

THE UNIVERSITY OF
ALABAMA[®]

Capstone International Center



American Council on Education Internationalization Laboratory

Final Report

and

**Internationalization Plan:
A Globally Engaged Flagship**

June 2019

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A. Introduction and Executive Summary

The ACE Lab and Process: The American Council on Education Internationalization Lab (ACE-IL) is an invitational learning community that brings together cohorts of institutions to engage in both internal and external review of international programs and activities. In late fall of 2017, with the objective of developing a strategic plan for UA's comprehensive internationalization, the UA ACE-IL Steering Committee began an intense process of examining our current international programs and activities and our progress toward such comprehensive internationalization. Faculty, staff, and students were all eager to discuss existing international programs, their particular current involvement and interests, and to provide ideas to move us forward in this arena. Over 400 members of the UA community contributed through service on the steering committee or a working group, in face-to-face discussion, or via surveys. What emerged was an understanding of the importance and value of, and urgency for, deeper and broader internationalization of UA's teaching, research and service missions with a particularly emphasis on the overall educational experience, success of students from the State of Alabama, and contributions to the economic development of our State and region.

The UA Strategic Context: Our work was embedded in and designed to build on UA's Strategic Plan: Advancing the Flagship. UA's Mission, Vision, Values, and Strategic Goals feature global aspects that are deemed critical to the Strategic Plan's and therefore the University's success. UA's Mission is to advance the intellectual and social condition of not just the state, but the nation, **and the world**. UA's Vision is to enhance the quality of life not only for Alabamians but also for citizens of the nation, **and the world**. UA's strategic goals and priorities specify, both explicitly and implicitly, that we must (a) create educational programs that **offer a global perspective**, (b) conduct research/creative activities that **impact (global) economic and societal development**, (c) create an inclusive community that **attracts and supports diversity (including global)**, and (d) enhance work-life balance by creating **work opportunities (including global engagement)** to attract and retain the best faculty, staff, and students.

The UA Internationalization Pillars: Within this UA strategic context, the Steering Committee organized its work around four pillars that are key to UA's successful comprehensive internationalization:

1) curriculum and co-curriculum; 2) student mobility; 3) faculty research and activities; and 4) collaborations and partnerships. Underpinning success in all of these areas, we also examined the **foundational pillar** of our institutional commitment and goals and thereby developed the following vision for UA as a Globally Engaged Flagship.

The UA Global Vision: The University of Alabama will be a Globally Engaged Flagship institution that

- Prepares our students for the ever-evolving society and economy of a globally-connected world
- Attracts and supports students from Alabama, the U.S., and the world who seek unique opportunities for global learning
- Leads research efforts that address the world's challenges and contribute to state, regional, and global success in economic and knowledge-creation realms
- Develops a strategic core network of global partners for teaching, exchange, and research

The UA Challenge: As detailed throughout this report, there is much to applaud about UA’s international programs across the board. Yet we find much left to do in order to continue and enable progress in the global arena and becoming a Globally Engaged Flagship institution. UA has organizational, capability, and capacity gaps that must be dealt with in order to grow its global footprint and be a truly internationalized institution. Organizationally, our efforts are siloed, fragmented, under-documented, under-communicated, and understaffed. We lack adequate capabilities in terms of chasing funded international research opportunities, developing collaborations and partnerships, internationalizing our curriculum, and communicating across units internally, as well as externally to a variety of audiences and stakeholders. And, given our tremendous recent growth, we lack the staffing and monetary capacity to appropriately scale up our efforts in areas such as education abroad, funded international research, and internationalization of UA’s curriculum and co-curriculum. This report outlines an action plan for dealing with these and other issues hampering our position as a Globally Engaged Flagship.

The Pillar Goals: To achieve our Global Vision, the Steering Committee developed overarching goals in each of the pillars, including the foundational pillar of institutional commitment. The full strategic plan presented in the next section of this report, is fully articulated, wide-ranging, and provides detailed recommendations and action items at all levels. However, in this executive summary, we focus at the broadest level on each pillar’s key goal, findings regarding each pillar’s strengths and the capability gaps that constrain action on the goals to which we aspire, and we provide two to three key recommendations for building on our strengths, closing the gaps, and achieving our goals.

Foundational Pillar: INSTITUTIONAL COMMITMENT		
Goal 1: Sustained & strategic institutional focus & investment necessary to enhance UA’s global stature by enabling visible and impactful activity in key global engagement initiatives		
Strengths	Capability Gaps	Key Recommendations
<ul style="list-style-type: none"> • High level administrative support & leadership • Inclusion in strategic plan • Existence of Int’l Education Committee (IEC) • Existence of Capstone International Center (CIC) 	<ul style="list-style-type: none"> • Structure of IEC and CIC outstripped by our activity & aspirations • No “global” institution-wide marketing/branding/web presence • Limited staff • Lack of global in development initiatives 	<ul style="list-style-type: none"> • Restructure, rebrand and expand IEC & CIC • Create “global brand” and build web presence for “all things global” include link on UA main page • Include global initiatives in capital campaign
Action & Outcomes Pillar: CURRICULUM AND CO-CURRICULUM		
Goal 2: Design and enhance programs and infrastructure to increase student engagement in global and cross-cultural learning through the curriculum and co-curricular experiences		
Strengths	Capability Gaps/Weaknesses	Key Recommendations
<ul style="list-style-type: none"> • Numerous courses/disciplines that support global learning 	<ul style="list-style-type: none"> • No global learning competency requirement 	<ul style="list-style-type: none"> • Incorporate global learning/cross-cultural competency in the core

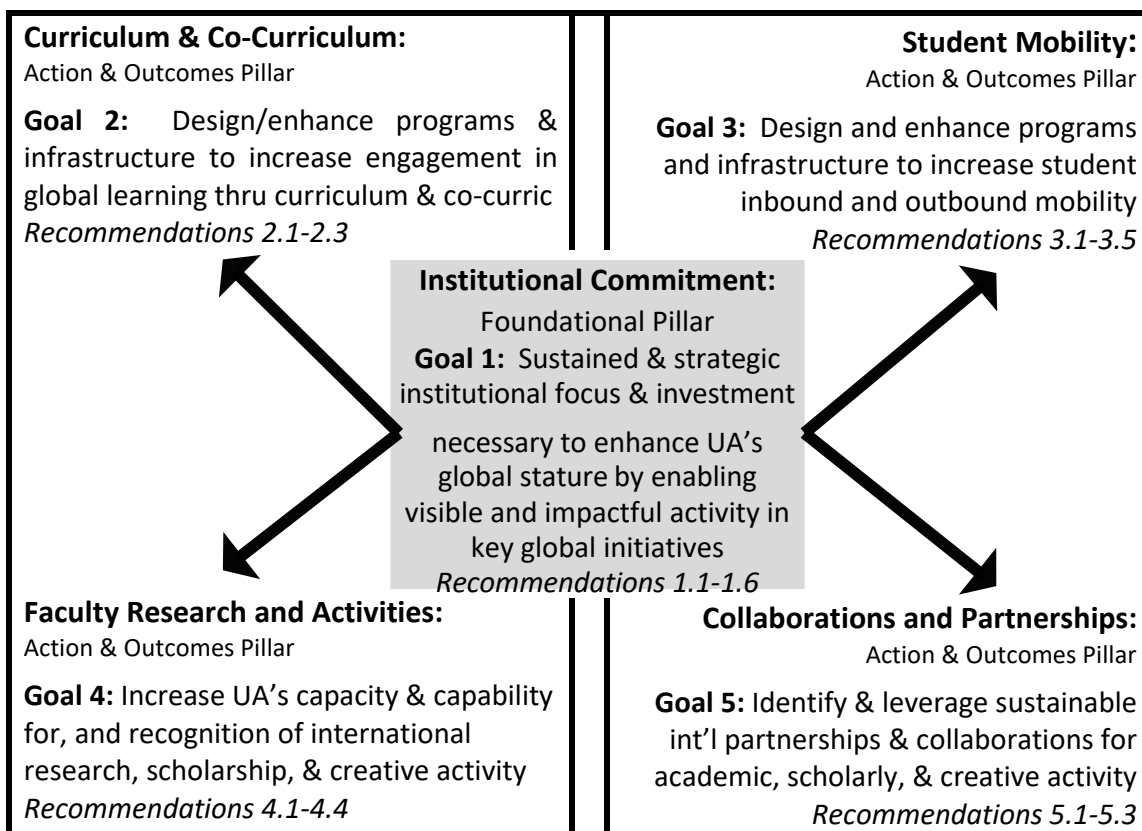
<ul style="list-style-type: none"> Existence of Global & Cultural Perspectives minor Extensive co-curricular programming related to global 	<ul style="list-style-type: none"> No teaching & learning center for faculty support & development No ability to track co-curricular activities 	<ul style="list-style-type: none"> Provide support to faculty for integration of global learning in all disciplines
Action & Outcomes Pillar: STUDENT MOBILITY Goal 3: Design and enhance programs and infrastructure to increase student mobility		
Strengths	Capability Gaps/Weaknesses	Key Recommendations
Outbound: <ul style="list-style-type: none"> Leadership in EA Strong interest & participation growth among faculty& students New electronic course equivalency approval process & database 	Outbound: <ul style="list-style-type: none"> Affordability for in-state & underserved students Staffing very low as compared to peers Knowledge and support of college advisors 	<ul style="list-style-type: none"> Add staff in EA Create curricular mapping for all majors Include EA scholarships in capital campaign
Inbound: <ul style="list-style-type: none"> New attention to int'l grad student recruitment Expansion of those involved in recruitment Quality of facilities/labs 	Inbound: <ul style="list-style-type: none"> No UA "global brand" Lack of housing & transportation options Stipends/scholarships 	<ul style="list-style-type: none"> Formalize current ad hoc int'l recruitment committee Set goal for UG intl student %s Establish global living-learning community
Action & Outcomes Pillar: FACULTY RESEARCH AND ACTIVITIES Goal 4: Increase UA's capacity & capability for, and recognition of international research, scholarship, & creative activities		
Strengths	Capability Gaps/Weaknesses	Key Recommendations
<ul style="list-style-type: none"> Development of priority research institutes Current work (survey reveal over 262 faculty doing work in 105 countries) 	<ul style="list-style-type: none"> Data collection Faculty support Limited staff knowledge of int'l research opportunities 	<ul style="list-style-type: none"> Leverage research institutes to increase funded int'l research Hire/train int'l research support specialist Recognize/reward int'l research
Action & Outcomes Pillar: COLLABORATIONS AND PARTNERSHIPS Goal 5: Identify & leverage sustainable int'l partnerships & collaborations with potential for productive academic, scholarly, and creative activity		
Strengths	Capability Gaps/Weaknesses	Key Recommendations
<ul style="list-style-type: none"> Large number of existing long-term partnerships College/unit support 	<ul style="list-style-type: none"> Data collection Communication of partnership development policies/procedures 	<ul style="list-style-type: none"> Identify strategic partnerships that cut across activity sets Adopt MoveOn software for partnership management Hire staff to administer MoveOn & coordinate partnerships

The Resulting Plan: The next section presents the full Internationalization Plan: A Globally Engaged Flagship. Our work has produced a clear path and strategic plan to advance UA from its current status of excellent, but often unrelated, pockets of international connections (both internal and external) to a high level of integrated and coordinated global engagement. Our vision, goals and recommendations are firmly embedded in the mission, vision, core values, and the priorities of UA's Strategic Plan: Advancing the Flagship. Progress toward our global engagement goals will elevate both our national and global brand and rankings, provide opportunities for our faculty and staff, and serve all students at The Capstone.

As each of the broad and complicated areas was examined, it became clear that they are often inextricably intertwined---or, if they are not, they should be in more meaningful and purposeful ways. For example, study abroad must be carefully planned and combined with students' particular curricular paths and supported by the academic advising process; our partnerships and collaborations should be connected to our research enterprise. These connections and overlap are reflected in the plan as well. Often one recommendation supports another and serves as a building block to the overall plan's success.

B. UA's Internationalization Plan: A Globally Engaged Flagship

Pillars and Goals



Recommendations

- 1.1: Restructure, rebrand, & expand Capstone International Center capabilities, staffing, & space
- 1.2: Repurpose/restructure International Education Committee to implement & sustain progress in identified target areas and associated goals.
- 1.3: Designate Key Global Initiatives as Capital Campaign Priorities
- 1.4: Adopt/create Scalable Platforms (MoveOn, Suitable, dashboards)
- 1.5: Build Campus-Wide Communication Strategy & Platform for Global
- 1.6: Build College and unit capabilities & staff in our global pillars

- 2.1: Make int'l/global learning a requirement in UA Core
- 2.2: Create faculty support/resources for internationalization of curriculum
- 2.3: Create co-curricular "passport" to ↑ and track global engagement

- 3.1: Increase education abroad participation to 30% (from current of ~ 16.5%)
- 3.2: Close EA accessibility gap for in-state and underserved populations
- 3.3: Enhance EA advising capability & capacity within CIC and Colleges
- 3.4: Increase % of int'l grad students to 20%, establish targets for UG #s/%s
- 3.5: Increase UA inbound infrastructure to support recruitment & retention

- 4.1: Leverage research institutes to increase funded int'l research
- 4.2: Improve data collection methods to track faculty research/ creative work
- 4.3: Develop more robust resources to promote/support int'l research
- 4.4: Recognize & reward outstanding international research particularly as connected to institutes

- 5.1: Adopt MoveOn to track & promote int'l partnerships and related activities
- 5.2: Leverage existing relationships across all possible activity sets
- 5.3: Create CIC unit/capacity to manage all aspects of partner agreements

Institutional Commitment: Foundational Pillar

Goal 1: Sustained & strategic institutional focus & investment necessary to enhance UA's global stature by enabling visible and impactful activity in key global initiatives

Recommendations and Actions

1.1 UA Capstone International Center Restructure, Rebrand, & Expand Capstone International Center Capabilities, Staffing, & Space		
Actions	ST / LT	Return on Investment/Benefits
Rebrand CIC to reflect its broader mandate and current functions and responsibilities. Steering committee suggests: "Office for Global Engagement"	ST (1-2 yrs)	Creates and communicates accurately the mission and function of the office to internal and external constituents.
Restructure/increase capacity of CIC (or other appropriate unit) to include support for faculty research and teaching	ST	Enhances global educational and scholarship goals of UA.
Expand staffing in current units (primarily EA, communications, & partnerships)	ST	Allows scaling up to "right size" key aspects of global engagement and education as well as provide consistent/coherent strategic communications both internally and externally.
Restructure space in more of a "hub and spoke" around central CIC leadership & staff	ST	Strategically functional repurpose of space for greater coordination and expanded capacity of all key internationalization initiatives.
1.2 UA IEC: Repurpose & Restructure International Education Committee to Implement & Sustain progress in identified target areas and associated goal :		
Change appointment structure such that appointees are global "experts and players" in their respective colleges/units	ST	Enhanced engagement and effectiveness and coordination of all aspects of internationalization within and across units. More "buy-in" from members. Better communication back to units.
Specify "IEC Charge" as enabling and implementing the ACE-IL recommendations contained herein	ST	Ensures momentum & success of strategic planning work; creates accountability across units; creates alignment with UA Strategic Plan.
Restructure IEC with sub-committees representing each of the ACE-IL pillars	ST	Increased number of faculty/staff involved in international efforts. Inclusion of varied reps should yield more buy-in, ideas, and execution.

