



# » OFFICE OF THE VICE-PROVOST FOR INTERNATIONAL INITIATIVES

SELF-STUDY

## FOREWORD

The Office of the Provost conducts periodic external reviews of the programs led by its Vice-Provosts. This report is a self-study compiled by the Office of International Initiatives that provides content, documentation, and critical reflections on our international activities. The external review is designed to bring the professional judgement and input of respected colleagues in assessing and improving the quality of the VPII office and the services they provide to the Institute. I would like to express my gratitude to all those who have contributed to this collective effort over a period of several months, and in particular to Lyonka Strawn-Valcy who coordinated the self-study and Florence Stoia who edited it and gave it its final look.



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and Steven A. Denning Chair in Global Engagement

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## » SECTION A: INTRODUCTION AND EXECUTIVE SUMMARY

Georgia Tech was established in 1885 as a public institution of the University System of Georgia to address the need of technology-based education as the postwar South was shifting from a primarily agricultural economy to an industrial economy. Georgia Tech's motto of "Progress and Service" still captures its ethos today. The first Hispanic students enrolled at Georgia Tech at the turn of the twentieth century. They came primarily from Cuba and Puerto Rico, but Mexico, Argentina, and Brazil were also represented. In 1918 Spanish-speaking students launched a Latin American Club, which reorganized as the Cosmopolitan Club in 1920 to include all foreign-born students as well as American members. Today, Georgia Tech is a vibrant community of students, faculty, and scholars coming from 128 countries around the world. In 2019, over 57% of our undergraduates have had a significant international experience by the time they graduate, either through study abroad, international research, or internships. In the last few decades, Georgia Tech has evolved from a regionally recognized technological institution primarily focused on its undergraduate programs, to a nationally recognized research university with a strong commitment to global engagement.

The Office of the Vice-Provost for International Initiatives (VP II) was formally created in 2007 to be the nexus and lead all of Georgia Tech's global initiatives. The first VP II and holder of the newly created Steven A. Denning Chair for global engagement was Dr. Steve McLaughlin, who served as Dean of the College of Engineering, and now as Georgia Tech's Provost. In 2012, Dr. Yves Berthelot succeeded Dr. McLaughlin as Vice-Provost for International Initiatives.

The VP II office oversees:

- Office of International Education (OIE)
  - International Students and Scholars Services (ISSS)
  - Education Abroad (EA)
  - On-Campus Internationalization (OCI)
- Tech's two campuses abroad
  - Georgia Tech – Lorraine (GTL)
  - Georgia Tech – Shenzhen (GT-Shenzhen)
- Office of International Development and Alumni
  - Financially under the central Development office but operating under the VP II office
- Global Operations
  - Coordination across campus
  - [GT Global, Inc.](#), a 501c3

In addition to the above, the VP II office serves as Tech's host for visiting international delegations. It also liaises with the Consular Corps in Atlanta and manages Tech's special relationship with the Consulate General of France's office in Atlanta, as co-organizer of the annual series of events called "[France-Atlanta: Together Towards Innovation](#)".

The VP II office also serves as the nexus for the numerous international activities that are ongoing across campus. Because of the entrepreneurial culture of the faculty, there are a large number of international collaborations or activities that take place in the Schools, Colleges, Centers, or units such as the [Georgia Tech Professional Education \(GTPE\)](#), the [Enterprise Innovation Institute \(EI2\)](#), or the [Georgia Tech Research Institute \(GTRI\)](#), which are sometimes but not systematically captured by the VP II office.

# » SECTION B: OVERVIEW OF VPPI OFFICE AND COMPONENTS OF THE PROGRAM

## 1. Institutional Profile of Georgia Tech

The Georgia Institute of Technology (referred to as GT, GIT, Georgia Tech, or Tech) is a science and technology-focused research university. Its motto of “Progress and Service” is achieved through effective and innovative teaching and learning, research advances, entrepreneurship, and economic development in all sectors of society. As a part of the University System of Georgia (USG), a member of the Association of American Universities (AAU), and as one of the top research universities in the United States, Georgia Tech influences major technological, social, and policy decisions. In the 2020 rankings by U.S. News & World Report, Georgia Tech is ranked 8th among public universities and is tied for 4th place in the best undergraduate engineering schools ranking. All of GT’s undergraduate and graduate engineering programs rank in the top 10 in the United States. In addition, the 2020 ranking by the [Times Higher Education](#) places Georgia Tech as 38th among global universities.

In [2019-2020, Georgia Tech’s total student enrollment](#) was 36,488, including 12,339 students enrolled in our online MS degrees (Computer Science, Analytics, and Cybersecurity). About half of the students are undergraduates. Georgia Tech has six colleges: The College of Design, the Scheller College of Business, the College of Computing, the College of Engineering, the Ivan Allen College of Liberal Arts, and the College of Sciences. The FY20 research expenditures are just over the \$1 B mark, with more than half coming through the Georgia Tech Research Institute (GTRI)’s defense related research. Other important units of the Institute include the Enterprise Innovation Institute (EI2), one of the largest and most comprehensive university-based programs of business and industry assistance, technology commercialization, and innovation-led economic development in the United States. Another key resource is GT Professional Educational (GTPE), which serves our community of lifelong learners through professional courses and online programs or degrees, as well as through our Language Institute.

## 2. Institute International Strategy

In 2010, President Bud Peterson launched the [Institute’s strategic plan](#), which has five overarching goals. Goal 4 is to “Expand Our Global Footprint and Influence to Ensure That We Are Graduating Good Global Citizens.” Three strategies are identified to achieve that goal:

- Expand the world’s footprint at Georgia Tech
- Extend and leverage Georgia Tech’s impact around the globe
- Embrace and support globally engaged students.

Today, under the leadership of President Cabrera, a new [Strategic Plan](#) for the Institute is being developed. It puts forward six Strategic themes. The third one is: *Connect Globally*. Below are excerpts from the Vision statement (Vision statement V7).

### *Strong Local Roots, Broad Global Reach*

*Originally established to help industrialize Georgia and a war-torn American South, Georgia Tech was a critical element in Atlanta’s emergence as a city of national and worldwide prominence: a global transportation hub, a site of commerce, the home of iconic business giants, and an incubator of transformative social and cultural movements. Atlanta has indeed become one of the most globally connected cities in the world and a leading international meeting place - as it notoriously showed*

when it hosted the Centennial Olympic Games in 1996.

*Like its home city, Georgia Tech has become a globally recognized brand and a reliable partner in supporting international collaboration, education, commerce and research into complex issues that affect us all. Those collaborations and partnerships have demonstrated that global relevance is not at odds with local impact. Exposure to other cultures prepares our students to lead in the global economy. The cultural and demographic diversity and the nature of the issues that we face in our immediate community offer a unique ground for testing solutions that can set an example for other parts of the world. The exceptional talent we attract from around the world has positioned Georgia Tech to make unique contributions to local and global problems, build strong bridges to the world and strengthen the global competitiveness of our state.*

*The global pandemic of 2020 highlighted the fact that the most consequential challenges we face are global in nature and require global collaboration and solutions. It has also exhibited how essential technology is for supporting collaboration at the local and global levels, for the rapid diffusion of solutions, and, very specifically, for the delivery of learning. Georgia Tech's leadership in learning technology and innovation, which has produced among other tangible results, the world's largest online MSC (Master of Science in Computing) program in computer science proved instrumental in our ability to rapidly switch to distance-based instruction. It also demonstrated how technology will be a key component of our ability to create a truly global network of learning and innovation.*

### **GT 2020 Strategic Plan Excerpts**

*Connect Globally:*

**Goal 1: Prepare Georgia Tech students to be cross-culturally competent, globally-minded leaders**

**Goal 2: Be a leader in study abroad participation among leading public research universities**

**Goal 3: Be a hub of a global learning and innovation network by expanding global partnerships, alumni engagement, life-long learning, and research collaborations.**

#### **Moving into action**

- Remove financial barriers for study, work and research abroad for all student
- Expand international partnerships for student exchange, study abroad and virtual exchanges
- Ensure that cross-cultural and global learning opportunities are integral to the experience of all students and the Georgia Tech community
- Expand collaborations with other globally focused institutions to tackle critical global issues
- Expand high-impact, multi-disciplinary, technology-based collaborations between Georgia Tech in Atlanta and Georgia Tech's current and future international hubs in the areas of academics, research, economic development, and community engagement
- Become a central actor in the major global activities for SDG advancement and demonstrate global SDG capabilities at home by ensuring campus-wide decisions and practices that advance elements of SDGs

### **3. Recent Milestones**

In the last four decades, Georgia Tech has made a strong commitment to international engagement.

