



**Strategic Planning Report:  
Placing Georgia College in International Frameworks; Engaging Students in Global Contexts**

13 April 2016

**I. Introduction**

**A. International Education Committee Members:**

Sallie Coke, Ph.D. – College of Health Sciences (Nursing)  
Melanie DeVore, Ph.D. – College of Arts & Sciences (Biology & Environmental Science)  
Jehan Eljourbagy, Esquire – J. Whitney Bunting College of Business (Business Law)  
Liz Havey, M.A. – International Education Center (Education Abroad)  
Mary Magoulick, Ph.D. – College of Arts & Sciences (English and Rhetoric)  
Peter Rosado Flores, Ph.D. – College of Arts & Sciences (Chemistry & Physics)  
Gennady Rudkevich, Ph.D. – College of Arts & Science (Government & Sociology)  
Eric K. Spears, Ph.D. (Chair) – International Education Center (History & Geography)  
Jason Wynn, M.A. – International Education Center (Intl. Admissions & Students)

**B. Trends in International Education**

***i. Paradigms and Definitions of International Education***

Georgia College aims to be a nationally preeminent public liberal arts university. This objective requires Georgia College to re-examine its commitment to diversity, and high impact learning practices within the framework of international education. In addressing this endeavor, Georgia College will benchmark itself against national and statewide trends in international education. The International Education Committee has reviewed these trends vis-à-vis on-going programmatic practice on the Milledgeville and Macon campuses. Recommendations for building upon Georgia College's solid foundation of international education will be made later in this report.

In order to measure future objectives, Georgia College needs to adhere to a wider paradigm and working definition of international education. Georgia College bases its comprehensive understanding of international education to research conducted by noteworthy national higher education associations: NAFSA, IIE, ACE, and AAC&U.

NAFSA – The Association of International Educators uses John Hudzik's (2011) paradigm of internationalization that can be used at Georgia College across the curriculum. According to Hudzik:

Comprehensive internationalization is a **commitment**, confirmed through **action**, to infuse international and comparative perspectives throughout the **teaching, research, and service** missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units.

It (internationalization) is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.

The President and CEO of the non-profit Institute of International Education (IIE), Allan Goodman (2015), reaffirmed this perspective in the latest edition of *Open Doors 2015: The Report on International Education* that universities need an international strategy with outcomes to prepare their students for the global workforce and solve the complex problems of an interconnected world.

International education is an integral part of intercultural learning. According to AAC&U, U.S. colleges and universities now underscore courses and programs that enable students to explore different cultures, life experiences, and worldviews different from their own. AAC&U explains, “These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.” Experiential learning augments intercultural learning through study abroad, study away (domestic experiences), service-learning, and other forms of community engagement. Georgia College is committed to the high impact learning (e.g., ENGAGE) through international education and aims to employ Jane Knight’s definition of internationalization, as adopted by the American Council on Education (ACE). According to Knight, “internationalization is the process of infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education.” Georgia College’s vision to be a preeminent public liberal arts university can be realized through AAC&U’s Value Rubrics, which promotes intercultural learning, international perspective(s), and global citizenship through the following endeavors:

- international/global self-awareness  
intercultural perspective taking
- cultural diversity (domestic and international)
- personal and professional responsibility (e.g., Georgia College’s ‘Three Rs’ of Reason, Respect, Responsibility)
- global systems analysis
- knowledge application and praxis

#### ***ii. International Student Trends: the National Scale (2014-2015)***

According to the *Open Doors Report*, the combined number of undergraduate and graduate international students in the United States increased by ten percent in 2014-2015, which represented the highest national growth rate in thirty-five years. Presently, there are 974,926 international students in the United States (IIE, 2015). Students from China and India still outrank other countries but positive gains from Latin America and the Middle East occurred. The following charts demonstrate the top ten countries of origin for undergraduate and graduate students coming to the United States on F-1 and J-1 visas.

