INTRODUCTION

With the objective of developing a strategic plan for comprehensive internationalization and global engagement, Clemson University joined the American Council on Education (ACE)’s Internationalization Laboratory, an invitational learning community wherein a cohort of institutions engage in both internal and external reviews of their international activities as a first step toward developing a plan for internationalization; and, an Internationalization Task Force (ITF), charged with recommending a vision as well as potential actions to enhance internationalization at Clemson, was convened in October 2013.

The task force, led by Sharon Nagy (Vice Provost for Global Engagement), Taufiquar Khan (Professor of Mathematical Sciences), and Akel Kahera (AAH Associate Dean for Research and Graduate Studies), included faculty, staff and students representing each college and stakeholder units across the university. The initial findings of the ITF indicate a significant amount of global engagement, despite the absence of any coordinated or intentional strategy for global engagement either at the college or university level.

Existing international activities have emerged within an environment where internationalization has not been an institutional priority, central support and guidance has been limited and resources scarce. In this context, individuals and departments have taken the initiative toward internationalization to support specific objectives and needs of their disciplines and units. They engage in international research collaborations, design global engagement opportunities for students, establish exchanges, conduct research, teach and attend conferences overseas, recruit international students to their graduate programs, partner with international industry across South Carolina, and conduct research on critical global challenges. The breadth and success of these activities are a tribute to our faculty’s entrepreneurial spirit and acumen. Yet, for all of the successful international activities found on campus, as many have been hampered, or thwarted, by the lack of adequate central support and guidance, limited resources, and a relatively opaque flow of information.

In this unevenly resourced and decentralized context, Clemson’s international activities vary greatly in their coordination, intentionality, operational efficiency and success. Some are strong, intentional, relevant, even cutting edge, examples of internationalization. Others, while relatively successful, lack coordination and intentionality and therefore are not as successful in supporting CU’s mission as they might be. And, several areas of internationalization have been virtually overlooked at Clemson.

- The first category includes those departments or schools with an articulated vision of internationalizing such as the School of Architecture’s “Fluid Campus”, Bio-Engineering’s integrated
international engagement of faculty and students, the interdisciplinary programs in Language and Health and Language and International Trade; the engagement of CU’s enterprise campuses with international industry in South Carolina; and, Clemson’s nationally recognized Study Abroad Program.

• The second category includes those areas where almost despite ourselves we have seen relative success. These include the growth of enrollment of international faculty, post-docs and graduate students in the absence of any coordinated recruitment strategy and a thin infrastructure of support for the admissions, immigrations and other services for this population; and, the international research collaborations and awards of our faculty.

• The third category, where we have the most egregious gaps, includes: internationalization of the undergraduate curriculum; development of internationally focused and recognized graduate programs; strategy for the recruitment of international undergraduate students; grant seeking for international research and/or from international sources; and partnerships/activities that contribute to the outreach and economic development objectives of the university.

In the work of the task force, it became apparent that while a broad range of international activities is in place, the generally accepted definition or understanding of “global engagement” or “internationalization” is relatively narrow in scope. Trends indicated that many on campus relegate “internationalization” to academic, particularly undergraduate, activity and even more narrowly to study abroad. Internationalization is infrequently discussed as relevant to on-campus curricular and co-curricular activity, graduate studies, research and even less so to public service and economic development.

Similarly, we found indication that the presence of international faculty and students on campus was taken as evidence of internationalization, yet little effort is made to integrate our international colleagues effectively into inclusive campus engagement. Recognizing the full range of international activities—the current and possible—would expand Clemson’s understanding of its own potential for global engagement.

When viewed as a whole, Clemson’s global engagement and internationalization does not reach the potential of comprehensive and complex internationalization expected or possible for an institution of our size, reputation and mission. Nor, does it match the interest level of our faculty or students.

The work of the task force suggests that strong interests, impetus and foundation exist for moving Clemson in the direction of comprehensive, coordinated and intentional internationalization. With new leadership in both the President and Provost’s office, the inclusion of “international connectivity” in the current 2020Forward planning process, and the achievement of Top 20 ranking all suggest the timeliness of a plan for internationalization. At the same time, our research shows that we have an active and internationally engaged faculty, our students are committed to becoming global leaders, the new slate of leadership within the Office of Global Engagement brings professional expertise and vision to the effort, and cross-college and cross-unit collaborations are emerging in support of new complex global partnerships. Clemson is also home to a number of enterprise campuses and research facilities, and boasts highly trained scholars and professionals conducting advanced research in areas of importance for global industry and pressing challenges facing the world. In addition, Clemson’s social and business environments provide an ecosystem conducive to internationalization. The combination of talented faculty, high quality academic programs, research facilities, and location provide an excellent foundation and set of assets to make Clemson a truly global institution.
What follows are the proposed vision and recommendations necessary to achieve these goals that have emerged from the work of the ITF.

**PROPOSED VISION STATEMENT**

Our vision is for Clemson University to become a community of globally engaged scholars and a globally recognized university that:

- Challenges students to think deeply about, and engage with, current issues within a global context, preparing them for careers in the new economy and life in an interconnected world,
- Addresses pressing grand challenges relevant to the region and the world through innovative teaching; outreach; translational, applied, and basic research among Clemson faculty and students and their partners around the world
- Supports South Carolina’s success in a global economy

**RECOMMENDATIONS**

The following recommendations are drawn from the combined subcommittee reports selected based on the frequency of inclusion in the reports, potential for impact across the mission areas, and/or their centrality to core activities of the university.