1.3 UA Development: Designate Key Global Initiatives as Capital Campaign Priorities :		
Actions	ST / LT	Return on Investment/Benefits
Identify key global priorities such as EA scholarships, CIC unit staffing, Space/Renovations, College/Unit needs	ST	<p>Funding for international initiatives & scholarships.</p> <p>\$\$ are an enabler for payouts down the road as follows:</p> <p>EA endowments can fund scholarships to close the accessibility gap for in-state and underserved student populations and thus serve as a recruiting and retention tool as well.</p> <p>Scholarships for EA will be underutilized if limited staff for advising – EA is the single most difficult and time-consuming advising activity – and given the cost and complexity of EA process, lack of advising is a key limiter to reaching our goal of 30%.</p>
Work to get agreed on initiatives as key aspects of the upcoming UA Capital Campaign (UA and Colleges/Units)	ST	See above + alignment of needs and priorities with advancement efforts and UA Strategic Plan.
Create and execute these development plans (UA and Colleges/Units)	LT (3-5yrs)	See above.
1.4 - UA Technology: Adopt/create Scalable Platforms (MoveOn, Suitable, dashboards)		
Actions	ST / LT	Return on Investment/Benefits
Evaluate and implement a scalable co-curricular internationalization platform such as Suitable	ST:Eval LT:Impl	Allows UA to require, track, access, and communicate to internal and external constituents info on our students' engagement in co-curricular/experiential global learning competency building
Evaluate and implement additional "systems" technology needed within CIC and other units (for example, partnership tracking, dashboard creation, interfaces with existing databases)	ST:Eval LT:Impl	<p>Efficiencies in processing will free up staff to be repurposed into work that cannot be automated such as EA advising.</p> <p>Increased ability to assess and report on progress and convey same to the campus.</p>

Better training and use of existing technology: Train advisors in colleges and utilize existing software (e.g., curriculum planning tool for EA in DegreeWorks)	ST	Greater staff efficiencies = more capacity without hiring more staff. Better advising.
1.5 - UA Strategic Communications: Build Campus-Wide Communication Strategy & Platform for Global		
Actions	ST / LT	Return on Investment/Benefits
CIC work with UA StratComm to develop an effective and sustainable communications strategy for global	ST	Puts UA on the radar in the global arena – generate image and buzz around this to bolster recruitment and fundraising
Create and/or consolidate and deploy a highly accessible, appropriately branded, & functional landing page for “all things” global on UA website	ST	Brands UA as globally engaged. Provides valuable resources to internal and external constituents. Increases national & int’l recognition. Supports recruitment & fundraising.
1.6 - Colleges & Units: Build College & Unit Capabilities and Staff in our Global Pillars		
Actions	ST / LT	Return on Investment/Benefits
Assess existing college and unit capabilities and staffing related to the identified pillars	ST	Implementation of the Internationalization Strategic Plan. Alignment of needs with priorities.
Re-allocate, re-structure, and train existing staffing towards key goals	LT	Increased capacity, efficiency, and efficacy of programming.
As needed, work toward allocations of new staff in areas of high need & ROI (e.g. college embedded EA advisors)		See above. Staffing is a mission critical aspect to achieving other goals – and we are understaffed in key areas such as research, EA advising, communications, and partnership/ collaboration development.

Curriculum and Co-Curriculum: Action & Outcomes Pillar

Goal 2: Design and enhance programs and infrastructure to increase student engagement in global and cross-cultural learning through the curriculum and co-curricular experiences

Recommendations and Actions

2.1 Make international /global learning a requirement in UA Core		
Actions	ST / LT	Return on Investment/Benefits
Designate global learning/cultural engagement as a core competency for our students	LT	Clearly aligns core curriculum with stated Goal 1 of UA Strategic Plan. Positions UA students as global leaders and thus positions UA as a globally engaged leader/institution.
Include an international course, course sequence or competency requirement in the UA Core. Option A: 1 international required course in UA Core Option B: Create an INT course designation and build a sequence requirement around that designation (e.g., 3 INT courses to graduate) Option C: Create a global learning competency within the UA Core and develop pathways (e.g., study abroad, coursework, etc., to satisfy the requirement)	LT	Building this key competency is literally a part of the strategic plan goal 1 for UA. Global competency/perspective is critical to the future success of all our students in this globally interconnected world Becomes part of UAs Global Brand Image
Work with the General Education Taskforce to provide recommendations and guidance regarding options relative to global and cultural competency. Use/evaluate responses to NSSE Global Learning module for rec , as well as R2 & R3.	LT	See above.
Maximize & promote existing Global & Cultural Perspectives minor	ST & LT	Increase # of students with this minor from ~50/yr to 100/year

2.2: Create faculty support for internationalization of classes		
Actions	ST / LT	Return on Investment/Benefits
Hire (or train/provide release time) a global learning curriculum coordinator to develop faculty aids and materials that can be delivered through various modes, and supports COIL (Collaborative Online International Learning) initiatives	ST	Creates opportunities for students to have global exposure/obtain global perspective outside of EA which research shows can be quite effective in developing the global competency. Better & more thorough integration of global perspectives throughout the curriculum. Faculty development and support.
Create a website to support course-internationalization to be housed on the faculty support side of the CIC website	ST	Easy access and better communication of resources. Efficient and effective use of faculty time. Expands faculty capabilities in this arena over time.
Incorporate global learning into faculty learning communities & other support structures for teaching effectiveness & innovation (e.g. Teaching Hub, Faculty Resource Center, etc.)	LT	See above.
2.3: Create co-curricular “passport” to increase and track student global engagement		
Actions	ST / LT	Return on Investment/Benefits
Develop and articulate the passport parameters and activities (existing and needed)	ST & LT	Provides a tangible achievement outcome that students and UA can market out.
Work to fill gaps in needed programming over time	ST & LT	Key to developing actual global competency in our students.
Adopt and implement a co-curricular internationalization technology platform such as Suitable to both enable student engagement and track it	ST and LT	Essential enabler – need scale – need tech to get scale

Student Mobility: Action & Outcomes Pillar:

Goal 3: Design and enhance programs and infrastructure to increase student mobility

Recommendations and Actions

3.1 Increase education abroad participation to 30% (from current of about 16.5%; if non-credit included 18.6%)		
Actions	ST / LT	Return on Investment/Benefits
Identify and reduce or eliminate key barriers (perceived and real) that deter students from EA; NOTE: Such barriers include (a) cost, (b) fitting into schedule, (c) complexity of process.	ST	Increases number of EA applications and participants. EA is proven to be a high impact practice that transforms students EA helps students make better career choices EA has disproportionate positive effects in underserved student populations EA can be a recruiting and retention tool for in state and underserved student populations Boosting EA participation will aid UA's global branding image EA can be an economic enhancement opportunity for our students who remain in the State of Alabama
Increase dedicated scholarship \$\$ for EA through a specific development initiative in the upcoming capital campaign	LT	Diversify pool of UG able to study abroad. Provide greater support to in-state & underserved students. Reduces a "top 3" EA barrier.
Create college and major specific "pathway" models that clearly show students a means for fitting EA in their program and graduating on time (i.e. curriculum maps by major)	LT	Reduces a "top 3" EA barrier. Increases number of EA applications and participants.
Increase communication and promotions regarding EA (e.g., websites with selection tools, tabling, EA sessions within Colleges, etc.)	ST	Reduces a "top 3" EA barrier and increases EA participation.
Clarify policy and process for "core credit" transfer	ST/LT	Reduces a "top 3" EA barrier. Current policy is unclear and a deterrent to EA participation.

3.2: Close accessibility gap for in-state and underserved populations		
Actions	ST / LT	Return on Investment/Benefits
Targeted communication through existing programs serving these students & student orgs (e.g. Center for Student Success, Black Student Union, etc.)	ST/LT	Reach more students. Increase applications & participation. EA can be a recruiting and retention tool for in-state and underserved student populations which feeds into in-state recruiting goals and diversity and inclusion goals of UA
Increase dedicated scholarship \$\$ for these student populations (need here is higher b/c cost of EA programs is proportionately much higher than “normal” tuition rates for in-state students as compared to out-of-state)	LT	See Recommendation 3.1 above.
3.3: Enhance EA advising capability & capacity within CIC and Colleges		
Actions	ST / LT	Return on Investment/Benefits
Increase # of dedicated EA advisors in CIC	ST	Increase capacity. Increase EA participation. Enables greater EA b/c advising is key to helping students navigate this most complex high-impact practice
Create EA training and guideline materials for college advisors	ST	Increase capacity. Increase advising consistency and messaging to students. Increase EA participation.
Incentivize and provide professional development to embedded College EA advisors through periodic EA “familiarization trips” which are fun, educational, and inform EA advising	LT	Professional development opportunity for staff. Better information and more informed services to students.
Hire new advisors within Colleges who are dedicated EA advisors OR Retrain existing advisors within Colleges who can effectively and accurately EA advise	LT	Better communication between CIC and units/colleges thereby increasing capacity and participation in EA.
3.4: Increase percentage of int’l graduate students to 20%, consider establishing targets for undergrad percentages		
Actions	ST / LT	Return on Investment/Benefits
Coordinate branding and marketing efforts across all international admissions units (ELI, grad, undergrad)	ST	Consistency and impact of messaging to both internal and external constituents.

Identify and concentrate on key markets (Asia/China/India)	ST	Creates strategic focus and enhances likelihood of success. Better use of UA resources. Increased applications and enrollment.
Continue and formalize ad hoc international recruitment committee.	ST	See recommendation 1.2. Expands participation in recruitment & coordinates efforts. More effective recruiting efforts.
Continue recently initiated use of agents and evaluate ROI.	ST	More effective recruiting efforts. Increase in number of applications
3.5: Increase UA inbound infrastructure to increase recruitment & retention		
Actions	ST/LT	Return on Investment/Benefits
Continue working with housing regarding on-campus housing options for grad students, and develop an international living learning community.	LT	Enhance experience of grad students and thus amplify recruiting efforts and success through positive word of mouth (WOM)--the single biggest predictor of growth according to a recent Harvard Business Review article Better services for students. Enhances recruiting efforts.
Improve local transportation options, including UA bus service, dedicated shuttles for BHM airport arrivals	LT	See above. Better services for students. Improves safety. Enhances recruiting efforts.
Expand the orientation “on-boarding” period, including something akin to WOW specifically for int’l students	ST	Increased satisfaction. Increased retention. Better student experience = more positive WOM = growth/retention
Evaluate the impact of the “Success and Growth in the U.S.” workshop which was started in Fall 2014. Consider making such a workshop or a for-credit orientation course mandatory – especially for undergraduates.	ST	Increased satisfaction. Increased retention Better student experience = more positive WOM = growth/retention

Faculty Research and Activities: Action & Outcomes Pillar:

Goal 4: Increase UA's capacity & capability for, and recognition of international research, scholarship, & creative activities

****In collaboration with ORED and as determined by ORED's strategic plans and priorities.****

Recommendations and Actions

4.1: Leverage research institutes to increase funded international research		
Actions	ST / LT	Return on Investment/Benefits
Work with institute directors to identify international research currently being conducted by UA faculty in each domain	LT	Coordination and integration of current research. Support UA goal of more funded research.
Identify existing or potential partnerships/collaborations in each domain that may offer opportunities to pursue int'l research funding	LT	Leverage existing strengths. Increase # of applications for research \$.
Develop working groups of faculty around these existing/potential opportunities	LT	Increased collaboration across disciplines. Increase # of applications for research \$.
4.2: Improve data collection methods to track faculty research and activities		
Actions	ST/LT	Return on Investment/Benefits
Decide on scope/type of information to gather.	ST	Integration and use of info to increase research output and \$.
Work w/ ORED/Sponsored Programs to develop ability to identify and track int'l research	LT	Integration and use of info to increase research output and \$.
Work with ORED and Colleges to create appropriate fields/tags	LT	Integration and use of info to increase research output and \$.
Add int'l activities fields/tags within Digital Measures and/or FARs .	LT	Integration and use of info to increase research output and \$. Provides actionable data that allows for reward structure built around int'l activities deemed to be valuable.
Create dashboard using journal citation reports to identify faculty who are publishing with colleagues from abroad.	ST	Build on current connections to create broader partnerships & collaborations.
Run regular reports to identify opportunities for connecting faculty with similar research interests and pursuing funding.	ST/LT	Integration and use of info to increase research output and \$. Enhanced collaboration should increase opportunities and success in funded research arena.

4.3: Develop more robust resources to promote and support international research

Actions	ST/LT	Return on Investment/Benefits
Work with ORED to identify gaps in current info and promotion re int'l research	ST	Development of needed support services and resources.
Develop website to promote intl research	ST+	Increased promotion of opportunities and ultimately research output and \$
Develop better method for “pushing out” opportunities to faculty	ST+	Increased promotion of opportunities and ultimately research output and \$
Embed or train international research support specialist in ORED or CIC	LT	Better support to faculty. Increased research output and \$.

4.4: Recognize and reward outstanding international research particularly as connected to institutes

Actions	ST/LT	Return on Investment/Benefits
Work with ORED to develop criteria for award.	LT	Reward faculty and stimulate interest in international work. Encourages more of the int'l activities deemed valuable.
Incorporate as part of President’s Faculty Research Awards & Research Day.	LT	Reward faculty and stimulate interest in international work
Develop communication plan to publicize international research successes and opportunities	ST/LT	Stimulate interest in international work. Branding and culture building around int'l work. Encourages more of the int'l activities deemed valuable.

Collaborations and Partnerships: Action & Outcomes Pillar

Goal 5: Identify & leverage sustainable int'l partnerships & collaborations with potential for productive academic, scholarly, and creative activity

Recommendations and Actions

5.1: Adopt MoveOn to track and share across campus international partnerships and activities related thereto		
Actions	ST / LT	Return on Investment/Benefits
Purchase and implement MoveOn	In Progress	
Provide MoveOn workshops/webinars for faculty and staff and communicate widely to encourage faculty input into the system	ST	
Train college-embedded liaisons responsible for collaborations and partnerships in their units	ST	
Create a collaborations and partnerships sub-committee in the newly constituted IEC that is made up of the college-embedded liaisons and other key units (i.e. legal counsel, etc.)	ST	
5.2: Leverage existing relationships across all possible activity sets		
Actions	ST/LT	Return on Investment/Benefits
Develop a framework for assessing partner/collaborator value across a breadth of academic, scholarly, and creative activity dimensions	ST	
Develop a work-flow system for pushing out (and gathering up) high-value opportunities at the college and unit level	ST	Greater efficiency and likelihood of successful and sustained partnerships.
Create funding opportunities for faculty to pursue high-value activities in research, scholarship, and creative activities	ST+	Increase research capacity.
Create research & teaching awards that recognize extraordinary faculty and staff efforts/accomplishments in the area of collaborations and partnerships		Incentivize intl research and partnerships.

5.3: Create CIC unit to manage all aspects of partner agreements

Actions	ST/LT	Return on Investment/Benefits
Create staff position in CIC to manage MoveOn, all aspects of collaborations and partnerships and to work with colleges and units	ST	Increases likelihood of across college and unit partnerships to maximize their value
Highlight international partnerships to key constituents via appropriate communications channels	ST	Elevates international profile/enhances potential for research long-term
Hold yearly international symposia/workshops to highlight existing and potential opportunities with partners	LT	Enhances research over long-term.

