



BAYLOR UNIVERSITY

ACE Internationalization Laboratory

FINAL REPORT

March 15, 2022





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PROVOST'S CHARGE

Dr. Nancy Brickhouse

November 20, 2020

INTRODUCTION

The American Council on Education's (ACE) Internationalization Lab is an inclusive learning community that provides leadership for a systematic and collaborative approach to internationalization and global engagement at Baylor University. Our participation in the Lab makes Baylor one of more than 160 institutions that have made a serious and sustainable commitment to comprehensive internationalization that advances their core mission. Baylor's Lab Co-Chairs and Steering Committee will work as a leadership team to reflect on the university's goals, values, and assets; develop and define a strategy for comprehensive internationalization; and design a means to assess our ongoing achievements. Co-Chairs Jeff Hamilton (Global Engagement), Tiffany Hogue (Education), Liz Palacios (Student Life), and Ben Cox (Institutional Effectiveness) will direct the work of the Lab.



CHARGE

The charge of the Baylor University ACE Internationalization Lab Steering Committee is to:

- Lead the process to ensure that our community works together as a campus to develop and implement an integrated internationalization strategy;
- Provide oversight of the work of the Internationalization Lab Steering Committee (Chairs) and the sub-committees;
- Inspire inclusive campus-wide dialogue that guides discernment about the meaning of comprehensive internationalization and its role advancing Baylor's mission;
- Serve as the liaison between the ACE Internationalization Lab and the Baylor community to maximize comprehensive campus ownership of the planning process and implementation;
- Create a culture of collaborative learning and participation during the planning and implementation process; and
- Provide oversight in executing, evaluating, and refining Baylor's plan.

ROLE OF THE AMERICAN COUNCIL ON EDUCATION

ACE will assist Baylor University in the following activities:

- Review current institutional activities related to internationalization and global engagement;
- Identify internationalization challenges, obstacles, and opportunities;
- Develop an action plan, assessment, and desired student learning outcomes;
- Recommend internationalization goals and strategies;
- Connect Baylor to resources and research from the field;
- Define key issues, facilitate dialogue, and promote collective thinking; and
- Build support for comprehensive internationalization across campus.
- Coordinate collaboration among the member institutions in Cohort 18: Albizu University, Ball State University, Baylor University, California Lutheran University, Fort Valley State University, Jigjiga University, Pratt Institute, San Diego State University, Southern Illinois University, and the University of Kansas.

EXECUTIVE SUMMARY

PURPOSE AND PROGRESS

Baylor University has long embraced a global outlook and commitment as part of its core mission. As we move forward in an increasingly interconnected world, our faculty and staff must increasingly be engaged in the international and interdisciplinary conversations that will shape the future, and they must prepare our students to be leaders in this global community. Baylor University is participating in Cohort 18 (2020-22) of the American Council on Education's Internationalization Laboratory with the intention of gaining a comprehensive view of current efforts at internationalization across campus in order to propose recommendations for further strengthening our international activity in support of the goals and initiatives outlined in Baylor University's Strategic Academic Plan, *Illuminate*. During the past year committees have conducted a self-study in six areas essential to internationalization: leadership and structures; curriculum and co-curriculum; student mobility; faculty and staff support; international scholarship; and international partnerships. Data has been collected and analyzed, including: surveys of faculty, staff, and students; inventories of existing partnerships; focus groups of faculty and staff, both those currently involved in international activity and those who are not; and benchmarking data from peer and peer aspirant institutions. This data has been utilized in developing a set of preliminary recommendations from which we have built out more detailed recommendations and proposed action steps in this final report.

MAJOR RECOMMENDATIONS

Amplify Communications to Improve Campus-Wide Engagement with Internationalization

- Create a Dashboard that will serve and inform the entire Baylor community
- Acknowledge the value of international work in university policies and procedures
- Hold an annual symposium to introduce and support internationalization

Expand Resources to Support Internationalization

- Reduce financial and other barriers to student participation in international activities in order to increase the numbers and diversity of participants
- Ensure equity in distribution of opportunities and funding for international initiatives across campus
- Coordinate Marketing, Communications, and Development efforts for global engagement
- Expand availability of intercultural competence development for faculty, staff, and students
- Provide additional training to education abroad leaders, particularly resources for medical and mental health support
- Enhance support for international students while improving campus-wide communication of support services

- Provide expanded resources and support services for hosting visiting scholars and interns

Enhance Support Structures for International Engagement

- Implement an International Agreements policy to guide consistent practices
- Develop a university strategy for initiating and maintaining an appropriate portfolio of international partnerships
- Coordinate international travel approval process with university travel provider
- Integrate R1/Tier1 goals with Baylor's Christian mission in international engagement

Build Innovative International Education Opportunities

- Prioritize development of Collaborative Online International Learning (COIL) to provide broader student access to international academic and cultural and experiences
- Develop robust 3-week and 5-week Wintermester study abroad options
- Create new opportunities for undergraduate international research

- Develop interdisciplinary geographic affinity groups
- Evaluate the potential for a Center for Latin American Studies, and other Area Studies centers, in conjunction with the restructuring of Area Studies in the College of Arts & Sciences

CONCLUSION

The work of the Baylor University Internationalization Lab has uncovered both challenges and opportunities for the university to enhance its stature as a global university. This will require thoughtful action in terms of resource allocation and structural organization, strategic and purposeful alignment of goals, and ongoing assessment of impacts to learning, scholarship, and cultural competency across the entire university.



INTRODUCTION

HISTORY

Chartered by the Republic of Texas in 1845 and affiliated with the Baptist General Convention of Texas, Baylor University is the state's oldest continuously-operating institution of higher learning. As an R1 research university with a commitment to its Christian heritage and identity, Baylor occupies a unique place in the landscape of American higher education.

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community. As such we are committed to expanding our global presence.

International students have enrolled at Baylor since the 1920s, while outbound international study trips began at roughly the same time. We recently celebrated the fiftieth anniversary of our longest-standing formal exchange agreement with Seinan Gakuin University in Fukuoka, Japan, and today have partnership agreements with more than 100 institutions in nearly 40 countries. Currently, Baylor counts nearly 900 international students among its undergraduate and graduate populations, and typically sends annually nearly 10% of its undergraduates abroad either for academic programs or international mission trips.

In recent years Baylor has intentionally sought to redefine and re-energize its commitment to Global Engagement. In August 2012 Executive Vice President and Provost Elizabeth Davis established a Task Force on Global Education, which submitted a detailed report and recommendation to her in May 2013. This led to the re-conception and reconfiguration of the Center for International Education as the Center for Global Engagement under the direction of a Vice Provost reporting directly to the Provost. During 2014-15 the topic for Baylor's upcoming Quality Enhancement Plan, required as part of the university's decennial reaffirmation of certification by the Southern Association of Colleges and Schools, Commission on Colleges, was the subject of broad-based discussions across campus, resulting in the choice of global engagement and the production of "Global Baylor: Addressing Challenges to Human Flourishing."

This Quality Enhancement Plan was launched in the Fall semester of 2018, and despite the disruptions and challenges experienced since Spring 2020 has seen several of its signature initiatives flourish. More than 400 students are currently participating in the Certificate in Global Engagement, while more than 100 first-generation college students are active in the First Abroad Fellows program.

In early 2020 Baylor University was invited to join Cohort 18 of the American Council on Education's Internationalization Laboratory. Beginning the process in August 2020, in the midst of the COVID-19 pandemic, this has been a very challenging task, and yet the work has been embraced by the campus community despite the many constraints we have faced. This report is the culmination of a year and a half of unstinting effort by faculty and staff who were already stretched past capacity by the demands of the new virtual workplace, family health and wellness issues, and the general stress of this time. We cannot begin to thank sufficiently all those volunteers who served so well, and indeed the entire Baylor community who responded to surveys and focus groups, provided needed data, and otherwise supported the work of the Baylor-ACE INZ Lab.





GOAL 1: COMMUNICATION

Amplify Communications to Improve Campus-Wide
Engagement with Internationalization

STRATEGIES

1.1 Create a Dashboard that will serve and inform the entire Baylor community

- Design a public dashboard view for prospective and current students to raise awareness and engagement with globally focused courses, student activities and organizations, study abroad, global missions/service, and international students.
- Develop a login dashboard view for faculty and staff to encourage sharing of regional expertise, collaborating on research, and cooperating on engagement with international education partners with whom Baylor University has agreements.
- Establish an integrated communication strategy that links dashboards, newsletters, websites, and other communication channels to increase constituent engagement.