1. Integrate global engagement into the university vision and strategic plan; and, develop a strategic plan for comprehensive internationalization.
2. Establish a leadership and administrative structure to guide and facilitate campus internationalization.
3. Cultivate a campus culture and climate that raises global awareness, encourages global diversity and supports global engagement.
4. Internationalize the undergraduate curriculum.
5. Expand internationally focused graduate programs and initiatives.
6. Increase globally focused & globally engaged research and creative work.
7. Increase the depth of international expertise and reach of global networks among faculty and staff.
8. Develop an institutional approach to global partnerships and initiatives.
9. Strategically manage international student recruitment, enrollment, and retention.
10. Create shared space(s) for international activities and operations on campus.
11. Diversify and innovate in the design of global engagement opportunities for students.
INTEGRATE GLOBAL ENGAGEMENT INTO THE UNIVERSITY VISION AND STRATEGIC PLAN; AND, DEVELOP A STRATEGIC PLAN FOR INTERNATIONALIZATION

All reports mentioned the omission of internationalization from the 2020 Roadmap and lack of a strategy for internationalization as an obstacle. Without a shared vision for internationalization, it is impossible to map a direction, shepherd resources and select partners. A strategy for comprehensive should:

• Have the flexibility to address both shared and specific needs of the colleges,
• Expand the definition of global engagement beyond global learning through study abroad to global learning throughout the curriculum and course modalities.
• Encompass all aspects of the land-grant mission, seeking global synergies among teaching, research, outreach and economic development.
• Establish priorities for the development of complex global partnerships and the recruitment of top global talent.
• Set goals; establish metrics and an implementation plan including the allocation of resources and identification of responsible offices.

ESTABLISH A LEADERSHIP AND ADMINISTRATIVE STRUCTURE TO GUIDE AND FACILITATE CAMPUS INTERNATIONALIZATION

Successful implementation of a strategy for internationalization requires the endorsement of university leadership, and the designation of points of leadership and responsibility for planning and implementation.

The task force review reveals that the administrative support for international activities is still relatively thin in many areas, inadequately coordinated among campus units and poorly communicated to stakeholders. Nonetheless, structures and services exist that provide a foundation from which to build a coordinated infrastructure.

The policies and procedures in the area of international activity are relatively robust, particularly for activities governed by state, national or international regulations and international risk management. Considerable points of knowledge and expertise for internationalization exist on campus, including expertise in immigration, curricular internationalization, international risk management, partnership management, operations/logistics, and export control.

However, the only office currently charged with responsibilities for internationalization is the Office of Global Engagement (OGE) which has reorganized and expanded its activities in the past two years under the leadership of a new vice provost and three new to Clemson directors, one each for International Services, Study Abroad, and Global Partnerships and Initiatives. The latter of these is a new position, as of September 2014. Despite some considerable successes, the authority and leadership impact of the OGE is limited by the scope of its charge, its internal structure, its position within the university administrative structure, and its history.

The greatest obstacle to the OGE’s effective leadership of comprehensive internationalization is that of administrative boundaries. As an administrative unit housed within Academic Affairs, the OGE has limited interaction or communication with units outside of Academic Affairs, particularly Public Services.
and Agriculture (PSA), Research, Economic Development and Financial Affairs. Until recently international activities have been largely initiated and managed autonomously by colleges and departments and the operational requirements of international activities are distributed among various administrative offices on campus. While operations run relatively smoothly, an expansion of international and global engagement is likely to tax this loosely coordinated system.

The vice provost chairs two university wide standing committees, one each for international program coordination and international service coordination. The vice provost has encouraged each of the colleges to form an internationalization committee to serve as a point of contact and coordination with the OGE. The College of Engineering and Science (CES) has established a standing committee and provided a modest budget and course reduction to the elected chair. The College of Architecture, Arts and Humanities (CAAH) have an ad hoc committee and are finalizing the committee charge and by-laws. The other colleges have no designated body/individual to coordinate with the OGE for international activities.

This distributed leadership and lack of coordinated effort/communication, makes it difficult for faculty members and departments to develop interdisciplinary international programs. A strong infrastructure for international engagement is necessary to compete for major international grants and for the development of complex partnerships.

The task force recommends:

- Establish an international advisory committee to set strategic priorities, advise university leadership on international activities & opportunities, and facilitate communication and collaboration across colleges, mission areas, and administrative areas. This body should include leaders of internationalization within the colleges, administrators supporting the development of partnerships; should link the university’s activities to those of the state; have authority to set priorities and distribute resources and be chaired by the Vice Provost for Global Engagement.

- Establish a mechanism for effective and regular communication among units with operational responsibility for international activities. Peer institutions have a designated Director or Coordinator of Global Operations, reporting to the President or CFO, or a committee for international operations that includes representatives from stakeholder units and meets regularly.

- Contract external review and/or retainer relationship for Global Operations support from organization with specialized expertise in international operations for higher education institutions. Operational needs that are currently lacking or likely include translation services, international contract expertise, risk management, taxation, etc. The Comptroller, General Counsel and Risk Management have repeatedly asked for such a review.

- Develop effective mechanisms for the communication of policy/procedure to all stakeholders. This would include outreach to colleges and units, as well as upgrade of centralized website or “tool kit” for international operations consolidating information from all relevant offices.

- Review current staffing structure in OGE and other responsible offices in light of university goals for internationalization. Provide resources for additional staff support where needed and professional development for existing staff across the university.

- Formalize the structure and charge of the College International Committees; and, review the charge and structure of IPCC and ISCC to determine if these committees are sufficient and responsibilities appropriately distributed between them.
CULTIVATE A CAMPUS CULTURE AND CLIMATE THAT RAISES GLOBAL AWARENESS, SUPPORTS GLOBAL DIVERSITY AND ENCOURAGES GLOBAL ENGAGEMENT

Comprehensive internationalization both relies upon and contributes to a climate of inclusion, collaboration and a shared commitment to the university mission regardless of stakeholder country of origin. Such a climate would include the recognition of international students and scholars as adding value to our community and the core work of the university, as well as acknowledging that engagement of diverse nationalities enhances the campus climate and learning for all.