- In the early eighties, Georgia Tech was one of the first US universities to sign a joint venture to develop industries in China for manufacturing high-tech products.
- In 1990, Georgia Tech opened its European campus in Metz, France. It started as a small graduate program in Electrical and Computer Engineering (ECE). Today it is a full-fledged campus with over 700 students annually (prior to the pandemic) involved in undergraduate and graduate education, research (joint international laboratory with CNRS since 2006), and innovation (Institut Lafayette launched in 2014).
- The Institute is also committed to internationalization of its curriculum and education abroad. In 2005, it launched its International Plan as part of its Quality Enhancement Program (see OCI-1 for the QEP Report). The International Plan is a program that has been nationally recognized. It involves 27 Schools and Departments at Georgia Tech and has had a positive impact on hundreds of students. Over the last two decades, Georgia Tech's study abroad programs and International Students and Scholar Services have experienced remarkable growth. Georgia Tech now has programs and agreements in 250 destinations and in over 60 countries.
- In 2007, Dr. McLaughlin was named the first Vice-Provost for International Initiatives and later launched the first Global Positioning Strategy.
- In 2010, the Georgia Tech Panama Logistics Innovation and Research Center, located in Panama City, was launched under the auspices of the Government of Panama to provide technical advice in logistics and trade to the Government.
- 2013 marked the formal launch of our International Development activities, with development officers in Asia, Europe, and Latin America.
- In 2016, Georgia Tech entered an agreement with Tianjin University and the Shenzhen government to build a new campus. Georgia Tech had been offering its MS in ECE in China since 2006, with a presence initially in Shanghai, but this new agreement represents a major commitment from Georgia Tech to have a presence in one of the fastest growing technological hubs in Asia.

### **4. The Office of International Initiatives within Georgia Tech**

The Office of the VP II resides in the Provost's Office. Four Vice-Provosts and eight Deans report directly to the Provost. These are:

- Vice Provost for Undergraduate Education;
- Vice Provost for Graduate Education and Faculty Development;
- Vice Provost for Enrollment Management;
- Vice Provost for International Initiative and
- Dean of the College of Engineering;
- Dean of the College of Sciences;
- Dean of the College of Computing;
- Dean of the College of Business;
- Dean of the College of Design;
- Dean of the Ivan Allen College of Liberal Arts;
- Dean of Professional Education;
- Dean of the Library.

The team works well together and meets regularly to lead and coordinate GT's academic matters.

Georgia Tech has always had entrepreneurial faculty. The VPIL office very much encourages this spirit while promoting larger strategic objectives. The office strives to balance both top-down and bottom-up approaches to international initiatives, always with laser-sharp focus on excellence. In terms of operations, the VPIL office follows a hybrid centralized/decentralized model.

The [Office of the VPIL](#) has articulated its own goals around the Institute's plan and developed its [Global Positioning Strategy \(GPS\)](#), with its own vision and mission.

**Vision:** Georgia Tech's international activities will embody its motto of Progress and Service, empowering students and faculty to provide solutions to global challenges. These activities will instill in our students the conviction, social courage, and intercultural sensitivity needed to collaborate across geopolitical, cultural, and linguistic boundaries to become effective leaders.

**Mission:** The Office of the VPIL supports the Institute's global ambitions by:

- Defining a vision, strategy, and core principles of global engagement;
- Being a nexus for all international activities – enabling and engaging with faculty and the entire Georgia Tech community to foster a campus culture of global engagement;
- Providing resources, MOUs, agreements, and links to other resources, both on and off-campus;
- Serving in a diplomatic role when hosting delegations on campus or representing Georgia Tech abroad;
- Ensuring effective operations through Georgia Tech Global, Inc, coordinating with various offices on campus beyond the Colleges and Schools, e.g. with Legal Affairs, Human Resources, Grants and Contracts, Accounting, Institute Planning and Resource Management, Financial Services, Controller's office, Institute Communication, Dean of Students, Emergency Preparedness, Office of the Executive Vice President for Research, and other units as needed.

## 5. [VPIL Leadership, Units and Organization](#)

### VPIL Leadership Team



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*Vice-Provost for International Initiatives  
Steven A. Denning Chair for Global Engagement  
President, Georgia Tech-Lorraine  
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**Tina Rousselot de Saint Céran**

*Director, International Student and Scholar Services*



**Allison Noffsinger**

*Associate Director, On-campus Internationalization*



**Dr. Abdallah Ougazzaden**  
*Director Georgia Tech-Lorraine*  
*Co-Director, Institut Lafayette*



**Dr. Bernard Kippelen**  
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**Dr. Jean-Paul Salvestrini**  
*Director, UMI GT-CNRS 2958*



**Dr. Tong Zhou**  
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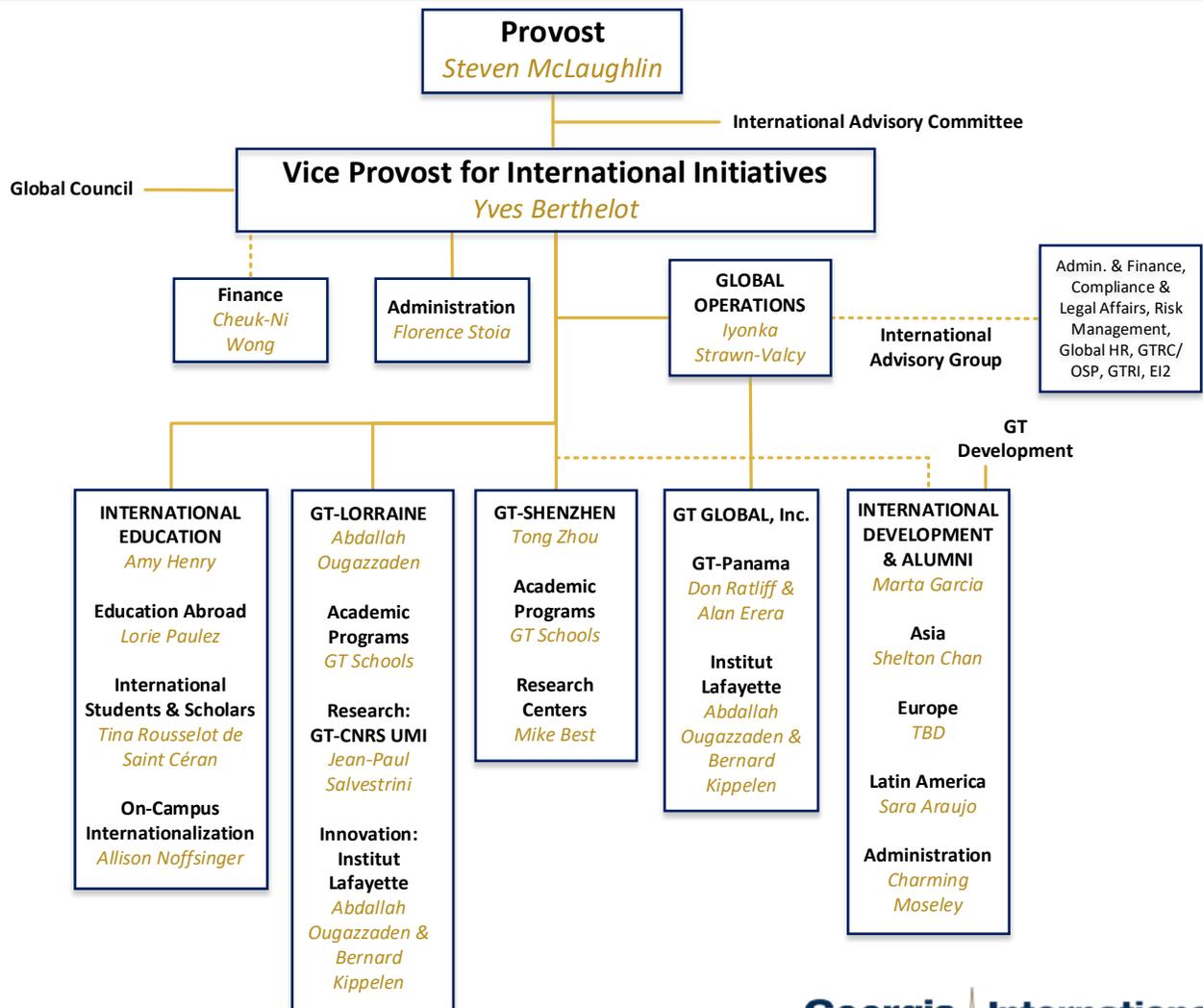
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# GEORGIA TECH INTERNATIONAL INITIATIVES

## Organizational Chart



Updated 10/13/20



The main components of the Office of the Vice Provost for International Initiatives are as follows.

### 5.1 Office of International Education

The [Office of International Education \(OIE\)](#) provides leadership and advocacy for pursuing and supporting Georgia Tech’s international education goals through student and scholar mobility, on-campus internationalization, and intercultural engagement. It is organized in three working groups:

- Education Abroad (EA)
- International Student and Scholar Services (ISSS)
- On-Campus Internationalization (OCI)

Total Staff: 30 positions + 4 unfilled position. FY21 General Operation budget approved by the Institute: \$1.65M including \$17K for non-personnel services.

