

2025 Strategic Plan for Global Engagement

July 1, 2020

1.0 Introduction

For much of its long history, Indiana University has been deeply involved in various forms of global engagement – attracting world-class international faculty, developing alliances with foreign governments and institutions, and establishing one of the strongest programs in languages and area studies in the country. In 2008, the university adopted its first international strategic plan. As President McRobbie stated when the plan was released, it was intended to leverage IU's great strengths, guiding coordinated and strategic growth in international education, research, and engagement. The plan included four major components:

- Expansion of study abroad opportunities, internships, and international service learning opportunities;
- Development of strategic partnerships with leading universities in targeted countries to bolster faculty and student exchanges, international research collaboration, the recruitment of students and faculty, and overseas study opportunities for students;
- Enhanced support of international faculty research; and
- Serving the international needs of the State of Indiana.

The plan guided seven years of remarkable growth and achievement in international activity, from dramatic increases in study-abroad participation and international student enrollments to the development of strategic partnerships with some of the world's leading universities.

Following the successful implementation of the major strategic priorities articulated in the 2008 plan, its goals and objectives were refreshed in 2015 as part of the university's Bicentennial strategic planning process. Many initiatives articulated in 2008 remained in the 2015 plan, but were realigned as part of six continuing priorities:

- Broaden and increase participation in study abroad, internship, and service-learning programs;
- Increase participation in exchange programs;
- Recruit and retain top-quality students from diverse countries;
- Build on existing agreements and create new strategic partnerships;
- Enhance IU's capacity to obtain and manage institutional development projects that enhance IU education and research; and
- Ensure that OVPIA grant programs are optimally deployed to assist ancillary activities that support IU international education and research.

In addition to these continuing priorities, three new strategic initiatives were launched in 2015:

- Establish an international network of gateways to serve the needs of IU academic and non-academic units in various regions around the world;
- Work with the IU Alumni Association (IUAA) on events that keep international alumni engaged with IU; and
- Develop a partnership among OVPIA, the IU Foundation, IUAA, and unit-based development offices to promote international fundraising in support of academic operations.

Significant progress has been made toward these goals. Since 2015, study abroad for credit has increased university-wide by over 30%; strategic partnership agreements were established with the Australian National University, the National Autonomous University of Mexico, and Sorbonne University; the quality and diversity of international undergraduate students enrolled has increased to record levels; and Global Gateway offices opened in China, India, Germany, Mexico, and Thailand. This progress is further detailed in Appendix A.

Major strategic initiatives outside OVPIA have likewise advanced IU's global engagement. In particular, the founding of the Hamilton Lugar School of Global and International Studies, bringing IU's long-standing expertise in languages and area programs together with a new focus on global and international studies, solidified IU's standing as a leader in international research and education.

While all of these recent initiatives extend and expand IU's long tradition of global engagement, the climate for international education has changed considerably since 2015. As a result of shifting geo-politics, regulatory and legislative developments, swings in the global flow of students, and an increasingly competitive higher education landscape, significant new challenges confront our work in many areas of international activity. In addition, the COVID-19 pandemic that brought so much international activity to a halt in 2020 is likely to result in significant longer-term disruption of global mobility in higher education. These challenges are explored in more detail in Appendix B.

To help ensure that Indiana University is appropriately positioned in this increasingly complex and competitive environment, Vice President for International Affairs Hannah Buxbaum established a 2025 strategic planning team (see Appendix C).

The team was charged with developing a comprehensive framework to guide the university's efforts in further advancing and supporting the pursuit of international knowledge and experience for students, faculty, and staff across the university. Three advisory groups were constituted – representing OVPIA senior staff, university academic leadership, and key constituents, respectively – to provide input and feedback throughout the planning process.