Data from the 2012 campus climate survey and 2013 international student climate survey indicate a need for increased efforts to create an inclusive climate at Clemson University. International students have voiced a concern that the opportunities to interact in meaningful ways with U.S. students are limited and that the international students often form isolated communities of support. Faculty comments within the survey reflect a need to focus more closely on town-gown relations to move beyond behaviors at the extremes of religious proselytizing and social exclusion and xenophobia, to a community model of inclusivity. In spring 2014, International Services administered a campus climate survey to enrolled international students (primarily graduate students) in which the student respondents indicated a need to improve inclusion efforts and communication on campus to create a more welcoming environment and enhanced sense of belonging.

In general, the task force found that the international populations and their contributions to our campus community and its core work of education and research are not systematically acknowledged or widely recognized. This lack of recognition is exacerbated by the relative homogeneity and inwardly focused culture of the region, as well as the isolation of the international student population in remote housing and instructional sites as far away as Greenville and Charleston.

Efforts to improve the climate and culture have been undertaken in collaboration among the Offices of Global Engagement, the Chief Diversity Officer and/or Student Affairs. These include an annual International Festival, as well as, pilot initiatives to bring domestic and international undergraduate students together in structured academic activities; integrating undergraduate exchange students into a Cross-Cultural themed living learning community; programming to introduce the expertise of visiting ILEP fellows to community professionals; the establishment of a Fulbright Fellows student organization. But many of these have been one-off pilot programs without sustained funding or staff resources to support them, and others are single events that do not carry the theme of inclusion and celebration throughout the year. While each has been successful on its own, a more coordinated effort is needed.

In January 2015, the Office of Global Engagement with financial support from the Chief Diversity Officer has launched a workshop series designed to increase awareness and
appreciation of Clemson and the State’s international populations. The series is modeled on one offered for faculty and staff and the University of Iowa for the past 10 years.

Alumni relations were also identified as an aspect of the university impacting climate and culture of inclusion for international students. Clemson assigns great value to, and takes great pride in, the institution’s relationship with alumni. We did not find evidence that this pride and the effort exerted in creating and maintaining these relationships extends to international alumni. On the positive side, quite a few faculty, programs and departments maintain relationships with their former students either through professional and scientific networks or out of an interest in mapping their growing global networks. In addition, the Office of Global Engagement will be conducting some initial research into the careers and locations of recent international alumni beginning in Spring 2015.

Staff and faculty have similarly expressed a need for improvement in the services and resources that support our international populations, and the subcommittee believes that the provision of basic student services by the university relate to the climate and cultural shortcomings identified above. Survey and focus group discussions identify housing, transportation, employment and immigration services as sources of challenge or discontent among our international populations.

The task force recommends:

- **Identify and support shared priorities between internationalization and diversity education.**
- **Develop innovative ways of fostering collaboration among the OGE, the Chief Diversity Officer and the Student Affairs.** Previous and current collaborations, such as the workshop series on internationalization for staff have shown initial success but the lack of funding and staffing has limited the sustainability of these programs.
- **Create curricular and co-curricular programs that create synergistic learning environments between diversity/multicultural education and internationalization.** Examples of programs and promising practices are available from the ACE’s At Home in the World Toolkit.
- **Provide resources and adequate staffing to resolve the basic challenges faced by International students and scholars at Clemson.**
- **Visually celebrate and honor the global diversity of Clemson.** Flags, street banners, signs in multiple languages, and similar gesture are currently missing from our campus.
- **Provide a venue and resources for on-campus programming, events, lectures, and activities that raise global awareness and empower students to be responsible citizens both locally and globally.**
- **Create a strategy for the development of international alumni relationships including a communication, country/city specific alumni groups, and active interaction and recognition of accomplishments of our international alumni alongside of our domestic alumni. Enhance collection mechanism for international student alumni data and utilize as a resource for the recruitment of international students to Clemson University.**
INTERNATIONALIZE THE UNDERGRADUATE CURRICULUM

Neither Clemson University nor any of its constituent colleges/schools have developed a definition of global learning, citizenship or competency. Nor has there been any campus or college wide conversation about identifying learning outcomes related to global learning, citizenship or competency.

Existing courses that contain global learning content either set outcomes at the individual course level or deliver content without specifically defined outcomes. The courses are unevenly distributed across the curriculum and include some embedded within the general education curriculum and others designed to serve specific disciplines. Consequently, students are not provided with articulated avenues through which to develop global competences or citizenship; and, faculty are not provided with curricular windows through which to deliver global learning content.

Furthermore, unlike the majority of Top 20 Public Universities, Clemson University does not have a general education requirement for Global Learning. Clemson has relied on the Cross-Cultural Awareness requirement to provide global learning to students. However, findings show only limited success with this approach. The CCA is hampered by both the definition of the competence and its implementation.

It is imperative that Clemson address the absence of defined Global Learning Outcomes and articulate curricular pathways for students to develop global competences that move beyond the disaggregated and loosely distributed individual courses.

Survey findings, syllabi review, and campus conversations indicate that many faculty agree that global learning, including language learning, is crucial to the adequate preparation of undergraduate students and a majority of respondents to the faculty survey expressed an interest in revising courses and/or curriculum for more effective global learning. In this regard, the range of existing courses spanning the full range of global learning modalities from content about particular locales to the application of disciplinary training to address global challenges, as well as the precedent for undergraduate programs that integrate/require global learning through interdisciplinary structures (e.g. Language and Health, Language and International Trade) or through required study abroad suggest the opportunity to create curricular pathways for students in search of more advanced global learning.