C. Lab Participation: Purpose and Rationale

The University of Alabama (UA) joined the American Council on Education (ACE) Internationalization Lab (Cohort 15) in the late fall of 2017. The ACE Lab is an invitational learning community that brings together cohorts of institutions to engage in both internal and external review of international programs and activities. A Steering Committee was appointed, charged, and commenced its work in early November. The Steering Committee was co-led by Tricia McElroy (Associate Dean, College of Arts & Sciences), David Mothersbaugh (Associate Dean, College of Business), and Teresa Wise (Associate Provost, International Education & Global Outreach). Membership on the Steering Committee and its subcommittees included faculty, staff, and students who represented each college and a wide variety of other stakeholder units across campus. In addition, throughout the process, input was sought from various constituencies through face-to-face discussions and focus groups and via surveys.

The rationale and timing for joining the Lab were influenced by several factors, the most important of these being the completion of UA's Strategic Plan: Advancing the Flagship which was announced in August 2016. The campus experienced new energy, excitement, and focus around the strategic planning process that culminated in the plan. Joining the ACE Lab was a natural extension of this process and served to ignite similar discussions and enthusiasm around international programs and the development of a strategic plan for comprehensive internationalization that was fully and appropriately integrated into and supportive of the university's priorities and goals. As UA advances its national flagship status it should also aspire to be a truly global university that builds on its current and potential strengths while meeting the educational, career, and personal development needs of our students as they move into a dynamic, ever-changing, and globally-influenced work environment.

A second decisive factor which contributed to participation in the Lab was the clear interest in, support of, and experience with international programs by numerous new senior leaders (president, provost, and deans) who joined the university or were appointed to new roles in 2015, 2016, and 2017. Finally, increased interest and activity in the international arena (as evidenced by study abroad growth, new international recruiting initiatives, requests for partnership development, requests by faculty for resources for teaching and research, applications for Fulbright and other international awards by both students and faculty) made clear the need for a re-examination of existing structures and support systems for internationalization.

D. The Global Imperative of UA's Strategic Goals and Priorities

As the Lab was launched, the Steering Committee recognized that every aspect of its work and the ultimate plan that unfolded had to be interlaced with and an essential building block for the goals and objectives of the UA Strategic Plan. Therefore, the Steering Committee started with a careful review of that plan and its critical success factors along with our overarching mission, vision, and core values. The Committee was extremely pleased to find that global engagement and internationalization permeate the Strategic Plan's DNA structure, both explicitly and implicitly as further explained below.

Language that explicitly refers to a global component in our Mission, Vision, Core Values, and our Strategic Plan is highlighted in **crimson** in the text below.

UA's Mission states that "The University of Alabama will advance the intellectual and social condition of the people of the **state, the nation and the world** through the creation, translation and dissemination of knowledge with an emphasis on quality programs in the areas of teaching, research and service."

Our Vision is that "The University of Alabama will be known as the university of choice for the best and brightest students in Alabama, and all students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic community united in its commitment to enhance the quality of life for all Alabamians and the **citizens of the nation and the world.**"

UA's Core Values include a commitment to providing:

- Undergraduate education that produces socially-conscious, ethical and well-rounded leaders who are grounded in their subject matter and capable of controlling their own destinies.
- Graduate education that is deeply vested in subject matter knowledge, professional content, research skills and creative activity.
- Public outreach and service that is held in the highest regard and fosters impactful public engagement to enhance the quality of life for the **citizens of Alabama, the nation and the world.**
- Campus life that embodies collaboration, collegiality, respect and a **culture of inclusivity.**

It is also hard to imagine that we can produce "socially-conscious" and "ethical" undergraduates without imparting an understanding of the many issues that both bind and divide nations and their citizens across the globe.

UA's Strategic Plan: Advancing the Flagship identifies four goals as its pillars. These high-level pillars provide the supporting framework and impetus for the planning efforts of our colleges and other campus units. The goals were created with several critical success factors in mind. Again, it is clear that a global and an international dimension are infused throughout the success factors and the goals.

Critical Success Factors 5 and 7 state that the plan will

- Prepare our students **for the globally connected world** they will be a part of as they graduate and effect change in the world.
and
- Instill a comprehensive view of equity, inclusion and **diversity for our campus.**

Below we highlight the critical language in the Strategic Plans goals and their respective objectives that make global engagement and internationalization an indispensable dimension of UA's future.

Goal 1: Provide a premier undergraduate and graduate education that *offers a global perspective* and is characterized by outstanding teaching, high-quality scholarship and *distinctive curricular and co-curricular programs*.

- **Objective 4:** Expand transformational education experiences through *community service*, *global outreach* and *innovative study-abroad opportunities*.
- **Objective 5:** Enhance *co-curricular activities* that encourage collaboration among students, faculty, staff and *the community*.

The Steering Committee reads “community” broadly to include not only local communities but global ones as well – with the associated implication that we are obligated to help students understand and broaden their definition of “community” while developing a sense of how their distinct local community fits within the broader framework of communities around the globe.

Goal 2: Increase the University's productivity and innovation in research, scholarship and creative activities *that impact economic and societal development*.

- **Objective 1:** *Leverage the University's unique, emerging strengths* to create a strong culture and opportunities for cross-disciplinary research, scholarship, innovation and creative activities that have *economic and societal impact*, and which contribute to the University's teaching and service mission.
- **Objective 2:** Invest in *infrastructure that promotes a thriving research and economic development* enterprise.
- **Objective 5:** Cultivate, support, sponsor and conduct *community-engaged research* that enriches our teaching, research and service missions

Although the term “global” is not specifically used in this goal, UA's stated mission, vision, and values make clear that the economic and societal development we seek are for the state, the nation, *and the world*, and again, the Steering Committee reads the terms “societal” and “community” to include global dimensions. A unique and *emerging strength* of UA is its *global reach and interests, and its cross-cultural capability*. Failing to capitalize on these will diminish UA's productivity in research, scholarship, and creative work. Another strategically unique aspect of Alabama that UA can leverage *with our emerging global capabilities* is its “port state” status and the high level of foreign investment in the State, thus the critical importance of *global commerce and the global supply chain directly impact the economic welfare of the state*.

Goal 3: Enrich our learning and work environment by providing an *accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.*

- **Objective 2:** Enhance the *recruitment, hiring and retention of diverse faculty, staff and administrators.*
- **Objective 3:** Strengthen the recruitment, matriculation, retention and graduation of diverse students.
- **Objective 4:** Expand *diversity and inclusiveness* education and training.

Goal 4: Provide *opportunities and resources that facilitate work-life balance* and enhance the recruitment and retention of outstanding faculty and staff.

- **Objective 2:** *Implement employment initiatives* that keep UA nationally competitive while *ensuring consistency, equity and inclusion.*

Although the term global is not specifically used in Goal 3 or 4, UA's stated mission, vision, and values make clear that the *notion of diversity and inclusion are meant to apply to many dimensions including individuals from a wide range of backgrounds, cultures, ethnicities, national origins, identities, and experiences.* The Steering Committee interprets work-life balance to include employer provided work-related and personal opportunities that provide life enhancement and balance. From this perspective, *opportunities to interact and engage with the global community within UA and with its external global connections, constitute a component of work-life balance.* The Steering Committee believes that *diversity and inclusion are essential to all aspects of a thriving UA community.*

E. Process: Aligning the Lab's Work with Strategic Goals and Campus Initiatives

ACE's Center for Internationalization and Global Engagement has developed a Model for Comprehensive Internationalization. The model includes six key areas that are important to moving an institution toward comprehensive internationalization. After reviewing this model and taking into consideration UA's Strategic Goals, initiatives, and priorities, the Steering Committee decided to center its work around the following internationalization pillars:

1. Articulated institutional commitment
2. Curriculum and co-curriculum
3. Faculty research and practices
4. Student mobility (inbound and outbound)
5. Collaborations and partnerships

Working groups were formed to examine each of these pillars, and chairs appointed for each of the groups. The Steering Committee co-chairs met with all working group chairs and provided each working group with the following:

1. Lab Briefing – General Questions to Guide the International Review
2. Aspiration and Specific Questions
3. SWOT Materials and Template
4. Timeline

F. Overall SWOT, Findings, and Key Themes

Every working group produced its own SWOT. Many of these were highly detailed and lengthy and can be found in their entirety in the appendices for each working group. The Steering Committee reviewed, combined, and encapsulated these SWOTs into a "30,000-foot version" that appears in Appendix 3.

The Steering Committee also conducted a broad situational analysis of UA's international activities and global position. Several key themes, captured and described in the SWOT below, emerged across the groups. The SWOT is followed by an elaboration of some of these key themes that influenced our recommendations, all designed to build on strengths, address weaknesses, and ultimately transform The University of Alabama into a **Globally Engaged Flagship**.

Strengths: The University has crucial strengths in its commitment, interest, and potential capacity for wide-ranging internationalization. Senior leadership supports the work of the Lab and has expressed their commitment to making UA a leader in global engagement among flagship institutions. Equally important, the mission, vision, core values, and the priorities of UA's Strategic Plan "Advancing the Flagship" provide a clear mandate for working toward a high level of integrated and coordinated global engagement. In particular, the University is committed to providing a global perspective for all students, to supporting innovative research and economic development, and to cultivating a diverse and inclusive

community, all of which directly impacts and benefits from an internationally minded efforts across the campus. In addition to this articulated commitment in the Strategic Plan, we found the following:

- Significant existing interest in and commitment to international activities among both faculty and students. The work of the Lab's committees revealed an astonishing range of faculty activity, with research, scholarship, creative work, conference presentations, residencies, educational programs, and more, in at least 105 countries. Likewise, our students are studying abroad at increasing rates **[include numbers]** and clearly understand and want to pursue the benefits of a global education.
- Existing research strengths. In addition to the University's prioritized research institutes, which can be a key resource for leveraging international work, we found more than 50 existing Memoranda of Understanding with institutions abroad, in more than 20 countries. This indicates both existing interest and potential areas for cooperation and expansion.

Weaknesses: While the commitment to internationalization appears strong across all constituencies at UA, a number of significant weaknesses are currently hampering our ability to expand and strengthen global research and education. These gaps include:

- Integrated and coordinated **communication** across campus: We have many innovative and exciting initiatives in place, but often units are unaware of potentially overlapping and shared interests, and structures to support such communication are not always in place or adequate. This leads to lack of integration and inefficiency. We are not leveraging our strengths.
- Consistent messaging and coordinated **branding**: The Lab finds that, while UA is developing a strong national brand, we lack strategic communication about our international activities in particular, both internally, among our campus communities, and externally, to regional, national, and international audiences, through our Web site and other media.
- **Staff** in the Capstone International Center and designated **leaders** within colleges: The CIC has critical weaknesses in its capacity to work with Strategic Communications on PR and branding, to advise the increasing numbers of students interested in study abroad and internships, and to support research, partnerships, and collaborations. With only a few exceptions, the colleges do not have designated persons to monitor and support international programs within their units and to communicate with the CIC.
- Lack of knowledge or erroneous assumptions about critical **international policies** (e.g., creating MOUs, policies for Education Abroad, policies for international travel, etc.): As an effect of gaps in communications, there is often little consensus or understanding across campus of the policies and procedures to be followed in pursuing international work.

Finally, the Lab committees identified the following opportunities and threats:

Opportunities:

- A well-developed international brand influences rankings and recruitment
- Employers value graduates with global and cross-cultural experiences and competencies
- Demand for U.S. higher education remains strong
- Trusted affiliate partners in Education Abroad with verifiable academic quality

- International recruiting agents, particularly for graduate students, are expanding their services and capacities
- As domestic high school graduation numbers level or decline, international students become an important part of the recruiting portfolios

Threats:

- Current political climate and changing federal policies
- Real and perceived safety issues, for both inbound and outbound students
- UA lags in the international branding and recruiting arena
- UA brand is not well known abroad

Key Themes: An Elaboration

As explained in the Executive Summary, the work of the Lab’s Steering Committee was organized around five pillars: institutional commitment, curriculum and co-curriculum, student mobility, faculty research and activities, and collaborations and partnerships. As these groups produced individual SWOT analyses and we brought our findings together, we realized the extent to which the areas overlapped and impinged on one another. From the conclusions of the combined SWOT, just described, we recognized the following key themes that influenced our recommendations.

Development and Funding: As the University prepares to embark on its next capital campaign, the Lab’s Steering Committee strongly recommends making certain key global engagement initiatives a priority for Advancement. Several initiatives could be served in this way: designated funds for faculty research and travel, for example, which are often sorely lacking in certain disciplines. But in our view, the area of greatest need and importance – as well as one that could likely appeal to donors – is funding for education abroad scholarships. Those of us at UA involved in education abroad, whether as administrators or as individual program directors, have long recognized a need to diversify the pool of students able to study abroad. For underrepresented and first-generation students, such opportunities are often cost prohibitive, and yet the research suggests that, for them, a study abroad experience can be especially impactful. A similar problem exists for in-state students, a group increasingly targeted for recruiting. If we want to expand and build our education abroad opportunities, to follow through on our goal of bringing a global perspective to students, then we must prioritize making these experiences available and realistically accessible to a greater number of that population.

Rebranding and restructuring: Existing University-wide and college support structures for global engagement (e.g. the Capstone International Center, its units, the International Education Committee) must be rebranded and as necessary, restructured and expanded to promote a reconceptualization from *international* to *global* and to adequately support our goals for global engagement (including support for international students, partnership development, and research).

Again and again, over the course of the Lab's work, we realized that existing support structures do not adequately meet the needs of the campus community due to the tremendous growth of the University over the past decade. Our main recommendations to address these needs are as follows:

- Provide critical staffing for the CIC (or other appropriate unit): a communications specialist, study abroad advisors, and personnel to support faculty research and curriculum development, as well as external partnerships and collaborations.
- Rebrand the CIC and develop a broadly conceived strategic communications plan to promote UA as a globally engaged flagship.
- Restructure the International Education Committee to ensure that members of the committee are the campus-wide leaders in promoting all aspects of internationalization. Create subcommittees that mirror the working group of the Lab to ensure that the momentum of this project continues far into the future.
- With direction from Academic Affairs and ORED, institute a process by which every college and research institute has a designated person who communicates regularly with the CIC and with other representatives.

This set of recommendations related to structure and communications has the most immediate and dramatic potential to transform our campus culture towards increased and better integrated global engagement.

Research: It is critical that we capitalize on the establishment and development of UA's interdisciplinary priority research institutes. Through the institutes, UA is well-positioned to develop strategies for global research and guidance for coordinated efforts in seeking funding that addresses global challenges. As observed in the combined SWOT analysis, the University also has many smaller pockets of existing research in the international arena, including individual research projects as well as established partnerships with institutions abroad. Faculty also travel abroad extensively to attend conferences, offer pedagogical expertise, participate in workshops or residencies, and to collaborate with colleagues across the world.

Our specific recommendations for reconceiving and restructuring existing systems have the potential to significantly increase our capacity for international research – in addition to the benefits we would see in other areas of global engagement. A new IEC and a council of college and institute representatives, all in constant communication with the CIC, would ensure that units could build on areas of shared strength and integrate their efforts to achieve greater efficiency and effectiveness.

A staff member within the CIC devoted to overseeing and developing UA's capacity for international partnerships and collaborations would facilitate communication across all units and create recognized and accepted processes, such as standards for establishing MOUs and policies for travel, for example.

Curriculum: We will not be able to meet our stated goal of providing a global perspective to our students unless global learning is infused in all aspects of the curriculum and in all disciplines. We recommend that a global learning competency be a requirement in the UA core curriculum.

This recommendation is timely, given that the Provost has established a General Education Task Force for assessing the current core curriculum and making suggested changes. We also recommend that faculty be given support and resources for internationalizing their courses.