2.0 Global Engagement and the Office of the Vice President for International Affairs

2.1 The International Dimension of Excellence

Indiana University's vision is to be one of the great research universities of the 21st century, and to be the preeminent institution of higher education in Indiana, specifically by:

1. Providing an excellent, relevant, and responsive education across a wide range of disciplines in baccalaureate, graduate, and professional education to students from all backgrounds from Indiana and around the globe;
2. Pursuing excellent world-class research, scholarship, and creative activity; and
3. Engaging in the economic, social, civic, and cultural development of Indiana, the nation, and the world by building on the base of excellence in research and education.

In the 21st century, excellence in these domains cannot be achieved without sustained and expansive international engagement. Global awareness and intercultural competence are key elements of personal and professional success, and global learning plays an essential role in building a more informed and inclusive society. Addressing the critical challenges of the day – from climate change to cybercrime to global pandemics – requires the collaboration of leading researchers around the world and the contribution of multiple perspectives and sources of expertise. And our university has a responsibility to share its resources and knowledge with institutions and communities around the world, and to cultivate an interest in improving the well-being of society in all members of our own community.

2.2 The Role of the Office of the Vice President for International Affairs (OVPIA)

OVPIA's mission is to provide strategic leadership and advocacy for Indiana University's international programs and projects; to advance the international dimensions of teaching, research, and service at the university; and to ensure that international activities are conducted according to regulatory requirements and best practices.

OVPIA is a university-wide office, engaging with all IU campuses in alignment with their respective missions. We collaborate with and support faculty, staff, and academic leadership throughout the university.

Our offices provide strategic international recruitment and admissions planning, and manage associated initiatives; facilitate immigration and support services for international students, faculty, and visiting scholars; and oversee the development and administration of study-abroad programs.

We maintain strategic partnerships and affiliations with institutions abroad; review and oversee IU's agreements with overseas higher education institutions and the university's cross-border activities; and manage externally funded technical and development assistance projects to help developing countries with institution-building projects.

Our Global Gateway Network, international study-abroad centers, and international alumni chapters help us expand and support these activities.

2.3 Value commitments

The following value commitments guide OVPIA's work.

Expertise. *We are recognized leaders in the field of international education and exchange who develop and employ best practices, provide high-quality resources, and are actively involved in professional development and service to the field.*

Inclusion. *We value, engage, and serve members of diverse communities in all our efforts to advance the international dimension of teaching, learning, research, and service.*

Collaboration. *We work cooperatively and collaboratively with IU units, faculty, students, and staff, and with our external partners, toward accomplishing shared goals.*

Advocacy. *We advocate for and advance policies, procedures, and practices that lead to a more globally engaged university community, state, and nation; in doing so, we are not afraid to make well-informed but difficult decisions.*

Service. *We provide exceptional and responsive service, and strive to anticipate and understand the needs of our constituents.*

Transparency. *We communicate and operate in an open, accessible, consistent, and accountable manner.*

3.0 2025 Strategic Priorities

Five strategic priorities will guide our work over the next five years. We intend to build on the university's recent investments and achievements in international engagement, bringing assets and resources from across OVPIA's departments to bear in responding to our changing environment and advancing our mission.

These priorities, which encompass both new projects and ongoing initiatives, will inform the development of annual action plans. At the end of each year, we will publish an annual report detailing progress toward our strategic goals.

1. Utilize IU's Global Gateway Network and our international partnerships and affiliations to increase the range and impact of teaching, research, and service at IU.

- We will leverage the university's international facilities and international relationships, directing resources and activities toward advancing the university's key priorities in each world region.
- We will facilitate the development of multilateral projects and relationships that enhance international research and learning through cross-regional collaboration.

Initiatives:

- a. Complete a review and assessment of activities since 2008 in each of the priority countries identified pursuant to the 2008 strategic plan.
- b. Establish university-wide faculty advisory committees to assist in identifying and pursuing strategic opportunities and priorities with partners in each world region.
- c. Create a grant program to provide seed funding for the development of curricular and research opportunities that utilize multiple Global Gateway offices.
- d. Collaborate with IU's strategic partner universities to develop joint initiatives that support robust and sustainable programs advancing the production of research on shared challenges.
- e. Launch new collaborations with universities in emerging economies to support the implementation of solutions to key development challenges.