In addition, Clemson has a number of unique programs and innovative features that can be brought into the service of curricular internationalization. These include: “Half-Semester” scheduling options, infrastructure and resources for innovation in the use of technology based course delivery, robust support for innovative models of student engagement, (Creative Inquiry, STEAM initiatives, internships, cooperative learning, service learning, and residence education), and faculty with established research networks, active collaborations and research agendas that engage colleagues overseas.

The Task Force recommends:

1. Convene Global Learning work groups within each college to undertake a review of global learning content and consider directions for curricular internationalization within their respective colleges and the general education curriculum. These groups would collaborate to establish a set of Global Learning Outcomes to guide the internationalization of curricula and co-curricular activities across the university.
2. **Integrate Global Learning across the colleges and disciplines.** Provide incentives and support for faculty/departments to take the time necessary to develop and implement strategies and plans for the internationalization of their curricula, including the training/professional development of faculty to allow the development of innovative models of global learning (i.e. technology based, interdisciplinary, research, service and internship programs), and the development of interdisciplinary programs to scaffold students’ global learning.

3. **Distribute Global Learning Opportunities and Models across the curriculum.** Determine the most appropriate distribution of Global Learning content/model for delivery at various points in a students’ progress. What types of global learning are best located in General Education, within the major, and at what point in students’ intellectual development?

4. **Review the CCA requirement and explore alternative options for delivering global learning content within the General Education.**

5. **Develop internationally focused majors, minors and certificate programs.**

6. **Provide training and professional development for faculty that will ensure their own continued global learning and their ability to deliver global learning content, to prepare students for overseas experiences, and to work effectively with a nationally diverse student body.**

7. **Cultivate a Culture and Climate of Global Learning on Campus.** Student Engagement programs, residence life administration, and student affairs should be encouraged and supported to create programs and co-curricular activities that address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.

8. **Encourage innovative and creative use of technology enhanced global learning.**

9. **Develop mechanisms to assess Students Global Learning.**

**EXPAND INTERNATIONALLY FOCUSED GRADUATE PROGRAMS AND INITIATIVES**

Graduate programs are a crucial component in Clemson's internationalization; and, conversely internationalization of graduate education is necessary to prepare our students for careers in today’s context of globally networked research, scholarship and innovation.

Apart from the robust international enrollment in our graduate programs, little information is maintained on the international content of our graduate programs. We were unable to capture the extent of international research, collaboration or global learning across the graduate programs. The review of courses completed by the subcommittee on teaching and curriculum found relatively few graduate-level courses that indicate a focus on global systems. In some cases, graduate courses were listed as split-level courses where students may be enrolled at undergraduate or graduate levels.

A small number of graduate programs have established mechanisms to provide international experiences for students, often through international research and internships, and co-mentoring by faculty at foreign institutions. These include: graduate student exchange programs in Mathematics with universities in Germany and Russia; overseas internships or research projects conducted by graduate students across many disciplines, and structured mechanisms to support internationally collaborative research. Many of the later are organized through faculty or student networks and often apply to only one particular student’s research project. More formal initiatives include a Dual Ph.D. program with Tongi University in Civil Engineering; a 1+1 agreement with the University of Science and Technology of China; a PhD program in International Family and Community Studies; and, on-line programs. These activities serve as models and set some precedent for further internationalization of graduate programs.
Formal *dual degree programs and articulation agreements* provide a structure for the exchange of graduate students between Clemson and partner institutions abroad furthering research collaborations, access to research facilities and collections abroad, building and solidifying scientific networks among faculty and students, providing students with important experience in collaborating internationally and creating programs with some permanence. However, dual degree programs raise questions that have yet to be fully addressed at Clemson. Clemson’s current agreements while written to include multidirectional mobility, in practice only serve to move students from Asia to the US. In addition, some faculty express concerns about the academic rigor of a program that offers two degrees for a single thesis. Further effort should be made to establish reciprocal mobility and ensure academic quality and standards.

*Graduate exchange programs* in Mathematics, unlike the dual degree and 1+1 programs, are predicated on reciprocal exchange of students and have been quite successful in integrating visiting students, as well as providing opportunities for CU students to conduct research with faculty at the partner institution. The exchange with University Bremen is particularly notable in this regard and should serve as a model for other programs/departments seeking such exchanges.

The *internationally focused Ph.D. program* in International Family and Neighborhood Life is unique in a number of ways. It is, first, one of the few graduate degree programs that is international by design. Not only does it have an international emphasis by the nature of the discipline, but it was developed in collaboration with a partner institution in Albania, is delivered partly at CU, partly in Albania and partly on-line. The hybrid delivery model provides both flexibility and affordability for both the Albanian and US students.

*International Internships* are a common form of engagement among our graduate programs, particularly in among engineering departments. A number of programs host interns from European or Asian institutions of their collaborators. These interns are either recruited for their potential contributions to a particular project, or in an effort to recruit them to our graduate programs. While our research discovered a larger number of incoming than outgoing interns, we suspect this might be due to the fact that we do not collect information/track outgoing student activity adequately.

Despite these promising practices, substantial obstacles to study and research at the graduate level exist including limited financial resources for conducting research or study abroad, rigid curriculum and inflexible timeframes for degree completion, lack of departmental encouragement, limited language and other training necessary in preparation for international work, and the lack of a standard registration mechanism for graduate students to maintain their status at CU while abroad. The latter is particularly challenging for students on F-1 visa status.

The task force recommends:

- **Strategic investments to expand international opportunities for graduate students** through faculty research projects, faculty-led study abroad, and international internships/cooperative education with national and international universities, corporations and non-profits.
- **Establish internationally focused graduate degree or certificate programs and centers for research.**
• Provide opportunities for graduate students to engage in transdisciplinary research on issues of global focus/impact, including collaboration across disciplines with an area studies focus and those with translational/applied focus.

