture of the host institution and country. Given the exceptional oversight such internships require, in locating the placements as well as monitoring student efforts, more resources will be essential in developing such opportunities.

International service learning involves students in collaboration with organizations and communities in addressing local issues, as part of a credit bearing study abroad course or program. These activities need close oversight since it is necessary to have skilled faculty who work with local communities to find the placements, prepare students for their service positions, guide them in reflecting upon the outcomes of their activities, and connect the experience to the academic subject matter of the course. Students who engage in either service learning or internships become more closely involved with individuals in that culture.

GOAL 5 Develop more internships and service learning opportunities abroad

- Explore with providers, as well as alumni and Indiana businesses, the availability of pedagogically relevant internships. Third party providers are expanding the numbers of internships and service learning opportunities abroad; IU should collaborate in these pre-existing programs.
- Infuse IU study abroad programs with service learning components, working closely with faculty, alumni, and partner institutions abroad to create such opportunities.

3.0 International Students

Indiana University attained its position as a leading institution in international education, due in part to the presence on its campuses of students from 125 countries around the world. International students enhance the diversity of the student population and add vibrant intellectual and cultural dimensions to the life of the campus and community. These students find themselves working together on classroom projects, living in IU residence halls, studying in the libraries, enjoying student gatherings, and attending the numerous intercul-tural and social events on campus. American and international students not only form friendships but also learn to understand more about one another’s cultural and social backgrounds. The presence of international students on the university’s campuses enriches the diversity of the university. Indeed, recruiting excellent students from all over the world and helping to ensure that they have an outstanding education is essential to achieving the other goals of the International Strategic Plan.

International student enrollments at IU

International student enrollment has grown university-wide by 39 percent since fall 2000, significantly outpac-ing the national trend of approximately 10 percent growth over the same period. Since the early 1950s, IUB has been among the top 20 institutions that host the largest numbers of international students nationwide, even though it does not offer engineering, the second most popular field of study for international students in the United States. A brief profile of contemporary enrollment statistics is as follows:

- In fall, 2007, IUB had 3,955 international students, fifth among Big Ten universities and 15th overall in the U.S.
- The total international student enrollment at IU in fall, 2007 on all eight IU campuses was 5,395. Of these, 3,955 students were enrolled at IUB and 1,136 on the IUPUI campus.
- Since 2000, international student enrollment has grown by 34 percent at IUB and by 75 percent at IUPUI. While there are relatively small numbers of international students on other IU campuses, there is a potential to increase international student enrollment on these campuses, where this is consistent with their missions.
- In fall, 2007, international students at IUB constituted an all time high of 10 percent of enrollment. They were from: South Korea (1,053), India (532), China (including Hong Kong) (632), Taiwan (299), Japan (146), Canada (110), and Indonesia (90).
- In fall, 2007, international students at IUPUI constituted an all time high of nearly four percent of total enrollment, predominantly from India, China (including Hong Kong), Saudi Arabia, South Korea, Taiwan, Canada, Mexico, Japan, and Nigeria.
- University-wide, approximately two-thirds of international students come from five countries—South Korea, India, China (including Hong Kong), Taiwan, and Japan.
- In fall, 2007, 56 percent of international students enrolled at IUB were in graduate programs, while 62 percent at IUPUI were in graduate programs.
- At IUB, percentages of enrolled students by major in the fall of 2007 were as follows: business (30 percent); visual and performing arts (9.5 percent); education (6.7 percent); computer science (6.4 percent); social sciences (6.4 percent); foreign languages (3.8 percent); physical sciences (4.1 percent); biology (3.8 percent), and communications (3.3 percent).
- At IUPUI, the distribution of students for the fall of 2007 was as follows: business (20 percent), engineering and technology (16 percent), science (12 percent), medicine (9.3 percent) and law (7.6 percent).

3.1 Challenges and goals

Challenges to international student recruitment

While the overall growth in international student enrollment at IU has been significant, a complex set of factors in recent years has resulted in the leveling off of international student enrollments among U.S. colleges and universities. A challenging immigration climate following the terrible events of 9/11, negative perceptions of the U.S., increasing costs in the U.S., greater competition for international students from other host nations, as well as improved higher education systems in many parts of the world, have diminished the United States’ share of international students by approximately 10 percent during the past 10 years. While Indiana University has continued to attract large numbers of international students in this difficult climate, it has not been immune to these factors and must remain vigilant. Indiana University must be engaged in a global competition for the world’s most gifted students and urgently needs a comprehensive international student enrollment management strategy to ensure its continued effectiveness in attracting and retaining a diverse population of international students.

The decentralized nature of Indiana University’s organizational structure presents challenges to establishing and implementing international student enrollment priorities, aligning resources to these priorities, and providing the overall synergy and coordination required for university-wide internationalization initiatives. One such challenge is the number of units and reporting lines that assist international students: International Admissions, which reports to the Office of Enrollment Management; the Center for English Language Training, which reports to the College of Arts and Sciences; International Services, which reports to the Office of the Vice President for International Affairs; the IU Alumni Association, as well as the IUPUI Office of International Affairs. Having a comprehensive enrollment management plan that includes the recruitment and retention of highly qualified students will require collaboration among these units. Close coordination across campuses is desirable to maximize effective use of university resources towards common goals.

It must be kept in mind that the global demand for higher education is forecast to increase from 97 million students in 2000 to 263 million in 2025, and China and India will account for more than half of the total growth during this period. In order to capture IU’s share of this growing market, the university must remain strategic in its approach and provide prospective students with educational opportunities that are consistent with the changing goals and objectives for study in the U.S. The international higher education landscape is undergoing substantive transformation, and if the U.S. is to maintain its competitive edge, IU must develop new approaches.

GOAL 6 Develop an international student enrollment management plan that targets strategic world areas

Indiana University should develop and implement a comprehensive international student enrollment management plan consistent with university-wide and campus internationalization strategies:

- Determine optimal international student enrollment levels for each campus, utilizing comprehensive enrollment management strategies.
 - Work proactively with Indiana University Alumni Association chapters in key countries to establish major events for alumni, friends, and prospective students.
- In order to provide effective leadership and oversight of a comprehensive international student enrollment management strategy and address issues of coordination among a number of IU units, a centralized structure may be necessary.

GOAL 7 Develop special incentives to attract top quality international students

In competing for the very best international students, it will be necessary to provide encouragement in the form of modest support:

- Increase incentives to attract highly qualified international students.
- For the university’s strategic partners, explore policies to facilitate tuition discounting or scholarships as incentives for establishing dual degree program requirements.
- Explore a non–U.S. cosigner loan program to complement all assistantship or fellowship awards made by graduate departments to promising international students so that they can meet the financial requirements imposed by the U.S. Department of Homeland Security.

