

INTERNATIONAL EDUCATION AND STUDENT EXPERIENCE WORKING GROUP REPORT

INTRODUCTION

The International Education and Student Experience Working Group of the Internationalization Strategic Plan, which consists of the following members, has mapped out a vision for university-wide internationalization and recommends three initiatives as presented in Section 3 of this report.

- *Terrell A. Morgan: director, Center for Latin American Studies, Office of International Affairs; professor, Department of Spanish and Portuguese (Chair)*
- *Jenny Kraft: education abroad specialist, Office of International Affairs (Co-chair)*
- *Ola Ahlqvist: associate vice provost, Office of Academic Enrichment; professor, Department of Geography*
- *Mera Cronbaugh, undergraduate student*
- *Cindy Xinquan Jiang: senior research associate, Office of International Affairs*
- *Marcus Kurtz: director, Undergraduate International Studies Program; professor, Department of Political Science*
- *Jesus Lara: associate professor, Knowlton School of Architecture*
- *Julius Mayo: assistant director of Academic Initiatives, Office of Student Life*
- *Brian Slater: associate director and associate professor, School of Environment and Natural Resources*

The working group gathered relevant data and researched best practices nationwide, even as it solicited feedback from a wide range of stakeholders at Ohio State in the areas of curriculum, co-curriculum, education abroad, and international students. The working group met three times and maintained both email correspondence and a shared Box folder making available statistics, pertinent documents and space for expressing opinions. In addition, the working group chairs had meetings with the following individuals and groups between November 2019 and February 2020:

- College liaisons group (twice, with Associate Vice Provost Fernando Unzueta)
- Steve Fink and Laura Podalsky, GE Implementation Committee
- Meg Daly, GE Implementation Committee
- Janice Askie, GE Implementation Committee
- Lei Guo and Jacob Chang, USG
- Jason Owens, international coordinator, Wooster Campus OARDC-ATI
- Carina Hansen, director, International Students and Scholars, Office of International Affairs
- Megan Lawther, program manager, Global Engagement, Office of International Affairs
- Jeannie Simmons, director of Education Abroad, Office of International Affairs
- Claire Sweigart, program director, Office of Service-Learning
- James Moore, vice provost, Office of Diversity and Inclusion and Chief Diversity Officer



This report is organized as follows. In Section 2, we approach our charge by looking critically, if briefly, at the current state of education abroad, international student enrollment, the general education curriculum, and the experiences and opportunities of all students vis-à-vis internationalization. In Section 3, we propose our overarching vision and three Initiatives, each with accompanying tactics for deployment.

SETTING THE STAGE FOR REEVALUATING INTERNATIONAL EDUCATION AND THE STUDENT EXPERIENCE AT OHIO STATE

Early in the process, we surveyed stakeholders in an effort to establish the needs of students (as perceived by faculty, staff, and students themselves) and assess how those needs were being met (or not) by the status quo. The table below summarizes our findings, couched in terms of strengths to be leveraged and challenges to be addressed.

Strengths to leverage	Challenges/gaps to address
<ul style="list-style-type: none">• One of the most comprehensive land-grant, public institutions of higher education• Some strong tradition of internationalization• Great overall numbers of international students and education abroad• Successful current programming in international student and scholar services and education abroad, as well as in Honors & Scholars, service learning• Resources in University Institute of Teaching and Learning, etc.	<ul style="list-style-type: none">• Difficult domestic and international relations climate• Education abroad participation low as a percentage of overall enrollment• Education abroad participation in longer (8 weeks +) programs is exceedingly low• Affordability of education abroad• Ability of education abroad to satisfy GE and major requirements• Mitigation of students' "fear of missing out"• Budget model that doesn't recognize major course enrollments abroad• Limited diversity in international students• Limited diversity in education abroad participation and programming• Integration of international students with domestic students• Integration of globally engaged learning with local learning• Limited impact of Global Gateways beyond three countries

Mindful of Ohio State's standing among peer institutions, we were particularly anxious to consider best practices in internationalization from across the profession in the various areas of higher education expertise. What was clear from the beginning is that these components of our purview (e.g., education abroad, international students, the curriculum, student life) are not discreet aspects of a university education but rather overlap in important ways. In this way, too, the work of our working group touches on that of our sister subcommittees, and our recommendations have implications in areas as seemingly disparate as infrastructure, admissions, curriculum and budget, just to name a few.