## 5.1.1 Education Abroad Office

The [Education Abroad \(EA\)](#) workgroup serves as the central point for international mobility programs for students. Twelve full-time, professional staff serve the GT community through expertise in education abroad policy and best practices, global education advocacy, student advising and support, student and faculty engagement, program development and support, administration of scholarships allocated to OIE for education abroad participants, recruitment and marketing of all education abroad opportunities, faculty and staff training and pre-departure support, intercultural training and transition programming, reentry support and programming, health and safety abroad, security and emergency management abroad, risk management, and compliance.



>> *Education Abroad Fair.*

### 5.1.1.1 Education Abroad Operations

Student advising and collaboration with academic advisors, pre-departure orientations, intercultural preparation workshops, health and safety preparation, risk management, security monitoring and assistance in evacuations, scholarship advising and support, compliance and reporting, best practices for program oversight, student support while overseas, emergency management, student reentry support and programming, employer and partner relationship building and maintenance, student recruitment, support to academic units.

### 5.1.1.2 Study Abroad

EA manages standard GT communication of study-abroad policies, requirements, and information to ensure that information is consistent with Institute policy and that students receive accurate and timely information. EA assists programs in developing policies to protect students, the faculty and staff, and the Institute – this includes, but is not limited to: financial policies (cancellation, refund, penalties, financial aid compliance, scholarship advising, emergency funds, and related themes), and legal and risk management policies (document collection for waivers, insurance coverage, vetting contracts through legal and/or purchasing, and compliance and reporting for ADA, Clery, Title IX, USG, and Institute policy). EA collaborates with academic advisors and centrally provides student advising, mandatory, pre-departure orientation, intercultural preparation workshops, health and safety preparation, risk management, security monitoring and assistance in evacuations, scholarship advising and support, compliance and reporting, best practices for program oversight, student support while overseas, emergency management, student reentry support and programming, student recruitment, and support to academic units.

### 5.1.1.3 Travel

The EA team serves as a resource and partner to the GT community as a whole and regularly provides guidance, support, resources and expertise related to leading student travel both internationally and domestically. EA provides support to the [GT Policy on Restricted Travel Abroad](#) and convenes the Appeal Committee should a group or individual student request travel to an area restricted by a U.S. Department of State Travel Advisory at Level 3 or 4, and/or a CDC Health Notice at Level 3. EA is often the first point of contact for students abroad when they need support from the Dean of Students/Student Life unit. EA collaborates closely with Student Life and facilitates connection of students abroad to Student Life in Atlanta when students require their assistance. Examples of support include counseling services, health and wellness and student integrity.

### 5.1.1.4 Student Support

The EA workgroup provides support to students as they engage in international experiences and grow as global citizens through advising, scholarships, pre-departure preparations, support while abroad including emergencies, and re-entry programming. Support from GT is a critical component of a student's experience abroad. Often, a student's Education Abroad advisor is their primary connection to GT. EA supports students with academic progression, enrollment compliance, navigating culture shock and other challenges while traveling, understanding payment deadlines and financial aid disbursement, emergencies, reporting crimes, medical and mental health needs and more.

**Advising:** EA Advisors support students through both program-specific and general study abroad advising. Advisors work with students individually and in groups to guide and support them through all stages of the education abroad process, from inquiry to re-entry. Advising appointments are conveniently booked through an online booking system. Advising appointments are conducted both in-person and through virtual platforms to meet the individual needs of students. Regular assessment of advising appointments occurs to ensure goals of helping students identify programs or international opportunities that meet their career/academic needs and to ensure they are prepared to complete the next steps in their preparation process, all while providing the highest level of service.

**Operations Software:** The EA team hosts application management for all GT student international experiences, including International Academic Project Travel Registration. In 2017, OIE invested in Terra Dotta software, a leader in higher education software for study abroad application management. As a web-based application system, Education Abroad staff and faculty reviewers can access student application and emergency contact information with ease.

**Pre-Departure Preparation:** EA supports students as they prepare for their international experience in a variety of ways. Pre-departure materials are distributed electronically through the Terra Dotta application system (named "Atlas" at GT). Before departure, students are required to review the learning content and complete quizzes to confirm their comprehension of the content. Key benefits of using an online content delivery method include providing students, especially those away from the Atlanta campus, with flexibility in when and where they complete the modules; providing an assessment of learning; and holding learning content in a system for students to re-access throughout their time abroad. In addition to the online learning content, Advisors and Program Leaders hold in-person meetings and workshops pre-departure. These meetings are often program-specific and provide a space to share information unique to each program. For Faculty-Led programs, students can meet with their faculty program leaders and the other program participants. For exchange students, a series of panel sessions was launched during the Spring 2019 semester to better support outgoing exchange students' needs. The panel series includes these three events: Underrepresented students (LGBTQIA, Students of Color, First Generation Students); Asia, Oceania

and the Middle East; and Europe, South America and Africa. These panels are offered in addition to a workshop for all exchange students centered on intercultural communication preparation. Students are required to attend at least one panel and one Intercultural Communication Orientation prior to the start of their program.

**Re-Entry Programming:** Students are supported through their re-entry experience and return to campus through a variety of programs administered by EA. These include welcome events, buddy programs, unpacking workshops with guidance for incorporating their international experience into their resume, and interview preparations. Additionally, EA supports a Peer Advisor program providing students with an outlet to process their experience, share it with others and continue their connection to OIE. Nearly 30 Peer Advisors are selected through an interview process each semester. The Peer Advisors volunteer their time to support EA outreach efforts.

#### **5.1.1.5 Campus Partnerships**

Key campus partners include GT academic units, the Registrar's Office, the Office of Financial Aid, the Bursar's Office, the Division of Student Life (Dean of Students, Disability Services, Counseling Center, Student Integrity, LGBTQIA Resource Center, Health Initiatives, New Student and Transition Programs, Parent and Family Programs, Student Engagement), the Office of Admissions, Center for Career Discovery and Development, Office of Legal Affairs, the Title IV Office, Campus Recreation, the GT Alumni Association, the GT Foundation, Stamps Health Center, Housing (and Living Learning Communities), and the GT Police Department.

#### **5.1.1.6 Atlanta-based Course Offerings**

For many years, OIE has offered a course from Development of Professional Practice (DoPP) available to students on the Atlanta campus, and designed to prepare students for entering the global workplace. DoPP 2001- Preparing to Work in a Global Economy engages students through readings, case studies, in-class discussions and activities, and practical applications. Students learn fundamental concepts of intercultural communication and how to adapt to cultural differences in the workplace. The course helps students envision and leverage their professional development in a global context and culminates in their preparation to apply to an internship outside the United States. Students create a resume, cover letter, and participate in a mock interview for a global internship. There are approximately 20 seats available in this course each semester. For the last 2 years, an EA team member has co-taught this class with an OCI team member. Also, in a partnership with the Office of Undergraduate Education, EA teaches a section of the one-credit course, GT 1000, aimed toward first-year students interested in international experiences. This course covers content critical to first-year student success including academic success strategies, engagement opportunities (study abroad and global internships/research), career and major exploration, intercultural communication and team-building skills.

#### **5.1.1.7 Marketing and Outreach**

The EA team leads marketing and outreach efforts for the international opportunities at GT. Marketing efforts include: Open House events, Annual Study Abroad Fair, Global Internship Expo, classroom presentations, presenting at admission and FASET (freshmen orientation) events, walk-in advising, program-specific information sessions and development and distribution of print materials (posters, brochures, major flyers). EA also sponsors an Annual Photo Contest and collaborates with others in OIE and GT to produce International Education Week events. EA utilizes multiple social media platforms to engage with their constituents. Currently, the platforms with the most engagement are Instagram, Facebook, and LinkedIn. Additionally, EA has regular opportunities to collaborate with GT Social Media Communicators. (See EA-1 for 2019-20 Facebook and Instagram analytics.)

## 5.1.2. International Student and Scholar Services

Each year Georgia Tech welcomes students and scholars from over 120 countries around the world. According to the NAFSA International Student Economic Value Tool, Georgia Institute of Technology international students contribute an estimated \$182 million to the economy of Georgia's 5th District each year supporting 2,817 jobs. In addition to the economic benefits, attracting the world's top minds to Georgia Tech and the state of Georgia fuels innovation and excellence in academic research output and produces globally competent graduates. The [International Students and Scholars Services \(ISSS\)](#) workgroup supports the Institute through:

- Support and advising for immigration compliance and benefit eligibility for international student and scholar visa holders prior to arrival, during their student or scholar experience, and for up to three years after graduation.
- Oversight of institutional compliance processes and procedures for Department of Homeland Security and Department of State visa programs.
- Management of bilateral exchange inbound program including outreach to partner institutes regarding balances, nominations, admission, immigration, onboarding, and engagement programming for international exchange students.
- Educational outreach to academic colleges, HR, Student Affairs, and other important campus and community stakeholders to aid in compliance and overall support for international students and scholars at Georgia Tech.
- Student and scholar engagement and support programming.
- Administration of scholarship and sponsored student programs.