• Develop a process to enable graduate students to conduct research, coursework and creative work overseas as part of their degree program at Clemson.

• Increase the number of exchange programs for graduate students

• Institute a systematic method for developing, reviewing and approving dual degree programs. Once established, explore the development of dual and joint degrees with select partners.

• Establish a mechanism to support graduate student grant seeking for international activities.

INCREASE GLOBALLY FOCUSED & GLOBALLY ENGAGED RESEARCH AND CREATIVE WORK

Clemson is well positioned to develop strategies for global research and to provide direction for coordinated efforts in seeking international funding. These might take as their organizing foci a locale/region, particular global challenges relevant to the region and the world, and/or a research area in which Clemson has particular strengths and which has potential social or economic impact for the state.

Clemson’s research profile is considerable with over $100 million in external funded research expenditures in 2010-11 and 2011-12, four research campuses, fifteen research centers across the state in research areas from agriculture to business, from genomics to optics; and, a robust administrative infrastructure to support research activities. Clemson’s 2020 Road Map identifies the following focus areas for research and economic development: Advanced Materials, Automotive & Transportation, Information & Communication, Biotechnology & Biomedical Sciences, and Sustainable Environment.

Among the very active and successful research activities of Clemson faculty and centers, little, if any, attention is given to international research however defined. In the absence of a global strategy for research, it is difficult to capitalize on the existing global research networks and connections of our faculty, thus jeopardizing valuable research opportunities. Tapping into global resources will strengthen Clemson’s research stature (Carnegie RUVH classification) and international ranking, foster interdisciplinary research and creative work, advance graduate student education, and present new funding opportunities.

The assets/strengths in this regard include motivated, entrepreneurial, research-oriented faculty with recognized research expertise and facilities, established scholarly reputations and research networks that can be leveraged for international research and funding; a strong tradition and infrastructure for student research (undergraduate and graduate); A high level of direct foreign investment and international industrial presence in the state and the State’s commitment to furthering such investment, and the established partnerships between the State and Clemson University Office of Economic Development in this regard; Research foci with high potential for international collaboration. The focus areas identified in the 2020 Road Map are all of relevance to Global Challenges and to international and state economic development; Robust administrative support for general research. The offices of research compliance (including import/export controls) sponsored programs and the Clemson University Research Foundation (CURF) provide the infrastructure to support research that could be expanded/adapted to provide adequate support for international initiatives.

Individual faculty members and researchers at Clemson are motivated to engage in international research in its multiple forms (collaboration and co-authoring with overseas partners, conducting research abroad,
hosting visiting scholars on campus, focus on global challenge or international research topic, seeking funding from international/overseas sources).

Faculty expressed a need for additional institutional support for international research particularly the dissemination of information international research opportunities, clarification of policy and procedure for international grant management (and how it may differ from the policies of national funding sources), lack of seed/start up funding, and infrastructure to support visiting scholars and faculty. The Office of Sponsored Programs has taken steps to improve this in the past year. Their on-line newsletter regularly features RFPs for international research, global collaborations and articles about trends in global research; and, they recently offered a series of workshops on the EU funding program, Horizons 2020. It should be noted that attendance at these workshops was very low. The OGE similarly reports limited response to announcements about international funding opportunities.

Existing reporting mechanisms for faculty activity do not adequately track international research activity. Faculty report little incentive/encouragement of international activities, some indicate that tenure and promotion guidelines and departmental cultures discourage/dis-incentivize international research activities.

Taken together, these findings strongly suggest that international research activity at Clemson could easily be increased with some minor interventions. In the absence of a strategy for international research, Clemson risks missing the opportunity to capitalize on the existing research networks and connections among its faculty and engage students in research and inquiry around Global Challenges.

The task force recommends:

1. **Develop Strategy and Funding for Global Research Activity.** The strategic plan for international research should help prepare students for leadership in global research environment, attract and retain top international research talent, improve our competitiveness to attract research funding, and improve the institutional support and culture for international research activities. Strategy should be inclusive and flexible to support participation from all colleges and disciplines.

2. **Raise Visibility of International Research Activity.** Provide mechanisms for the recognition of existing research excellence across the range of international research. This could include: establishment of an international research center; research symposia/conferences highlighting international research; establishment of awards/recognition for international research; more explicit tracking of international activity in annual performance, as well as tenure and promotion reviews, announcements of international honors, etc.

3. **Improve Support for Visiting Scholars.** Establish a visiting scholar center and/or program that would support and honor the value of international collaboration and bring more distinguished scholars to campus through programs such as Fulbright, Scholar Rescue Fund, etc.

4. **Expand Opportunities for Students to Engage in International Research.** Establish mechanisms to allow students to engage in international research activities either of their own or in collaboration with faculty/institutional partners. Expand the Creative Inquiry model to further internationalize undergraduate research, develop sustainable models of graduate study abroad programs, and remove obstacles to the recruitment of targeted/sponsored international graduate students.

5. **Improve Effectiveness of Administrative Support Services for International Research.** Provide professional development for grant administrators and faculty to increase their effectiveness in seeking and managing international research awards; enhance campus-wide communication and training for import/export, IP and other compliance regulations as related to international research; seek outside consulting and reconsideration of operational restrictions on international activities (procurement, hiring, etc.)
The subcommittee recommends the following as immediate/interim interventions.

1. Upgrade Faculty Activity System (FAS) to better track international activities of faculty.
2. Establish a Recognition/Award Reception to honor the accomplishments of our faculty and students in international research.
3. Convene regional (or topic) interest groups to develop university-wide teams for seeking large international research funding.
4. Provide seed funding to increase faculty ability to compete for funding for international research, and/or to offer travel funds as a supplement to existing seed funding.