1.2 Acknowledge the value of international work in university policies and procedures

- Audit university procedures and systems to identify gaps in support for international research, teaching, and projects.
- Establish awards and recognition for contributions to global engagement as an enhanced role for the Council on Global Engagement.
- Actively identify, recruit, and retain faculty and staff who will contribute to global engagement and further diversify the Baylor community

1.3 Hold an annual symposium to introduce and support internationalization

- Showcase current international scholarship to both faculty and students
- Provide networking opportunities for increasing international scholarship
- Provide training on finding international opportunities and on the logistics of international scholarship



GOAL 2: RESOURCES

Expand Resources to Support Internationalization

STRATEGIES

2.1 Reduce financial and other barriers to student participation in international activities in order to increase the numbers and diversity of participants

- Eliminate reserve fund from study abroad program budgets to reduce program fees
- Adjust faculty compensation model to provide equity and reduce program fees
- Increase availability of scholarship support to assist students with tuition cost

2.2 Ensure equity in distribution of opportunities and funding for international initiatives across campus

- Work with OVPR and CGE to develop Global Research Partnership Award Program
- Develop a Global Engagement Mentorship program for faculty and staff

2.3 Coordinate Marketing, Communications, and Development efforts for global engagement

2.4 Expand availability of intercultural competence development opportunities for faculty, staff, and students

2.5 Provide additional training to education abroad leaders, particularly resources for medical and mental health support

2.6 Enhance support for international students while improving campus-wide communication of support services

2.7 Provide expanded resources and support services for hosting visiting scholars and interns



GOAL 3: SUPPORT STRUCTURES

Enhance Support Structures for
International Engagement

STRATEGIES

3.1 Implement an International Agreements policy to guide consistent practices

3.2 Develop a university strategy for initiating and maintaining an appropriate portfolio of international partnerships

3.3 Coordinate international travel approval process with university travel provider

3.4 Integrate R1/Tier 1 goals with Baylor's Christian mission in international engagement

- Align more fully the work of the Center for Global Engagement with International Missions



GOAL 4: INNOVATION

Build Innovative International
Engagement Opportunities

STRATEGIES

4.1 Prioritize development of Collaborative Online International Learning (COIL) to provide broader student access to international academic and cultural experiences

4.2 Develop robust 3-week and 5-week Wintermester study abroad options

4.3 Create new opportunities for undergraduate international research

4.4 Develop interdisciplinary geographic affinity groups

4.5 Evaluate the potential for a Center for Latin American Studies and other Area Studies Centers in conjunction with the restructuring of Area Studies underway in the College of Arts & Sciences







APPENDICES*

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* Many of these appendices contain working documents and are undergoing revision. They are provided as contextual information only.



Appendix A

Strategies and Supporting Data to Direct Implementation of Internationalization Goals

Goal 1: Amplify Communications to Improve Campus-Wide Engagement with Internationalization

Strategy 1.1 – Create a Dashboard that will serve and inform the entire Baylor community.

- Design a public dashboard view for prospective and current students to raise awareness and engagement with globally focused courses, student activities and organizations, study abroad, global missions/service, and international students.
- Develop a login dashboard view for faculty and staff to encourage sharing of regional expertise, collaborating on research, and cooperating on engagement with international education partners with whom Baylor University has agreements.
- Establish an integrated communication strategy that links dashboards, newsletters, websites, and other communication channels to increase constituent engagement.
- IR data analyst (.20 FTE) for initial dashboard design and ongoing dataset management and scheduled updates.
- Methods for collecting hidden international activity for faculty, students, visiting scholars.

Desired Outcomes:

- Increase accessibility of information to students, staff, and faculty to enhance and expand international engagement and collaboration.
- To showcase to prospective students, faculty, and potential partners the diverse and international engagement of Baylor University.

Metrics/Assessment:

- Dashboard usage reports
- Engagement metrics for student courses and activities
- Collaboration metrics for faculty/staff research and activities

Timeline:

Develop shell and launch 'pilot' in 2022

Oversight:

Center for Global Engagement

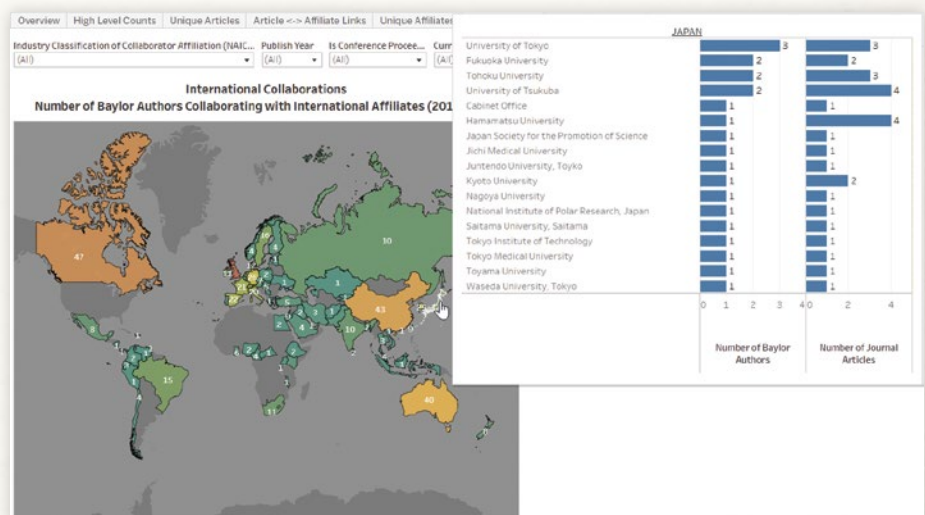
Resources (Available and Needed):

Available:

- Academic Analytics research collaboration data
- Watermark faculty success data (Digital Measures)
- ORCID ID data
- study abroad data
- mission/service trip data
- international student data

Needed:

- CGE communications coordinator (.20 FTE) for identifying constituent data views and coordinating updates





POTENTIAL DATA ELEMENTS:

Element	Data Source	Contact
Study Abroad Opportunities	TerraDotta Database	CGE- Bobby Leis
Study Abroad Participation	TerraDotta Database	CGE- Bobby Leis
Global Engagement Courses	CGE spreadsheet report	CGE- Bobby Leis
A&S Core Int'l Designated Courses	TBD	AS – Danielle Williams
International Student Enrollment	Banner SIS/Visa Database?	CGE – Mark Bryant
Intl Student Organizations	Baylor Connect -Engage Database	SL- Craig Willie
Intl Student Activities by Date	TBD	CGE – Brandon Hoyer
Faculty Intl Degrees	Banner/Ignite	IR
Faculty-Staff Intl Travel	CGE Travel Database	CGE Bobby Leis
Faculty Intl Research Collaboration	Watermark Faculty Success Academic Analytics*	IR-Brandon Riddle IR-Meaghann Wheelis
Faculty Expertise by Region		
Approved Institutional Partners	TCM Database	

OTHER:

- MOUs in place
- faculty engaged in international scholarship
- Grants / Publication / Presentations
- faculty teaching study abroad
- faculty / staff leading missions
- Global Baylor certificates
- Global Health Academy participants
- Global Health Fellows

Strategy 1.2 – Acknowledge the value of international work in university policies and procedures

- Audit university procedures and systems to identify gaps in support for international research, teaching, and projects.
- Establish awards and recognition for contributions to global engagement as an enhanced role for the Council on Global Engagement.
- One award per college/school, with one recipient being named overall university award winner
- Actively identify, recruit, and retain faculty and staff who will contribute to global engagement and further diversify the Baylor community

Timeline:

Initiate in Fall 2022

Ownership:

Provost's Office for Audit; Council on Global Engagement for Awards.

Resources (Available and Needed):

Available: Existing Council on Global Engagement to take on new role.

Needed: Provost Office human or financial resources to conduct audit and provide incentives for employee hiring and retention.

Metrics:

- Audit completed and report submitted to Provost Office (Target: December 2022)
- A draft purpose statement on awards and process

Desired Outcomes:

- A clear assessment of 1) gaps in systems of support, 2) procedures that facilitate or hamper support, 3) areas of strengths, and 4) potential sources of support.
- A sense that while Baylor is Pro Ecclesia, Pro Texana, it is also Pro Mundo. In addition to the physical, social, and educational components that acknowledge and celebrate Baylor's Christian commitment and its Texas roots, Baylor's commitment to the world must be elevated through events, ceremonies, and symbols.

Strategy 1.3 – Hold an annual/biennial symposium to introduce and support internationalization

- Showcase current international scholarship to both faculty and students
- Provide networking opportunities for increasing international scholarship
- Provide training on finding international opportunities and on the logistics of international scholarship

Timeline:

- First symposium to be held in 2023-2024. After first symposium, leadership to decide whether to hold annually or bi-annually.
- Assess needs annually, pick theme and format, secure location/date, solicit presenters, work on logistics, symposium assess again

Ownership:

Global Symposium Committee (~5 members/year)

- Staff support from Global Engagement: oversee the symposium, help with logistics, 10% FTE (not distributed evenly over the year)
- Staff from OVPR
- Faculty: If we have affinity groups, at least one member from each affinity group. For continuity, it would probably be best if faculty served 2-year terms.

Resources (Available and Needed):**Available**

- Campus location/venues
- Lists of faculty doing international research

Needed

- \$5000 for food, advertising, programs, possible keynote and travel (necessary funds will be reallocated from CGE budget)
- Staff member with experience in event planning

Metrics/Assessment:

- Attendance: overall and for individual events
- Applications: increase in “applications” from the workshops
- Participants: increase annually the number of participants
- Post symposium surveys for presenters and attendees

Desired Outcomes:

- Increased attendance: something that people look forward to every year.
- Every faculty who does international research to be showcased every 5 years
- Increased networking between researchers (between disciplines and between stages)
- More transparency about how to conduct international research

Goal 2: Expand Resources to Support Internationalization

Strategy 2.1 – Reduce financial and other barriers to student participation in international activities in order to increase the numbers and diversity of participants

- Reserve Fund (10% of tuition) will be removed from study abroad budgets and used to reduce budget costs, effective with Summer 2022 programs
- Faculty compensation will be shifted to a flat rate in order to reduce program costs. The BU ACE Lab recommends setting faculty compensation for each study abroad course at \$6,250 (with full enrollment of 10 students per course) the approximate median salary in summer 2021. See Appendix C for further financial data related to this recommendation
- New scholarship funds will be identified in cooperation with the Development Office and the Deans of Baylor's Colleges and Schools

Timeline:

- Reserve fund removal initiated for Summer 2022
- Faculty compensation transition by winter 2023-24
- Scholarships to be identified in 2022-23

Ownership:

Center for Global Engagement for Reserve Funds and Scholarships; Provost's Office for Faculty Compensation