2. Bring internationalization home.

- We will deploy all our international resources – including Global Gateway offices, international partnerships, internationally affiliated alumni, and globally mobile students – to create additional opportunities on our campuses for international and intercultural learning.
- We will promote a culture on our campuses in which faculty, staff, and students incorporate international, intercultural, and global perspectives as an integral part of their daily work.

Initiatives:

- a. Create a grant program to provide seed funding for the development of curricular and co-curricular international and intercultural learning opportunities on our campuses.
- b. Create a framework to support “global classrooms” that pair classes taught at IU with those taught at international partner institutions.
- c. Create grant programs to support the development of interdisciplinary educational experiences focusing on the United Nations’ 2030 Sustainable Development Goals.
- d. Create an International Development Fellowship program to support the involvement of IU students in the on-campus activities of OVPIA’s Office of International Development.
- e. Develop university-wide programming for faculty and staff on intercultural learning, communication, and advising across cultural differences.

- f. Develop and implement a “Global Connections” resource to assist faculty members in bringing foreign participants into class sessions, lectures, research workshops, and other events via remote technology.

3. Increase the visibility of IU’s global engagement and effectively communicate its value to all of the university’s constituencies.

- We will develop clear and compelling messaging regarding the scope, impact, and value of IU’s global engagement, supporting the university’s internal and external communications strategy to promote IU’s leadership in global research and education.
- We will inform and support the university’s state and federal advocacy initiatives that advance global learning, international understanding, and the free movement of people and ideas.
- We will develop programming on our campuses that highlights the international activities of our students and faculty.

Initiatives:

- a. Create and implement an internal and external communications strategy to disseminate OVPIA resource information, opportunities, expertise, and policies concerning global engagement.
- b. Create and implement a content development plan for the IU Global website that highlights the global resources of the university and the impact of our work around the state, nation, and world.
- c. Demonstrate the importance of intercultural knowledge, skills, and competencies as they relate to career development outcomes and 21st century workforce expectations, positioning IU as a resource to support the State of Indiana and the nation as they participate in the global economy.
- d. Organize an annual symposium on major trends and best practices in an area of global engagement such as international partnerships, international development, international teaching and learning, study abroad, or recruitment and admissions.
- e. Organize an annual faculty forum highlighting activities taking place at our Gateway offices.

4. Improve the accessibility and inclusiveness of international education at IU.

- We will increase the participation of students from all campuses, and of underrepresented students and majors, in study abroad, internships, and service-learning programs.
- We will bolster efforts on our campuses to recruit and retain top-quality international students from a diverse range of countries.

- We will support academic departments in leveraging international partnerships and remote technology to expand the availability of their programs to students confronting mobility barriers.

Initiatives:

- a. Identify ways to reduce the total cost of attendance for international students with demonstrated financial need.
- b. Partner with diversity and equity offices throughout the university to support the further diversification of participants in study abroad and other international learning opportunities.
- c. Develop informational resources and best practice recommendations to support academic departments in increasing the delivery of certificate, non-degree, dual-degree, and joint-degree courses and programs of study to international students seeking shorter-term study experiences in the United States.
- d. Support academic departments seeking to develop online or in-country components of degree programs.

5. Develop philanthropic and other forms of financial support for OVPIA's strategic initiatives.

Initiatives:

- a. In collaboration with IUAA and IUF, develop and implement an advancement plan for international affairs.
- b. In collaboration with IUAA, harness the active engagement of our international alumni network to support global engagement.
- c. Secure individual, corporate, and foundation support for the International Center, the Global Gateway Network, study abroad scholarships, and need-based scholarships for international students.
- d. Secure funding from U.S. federal and other sources to support overseas institutional development projects and curriculum internationalization initiatives.
- e. Create an advisory board for OVPIA.