3.2 Attracting sponsored international students

Some overseas governments and many multinational corporations provide scholarships for undergraduate and graduate study in the U.S. for their highest quality students. International agencies, various U.S. government programs and countries such as Saudi Arabia, Qatar, Kazakhstan and companies such as PETRONAS, Inc., in Malaysia and Sonangol, Inc., in Angola, among others, conduct such programs in the U.S. for many thousands of students each year. These highly qualified students come to IU and other U.S. universities with full funding from their sponsors. In addition, because sponsoring organizations want additional services for their students such as monitoring of study plans, assistance with finding housing and settling in, payment of their fellowship stipends, reporting of academic progress, assistance in medical emergencies, etc., overseas governments and corporations often are willing to provide special payments to the admitting universities. The establishment of an international sponsored student office at IU should be considered to help meet the unique recruitment, service, and support needs of fully funded international students.

GOAL 8 Facilitate the recruitment of more sponsored international students

The university should enhance its capacity to meet the needs of today’s global student through the establishment of an international sponsored student office:

- Establish an international sponsored student unit to coordinate and administer this program.
 - Establish an international sponsored student fee to help support the administrative cost of the office.
 - Provide supplementary funding for start up and administrative costs and recruitment travel.

4.0 Achieving Global Competencies

Indiana University’s undergraduate students will need to work and live in an increasingly demanding global context. Whatever their disciplines, they should be aware of the impact on their daily lives of different cultures, international trends, trade, and scholarly investigation. In some cases, undergraduates will pursue international majors or minors that will enable them to find relevant work upon graduation or to pursue advanced degrees. It is particularly significant that the International Studies Program in the College of Arts and Sciences at IUB now has more than 200 students enrolled, and there are also currently 40 students in the International Studies Major at IUPUI. In addition, there are international minor and certificate programs on several other IU campuses. While these programs demonstrate an increased demand for international course work, the number of students involved remains small.

This certainly does not imply that all undergraduates will be pursuing equally comprehensive international programs of study, but more students must be exposed to international perspectives. The new IUB general education requirement has an important international studies component that will go a long way toward educating students about the world in which they will be living. By 2011, every IUB undergraduate degree will include a requirement that students complete six credits of the World Languages and Cultures requirement, which may be fulfilled through language study, world culture courses, or an international experience such as overseas study. The general education requirement will almost certainly lead to more students studying abroad and may also increase enrollments in foreign languages and courses on world history and culture.

4.1 Challenges and goals

Defining “global competency”

Given the overarching goal of enhancing the global competency of IU’s students and faculty, how will the university know whether or not it is achieving this objective? Definitions of what global competency means in terms of learning outcomes are elusive. Part of the difficulty in arriving at a general, common definition of global competency is the differing contexts and meanings that this has for undergraduates in education, business, engineering and technology, the health fields, the natural and physical sciences, public administration, and music and the arts. The university must make a serious programmatic and intellectual effort to articulate what constitutes “global competency” in terms of general skills and learning outcomes.

4.2 Enhancing global education opportunities

Many international courses and overseas study programs are already in existence on IU’s campuses. Nevertheless, a first step in increasing IU’s international engagement will be to take stock of what programs the university already has in place and how these can be enhanced. Deans, chairs, and directors should thus consider the goals of the International Strategic Plan in responding to curriculum development, hiring, and incentives for faculty and student involvement in international education. Some schools have already taken significant steps in implementing international agendas, and these activities could form a significant part of their response.

GOAL 9 Consistent with their missions, campuses and schools should be encouraged to develop priorities that enhance global education opportunities for faculty and students

Campus and school based initiatives might address the following issues associated with strengthening international education:

- Should all undergraduates be competent in a language other than English?
- Does the curriculum prepare students to function adequately in intercultural environments? How can students demonstrate this competence?

- Do IU’s language courses meet the pedagogical needs of our students? Are library resources adequate?
- Does the campus or unit encourage participation in faculty exchanges and other opportunities abroad?
- How can IT be used best to enable faculty and IU’s overseas partner institutions to assist in developing international courses and programs?

To aid in the achievement of the goals of the International Strategic Plan and especially to inform IU’s academic units and programs, the university should investigate best practices in foreign language acquisition, review the implications of the Bologna Process for U.S. institutions, and seek to define and identify “global competency.” It might also identify and disseminate best practices in the use of interactive video, cross-national YouTubeing, blogging, and e-mail for use in every international class and research activity at IU.

4.3 Foreign languages at the university

A fundamental aspect of global competency for students from the United States is the ability to communicate in a language other than English. As noted in the introduction, IUB is one of the leading centers in the U.S. for the teaching of foreign languages. Other than IUB and IUPUI, however, language offerings on IU’s other campuses are mainly limited to Western European languages. To advance the goals of the International Strategic Plan, the regional campuses themselves should consider the possibility of broadening language requirements across the curriculum and seek the means to enhance language instruction, when this is consistent with their missions. This would open participation by students to a wider array of study abroad programs as well as stimulate interest in international studies minors and majors and potential new career paths.

In addition, IUB faces a significant challenge in maintaining instruction in the many less commonly taught languages (LCTLs) that have been one of its greatest distinguishing strengths. These languages, although frequently with small enrollments, are often at the heart of area studies programs and essential to graduate students seeking funding for research abroad. Nationally, several studies have called for the increased professionalization of language instruction by trained language teachers rather than by mother tongue speakers who are often graduate students. External funding from the U.S. Department of Education and other federal agencies for language instruction, however, has generally not kept pace with increasing national needs. IU will have to find innovative ways to meet this challenge if it hopes to continue its national leadership in the teaching of LCTLs. IU’s comparative advantages are in the areas of technology and language teaching pedagogy. As at least part of the strategy for sustaining IU’s LCTL offerings, IU must find ways to capitalize on these advantages.

GOAL 10 Expand and improve language instruction

In order to expand and enhance language instruction, IU should:

- Explore increased language requirements across the curriculum and support additional program development that would enhance the achievement of foreign language competency by Indiana University’s students on all campuses, consistent with their missions.
 - Where increased language requirements support increased enrollments and where the capacity for instruction does not yet exist, offer language courses to campuses via interactive video and the distribution within IU of digitized language instructional materials.
- Professionalize the teaching of LCTLs and find creative ways to increase enrollments in these courses.
 - Explore opportunities to help fund the professionalization of LCTLs through the U.S. military and other government agencies, and possibly through language endowments with U.S. corporate support or for languages with significant numbers of heritage speakers in the U.S.
 - Build upon existing initial efforts to expand enrollments in LCTLs via distance instruction in these languages at Big Ten and other universities in the U.S.

5.0 Exchanges, Affiliations, and Strategic International Partnerships

In the past, IU’s institutional linkages formalized collaborative efforts either to meet academic needs, such as those in area studies and professional schools, or to establish partnerships for study abroad. Formal exchange agreements have served the university well and have infused an international perspective into the university’s educational and research missions.