Resources (Available and Needed):**Available:**

- Elimination of Reserve Fund
- Scholarship Funding from President's Excellence Fund

Needed:

- Flat rate for faculty compensation in short-term study abroad
- Additional scholarship funding for study abroad

Metrics:

Study abroad budget materials demonstrating average student cost per program in study abroad

Desired Outcomes:

Increased participation in study abroad reflecting overall diversity of Baylor student body

Strategy 2.2 – Ensure equity in distribution of opportunities and funding for international initiatives across campus

- Work with OVPR and CGE to develop Global Research Partnership Award Program
 - Secure funding for 2 levels of awards: Small grants of \$2500 and Large grants for \$10,000, with an annual budget of \$50,000
 - Appoint awards application development and initial review committee composed of a representative from OVPR, a representative from CGE, and 3 faculty members from different academic units
 - Applications due at same time as URC applications [March 15] or earlier

- Develop a Global Engagement Mentorship program
 - Faculty and staff with successful global engagement experience who are recognized as cross-culturally competent will mentor peers in international initiatives, such as research projects, study abroad, course development, international mission trips of service projects

Timeline:

2022-2023 academic year

Ownership:

Office of the Vice Provost for Research and Center for Global Engagement

Resources (Available and Needed):

Available:

Needed:

- \$50,000

Metrics:

- Number of GRPAP grants awarded
 - Number of publications and grants resulting from grants
- Increase in international initiatives connected with mentorship program

Desired Outcomes:

- Increased international research collaborations
- Increased number of faculty and staff involved in international initiatives

Strategy 2.3 – Coordinate Marketing, Communications and Development efforts for Global Engagement

- Holly Joyner has been reclassified as Assistant Director of Marketing and Communication for the Center for Global Engagement
- Discussions with University Advancement Office underway

Timeline:

Initiate in Fall 2022

Ownership:

Center for Global Engagement

Resources (Available and Needed):

Available:

- Assistant Director for Marketing and Communications for CGE

Needed:

- An Assistant Director of Advancement assigned to the Center for Global Engagement

Metrics:

- Tracking of CGE communications and marketing materials in Terra Dotta's Engage platform
- Tracking of potential donor contacts and gifts

Desired Outcomes:

- Better communication between CGE and the Baylor community
- Successful outreach to potential donors resulting in greater funding for student scholarships

Strategy 2.4 – Expand Availability of Intercultural competence development for faculty, staff and students

- Develop resources (written guides and videos) accessible for faculty and staff
- Provide regular training for faculty and staff, targeted especially to faculty teaching study abroad and Global Engagement courses
- Implement assessment of faculty, staff, and students

Timeline:

2022-23

- Pilot testing of study abroad students with Intercultural Effectiveness Scale (IES), which

measures Self-awareness, Exploration, World orientation, Relationship development, Positive regard, and Emotional resilience

- Development of needed resources

2023-24

- Initiate training workshops and assessment

Ownership:

- Academy for Teaching and Learning
- Office of Institutional Effectiveness

Resources (Available and Needed):**Available:**

- Qualified administrators for Intercultural Development Inventory (IDI) and Cultural Intelligence Scale (Cultural Quotient, CQ)
- QEP student learning outcomes with associated AAC&U assessments
- Pilot assessment budget of \$10,000 from Institutional Effectiveness.

Needed:

- Written guides and videos accessible to faculty and staff
- Regular development activities for faculty and staff, targeted especially to faculty teaching study abroad and Global Engagement courses

Metrics:**Assessment of faculty, staff, and students**

- Baylor has faculty qualified to administer the Intercultural Development Inventory (IDI) and Cultural Intelligence Scale (Cultural Quotient, CQ)
- Baylor's QEP uses a modified version of the AAC&U's Global Learning VALUE rubric to assess student performance in GBL 1102 and courses that apply to the Certificate in Global Engagement
 - Attitude Skills and Knowledge Scale (ASKS), developed by Purdue University, aligns with AAC&U rubric

Desired Outcomes:

- Better data on intercultural competence among faculty, staff, and students
- More interculturally competent faculty, staff, and students

Strategy 2.5 – Provide additional training for education abroad leaders, particularly resources for medical and mental health support

- Baylor Telehealth from Academic Health Care Live provides counseling services to students when abroad
- Baylor University Counseling Center Staff will provide workshops for Faculty Directors on available mental health resources

Timeline:**Spring 2022**

- Workshops for Faculty Directors for Summer 2022 programs

2022-23

- Produce video resources for faculty

Ownership:

- Center for Global Engagement, Study Abroad
- Counseling Center

Resources (Available and Needed):**Available:**

- Counseling Center staff expertise

Needed:

- Training videos with on-demand availability

Metrics:

- Number of faculty participating in training workshops
- Use of Baylor Telehealth Resources by students abroad

Desired Outcomes:

- Greater confidence for Baylor faculty leaders abroad
- Better duty of care for Baylor students abroad

Strategy 2.6 – Enhance support for International Students while improving campus-wide communication of support services

- Provide transportation options to places like the BRIC and local area stores for students who do not have personal transportation
- Develop reliable options for international students living in Baylor facilities that close for the winter break
- Create a .25 - .5 FTE position for a Baylor counselor who speaks Mandarin so those whose primary language is Mandarin can have better support
- Counselors with other languages, as determined by a needs assessment of student visitors to the Counseling Center

- Connect ISSS information to Global Dashboard (see Strategy 1.1 above)

Timeline:

ASAP

Ownership:

- Center for Global Engagement, International Student and Scholar Services

Resources (Available and Needed):

Available:

- Weekly shuttle to HEB operated by University Visitors' Center

Needed:

- Shuttle service to BRIC
- Mandarin speaker in Counseling Center

Metrics:

- Ridership data for shuttle
- Counseling Center visit data

Desired Outcomes:

- Improved safety and availability of needed transportation for internationals
- Enhanced mental health services for non-native English speakers

Strategy 2.7 – Provide expanded resources and support services for hosting visiting international scholars and interns

- Develop short term housing options for visiting scholars who are here for shorter periods (less than 6 months) which can also be used as temporary housing for scholars who will be here longer but may need time to find housing after arrival
- Create additional institutional programming for spouses and children of international scholars (and students) which includes orientation to the community, access to resources for family members, and English language support

Timeline:

2022-23

- Arrange housing options for short-term visitors
- Explore programming needs for spouses and children

Ownership:

- Center for Global Engagement, International Student and Scholar Services

Resources (Available and Needed):

Available:

- ISSS staff
- \$8,400 in funding available from CGE/ISSS budget reallocation

Needed:

- Instructors for additional programming

Metrics:

- Usage data for short-term housing
- Participation in additional programming by spouses and dependents

Desired Outcomes:

- Increase in numbers of short-term visiting international scholars
- Improved integration of international scholars and their families into the U.S. and Baylor specifically

Goal 3: Enhance Support Structures for International Engagement

Strategy 3.1 – Implement an International Agreements Policy to guide consistent practices

Timeline:

- Draft policy submitted in April 2022. See Appendix G1.

Ownership:

- Provost's Office, Center for Global Engagement

Resources (Available and Needed):

Available:

- CGE Study Abroad Staff

Needed:

- None

Metrics:

- Number of active international agreements
- Number of new international agreements year over year beginning in 2022

Desired Outcomes:

- Extending Baylor University's international relationships while ensuring their quality, safety, legality, and financial sustainability

Strategy 3.2 – Develop a university strategy for initiating and maintaining an appropriate portfolio of international partnerships

- Create Baylor University Strategic International Partnership statement of principles. See Appendix G2
- Adapt University of Calgary's IPARI (International Partnership Assessment Rating Index) to Baylor's portfolio

Timeline:

- Data collection in 2022-23

Ownership:

- Provost's Office, Center for Global Engagement

Resources (Available and Needed):**Available:**

- Institutional Research reports

Needed:

- Allocation of time (.25 FTE) to a coordinator within CGE to oversee portfolio and develop BU model of IPARI

Metrics:

- Tangible results of international partnerships (e.g., grants, contracts, publications, COIL courses)
- Data to be shared on Global Dashboard (See Strategy 1.1 above)

Desired Outcomes:

- Data-driven decisions on maintaining or eliminating international partnerships
- Create and maintain an increased number of partnerships focused on research rather than student mobility

Strategy 3.3 – Coordinate International Travel Approval Process with University travel provider

- The Center for Global Engagement and the Office of Global Safety and Security will work with Corporate Travel Planners (CTP) to ensure registration of all international travel

Timeline:

- June 1, 2022 with roll-out of CTP travel support

Ownership:

- Center for Global Engagement and Office of Global Safety and Security

Resources (Available and Needed):**Available:**

- Current international travel guidelines
- Bears Abroad (Terra Dotta) travel registration

Needed:

- Interface with CTP

Metrics:

- Number of trips per year
- Savings in cost year over year

Desired Outcomes:

- Better tracking of faculty, staff, and student travel to be able to provide health, safety, and security support in a timely fashion
- Reductions in travel cost for international travel/ programs

Strategy 3.4 – integrate R1/Tier 1 goals with Baylor’s Christian mission in international engagement

- Align more fully the work of the Center for Global Engagement with International Missions

Timeline:

2022-23

- Pilot Missions trip to Costa Rica with First Abroad Fellows cohort
 - Spring 2023. Students would enroll in GBL 1101, 1102, and 1103 during semester, with trip during Spring Break.
- Design community-based learning/spiritual formation opportunities for semester-long study abroad programs to be implemented in 2023-24.