G. Working Group Findings & Summaries

a. Articulated Institutional Commitment

As conceived by the Executive and Steering Committees, the Articulated Commitment working group had a broad mandate to consider the variety of ways in which the University communicates its commitment to internationalization. The working group determined that institutional expressions of commitment might include (but not be limited to) the following:

- Vocal support of administration leadership
- Visible commitment to international activities through the Web-based and other communication materials and channels
- Adequate capacity, staffing, and space in the Capstone International Center
- Awareness of development staff of international needs for the upcoming capital campaign
- Technological platforms that support and integrate international activities
- Organizational structures that support and integrate international efforts across University units and divisions, such as the International Education Committee

In addition to conducting a thorough review of how UA performs in the above categories, the working group visited a number of Web sites of peer and aspirational institutions, seeking answers to the following questions:

- Does the university's mission statement and/or strategic plan include content relevant to internationalization?
- Is "international" a prominent menu item on the institution's home page?
- Does the main international website include links other than the expected ones (e.g., education abroad, student and scholar services, etc.).
- Do university-wide committees exist focused on issues of internationalization?
- Do individual colleges/units within the institution list designated international point people?
- What are staffing patterns in education abroad and international student and scholar services?
- Are there other types of staff for internationalization, e.g., risk managers, partnerships, financial, international student programming, etc.?

What did the working group find? In short:

1. The University is in an unusually promising position with senior leadership expressly committed to global engagement, through faculty research, student mobility, and other important internationalization efforts. Moreover, we now benefit from an institutional Strategic Plan that

explicitly supports inclusivity and global perspectives, on campus, in our classrooms, in our community, and beyond.

2. While there is undoubtedly room for expansion, the University already has an enormous amount of international activity going on. The problem is lack of coherence, coordination, and communication of our international mission.

As the Articulated Commitment working group continued to discuss gaps and opportunities, the Executive and Steering Committees realized that the recommendations of this particular working group have the potential to significantly impact the culture of internationalization at UA – hence, our designation of this working group as the **“Foundational Pillar”** of the Lab, with the goal of ***sustained and strategic institutional focus and investment necessary to enhance UA’s global stature by enabling visible and impactful activity in key global initiatives.***

b. Curriculum and Co-Curriculum

As with Articulated Commitment, the Curriculum and Co-Curriculum working group found much to applaud at UA. The University has existing courses that intersect with or focus on global issues, as well as faculty both domestic and international prepared to enhance and support the internationalization of our curriculum. The co-curriculum also has existing programs and resources that can serve as a foundation for an expanded commitment to global engagement.

But there are weaknesses, and these often arise from gaps such as the following:

- Lack of integrated and effective communication channels across units, leading to gaps in the knowledge about existing programs and services
- Lack of emphasis on campus-wide messaging about the importance of international education and experiences
- No core requirement with a global or international emphasis and few existing majors on international education
- No incentives or resources for faculty potentially interested in internationalizing their courses
- No infrastructure to capture, categorize, and track the international experiences of our students

Again, what rises to the surface is the **University-wide need for coherent and integrated systems of communication and infrastructure.**

These findings led the Curriculum and Co-Curriculum working group to develop the following overarching goal: ***Design and enhance programs and infrastructure to boost student engagement in global and cross-cultural experiences through the curriculum and co-curriculum.***

The recommendations that emerged from the group’s work and formulated goal center on three areas:

1. Make global/international learning a requirement in the UA core curriculum: By designating global learning and engagement as a core competency for our students, we can work toward reaching the aspirations of UA’s Strategic Plan of offering a “global perspective” and enhancing “the quality of life for the citizens of Alabama, the nation and the world.” This will require

establishing a core requirement with an “INT” designation, as well as sequences and pathways toward meeting this requirement. In addition, a future iteration of this working group will need to liaise with the General Education Taskforce and may want to consider promoting and expanding the Global & Cultural Perspectives minor.

2. Create a faculty support unit for internationalization of courses: As suggested above, a designated staff person within the Capstone International Center should be hired to focus on building and sustaining a truly global curriculum. This coordinator would work with faculty to develop aids and materials, to create innovative syllabi, to build Web resources, and to support COIL (Collaborative Online International Learning) initiatives. Also desirable would be to incorporate international education resources into faculty learning communities and other support structures for teaching effectiveness and innovation.
3. Create a co-curricular “passport” to increase and track global engagement: If the University were to adopt a co-curricular internationalization platform such as Suitable, we would be able to track and therefore to boost student global engagement.

c. Student Mobility – Outbound and Inbound

The Student Mobility working group divided its assessment work between outbound students (study abroad, internships, service learning, etc.) and inbound students. The needs of these groups are obviously different, and, ultimately, we would like to encourage more meaningful interaction between our domestic and international students.

The Student Mobility working group formulated the following goal related to inbound and outbound students: ***Design and enhance programs and infrastructure to increase student mobility.***

Outbound:

Alabama students are already studying abroad in increasing numbers, at a current rate of approximately 17%. (See data at: <http://international.ua.edu/facts-figures/>). This committee recommends

1. A goal of 30% of undergraduates participating in a study abroad or international internship experience: This goal would require eliminating a number of barriers, including cost, scheduling, and streamlining of the process. Our specific suggestions for action include improved communications of study abroad opportunities, “pathway” models that suggest to student how study abroad will fit into their majors, and prioritizing study abroad scholarships in the upcoming capital campaign.
2. Increase the percentage of in-state and underserved minorities participating in education abroad opportunities: This action will require targeted and strategic communications, as well as seeking out development opportunities.
3. Enhance the advising capacity of Capstone International Center and of individual colleges: The priority is for CIC advisors, with secondary emphasis on establishing college advisors for study abroad, internships, and service learning opportunities.

Inbound:

As readers of this report will know, the University – especially through the efforts of the Graduate School – is already working strategically to increase the number of international students coming to study at UA. Not only do these students bring potential sources of revenue to the University, but they also make significant contributions to the cultural and economic health of our campus and city-wide communities. UA's stated mission, vision, and values emphasize that notion of diversity and inclusion are meant to apply to many dimensions including individuals from a wide range of backgrounds, cultures, ethnicities, national origins, identities, and experiences. Whatever we can do to ease the transition of international students to our community, to make them feel welcome and valued, will augment UA's worldwide reputation and lay the foundation for more students to follow in their footsteps.

The recommendations are:

1. Increase the percentage of international graduate students to 20% and consider establishing targets for undergraduate numbers: This will require integrated and coordinated branding and marketing efforts across all international admissions units, as well as identifying and targeting key markets, such as India. We will also need to formalize an international recruitment committee and continue to use and assess the effectiveness of international recruiting agents.
2. Enhance the UA inbound infrastructure in order to increase recruitment and retention: An increase in the population of international students can occur only with an institutional commitment to their safety and well being. Of particular concern: affordable and safe housing, especially that which provides opportunities for living/learning community development with options for families; safe and flexible transportation to campus; and thorough and committed workshops for on-boarding international students into the UA and Tuscaloosa communities.

d. Faculty Research and Activities

Preliminary data collection revealed that UA faculty are already very much engaged in international activities – research, scholarship, creative work, conference presentations, residences, educational programs, and more, in at least 105 countries. (See the summary survey results in Appendix 7). Once again, the critical needs are **opening the lines of communication and integrating our efforts across the University**.

More specifically, survey results indicated that research dominates faculty activity abroad, so this working group advises that UA enhance resources for international activities, with the goal of ***increasing UA's capacity and capability for supporting international research, scholarship, and creative work***.

The recommendations to achieve this address four main areas:

1. Leveraging our current strengths, especially through the research institutes to increase funded international research. We will need to work with institute directors to identify international

research already under way and to identify exiting or potential collaborations. Then we can develop working groups of faculty focused on these potential opportunities.

2. Improve data collection methods for tracking faculty research and activities. As suggested above, UA faculty are already undertaking an impressive amount of international research, but we have very limited means of tracking these activities – which also limits the possibility for building on our existing strengths by identifying areas of shared interest and pursuing future collaborations. We strongly recommend that a future iteration of this working group should determine the scope and kind of information to gather, and then to pursue tagging and tracking options within existing software applications such as Digital Measures and the Faculty Activity Report. This would enable the Office of Research and Economic Development to run regular reports in order to connect faculty with similar research agendas and to pursue funding opportunities.
3. As recommended by the Articulated Commitment workshop group, an international research support specialist, situated either in ORED or CIC, could significantly advance global research opportunities at UA.
4. Recognize and reward outstanding international research. The ORED should develop criteria for such an award and designate a special category as part of the President’s Faculty Research Day.

Other possibilities for enhancing international research and, thus, UA’s international reputation:

1. Create facilities that make it easier to host international scholars and collaborators. Currently, housing options, for example, are painfully limited. Laboratory and office spaces would also be welcome.
2. Create internal grant or fellowship opportunities for faculty.
3. Create a special fund to bring in international speakers.

e. International Partnerships and Collaborations

The Partnerships and Collaborations working group began by reviewing UA's Strategic Plan goals to determine if and how they align with promoting international agreements. Clearly, pursuing and formalizing collaborative opportunities outside (and within) the US can have a significant impact on our ability to provide a global perspective for all students, as well as increasing productivity and innovation in research, scholarship, and creative work.

Existing formalized agreements and partnerships are relatively widespread across colleges and units. These agreements are housed in the Capstone International Center. The group reviewed 54 existing Memoranda of Understanding and other types of agreements. Twenty-one countries are represented, with the top five being: Japan (8), Germany (6), Italy and Cuba (5), China (4), and South Korea (3). The majority of these agreements relate to student academic experiences, with relatively few related to research or service. Most agreements are developed for a narrowly defined objective, come about due to a single faculty-to-faculty relationship, and are not the product of any type of coordinated strategy.

In addition to these formalized agreements, members of the working group noted that there are often existing partnerships and collaborations between UA faculty members and overseas colleagues which have not evolved into a formal written agreement. Known examples include collaborative activity in Ghana, Scotland, Turkey, and Switzerland (CERN).

Two themes that emerged again with this working group as with the closely related Faculty Research and Activities working group was that of communication and data collection. (The terrifying "how do we know what we don't know?" and "how do we know what we know?" questions made famous by Donald Rumsfeld.) Currently there is no clear, easily accessible mechanism for capturing and communicating to the UA community existing partnerships and collaborations – neither those of a formal or an informal nature. Also, while policies and procedures exist for the development and approval of MOUs and agreements many faculty are unaware of the process (or perhaps in certain instances, simply ignore it for the sake of expediency).

As mentioned earlier, to try and determine what it is we should know, this group cooperated with the Faculty Research and Activities working group to administer a short survey assessing international faculty activities. In addition to providing a glimpse of existing faculty research, activities, and partnerships, the survey revealed existing gaps. Activity in Asia, for example, is concentrated in a few countries (China, India, South Korea); the Middle East tends to focus on Israel; and there was surprisingly little activity in South America. We cannot develop complex partnerships – those that cut across and combine the teaching, research, and service missions of the university--if we do not know the scope and the gaps of current partnerships and collaborations. We must develop or adopt appropriate mechanisms to capture this information and communicate it.

The general schema of this group's findings and recommendations are familiar: UA has existing strengths in international partnerships and collaborations which we are not tracking, leveraging, or publicizing as we can and should. Hence, this working group formulated the following broad goal:

Identify and leverage sustainable international partnerships and collaborations with potential for productive academic, scholarly, and creative work.

The priority recommendations of this committee are:

1. Create a position/unit in the Capstone International Center to support global partnerships, to manage all aspects of partner agreements, and to publicize and communicate their existence. To work with this person/unit, a dedicated point person and liaison should be identified in each college. Working together these college reps could assist in maintaining information on international partnerships and collaborations, and be part of the process of creating new meaningful partnerships. This would centralize and streamline communication, better enabling faculty and administrators to tap into opportunities.
2. Existing relationships should be evaluated, leveraged and encouraged across all possible activity sets. For example, UA has long-standing student exchange agreements with universities that have the potential to offer meaningful research opportunities as well. These must be identified and promoted to appropriate faculty. They should be mapped to our priority research institutes.
3. Adopt MoveOn to track and share international activities and relationships. We recommend initiating and supporting the electronic platform (MoveOn) for faculty and staff to input international activities and partnerships, which will create the capability of searching for faculty who share similar geographic and disciplinary interests.

Another suggestion is to provide a means for faculty with similar geographic interests to interact and share experiences to potentially strengthen existing partnerships – a yearly symposium, for example.

APPENDIX 1: Steering Committee Appointment



MEMORANDUM

DATE: November 6, 2017
TO: ACE Internationalization Lab Steering Committee 2017-2019
FROM: Kevin Whitaker, Executive Vice President and Provost
SUBJECT: Charge and Guiding Principles

Today's kick-off meeting of the Internationalization Lab Steering Committee for 2017-19 launches an exciting opportunity to review and advance UA's international activities and programs. UA's Strategic Plan: Advancing the Flagship, provides clear impetus and guidance on this endeavor, noting for example the importance of *"Prepar[ing] our students for the globally connected world they will be a part of as they graduate and effect change in the world."*

This global perspective permeates the strategic plan and is particularly apparent in goals #1 and #3:

Goal #1: Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Goal #3: Enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.

Internationalization efforts related to achieving these goals should serve as one of your primary guiding principles. Your work should also be inclusive, consider the institution as a whole, and extend to colleagues in as many functional and disciplinary areas as possible. The Steering Committee was designed to be representative and can, as appropriate, appoint sub-committees to carry out its work.

The charge of the UA Internationalization Laboratory Steering Committee is to:

- Serve as the leadership team for our participation in the ACE Internationalization Laboratory.
- Carry out a review of the current state of internationalization at UA.
- Help frame a conversation on internationalization within the broad UA community.
- Designate priorities for internationalization and propose a plan to advance them.
- Particular attention should be given to: a) curriculum, co-curriculum and learning outcomes;b) student and faculty mobility (incoming and outgoing), and c) collaboration and partnership in the areas of research and teaching. However, the Steering Committee is welcome to identify additional areas of relevance as appropriate.

This is an exciting initiative that can improve and re-invigorate UA's long-standing and well- established international programs. Your work promises to have broad and long-lasting impact on the Capstone. I encourage you to think creatively and boldly about ways to expand our international capacity, and I thank you for your willingness to lead our efforts in this crucial facet of Advancing the Flagship.



THE UA STRATEGIC PLAN: Advancing the Flagship

PREFACE

The University of Alabama is steeped in tradition. Founded in 1831, it is the state's oldest and largest public university. It carries a proud heritage, built on the foundations of academic excellence, student and faculty accomplishment, athletic achievement and alumni pride.

After a decade of unprecedented growth, The University of Alabama is now the fastest growing flagship in the nation. As enrollment has risen from 23,878 in 2006 to 37,100 in 2015, so have the challenges associated with offering the infrastructure needed to accommodate the growing needs of our students and faculty. Twelve new residence halls, 88 total facilities and 577 acres of land have been added in the last 10 years, and an ambitious campus master plan is being implemented.

The University has made great strides to advance its academic quality and national reputation. More than one-third of UA's entering freshmen now score a 30 or higher on the ACT, and the average entering GPA has increased to 3.66. With more than 600 National Merit Scholars enrolled each year, The University of Alabama is consistently ranked in the top 50 universities by *U.S. News & World Report*, and several of its academic programs are ranked among the best in the nation.

Throughout all of this progress, the University's commitment to the state has remained steadfast. UA enrolls more in-state students than any other college or university in Alabama, enrolling 17,222 and graduating 4,385 Alabamians in 2015. With more than 121,000 alumni living within state boundaries, UA has a large footprint at home while continuing to welcome students from all 50 states and 77 countries.