If we consider, for example, the makeup of the current undergraduate international student cohort at Ohio State, we may first be struck by its lack of diversity in terms of national origin and lament the missed benefits that would accrue to a more heterogeneous student population across our campus. A remedy involving strategic recruitment could target not only wider representation of nations and world regions but also the best and brightest from across the socioeconomic spectrum and in terms of other demographic realities, even while strengthening new international partnerships and protecting the budget from the unpredictable downturns of a small set of world economies.

Similarly, an enterprise such as education abroad or internationalization of the general education curriculum cannot be measured solely in terms of enrollment figures or program creation, but rather in relation to the way each experience aligns with our collective values and contributes to our overall mission in the very real, 21st-century context of a large, public, comprehensive, land-grant institution. In what follows, we define those values and elaborate ways to realize our mission in service to them.

VISION AND INITIATIVES

Recommendations of the working group are guided by the following statement of our mission and values:

The Ohio State University prepares all students to be interculturally competent, globally engaged citizens. We value the inclusion of diverse people, places and ideas and strive to elevate underrepresented populations and experiences in high-impact international education at home and abroad.

Those recommendations are as follows:

Initiative 1. Ensure that all students gain global competencies on campus.

Tactic: Emphasize global learning outcomes via the new GE.

- Require intercultural competence training (and implicit bias training) of all students
- Incentivize education abroad by ensuring it is named as a desirable high-impact practice

Tactic: Expand use of the Global Options to colleges (namely, College of Arts and Sciences) not currently offering it.

Tactic: Incentivize faculty to add more globally themed content to new and existing courses.

- Collaborative online international learning (COIL)
- University Institute of Teaching and Learning training/badges
- Pay bonuses
- R & D grants

Tactic: Promote integration of domestic and international students.

- Provide a “living room” (international center) space on campus for globally-minded students
- Expand global engagement programming
- Promote partnerships between student organizations
- Facilitate logistics of regional campus international students (e.g., graduate students at OARDC) for integration with local students and the Columbus campus

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Initiative 2. Incentivize student participation in high-impact education abroad.

Tactic: Increase participation in long-term education abroad programs (8+ weeks).

- Require each college to identify at least one third-party provider/direct enroll 8+ week program that offers a curricular match for their majors
- Promote awareness of third-party provider and direct enroll programs to the university community with an emphasis of educating faculty and advising staff

Tactic: Promote curriculum integration—education abroad pathway to each major on campus.

- Create a curriculum integration specialist position to be housed in education abroad at the Office of International Affairs
- Partner with academic units to develop a 4-year curricular map that incorporates education abroad into every major at Ohio State
- Seek college-level commitment to offering faculty-led programs only when they fulfill specific degree requirements (e.g., GE or major/minor coursework)

Tactic: Expand education abroad opportunities to a greater number of underrepresented students.

- Expand the current partnership with the Office of Diversity and Inclusion via domestic and international programming efforts
- Establish an “identity ambassador” campaign so all students can “see themselves” studying abroad

Tactic: Incentivize non-traditional education abroad experiences.

- Programming in non-traditional locations
- Programming with focus on underrepresented peoples, languages or cultures

Tactic: Increase affordability.

- Suppress tuition universally for faculty-led education abroad
- Negotiate special pricing (e.g. via Big Ten Academic Alliance) with third-party providers
- Create a scholarship search engine (to be housed on the Office of International Affairs website)
- Seek more cooperation across colleges
 - Harness liaison resources: cross-college partnerships
 - Reduce barriers for scholarship use
 - Create more education abroad planning scholarships

Initiative 3. Attract and retain a diverse population of high-achieving international students

Tactic: Work with Admissions to develop a recruitment strategy that brings a greater balance to the international student population, not only in terms of national origin but also in socioeconomic status and other relevant demographic diversity.

- Engage India and Brazil Global Gateways in these efforts
- Offer or secure financial aid
- Work with emerging democracies on strategic recruitment of a diverse pool of high-ability students

Tactic: Expand programming aimed at improving strong social connections.

- Expand current global engagement programming
- Partner with international student organizations on programming efforts

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Tactic: Partner with university-wide career services offices to provide support specific to the needs of international students.

Tactic: Implement new and expand current programming aimed at educating the university community (faculty, staff and students) about the international student experience.

- Expand current “International Student Experience” workshop for faculty/staff
 - Require for all academic advisors and student life staff
 - Provide incentives for teaching staff, including teaching endorsements
- Require cultural fluency training for all Residence Life staff, including RAs

Tactic: Assemble an International Student Experience Advisory Committee comprised of practitioners, with student representation.