Ownership:

- Center for Global Engagement
- Office of Missions

Resources (Available and Needed):

Available:

- Study Abroad Staff
- Missions Staff

Needed:

- Funding mechanism for GBL 1102 version in Wintermester or Summer Missions programs

Metrics:

- Assessment of study abroad cultural competency development
- Assessment of international missions cultural competency development

Desired Outcomes:

- Increased opportunities for experiential learning and spiritual formation on study abroad programs
- Increased academic integration of International Mission trips
- Increased diversity among participants in international experiences
 - Increased number of applicants for study abroad among Pell eligible students and increased number of Gilman scholarship recipients

Goal 4: Build Innovative International Engagement Opportunities

Strategy 4.1 - Prioritize development of Collaborative Online International Learning (COIL) to provide broader student access to international academic and cultural experiences

- House a staff coordinator in the Center for Global Engagement, the Academy of Teaching and Learning, or Library Academic Technology Services
- Establish advisory committee of faculty and staff familiar with COIL requirements
- Provide travel grants for faculty to visit partner institutions/faculty
- Provide stipends for faculty to support COIL course development
- Provide funding to support technology (as needed)

Timeline:

- **2022-23**, develop training resources and offer faculty workshops
- **2023-24**, launch at least 3 new COIL courses
- **2024-25**, at least 1 COIL course in each academic unit
- **2025-26**, use COIL in at least 10% of courses with international component

Ownership:

- Center for Global Engagement, Academy of Teaching and Learning, and/or Library Academic Technology Services

Resources (Available and Needed):

Available:

- Resources from CGE, ATL, and LATS
- Faculty Champions already using COIL approach in their classes

Needed:

- .5 FTE staff coordinator (rising to full-time within 3 years)
- Travel funds for faculty to visit partner institutions, \$15,000 p.a.
- Funding, as needed, for technology for faculty and international partners

Metrics:

- Student Enrollment numbers

- Number of COIL courses per semester
- Student and Faculty satisfaction surveys
- Student Learning Outcomes from Global Baylor rubric derived from AAC&U Intercultural Knowledge and Value Rubric

Desired Outcomes:

- Increased intercultural competency among faculty
- Increased faculty collaboration with international partners both in teaching and research
- Increased international awareness and intercultural competency among students

Strategy 4.2 – Develop robust 3-week and 5-week Wintermester Study abroad options

3-week Wintermester Study Abroad was piloted in 2021-22

- 6 programs enrolled 68 students earning 3 credits. These programs generated \$263,088 in tuition revenue.
- 2 programs with 40 students were cancelled because of COVID-19
- An example of a robust 3-week study abroad Wintermester can be found here: <https://www.miamioh.edu/global-initiatives/education-abroad/find-a-program/winter/all-winter/index.html>

5-week program would allow students to earn 6 credits

- Replacing Maymester, this would provide 3 separate 5-week study abroad options for students
- An example of a robust 5-week study abroad Wintermester can be found here: <https://www.udel.edu/academics/global/study-abroad/study-abroad-programs/>
- Would support improved 4- and 6-year graduation rates by allowing students more opportunities to complete degree requirements in final semester

Timeline:

- 3- week option piloted in 2021-22
- 5-week option to be launched in 2024-25

2022-23

- Implement eight (8) faculty led Wintermester study abroad programs
- Have 100 students participating

2023-24

- Develop two additional faculty led Wintermester study abroad programs
- Offer ten (10) faculty led Wintermester study abroad programs
- Have 125 students participating

2024-25

- Develop two additional faculty led Wintermester study abroad programs
- Offer twelve (12) faculty led Wintermester study abroad programs
- Have 150 students participating

Ownership:

- Center for Global Engagement

Resources (Available and Needed):

Available:

- Center for Global Engagement staff
- Office of Engaged Learning
 - Global Undergraduate Research (GUR) program (See Strategy 4.3)

Needed:

- Revision to Baylor University calendar to accommodate 5-week Wintermester
- Coordination with Registrar's Office, Financial Aid Office, Advising Offices, and Cashier's Office
- Online guidance for students interested in Wintermester

Metrics:

- Number of existing Wintermester study abroad programs
- Number of new Wintermester study abroad programs
- Locations of Wintermester study abroad programs
- Number of students participating in Wintermester study abroad programs
- Assessment of Wintermester student learning outcomes (SLOs) using both Direct and Indirect assessments for student learning outcomes, including
 - Student Surveys
 - Global Baylor Rubric

- Utilize specific program assessment tools
- Offer and encourage opportunities for student and faculty reflection throughout the experience and upon return to campus
- Utilize **Intercultural Knowledge and Competence Value Rubric (AAC&U)**

Desired Outcomes:

- Increase in number (absolute and percentage) of Baylor students participating in Study Abroad
- Increase diversity of students participating in Study Abroad

Strategy 4.3 – Create new opportunities for undergraduate international research

- Development of a culture of undergraduate research that encourages students to engage deeply in their own learning by joining with faculty mentors in internationally focused research activities both at home and abroad
- Create and brand a program called Global Undergraduate Research (GUR), which will promote, facilitate, and help fund internationally focused undergraduate research activities, both at home and abroad

Timeline:

Establish Global Undergraduate Research program (GUR) by Fall 2023

2023-24

- Award 5 GUR grants
- Develop one research-focused study abroad program
- Launch online resource guide for students and faculty interested in GUR

2024-25

- Award 7 GUR grants
- Develop a second research-focused study abroad program
- Create a research partnership in one of Baylor's global hub locations

2025-26

- Award 10 GUR grants
- Have 50 students participating in a GUR project
- Develop a third research-focused study abroad program

Ownership:

- Global Undergraduate Research (GUR), housed within the Office of Engaged Learning in the College of Arts & Sciences
- GUR coordinates with CGE, URSA, BTRUE, Honors College, etc.

Resources (Available and Needed):

Available:

- Center for Global Engagement
 - International Partnerships
 - Certificate in Global Engagement
 - Global Scholars Program
 - Existing study abroad research programs
 - Marketing and Communication tools to promote GUR
- Office of Engaged Learning
 - Existing undergraduate research programs
 - Global Health Academy
- Academy for Teaching and Learning

Needed:

- Staff person to integrate programs across university (e.g., URSA, BTRUE, Honors program, etc.)
 - GUR Point Person
- Research Support:
 - Funds to incentivize and facilitate research
 - Incentivize Faculty and international partner participation
- Workshops:
 - 1-2 Faculty workshops per term
 - Student workshops early in undergraduate experience
- Knowledge resources:
 - Online guidance for faculty and students interested in global undergraduate research
 - Website promotion of GUR
- Assessment tools/methods
 - Metrics of GUR activities by semester & year
 - Assessment of GUR student learning outcomes and faculty satisfaction

Metrics:

- Granting sources and amounts
- Number of new and existing research-focused study abroad programs
- Number of new and existing research-focused activities
- Number of students participating in GUR
- Measure webpage and online-guide traffic
- Identify appropriate student learning outcomes specific to each type of GUR activity and use both Direct and Indirect assessments for student learning outcomes, including
 - Student Surveys
 - Global Baylor Rubric
 - Utilize program or activity assessment tools
 - Offer and encourage opportunities for student and faculty reflection on the progress of students' research throughout the experience and upon return to campus

- Develop a faculty post-activity survey

- Develop Hub director annual survey

Desired Outcomes:

- Increasing global undergraduate research activity in the following ways:
 - Build study abroad programs around research activities (e.g., Archaeological Research in Barbarano)
 - Build sustained research partnerships at a Baylor international hub that welcomes undergraduate participation
 - Encourage internationally focused research projects, such as honors theses, Global Health Fellows projects, Global Scholars projects, and summer research experiences (e.g. National School of Tropical Medicine summer program)
 - Connect undergraduates to faculty research partners abroad

Strategy 4.4 – Develop interdisciplinary geographic affinity groups**Timeline:****2022-23**

- Development of Global Dashboard (See 1.1 above)

Ownership:

- Director of Interdisciplinary Studies
- Area Studies program directors

Resources (Available and Needed):**Available:**

- Area Studies Program Directors

Needed:

- Incorporation into Global Dashboard to facilitate communication, overview of programming and resources, recognition and acknowledgement of work being done across all disciplines in various geographic regions

Metrics:

- Analysis of data captured in Global Dashboard

Desired Outcomes:

- To provide a critical, long-term understanding of the areas and their complexities
- To promote and support the study of the geographic regions through multiple disciplinary and interdisciplinary lenses
- To provide resources for students wishing to pursue careers related to global affairs
- To develop multi-disciplinary collaborations and scholarly dialogue among affiliated faculty at Baylor and beyond that benefit students, faculty and the larger community

Strategy 4.5 – Evaluate the potential for a Center for Latin American Studies and other Area Studies Centers in conjunction with the restructuring of Area Studies underway in the College of Arts & Sciences

Timeline:

2022-23

- Review by Interdisciplinary Studies

Ownership:

- Director of Interdisciplinary Studies

Resources (Available and Needed):

Available:

- Current Area Study Directors

Needed:

- Incorporation into the Global Dashboard to facilitate communication, overview of programming and resources, and visibility, recognition and acknowledgement for Area Studies
- Funding
 - For collaborative, interdisciplinary symposia
 - To develop departmental and Area Studies excellence funds specifically for travel and other costs related to undergraduate international research
- Faculty
 - Slavic Studies, Latin American Studies, and Asian Studies introductory courses have been taught by contingent faculty for years. Hiring needs should be evaluated in concert with five-year planning processes of individual Schools and Colleges.

- New courses for new certificates and minors, and newly organized majors so that the combined majors, minors, and courses double by three years. Increase total student participation in area studies ten-fold in ten years.