Appendix A

Major Accomplishments Since 2015

A.1 Growth in Study Abroad

- Study abroad for credit increased 31% university-wide in the five-year period from 2014 to 2019. IUB ranked 5th in the nation for the number of students on semester-long study abroad programs in 2014-15 and 2015-16, and 3rd in 2016-17 and 2017-18.
- Of the 223 new study abroad proposals approved by the Overseas Study Advisory Council from 2015-16 through 2018-19, more than half were in underrepresented regions (Asia, Latin America, and Africa).
- While underrepresented students comprised 16% of IUB students studying abroad in 2014-15, that number increased to 21.6% in 2018-19, reaching the campus ratio of underrepresented students. At IUPUI, underrepresented students comprised 29.8% of all students studying abroad in 2018-19, exceeding the campus ratio of 27.5%.
- Participation in credit-bearing internships or service over a five-year period at IUB went from 18% of students studying abroad to 25% (as of 2018-19). For IUPUI students the numbers went from 28% to 34% and the overall raw numbers increased significantly. In addition, student participation in non-credit experiences remained robust, with 575 participants in 2014-15, 630 in 2016-17, and 477 in 2017-18.

A.2 International Partnerships Expand in Reach and Impact

- Sub-agreements under primary agreements increased from 72 to 95, resulting in increased activity with primary partners.
- Three strategic partnerships were established, with the Australian National University (ANU), the National Autonomous University of Mexico (UNAM), and the Sorbonne University. These partnerships involve multiple units at IU, and in the case of the latter two, units on both the IUB and IUPUI campuses.

A.3 Growth in International Student Diversity and Quality

- University-wide, international student enrollment declined from 8,722 in fall 2015 to 7,640 in fall 2019. Enrollment on the Bloomington campus declined during the same period from 6,357 to 5,432 students. At IUPUI, enrollment declined from 2,019 to 1,850. Despite these trends, we continue to make gains in geodiversity and quality of international students, as outlined below.

- An international recruitment training program and ongoing guidance has been provided to IU campus partners in Kokomo and South Bend. Two standing committees now support international admissions at all regional campuses.

IUB:

- The fall 2019 freshman cohort included representation from 47 countries. This represents an increase of 52% (+14 countries) since the fall 2015 term, and a continuation of year-over-year growth since initial funding for international student recruitment was provided.
- The introduction of service-counseling based recruitment strategies within the ASEAN region resulted in application growth of 34% (+46 students), with offers of admission up 30% (+31 students) between the fall 2018 and fall 2019 first-year student cohorts. Global deployment of this strategy resulted in stabilized application submission and offers of admission for the fall 2020 term. Excluding losses in applications from China (nationwide trend), IUB experienced growth of 6% in both application submissions (+113 students) and offers of admission (+81 students) between fall 2019 and fall 2020.
- A 20-point SAT gain was realized in international students admitted between the fall 2015 and 2019 entering freshman cohorts. Sustained gains in international student quality continue to drive academic quality within the overall first-year undergraduate student cohort.

IUPUI:

- Fall 2019 international enrollment included representation from 103 countries, compared to 91 in 2015. No single country represents more than 35% of overall international enrollment.
- First-year full-time international beginner retention continued at a rate significantly higher than the overall IUPUI student average, with 82.7% of new international beginners enrolled in Fall 2018 retained to Fall 2019, compared to 74.7% of new beginners overall. An even higher percentage (84%) have been retained from Fall 2019 to Fall 2020.

A.4 Institutional Development

- In 2020, the Office of International Development secured a \$500,000 grant from the U.S. Embassy in Ethiopia for a Partnership in Business Entrepreneurship and Leadership Transformation, in collaboration with Ivy Tech Community College and two Ethiopian universities.
- In 2018, IU secured \$1.6 million in funding and became a partner in the Long-Term Services for Research and Partners for University-Led Solutions Engine consortium

(LASER PULSE), a \$70 million USAID project aimed at finding research-driven, practical solutions to critical development challenges in low- and middle-income countries throughout the world. Nearly \$800,000 in additional funding was awarded to IU in 2019 through buy-in opportunities under LASER PULSE.