### 5.1.2.1 Populations Supported

**Prospective and Newly Admitted Students:** ISSS oversees the creation of new student records in the U.S. Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS), issues the initial Certificates of Eligibility for the student visa, provides advising services and communication resources and engagement activities for newly admitted students to support them with the visa application process and with understanding how to organize housing, insurance, registration, billing, and other important logistics prior to arriving in the U.S. Once students are inside the U.S., OIE supports them through the onboarding process by providing orientation, supporting on-campus employment authorizations and the social security application process, and completing the immigration requirements for international student check-in and state of Georgia verification of lawful presence. In addition to these important services, OIE provides support to students transferring their SEVIS records from other institutions, requesting a deferral of their SEVIS record to a later term, and changing status from one visa type to another.

**Enrolled Students:** Enrolled international student services include advising and SEVIS updates on the following topics:

- Benefits including on-campus employment, curricular practical training, economic hardship authorizations, and Optional Practical Training (OPT).
- Responsibilities including address updates, full time enrollment requirements, reduced course load authorizations, academic level and program updates, extensions of stay, leave of absences, and international travel.
- Hardships including emotional, medical, family, social, and economic challenges affecting the student's ability to succeed.

**Optional Practical Training Participants:** F-1 student visa holders are eligible to remain inside the U.S. and engage in experiential learning opportunities for 12 months after graduation. F-1 student visa holders graduating in the STEM fields are eligible for an additional 24 months of extension of

the practical training experience for a total of 3 years of post-graduation experiential learning. During this time, OIE continues to update the SEVIS records and provide guidance on responsibilities and benefits of OPT.

**Exchange Visitors:** ISSS creates the initial SEVIS record for exchange visitors and oversees pre-arrival support with visa application, housing, insurance, transportation, and other logistics. Once exchange visitors arrive, ISSS supports them with onboarding including the required immigration check-in, social security application, and review of the exchange visitor's insurance coverage to ensure compliance with the U.S. Department of Homeland Security's insurance requirements. During the exchange visitor's time at Georgia Tech, ISSS provides advising on immigration responsibilities including maintenance of status, international travel, and extension of stay.

**Family Members:** ISSS creates the SEVIS record for immediate family members of international students and exchange visitors. In addition, ISSS supports advising on international travel, work and study eligibility, change of status, and maintenance of status.

### 5.1.2.2 Primary Functions

**Special and Bilateral Programs:** International Student and Scholar Services (ISSS) supports various special and bilateral programs that welcome international students studying on a J-1 student visa. J-1 students are exchange visitors participating in the Department of State's Exchange Visitor Program. The Exchange Visitor Program is carried out pursuant to the Mutual Educational and Cultural Exchange Act of 1961, as amended. Its purpose is to foster mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges. All exchange visitors are expected to return to their home country upon completion of their program in order to share their exchange experiences with people in their home country. Regarding programs serving J-1 non-degree students, ISSS offers various services, and embodies certain strengths and challenges.

ISSS coordinates with various stakeholders to welcome J-1 students to Georgia Tech. One critical area of service is the creation of DS-2019s needed for J-1 visa issuance. One such group that ISSS supports in this key area is our bilateral non-degree exchange students. ISSS works with the partner institution to communicate exchange spots, nominations, and the application process. Once the student is accepted, ISSS creates and ships their DS-2019. Throughout this process, ISSS communicates with the student regarding application and pre-arrival guidance. Upon arrival, ISSS works closely with the student to ensure they attend orientation, complete check-in, and are advised properly regarding registration. Throughout their studies, ISSS communicates various updates, and shares programming available for engagement in the GT community. One such opportunity is the Land@GT buddy program, which pairs inbound J-1 non-degree students with returned exchange and study abroad students. Those who sign up for Land@GT in the fall attend the "Ramblin' Race," an event that combines a scavenger hunt and campus tour as an initial experience for students to build cross-cultural relationships with buddies. Other events include a Welcome Reception for all exchange students, and other ISSS events including Mid-Semester Meal, International Education Week events (fall semester only), and Culture Fest events (spring semester only).

**TECHsplore:** Another such group that ISSS supports is TECHsplore, a special program housed under On-Campus Internationalization (OCI).

ISSS works closely with OCI to ensure that TECHsplore students receive communication regarding the DS-2019 request process. In addition, ISSS works with OCI and TECHsplore students to ensure the latter has the advising necessary to maintain their J-1 visa status in the U.S. TECHsplore

students also attend orientation with bilateral exchange students. ISSS works with OCI to communicate any engagement opportunities hosted by the former that are available to TECHsplore. Opportunities that ISSS makes available to TECHsplore students include the Land@GT buddy program, Ramblin' Race (fall semester only), Exchange Welcome Reception, Mid-Semester Meal, International Education Week events (fall semester only), and Culture Fest events (spring semester only).

**SEVIS Compliance:** ISSS utilizes the Sunapsis software to effectively manage the international student and scholar compliance processes and services for the large number of international student and scholar records. The software provides important batch reporting, adviser alerts and case load management, and maintains an electronic record of all actions taken in the system. The system also provides a user portal for students, scholars, and academic departments to submit requests and report information required for compliance purposes. The Sunapsis system is a shared software that is currently utilized by the Global Human Resources office, the Georgia Tech Language Institute, and ISSS.

ISSS is responsible for oversight of the F Student Visa program and the J Exchange Visitor program including overall program compliance with federal regulatory requirements for redesignation and recertification every two years, required SEVIS updates and compliance reporting, and training of Designated School Officials (DSOs) and Alternate Responsible Officers (AROs). This is a critical service for ensuring the institution's ability to host F-1 student visa holders and J-1 student and scholar visa holders.

The following SEVIS projects are required for system compliance:

- Reporting international student and scholar check-in within 30 days of arrival
- Review of student full-time registration and verifying this registration for each F-1 student visa holder within 30 days of each academic term start date
- I-17 updates within 21 days of any changes to degree programs, DSOs, institutional leadership, site additions, or address changes
- Annual program report for Exchange Visitor program by July 31 each year
- Verification of DSOs and AROs annually
- Background checks for AROs every two years in advance of redesignation
- Redesignation application every two years
- Recertification application every two years
- Daily compliance with all required reporting and SEVIS updates for student and scholar visa holders

**Research Scholar and Student Intern Program:** Faculty invite students and scholars from all over the world to participate in research and internships at the Institute via the J-1 Exchange Visitor Program. The Exchange Visitor Program is carried out pursuant to the Mutual Educational and Cultural Exchange Act of 1961 fostering mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges. All exchange visitors are expected to return to their home country upon completion of their program in order to share their exchange experiences with people in their home country.

Research scholars and student interns must be invited by a specific host department within Georgia Tech. Once the department completes their request to invite the scholar or student to Georgia Tech, ISSS works with Global HR and Legal Affairs to conduct reviews of foreign nationals' eligibility to participate within the Exchange Visitor Program. All J-1 Exchange Visitors are screened for export control purposes prior to issuance of a DS-2019 Certificate of Eligibility for the J-1 Exchange

Visitor visa. Academic departments are also responsible for acknowledging they understand the responsibilities associated with hosting an exchange visitor as part of the submission of their request. Host responsibilities are outlined here. Once it is determined the individual is eligible, ISSS issues the DS-2019 form and remains in contact with the incoming exchange visitor to support them with any questions or adjustments that need to be made to their record. Upon issuance of the student intern DS-2019 forms, OIE collects a fee to support the office and specifically to develop programming for the student intern population. Monthly events for student interns are organized by ISSS.

Upon arrival in the U.S., the scholars and interns are invited and expected to attend an OIE monthly orientation session. At the orientation, exchange visitors are given an overview of the rules and responsibilities on how to maintain status, as well as resources offered by the Institute.

### **5.1.2.3 Co-Curricular Programming**

**Georgia Tech International Ambassadors:** One such partner ISSS collaborates with is the registered student organization Georgia Tech International Ambassadors (GTIA). With just over 60 tight-knit members, representing over 20 nationalities from 5 continents, this undergraduate student organization champions international culture and diversity, holding multiple events for the international community through the year – from Career Fairs to Movie Nights – and catering to a community of Yellow Jackets both on-campus and around the world. ISSS collaborates with GTIA on various events including Cultural Transition Panel, Mid-Semester Meal, International Education Week, and Culture Fest.

**Programming & Services:** ISSS events serve various student-centered purposes. Some events work to offer a heightened level of support based on an identified service need. Others serve to support students with the cultural adjustment process. In addition, certain events work to connect students with the Georgia Tech community. This includes events such as the Mid-semester meal organized for first-year international students, international film night, or DiversiTea, an event that utilizes the metaphor of tea as a symbol of diversity, with its various blends brewed throughout the world.