Metrics:

- Current enrollments of AST (Asian Studies), LAS (Latin American Studies), and MES (Middle Eastern Studies) SEES (Slavic, East European and Eurasian Studies):
- Contact hours across the past ten years
- Faculty involved in teaching in these area studies programs.

Desired Outcomes:

- To provide a critical, long-term understanding of the areas and their complexities
- To promote and support the study of the geographic regions through multiple disciplinary and multidisciplinary lenses
- To provide resources for students wishing to pursue careers related to global affairs
- To develop multi-disciplinary collaborations and scholarly dialogue among affiliated faculty at Baylor and beyond that benefit students, faculty and the larger community of interested people and researchers.
- To engage and advance dialogue, teaching and research with scholars from the region.

Appendix B

Steering Committee and Committee Members

BAYLOR UNIVERSITY ACE INTERNATIONALIZATION LAB

CO-CHAIRS

Ben Cox	Institutional Effectiveness
Jeff Hamilton	Center for Global Engagement
Tiffany Hogue	Office of the President
Liz Palacios	Student Life

STEERING COMMITTEE

Jared Alcantara	Truett Seminary
Carlos Cardoza-Orlandi	A&S, Religion
Christina Chan-Park	Central Libraries, STEM Coordinator
Jeremy Counsellor	Law School
Steve Driese	Graduate School (A&S)
Steve Gardner	Hankamer School of Business, Economics
Adrienne Harris	A&S, Modern Languages and Culture
Monique Ingalls	School of Music
Tim Kayworth	Hankamer School of Business, ISBA
Sungseek Moon	Diana Garland School of Social Work
Terrill Saxon	Education, Educational Psychology
Lori Spies	Louise Herrington School of Nursing
Mike Stroope	Truett Seminary
Ken Van Treuren	Engineering and Computer Science
Nadine Welch	Robbins College, Communication Sciences & Disorders
Colleen Zori	Honors College, Baylor Interdisciplinary Core

STANDING COMMITTEE MEMBERS

Mark Bryant	Center for Global Engagement
Sara Dolan	Graduate School (A&S, Psych & Neuroscience)
Andy Hogue	A&S, Engaged Learning
Deborah Holland	Office of Vice Provost for Research
Becky Kennedy	Student Life, Missions and Public Life
Bobby Leis	Center for Global Engagement
Jana Marak	Institutional Research
Paul Martens	A&S, Religion
Kevin O'Donoghue	Graduate Student, Higher Ed. & Leadership

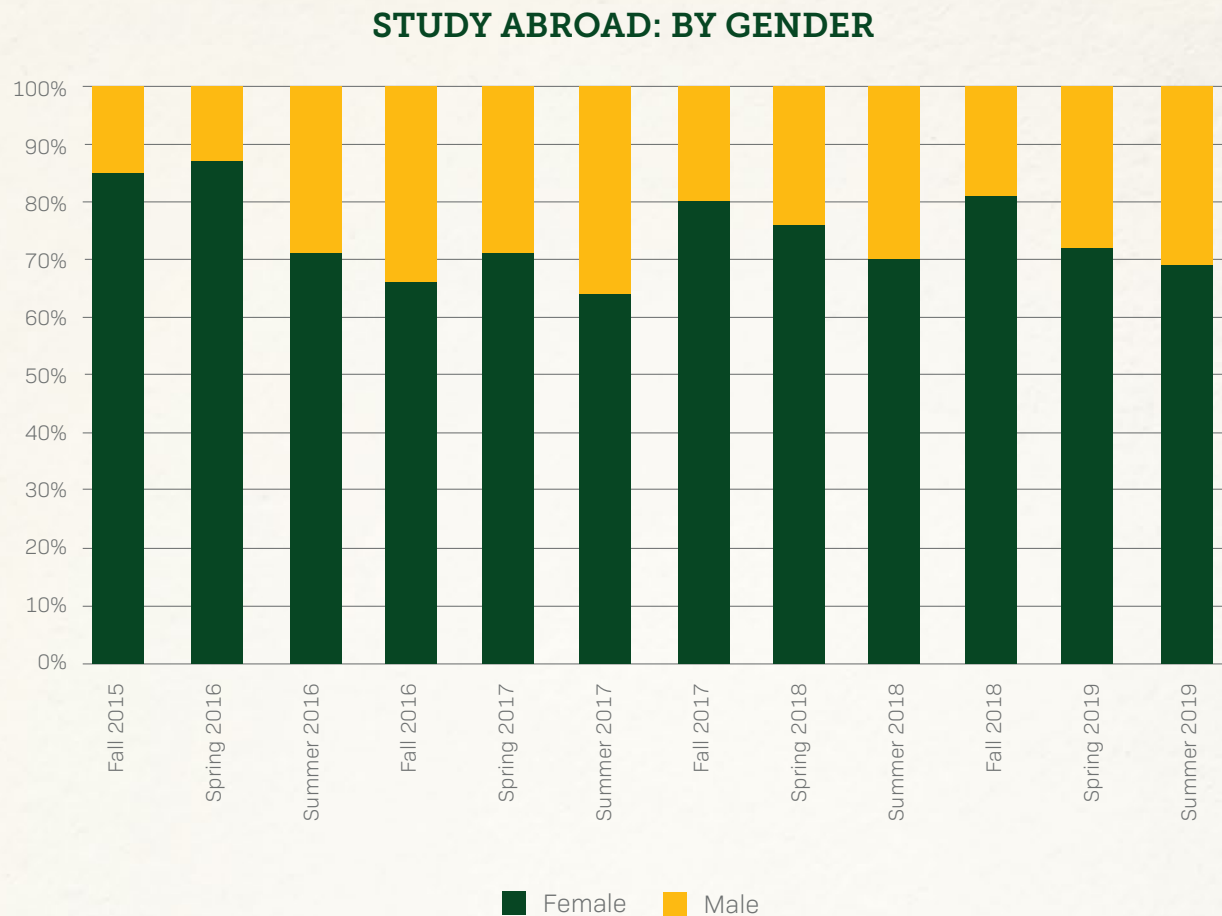
Cuevas Peacock	Marketing & Communications, Community Relations
Lauren Poor	A&S, History
Christopher Richmann	Academy for Teaching and Learning
Brandon Riddle	Institutional Research
Jeronda Robinson	Student Life, Student Development
Lakia Scott	Education, Curriculum and Instruction
Lisa Turner	Office of General Counsel
Bo White	Center for Global Engagement
Chris Zakrzewski	Libraries, Libraries and Technical Services

AD HOC COMMITTEE PARTICIPANTS

Julio Aguilar	A&S, Modern Languages and Culture
Guilherme Almeida	A&S, Theatre Arts
Feitosa de Almeida	A&S, English
Clay Butler	A&S, English
Rafael Climent-Espino	A&S, Modern Languages and Culture
Alfredo Colman	School of Music
Juan Carlos Esparza Ochoa	Institute for Studies of Religion
Malcolm Foley	Office of the President
Annie Ginty	A&S, Psych & Neuroscience
Paige Gloeckner	A&S, Communication Studies
Grace Kallimel	Counseling Center
Annie Mathew	Counseling Center
Maria Monteiro	School of Music
Moises Park	A&S, Modern Languages and Culture
Lyn Prater	Louise Herrington School of Nursing
Yuko Prefume	A&S, Modern Languages and Culture
Jose Reyna	A&S, Modern Languages and Culture
Lizbeth Souza-Fuertes	A&S, Modern Languages and Culture
Matthew Whelan	Honors College

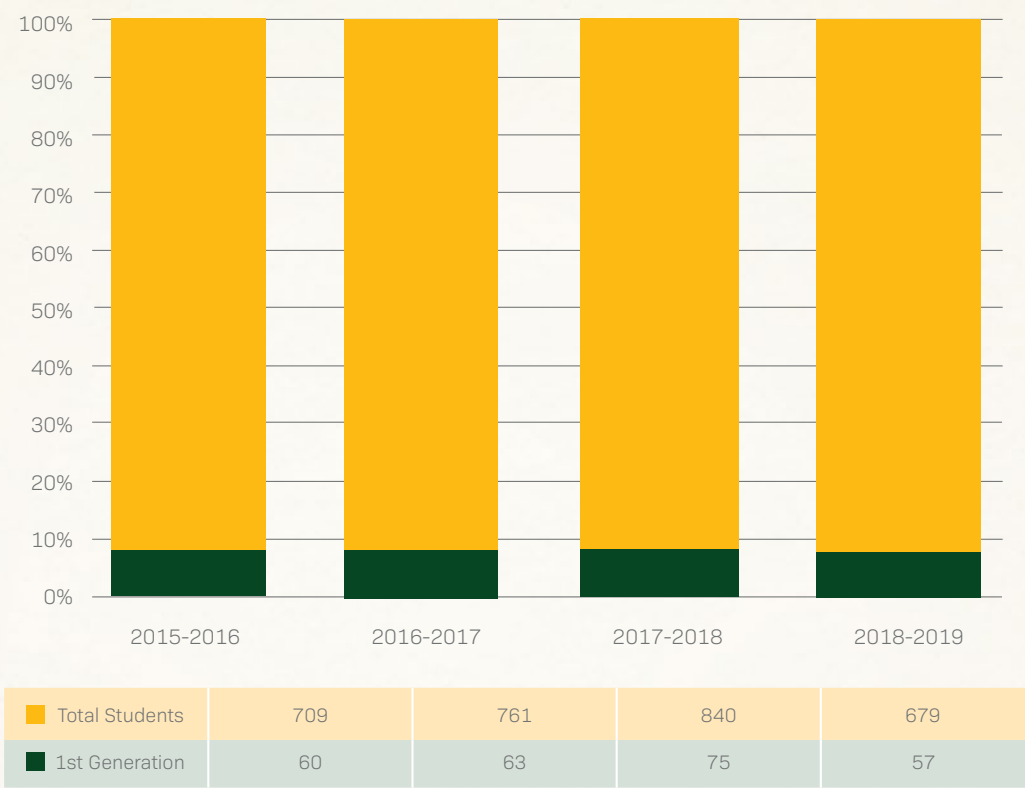
Appendix C

Baylor Study Abroad Data (2015-19)