- Since 2015, the Office of International Development has secured multiple grants totaling over \$3,100,000 from the State Department to run more than a dozen fellowship and leadership programs hosting young leaders from regions including sub-Saharan Africa, Southeast Asia, and Eastern Europe.
- In 2015, \$1,019,684 was secured from Chemonics International for the *Higher Education Leadership and Management (HELM)* project in Indonesia. The goal of HELM was to strengthen the management capacity of higher education institutions (HEIs) in Indonesia.

A.5 OPVIA Grants in Support of International Research

- Approximately \$220K/year was invested in support of faculty international educational and research activities. Recipients represent all campuses, in proportion to campus size and level of international engagement. Tenure-track faculty received priority (85% of recipients), and most faculty recipients (90%) are still at IU.

A.6 Gateway Network

- Five global gateway offices opened during the period 2014 to 2019 (Beijing, China; New Delhi, India; Berlin, Germany; Mexico City, Mexico; Bangkok, Thailand).
- The mix of activities at each gateway varies according to IU's strategic priorities in the relevant region, but overall reflects active utilization (11 IUB schools, 11 IUPUI schools, and a range of administrative offices and research centers) in support of recruitment and admissions, faculty-led study abroad, alumni engagement, and especially faculty research-related activity. Since 2015, 348 events have been hosted, with over 12,000 participants.
- The gateways have played a central role in supporting the creation of several new partnership agreements and in intensifying the level of activity and collaboration with our existing partners including Free University Berlin, Sorbonne University, Ambedkar University Delhi, Tsinghua University Art Museum, Beijing Normal University, the Chinese Academy of Social Sciences, and the National Autonomous University of Mexico.

A.7 Alumni Events

- OVPIA collaborated with IUAA to deliver signature events with President McRobbie that engaged large numbers of alumni in key markets. The 2018 "IU is Global: China" and 2019 "IU is Global: Thailand" events each engaged more than 250 individual alumni

in key regions, fostering meaningful connection with the university and strengthening local networks.

- OIS has worked closely with IUAA to involve alumni in recruiting events at all stages, engaging alumni and bringing important perspective to students and parents.
- All five gateways have worked closely with the IU Alumni Association (IUAA) to establish the gateway as the primary point of connection back to IU for alumni based in the country/region. In partnership with the IUAA, the gateways have created programming at the gateway and other venues designed specifically for the local alumni chapters. Gateway staff has also activated local alumni networks to further the institutional and academic priorities of the university by facilitating connections with local companies, NGOs, and education ministries.
- OVPIA collaborated with IUAA to honor and award a number of distinguished alumni with awards such as the Thomas Hart Benton Mural Medallion Award, the Distinguished International Service award, and the Alumni Association's President's Award.

A.8 Curriculum Internationalization

- IUPUI's faculty council endorsed the Dimensions of Global Learning, a framework that can be applied to all curricular and co-curricular learning activities.
- The Office of International Affairs (IUPUI) was awarded a \$310,000 Title VI grant from the U.S. Department of Education to support the internationalization of the first year experience at IUPUI.
- OVPIA launched a Global Classroom initiative to facilitate links between classes at IU and counterpart classes at partner universities, and developed a Global Classroom Fellows Program to support participating faculty.

A.9 Fundraising

- The priority and main accomplishment for OVPIA and the university's international fundraising during the 2015-2019 period has been the Overseas Study Scholarship Match campaign. To date, nearly \$20 million in new endowment support for study abroad scholarships has been secured.
- The IU China Gateway received a gift in support of operating expenses of the Beijing office.
- Efforts by the IU Alumni Association working with foreign alumni and their local chapters have yielded modest support of scholarships for international students and for study abroad participation in particular regions. In 2020, foreign alumni contributed

over \$75,000 in response to an appeal for emergency funds to support students affected by the COVID-19 pandemic.