#### **Top 10 Countries - (2014-2015) Enrolled Undergraduate International Students in the USA (F-1 and J-1 Visas)**

1	China	124,552
2	South Korea	34,651
3	Saudi Arabia	30,861
4	India	16,521
5	Canada	13,131
6	Vietnam	12,449
7	Japan	8,877
8	Mexico	8,210
9	Brazil	6,874
10	Taiwan	6,069

Source: IIE Open Doors

**Top 10 Countries – (2014-2015)  
Graduate International Students in the USA  
(F-1 and J-1 Visas)**

1	China	120,331
2	India	85,055
3	South Korea	17,605
4	Saudi Arabia	12,854
5	Canada	10,605
6	Taiwan	9,607
7	Iran	8,953
8	Turkey	5,357
9	Brazil	4,110
10	Mexico	3,994

Source: IIE Open Doors

**iii. International Student Trends – The University System of Georgia (USG)**

**International Student Percentages of Total USG Population (2009-2014)**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Total USG Enrollment	301,892	311,442	318,027	314,365	309,469	312,936
Total Intl Students	10,323	11,076	10,808	11,241	11,694	13,298
Percentage of Intl Students	3%	4%	3%	4%	4%	4%

Source: USG Office of International Education

This data by the USG Board of Regents and includes Research 1 (R1) universities. However, if all R1 are removed from the above data set, the percentage of international students at USG comprehensive, state universities, and state colleges drops to one percent (1%). **Georgia College reflected two percent (2%) of its student body as being international (F-1 and J-1 visas) in 2014.** This enrollment is a percent higher than other universities in its category and represented forty-three different countries. **Georgia College already is higher than its peers in the USG.** Additional ranking information can be found in the USG report attached as an appendix.

**The USG's Top 5 Countries of International Student Origin (2014-2015)  
(Graduate & Undergraduate / F-1 & J-1 Visas)**

	<b>USG</b>	<b>National Scale</b>
1	China	China
2	India	India
3	South Korea	South Korea
4	Mexico	Saudi Arabia
5	Vietnam	Canada

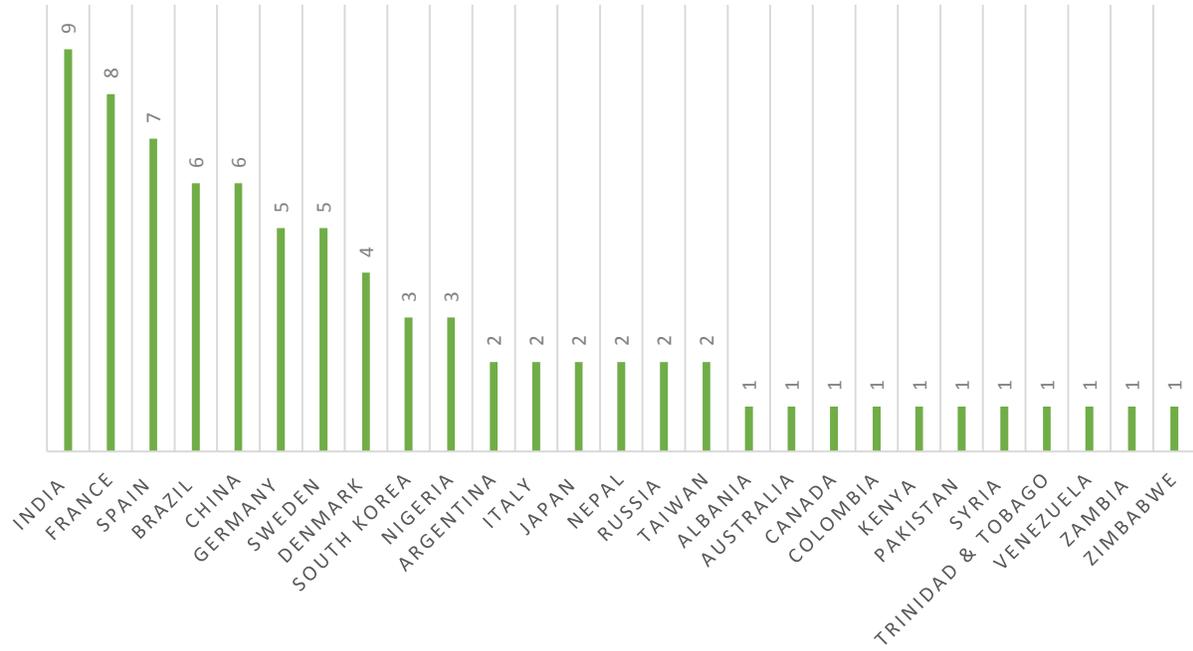
*Source: USG Office of International Education*