**Travel Signature Event:** ISSS identified a service need that is critical to the successful support of international students and scholars. Each semester, hundreds of international students and scholars submit travel signature requests in order to receive a signature on their I-20 or DS-2019 authorizing re-entry. Such requests usually increase greatly before the winter and summer breaks. In order to better support our populations in a way that is student-centered, ISSS staff developed the Travel Signature Express event, which welcomes international students and scholars to Tech Rec, an on-campus game area located in the Student Center. There, students can request and receive a travel signature, eat good food, and enjoy various games.

**Georgia International Leadership Conference:** Georgia International Leadership Conference (GILC) is a weekend-long conference for international and U.S. American students with a general international focus from institutions of higher education to come together in one place to share ideas, network, and above all, develop their leadership qualities. GILC is open to all institutions of higher education in the state of Georgia and opens to surrounding states after the priority registration. Each spring, ISSS collaborates with other OIE workgroups to take a group of 10-12 students to the conference, at which GT students and staff participate and also lead certain sessions.

**Culture Fest:** Culture Fest is a week-long celebration of internationalization and multiculturalism, with the purpose of highlighting and celebrating cultures from around the world at Georgia Tech. The registered student organization Georgia Tech International Ambassadors implements a series

of various events with the support of ISSS and the Language Institute (LI). One such event is Food Fest, where attendees get an opportunity to taste a variety of international cuisines.

ISSS also supports LI's Language Café, where attendees learn about other languages and engage with individuals of various cultural backgrounds. Student volunteers lead conversation tables, teaching common phrases in their native language to others.

**Professional Development Series:** ISSS hosts and supports several events throughout the year to provide support to international students interested in exploring career options after graduation. This includes regularly held Practical Training workshops, hearing guest speakers discuss immigration options available in the U.S. and Canada, sessions on how to best market one's skills to potential employers, and support for GT Career panels at Career Fairs.

**Graduation Reception:** Each spring, ISSS hosts a Graduation Reception for graduating international students. ISSS leadership offers a few opening words of congratulations, followed by the announcement of International Student Leadership Award. This award honors international students who have contributed significantly to the internationalization of the Georgia Tech campus and have demonstrated outstanding leadership skills while at Georgia Tech. Afterwards attendees mingle over hors d'oeuvres.

**Orientation Programming: Pre-arrival Webinar:** Led by ISSAs, this webinar provides crucial information related to visa application, entry, housing, check-in, and first days in the U.S.

**GTIA Ask Me Anything & Cultural Transition Panel:** An introduction to culture and adjustment, tips on how to cope with culture shock, and stories from current GT international students as they talk about their experiences in the U.S. Attendees can ask questions to the student panel of current international students. The session includes an engaging and informative video about U.S. culture and cultural misunderstandings that may arise due to differences in cultural norms around the world.

**Staying Safe and Healthy Session:** The Georgia Tech Police Department (GTPD) discuss a variety of topics, including the rights of an international student, what to do in an emergency, and services offered by the GTPD to keep students safe. Students also learn about GT Health and Counseling Services, how the GT medical insurance plan works, and what additional services are offered to international students to assist them as they adjust to life in the U.S.

**GT/USA 101:** Information on how to obtain a driver's license, use public transportation, apply for a Social Security card, and acquire a cell phone. The Student Alumni Association participates to tell students about GT's history and traditions.

**How to Succeed as an F-1/J-1 Student Sessions:** This session discusses the various immigration regulations to which F-1 and J-1 students are required to comply. Violation of these regulations could greatly impact a student's ability to succeed academically. Students in attendance learn about enrollment requirements, travel issues, employment in the U.S., and other relevant topics.

**Campus Tour:** Led by Student Life assistants, incoming international students go on a tour of campus to learn about key buildings including the Student Center, Library, Student Success Center, and Barnes & Noble. The assistant tailors the tour based on the majors of the attendees, and points out academic buildings along the way. The tour ends at the Campus Recreation Center (CRC), where staff provide a tour of the facilities.

**Resource Fair & Welcome Party:** All new international students are invited to attend OIE’s Annual Welcome Party. This event is a great opportunity for new international students to meet one

**Spouse Orientation:** Spouses of F-1 and J-1 students and scholars are invited to this session. Topics of discussion include English language courses, use of campus facilities, childcare, and resources in the Atlanta area. This event provides an opportunity for spouses to meet one another and start building a sense of community.

**International Coffee Hour/Tech Rec Night:** ISSS rents out Tech Rec for a night of bowling, billiards, video games, and air hockey as another way to welcome incoming students to campus. This event also allows new students to make friends with continuing international and U.S. American students.

**Crisis & Change Management:** ISSS is responsible for coordinating support to groups of international students and scholars during times of U.S. regulatory change, foreign political crises affecting financial support and well-being, and global challenges affecting student and scholar mobility and academic progression such as the current COVID-19 pandemic. ISSS also coordinates individualized support to students and scholars experiencing personal crises including health problems, financial challenges, violations of immigration status, academic challenges, and family concerns.

### 5.1.3. On-Campus Internationalization

[Facebook](#)

[Instagram](#)

The [On-Campus Internationalization \(OCI\)](#) workgroup was formed in 2018 to coalesce programs and activities organized by the Office of International Education (OIE) that support “global at home” initiatives. OCI was expanded in 2019 to include the International Plan (IP) degree designation and its program manager. This workgroup was formed to provide dedicated attention to on-campus internationalization efforts at Georgia Tech, rather than having these activities folded into other workgroups and staff positions as partial (and inevitably, often sidelined) responsibilities. OCI engages diverse populations across campus in meaningful intercultural learning through programming and events. The programs in the OCI portfolio are multifarious and interconnected with many other academic and administrative units at Georgia Tech. The bulk of OCI work is high-touch and continuous, lasting 1-4+ years. These relationship-based programs promote one-on-one, student-to-faculty and student-to-staff interactions, to build connections, increase student contact hours, and deepen conversations between and along GT employees and students.

OCI staff are responsible for the management and day-to-day administration of:

- The Global Leadership Living Learning Community,
- The International House Living Learning Community,
- The International Plan undergraduate degree designation,
- TECHsplore visiting student programs,
- International Education Week and intercultural learning programs.

#### 5.1.3.1 OIE Living Learning Communities

OIE operates two LLCs, Global Leadership (GL) and International House (I-House), that also fall under a greater umbrella of 8 LLCs at Georgia Tech, organized by the Center for Academic Enrichment (CAE) in the Office of Undergraduate Education (OUE). An International Special

Programs Advisor in OCI also assists the iGniTe<sup>1</sup> (1st year Summer-start students) LLC with programming and student inquiries, as part of the strategic relationship between OIE and Summer Session Initiatives in OUE. Each LLC on campus is run by a separate department or academic unit, keeping with the theme or subject material of their home unit, while also creating a cohesive system of LLCs that operate by the same norms with common goals. All LLCs are driven by academics and operated by academic and administrative units, while being supported by OUE, the Office of Enrollment Services, Student Life, and Residence Life. LLCs collaborate with each other on recruitment, assessment, programming, and best practices.

The OCI Living Learning Communities work closely with the Office of Undergraduate Education, especially the Associate Director of Living Learning Communities, as well as with the various Living Learning Communities administered by the College of Sciences, Institute of Diversity, Equity, and Inclusion, and Leadership Education and Development (LEAD). Additionally, the Living Learning Communities contract Faculty Directors from various academic units, including Modern Languages and Electrical and Computer Engineering (ECE), and expect to expand to include Scheller College of Business during the 2020-21 academic year.

At Georgia Tech, LLCs are an academic strategy that link academics to on-campus living. Each LLC is an integrated experience that promotes interactions between faculty and students, fosters collaboration among students, improves student GPAs, enhances campus and civic engagement, increases retention, and eases both academic and social transitions to college. Communities offer thoughtful and intentional academic, experiential, and co-curricular activities that engage undergraduates in a variety of courses and programs designed to promote high-impact opportunities. While each LLC has a unique purpose and mission, all LLCs contribute to meeting these overall goals for the Institute.

### **5.1.3.2 Global Leadership Living Learning Communities**

#### [Instagram](#)

The [Global Leadership Living Learning Community](#) is a housing community for first-year students from all majors. This community was launched in 2018 in partnership with OUE in support of GT's institutional strategy to grow and develop first-year LLCs at GT. OIE's Global Leadership staff are responsible for overseeing the recruitment and placement of students, the hiring and management of faculty directors and community courses, the development and facilitation of programming and enrichment activities, the collaboration with Housing and OUE, and the annual assessment of the community. Community programming is funded by student activity fees and all purchases are managed by the International Special Programs Advisor and Associate Director of On-Campus Internationalization.

Students who accept the invitation to join the Global Leadership Living Learning Community are required to take two GL courses, one in the fall and one in the spring, as part of their regular class load. Global Leadership is a full, one-year (2-semester) commitment. Students are required to:

- Live in Perry or Matheson Residence Halls fall and spring semesters
- Take two academic courses
- \$400/semester fee
- Attend mandatory retreats

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<sup>1</sup> iGniTe LLC is managed by Summer Session Initiatives in the Office of Undergraduate Education with an International Special Programs Advisor in OCI assisting with this program.