- The IU Honors Program in Foreign Languages has increased endowment holdings from less than \$10,000 to roughly \$75,000.

Appendix B

Major Issues and Trends in the Environment

B.1 The Need for 21st Century Global-Ready Graduates

- In Indiana, more than 25% of the state's GDP comes from international trade. The state is host to nearly 1,000 foreign-owned businesses, and is home to the highest percentage of private sector jobs coming from foreign-owned firms in the Midwest.
- 21st century workforce development is a key issue for Indiana University, the state of Indiana, and our nation. Through experiences inside and outside the classroom, students need to learn how to work collaboratively with a diverse group of individuals in solving complex problems.
- A recent survey found that 40% of U.S.-based companies missed international business opportunities due to a lack of globally competent personnel.

B.2 A Declining College-Age Population

- Globally: From 2020 to 2030, the college-age population will decline in all world regions except Africa. The declines will be most precipitous in Asia.
 - From 2020 to 2027, annual global growth in higher education enrollments will slow from 5% to 1.4% per year.
 - By 2024, the four largest markets for prospective students will be India, China, Indonesia, and the United States. Together, these nations will be home to over 50% of the world's 18-22 year old population.
- Nationally: After fifteen years of steady increases in the number of high school graduates, the U.S. is heading into a period of stagnation. The number of graduates per year will average 3.44 million through 2023, before peaking at 3.56 million in 2025. Through the early 2030s, the number of graduates will decline by a total of 8%, and become increasingly diverse.
- Regionally: The number of high school graduates will increase in the South and West over the next fifteen years, and decline in the Midwest and Northeast. In all regions, the overwhelming majority of projected increases will be attributable to Hispanic students.
- Indiana: The state of Indiana faces a projected 10% decline in high school graduates by 2030. The state population is becoming increasingly diverse, and 8.4% of Hoosiers speak a language other than English in their homes.

B.3 Shifts in Global Student Mobility

- **Outbound Students:** Top growth markets for outbound students in the next ten years include China, India, Pakistan, Nigeria, and Bangladesh. China and India are forecast to account for 60% of the global growth in outbound students through 2027. South Korea, Malaysia, Venezuela, Hong Kong, and Singapore are projected to have the largest declines in outbound students through 2027.
- **Inbound to the United States:** New and total international student enrollments in the United States are declining.
 - The rate of total international student enrollment growth in the United States began to slow considerably following the Fall 2014 semester, and in 2017 declined for the first time since 2005. Enrollment fell again in 2018 by 2.2%.
 - In 2017, new international student enrollment declined by 6.6%, following a 3.3% decline the previous year. It declined again in 2018, although by less than one percent.
 - Chinese enrollment, which now account for one-third of all international students enrolled in the United States, has slowed considerably after a decade of robust growth.
 - Generous government scholarship programs that support international students (especially in Saudi Arabia, Malaysia, and Brazil) are being scaled back significantly.
- **Inbound to IU:** Both IUB and IUPUI experienced international student enrollment declines in the range of 7-8% in Fall 2018.
- From Fall 2018 to Fall 2019, international student enrollment declined further by 5.5% university-wide. While the full impact of the COVID-19 pandemic on student mobility remains unknown, we expect international student enrollments to be negatively affected in the short- to mid-term.

B.4 Disadvantageous Conditions

- Current anti-immigrant, anti-foreign national sentiments, and xenophobic rhetoric in the United States.
- Increasingly harsh and restrictive visa and immigration policies for international students and scholars.
- U.S. safety and security concerns, including gun violence and terrorism as well as the country's handling of the recent protests against racism and the COVID-19 pandemic.