INCREASE THE DEPTH OF INTERNATIONAL EXPERTISE AND REACH OF GLOBAL NETWORKS AMONG CU FACULTY

Clemson has the opportunity and the capacity to strategically recruit top global talent and develop a globally engaged faculty. Doing so, will enhance Clemson’s ability to engage faculty and students in inquiry around grand challenges, to prepare students for globally networked careers, engage with stakeholders within the state, and remain competitive in the globalizing context of higher education.

Assets in this regard include:

1. A broad base of faculty currently engaged internationally and/or interested in international activities and global engagement across a range of disciplines and categories of engagement. These include faculty with networks and expertise in particular locales and others whose expertise is in the translation or application of disciplinary knowledge/skill. Significant potential in marrying these strengths in collaborative, interdisciplinary activities exists.
2. The reputation, facilities and research infrastructure to attract top talent and the established practice of recruiting highly qualified scholars and researchers from diverse national backgrounds.
3. Established mechanisms to integrate faculty research into teaching, to engage students (Graduate and Undergraduate) in research activities, and, to support the commercialization and/or translation of faculty and student research through innovation and entrepreneurial activities.
4. A robust infrastructure for student global engagement that can be leveraged to provide opportunities for faculty engagement abroad, engaging new pedagogies in international education and developing their own expertise in particular locales.

Challenges to faculty internationalization include:

1. A campus culture and rhetoric that frequently equates the internationalization of faculty with the recruitment of non-US nationals or ones travel portfolio, rather than attending to developing the international networks, global awareness, knowledge and expertise of all faculty.
2. Culture of the State, region and institution. South Carolina, despite the high level of direct foreign investment, is still a relatively homogenous state with a similarly inward focused culture. Clemson’s institutional culture and rhetoric has continued to focus on its land grant mission and strong commitment to the students and economy of the state, with very limited recognition of global engagement as a contribution to that endeavor.
3. Unwelcoming climate for international visitors, faculty and students as evidenced in administrative obstacles to hosting or recruiting international scholars/faculty/students; lack of housing and other services for visitors; and behaviors indicative of low tolerance for international diversity.

4. Limited institutional recognition of the value of international activity. Faculty reporting system, TPR and some departmental practices are identified as dis-incentivizing international activities.

5. Administrative obstacles to international activities. Faculty encounter obstacles to travel for both themselves, students and visitors they would like to host; unclear procedures for managing grants in support of international activities;

6. Limited resources designated for start-up, seed, or travel funding in support of international activities.

The task force recommends:

• Make key investments for the Internationalization of the Faculty. Based on the subcommittee findings, we are confident that through intentionally designed international activities for faculty, Clemson can be a globally engaged community of scholars. The supported activities should be inclusive and flexible to support a range of activity type and participation from all colleges/disciplines, and catalyze innovative, interdisciplinary collaboration among faculty.

• Facilitate collaboration with international colleagues through a Visiting and Traveling Scholars Program. Establish a visiting scholar center and/or program to honor the value of international collaboration and bring more distinguished scholars to campus through programs such as Fulbright, Scholar Rescue Fund, etc. while providing opportunities for Clemson faculty to participate in teaching, research and other activities abroad. Support should include improved administrative procedures for travel reimbursements, immigration procedures, logistics of housing, and funding exchange activities.

• Raise Visibility of International Activity. Provide mechanisms for the recognition of excellence within international activities. This could include: designation of a central space/building on campus as the “International Center”; establishment of an international research and/or teaching award; research symposia/conferences highlighting international research; more explicit tracking of international activity in annual performance, etc.

• Provide faculty development opportunities in the innovative pedagogies and practices for global learning and international education. Workshops or travel to conferences to develop capacity to deliver global learning across the curriculum—on-line, on campus and abroad. Workshops/training for faculty interested in internationalizing current classes or segments of curricula.

• Expand Opportunities for Faculty to Develop Global Competencies and Expertise. Establish mechanisms and funding to allow faculty to engage in international activities either of their own or in collaboration with faculty/institutional partners. This could be to acquire training/experience globally that would translate into their teaching, research or service activity. Activities might include language acquisition, travel to collections/research facilities, pilot studies for potential research funding, overseas teaching experience, etc.

• Develop guidelines for the consideration of international activity and engagement during Recruitment, TPR and Faculty Evaluation. This could include language in hiring announcements recognizing that international activities are desirable; specific guidelines, uniform across campus, for TPR; an internationalization metric for faculty evaluation for incentives and rewards. Guidelines should encourage faculty to develop an excellent international reputation while, simultaneously, respecting the diversity of activities required to achieve this across the different colleges and departments.

• Improve Effectiveness of Administrative Support Services for International Activities. Provide professional development for grant administrators and faculty to increase their effectiveness in seeking and managing international research awards; enhance campus-wide communication and training for import/export, IP and other compliance regulations as related to international research; seek outside consulting and reconsideration of operational restrictions on international activities.
The subcommittee recommends the following as immediate/interim interventions.

- Upgrade Faculty Activity System (FAS) to better track international activities of faculty.
- Establish a Recognition/Award Reception to honor the international accomplishments of our faculty.
- Provide Funding in support of faculty international activities. Particularly in support of faculty ability to compete for funding for international research, initiatives to internationalize the curriculum, and travel to international conferences or conferences focused on international pedagogies, global learning, and curricular internationalization.

**DEVELOP COMPLEX GLOBAL PARTNERSHIPS**

Existing global engagement activities at Clemson while relatively widespread, do NOT represent any complex, coordinated strategies. International activities have to date been motivated by narrowly defined objectives and the outcomes or impact of these have been limited. This type of global engagement does not meet the potential of a university of Clemson’s standing and resources. Clemson has the opportunity to develop a portfolio of global partnerships and initiatives that would have impact across all the mission areas from teaching to research, from outreach to economic development.