The University's enduring legacies – its alumni, discoveries and partnerships – will continue to shape the world in ways that can only be imagined. The University's new strategic plan will energize Alabama's flagship by investing in its continued success and propelling it to new heights.

OUR PROCESS

The president initiated the planning process in Fall 2015, directing the provost and a 15-member Strategic Planning Council to take the lead in developing a five-year strategic plan for the University.

The Strategic Planning Council operated under the following charge from the president:

For any great excursion, there are always two key questions: where are we? And secondly, where are we going? There are some things we know about where we are. We are a national flagship university, and we will continue to move forward in a manner that reflects and strengthens that position and responsibility. We have exceptionally dedicated faculty, staff and students. We have alumni and supporters who are committed partners. We have data that we can look through to give us more information on our current longitude and latitude; whether they be in discovery, teaching or

engagement terms. And, it is important to note that while we have made great progress, we find ourselves still driven toward achieving a new and higher destination.

So, the second question is the work at hand: where are we going? I would ask that this indeed be a great excursion – a life-changing excursion for all of us, a once-in-a-lifetime challenge. It's okay to be risk takers; we should dream, and dream big. We should establish the tenets that will ensure our place as a national flagship university, a national research university, an institution of prominence among universities over the coming years; and we will move to work together in achieving these goals.

Strategic planning is by nature an inclusive activity. The Council invited broad input to this important process by asking approximately 100,000 students, faculty, staff, retirees, parents, alumni, donors, community members and other interested parties to participate via survey responses, emails and listening sessions. They were asked to share their ideas and suggestions about the following:

- Current impressions of The University of Alabama
- Visions for the University by the year 2021
- Areas in which the University should focus its investments

The Strategic Planning Council met weekly throughout the spring and summer semesters to discuss suggestions from all sources and to consider the traditional and emerging values of the institution and its communities. This strategic plan's themes, goals and strategies reflect the insights of UA's many and valued constituents.

OUR MISSION

The University of Alabama will advance the intellectual and social condition of the people of the state, the nation and the world through the creation, translation and dissemination of knowledge with an emphasis on quality programs in the areas of teaching, research and service.

OUR VISION

The University of Alabama will be known as the university of choice for the best and brightest students in Alabama, and all students who seek exceptional educational opportunities. The University of Alabama will be a student- centered research university and an academic community united in its commitment to enhance the quality of life for all Alabamians and the citizens of the nation and the world.

OUR CORE VALUES

The University of Alabama is committed to:

- Undergraduate education that produces socially-conscious, ethical and well-rounded leaders who are grounded in their subject matter and capable of controlling their own destinies.
- Graduate education that is deeply vested in subject matter knowledge, professional content, research skills and creative activity.
- Public outreach and service that is held in the highest regard and fosters impactful public engagement to enhance the quality of life for the citizens of Alabama, the nation and the world.
- Campus life that embodies collaboration, collegiality, respect and a culture of inclusivity.

OUR GOALS

The goals identified are pillars of the plan. They are designed to be high-level in nature and are built on the assumption that campus units will base their planning efforts on this overarching strategic plan. Some of the strategies necessary to facilitate the University's plan are college and department based, while others are University-wide initiatives.

These goals were created with critical success factors in mind so the plan:

- Embraces the dreams of our campus.
- Is high-level and consistent with a dynamic university committed to accelerating its accomplishments.
- Ensures the vitality inherent in attracting the best and brightest scholars.
- Reflects a focus on moving our research, creative activities and performance achievements forward in a substantial way.
- Prepares our students for the globally connected world they will be a part of as they graduate and effect change in the world.
- Provides an unmatched teaching and learning experience for all students.
- Instills a comprehensive view of equity, inclusion and diversity for our campus.

Goal #1

Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Objectives:

- Develop a comprehensive enrollment management plan that serves as a foundation for quality undergraduate education.
- Increase the quality and number of graduate students to develop the next generation of scholars and to support the University's research, scholarship and creative activity.
- Provide support services that ensure a premier academic experience for all our students.
- Expand transformational education experiences through community service, global outreach and innovative study-abroad opportunities.
- Enhance co-curricular activities that encourage collaboration among students, faculty, staff and the community.
- Promote an educational environment that values contributions from all levels of teaching faculty.

Goal #2

Increase the University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development.

Objectives:

- Leverage the University's unique, emerging strengths to create a strong culture and opportunities for cross-disciplinary research, scholarship, innovation and creative activities that have economic and societal impact, and which contribute to the University's teaching and service mission.
- Invest in infrastructure that promotes a thriving research and economic development enterprise.
- Develop a multi-level, continuous improvement process that facilitates research, scholarship and creative accomplishments.
- Establish a regular dialog among the administration, faculty, staff and students that creates a climate of shared understanding and addresses opportunities for and barriers to productivity, scholarship and creative activity.
- Cultivate, support, sponsor and conduct community-engaged research that enriches our teaching, research and service missions and enhances the University's designation by Carnegie as a community-engaged institution.

Goal #3

Enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.

Objectives:

- Establish a position for an equity, inclusion and diversity officer that is responsible for the organizational oversight and assessment of plans, programs and activities that enhance equity, inclusion and diversity.
- Enhance the recruitment, hiring and retention of diverse faculty, staff and administrators.
- Strengthen the recruitment, matriculation, retention and graduation of diverse students.
- Expand diversity and inclusiveness education and training.
- Provide structural resources, policies, practices and oversight that foster transparency in all campus groups and ensure diverse and inclusive participation.

Goal #4

Provide opportunities and resources that facilitate work-life balance and enhance the recruitment and retention of outstanding faculty and staff.

Objectives:

- Establish a Work-Life Center that encourages a family-friendly workplace by supporting a healthy work-life balance.
- Implement employment initiatives that keep UA nationally competitive while ensuring consistency, equity and inclusion.
- Establish clear channels of communication for all University employees that encourage cross-departmental collaboration and consistency.

This strategic plan is a living document that will serve as our roadmap to proactively prepare for the future. It will help us prioritize our efforts as good ideas emerge and opportunities arise. We will continually assess and adjust the plan, and articulate its outcomes and impact.

August 1, 2016

APPENDIX 3: UA Internationalization Situation Analysis – 30,000 foot

SWOT Strengths (Internal):

- Top-level institutional commitment, capacity, and structure
- Commitment expressed in mission, vision, and strategic plan
- Existing research strengths (new research institutes), partnerships, and collaborations
- Existing engaged faculty and staff
- Campus resources (labs, support units, Capstone International Center, etc.)

Weaknesses (Internal):

- Lack of integrated and coordinated communication across campus
- Lack of consistent messaging and coordinated branding
- Lack of staff in CIC and lack of designated leaders/champions within colleges
- Lack of knowledge and/or erroneous assumptions about critical international policies (e.g., MOUs, EA policies, etc.)
- Support and incentives for faculty to internationalize curriculum are weak

Opportunities: (External)

- A well-developed international brand = cachet and influences rankings and recruitment
- The workforce and various organizations require/value graduates with global and cross-cultural experiences and competencies
- Though patterns and trends are shifting, demand for US higher education remains strong
- Scalable “plug and play” full support affiliate partners in EA with verifiable academic quality
- International recruiting agents/agencies/vendors (particularly for grad students) are expanding the number/type of schools they work with
- As domestic high school graduation numbers level/decline, int’l students will become a more important part of the recruiting portfolios

Threats: (External)

- Current political climate and changing federal policies
- Both real and perceived safety issues (for both inbound and outbound students)
- Many peer schools are ahead of UA in the recruiting and international branding arena
- UA brand is not well known abroad

APPENDIX 4: ARTICULATED COMMITMENT WORKING GROUP

ACE Internationalization Laboratory

Articulated commitment, admin leadership, structure, staffing & faculty policies

Working Group

Group Leader: Tricia McElroy and Debra Nelson-Gardell

Members: Cindy Hope, Grace Lee, Lane McLelland, Heather Pleasants, Monica Watts, Teresa Wise

Attached and below are the following documents and information to assist the Articulated Commitment working group:

1. Lab Briefing – General Questions to Guide the International Review
2. Aspiration and Specific Questions
3. SWOT Materials and Template
4. Timeline

Aspirations: Insure that internationalization is a continuous and adequately supported process and means to focus particular areas of UA's excellence in teaching, research and service; thereby, raising both our national and our international profile. To offer new opportunities and challenges to both our graduates and our faculty in order to nurture international leaders of tomorrow.

UA Strategic Plan: Goals 1, 2, & 3

GOAL #1: Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Objectives:

- Provide support services that ensure a premier academic experience for all our students.
- Expand transformational education experiences through community service, global outreach and innovative study-abroad opportunities.
- Enhance co-curricular activities that encourage collaboration among students, faculty, staff and the community.
- Promote an educational environment that values contributions from all levels of teaching faculty.

GOAL #2: Increase the University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development.

Objectives:

- Invest in infrastructure that promotes a thriving research and economic development enterprise.

- Develop a multi-level, continuous improvement process that facilitates research, scholarship and creative accomplishments.
- Establish a regular dialog among the administration, faculty, staff and students that creates a climate of shared understanding and addresses opportunities for and barriers to productivity, scholarship and creative activity.

GOAL #3: Enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.

Objectives:

- Enhance the recruitment, hiring and retention of diverse faculty, staff and administrators.
- Strengthen the recruitment, matriculation, retention and graduation of diverse students.
- Expand diversity and inclusiveness education and training.
- Provide structural resources, policies, practices and oversight that foster transparency in all campus groups and ensure diverse and inclusive participation.

Questions:

1. How (or is) internationalization articulated in UA's mission, strategic plan, and goals?
2. What funding financial resources are devoted to various areas of internationalization (e.g. support infrastructure such as library holdings, language labs, staffing, services for international students, etc.
3. Does UA have a fund raising strategy for internationalization?
4. How is international activity present on UA's website? How is international activity communicated? Who is responsible for this?
5. Besides the Capstone International Center, what additional offices/departments/units have some responsibility for internationalization?
6. What communication channels exist among various units involved in internationalization and with non-internationally focused units?
7. Is the tenure, promotion, and recognition system for faculty work properly calibrated to account for global engagement of the faculty in teaching, scholarship, and service?
8. How does UA's international center staffing compare to that of peer and aspirational institutions?

TIMELINE:

March 21, 2018 – Next meeting of Steering Committee
Working Group co-chairs update committee on work thus far

Mid-April – Check in with all working group co-chairs

May 4, 2018 - Phase 1 Complete:

Initial assessments completed (SWOT Phase A and addressing questions).

Presentation and discussion with Steering Committee.

August 15, 2018 - Phase 2 Complete

Initial strategic recommendations (created by Steering Committee Co-chairs and Action Committee Chairs) created and returned to committees

October 15, 2018 - Phase 3 Complete:

Preliminary Action Plan based on SWOT Phase B completed and delivered to Steering Committee Co-chairs

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January 15, 2019 - Phase 4 Complete:

Steering Committee Co-chairs provide feedback to working groups on preliminary action plans

March 15, 2019 - Phase 5 Complete:

Final sub-committee action plans to Steering Committee Co-chairs

Presentation and discussion with Steering Committee

May 1, 2019 - Phase 6 Complete

Final Full Report finished and delivered out to all participants and to Gil Latz

May 15, 2019 - Phase 7 Complete:

Final visit by External Peer Reviewers Gil Latz, et al

Articulated Commitment of the Institution

First Report – June 28, 2018

Request for additional data/info/help/contacts:

For benchmarking purposes within the University: A systematic review, at the division and/or college level, of articulated commitment to internationalization, including Web presence at the college/division level of information related to international issues/initiatives/activities/etc.; personnel named as responsible for internationally associated issues/concerns/tasks; and policies that mention international or internationalization for division/college, faculty, and staff.

Members:

Tricia McElroy (co-chair)	Associate Dean for Humanities and Fine Arts	College of Arts and Sciences	tmcelroy@ua.edu
Debra Nelson- Gardell (co-chair)	Coordinator of International Programs	School of Social Work	dnelson@ua.edu
Teresa Wise	Associate Provost for International Education and Global Outreach	Capstone International Center	teresa.wise@ua.edu
Grace Lee	Associate Dean	School of Law	glee@law.ua.edu
Safiya George	Assistant Dean for Research	College of Nursing	sfgeorge@ua.edu
Heather Pleasants	Associate Director	Office of Institutional Effectiveness	heather.pleasants@ua.edu
Monica Watts	Associate VP for Communications	Strategic Communications	monica.watts@ua.edu
Kelly Burns	International Graduate Admissions Officer	Graduate School	kmburns2@ua.edu
Lane McLelland	Director	Crossroads Community Engagement Center	lane.mclelland@ua.edu

Summary of Activities:

1. First meeting of subcommittee: April 4, 2018

Summary:

- Reviewed working template provided by Teresa Wise.
- Discussed goals and tasks of the working group in order to begin refining the planned work.
- Reviewed how internationalization was articulated in UA's mission, strategic plan, and goals.

- Discussed lines of communication (existing and lacking) within the university (between units, and between units and Capstone International Center [CIC]) and external to the university, as well as current structure, function, and effectiveness of the University-level International Education Committee.
- Brainstormed the potential of creating a network of designated contact points within the University to increase awareness, accountability, and collaboration around issues of internationalization.
- Began to settle on our main areas of focus: *articulated commitment* of the University as expressed in written statements (mission, strategic plan, eg.), Web presence, and an infrastructure of faculty and staff dedicated to better communication about international matters across the University.

Next steps: Investigate web presence of information related to internationalization on the sites of other universities (selected SUG and aspirational peers). Each committee member investigated two of the selected institutions. Areas of investigation:

- Does the university's mission statement and/or strategic plan include content relevant to internationalization?
- Is "international" a prominent menu item on the institution's home page?
- Does the main international website include links other than the expected ones (e.g., education abroad, student and scholar services, etc.).
- Do university-wide committees exist focused on issues of internationalization?
- Do individual colleges/units within the institution list designated international point people?
- What are staffing patterns in education abroad and international student and scholar services?
- Are there other types of staff for internationalization, e.g., risk managers, partnerships, financial, international student programming, etc.?

2. Second meeting of subcommittee: April 25, 2018

Summary:

- Each committee member summarized the results of her analysis of assigned peer institutions, highlighting gaps, missing information, useful and potentially desirable models, etc.
- The committee identified several areas on which to focus, develop, consider:
 - Web design: a clear icon on UA's home page for international initiatives, multiple places of accessibility
 - Web searches: ensuring that searches related to all things international land on the CIC site
 - Ensuring that key contacts are easy to locate, within CIC and to any point people in other units
 - Creation of a page devoted to the work of the Internationalization Lab
 - How to transform the IEC...? An advisory council made up of point people across the University? Could Lab working groups become working committees in the future?
 - Potentially pursue seed funding for international initiatives and programs
- What emerged most clearly: breaking down silos across campus and creating networks devoted to internationalization.

- Possible models to explore: Fedex Center (UNC Chapel Hill), Web page icons (Columbia, Auburn), supportive messages from upper administration (FSU), boxes on Web site (Kentucky), eg.
- We determined that we needed “hard” numbers of education abroad numbers at other institutions, particularly the ratio of students studying abroad to education abroad staff. Dr. Wise agreed to obtain these, and these appear below. We hope these can be used to set benchmark numbers for staffing needs.
- Teresa emphasized the need within her unit for dedicated communications staff.