***iv. International Student Trends at Georgia College (2014-2015)***

The international student enrollment profile at Georgia College is does not follow the USG trend of countries of origin. India and China are in 2014-2015's top rankings but other European countries and Brazil listed higher in enrollments at Georgia College. This data reflects long-standing undergraduate student exchange relationships in Europe as well as the Brazil Science Mobility Program (BSMP) scholarships. India ranked number one in enrollments but was mostly concentrated in graduate education (MMIS and MBA degrees), which also parallels the national trend of Indian students in the USA.

The 2014-2015 academic year reflected 113 international students on both F-1 and J-1. As mentioned earlier in this report, international student enrollment represented two percent (2%) of Georgia College's students last academic year. In the fall semester of 2014, 99 students enrolled throughout the University (78 undergraduate and 21 graduate students). By comparison, 90 students enrolled in the fall semester of 2015 (70 undergraduate and 20 graduate students).

**GEORGIA COLLEGE INTERNATIONAL STUDENT ENROLLMENT  
(2014-2015)**



Source: GC International Education Center

**v. Study Abroad Trends in the United States**

Between 2009 and 2013, study abroad growth at the national level remained stagnant – a consequence of the Great Recession. While study abroad by American students has more than tripled in the last two decades, reaching a new high of 304,467, still only about 10 percent of U.S. students study abroad before graduating from college (IIE, 2016). The IIE reports, however, that national study abroad growth rates increased five percent, thanks in large part to a better economy and a stronger dollar. Georgia College study abroad students mainly comprise U.S. domestic students but can also include degree-seeking international students. Study abroad is a predominately undergraduate activity but there are instances when graduate students go overseas (e.g., business and nursing programs).

NAFSA reports that just under 1.5 percent of all U.S. students enrolled at institutions of higher education studied abroad in 2014-2105. NAFSA also confirmed that 40% of U.S. companies missed international business opportunities because of a lack of internationally competent personnel. NAFSA further explains when 95% of consumers live outside of the United States, colleges and universities cannot afford to ignore this essential aspect of higher education.

**Top 10 Study Abroad Destinations for the U.S.A.**

	Country
1	United Kingdom
2	Italy
3	Spain
4	France
5	China
6	Germany
7	Ireland
8	Costa Rica
9	Australia
10	Japan

*Source: IIE Open Doors*

**vi. Education Abroad Trends in the University System of Georgia (USG)**

The USG study abroad programs are slightly ahead of the national average, with 3 percent of students (2 percent representing undergraduates) going overseas in the 2014-2015 academic year. The following data table explains the overall participation percentages in the USG during a six-year period.

**USG Study Abroad Participation Percentages 2009-2014**

	2009	2010	2011	2012	2013	2014
Total USG Enrollment	301,892	311,442	318,027	314,365	309,469	312,936
USG Study Abroad Participation	5,201	5,065	6,041	6,326	6,386	7,245
Percent of USG Students Abroad	2%	2%	2%	2%	2%	3%
Percentage of USG Undergraduates Abroad	2%	2%	2%	2%	2%	2%