Assets in this regard include:

- The land grant mission, with its focus on extension, application and translation of research for social and economic impact.
- A high level of direct foreign investment and international industrial presence in the state and the State’s commitment to furthering such investment, and the established partnerships between the State and Clemson University Office of Economic Development in this regard.
- A robust infrastructure and network for collaboration with the State toward its economic development goals. This includes assets in the Colleges, as well as the offices of Research and Economic Development.
- A motivated, entrepreneurial, research-oriented faculty with recognized research expertise and facilities, established scholarly reputations and research networks that can be leveraged in the development of complex global partnerships.
- Research foci with high potential for international collaboration. The focus areas identified in the 2020 Road Map are all of relevance to Global Challenges and to international and state economic development.
- A designated Director of Global Partnerships and Initiatives in the Office of Global Engagement with experience developing complex partnerships.

Challenges to the development of complex partnerships include:

- Lack of articulated strategy for internationalization linked to university strategic goals.
- Narrow Understanding/Expectation of Global Partnerships. Most stakeholders hold a relatively narrow understanding and definition of “global engagement” that rarely extends beyond student mobility. There is a widespread lack of awareness of the potential outcomes of an intentional, coordinated strategy for global partnerships.
- Culture of the State, region and institution. South Carolina, despite the high level of direct foreign investment, is still a relatively homogenous state with a similarly inward focused culture. Clemson’s institutional culture and rhetoric has continued to focus on its land grant mission and strong commitment to the students and economy of the state, with very limited recognition of global engagement as a contribution to that endeavor.
• Lack of institutional recognition for international activities. Little is done to incentivize or recognize faculty or administrators for the accomplishment of activities in this area.
• Structural or organizational barriers. Administrative distances and varied reporting lines seriously hamper collaboration across colleges or the administrative units, (research, economic development, Public Service and Agriculture, and OGE).
• Administrative obstacles to international research activities. Faculty encounter obstacles to travel for themselves, students and visitors they would like to host; and, unclear procedures for managing grants in support of international activities.
• Limited resources to support of global partnerships. Financial constraints are an objective limitation to the expansion of international programs. While some limited seed funding is available for international study abroad program development, that resource is scarce, and hardly adequate to support a voluntary policy of expansion for international programs. The major source of funding for international programs is derived from fees paid by students to the Study Abroad office or the International Student Office. This model entails that the effort to build partnerships has no adequate source of funding, other than the general budget allowed to OGE.

The task force recommends:

• Develop an institutional approach to global partnerships and initiatives: The University’s approach to partnerships should be one that serves the collective strategies of the colleges and the University, promotes synergies, shares best practices, leverages more powerful outcomes.
• Establish a body to provide leadership and guidance in the development of global partnerships and initiatives.
• Institute a systematic method/process for proposing, reviewing, approving and developing partnerships.
• Integrate Economic Development and Competitiveness into the University’s Internationalization
The assets mentioned earlier, make partnerships possible, whose aim would be to engage global partners into activities that leverage opportunities in the area of economic development. Such an approach ought to focus on talent, research and innovation, commodities that universities are prone to create, attract and retain, and the development of startup activity creating economic impact rather than the “classic economic development” practiced by State agencies.
• Fund, incentivize and recognize efforts and successes in Global Partnerships and Initiatives
In addition to internal investment in global partnerships, alternative tracks should be explored to bring private financial support to these activities, such as International Alumni networks, corporate research funding, joint international grants or EB5 Investment Treaty visas.

STRATEGICALLY MANAGE INTERNATIONAL STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION

Clemson has no enrollment management plan for international students, either at the graduate or undergraduate level. The task force, however, asserts that Clemson has the opportunity to attract, develop and retain global talent who are diverse in terms of countries of origin, educational level, and program of study, making Clemson a truly international campus and contributing to the tripartite mission of the university. However, the findings also indicate that the services in support of international student enrollment and inclusion are already taxed beyond capacity. Therefore, the committee recommends that the university articulate a strategy for recruiting international students that aligns with university mission and goals, and an implementation plan that increases resources and services in the core areas supporting international students.
International student enrollments at Clemson have grown steadily over the past decade despite the fact that neither the university nor the graduate school has any particular strategy for recruiting or developing top international students and scholars. As detailed elsewhere, Clemson’s experience with overall international student enrollment growth is in line with national trends. However, our population ratios are very heavily weighted toward China and India as country of origins, graduate programs rather than undergraduate, and towards engineering disciplines.

Clemson’s assets and challenges with regard to international student recruitment include:
A growing reputation abroad and a relatively well-established informal network of international recruitment in particular disciplines and from particular countries/institutions; faculty supportive of, and interested in, furthering national diversity among undergraduate and graduate student populations; the increasingly international character and context of upstate economy that provides a demand for talent prepared to work in a global context; the ability to recruit and host students and scholars on the full-range of visa programs; and, a robust student affairs and academic support system in place for undergraduate students that can serve as the foundation for the development of services designed for a growing population of international students.

However, there are also a number of challenges to overcome. South Carolina, despite the high level of direct foreign investment, is still a relatively homogenous state with a relatively inward focused culture. Clemson’s climate for international visitors, faculty and students is not as welcoming as it could be, as evidenced in administrative obstacles to hosting international scholars/faculty/students; lack of housing and other services for visitors; and behaviors indicative of low tolerance for international diversity. The administrative support and responsibility for programming for the international population are dispersed among the academic units, student affairs and the OGE limiting the effectiveness of the services and negatively affecting campus climate. The undergraduate admissions staff currently operates at an application to counselor ratio nearing 2000:1 (twice the national average), and is not in a position at this time to dedicate staff resources towards international recruitment. International Services similarly has no capacity to serve increased enrollments without an infusion of resources and staff. And, finally, there are no existing academic or student life services prepared to support international undergraduate students.