Study Abroad Numbers Reported in Open Doors

	2013- 14	2014-15	2015-16	# of EA staff	# of students: 1 staff	# of partner- ship staff
University of Alabama	990	1063	1172	7	167	0
Auburn University	925	987	1114	6	186	1
Clemson University	997	1092	1078	9	120	1
Florida State University	2221	2262	2250	31	73	2
Georgia Institute of Technology	1399	1509	1637	13	126	2
North Carolina State University	1146	1207	1205	13	93	1
Texas A & M University	2911	3219	3683	15	246	6
University of Florida	2104	2286	2038	13	157	1
University of Georgia	2240	2237	2248	14	161	3
University of Kentucky, Lexington	1029	1041	1151	11	105	2
University of Maryland, College Park	1761	1879	1820	16	114	1
University of North Carolina, Chapel Hill	1859	2068	2124	20	106	2
University of South Carolina	1453	1698	1713	11	156	1
University of Tennessee, Knoxville	984	1017	1048	11	95	4
University of Texas, Austin	3021	2948	3019	22	137	1
Michigan State University (none SUG)	2478	2668	2391	25	96	1
Ohio State University (none SUG)	2539	2603	2886	26	111	2

SWOT Analysis: Articulated Commitment of the Institution

This analysis encompasses personnel matters, infrastructure, governance structure, Web presence, and communications. Faculty policies may also be addressed in the next phase of work.

Strengths

- Presence of Associate Provost of International Education and Global Outreach
- Institutional commitment as expressed in the University's mission, vision, and strategic plan
- Established International Education University Standing Committee
- Champions of international education, e.g. faculty who support international ed goals
- Capstone International Center web presence: solid information already available

Weaknesses

- Physical space limitations
- Silos of international resources, including faculty, staff, communication, information, etc.
- Lack of staff to support strengths and maximize taking advantage of opportunities
- Lack of designated leaders and advocates within divisions, units, and departments
- Absence of clear and conspicuous link to international initiatives from University's home page

Opportunities

- Highlight expressed commitment through avenues of Strategic Communications
- Utilize and develop existing faculty and staff who already champion internationalization: cultivate them as ambassadors and pedagogical and research leaders
- Tap into existing faculty strengths within the various divisions
- Build on strengths of the Cuba Center as an established and noteworthy international partnership
- Expand and re-imagine the charge and mission of the International Education Committee, perhaps with expansion of subcommittee structure for substantive contributions to the international mission of the University
- Actively seek external funding to support internationalization efforts and initiatives
- Utilize Office of Institutional Effectiveness for logic model production for assessing outcomes, including planning, learning, and process

Threats

- Regional peers actively working to fill the "market niche" associated with international education and research
- "Brain drain" through attrition (whether by choice, retirement, etc.)
- Resource limitations that constrict expansion of staffing that could support international education and other international institutional endeavors
- Sources of environmental resistance to internationalization via regionalism, nationalism, etc.

APPENDIX 5: CURRICULUM AND CO-CURRICULUM WORKING GROUP

ACE Internationalization Laboratory Curriculum and Co-curriculum Working Group

Group Leaders: Toti Perez and Dave Mothersbaugh

Members: Jeff Naidoo, Student (from one of Toti's advisory boards), Mary Meares, Steve Rainey, Derek Williamson (member of core curriculum committee), OTHERS?

Expert consultant: Christine Taylor

Attached and below are the following documents and information to assist the Curriculum and Co-curriculum working group:

5. Lab Briefing – General Questions to Guide the International Review
6. Aspiration and Specific Questions
7. SWOT Materials and Template
8. Timeline

Aspiration: UA aspires to create a global learning environment for all of its students--one that infuses a global perspective throughout the curriculum, including general education, majors, minors, and electives, and co-curriculum experiences.

UA Strategic Plan: Goals 1

Goal 1: Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Questions:

1. Review current UA course offerings to determine number of courses that integrate international or global content/ approaches into the classroom.
2. Assess patterns (methods for internationalization, participation rates, etc.) as related to current courses.
3. Compare and contrast undergraduate versus graduate student offerings.
4. Evaluate the Global Studies Certificate Program and opportunities for expansion.
5. Evaluate the visibility of international / global coursework, space for it within various majors, minors, etc.
6. In light of the need for review of the core curriculum, should a global/intercultural/cross-cultural requirement be added?
7. What current opportunities for global learning exist in co-curriculum offerings? How can these be expanded and assessed?

TIMELINE:

March 21, 2018 – Next meeting of Steering Committee
Working Group co-chairs update committee on work thus far

Mid-April – Check in with all working group co-chairs

May 4, 2018 - Phase 1 Complete:

Initial assessments completed (SWOT Phase A and addressing questions).

Presentation and discussion with Steering Committee.

August 15, 2018 - Phase 2 Complete

Initial strategic recommendations (created by Steering Committee Co-chairs and Action Committee Chairs) created and returned to committees

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March 15, 2019 - Phase 5 Complete:

Final sub-committee action plans to Steering Committee Co-chairs

Presentation and discussion with Steering Committee

May 1, 2019 - Phase 6 Complete

Final Full Report finished and delivered out to all participants and to Gil Latz

May 15, 2019 - Phase 7 Complete:

Final visit by External Peer Reviewers Gil Latz, et al

UA ACE Curriculum and Co-Curriculum Action Committee

First Report - July 22, 2018

Request for additional data/info/help/contacts:

- Colleges not represented by our committee members represent gaps
- Lack of knowledge of faculty and staff who are interested in international issues – and lack of a means to record and track and report on this
- Lack of knowledge of classes with an international component – and lack of a means to record and track and report on this
- Question: Do we have an infrastructure and process and resources to support faculty who want to internationalize their course(s)?
- Question: Could we create a “course tagging” system such that any class that meets the requirement gets automatically tagged with an INT tag and thus be trackable?
- Question: Could the course equivalencies database be open to students earlier than it currently is to allow better planning earlier?

Members:

1. Toti Perez – (co-chair) Associate Vice President, Student Health and Wellbeing
2. David Mothersbaugh – (co-chair) Associate Dean for Undergraduate and International Programs, College of Business
3. Sakina Dhondia – Junior Finance and Economics Dual Major - VP International Students Association
4. Steve Ramey – Professor and Director of Asian Studies
5. Derek Williamson - Associate Professor and Director of the Aero Program (Engineering) and department director of undergraduate programs and Core Curriculum Committee member
6. Courtney Thomas – Director of Center for Service and Leadership (Division of Student Life)
7. Mary Meares – Associate Professor of Communications Studies
8. Rosalind Moore – Director of Student Involvement (Division of Student Life)
9. Jef Naidoo – Assistant Professor of Management and Business Communication
10. Tim Salazar – Director of Assessment and Planning (Division of Student Life)
11. Christine Taylor – (expert consultant) Vice President and Associate Provost for Diversity, Equity and Inclusion

Summary of Meetings and Discussions

The Curricular and Co-Curricular Action Committee met several times in late Spring 2018. The major points of discussion were:

- ACE Overview
- Action Committee Charge
- SWOT Analysis Brainstorming and Homework
- Gap and Challenges Discussions

SWOT Analysis Summary

Part A: Macro Thematic Approach

Strengths (themes)

- Executive commitment (A)
- Existing curricular offerings (C)
- Existing co-curricular/student engagement programs (CC)
- International Student Community-building resources (CC)
- Existing student resources that support international education (C, CC)
- Existing faculty resources to support international research and teaching (C)
- Existing international faculty (C, A)
- Existing international student population (A)

Weaknesses (themes)

- Lack of comprehensive knowledge regarding university-side efforts/existing programs and services (A)
- Lack of comprehensive infrastructure/course maps that provide a clear picture of how international experiences can be integrated into a student's curriculum (C)
- Need for additional academic advisors (A)
- Few co-curricular options within some colleges (CC)
- Lack of integration of reflective practices, language requirement, and international course offerings (C)
- Insufficient promotion of and funding for cultural events (CC)
- Lack of international experience of some faculty currently teaching courses (C)
- Some limitations in existing course curricula to include international education components (C)
- Few incentives for faculty (A)
- Competing faculty demands/expectations (A)
- Lack of engagement between Greek life and international student organizations/cultural groups to promote and support programs (CC)
- Inadequate resources (i.e., financial, faculty, staff) (A)
- Uncertainties on how to propose study abroad opportunities and how internationalization opportunities benefit research productivity for faculty and students (C)
- No existing university-wide insurance policy for international travel; several, separate existing policies that may overlap; results in duplication of costs (A)
- No clear university policy on travel that are current with State Department threat level regional designations (A)
- Uncertain about how the university conveys current travel abroad information to departments (A)
- Few existing majors on international education (e.g., no existing Honors College international certificate designation) (C)
- Lack of emphasis on campus-wide messaging as to the importance of obtaining international education and experience (A)
- Competing activities, programs, demands (C, CC)

Opportunities (themes)

- Building on existing structures and partnerships to advance internationalization initiative (e.g., New College, Honors College, Language and cultural studies, Capstone International) (A, C, CC)
- Current local and state climate open to attracting international opportunities to the area
- Interest and emphasis on international education (A)
- Building on current connections (e.g., area businesses) and existing partnerships in other countries (e.g., Cuba, Greece) and with other groups (e.g., military) to advance internationalization efforts (A)
- Expanding use of existing portfolio for self-assessment and tracking of international experiences (C, CC)
- Establish additional resources to advance the internationalization initiative (e.g., global opportunities office in Capstone) (A)

Threats (themes)

- Financial cost increases (A)
- Current/Future domestic trade or travel policies that restrict opportunities and partnerships
- Lack of effective communication of UA opportunities to students abroad (A)
- Competition with other universities with an established international presence (A)
- Paucity of diverse area businesses and commerce that affect willingness of faculty and students to remain in the area
- Safety concerns (hesitancy from students, cautiousness of parents) (A)
- Expansion of non-traditional classroom experiences (e.g., MOOCS) (C)
- Lack of coordinated, intentional efforts across the campus (A)
- Current uncertainty regarding changes in core curriculum (C)
- Lack of available resources (e.g., staff, finances) to support oversight of international initiatives (A)
- Lack of information on scope of current curricular and co-curricular offerings in various colleges (C)

NOTATION: C = curriculum; CC = co-curriculum; A = university/university admin

CATEGORIES: administration; faculty; students; academic programs (including courses); Capstone International Center (all components)

SWOT Analysis Summary

Part B: Micro Itemized Approach

Strengths

- Global Commitment and Interest Evidenced
 - International Guest Speakers - UA
 - EA required – some programs BUS
 - Faculty passion for EA
 - High Student Interest in EA (e.g., 75% of incoming BUS freshmen)
 - 3 Credit requirement in IB, currently - BUS
 - Passion within External Board - BUS
 - Dean Commitment – BUS
 - UA Leadership Commitment (President; Provost, etc.)
 - Global in strategic plan and accreditation (UA and BUS)
 - Global issues specifically required for Engineering Curricula by Accreditation (ABET)
 - New Business AACSB Accreditation SLO is Global Perspective and Diversity
- University-Level Global Infrastructure
 - Capstone International Center and all its programs and staff
 - Study Abroad scholarships
 - International faculty
 - International visiting scholars
 - International student population is strong - international students from 82 countries attending the university (1163 students + 308 scholars) (source: CIC)
 - UA EA affiliates with robust offerings are numerous
 - Strategic partnerships with International Universities (not just study abroad but more holistic partnerships being signed ALL the time...i.e, Uninorte Columbia)
 - Experiential Learning QEP which fosters the value of EA, cross-national projects
 - On campus departments aimed at cultural diversity/internationalization: Global Café, Crossroads + Intercultural Diversity Center
 - MANGO free online language learning module - UA
 - Office of Student Involvement facilitates opportunities and offers resources for student engagement from diverse backgrounds and interests
 - Center for Service and Leadership provides global service opportunities through Alternative Spring Break
 - Department of Housing and Residential Communities offers international living community experience (Rotary International House offers a small, co-ed atmosphere for international students and other UA students who are interested in interacting with students from other nations)
 - Intercultural Diversity Center provides resources to faculty, staff and students to increase cultural awareness, inclusion, and collaboration on the UA campus.

- Established international recruiting trips for graduate students (College of Engineering Graduate school)
- Student Groups and Co-curricular Events:
 - Student groups and Associations - 20+ active cultural organizations e.g. International Students Association, South Asian Society, Caribbean Students Association, African Students Association etc.
 - South Asia Society
 - Indian Student Association Tuscaloosa
 - Association of Chinese Students and Scholars
 - Muslim Student Association
 - Chinese Culture Club
 - Kamicon
 - Bama Anime and Manga Association
 - Nozomi Daiko
 - Diversity branches within Greek life and Honors College (Cultural Experience & diversity branch of Honors College Assembly)
 - Student Chapters of International Professional Societies (Engineering and Geology and other STEM disciplines)
 - Events
 - Sakura Festival
 - Nozomi Daiko
 - Diversity, Inclusion and Equity Week (March 19-23, 2018) - SGA hosted
 - Special “international/diversity” weeks: International Education Week (November 13-17, 2017) hosted by Capstone International Center +
 - Beyond Bama Alternative Fall/Spring Break (Center for Service and Leadership)
- Majors, Programs and Centers
 - ELI
 - Alabama Greece Initiative
 - Fulbright Scholars support / success
 - Critical Languages Center (20+ languages)
 - International Studies Major
 - IB Minor and Global Econ and Finance Concentrations
 - Asian Studies Minor
 - Modern Languages and Classics offerings
 - New College Japanese / Arabic minors
 - Maxwell Library Endowment for Asia
 - New effort in Middle East studies
 - China program in A&S
 - Cuba program (research focus)
 - Latin American, Caribbean, Latino minor

- World and Comparative Lit minor
 - Archaeology outside US
 - Very successful DAAD program (Scholarship for study/research in Germany paid for by Germany)
 - University of Alabama Model United Nations Conference (ALMUN) is an annual weekend-long conference based on simulations of United Nations committees and debate which offer to high school students from across the Southeast the opportunity to engage with global issues, raises awareness of the role the United Nations plays in world affairs.
 - Co-curricular exchanges with German Automotive Industry (Engineering)
 - CO-OP program and Internship program VERY VERY Strong with companies who have international presences (Engineering)
 - Center for Service and Leadership
 - Office of Student Involvement
- Curricular Integration of global dimension in some classes:
 - Integration of international dimension into core General Business course [GBA 300] to develop global intercultural competence and global citizenship (specific to business communication)
 - Relationship with Waterford Institute of Technology (Ireland). WIT hosts global consulting engagement for MBA students in the Strategy Consulting track
 - Consulting projects with offshore-based corporations in MGT 452/552. E.g.
 - Culverhouse Commons partnership with Filter of Hope – Local organization providing clean water options to third world countries
 - Increasing convergence on globalization of curricula across various programs
 - Some subject areas – lots of international examples, case studies
 - International Research among Faculty (possible integration into classes)
 - X-Culture participation for multi-national teamwork in BUS
 - Summer workshop on Innovative and Technology Based Teaching of Statistics and Operations Research for visiting Mongolian delegates
 - Technical subjects taught in German (Engineering)
- Technology Infrastructure:
 - Virtual and multinational classrooms possible
 - Institute of Business Analytics currently exploring Virtual Reality/Augmented Reality capability. This will facilitate enhanced global interconnection, engagement, and immersion without students having to travel to another international location.