- Growing concerns around intellectual property protection, foreign influence, and intellectual freedom, particularly in the context of the US.-China relationship.
- Decreasing rates of pre-college foreign language study (only 20% of K-12 population enrolled in foreign language classes in 2014-2015).
- Global trade issues and implications.
- Migration, displaced persons, and an unwelcoming U.S. policy environment.
- Increasing populist, nativist, and anti-globalist sentiments.

B.5 Need to Further Diversify Study Abroad Participation and Destinations

- Nationally, approximately 1 in 10 U.S. students study abroad during their undergraduate career. At IUB, this rate is now more than 3 in 10. Nearly 1 in 10 IUPUI students study abroad, and fewer than 1 in 10 regional campus students.
- Sixty-five percent of U.S. students study abroad for eight weeks or less. While 33% study abroad for a semester, only 2% of students do so for an academic year or longer. At IUB, 61% study abroad for eight weeks or less; 95% of IUPUI and regional campus students do so.
- In 2017-18 Europe (55%) continued to be the leading destination for U.S. students who study abroad, followed by Latin America (15%), Asia (11%), Oceania (4%) and Sub-Saharan Africa (4%), Middle East and North Africa (2%), and North America (.5%). In the IU system, the leading destinations are slightly different: Europe (59%), Asia (15%), Latin America (13%), Middle East (2%) and Africa (5%), Oceania (6%), and multiple regions (<1%).
- While the proportion of U.S. minority students studying abroad has increased in the past ten years from 18% in 2006-7 to 30% in 2017-18, they are still underrepresented. However, at IUB and IUPUI, minority representation in study abroad more closely reflects campus populations.
- Nationwide, the STEM (26%) fields send the largest numbers of students abroad, followed by Business (21%) and the Social Sciences (17%). At IUB, Business has the highest proportion of participation (at approximately 45% of all majors). At IUPUI, Humanities has the highest rate of participation, at 31%.

B.6 New Higher Education Models & Increasing Competition

- Lower-cost but good quality options for tertiary education are increasingly available abroad.
- Universities in many non-Anglophone countries have significantly expanded their English-language programs.

- Increasing commercialization of international education, including in the form of consultants, pathway program providers, and other commercial entities that provide services related to recruitment, enrollment, study abroad, international rankings, data management, etc.
- Career outcomes and the ability of institutions to “place” graduates in top jobs both domestically and internationally are seen as increasingly important in the enrollment decision-making process.
- Intense focus and importance placed on rankings.
- Focus on competencies, outcomes, and skills-based education.
- Shift away from 4-year degrees to post-secondary school certification and training.

B.7 Educational Access & Equity

- Increasingly, in its most traditional forms of student mobility, international education is cost prohibitive and for the elite.
- In many new or expanding markets for international student recruitment, students are unable or unwilling to pay the full cost of attendance at U.S. institutions.
- Need to continue to focus on increasing study abroad participation rates among underrepresented students and to non-traditional destinations.

B.8 Rise of Collaborative International Research

- Increasing recognition that the world’s most pressing problems can only be solved by multidisciplinary teams of scholars from around the globe.
- Declining U.S. government funding to support research.
- Increasing international funding that often is accessible through local partnerships.

B.9 New Approaches to Teaching and Learning

- The use of interactive video technology in improving access, teaching and learning, which has accelerated significantly as a result of the COVID-19 pandemic.
- Growth in the use of various modes of distance education.
- Increased demand for the integration of high impact practices (internships, work experience in international settings, research opportunities for undergraduates, study abroad, etc.).

- Integrating domestic and international students' international experiences into domestic classes.
- Interest in/need for developing intercultural expertise of faculty and staff.

B.10 Issues in Internationalization at IU

- Multi-disciplinary approaches to international teaching, learning, and research are inherently challenging in the Resource Centered Management (RCM) environment.
- The increasingly decentralized nature of a range of global engagement initiatives throughout the university is raising some questions about overall strategy, coordination, quality, consistency, and institutional reputation abroad.
- Graduate and professional international student recruitment initiatives lack an overall coherent strategy and approach.