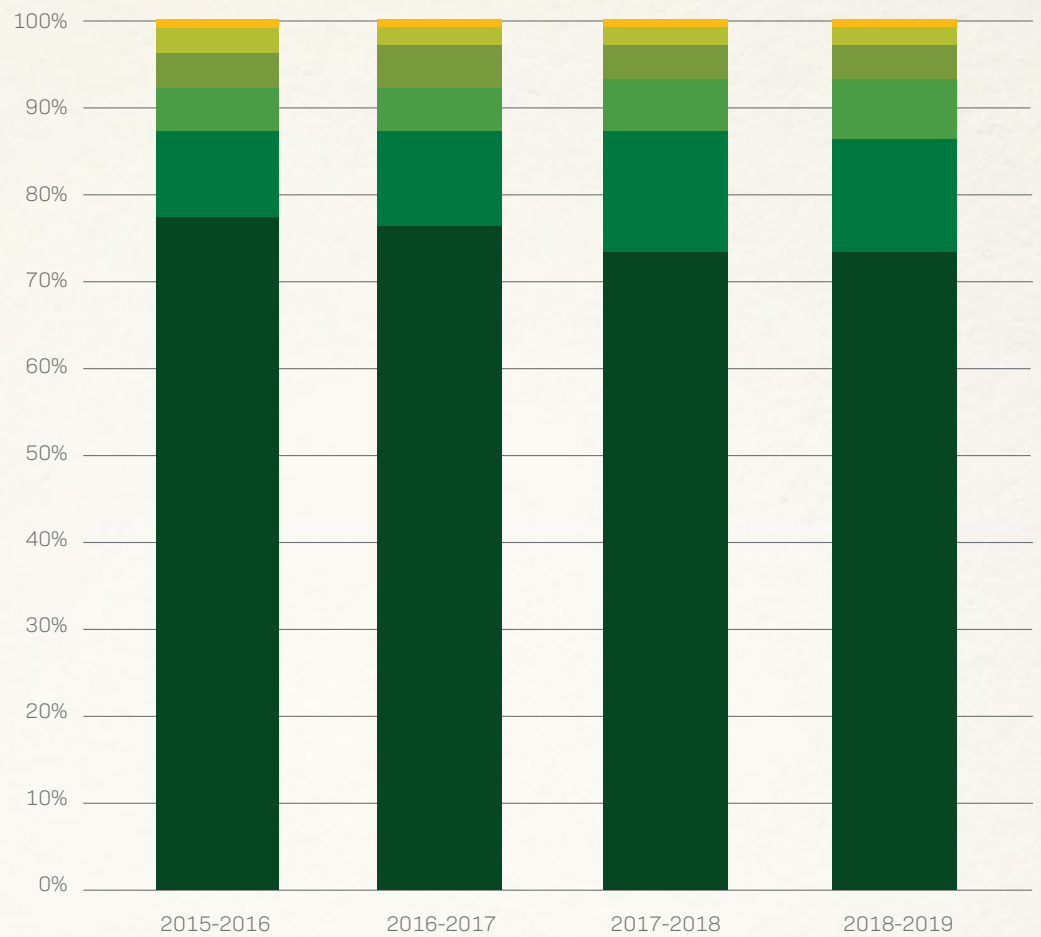


Baylor Study Abroad Data (Cont'd)

FIRST GENERATION PARTICIPATION



DIVERSITY IN BAYLOR STUDY ABROAD



Alaskan Native/American Indian	1	5	6	2
African American/Black	19	17	17	14
Multiracial	26	37	36	30
Asian	36	39	46	47
Hispanic	73	80	113	85
White	552	580	621	495

Baylor Study Abroad Data (Cont'd)

SUMMER 2021 FACULTY COMPENSATION	
Number of Faculty	47
Study Abroad Salary	
Mean Compensation	\$14,994.51
Minimum	\$5,000.00
Maximum	\$34,600.94
Range	\$29,600.94
1st quartile	\$10,173.75
Median	\$12,689.26
3rd Quartile	\$17,114.68
Interquartile Range	\$6,940.93

Salaries calculated at max enrollment and max compensation per faculty

Appendix D

Baylor International Students (2016-21)

INTERNATIONAL STUDENT ENROLLMENT (ALL STUDENT VISAS)^						
Category	Fall 2016*	Fall 2017*	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Student Enrollment	16,959	17,059	17,217	18,033	19,297	20,626
Total International Student Enrollment	733 (4.3%)	683 (4.0%)	713 (4.1%)	938 (5.2%)	914 (4.7%)	860 (4.2%)
Undergraduate Enrollment	14,348	14,316	14,188	14,108	14,399	15,191
Undergraduate International Enrollment	510 (3.6%)	462 (3.2%)	486 (3.4%)	691 (4.9%)	646 (4.5%)	559 (3.7%)
Graduate/Professional Enrollment	2,429	2,544	3,029	3,925	4,898	5,435
Graduate/Professional International Enrollment	223 (9.2%)	221 (8.6%)	211 (6.9%)	247 (6.3%)	268 (5.5%)	301 (5.5%)
Graduate International Enrollment						270 (4.9%)
Professional International Enrollment						31 (0.6%)
New International Students	245	191	192	364	161	181
New International Undergraduate Students	183	124	142	160	112	90
New International Graduate/Professional Students	62	67	50	66	49	91
New International Exchange Students				16	1	16
New Global Gateway Students				122	44	14
Number of Countries Represented	74	73	76	83	84	87

^Based on Headcount Enrollment (not FTE)

*Fall 2017 and Fall 2016 numbers represent only F and J visa students. Beginning in 2018, all non-citizens (and non-permanent residents) are included. For Fall 2018, only 23 students of the total were not F or J visa.

Appendix E

Baylor International Partnerships

University Name	Country	Type
Aarhus University	Denmark	MAUI-Utrecht
Accounting in Cambridge	UK	Summer Short Term
Al Akhawayn University	Morocco	Exchange
Albert-Ludwigs University	Germany	Exchange
Alexandru Ioan Cuza University	Romania	MAUI-Utrecht
Archaeology Dig (Barbarano)	Italy	Summer Short Term
Baylor Business in Europe	Multi-Country	Summer Short Term
Baylor in Australia (Queensland/AUIP)	Australia	Summer Short Term
Baylor in Business		Summer Short Term
Baylor in China	China	Summer Short Term
Baylor in Denia	Spain	Summer Short Term
Baylor in Germany	Germany	Summer Short Term
Baylor in Great Britain	UK	Summer Short Term
Baylor in Italy	Italy	Summer Short Term
Baylor in Japan	Japan	Summer Short Term
Baylor in Madrid	Spain	Summer Short Term
Baylor in Morocco	Morocco	Summer Short Term
Baylor in Oxford	UK	Summer Short Term
Baylor Sociology in Sydney	Australia	Summer Short Term
Bean to Cup	Thailand	Affiliate Partners
Bogazici University	Turkey	Exchange
CCCU Global (Oxford)	UK	Affiliate Partners
CEA Prague	Czech Republic	Affiliate Partners
Chinese University of Hong Kong (CUHK)	Hong Kong	Exchange
CIEE - Seoul	South Korea	Affiliate Partners
CIEE Berlin	Germany	Affiliate Partners
CIEE Santiago	Chile	Affiliate Partners
Comillas Pontifical University	Spain	Exchange
Conversa	Costa Rica	Affiliate Partners
Coventry	UK	Exchange
CUPA - Center for University Program Abroad	France	Exchange
European Business Seminar	Multi-Country	Summer Short Term
Faraday Institute - Cambridge	UK	Affiliate Partners

FIE London (Affiliate as of Fall 19)	UK	Affiliate Partners
Hong Kong Baptist University (HBKU)	Hong Kong	Exchange
Hosei University	Japan	Exchange
IAU: Aix-en-Provence	France	Affiliate Partners
Jagiellonian University in Krakow	Poland	MAUI-Utrecht
Karl Franzens Universitat Graz	Austria	MAUI-Utrecht
Lund University	Sweden	MAUI-Utrecht
Maastricht	Netherlands	Group Semester
Masaryk Universita	Czech Republic	MAUI-Utrecht
Monterrey Tech University	Mexico	Exchange
Muenster University (Truett)	Germany	Exchange
National University of Ireland Cork	Ireland	MAUI-Utrecht
Nursing in Great Britain	UK	Summer Short Term
Paris School of Business	France	Exchange
Pre-Med in Dublin	Ireland	Summer Short Term
PUCP_Peru	Peru	Exchange
Regent's University London	UK	Affiliate Partners
Rhodes University	South Africa	Exchange
Ruhr Universitat Bochum	Germany	MAUI-Utrecht
S3 Global Programs - London	UK	Summer Short Term
SACI: Studio Arts College International	Italy	Affiliate Partners
SAI - John Cabot University	Italy	Affiliate Partners
SAI - Mediterranean Center for Arts & Science		Affiliate Partners
SAI - American University of Paris	France	Affiliate Partners
SAI - Florence University of the Arts	Italy	Affiliate Partners
SAI - Italiaidea	Italy	Affiliate Partners
SAI - Siena Italian Studies	Japan	Affiliate Partners
SAI: Sant'Anna Institute	Italy	Affiliate Partners
Seinan Gakuin University	Japan	Exchange
SRAS St. Petersburg	Russia	Affiliate Partners
St Louis University Madrid	Spain	Affiliate Partners
Tel Aviv University	Israel	Affiliate Partners
Thailand ISDSI (Fall 19 new program)	Thailand	Affiliate Partners
Tohoku University	Japan	Exchange
Tsinghua University	China	Exchange