Because affiliations are more important than ever before to IU’s research and education missions, future agreements must be chosen more carefully in order to ensure that IU derives the maximum benefits from the linkages. Relationships must be selected on the basis of how they contribute to faculty research and student study abroad, as well as how they contribute to institutional prestige. These might affect the ability of Indiana University to attract excellent students and faculty.

The university should therefore focus on targeted regions that hold the greatest potential for research collaboration, recruitment of students and faculty, and oversees study opportunities for IU students. The five Asian countries of China, India, Taiwan, Japan, and South Korea are currently the largest sources of international students attending the university. Due to the economic growth, advanced research agendas, and growing geopolitical importance of these countries, this area of the world will be a key strategic region for IU’s globalization efforts. Of course, IU will continue to maintain existing partnerships in such areas as Africa, Europe, Latin America and Russia and pursue relevant new opportunities as they arise.

5.1 Challenges and goals

Implement centralized review and approval process for all affiliations

In 1987, the Trustees of Indiana University mandated that the president of the university acting through the vice president (formerly dean) for international affairs determines whether the university is to enter into and maintain future international contracts and exchange agreements involving departments, schools, and campuses in the Indiana University system. These are then to be submitted by OVPIA for approval by the president.

Given the role of international affiliations in this plan, the university must implement key criteria for the university-wide review and approval of all agreements. These criteria must be regularly communicated to all chancellors, deans, and department chairs. A committee of faculty members and key administrators appointed by the vice president for international affairs with representation from multiple campuses would meet on a regular basis to review all new affiliations and the implementation of agreements. The committee would use written criteria for reviewing and recommending agreements for approval by the president upon recommendation of the vice president for international affairs.

GOAL 11 Establish criteria for selecting new international partners

The following criteria should be assessed when considering an institutional partner:

- While neither national nor world rankings alone should be the criteria for partner selection, IU should nonetheless review multiple ranking sources in order to determine the stature of a potential partner. The expectation is that IU will engage in linkages with institutions of the highest caliber. However, what constitutes appropriate partnerships will vary with the size and mission of the IU campuses involved.
- Partnerships should be mutually beneficial. Many leading overseas universities might already have ongoing and substantial international partnerships. IU might, therefore, look beyond some of the more obvious top-tier universities to others that might complement IU or present excellent opportunities for collaboration.

- Sustainability of the affiliation should be a major factor when selecting a partner institution. IU should evaluate the potential for partner institutions to contribute to the exchange as well as IU student interest in exchanges and faculty interest in joint research programs.
- When relevant, IU should develop relationships with universities that have an established infrastructure for hosting overseas study students.
- IU’s affiliations have typically involved only one or two departments and seldom more than one school. Whenever possible, partnerships should involve collaboration of two or more schools across the university in order to leverage broader connections with the partner.

GOAL 12 Strengthen procedure for ongoing evaluation of the affiliations

The following steps are recommended to strengthen the procedure for evaluation:

- The Office of the Vice President for International Affairs must establish performance criteria for exchanges and affiliations so they can be successfully evaluated. Indicators for success on exchanges and affiliations might include: number of exchanges in both directions, number of joint research projects undertaken, joint classes taught, and study abroad participants in both directions.
 - Units responsible for individual exchanges and affiliations will need to submit an annual report of activities. This report would include information on the indicators noted above.
 - All agreements should be for five years or less. Open-ended agreements should be phased out except under unique circumstances. Before being renewed, all exchanges and affiliations will be evaluated. Renewal of agreements will be contingent on a positive evaluation.
- OVPIA should develop a listing of important connections that are not part of an official institutional affiliation. Faculty members have many formal and informal connections with colleagues in other countries. The university should gather and maintain a database of these important research linkages—especially those that receive external or partner institution funding.

5.2 University-wide strategic international partnerships

IU should begin to focus university resources into selected University-wide Strategic International Partners (USIPs), especially in East and South Asia. A USIP is a strategic partnership with a foreign university that has the prospect of substantially enhancing the education and research mission of the university as a whole; has multiple, in-depth opportunities for the exchange of faculty, students, courses, and joint research; and is in a part of the world that IU has determined to be one of the university’s priorities. Administrators from both sides of the partnerships should also be part of the official exchange. The involvement of top level leaders from IU and the partner university will raise awareness and engender support at the two institutions. Given the comprehensive nature of these partnerships, they could also form part of new consortial linkages involving IU and other universities.

GOAL 13 Provide new resources and approaches for collaborating with USIPs

The following steps would foster development and collaboration with USIPs:

- The university should support the establishment of USIPs with pilot funding for collaborative projects provided to IU campuses, schools, and units.
- IU should build upon its collaboration with National Research Education Networks developed through TransPAC2, a high-speed international Internet service connecting U.S. and Asia-Pacific area research and education networks, and similar information technology programs to secure research and technical assistance grants in the host countries—and especially in collaboration with the relevant USIPs.
- There should be expanded IU faculty and graduate student participation in exchanges with USIPs.

5.3 Evaluating off-shore program opportunities

The establishment of off-shore programs is a new development in U.S. higher education that IU urgently needs to address. Proposals run the gamut from full fledged comprehensive campuses, to off-shore professional degree programs, “two-plus-two” undergraduate programs, distance education courses, dual degree programs, and overseas “centers” or offices. The question always needs to be asked: “How would establishing such programs advance IU’s fundamental education and research missions?” “Are there less risky alternatives that could accomplish the same objectives?” The establishment of off shore programs is fraught with potential pitfalls including the maintenance of academic quality and standards; political interference and instability; the draining of faculty resources from critical areas; and the potential for financial loss if student enrollments in the host country do not materialize at the tuition levels necessary to maintain academic quality.

One approach at IU and other universities is the establishment of off shore degree programs either via distance learning or on site with a university partner. Many of these programs are of high quality and consistent with the international mission of the university. Indeed, some units of the university have developed or are developing distance education programs targeted specifically at international student enrollments. An example of this is a new Kelley Direct master’s-level degree program in financial engineering that is being marketed primarily to institutions and individuals in Dubai, India, and China.

Online degree programs at the undergraduate and master’s level are also being offered by the IU School of Continuing Studies, HPER, the School of Education, the School of Nursing, and the IU East campus, among others. In some cases, these are hybrid programs (a combination of on-site and online) that may potentially involve joint degree programs with U.S. and international student participation either via distance or onsite during different parts of the semester. These types of programs project IU’s academic reputation to new international audiences, promote global literacy, bring in added student revenue, and lead to the establishment of new collaborations with overseas partners. Whatever the form of off shore program, however, IU degree programs offered primarily in overseas locations involve considerations of the availability of faculty resources, the potential of financial loss through reduced on campus enrollments, and the impact of these programs on the university’s reputation. It is thus essential to develop criteria to evaluate the impact and potential benefits of off shore program opportunities.