Appendix C

OVPIA Strategic Planning Team

A small team of faculty and staff led the 2025 strategic planning process, with active input and involvement from an OVPIA staff advisory group, an academic leadership advisory group, and a key constituent advisory group. Members of the core planning team included:

- Sara Allaei, Executive Director, Office of International Affairs, IUPUI
- Ally Batten, Director of International Gateway Offices
- Hilary Kahn, Assistant Dean for International Education and Global Initiatives, School of Global and International Studies;* Associate Vice President for International Affairs; Associate Vice Chancellor for International Affairs, IUPUI (since 2019)
- Amanda Roshan-Rawaan, Assistant Director, Office of Overseas Study
- Christopher Viers (chair), Associate Vice President for International Services

Members of the three advisory groups included:

OVPIA Staff Advisory Group

- Teshome Alemneh, Associate Vice President for International Research and Development
- Susan Carty, Director of Administration and Program Management, Office of Overseas Study
- Shawn Conner-Rondot, Associate Director, International Partnerships
- Denise Gardiner, Director of Finance and Administration
- Margaret Key, Chief of Staff
- Rita Koryan, Assistant Vice President for International Affairs
- Gil Latz, Associate Vice President for International Affairs; Associate Vice Chancellor for International Affairs, IUPUI (through 2019)
- Shawn Reynolds, Associate Vice President for International Partnerships
- Lynn Schoch, Director of Information Resources
- Kathleen Sideli, Associate Vice President for Overseas Study
- John Wilkerson, Assistant Vice President for International Services and Director of International Admissions

Academic Leadership Advisory Group

- Suzanne Babich, Associate Dean of Global Health, Fairbanks School of Public Health*
- Fritz Breithaupt, Professor, Germanic Studies, College of Arts & Sciences, IUB**
- David Daleke, Vice Provost for Graduate Education and Health Sciences and Associate Dean of the University Graduate School
- Lee Feinstein, Dean for the School of Global and International Studies
- Dennis Groth, Vice Provost for Undergraduate Education

- Esfandiar Haghverdi, Executive Associate Dean for Academic Affairs, School of Informatics, Computing, and Engineering
- Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer, IUPUI
- Jann Joseph, Interim Chancellor, IUSB
- Christiana Ochoa, Associate Dean for Research and Faculty Affairs, Professor of Law, Academic Director of IU Mexico Gateway
- Amir Pasic, Dean, Lilly Family School of Philanthropy, IUPUI
- Anantha Shekhar, Associate Vice President of Research for University Clinical Affairs, School of Medicine
- Ash Soni, Executive Associate Dean for Academic Programs, Kelley School of Business*
- Russell Valentino, Associate Dean for Diversity and Inclusion and International Affairs, College of Arts and Sciences*
- Lemuel Watson, Dean, School of Education

Key Constituent Advisory Group

- Chris Foley, Associate Vice President for University Academic Affairs and Director, Office of Online Education
- Todd Gambill, Vice Chancellor for Student Affairs and Enrollment Management, IU Kokomo
- Jeffrey Goetz, Senior Associate General Counsel, Office of the Vice President and General Counsel
- Faith Hawkins, Associate Vice President, Office of the Vice President for Research
- Roy Hooper, Associate Director of International Alumni Relations
- Bryan Melvin, Associate Vice President, Principal Gifts and International Advancement, IU Foundation
- Anastasia Morrone, Associate Vice President, Learning Technologies Dean of IT, IUPUI
- Ryan Piurek, Assistant Vice President, Presidential Communications and Special Projects, University Communications
- LaVonn Schlegel, Executive Director, Institute for International Business, Kelley School of Business
- Nicole Wilkins, Senior Director of Strategic Communications, IU Communications
- Rob Zinkan, Associate Vice President, Marketing, IU Communications

*OVPIA Designated International Administrator

**Bloomington Faculty Council (BFC) International Affairs Committee Co-Chair