Weaknesses

- Lack of Knowledge of what's going on across campus – BUS

- Lack of coordinated efforts and communications channels and knowledge due to siloing of academic units.
- Lack of inter-connectivity across programs and disciplines on campus (e.g., partnerships between cultural studies and language programs with business)
- Few dedicated EA advisors – BUS
- Current state of uncertainty regarding the Core Curricula changes
- Infrastructure to support student planning for EA (e.g. course maps) - BUS
- Few options for co-curricular within the college - BUS
- No learning goal currently on IB - BUS
- No language requirement - BUS
- No formalized EA Strategy - BUS
- Scholarship support specifically for EA to “close the gap” on cost
- When it comes to diversity, inclusion and equity – UA tends to forget about international students/scholars
- Not enough funding is available for cultural events + the university/department do not promote these events
- Lack of promotion when it comes to events hosted by Global Café, Crossroads, IDC.
- Although there are Diversity, Equity, and Inclusion Committee within chapters – no other effort is made to encourage collaboration between Greek life and international students/groups
- Diversity, Inclusion and Equity week does not include international/cultural organizations. DIE week is a good opportunity to allow students to experience cultural events, but cultural groups are not included.
- Curricular disadvantages: not enough international courses (e.g. in history/literature/Honors College)
- The “global” classes only focus on certain regions (western Europe, eastern Asia, south America)
- Not enough (support) programs for international students
- Career centers do not target international students/students who do not have work authorization
- Career center do not/hardly provide information sessions on internships abroad
- Uncertain about availability of class credit for the experience
- Competing student activities, programs, and demands
- Retention of internationally oriented faculty
- Critical Languages Center variability
- Some students uncomfortable with unfamiliar academic material
- Most Area Studies / international topics are minors
- Rejection of Japanese Major
- Because of specific mandated requirements with regard to topic coverage [to meet assurances of learning measures], course curricula not always amenable to inclusion of international components.

- Curriculum taught by educators who have not traveled abroad, had meaningful personal cross-cultural experiences, or received training in cross-cultural sensitivity, etc.
- Because of specific mandated requirements with regard to topic coverage [to meet assurances of learning measures], course curricula not always amenable to inclusion of international components.
- Faculty incentive – priorities, time
- Time it takes faculty to develop and recruit for study abroad
- Skills needed for faculty for study abroad are not always in their comfort zone (budgeting, student supervision in this context)
- Cost for students – Study abroad
- Lack of preparation – Study abroad
- How does international experience connect with their coursework on campus?
- Fall Study Abroad programs compete with Football
- Uncertainty among faculty as to how to propose study abroad (Carolina is great, but pre-meeting with her)
- How to engage tenure track faculty in STEM with this over competing priorities
- Linking Internationalization Curricular advances to research productivity
- Information, Information, Information and conduits to convey information to critical delivery paths (undergraduate advisors)
- Lack of emphasis on campus-wide messaging as to the importance of obtaining international education and experience
- No existing university-wide insurance policy for international travel; several, separate existing policies that may overlap; results in duplication of costs
- No clear university policy on travel that are current with State Department threat level regional designations
- Uncertain of how the university conveys current travel abroad information to departments
- Lack of comprehensive infrastructure/course maps that provide a clear picture of how international experiences can be integrated into a student's curriculum

Opportunities

- Out of State students can do EA programs for roughly the cost of their tuition – they could be a strong source of students who would find the cost of EA not prohibitive.
- Honors College + Language and Cultural Studies Programs strong - UA
- Emerging Economies interested in higher education and EA – UA
- Students coming in with 1+ semester of AP credit - UA
- Business is and will remain global - BUS
- Lower safety concerns in some historically challenging areas for EA - UA
- IT to do embedded IB locally with low cost (skype cross-country teams) - UA
- X – culture project teams platform in business - BUS
- International Student Association - UA
- Capstone International (opportunity for individual colleges to utilize)
- Consulate Generals in ATL (they offer internships and are close by)

- Port of Mobile and other pockets of international corporate investment – UA
- Can attract international students because of opportunities in research on campus (both undergraduate and graduate)
- Increase in OPT time for STEM students (12 + 24 months extension)
- Established partnerships/collaborations with int'l groups for varied activities/programs
- Mercedes, Hyundai, etc. in Alabama
- Indian American community (FIAT)
- General positive receptivity to internationalized curriculum from student population
- Employment data – employers like internationalization involvement
- Connections with Mercedes and the German community (Can this be used more?)
- Resources in Birmingham and ATL
- Connections with other cultural contexts – Cuba, Greece
- Build curricular/co-curricular experiences involving globally influenced research through institutes
- Build on very successful Co-Op and Career center resources and fairs
- Link contributing to internationalization at UA to faculty success
- Build on existing portfolio and other self-assessment
- Establish a global opportunities office in Capstone to serve primarily as an information center and exchange of best practices across campus
- Build on military presence to capture that side of globalization/internationalization
- Build on existing structures and partnerships to advance internationalization initiative (e.g., New College, Honors College, Language and cultural studies, Capstone International)

Threats

- Safety Concerns (including those of parents) (SA/IA) - UA
- Education cost escalation - UA
- Trade policies that restrict job opportunities globally for our students – UA
- Decrease in International students admission
- Current political/economic climate
- Students abroad might not know about UA and the scholarship opportunities
- Issues with international hiring by companies (trouble with internships, jobs). Companies do not want to hire students that require sponsorship
- With regards to international students, UA competes with universities in bigger cities and universities with satellite campuses (Texas A&M – Doha, Qatar)
- Distance to airport
- City size and region
- Absence of diverse businesses
- Cost of access to VR/AR technology + technology & IP concerns
- Competition for student time and \$
- Current/Future domestic trade/travel policies that restrict opportunities and partnerships
- MOOCs and continued growth of non-traditional university experiences

ACE Curriculum and Co-Curriculum Action Committee
DRAFT Recommendations

7-27-18

1. UA Core Curriculum Issues
 - a. Tagging Courses as International
 - b. Building an International course requirement into the core (see Ginger Bishop)
 - c. Including International and Cross-Cultural Acuity as a Core Competency
2. Co-Curriculum
 - a. Create a competency based co-curricular model
 - b. Compare and adopt a UA-wide tech platform to allow for scalable tracking
 - c. Benchmark U. Pitt which has adopted this University-Wide using Suitable
3. International Course Equivalency Database
 - a. Earlier access (prior to applying for EA)
 - b. More and strategically focused pre-approved sets of courses
4. Curriculum mapping by program to create intentional and workable EA pathways
 - a. Utilize template function in new Degree Works Plan tab to have an EA template by major/program
 - b. Maps or templates within EA websites for each college/program/major

APPENDIX 6: STUDENT MOBILITY WORKING GROUP

ACE Internationalization Laboratory Student Mobility Working Group

Group Leader: Andy Goodliffe and Heath Turner

Members: Stan Westjohn, Carolina Robinson, Steve Bunker, Parnab Das, Carmen Mayer-Robin, Charter Morris? Bill Wallace? OTHERS?

Attached and below are the following documents and information to assist the Student Mobility working group:

1. Lab Briefing – General Questions to Guide the International Review
2. Aspiration and Specific Questions
3. SWOT Materials and Template
4. Timeline

Aspirations:

UA aspires to be in the top 50 research universities in the country for study abroad participation with a percentage of 25-30% of our students earning credit on academic programs abroad.

UA aspires to create a diverse global learning environment by increasing the percentage of the student body made up of international students to XX% of the total student body.

UA Strategic Plan: Goals 1 & 3

Goal 1: Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Goal 3: Enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.

Questions:

Outbound

1. What are the current trends and patterns for UA study abroad participation – destination, major, gender, ethnicity, etc. ? Benchmark UA participation in study abroad against peer and aspirant institutions – including office structure and number of dedicated staff.
2. What are the impediments/challenges to getting more students abroad?
3. How is study abroad integrated into the curriculum? And how do current advising practices impact study abroad?
4. What global learning/perspective goals do we want to achieve through study abroad?
5. Which academic units need more support to increase their students participation in education abroad?

Inbound

9. What are the challenges to enrolling more international students at UA?
10. What retention strategies do we need to help international students be successful?
What structures and support services currently exist?
11. How do we support faculty and staff working with an increasing number of international students?
12. How can UA maximize the integration of international students so that domestic students can best learn from their peers from around the world?
13. Are there new programs/structures that we should consider to bring more non-degree international students to campus?

TIMELINE:

March 21, 2018 – Next meeting of Steering Committee
Working Group co-chairs update committee on work thus far

Mid-April – Check in with all working group co-chairs

May 4, 2018 - Phase 1 Complete:

Initial assessments completed (SWOT Phase A and addressing questions).

Presentation and discussion with Steering Committee.

August 15, 2018 - Phase 2 Complete Initial strategic recommendations (created by Steering Committee Co-chairs and Action Committee Chairs) created and returned to committees

October 15, 2018 - Phase 3 Complete: Preliminary Action Plan based on SWOT Phase B completed and delivered to Steering Committee Co-chairs

Presentation and discussion with Steering Committee

January 15, 2019 - Phase 4 Complete:

Steering Committee Co-chairs provide feedback to working groups on preliminary action plans

March 15, 2019 - Phase 5 Complete:

Final sub-committee action plans to Steering Committee Co-chairs

Presentation and discussion with Steering Committee

May 1, 2019 - Phase 6 Complete

Final Full Report finished and delivered out to all participants and to Gil Latz

May 15, 2019 - Phase 7 Complete:

Final visit by External Peer Reviewers Gil Latz, et al

Student Mobility: Inbound and Outbound

First Report – June 22, 2018

Request for additional data/info/help/contacts:

- a) Need a contact from UA Scholarship Office to involve in discussions
- b) Need to host an informal Q&A lunch with a focus group of current international students in the fall (~\$100)
- c) Need to host an informal Q&A lunch with a focus group of returning study-abroad students in the fall (~\$100)

Members:

- 1. Andy Goodliffe (chair), Associate Dean, Graduate School
- 2. Heath Turner (co-chair), Professor, Chemical & Biological Engineering
- 3. Stan Westjohn, Assistant Professor, Marketing & International Business
- 4. Carolina Robinson, Director, Education Abroad, Capstone International Center
- 5. Steve Bunker, Associate Professor, Department of History
- 6. Parnab Das, graduate student, College of Engineering
- 7. Carmen Mayer, Associate Professor, French
- 8. Charter Morris, Director, International Student & Scholar Services, Capstone International Center
- 9. Bill Wallace, Director, English Language Institute, Capstone International Center

Summary of Activities:

Met on March 20, 2018 reviewed ACE materials, working template, discussed goals and tasks for the working group, and developed the SWOT Analysis

SWOT ANALYSIS

RECRUITMENT/INBOUND STUDENTS

STRENGTHS

- More people involved in recruitment than before—undergrad and grad admissions are both involved
- We have the capacity/infrastructure for a higher international enrollment (English Language Institute, ELI has significant capacity)
- Excellent environment - beautiful facilities, fairly rural location, safe, moderate climate
- Large breadth of programs available (comprehensive academic university)
- Most application processes have been streamlined
- Statewide language conference AWLA—gives contact with language teachers across the state.
- Generally, very positive student experience

WEAKNESSES/THREATS

- GTA stipends—not competitive with other institutions across the U.S.
- GTA teaching load is higher than peers
- Many international home institutions have low (or no) tuition, making UA very expensive by comparison
- Students are fairly landlocked—not much public transportation
- The South is largely unknown to international students
- Not in a major area or near a coast (limits appeal)
- Small city limits job opportunities post-graduation
- Politics/culture: Alabama's past; stereotypes; U.S. is becoming less attractive for international students due to image of current administration, visa challenges
- UA's recent growth has narrowly focused on undergraduate domestic student recruitment — there isn't a culture of going international

OPPORTUNITIES

- German program has partnerships with universities in Germany—this has not worked as well in other programs (French and Spanish), largely due to culture and government funding of education
- Need improved bus system, improved transportation (for car-less students); over-communicate to students about available transportation/shopping options
- Gather more data: host dinner with international students, and ask their opinions about UA (strengths, weaknesses, etc.)
- Recently secured graduate student housing on campus, but questions about capacity, affordability
- Hire full-time international recruiters (similar to domestic model)

- Reduce barriers for international students to compete for UA scholarships (e.g., use other countries' aptitude exams for qualification for scholarships as a surrogate for ACT/SAT)
- A U.S. degree carries premium value
- Partner more with Mercedes to recruit German students to UA (ex-Mercedes VP is on UA faculty)
- Leverage faculty international travel – engage them in recruiting activities when traveling abroad (identify resources for extra hotel night, a group meal, etc.), help identify UA alumni at the international destination
- Coordinate UA System-level (UA/UAB/UAH) recruiting fair for jobs/internships (must reach a critical mass to attract top companies), especially graduate-level jobs
- Highlight 'international' activities on UA main homepage (versus a lower-level link)
- Incorporate the expertise from someone at the UA Scholarship Office.

SWOT ANALYSIS

STUDY-ABROAD/OUTBOUND STUDENTS

STRENGTHS

- Numbers increasing (7-10% per year)
- Credit transfers now online, along with course equivalency
- 15 affiliate partners (3rd party institutions that facilitate study abroad programs)

WEAKNESSES/THREATS

- Need to increase staff support in Education Abroad to meet student demand
- Biology does not allow any international credits to count for BSC credit (need to collect more info directly from BSC)
- Core credit can't really be earned abroad
- Students perceive delayed graduation, high cost

OPPORTUNITIES

- Get more students to apply for Fulbright, etc. (UA is a Fulbright top sender)
- Have departmental faculty meet to discuss international
- Communicate international opportunities to freshman
- Social media / highlight 'international' on UA homepage
- Focus group of returning study-abroad students to collect feedback
- Reach out to Core Curriculum Oversight Committee (David Cordes, chair) for revising restrictions on international course transfer
- Narrow/streamline semester-abroad options for students, tightly aligned with curricula. Intent would be to provide a few "turn-key" options for students.

APPENDIX 7: FACULTY RESEARCH AND ACTIVITIES WORKING GROUP

ACE Internationalization Laboratory Faculty Practices and Research Working Group

Group Leader: Robin McWilliam & Susan Burkett

Members: Peter Magnuson, Samantha Hansen (returned Fulbrighter), OTHERS?

Attached and below are the following documents and information to assist the Faculty Practices and Research working group:

9. Lab Briefing – General Questions to Guide the International Review
10. Aspiration and Specific Questions
11. SWOT Materials and Template
12. Timeline

Aspiration: Accelerate the university's move into the R1 Highest Research Activity Classification by increasing the quantity and quality of research at UA and enhancing the research enterprise on campus.

UA Strategic Plan: Goal 2

Goal 2: Increase the University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development.

Questions:

8. Evaluate current status of UA research with an international focus, including grant funded research with international focus.
9. How do we track and capitalize on the current international activities and research of faculty? How do we leverage UA's 4 focal research institutes (water, transportation, life, cyber) in this effort?
10. How do we inform, engage, and support faculty in international activities/research? Recommend mechanisms to encourage or support international research and engagement, including awards and recognition for global research or global engagement.
11. Do we have adequate and knowledgeable internal structures (research office, sponsored programs, procurement, etc.) to support international research? Identify and document proper procedures for developing and implementing research projects that have an international focus. This should include sponsored programs, IRB and Export Control concerns.
12. How many faculty take international sabbaticals or pursue Fulbright and other international funding opportunities?
13. Where does UA have the greatest research and teaching strengths among faculty?
14. How do we invite and support visiting faculty/scholars?
15. Examine opportunities for undergraduate and graduate students to engage in international research. What are barriers to increasing participation?
16. Identify opportunities and barriers to expanded international research, including availability of resources.

TIMELINE:

March 21, 2018 – Next meeting of Steering Committee
Working Group co-chairs update committee on work thus far

Mid-April – Check in with all working group co-chairs

May 4, 2018 - Phase 1 Complete:
Initial assessments completed (SWOT Phase A and addressing questions).
Presentation and discussion with Steering Committee.