Global Leadership students attend both fall and spring semester retreats at the beginning of each semester. These mandatory retreats allow the students to interact and create lasting friendships and study partners with their peers. Fall retreat activities typically include a GL orientation, introduction to the UN Sustainable Development Goals, community service project, Atlanta exploration activity, white water rafting excursion, and other group-bonding activities. The spring semester retreat is a fun way to engage students off-campus, while helping them regroup and set expectations for themselves and their community for the second semester.

Students in GL may also participate in monthly, community-wide events. These events are not mandatory, and typically, 40-50% of students in the community attend monthly events! Past events include visiting the National Center for Civil and Human Rights, the Atlanta Botanical Garden, Atlanta United games, and Atlanta Hawks games, in addition to conducting community service projects.



*>> Students in the Global Leadership Living Learning Community.*

Community Connections provide GL students with another opportunity to engage with faculty and other globally focused individuals in the Atlanta community. Every month, students sign up to meet the Community Connection representative over coffee or a meal. This engagement opportunity creates avenues for student-faculty relationship building and helps the students make connections throughout the Atlanta area, fostering greater student connection to Georgia Tech and Atlanta. Past examples include NGO leaders, employers offering internship advice, GT study abroad program leaders, and GT center directors.

Global Leadership students have the option to contribute to the LLC by collaborating on a Student Action Team of their choosing. Student Actions Teams plan events of that team's focus for the entire GL community. Each Student Action Team manages their own budget of approximately \$500 per semester and elects officers to oversee the group's events and budget. Although participation in a Student Action Team is not required, it is highly encouraged.

**GL Leadership Peer Mentor Program:** The Global Leadership Peer Mentor Program creates sustained and supportive mentor-mentee relationships for current and incoming Global Leadership students. Mentors develop team-building skills by working in pairs to aid their assigned mentees in their transition to Georgia Tech. Continuous communication and regular gatherings allow mentees to

ask questions and receive advice on campus, classes, and the Atlanta area. Mentor responsibilities include attending Semester Mentor Meetings to discuss their plans, progress, and further development of this program and submitting reports on their involvement with their mentees. Through outreach to first-year students, mentors guide their mentees with academic success strategies, life skills development, and opportunities for leadership development.

**LLC Council:** The Living Learning Community Council (LLCC) integrates all LLCs. Global Leadership is involved with the LLCC through recruitment efforts, collaborative programming, and social media. Recruitment events depend on several volunteers, many of whom come from GL, who help with LLC information sessions during Gold Carpet Days and participate in recruitment calling campaigns. Social events and community service projects are planned by the LLCC to encourage cooperation between Living Learning Communities. Global Leadership has also been highlighted by the LLCC with features on the Georgia Tech LLC website, Reddit, and Instagram. General information on GL, the students, and the lounges are advertised on Instagram (@georgiatechllc) and questions about the LLC are answered on Reddit. Furthermore, many students from the Global Leadership LLC are members of the council itself and hold positions of office, including the positions of Director, Communications Chair, and Recruitment Chair.

**I-House:** The [International House Living Learning Community](#) was launched as the International Living and Learning Experience in Fall 2005. Heading into its 15th academic year, the “I-House” has evolved into a thriving community of upper-level undergraduate students who are enthusiastic about our world and interested in engaging the global dynamics of politics, current events, economics, and culture. I-House addresses the need to prepare students for lifelong engagement within a global setting, as outlined in GT’s 2005 Strategic Plan. I-House continues to contribute to Georgia Tech’s continued goal of expanding our global footprint and ensuring the graduation of global citizens by aligning its programming and with the strategic theme to Connect Globally from Tech’s 2020 Strategic Plan.

The I-House LLC continues as a joint effort between the Office of International Education and Housing and Residence Life. Currently 48 students reside in the I-House, 46 LLC students and 2 student staff-members (Resident Assistants), all of whom receive academic and co-curricular support from I-House Leadership. Since 2005, about 900 students have lived in the I-House, with approximately half being Georgia Tech degree-seeking students. I-House residents plan and host numerous events related to international outreach, literature, film, cuisine, sports, cultures, and languages.

I-House is an effective, multi-department initiative that serves the social and intellectual needs of students through a collaborative effort coordinated by OCI. I-House Leadership includes the International Special Programs Advisor in OIE (ISPA), the Associate Director of OCI, the Hall Director for I-House-Matheson-Perry (IMP), who is a liaison for the Office of Housing and Residence Life (HRL), and the I-House Faculty Director. One of the key components of the LLC is the learning component led by the Faculty Director. The Faculty Director position allows the LLC to liaison with a GT academic department. To date, all Faculty Directors have been from the Ivan Allen College of Liberal Arts.

**Application and Recruitment Process:** I-House welcomes new residents to the community each semester since it is half undergraduate, degree-seeking students and half visiting non-degree incoming exchange students. OCI manages the I-House application process for all students and oversees the review process. I-House leadership reviews all completed applications and accepts students based on best projected contribution to the LLC’s vision of a diverse, intercultural,

engaged community. New incoming exchange students, new GT degree-seeking students, and returning I-Housers complete separate applications. The acceptance rate for exchange students is approximately 20%, and 55% for degree-seeking students.

**Programming and Community Engagement:** Students who live in I-House are required to join at least one student committee, participate in eight community events per semester, and attend the mandatory retreats at the start of each semester. I-House focuses on supporting primarily through co-curricular enhancement and non-academic activities. Students receive this support through guidance with student-led committees and I-House staff's student-focused programming. The ISPA plans and organizes all logistics for the I-House LLC retreat at the beginning of each semester and the banquet at the end of each semester. Additionally, the Faculty Director supports students within the community with co-curricular activities and events to support and facilitate student engagement and community building. The Faculty Director holds regular events in the community, typically on a bi-weekly basis. The ISPA assists the Faculty Director with marketing and purchasing for events.

### **5.1.3.3 International Plan**

The International Plan (IP) is Georgia Tech's degree designation program for students interested in integrating international learning, experiences, and skills into the context of their major. Students in the IP must complete at least 26 weeks abroad on structured study, intern, or research abroad programs, take three approved globally focused courses, demonstrate proficiency in a foreign language, and incorporate an international element into their senior capstone course. Students across 27 majors may complete the IP requirements to earn the International Plan designation on their Georgia Tech diploma and official transcript. The designation serves as formal recognition of the global competency skills and real-life experiences developed through the pursuit of the IP.

Each IP student creates a unique coherent plan for how to meet the IP requirements that ties the chosen international experiences, foreign language, and IP coursework together. Students achieve coherence through the chosen foreign language or by intellectual coherence, when an aspect of a student's chosen field is the common thread. Student examples of intellectual coherency include logistics within the field of industrial engineering, cultural sensitivity and Spanish skills for the medical field, and the role of soccer in international affairs (OCI-2). OIE staff and the IP faculty representative for the student's major must approve proposed topics for intellectual coherence, unless the combination of international experiences has already been established as recommended by the student's major.

### **5.1.3.4 TECHsplore & Other Visiting Non-Degree Student Programs**

OCI hosts non-degree visiting international students on various programs that generate revenue for the Institute. These visiting non-degree student programs allow international students to visit or study abroad at GT without a bilateral exchange agreement. OCI collaborates with GT academic units and departments to host students. Current and past programs have included: TECHsplore Semester, the Tokyo Tech Leadership Program, and the GT-Nanyang Technical University special program, among others.

TECHsplore is the largest visiting student program and is the only pathway for non-degree seeking undergraduate international students to earn academic credit at Georgia Tech without a university bilateral exchange agreement. Through this short-term study opportunity, students take classes at Georgia Tech while receiving academic support, and benefit from on-going social engagement with the campus community while participating in fun extracurricular and cultural activities.

**TECHsplore Semester:** [TECHsplore Semester](#) hosts groups of 10+ students for the fall (August-December) or spring (January-May) semester. Students enroll full-time, take coursework within a specific academic unit, and participate in cultural exchange programs and events, based on the home institution's agreement with OIE. TECHsplore Semester partnerships require commitment from a GT academic department as they designate a faculty member to mentor and advise students on their academic goals.

**Pre-Arrival Collaborations:** OCI works closely with the GT academic department faculty partner, GT Undergraduate admissions, and ISSS to support TECHsplore Semester students during the pre-arrival process. The GT academic department reviews student nominations from the partner institution abroad and approves the most qualified students to apply to GT. OCI communicates all nominated students to GT Undergraduate Admissions and helps facilitate the regular admissions process for non-degree-seeking students, facilitated by OCI. All students accepted for admission to GT are eligible to receive a DS-2019 in order to apply for a J-1 visa. OCI requests these immigration documents and ISSS oversees the issuance and mailing of the DS-2019s. OCI manages communication across these stakeholders to provide a seamless pre-arrival process for students.