GOAL 14 Establish criteria and approval process for off shore academic programs

The university should establish criteria by which to evaluate off shore academic programs and a formal process for approving the establishment of these. Specifically, IU should:

- Develop criteria for evaluation to include such things as quality assurance mechanisms for the establishment of curriculum, vetting and hiring of faculty, registrar’s functions, recruitment, admission, and service and support of students; consultation with the relevant accreditation agency; indemnification from financial loss; consideration of political risk factors; benefits to Indiana University; and an exit strategy in the event of unforeseen problems.
- Establish a university-wide committee to evaluate proposals for off shore academic programs and require consultation with this committee at the initial stage of discussions for off shore programs rather than at the end of the process.

6.0 Faculty Research

Much significant research has resulted from IU’s important area studies programs and its internationally oriented disciplines and faculty. While these centers and this work must be sustained and enhanced, there is also a need to connect it more directly to other international endeavors across the university. Partnerships, for example, between the life sciences and language and area centers, or between relevant departments that have not ventured into international relationships, might open up creative possibilities with overseas universities and institutions as well as joint research at IU, possibly through thematic centers.

Many IU faculty members, no matter what their discipline, already collaborate internationally in their research. Over 1,000 visiting international scholars and postdoctoral fellows work with faculty at IUB and IUPUI each year. IU faculty also travel the globe to other universities, to work with colleagues, to visit unique facilities, and to meet in a myriad of ways from small highly specialized workshops to large scale international conferences. Moreover, information technology has enabled an expansion and enhancement of these contacts. Nevertheless, collaboration still requires that faculty travel in more traditional ways. The university must therefore find ways to support the development of an enhanced global competency among faculty—especially among those who have not previously engaged in international work.

6.1 Challenges and goals

Faculty in virtually every discipline benefit from collaboration with colleagues from another part of the world:

- The exploration of theoretical approaches by faculty in the social sciences and humanities increasingly requires collaboration with host country counterparts.
- The National Science Foundation has noted an increasing trend in the U.S. of outsourcing research to overseas institutes and laboratories.
- Information technology now enables the rapid sharing of massive amounts of scientific data around the world.
- Businesses require globally aware managers for enterprises that are multinational in scope.
- Global environmental and public health problems require collaboration from research teams in many different international locations.
- Rapid developments in the life sciences, nuclear fusion, electrical engineering, biotechnology, informatics, astronomy, and economics are occurring at overseas research institutes and centers.

When IU faculty members link their research with that of faculty members in other parts of the world, the research itself necessarily takes on a multinational perspective. As peer review of research becomes more global in scope, joint international research will also be an increasingly common requirement for obtaining funding in virtually all fields. Indeed, the best faculty members are deeply embedded in international research communities where information is shared and where global peer scrutiny is essential.

6.2 Faculty international research

For IU to remain in the forefront of world science and technology, it needs a faculty capable of operating in an international research environment. Currently, however, the Office of the Vice President for International Affairs has only two small grant competitions that provide funds in support of faculty professional development. In order to meet the objectives of the International Strategic Plan, it will be necessary to increase investments in faculty international professional development. This must include not only increases in the amount of funding available, but also the types of activity that can be supported.

International Projects and Activities Grants

The OVPIA offers International Projects and Activities Grants to faculty to conduct research or other scholarly or creative projects and activities abroad. This grant provides modest support for projects that are of high quality, relevant to the research interests of the recipients and to the international objectives of the university, and for which a research plan has been developed. This program could be readily expanded in the size and number of its grants and in the nature of the projects funded.

International Enhancement Grants

The OVPIA offers International Enhancement Grants to faculty on the IU campuses other than Bloomington who seek new international expertise or who want to explore new directions in teaching or course development. This grant program also provides modest awards to faculty members. The size of this program could be expanded, and it could be extended to the IUB faculty as well. In addition, the level and depth of international research would be facilitated by grants to faculty members who want to acquire competence in a new language or for the application of new technologies that enhance the teaching of international courses.

A recent faculty development initiative at IUB in the humanities, the New Frontiers Program, could serve as a general model for faculty development of global competencies. The goal of the New Frontiers Program is to help Indiana University faculty expand their work into disciplinary or interdisciplinary frontiers in the arts and humanities that promise new insights or innovative directions in research and scholarship. Indeed, some of these grants have supported international initiatives. An even more ambitious, university-wide program focused on developing the global competencies of IU faculty in the social, physical, and natural sciences as well as the humanities—especially those who have not previously engaged internationally or who are pursuing new directions—would serve the broader goals of the International Strategic Plan.

GOAL 15 Provide new resources to support the development of enhanced global competence among IU faculty

Competitive funding for a faculty international professional development grant program might have the following components:

- **development grants** to initiate two way exchanges for the purpose of exploring new and innovative or interdisciplinary topics with colleagues abroad;
- **conference grants** for symposia, small conferences, workshops, and roundtables to bring people together to look at international topics in a new way or to explore scientific topics with international colleagues;
- **visiting scholars’ grants** to bring internationally acclaimed scholars to the university for a semester in residence in order to explore in depth a specific topic of general interest to faculty;
- **international enhancement grants** to provide funds to help support international travel for scholars and researchers exploring the initial stages of new research projects or creative activities;
- **language learning grants** to facilitate the acquisition of a new language capability necessary for carrying out a planned research activity.

Faculty rewards for international activity

In support of the development of international expertise among faculty, it is essential to reward faculty for international research, teaching, and service activities. Without this, competing demands mean that many IU faculty will find it difficult to allocate time for international research and teaching activities.

GOAL 16 Enhance the university’s capacity to attract and retain a world-class faculty by rewarding international activity

Incentives to achieve this goal might include:

- examining of hiring, promotion, salary, and tenure processes to assure that temporary absence from campus for the purposes of internationalizing research does not have a negative impact;
- developing incentives including course release for new international initiatives;
- identifying skill sets and knowledge areas that would improve faculty international perspectives and provide support to develop appropriate skills.

7.0 Interdisciplinary Collaboration

Broadly speaking, interdisciplinary collaboration and research among IU schools and units is sporadic with respect to global problems that require the application of theoretical and areas studies expertise. The recent IUB self-study on globalization and the internationalization of the campus for re-accreditation by the Higher Learning Commission indicated that IU is missing opportunities to link faculty with overlapping interests. Just as increased interdisciplinary collaboration is important in the natural and physical sciences, it is also critical to understanding and meeting the challenges of globalization.

7.1 Encouraging interdisciplinary collaboration

IU needs to apply its expertise and leverage its resources on issues that transcend world areas and articulated disciplines. Thematic strengths at IU that would lend themselves to major new interdisciplinary international initiatives might include such areas as global health; identity and diversity; and science, technology and society among others. To fully leverage the university’s rich international expertise, IU should act more broadly to establish major institutes that bring together and project IU’s research capacity on selected international themes. Such initiatives could become catalysts for drawing together faculty from different campuses and expanding on significant new international partnerships. In this context, thematic focus, organizational capacity, and success in grant proposal development are also closely intertwined.