*Source: USG Office of International Education*

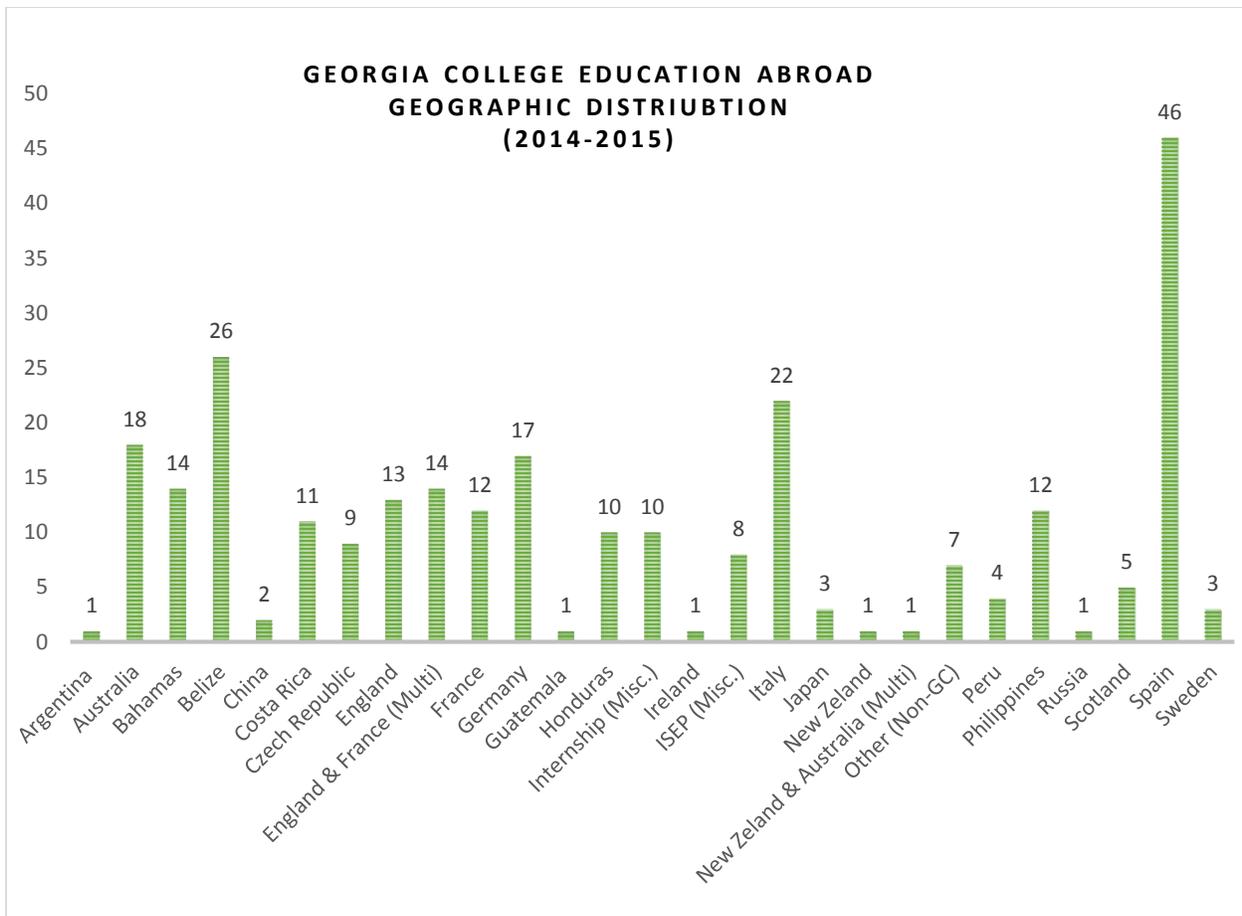
**vii. Education Abroad Trends at Georgia College (2013-201)**

Georgia College study abroad leads in both national and USG trends. In 2014-2015, 5 percent of Georgia College’s undergraduates studied abroad. Georgia College ranks third place among all other USG institutions.

**Study Abroad Participation 2014-2015 (Selected USG Institutions with Highest Percentages)**

		Undergraduate Enrollment	Undergraduate Study Abroad Participation	Undergraduate Percentage
1	GA Tech	13,969	1,395	10%
2	UGA	26,707	1,675	6%
<b>3</b>	<b>Georgia College</b>	<b>5,826</b>	<b>272</b>	<b>5%</b>
4	Kennesaw State	23,060	646	3%
5	Georgia State	24,648	516	2%

*Source: USG Office of International Education*



*Source: GC International Education Center*

## II. Environment and Desired Outcomes

Georgia College demonstrates both international strengths and challenges when compared at national and state levels. Georgia College has attracted students from leading international student markets while preserving solid enrollments from more traditional countries in Europe.