August 15, 2018 - Phase 2 Complete
Initial strategic recommendations (created by Steering Committee Co-chairs and Action Committee Chairs) created and returned to committees

October 15, 2018 - Phase 3 Complete:
Preliminary Action Plan based on SWOT Phase B completed and delivered to Steering Committee Co-chairs
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Presentation and discussion with Steering Committee

May 1, 2019 - Phase 6 Complete
Final Full Report finished and delivered out to all participants and to Gil Latz

May 15, 2019 - Phase 7 Complete:
Final visit by External Peer Reviewers Gil Latz, et al

Faculty Practices and Research First Report – June 11, 2018

Request for additional data/info/help/contacts:

- Information on whether Concur can produce a report of international travel by faculty member
- Need to finalize survey and decide method of dissemination- through associate deans for research? Other?
- Determine other data sources – FAR? Digital Measures?
- Information on whether Research & Economic Development has data on international activities

Members:

1. Robin McWilliam, co-chair, Professor, Special Education & Multiple Abilities
2. Susan Burkett, co-chair, Professor, College of Engineering
3. Samantha Hansen, Associate Professor, Department of Geological Sciences
4. Peter Magnusson, Associate Professor, Department of Marketing
5. Robert Laird, Professor, Department of Human Development and Families Studies
6. Cathy Pagani, Associate Dean, Graduate School
7. Ana Corbalan, Professor, Spanish
8. Marco Bonizzoni, Associate Professor, Department of Chemistry and Biochemistry
9. Steven Jones, Professor, Department of Civil, Construction and Environmental Engineering's

Summary of Activities:

First meeting of subcommittee: April 2, 2018

Summary:

Present: Robin McWilliam, Susan Burkett, Peter Magnusson, Sam Hansen, Bobby Laird, Teresa Wise

01. Additional Members
 - a. Robin will invite two additional members from the Interest Form Teresa provided, and Teresa will invite Steven Jones
02. Existing Data Sources
 - a. Robin will find out what information exists on “international faculty practices and research” on campus from
 - i. Teresa’s office
 - ii. OSP (Susan will ask Cindy Hope)
 - iii. OIRA (OIE), including FARs, Digital Measures, etc.
 - iv. Concur or Teresa’s office for international travel requests
03. Associate Deans for Research
 - a. Robin will compile a draft list of questions for us to ask ADRs about international faculty practices and research in their colleges
 - b. The Working Group will make comments and edits
 - c. Robin will send questions to the Working Group members to interview their own ADRs and possibly others

- d. Working Group will summarize information from ADRs and send it to Robin, who will compile the information
 - e. Susan will alert the ADRs about these interviews. If we have the questions prepared in enough time, she will give them or send them a copy so they can prepare. 😊
04. SWOT the COWS
- a. Working Group members will begin listing what they perceive to be the challenges, opportunities, weaknesses, and strengths in international faculty practices and research

Additionally, we have:

- a. We have corresponded by email throughout April and May.
- b. We compiled questions to go in a faculty survey in collaboration with the Communications and Partnerships Working Group. We agreed that one survey, with them, was better than two surveys.
- c. This was a summary message I sent to the Faculty Activities and Research group: “All, I took Steven’s document and butchered it with the input you all contributed (see attached). This exercise made me realize the logical sequence for the survey is using a collaboration or study as the “unit of analysis.” For each activity, we want quite a lot of information. From a visual-design perspective, or even from what we can manage in Qualtrics, a table would be extremely wide. Perhaps we should attend to the information we want first and then figure out the best format. The best format is important to maximize returns.” See attached.
- d. We might be able to obtain information from college annual reports or departmental reports used to develop college reports. Some colleges have international offices that are likely to produce annual reports.

SWOT Analysis

Strengths

- 1. There are many (interdisciplinary) faculty across UA that are already involved in international research; this can be built upon
- 2. UA is interested in promoting further international activities, as evidenced by things like the UA-Greece initiative, working relationships in Cuba, etc.
- 3. Tuition at UA is relatively low compared to many other U.S. schools, so this could help promote bringing in international students (who, of course, help with faculty research)

Weaknesses

- 1. Faculty from different departments often don’t know what each other are up to, so there could be opportunities for collaborative, international research that are being over-looked
- 2. Different UA colleges operate differently, which makes coordination more challenging
- 3. Available funding? Competition for resources?
- 4. UA isn’t as well known abroad as some other universities; competition with other U.S. schools for good international students (and associated impacts on research)

Opportunities

1. By identifying research areas which are excelling at UA, we could promote ourselves to international collaborators
2. The diverse UA faculty (from many different countries) could provide assistance in promoting international research partnerships
3. Promoting/encouraging faculty to partake in programs such as Fulbright fellowships

Threats

1. Again, funding and resources available?
2. The political climate right now isn't exactly welcoming to foreigners; U.S. generally isn't looked upon favorably abroad
3. Given the above point, many international students are going elsewhere to pursue their degrees (not coming to U.S.); hurts our competitiveness in research

Summary of Responses to Global Footprint Survey	
Total number of responses:	262
Responses by College	
A&S	154
Business	36
C&IS	12
Education	1
Engineering	35
Nursing	12
Social Work	11
Unknown	1
Question 3	
Research, scholarship, and creative work: List all countries where you have worked with partners and/or conducted research, scholarship or creative work.	
Total Countries	105
Question 4	
Conference presentations: List all countries where you have traveled to present academic or creative work	
Total Countries	87
Question 5	
List all countries where you have traveled to deliver classes or educational programs of any sort (e.g. workshops, faculty-led study abroad, etc.)	
Total Countries	74
Question 6	
Curriculum: List any UA courses you have taught that have a global/international focus, component, or perspective and, if applicable, the countries/regions you focused on in each class.	
None, NA, or blank	145
Some aspect of curriculum global/ international	117

APPENDIX 8: COLLABORATIONS AND PARTNERSHIPS WORKING GROUP

ACE Internationalization Laboratory Collaborations and Partnerships Working Group

Group Leader: Lisa Pawloski

Members: Jim Cochran, Tatiana Summers, Sundar Krishnan, OTHERS?

Expert consultant: Robin Jones (office of university counsel)

Attached and below are the following documents and information to assist the Collaborations and Partnerships working group:

- 13. Lab Briefing – General Questions to Guide the International Review
- 14. Aspiration and Specific Questions
- 15. SWOT Materials and Template
- 16. Timeline

Aspiration: UA aspires to achieve its global ambition (including recruitment of students and advancing its research enterprise) by partnering with the most appropriate partners around the world including universities, technical colleges, high schools, institutes, agencies, corporations, and NGO's.

UA Strategic Plan: Goals 1 & 2

Goal 1: Provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high-quality scholarship and distinctive curricular and co-curricular programs.

Goal 2: Increase the University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development.

Questions:

1. Who are UA's current partners around the world? What are the areas of focus for these partnerships? Identify "strategic partnerships" in which UA is currently engaged. A strategic partnership is defined as a university relationship with a particular international institution that significantly enhances teaching, research, or service at UA – and ideally more than one of these areas.
2. What are (or should be) the criteria by which decisions are made about who our partners should be?
3. What is the process and procedure for establishing and establishing approval for a partnership?

TIMELINE:

March 21, 2018 – Next meeting of Steering Committee
Working Group co-chairs update committee on work thus far

Mid-April – Check in with all working group co-chairs

May 4, 2018 - Phase 1 Complete:
Initial assessments completed (SWOT Phase A and addressing questions).
Presentation and discussion with Steering Committee.

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May 15, 2019 - Phase 7 Complete:
Final visit by External Peer Reviewers Gil Latz, et al

Collaborations and Partnerships

First Report – June 11, 2018

Request for additional data/info/help/contacts:

None at this time

Members:

- 1) Lisa Pawloski, Associate Dean, International Programs College of Arts and Sciences, email: lpawloski@ua.edu
- 2) Rebecca Salzer, Assistant Professor of Dance, Department of Theater and Dance, College of Arts and Sciences, email: rsalzer@ua.edu
- 3) Jim Cochran, Associate Dean for Research, Culverhouse College of Commerce, email: jcochran@ccs.ua.edu
- 4) Sundar Krishnan, Associate Professor of Mechanical Engineering, College of Engineering, email: skrishnan@eng.ua.edu
- 5) Joy Burnham, Professor of Counselor of Education, Director, Office of International Programs, College of Education, email: jburnham@ua.edu
- 6) [Ibrahim Cemen, Professor of Geological Sciences, College of Arts and Sciences, email: \[icemen@ua.edu\]\(mailto:icemen@ua.edu\) \(not yet confirmed\)](#)
- 7) Expert Consultant: Robin Jones, Office of University Counsel, rjones@uasystem.edu

Guiding Activities:

- 1) Review the ACE lab briefing and general questions to guide the international review.
- 2) Review UA's aspiration and strategic plan goals 1&2 and see how/if they align with International collaboration and partnerships.
- 3) Identify UA's current partners around the world and review in what areas of focus.
- 4) Identify strategic partnerships in which UA is currently engaged.
- 5) Make recommendations on the criteria by which decisions should be made and who our partners should be.
- 6) Make recommendations about the process and procedures for establishing and establishing approval for a partnership.
- 7) Conduct a SWOT analysis and action plan.

Summary of Committee Actions:

3. April 12 2018- First meeting of subcommittee – charges, introductions, and discussion of issues

Summary:

The first meeting for the Collaborations and Partnerships working group generated a discussion of personal experiences with partnerships and collaborations at UA as well as discussion of the knowledge and awareness of partnerships and collaborations on campus.

The committee includes faculty from the Colleges of Education, Engineering, Arts and Sciences, and Culverhouse College of Business. Each member discussed the kinds of Collaborations and Partnerships within their respective units.

Here are a few examples presented:

1. College of Engineering: Research and Academic partnerships in Rome, Greece, Germany, Italy and Spain
2. College of Education: Programs in Colombia and Mexico and Shanghai Normal University in China
3. College of Arts and Sciences: Research and Academic Partnerships in most units and vary from larger college-wide projects such as the Cuba Center and Greece Initiative to more faculty focused study abroad and research programs. Examples from the Dance Department included the Roehampton University Exchange program in England and Dance for the camera. Examples from Geological Sciences included research activities in Greece and Turkey.
4. Culverhouse College of Business: Program in Cuba, China, India and continue to explore many other partnerships related to International business, Koch University in Turkey?

Dual degree programs were discussed as one exploration for partnerships and collaboration and UA has had success with these, Andy Goodliffe has examples for what has worked. The committee suggested these be available for units to share and use to initiate such discussions with potential international partner universities.

The development of MOUs was discussed and the committee felt there was importance in developing MOUs that are meaningful rather than a forced collaboration, so including faculty and their partnerships and relationships is important.

The major part of the discussion related to how to capture a broad picture of the existing and continuing partnerships and collaborations at the University of Alabama. There are multiple kinds of collaborations and partnerships being academic, research/scholarship related, and for service activities. Such relationship occur at unit levels, individual faculty, and for students. Capturing such information will be a great challenge. The committee felt it important to try to get an understanding the breadth and scope of such partnerships and collaborations and thus needed to go to faculty to get that information directly. In addition to faculty information, we felt it important to explore the official MOUs already approved.

Further, discussions related to how to track faculty international travel as a means to capturing international partnerships and collaborations (i.e. using Concur), or to have a tracking program like used at Colorado State University to assist faculty in developing new MOUs and allowing all to view what has already been set up.

Lastly, the committee discussed the possibility of connecting with international alumni to help with creating new partnerships and collaborations.

Next steps:

1. Ask Associate Deans for Research in the respective colleges what information they have and if they could capture that information.
2. Develop a survey to send to associate deans to ask faculty to fill out.
3. Gather list of formal international MOUs at UA and review.

4. April 24 2018 – Second meeting of subcommittee – development of survey and review of MOUs

Summary:

The second meeting of the subcommittee followed up on actions developed in first meeting. The first discussion related to the list of formal international MOUs with UA housed in Capstone International Center. The committee noted that 54 MOUs were listed within 20 different countries. The committee noted that most were related to student academic experiences and very few were related to research and service. The committee reviewed the procedures to develop an MOU and felt that many faculty are not aware and many have possibly created their own MOUs (formal or informal) with departments or other units. Questions raised as to how to educate faculty on how to initiate and go through such a formal process. Faculty also would be interested in knowing what MOUs already exist to help enhance their research or create new partnerships, or just not to duplicate existing efforts. We also learned prior to the meeting that Capstone International was exploring the purchase of an online service to help faculty know the process, develop, and learn about existing formal partnerships.

The second major discussion related again to capturing the more informal partnerships and collaborations across the university. A draft survey was developed and reviewed prior to the meeting. During the meeting several suggestions were made to capture additional information that would be helpful on an annual basis to individual colleges and units. The College of Arts and Sciences decided to institute collection of faculty international collaboration and partnerships using their performance evaluation tool (FAR) on an annual basis. However, it was determined that for the committee's purpose, such information would be very useful but not cover the breadth of relationships the committee wanted to understand for reviewing, so the committee felt it important to conduct a survey. The committee also realized that faculty may have multiple partnerships and collaborations and thus may be a challenge in collecting it all. The committee also learned that the Research subcommittee of the ACE group was also creating a survey, which would capture much of the same information that interested the committee. Thus for a next step the committee will work with the research subcommittee to develop one comprehensive survey rather than overburdening faculty with multiple surveys.

Next steps:

1. July 26th meeting – with Teresa Wise and Robin (Jones) to review MOU process and development and understanding of development of new collaborations and partnerships.
2. Work with ACE subcommittee on research to develop joint survey instrument to gather baseline information on collaborations and partnerships among faculty at UA. Hope to submit at end of summer.
3. Follow-up on A&S FAR reports to see what information was collected.

5. July 26, 2018 – Meeting three to revise and initiate survey

**Collaborations & Partnerships
SWOT ANALYSIS**

Strengths

1. Strong support from UA administration (President and Provost) to develop International Collaborations and Partnerships.
2. Many colleges have allocated resources to enhance and continue International Collaboration and Partnerships.
3. Large number of existing international partnerships throughout UA related to student academic opportunities, research, outreach, practice.
4. CIC's support for a systematic, centralized way to track international collaborations.

Weaknesses

1. UA does not have a good understanding of all the international collaborations and partnerships, particularly for individual faculty doing research internationally or for students who are not with the Education Abroad program.
2. In need of more efficient means to capture the individual faculty and student collaborations and partnerships across the University.
3. While there is a procedure in place to create new international formal agreements, most faculty are unaware of how that is done and what MOUs have already been established.
4. While there are many international MOUs related to students studying abroad, there are few MOUs officially noted for research or service activities.
5. Procedures are inconsistent and unclear for collaborations across colleges and programs.

Opportunities

1. With UA Administrative support and the ACE Internationalization Lab, this is a good time to make recommendations to better capture UA international collaboration and partnerships.
2. There is significant interest among administrators, faculty, staff, and students to increase and better understand UAs international collaborations partnerships.

3. Utilizing the many relationships faculty have established with colleagues and universities outside of the U.S. The existence of these relationships is a strength but using them is an opportunity.

Threats

1. Political climate in United States.
2. Economic challenges within UA as well as with our collaborations and partnerships with middle and low-income nations.
3. Large university and difficult to inventory and assess international collaborations and partnerships.
4. Concern that new relationships will be created in haste without putting in significant efforts and thought if there is pressure and/or incentives to create more international collaborations and partnerships.