Baylor International Partnerships (Cont'd)

Universidad Complutense de Madrid	Spain	MAUI-Utrecht
Universidad de Cantabria	Spain	Exchange
Universidad Nacional de Cuyo	Argentina	Exchange
Universidad Nacional de Cuyo (affiliate during Summer)	Argentina	Affiliate Partners
Universidade de Coimbra	Portugal	MAUI-Utrecht
Universita di Bologna	Italy	MAUI-Utrecht
Universitat Basel	Switzerland	MAUI-Utrecht
Universitat Leipzig	Germany	MAUI-Utrecht
Universite de Caen* (grad students =2.5)	France	Exchange
Universite de Strasbourg	France	MAUI-Utrecht
Universite des Sciences et Technologies de Lille	France	MAUI-Utrecht
Universiteit Antwerpen	Belgium	MAUI-Utrecht
University College Dublin (UCD) ~(Active Spring 17)	Ireland	Affiliate Partners
University of Bergen	Norway	MAUI-Utrecht
University of Birmingham	UK	Exchange
University of Comenius Bratislava	Slovakia	MAUI-Utrecht
University of East Anglia	UK	Exchange
University of Edinburgh	UK - Scotland	Affiliate Partners
University of Helsinki	Finland	MAUI-Utrecht
University of Latvia	Latvia	MAUI-Utrecht
University of Malta	Malta	MAUI-Utrecht
University of St. Andrews	UK - Scotland	Group Semester
University of Sydney	Australia	Affiliate Partners
University of Tartu	Estonia	MAUI-Utrecht
University of Utrecht	Netherlands	MAUI-Utrecht
Univerza Ljubljana	Slovenia	MAUI-Utrecht
Utrecht School of the Arts	Netherlands	MAUI-Utrecht
Vilnius University	Lithuania	MAUI-Utrecht
Voronezh State University	Russia	Exchange
WHU	Germany	Exchange
Xavier University (Domestic)	United States	Exchange
Yonsei University	South Korea	Exchange
Zurich University of Applied Sciences (ZHAW)	Switzerland	Exchange

Appendix F

Faculty and Staff Internationalization Survey Data

There were 722 faculty respondents to the survey representing

Academic Affairs and Provost's Office	20
College of Arts & Sciences	296
Diana Garland School of Social Work.....	23
George W. Truett Theological Seminary	12
Hankamer School of Business.....	79
Honors College	21
Law School.....	15
Libraries.....	15
Louise Herrington School of Nursing	41
Robbins College of Health and Human Sciences.....	92
School of Education	41
School of Engineering and Computer Science.....	28
School of Music	39

- **Faculty identified 481 individual undergraduate courses and 91 graduate courses that “included an international focus or component.”**
- **323 of 720 respondents (44.9%) said that their teaching included an international focus or component.”**
- **467 faculty expressed interest in international teaching.**
- **380 faculty expressed interest in international research.**
- **Faculty rated Baylor’s emphasis on the following areas of internationalization on a 5-point scale with 1 being none at all and 5 being a great deal (mean scores, n=633):**
 - Providing support for faculty in building or enhancing international connections in teaching.....2.5
 - Providing support for faculty in building or enhancing international connections in research.....2.5
 - Providing support for faculty in building or enhancing international connections in service2.5
 - Encouraging student growth in intercultural competence3.2
 - Encouraging faculty growth in intercultural competence2.8
- **A parallel staff survey provided similar results (n=649):**
 - Providing support for staff in building or enhancing international connections in teaching 2.2
 - Providing support for staff in building or enhancing international connections in research 2.1
 - Providing support for staff in building or enhancing international connections in service..... 2.3
 - Encouraging student growth in intercultural competence 2.9
 - Encouraging staff growth in intercultural competence 2.6

Appendix G1

Draft Policy on International Agreements



Policy Title: International Agreements Policy	Policy Number:
Date Issued:	Responsible Executive: Provost
Date Last Revised:	Responsible Office: Center for Global Engagement

International Agreements Policy

Policy Statement

Baylor University ("Baylor") values relationships with institutions of higher education, agencies, and other entities in other countries ("overseas institutions") that support its mission and provide opportunities for its students, faculty, staff, and other constituencies. Institutional agreements between Baylor and international entities must be prepared, considered for approval, and implemented according to criteria and procedures that provide for mutual benefit, safety, sustainability, and consistency with Baylor's mission.

Reason for the Policy

Baylor is committed to extending its international relationships while ensuring their quality, safety, legality, and financial sustainability.

Individuals/Entities Affected by this Policy

Baylor administrators and faculty members proposing any activity or affiliation with an overseas institution that should be conducted under a formal agreement

Exclusions

NONE

Related Documents and Forms

Proposal for Creation or Renewal of an Agreement Between Baylor University and a Foreign Institution

Exchange Agreement Template

University Policies and Documents

[Alternate Work Location Policy](#) (BU-PP 045)
[Americans with Disabilities Act](#) (BU-PP 415)

1. International Agreements Policy

[Baylor University Study Abroad Summer Compensation](#) (BU-PP 745)
[Civil Rights Policy](#) (BU-PP 028)
[Conflict of Interest Policy](#) (BU-PP 800)
[Expectations for Student Organization Service and / or Mission Trips](#)
[Export, Import and Sanction Compliance](#) (BU-PP 041)
[Faculty Development](#) (BU-PP 708)
[Foreign Travel Guidelines](#)
[Global Safety and Security Policy](#)
[Guidelines for Baylor University Mission Trips](#)
 Travel and Entertainment Policies and Procedures
[Missions & Public Life Team Leader Manual](#)
[Policy for Conflicts of Interest in Research and Technology Transfer](#) (OVPR-02) and particularly the section, "Disclosing Foreign Interests."
[Policy on Romantic and / or Sexual Conduct with Students and Supervisees](#) (BU-PP 036)
[Protection of Minors Policy](#)
[Standards of Personal Conduct](#) (BU-PP 023)
[Student Conduct Code](#)
[Student Organization Policy](#)
 Baylor University Study Abroad Program Director Policies
 Baylor University Missions Financial Policies
 Baylor University Missions Student Organization Leader Handbook
[Sexual and Interpersonal Misconduct Policy](#) (BU-PP 022)
[Substantive Change Requirements Policy](#) (BU-AA-203)
[Clery Act Policy](#)
[Clery Notifications Policy](#)

Other Documents

20 U.S.C. 1011f(e), Section 117 of the Higher Education Act of 1965, *Disclosures of foreign gifts*
 Laws of the nation-state with which Baylor is interacting
 34 CFR § 668.5(b) [Written arrangements for study-abroad](#)
 SACSCOC Policy: [Agreements Involving Joint and Dual Academic Awards](#)
 SACSCOC Policy: [Substantive Change Policy, Section on Cooperative Academic Arrangements](#)

Forms and Tools

[Global Safety & Security Forms](#)
 Forthcoming

Definitions

These definitions apply to terms as they are used in this policy.

"Memorandum of Understanding (MoU)"	A preliminary and non-binding framework document, outlining intended areas of cooperation, but not including specific responsibilities of the parties or commitments of resources. These documents explicitly state that commitment of Baylor funds, personnel, facilities, and other resources require additional implementing documentation signed by someone authorized to enter such agreements on behalf of Baylor.
"Memorandum of Agreement (MoA)"	A contractual agreement that specifies responsibilities of the parties and resource commitments for a stated period of time. An example is a student exchange implementation agreement.
"Student Exchange Agreement"	A form of MoA between Baylor and another educational institution to exchange specific numbers of students during each academic year, usually without exchange of funds for payment of tuition

2. International Agreements Policy

Draft Policy on International Agreements (Cont'd)

"Academic Affiliation Agreement"	A form of MoA specifying the terms under which students from an academic institution can study abroad at another institution, usually requiring the exchange of funds for payment of tuition
"Faculty Exchange Agreement"	A form of MoA between two or more universities to exchange faculty for teaching, research, or other purposes, specifying the terms of cooperation. Typically, compensation is provided by the home/sending university and housing is provided by the host/receiving university.
"International Service Agreement"	A contractual agreement with an overseas entity to provide services such as housing or transportation
Cooperative Academic Arrangement	An agreement between a SACSCOC-accredited institution and another entity (or entities) to deliver program content recorded on the SACSCOC institution's transcript as its own, including collaborative agreements with international institutions.
Dual academic award	A student receives instruction at two (or more) institutions in prescribed curricula leading to each institution granting academic awards at the same credential level.
Joint academic award	A student receives instruction at two (or more) institutions in prescribed curricula leading to the institutions granting a single academic award bearing the names, seals, and officials' signatures of each participating institution.