GOAL 17 Encourage interdisciplinary collaboration through a focus on selected thematic areas of global interest

- Explore core thematic areas for future development into interdisciplinary centers of excellence.
- Seek internal and external sources of funding in one or more of these areas for a focused and sustained program of activity.
- Identify characteristics of interdisciplinary activities which might include the following:
 - Contribute to the broad goals of the International Strategic Plan by helping to establish or expand upon key international partnerships.
 - Bring national and international visibility to IU in the area of research.
 - Conduct activities to include some or all of the following
 - conferences and faculty symposia,
 - publication series of research,
 - competition for research funding,
 - engagement with state and national agencies relevant to the field of study,
 - substantial online electronic resources relating to the field of study.

8.0 Serving the International Needs of the State of Indiana

The events of September 11, 2001, brought home the importance of being informed about the impact of international movements, hunger and poverty abroad, and world politics. Moreover, Indiana businesses and policy makers face the dual tasks of increasing exports abroad while simultaneously attracting foreign investments to create more jobs. Indeed, the state’s economic well being is increasingly dependent upon international partnerships and the cross-border movement of goods, capital, and technology.

Indiana University represents the single largest repository of international expertise in the state. To sustain the state’s investment in international education, it is important for the citizens of Indiana to realize direct benefits from this substantial investment. In terms of international outreach, broadly defined, Indiana University’s mission therefore includes helping to make Indiana citizens, businesses and industries, and K–12 students more globally aware. By providing consulting and technical assistance to the state and making Indiana citizens more knowledgeable about international business, trade, and political events, Indiana University thus helps to make the state more competitive internationally and more attractive to foreign investors.

Currently, the university’s outreach programs to the state occur in a decentralized manner. A number of IUB centers offer educational programs for different Indiana audiences through their own initiative. The Center for International Business Education and Research, the Center for Social Studies and International Education, the Research Center for Chinese Politics & Business, and each of the area studies centers undertake programs of outreach to Indiana schools, businesses, and communities. At IUPUI, a number of institutes undertake similar outreach efforts including the Confucius Institute, the Geographic Educators Network of Indiana, and the Center for Intercultural Communication. Most of these centers also support web sites with some type of international resource content.

If IU seeks to provide visible leadership to Indiana in terms of increasing the global awareness of the state’s citizenry, the university must provide a targeted, sustainable strategy for carrying it out, and seek funding from external sources, and possibly state sources, to support these outreach activities.

GOAL 18 Increase IU’s international involvement with a wider audience of Indiana’s citizenry, businesses, and schools

In order to reach more constituencies in Indiana with international programs, the university should:

- Consider a benchmark exercise to identify the best practices of other universities in international outreach activities to statewide communities and audiences. These should include local foreign affairs councils, K–12 programs and curricula, sister-city relationships, and orientation programs for small and medium business enterprises preparing for overseas ventures.
- Identify a key unit to coordinate, plan, and carry out such activities.
- Expand activities to include such things as
 - in cooperation with the Indiana Department of Economic Development, a series of CEO roundtables that would bring together experts and alumni of IU’s key partners overseas with Indiana business and government leaders;
 - in cooperation with the Indiana Department of Education, seminars on the future of K-12 education and its impact on Indiana economic development;
 - an annual international studies institute for both U.S. and international teachers that would rotate to different overseas sites each year (e.g., China, Turkey, India, etc.) and draw in IU alumni in the host country;
 - a wide range of distance interactions, from course delivery to interactive video seminars and K–12 presentations to different parts of the state;

- pre-college language programs at IU campuses for fifth and sixth graders and early middle school students to expose them to foreign language courses before they reach the upper grades;
- Chinese language instruction in local schools and opportunities for language education students to have a student teaching experience in Chinese;
- year round international studies workshops for Indiana K–12 teachers in selected school districts delivered on site at IU campuses around the state or at a distance via interactive video;
- summer international studies high school student institute (which could also serve as a tool for the recruitment of students to IU);
- one-day seminars for Indiana state and local economic development leaders on Asian investment in the U.S. and the state;
- semi-annual international business seminars for Indiana businesses.

9.0 External Grant Awards and Fundraising

Two sources of external funding support the achievement of IU’s international mission: competitively awarded external contracts and grants and fundraising from private sources. External contracts and grants awarded to IU for international activities support a wide range of research, education and service activities. These grants are awarded on a competitive basis and range from small research and curriculum development projects, in-ternational scholarships for language study or research abroad, area studies programs, and outreach programs to Indiana’s K-12 schools as well as multi-million dollar overseas development projects.

In addition to competitively awarded external grants, IU, through the IU Foundation, receives support from private individuals, companies and other donors for its international activities. While competitively awarded grants have provided substantial support for international activities at IU in the past, fundraising from private donors has thus far not been a major source of support for IU’s international mission.

9.1 External sources of support for international activities

Each year, 90 to 120 new competitively awarded external grants for international activity are made to IU.

For the period FY 1996 through FY 2006, the record of external grants for international activity is as follows:

- More than \$250 million in international grants have been awarded to faculty, staff, and administrative departments at IUB, IUPUI, and in University Administration. This represents 7.5 percent of all grant dollars awarded to Indiana University and 11 percent of all IUB grant dollars during this period.
- Of the \$250 million in international grant awards, \$75.5 million was awarded through the IU Office of International Affairs, \$67.7 million through the IUB College of Arts and Sciences, \$39.3 million for all units of IUPUI, \$35.6 million to the School of Public and Environmental Affairs, and \$23.6 million for the IU Office of the Vice President for Information Technology.
- IU’s external grant awards for international programs and studies increased by 75 percent in the second half of the FY 1996–FY 2006 decade in comparison to the first half.
- Voluntary contributions through the IU Foundation added approximately \$13 million more during this period to support international programs and studies. This represents one-half of one percent (0.5%) of all voluntary support to IU.

External grants and contracts provide unique opportunities to sustain and expand IU’s international re-search, exchange, and service. International activities and exchanges have been supported through technical assistance and research grants to the School of Public and Environmental Affairs (Ukraine), the School of Medicine (Kenya), the School of Education (Afghanistan), the IU School of Law—Bloomington (China and Kazakhstan), and the IU School of Law—Indianapolis (Egypt) as well as to other units in these and other countries. Faculty who go abroad on such programs establish new academic networks, test theories devel-oped in the U.S. in an international context, develop new language and teaching competencies, and bring the benefit of their learning back to Indiana University classrooms. In addition, a substantial portion of the university’s international grants provide funding for U.S. graduate students to work and study abroad on these projects. Overseas technical assistance programs also initiate flows of international students from abroad that sometimes continue after IU’s projects in those countries have ended. Thus, these programs contribute to increasing the global competencies of IU faculty and students. Such international involvements also reflect state and national needs and policies that IU has a special capacity to address.