Georgia College's international student landscape is currently in transition. Several graduate program have transitioned to an on-line format, which places immigration limitations on international student enrollment (F-1 and J-1 visas). This change influences the number of international graduate students at Georgia College.

Moving forward, more attention on undergraduate student recruitment and bilateral exchange relations with partner universities is necessary in order to offset the loss in graduate student enrollment.

In order for Georgia College to become a nationally preeminent public liberal arts university, it needs to demonstrate robust diversity in its students, faculty, staff, and nationalities. The University also needs to gain a stronger foothold in key undergraduate student markets and determine what countries will attract students to a liberal arts curriculum and experience.

There are challenges to international student recruitment. Georgia College is not 'branded' abroad in key countries, such as China. The development of stronger international alumni relations, partnership with strategic universities, and connections with international high school counselors around the world will foster a long-term recruitment plan.

A liberal arts education is also incomplete and uncompetitive if its students are not engaged in study abroad. Georgia College is a leader in the USG with study abroad; it is in the top three of universities that sent its students overseas in 2013-2014. The current estimate is that 15-16 percent of Georgia College students study abroad at least once prior to graduation, already ahead of the national rate of ten percent. Still, Georgia College needs to increase the percentage of students having an international experience at least once prior to graduation if it is to be recognized at national levels. Georgia College is positioned to be a national leader among public liberal arts universities and a contender against private liberal arts universities. Georgia College is on the cusp of this growth and strategic planning will help guide the pathway to meet these international goals.

Liberal learning needs to integrate intercultural learning and communication if international student recruitment and study abroad are to be successful. It would be futile to invest in international recruitment and study abroad if both groups do not engage. A curriculum that focuses on intercultural understanding (domestic and international) needs to underscore a culture of international thought and global citizenry.

### **III. Goals and Objectives**

#### **A. International Student Recruitment**

*Goal 1:* Increase an international student presence on the Georgia College campus from two percent to five percent of the student body by 2021 (the national norm, according to IIE).

*Measurable Objective 1:*

Following a thorough market analysis using primary data collection from Georgia College international students and other secondary data from the USG and national professional associations, Georgia College will identify five undergraduate markets and matriculate degree-seeking students over the next five years (note: this could also include ESL programming if approved by the University; an ESL program is currently being considered by Academic Affairs).

*Measurable Objective 2:*

Georgia College will assess its current exchange partnerships and determine which ones are reciprocal to the international strategic plan.

*Measurable Objective 3:*

Georgia College will develop new student exchange partnerships in countries that are not either currently represented on campus or are not geographically representative of twenty-first century globalization.

*Goal 2:* Thirty percent of Georgia College students (undergraduate and graduate) will have a global learning experience prior to graduation via study abroad, international service-learning, research abroad, international internship, or study away by 2021.

*Measurable Objective 1:*

Faculty-led education abroad experiences will comprise the majority of global learning experiences and student enrollments will increase on an annual basis over the next five years. Additional study abroad staff support for faculty will be needed in order to achieve

this objective. Faculty development funds for site visits will need to be budgeted in order to facilitate new programs.

*Measurable Objective 2:*

Independent global learning via study abroad, service-learning, research abroad, international internships, and study away will increase.

*Goal 3:* Every Georgia College undergraduate student will have an intercultural learning requirement offered through the curriculum and co-curricular experiences by 2021.

The current requirement of the GC2Y global overlay is under review at Georgia College (per the USG decision to end the global overlay in the USG). The International Strategic Planning Committee, ENGAGE, LARP, and the Diversity Action Plan proposes to incorporate intercultural learning as either a substitute for the global overlay or an integral component to a revised GC2Y experience.