**Co-Curricular Support:** OCI provides high-touch student support with pre-arrival and on-site assistance for all TECHsplore participants for non-academic issues. OCI assists with inquiries related to on-campus housing, cultural exchange, and airport pick-ups, while also organizing monthly co-curricular activities and excursions to promote cultural exchange with GT degree-seeking students. Recent activities include kayaking at Sweetwater Creek State Park, a scavenger hunt in Decatur Square, and an Atlanta United FC match. OCI shares programming responsibilities that involve incoming exchange students and returner degree-seeking students as these programs are extended to TECHsplore participants. These collaborative events include the Exchange Welcome Party, the Land@GT buddy program, and the Mid-Semester Meal. These programs aim to encourage cultural exchange, provide opportunities for meeting GT degree-seeking students, and foster friendships to support students during their time at GT.

### 5.1.3.5 Tokyo Tech Leadership Program

Each spring since 2017, OCI collaborates with the Division of Student Life's Leadership Education and Development (LEAD) to host 8-12 students and two faculty/staff members from the Tokyo Institute of Technology (Tokyo Tech) to participate in a one-week workshop at Georgia Tech. OCI oversees this program, which aims to foster cultural awareness, intercultural skills, and leadership development for future scientists and engineers.

OCI partners with multiple departments on campus and with outside community members in order to best support the programs' goals and initiatives. On-Campus partners include LEAD, the Center for Student Life, and the Leadership Challenge Course. Off-campus partners include representatives and organizations such as the Atlanta Beltline Partnership, the Center for Civil and Human Rights, and the Martin Luther King Jr. National Park. The community partners are integral to developing a holistic program centered on cultural exchange for visiting students.

OCI oversees all program scheduling, logistics, transportation, purchasing, and invoice issuance, while also communicating with Tokyo Tech regularly to ensure that the program is tailored for the best experience possible for visiting students. OCI develops a unique program schedule each semester, liaisons with all partners, and has at least one staff present for all officially scheduled program activities. Lastly, OCI works to connect GT degree-seeking students and visiting students together to foster cultural exchange.

### 5.1.3.6 International Education Week

[International Education Week \(IEW\)](#) is a week-long celebration of international education and cultural exchange taking place every year in mid-November. OIE partners with academic departments, student clubs, and other campus partners to host events celebrating the IEW's mission. This joint initiative of the U.S. Department of State and the U.S. Department of Education is an opportunity to celebrate the benefits of international education and exchange worldwide. OCI organizes and manages the IEW Committee (which consists of all OIE workgroups), and is responsible for planning, marketing, and coordinating the week's programming. The committee requires at least seven members with the ISPA serving as Chair.



>> *Flag Showcase (International Education Week 2019)*

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OIE provides some funding for student-led events focusing on international education and larger-scale events developed for students. Additionally, OIE sponsors many event supplies, most room reservations, and most marketing for IEW. The ISPA monitors all IEW expenditures with OIE funding and completes all purchases.

### 5.1.37 OIE Intercultural Resources

OCI aims to facilitate knowledge sharing and access to intercultural resources within OIE by organizing intercultural materials crowdsourced from OIE staff and collected these resources to share with the office. The ISPA created and manages a digital intercultural system with a searchable catalogue. OIE staff are encouraged to inquire about intercultural resources and activities for their student populations.

**Intercultural learning programs on campus:** The facilitation of intercultural learning is conducted by all workgroups in OIE for their specific populations, but one ISPA in OCI provides [intercultural tools and trainings](#) for otherwise unreached audiences at Georgia Tech, to help develop intercultural skills and competencies across campus. This collaboration with campus partners is aimed to reach new student, faculty, and staff populations not already directly served by OIE workgroups in order to foster intercultural understanding and expand on-campus internationalization efforts. Additionally, this ISPA is available to compile resources and assist facilitators of other OIE workgroups to improve existing trainings, presentations, and workshops for their audiences.

**I.C.E.B.E.R.G.:** OCI launched the [I.C.E.B.E.R.G. \(Inspiring Cross-cultural Experiences by Engaging R.A.T.S. at Georgia Tech\)](#) program, a new intercultural learning opportunity, in Fall 2020 for GT undergraduate students. The I.C.E.B.E.R.G. intercultural learning series is a three-part program that addresses various topics, including improving communication abilities, developing intercultural skills, and navigating cultural differences. Students build community by engaging with other globally-focused students at GT, developing skills to recognize cultural differences and the tools to advance their own understanding, gaining self-awareness, empathy, and adaptability. These experiences will help them navigate new challenges at GT, abroad, and in their future careers. I.C.E.B.E.R.G. is open to any GT undergraduate student, although first-year students are the focus of the program. In collaboration with the Center for 21st Century Universities (C21U), students who complete the series will earn a blockchain credential upon completion, which is an academic credential, that is decentralized, secure, and verified, and housed on a mobile application. The I.C.E.B.E.R.G. blockchain credential can be listed on students' LinkedIn profiles, under education and skills.

**Development of Professional Practice (DoPP 2001): Preparing to Work in a Global Economy:**

The course was approved by the Institute Undergraduate Curriculum Committee in 2008 as a one credit hour pass/fail course to be taught as an elective for students desiring to prepare themselves to succeed in the global workforce (OCI-3). Though the course has been taught by various OIE and GT employees since 2008, it is now co-taught with one Global Internship Advisor from EA and one ISPA from OCI every spring semester. Enrollment doubled in the past two years when Global Leadership LLC students selected it as their LLC-option course in Spring 2019 and Spring 2020, representing about 90% of the class enrollment.

Expected outcomes of the course are that students should be able to:

- identify the ways that cultural differences exist in the workplace;
- describe their own cultural orientation in relation to their work style;
- analyze diverse business situations through an intercultural lens;
- adapt their own behavior and communication style in a culturally appropriate way when working in a new setting;
- articulate global trends in their field/intended industry;
- demonstrate their ability to apply for global positions while considering the cultural factors at play.

## 5.2 Georgia Tech-Lorraine

[Facebook](#)

[Instagram](#)

[Twitter](#)

[YouTube](#)

The [Georgia Tech-Lorraine \(GTL\)](#) campus offers year-round undergraduate and graduate degree programs. Founded in 1990 as a nonprofit association under French law, Georgia Tech's European campus, located in historic Metz, France, is a 90-minute train ride from Paris via a high-speed train. It borders Germany, Luxembourg, and Belgium, providing a unique perspective on a history that dates from the Roman empire, all the way to the two World Wars and the birth of the European Union. Georgia Tech-Lorraine provides students from around the world the opportunity to obtain a Georgia Tech degree by taking courses taught in English by Georgia Tech faculty assigned to the campus in Metz. Over 700 students study at GTL every year (prior to the pandemic).

Georgia Tech oversees all academic matters at GTL. GTL is also the site of [GT-CNRS UMI<sup>2</sup>](#), a unique joint international laboratory – between Georgia Tech and the French National Center for Scientific

<sup>2</sup> CNRS recently renamed its *Unité Mixtes Internationales (UMI)* as *International Research Laboratories (IRL)*.

Research (CNRS). Also located on the GTL campus, is the [Institut Lafayette](#), an open innovation center in optoelectronics inaugurated in 2015, completing Georgia Tech’s goal of establishing a European base for academics, research and innovation, and a two-way bridge between Georgia Tech’s campus in Atlanta and Europe. Dr. Abdallah Ougazzaden serves as GTL’s Director and is based in Metz. Dr. Yves Berthelot is GTL’s President and is based in Atlanta.

## 5.2.1 History and Milestones

In the mid-1980s, a deep recession affected the Lorraine region, caused in part by a considerable drop in the production of steel and coal. The Mayor of Metz in the ‘80s, Jean-Marie Raush, was a powerful politician (President of Lorraine, Secretary of Commerce in the French government) who decided to pivot and create a technology-based technopole in Metz that would drive a new sector of the local economy. He wanted the technopole to be firmly anchored in research and development and courted several U.S. universities, offering a building and some operation costs in return for a physical presence of U.S. faculty and students. In 1988, Georgia Tech President Pat Crecine agreed to such an arrangement, and the governor of Georgia, Joseph Frank Harris, signed a sistership agreement with the Region of Lorraine. GTL was incorporated in 1989 and the building opened in 1990.