The task force recommends:
• Develop an enrollment management plan for international students addressing diversification by country of origin, funding sources, discipline, and education level. Graduate recruitment priorities should align with university research priorities and designate resources to recruit top talent in priority areas.
• Identify recruitment strategies that ensure quality of international graduate students including graduate exchange partnerships, dual degree and/or articulation agreements, and select sponsored student programs.
• Provide resources and infrastructure to ensure the academic success and cultural inclusion of international students including academic support services for international graduate and undergraduate students, admissions staff, housing, transportation and on-going orientation support. This may require the creation of additional positions bridging student affairs, admissions, global engagement and the graduate school and colleges.
• Designate a physical space/building on campus to serve as an International Center allowing students to meet up, socialize, collaborate and provide mentoring and support for a smooth transition of international students to a new culture and community;
• Provide Intensive English Language support on the main campus. Prepare a business plan and timeline to provide English Language support on the main campus. At the same time, determine an interim strategy to support current students.
• Cultivate a climate of inclusion, collaboration and a shared commitment to the university mission regardless of stakeholder country of origin. Such a climate would include the recognition of international students and scholars as adding value to our community and the core work of the university, as well as acknowledging that engagement of diverse nationalities enhances the campus environment and learning for all.

• Restructure and Enhance International Student Support Staffing Structure. Decrease the ratio of advisees to advisor based on benchmarking standards. Create a new position serving as a liaison between student affairs and office of international services. Assign international student advising staff to satellite campus sites.

• Identify options for international student housing including emergency and short-term housing options for international students/scholars and transient summer housing for incoming international students. And, include graduate international student housing needs in campus and community development/construction plans.

• Develop adequate funding resources to support international students, including scholarships, assistantships and emergency funds for international students with financial hardship.

• Resolve chronic challenges encountered in pre and post arrival support for international students, specifically: pay lag for those on university payroll/stipends, temporary housing, and transportation in first few weeks while settling relocation issues.

DIVERSIFY AND INNOVATE IN THE DESIGN OF GLOBAL ENGAGEMENT OPPORTUNITIES FOR STUDENTS

Clemson has invested much in the development of high-quality, innovative student engagement programs—many of which have been nationally recognized. The study abroad program is one of these. As the subcommittee report on Study Abroad details, the program is robust with a large number and variety of offerings, a well-developed risk management process, and enrollments on par with national trends. Having made great strides in enrollments and operational efficiency in the past 5 years, the Study Abroad program is a highlight of the university’s global engagement activities. It is also the only aspect specifically mentioned in the 2020 Roadmap, yet is not a beneficiary of the financial resources set aside for student engagement.

With this success, the task force recommends that the focus on increasing study abroad enrollments be shifted to providing high-quality and innovative global engagement opportunities for students. The Creative Inquiry model, as we have seen, provides enormous opportunity for innovation in global engagement models. Internships, cooperative learning, research, living learning communities, and service learning are other possibilities to expand, diversify and innovate. And, initial attempts have been made in some of these areas.

However, administrative obstacles hinder the development of these activities. The university policies governing study abroad were established in 2007-2009 to provide a financial model and administrative support for faculty-led study abroad programs (summer and embedded spring programs) and semester/year-long exchanges. The financial models and administrative requirements thus established are not entirely applicable to new models—particularly independent student travel. Additionally, coordination among the responsible offices is challenging with these activities housed across PSA, Student Affairs, Academic Affairs, and the colleges.
The task force recommends:

- Encourage and incentivize an increase in non-traditional global engagement opportunities.
- Review and revise study abroad policies to support the full range of opportunities, particularly Creative Inquiry, internships, research and living learning communities.
- Provide scholarships funding for students engaged in innovative programming
- Support faculty development in the area of global engagement and international education.
- Create a staff position in Study Abroad to coordinate among the student engagement areas
- Build an infrastructure to support the international Creative Inquiry projects and international internships.

CREATE A SHARED SPACE(S) FOR INTERNATIONAL ON CAMPUS

Among the themes that emerged throughout the work of the task force and mentioned in the recommendations of several of the subcommittees are the need to enhance the visibility of international activities on campus, to recognize and celebrate the accomplishments of faculty, students and staff, to consolidate and coordinate international activities and their administrative and operational support units, and to cultivate a culture and climate that raises global awareness and promotes international activities.

As mentioned elsewhere in this document, international activities are rarely coordinated at the institutional level and communication between the OGE and the colleges and other units are inconsistent or nonexistent. In addition, the OGE is located on the third-floor of an academic building shared with other offices. This location is fully occupied with no room for expansion and is neither central nor easily located by campus stakeholders. Students in need of the services, in particular, have difficulty locating the office or find it out of the way. In addition, despite large numbers of international students and community partners engaged in our Greenville and Charleston campuses, the OGE has no satellite office from which to interact with these stakeholders.

The task force therefore recommends:

- Creating a designated space on campus that would raise the visibility of international activities, consolidate and improve access to international services and operations, host events appropriate to a vibrant global community, honor international guests and visitors and become a central focus of Clemson’s global identity.

In addition to a designated space for global engagement and international activities, the task force also recommends:

- Provide space for the Office of Global Engagement at the Greenville One building to facilitate its collaboration with both Clemson colleagues and community partners in the Greenville area, better serve the large number of international students in the Greenville programs, and fulfill the Department of Homeland Security requirement that International Services be provided at all instructional sites.
- Include graduate student and scholar housing needs in campus and community development/construction plans. Identify short-term, furnished housing/accommodation for short-term visiting scholars and delegates from partner institutions. Or, consider the “international house” model found at other top institutions, wherein a single facility provide year round and short-term housing, as well as centralized multipurpose spaces for internationally focused activities. Such facilities often become a center of campus, as well as town gown activities.