Contacts

Subject	Contact	Telephone	Office email/web site
General Oversight	Center for Global Engagement	254-710-1461	https://www.baylor.edu/globalengagement/
Missions	Office of Missions and Public Life	254-710-3547	missions@baylor.edu https://www.baylor.edu/missions/
Exports	Office of the Vice Provost for Research	254-710-1438	export@baylor.edu

Responsibilities

Vice Provost and Center for Global Engagement (CGE)	Strategic leadership, general direction, support, and oversight of international agreements and programs
Council on Global Engagement	A Baylor committee that consults with the Vice Provost for Global Engagement on priorities for creation and renewal of agreements, selection of international partners, and the operation of existing agreements
Office of Missions and Public Life	Providing leadership and support for Baylor's global mission activities
Office of Institutional Effectiveness	Assuring compliance with SACSCOC policies for Agreements Involving Joint and Dual Awards and Substantive Changes Involving Cooperative Academic Arrangements.
Faculty and staff of academic and administrative units	Initiation of proposals for agreements in their areas of responsibility and fulfillment of responsibilities accepted under those agreements

3. International Agreements Policy

Office of General Counsel and University Compliance and Risk Services	Vetting proposed agreements and programs for their legality, regulatory compliance, and risk exposure
Global Safety and Security Committee	A Baylor committee that reviews safety and security aspects of new or proposed international locations, chaired by the Director of Global Safety and Security and including the Vice Provost for Global Engagement and Director of Missions
Office of the Vice Provost for Research	Vetting proposed agreements involving research, including conflict of interest and foreign influence. Assessing agreement and proposed activities for compliance with U.S. Export Regulations.

Principles

Criteria for Approval, Renewal, or Termination of International Agreements

- Support of the mission and strategic objectives of Baylor in teaching, research, global missions, and public service.
- Avoidance of excessive duplication of affiliations in a particular geographic area and academic discipline.
- Evidence of quality of the partner institution.
- Evidence of student and/or faculty interest in participation.
- Financial and institutional sustainability.
- Potential for attraction of external funding.
- Compliance with laws and regulations of the U.S. and other countries involved and mitigation of risk exposure.

Agreements Requiring Review

- General MoUs and MoAs supporting global initiatives and partnerships.
- Cooperative academic arrangements involving student and faculty exchange agreements and academic affiliation agreements.
- Cooperative academic arrangements involving study abroad program provider or service provider agreements.
- International institutional joint centers or research agreements.
- International academic service contracts.
- International dual or joint degree certificate program agreements.
- Any international institutional agreement that involves a commitment of Baylor resources.

Agreements Not Requiring Review

- Informal, non-contractual agreements between individual faculty or staff members who are cooperating in teaching, research, or administration without a substantial commitment of Baylor resources. However, even in these cases, Baylor faculty
4. International Agreements Policy

Draft Policy on International Agreements (Cont'd)

and staff are encouraged to report these activities to the Center for Global Engagement for its record-keeping and exploration of potential institutional partnerships.

Procedures

Proposal Preparation

Faculty, staff, and administrators who are considering the formulation of new proposals for institutional international agreements are encouraged to discuss them first with the international specialists in their academic/administrative units (such as the Director of Global Initiatives in the School of Education and the Director of the McBride Center for International Business in the Business School) and then with the staff of the Center for Global Engagement. Based on those discussions, the interested parties should complete the form, Proposal for Creation or Renewal of an Agreement Between Baylor University and a Foreign Institution, and, if applicable, should draft an agreement using the Exchange Agreement Template.

Proposal Review

Depending on the nature of the proposed agreement, the review process may include these and other Baylor offices/officials:

- Vice Provost for Global Engagement and other staff of the CGE
- Council on Global Engagement
- Office of Missions and Public Life
- Relevant department chair(s)
- Dean of the College
- Dean of the Graduate School
- Office of the Vice Provost for Research
- Office of General Counsel
- University Compliance and Risk Services
- Director of Global Safety and Security
- Office of Institutional Effectiveness

If the institutional review of the proposal is positive, the applicant will work with the CGE to draft an agreement (based on a template in many cases) that can be signed by authorized parties (such as the Provost) at Baylor and the overseas institution(s). Baylor's Procurement system (currently, TCM) should be used to the greatest extent possible for processing final signatures and permitting Baylor to maintain the agreement in the centralized contract database. After final approval and signing, one copy of the fully executed agreement remains with the partner institution, and the other is held by the Baylor sponsoring department. Additionally, a copy of the entire agreement is included in the database maintained by the CGE.

5. International Agreements Policy

Appendix G2

Creating an International Partnerships Strategy: A Baylor Roadmap

The American Council on Education report, *Internationalization in Action*, recommends a seven-step roadmap for formulation and periodic review and revision of a university's strategy for development of international partnerships. The strategy, it says, "should be approached as a living document that evolves and changes over time," reflecting the changing needs, priorities, and opportunities that confront the

institutions. However, the purpose of the strategy will remain constant: to lay a "foundation for productive, sustainable, and rewarding international collaborations."

With those considerations in mind, let us consider how the 7-step ACE strategy roadmap may be applied at Baylor University.

Step 1: Connect partnerships to institutional strategy

Strategic planning for international partnerships, according to ACE, "must be fundamentally connected to broader strategic planning for the institution as a whole." At Baylor, that begins with the University mission "to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community." Currently, that also calls for consistency with the

Baylor strategic plan for 2018-2022, *Illuminate*, which emphasizes interdisciplinary research, collaboration, and engagement in health care; data science; materials sciences; human flourishing, leadership, and ethics; and Baylor's role in Latin America. Consideration of our institutional strategy immediately raises the question of whether our current international partners can help us to fulfill our strategic goals.

Step 2: Assess the current state of internationalization

In 2018, Baylor adopted its current Quality Enhancement Plan (QEP), *Global Baylor: Addressing Challenges to Human Flourishing*, which called for deeper internationalization of the University through four initiatives:

- **Global Challenges** seeks to "introduce students to the concept of global equity and human flourishing within the context of a particular global issue," which initially would be global health. When we set that objective, we had no idea, of course, that global health would be elevated as a concern by the Covid-19 pandemic. The QEP called for creation of a certificate program in global engagement as one of the tools to support this initiative, and that has been accomplished.
- **Enhanced International Travel Experiences** called for "new and expanded opportunities for student travel through both study abroad and missions, with more intentional focus on attainment of established student learning outcomes associated with their international travel." Unfortunately, again, the pandemic has interrupted progress on this initiative, but it is clear

that a strategic approach to partnership development can be helpful as we move forward.

- **Diversity Abroad** called for "efforts to make international opportunities more readily available to first generation college students, students of color, and students from other diverse or underrepresented backgrounds." For this purpose, it will be helpful for our strategy to include development of partnerships in lower-cost locations and with partner institutions that are, themselves, more diverse than our traditional European partners.
- **Global Baylor** called for new staff support to "coordinate events and activities across campus and beyond to maintain our community focus on global challenges." Considerable progress has been made on that front.

Going forward, our overall internationalization strategy will require periodic review, reflecting new realities presented by international conflict, health concerns, and technological progress.

Step 3: Take stock of existing collaborations

To engage in strategic selection of new partners, we must have full knowledge of our existing network of relationships, branching across the academic units of Baylor University. During our participation in the ACE Internationalization Lab, we started the process of assembling an inventory of our formal partnerships, including university exchange agreements, affiliate

relationships with academic institutions and third-party providers, and relationships with grant providers, and we also surveyed informal partnerships between Baylor personnel members and their international colleagues. This data collection should continue and should become institutionalized. Enhancements to the Digital Measures system may facilitate that effort.

Step 4: Analyze the environment

The ACE roadmap calls for a SWOT (strengths, weaknesses, opportunities, and threats) analysis to be performed that “should focus specifically on the issues surrounding

international partnerships—not the institution as a whole.” This is perhaps the most complex part of the process, because it calls for a careful analysis of internal resources and capacities and an extensive review of external opportunities and risks. The ACE report says the analysis should address questions such as these:

- What areas of brand recognition will make it easy or difficult for Baylor to develop partnerships in new markets?
- What is Baylor’s risk appetite? Are we willing to partner with new or less-known institutions?
- At any given time, Baylor may partner with some elite institutions to benefit from their experience and resources and may partner with some struggling institutions because of our mission as a Christian institution. We may be able to have the deepest cooperative relationships with other institutions

that are operating at our level. What are the levels of interest and support for working with institutions at different levels of accomplishment?

- Where in the world does Baylor have a strong, engaged alumni base? How might alumni be helpful in developing partnerships (e.g., by providing information about local institutions, or making initial in-person contact)?
- Are any of Baylor’s current partnerships putting it at significant legal or financial risk, or causing reputational harm? What is the rationale for maintaining them? What are the real or symbolic costs of severing ties, if necessary?
- Are there new academic areas and disciplines to target for collaborative activity—either because they are particularly strong or weak at Baylor, or because there is significant interest in international partnership development within the corresponding department on campus?

Step 5: Formulate a plan

Built on the foundation laid in the first four steps, a strategic partnership plan should address the “five Ws”—the who, what, when, where, and why of Baylor’s international partnership activity. This should include:

- Overall goals and objectives for partnership activity.
- Priorities for countries, academic areas, and activity types. The rationale for prioritization should be tied to the SWOT analysis.

- Identification of funding sources for partnership activity, including reallocation of existing resources and possibilities for external support.

Step 6: Develop (or revise) procedures and policies

The plan formulated in Step 5 may require a new evaluation of the adequacy of procedures and policies that are used to track, operate, and evaluate new and existing partnerships.

Step 7: Assess, update, and improve

Again, the strategic plan is a living document that should evolve and change over time. Major shifts in the environment, such as the Covid-19 pandemic and major international conflicts, may require immediate changes in strategy. The ACE roadmap calls for an annual review of the existing strategy, addressing questions such as these:

- Are existing collaborations still aligning with and contributing to institutional and internationalization strategies?
- Are established procedures and policies yielding the desired results?

A deeper review of the partnership strategy will be required when the University periodically updates its broader strategic plan.



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