Fundraising from private sources holds the potential for providing sustained support for international activities that cannot adequately be funded through external grants or from internal sources. Endowments for study abroad programs, scholarships for U.S. and international students, professorships, the teaching of languages, and support for many research and service activities must primarily come from private voluntary support. To make substantial progress in building endowed support for IU’s international mission, it will be necessary to prioritize fundraising efforts that hold the potential for making the greatest international impact on IU.

9.2 Challenges and goals

Achieving the primary goals of the International Strategic Plan will depend, in part, upon efforts to increase the number of IU’s international grants and contracts and the level of voluntary support for the university’s international mission. If the university is to provide more opportunities to its students for study abroad, for example, it will have to increase the availability of financial assistance to those students. As universities in different parts of the world seek highly qualified international students, more funding will be necessary to bring the best international students to IU. In order to increase fundraising opportunities and compete successfully for external grants, IU will need to rely on its academic strengths as well as on relationships with overseas partners, alumni, foundations, and corporations.

9.3 External grants and contracts

Because the expertise necessary for conducting externally funded international grants is based in IU’s academic schools and departments, an increase in funding for new international opportunities must necessarily come from these units. When faculty and staff pursue externally funded international grant activities, however, they must do so with a clear assessment of what the benefits and costs are to the university. While decision making about externally funded activities occurs at the department or school level, there is a need, at the initial stages of consideration, to have a centralized process for evaluating initiatives in relation to the university’s core mission.

GOAL 19 Establish a mechanism for evaluating proposed external funding initiatives

The university should establish a centralized mechanism and criteria for evaluating proposed external funding initiatives based on the costs and benefits to IU.

At a minimum, the criteria should include:

- **Mission.** The specific activity is in the strategic international interests and mission of IU and is supported by the appropriate deans and directors.
- **Direct costs.** Such activities should, whenever possible, cover all direct costs of the university—including project administration—with a minimum of cost-sharing commitment on Indiana University’s part. When cost-sharing is required for such activities, the related activity should provide a direct benefit to the education and research missions of the university.
- **Indirect costs.** Activities should recover full indirect costs, whenever possible, so as to minimize the burden of administrative cost on the university. When indirect costs are reduced or waived for such activities, the related activity should clearly benefit the research and teaching missions of the university.
- **National priority.** If a proposed project meets national needs and policies, i.e., it supports a major initiative of the U.S. government (e.g., HIV/AIDS in Africa, teacher education in Afghanistan, higher education institution-building in Macedonia), it should meet the above criteria. It should, however, also provide teaching and research opportunities abroad for IU faculty and bring international faculty and students to IU.

9.4 Fund raising for international activities

The university must increase private, voluntary support for its international activities. Overall, during the decade from FY 1996 to FY 2006, IU received an average of less than \$1.5 million a year in voluntary support for international activities across the university’s eight campuses. To meet the objectives outlined in the International Strategic Plan, such as enhancing opportunities for study abroad, IU will need to significantly increase its fundraising efforts. Clearly, this will be difficult to accomplish without the active involvement of the IU Foundation and relevant IU units. In addition, meeting IU’s fundraising goals will require significant investment from U.S. and international donors willing to support IU’s international initiatives.

GOAL 20 Increase fundraising over the next decade

In order to increase voluntary support, IU should consider making fundraising for selected goals of the International Strategic Plan—such as the number of students studying abroad—a priority for future IU Foundation campaigns and programs.

Supporting activities might include:

- Research successful international fundraising campaigns at selected U.S. universities to identify new strategies and best practices.
- Establish reasonable benchmarks of progress in increasing the necessary level of voluntary support required for achieving the goals of the International Strategic Plan.
- In IU fundraising publications, identify goals and priorities selected for support including, possibly, to establish one or more endowments to support the key activities of the International Strategic Plan.

Appendix A: Review and Approval Process

During the course of the development of the International Strategic Plan, the following faculty and administrators who are members of the committees and offices listed below received draft copies of the plan, and many provided important comments and suggestions for further revision. Their input was extremely helpful in insuring that the major units of Indiana University were involved in the development and approval of the plan.

President’s Cabinet

Adams, Karen	Chief of Staff
Applegate, John	Presidential Fellow
Bantz, Charles	Executive VP and Chancellor, IUPUI
Bertenthal, Bennett	Dean, College of Arts and Sciences
Brater, Craig	VP, Life Sciences; Dean and Walter J. Daly Professor, School of Medicine
Clapacs, Terry	VP and CAO
Forbes, JT.	Associate VP, Public Affairs
Frapwell, Dottie	VP and University Counsel
Hanson, Karen	Executive VP and Provost, IUB
Marshall, Edwin	VP, Diversity, Equity, and Multicultural Affairs
Martz, Tom	President and CEO, IU Alumni Association
O’Meara, Patrick	VP, International Affairs
Person, Ruth	Chancellor, IU Kokomo
Pescovitz, Ora	Interim VP, Research Administration
Sample, Mike	VP, Public Affairs and Government Relations
Schnabel, Robert	Dean, School of Informatics
Simic, Curt	President and CEO, IU Foundation
Smith, Dan	Dean, IU Kelley School of Business
Stephan, Bill	VP, Engagement
Theobald, Neil	VP and CFO
Wheeler, Brad	VP, Information Technology, and CIO
Wimbush, James	Dean, University Graduate School

Chancellors/Provosts

Bantz, Charles	Executive VP and Chancellor, IUPUI
Bergland, Bruce	Chancellor, IUN
Hanson, Karen	Executive VP and Provost, IUB
Patterson-Randles, Sandra	Chancellor, IUS
Paydar, Nassar	Interim Chancellor, IUE
Person, Ruth	Chancellor, IUK
Reck, Una Mae	Chancellor, IUSB

Council of Academic Deans

Bantz, Charles	Executive VP and Chancellor, IUPUI
Bertenthal, Bennett	Dean, College of Arts and Sciences
Bosron, William	Dean, School of Science, IUPUI
Brater, Craig	VP, Life Sciences; Dean and Walter J. Daly Professor, School of Medicine
Broome, Marion	Dean, School of Nursing
Callison, Daniel	Dean, School of Continuing Studies
Cronin, Blaise	Dean, School of Library and Information Sciences
Eickmeier, Valerie	Dean, Herron School of Art and Design
Goldblatt, Lawrence	Dean, School of Dentistry
Gonzalez, Gerardo	Dean, School of Education
Goodman, Robert	Dean, School of Health, Physical Education and Recreation
Hamm, Bradley	Dean, School of Journalism
Hanson, Karen	Executive VP and Provost, IUB
Kellum, P. Nicholas	Dean, School of Physical Education and Tourism Management
Lowther, Gerald	Dean, School of Optometry
MacKinnon, Joyce	Interim Dean, School of Health and Rehabilitation Sciences
Patchner, Michael	Dean, School of Social Work
Richards, Gwyn	Dean, IU Jacobs School of Music
Robel, Lauren	Dean, School of Law–Bloomington
Roberts, Gary	Dean, School of Law–Indianapolis
Schnable, Robert	Dean, School of Informatics

Smith, Dan	Dean, IU Kelley School of Business
Steele, Pat	Ruth Lilly Dean, University Libraries
White, Robert	Dean, School of Liberal Arts
Yurtseven, Oner	Dean, School of Engineering and Technology, IUPUI
Zorn, C. Kurt	Interim Dean, School of Public and Environmental Affairs

President’s Council for International Programs

Abshire, Jean	International Programs and Political Science, IUS
Assibey-Mensah, George	School of Public and Environmental Affairs, IUN
Fierman, William	Inner Asian and Uralic National Resource Center, IUB
Foster, Paul	Center for Languages of the Central Asian Region, IUB
Ganguly, Sumit	India Studies Program, IUB
Gould, Jeffrey	Center for Latin American and Caribbean Studies, IUB
Hakken, David	School of Informatics
Hoffmann, Joseph	School of Law–Bloomington
Jaffee, Bruce	IU Kelley School of Business
Johnson, Stephen	International Admissions, IUB
Johnston, Bill	Polish Studies Center
Knudsen, Dan	International Studies Programs, IUB
McLean, Donna	Arts and Sciences, IUK
McManus, Patricia	West European Studies Center, IUB
Nyikos, Martha	School of Education
Obeng, Samuel	African Studies Center, IUB
Potter, Gary	IU Jacobs School of Music
Ransel, David	Russian and East European Institute, IUB
Ross, Heidi	East Asian Studies Center, IUB
Sabine, Neil	Science and Mathematics, IUE
Sernau, Scott	International Programs and Sociology and Anthropology, IUSB
Sevilla, Javier	School of Medicine
Shahrani, Nazif	Near Eastern Languages and Cultures, IUB
Weatherford, Jenny	International Programs, IPFW
Winchester, Brian	Center for the Study of Global Change
Wise, Lois	School of Public and Environmental Affairs
Yurtseven, Oner	School of Engineering and Technology, IUPUI

Office of the Vice President for International Affairs

Reafsnyder, Charles	Associate VP for International Research and Development
Reynolds, Shawn	University Director, International Partnerships and Strategic Initiatives
Rice, Judith	Assistant VP and Chief of Staff
Sideli, Kathleen	Associate VP for Overseas Study
Sutton, Susan	Associate VP, OVPIA and Associate Vice Chancellor, IUPUI
Viers, Christopher	Associate VP for International Services

Appendix B: Summary of Goals

GOAL 1 Increase participation in study abroad programs on all campuses, where this is consistent with campus missions

- Encourage education abroad opportunities that satisfy curricular requirements.
- Create an international dimension requirement in relevant schools or departments in which credits from abroad count toward this requirement.
- Create international general education requirements that allow credit from abroad to satisfy them.

GOAL 2 Increase participation in study abroad programs in Asia and other underrepresented areas

- Expand and diversify the types of programs available to meet the demands of different curricular requirements and a diverse student population.
- Expand the locations of programs abroad to include countries such as Brazil, Russia, India, and China, as well as in Africa and elsewhere to increase students’ awareness of global interdependence.

GOAL 3 Provide improved incentives to both faculty and students for participation in study abroad

- Encourage the development of faculty-led programs in cooperation with the OSAC, or enter into agreements with institutions abroad, and adopt other discipline-specific education opportunities.
- Reward faculty members who organize, direct, and teach in programs abroad by including the course work abroad as part of their normal course loads and recognizing their contributions during the tenure and promotion processes.
- Provide substantially increased financial assistance to students of modest means and to underrepresented minority students in order to boost the participation of these students.

GOAL 4 Eliminate or reduce disincentives associated with structural impediments to expanded study-abroad participation

- Develop a new structure for incoming and outgoing undergraduate exchange students so that they pay the same instructional fee rates.
- Facilitate the application of credit earned abroad toward campus requirements through clearly stated policies and procedures.

GOAL 5 Develop more internships and service learning opportunities abroad

- Explore with providers, as well as alumni and Indiana businesses, the availability of pedagogically relevant internships. Third party providers are expanding the numbers of internships and service learning opportunities abroad; IU should collaborate in these pre-existing programs.
- Infuse IU study abroad programs with service learning components, working closely with faculty, alumni, and partner institutions abroad to create such opportunities.

GOAL 6 Develop an international student enrollment management plan that targets strategic world areas

IU should develop and implement a comprehensive international student enrollment management plan consistent with university-wide and campus internationalization strategies:

- Determine optimal international student enrollment levels for each campus, utilizing comprehensive enrollment management strategies.
- In order to provide effective leadership and oversight of a comprehensive international student enrollment management strategy and address issues of coordination among a number of IU units, a centralized structure may be necessary.

GOAL 7 Develop special incentives to attract top quality international students

In competing for the very best international students, it will be necessary to provide encouragement in the form of modest support:

- Increase incentives to attract highly qualified international students.
- For the university’s strategic partners, explore policies to facilitate tuition discounting or scholarships as incentives for establishing dual degree program requirements.
- Explore a non–U.S. cosigner loan program to complement all assistantship or fellowship awards made by graduate departments to promising international students so that they can meet the financial requirements imposed by the U.S. Department of Homeland Security.

GOAL 8 Facilitate the recruitment of more sponsored international students

The university should enhance its capacity to meet the needs of today’s global student through the establishment of an international sponsored student office:

- Establish an international sponsored student unit to coordinate and administer this program.

GOAL 9 Consistent with their missions, campuses and schools should be encouraged to develop priorities that enhance global education opportunities for faculty and students

Campus and school based initiatives might address the following issues associated with strengthening international education:

- Should all undergraduates be competent in a language other than English?
- Does the curriculum prepare students to function adequately in intercultural environments? How can students demonstrate this competence?
- Do IU’s language courses meet the pedagogical needs of our students? Are library resources adequate?
- Does the campus or unit encourage participation in faculty exchanges and other opportunities abroad?
- How can IT be used best to enable faculty and IU’s overseas partner institutions to assist in developing international courses and programs?

GOAL 10 Expand and improve language instruction

In order to expand and enhance language instruction, IU should:

- Explore increased language requirements across the curriculum and support additional program development that would enhance the achievement of foreign language competency by Indiana University’s students on all campuses, consistent with their missions.
- Professionalize the teaching of LCTLs and find creative ways to increase enrollments in these courses.

GOAL 11 Establish criteria for selecting new international partners

The following criteria should be assessed when considering an institutional partner:

- While neither national nor world rankings alone should be the criteria for partner selection, IU should nonetheless review multiple ranking sources in order to determine the stature of a potential partner. The expectation is that IU will engage in linkages with institutions of the highest caliber. However, what constitutes appropriate partnerships will vary with the size and mission of the IU campuses involved.
- Partnerships should be mutually beneficial. Many leading overseas universities might already have ongoing and substantial international partnerships. IU might, therefore, look beyond some of the more obvious top-tier universities to others that might complement IU or present excellent opportunities for collaboration.
- Sustainability of the affiliation should be a major factor when selecting a partner institution. IU should evaluate the potential for partner institutions to contribute to the exchange as well as IU student interest in exchanges and faculty interest in joint research programs.
- When relevant, IU should develop relationships with universities that have an established infrastructure for hosting overseas study students.
- IU’s affiliations have typically involved only one or two departments and seldom more than one school. Whenever possible, partnerships should involve collaboration of two or more schools across the university in order to leverage broader connections with the partner.

GOAL 12 Strengthen procedure for ongoing evaluation of the affiliations

The following steps are recommended to strengthen the procedure for evaluation:

- The Office of the Vice President for International Affairs must establish performance criteria for exchanges and affiliations so they can be successfully evaluated. Indicators for success on exchanges and affiliations might include: number of exchanges in both directions, number of joint research projects undertaken, joint classes taught, and study abroad participants in both directions.
- OVPIA should develop a listing of important connections that are not part of an official institutional affiliation. Faculty members have many formal and informal connections with colleagues in other countries. The university should gather and maintain a database of these important research linkages—especially those that receive external or partner institution funding.

GOAL 13 Provide new resources and approaches for collaborating with USIPs

The following steps would foster development and collaboration with USIPs:

- The university should support the establishment of USIPs with pilot funding for collaborative projects provided to IU campuses, schools, and units.
- IU should build upon its collaboration with National Research Education Networks developed through TransPAC2, a high-speed international Internet service connecting US and Asia-Pacific area research and education networks, and similar information technology programs to secure research and technical assistance grants in the host countries—and especially in collaboration with the relevant USIPs.
- There should be expanded IU faculty and graduate student participation in exchanges with USIPs.

GOAL 14 Establish criteria and approval process for off shore academic programs

The university should establish criteria by which to evaluate off shore academic programs and a formal process for approving the establishment of these. Specifically, IU should:

- Develop criteria for evaluation to include such things as quality assurance mechanisms for the establishment of curriculum, vetting and hiring of faculty, registrar’s functions, recruitment, admission, and service and support of students; consultation with the relevant accreditation agency; indemnification from financial loss; consideration of political risk factors; benefits to Indiana University; and an exit strategy in the event of unforeseen problems.
- Establish a university-wide committee to evaluate proposals for off shore academic programs and require consultation with this committee at the initial stage of discussions for off shore programs rather than at the end of the process.

GOAL 15 Provide new resources to support the development of enhanced global competence among IU faculty

Competitive funding for a faculty international professional development grant program might have the following components:

- **development grants** to initiate two way exchanges for the purpose of exploring new and innovative or interdisciplinary topics with colleagues abroad;
- **conference grants** for symposia, small conferences, workshops, and roundtables to bring people together to look at international topics in a new way or to explore scientific topics with international colleagues;
- **visiting scholars’ grants** to bring internationally acclaimed scholars to the university for a semester in residence in order to explore in depth a specific topic of general interest to faculty;
- **international enhancement grants** to provide funds to help support international travel for scholars and researchers exploring the initial stages of new research projects or creative activities;
- **language learning grants** to facilitate the acquisition of a new language capability necessary for carrying out a planned research activity.

GOAL 16 Enhance the university’s capacity to attract and retain a world-class faculty by rewarding international activity

Incentives to achieve this goal might include:

- examining of hiring, promotion, salary, and tenure processes to assure that temporary absence from campus for the purposes of internationalizing research does not have a negative impact;
- developing incentives including course release for new international initiatives;
- identifying skill sets and knowledge areas that would improve faculty international perspectives and provide support to develop appropriate skills.

GOAL 17 Encourage interdisciplinary collaboration through a focus on selected thematic areas of global interest

- Explore core thematic areas for future development into interdisciplinary centers of excellence.
- Seek internal and external sources of funding in one or more of these areas for a focused and sustained program of activity.
- Identify characteristics of interdisciplinary activities which might include the following:
 - Contribute to the broad goals of the International Strategic Plan by helping to establish or expand upon key international partnerships.
 - Bring national and international visibility to IU in the area of research.
 - Conduct activities to include some or all of the following
 - conferences and faculty symposia,
 - publication series of research,
 - competition for research funding,
 - engagement with state and national agencies relevant to the field of study,
 - substantial online electronic resources relating to the field of study.

GOAL 18 Increase IU’s international involvement with a wider audience of Indiana’s citizenry, businesses, and schools

In order to reach more constituencies in Indiana with international programs, the university should:

- Consider a benchmark exercise to identify the best practices of other universities in international outreach activities to statewide communities and audiences. These should include local foreign affairs councils, K–12 programs and curricula, sister-city relationships, and orientation programs for small and medium business enterprises preparing for overseas ventures.
- Identify a key unit to coordinate, plan, and carry out such activities.
- Initiate new or expanded research, education and service activities with partners in the State of Indiana.

GOAL 19 Establish a mechanism for evaluating proposed external funding initiatives

The university should establish a centralized mechanism and criteria for evaluating proposed external funding initiatives based on the costs and benefits to IU.

At a minimum, the criteria should include:

- **Mission.** The specific activity is in the strategic international interests and mission of IU and is supported by the appropriate deans and directors.
- **Direct costs.** Such activities should, whenever possible, cover all direct costs of the university—including project administration—with a minimum of cost-sharing commitment on Indiana University’s part. When cost-sharing is required for such activities, the related activity should provide a direct benefit to the education and research missions of the university.
- **Indirect costs.** Activities should recover full indirect costs, whenever possible, so as to minimize the burden of administrative cost on the university. When indirect costs are reduced or waived for such activities, the related activity should clearly benefit the research and teaching missions of the university.
- **National priority.** If a proposed project meets national needs and policies, i.e., it supports a major initiative of the U.S. government (e.g., HIV/AIDS in Africa, teacher education in Afghanistan, higher education institution-building in Macedonia), it should meet the above criteria. It should, however, also provide teaching and research opportunities abroad for IU faculty and bring international faculty and students to IU.

GOAL 20 Increase fundraising over the next decade

In order to increase voluntary support, IU should consider making fundraising for selected goals of the International Strategic Plan—such as the number of students studying abroad—a priority for future IU Foundation campaigns and programs.

Supporting activities might include:

- Research successful international fundraising campaigns at selected U.S. universities to identify new strategies and best practices.
- Establish reasonable benchmarks of progress in increasing the necessary level of voluntary support required for achieving the goals of the International Strategic Plan.
- In IU fundraising publications, identify goals and priorities selected for support including, possibly, to establish one or more endowments to support the key activities of the International Strategic Plan.