### 5.2.1.1 GTL Development Timeline At-a-Glance

- 1990: MS-ECE program starts with 5 graduate students in partnership with Supelec
- 1997: MS-ME program starts in partnership with ENSAM (Arts et Métiers ParisTech)
- 1998: GTL-CNRS signs agreement for joint research in Optics
- 1999: Summer program for GT undergraduates
- 2005-2006: Hire permanent, tenure-track GT faculty based at GTL
- 2005: MS program in Computer Science launches
- 2006: Undergraduate program for fall and spring launches at GTL
- 2006: GT-CNRS sign agreement to create the Unité Mixte Internationale (UMI 2958)
- 2012: Open-Lab PSA Peugeot Citroen launches at GTL
- 2014: Institut Lafayette at established at GTL (Innovation platform)
- 2017: NSF I-Corps program launches at GTL (Entrepreneurship)
- 2018: First Entrepreneurship Forum for Alumni in the EU held in Paris, France
- 2019: MS-AE Program at GTL with AE Master’s degree and Research Program

As a European hub, GTL has agreements with many other academic and research institutions, corporations, and institutions (“Partner Institutions”) to facilitate the participation of faculty, staff and students from those institutions in the activities of the European Campus. Agreements with Partner Institutions are subject to approval by GT, through its Provost or their designee, and follow accreditation requirements of SACSCOC. A key partnership is with the Centre National de la Recherche Scientifique (CNRS), which provides the official research label that allows GTL to compete for funding in France and in Europe. Georgia Tech-Lorraine has 26 [academic agreements](#), including Arts et Métiers ParisTech (ENSAM), Mines-Télécom, ENSEEIHT, CentraleSupélec, UTC, ENSEA, University of Lorraine, Università di Brescia (Italy), Sapienza Università di Roma (Italy), Université Internationale de Rabat (Morocco); among others. This network is expanded each year by adding new partners. For example, two new agreements were signed in 2019: One with the Pontifical University of Comillas de Madrid (Spain) and the other with Grenoble--INP-Phelma. In addition, discussions are under way with the University of Luxembourg. Stateside, the Georgia Tech-Lorraine undergraduate program welcomes, for a semester, “transient” students from prestigious U.S. university partners such as Duke, Cornell, Bucknell, CU Boulder, Vanderbilt University, and others. Credits for courses taken at GTL are transferable to their home university. Georgia Tech-Lorraine provides courses to undergraduate, masters, and Ph.D. students. Graduate

course offerings are primarily in the fields of Engineering and Computer Science, while at the undergraduate level, courses are also offered in French, Mathematics, International Policy, History, and Economics.

- The majority of undergraduate students come from the Atlanta campus for one semester, before returning to continue their undergraduate degree. Others remain for two semesters on the Metz campus before returning to Atlanta. The program also welcomes transient students from other U.S. universities, so long as they are U.S. citizens or U.S. permanent residents.
- The majority of master's students are French engineering students completing a degree with their French university while spending one semester at Georgia Tech-Lorraine, before finishing their Georgia Tech M.S. degree in Atlanta. An increasing number of international master's students are completing their master's degree on the Lorraine campus. Students interested in research can pursue a thesis option at GTL and stay on the Metz campus to complete their degree. Courses are offered in Aerospace Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical Engineering.
- Ph.D. students typically complete graduate coursework at GTL and conduct research in one of 8 laboratories associated with the IRL GT-CNRS 2958 laboratory, which is a formal partnership between the French government (CNRS) and Georgia Tech.

#### **5.2.1.2 Admission for the B.S. Program**

The GTL office in Atlanta processes all applications for GT students and for transient students through Atlas ("Terra Dotta"). All students must be 18 years or older at the time of departure to the Lorraine campus. A 2.5 GPA and good academic standing are required for admission for Georgia Tech students, whereas transient students must have a minimum 3.0 GPA, as mandated by GT Admissions.

#### **5.2.1.3 Admission for the M.S. Program**

While completing the application for the Georgia Tech M.S. program, students select the campus they wish to attend – Atlanta, Lorraine, or Shenzhen. In some cases, students may be granted admission to either the Lorraine or Shenzhen campuses, but not Atlanta. (This can be for various reasons such as a lack of space or funding available for a given program.) Admission to the M.S. program is handled by the appropriate school (AE, CS, ECE, or ME) in Atlanta, and according to the GT admission standards established by each school.

#### **5.2.1.4 Admission for the Ph.D. Program**

While completing the application for the Georgia Tech Ph.D. program, students choose the campus they wish to attend. Admission to the Ph.D. program is handled by the appropriate school (ECE, ME, AE, or CS) in Atlanta and according to GT admission standards.

#### **5.2.1.5 Global Engineering Immersion Program (GEIP)**

The Global Engineering Immersion Program (GEIP) is an innovative program capitalizing on Georgia Tech's academic presences in Atlanta, GA, Lorraine, France, and Shenzhen, China. It encourages students to complete the GT M.S. degree by studying on three different continents and campuses - in North America, Europe, and Asia - completing their degree in as little as twelve months' time.

The GEIP imparts rich international experiences to students by broadening their horizons and enhancing their competitiveness in the job market. At the end of their studies, students receive a signed GEIP program certificate of completion.

### 5.2.1.6 Scholarships

A Georgia Tech-Lorraine Foundation was created to fund the Georgia Tech-Lorraine Challenge scholarship for students experiencing financial hardship, and it currently awards up to 6 scholarships per year, with \$9,000 disbursed yearly. Georgia Tech students planning to study at GTL can also apply for [scholarships through OIE](#).

[Undergraduate scholarships](#)

[Graduate scholarships](#)

### 5.2.1.7 Academic teaching

The Institute and the schools represented at GTL approve all the courses offered on the French campus and list them in the GT course catalogue. Georgia Tech faculty, or professors from local universities, approved by the respective GT schools and the Office of Academic Affairs in Atlanta, teach the courses in English. In addition to STEM courses, GTL offers a variety of classes and programs designed to enrich students' cultural experiences beyond the classroom, and to prepare them for global leadership roles. Typically, classes are scheduled Monday through Thursday, with no classes on Fridays to encourage students to travel throughout France and Europe on the weekend. In addition to classroom instruction, most professors use [Canvas](#) like in Atlanta to communicate course information to the students.

## 5.2.2 Undergraduate program

[Undergraduate courses offered in Fall 2020](#)



>> *Georgia Tech-Lorraine Summer Program 2018.*

The GTL undergraduate program is currently targeted to 2nd and 3rd year students and tailored so that the time to graduation is not delayed by their experience abroad. Beside courses in basic science, engineering and computing, the program also offers classes in liberal arts and social science that provide experiential learning in history, culture, economics, and politics, and leverage GTL's location in the heart of Europe.

## 5.2.3 Graduate Program

[Graduate courses offered in Fall 2020](#)

Most of the graduate students are non-thesis M.S. students pursuing a dual degree in AE, CS, ECE, or ME between their French institution and Georgia Tech. Students coming from the US, India, or Asia usually pursue only the GT degree. A few are able to combine studying in Metz, Shenzhen, and

Atlanta, earning a certificate from GT's Global Engineering Immersion Program (GEIP). (See Section B 5.3.2 below in the Georgia Tech-Shenzhen section).

**Graduate Certificate in NanoTech & Materials for Energy Applications:** The purpose of this program is to develop a new certificate in energy conversion and efficiency to prepare new engineers to the challenges of solar energy. This project focuses on solar energy and its conversion into electrical energy via the photovoltaic effect. Two solar trackers have been deployed, each with four different solar panel technologies (mono crystalline silicon, poly crystalline silicon, amorphous silicon, CIGS (Copper Indium Gallium Selenium) thin film). In addition, an anemometer, pyranometer and temperature sensors on panels have also been installed. The solar energy is stored in batteries to be then converted to AC (220 V, 50 Hz) via the inverter.

The current objective is long-term data acquisition. New courses on the solar energy system and new components for solar energy are being developed. These new courses will be organized in independent modules, to be offered as a certificate for GT degree-seeking or non-degree seeking students, and will be included as part of a mini-mester at GTL. The course list of the certificate will include existing courses from the GT catalog on power energy and microelectronics, plus new courses that are currently in development.

The outcomes of this project are the development of statistical data analysis to assess the solar resource, and the energy conversion of each solar panel technology. This assessment will lead to implementing algorithms for quality control of the original data altered by sensors or acquisition chain. Some of the data is then processed by data correction or gap-filling algorithms. The objective is to continuously acquire data to refine our statistical analysis. A modeling of the installation is also underway to analyze the experimental data.

#### 5.2.4. Research

Research programs at Georgia Tech-Lorraine are developed at GTL in consultation with GT and are subject to review and approval by the Provost, the Executive Vice-President for Research, or their designees. Currently, the research programs are developed under the umbrella of the joint international research unit CNRS International Research Laboratory 2958 (IRL 2958) (formerly called GT-CNRS UMI 2958). The IRL was established collaboratively in 2006 under a separate agreement between GT and the Centre National de la Recherche Scientifique (CNRS), as GT-CNRS UMI 2958. GTL and/or CNRS may enter into sponsored research activities of the International Research Laboratory (IRL). GTL may enter into contracts for sponsored research and other activities that require participation by Georgia Tech faculty, staff and students and/or the use of intellectual property of the Georgia Tech Research Corporation (GTRC), in which event GTL will enter into a subcontract or separate agreement with GTRC for the performance of the activity and/or the use of the intellectual property. IRL researchers are deeply involved in fundamental and applied research program through French national agencies, European programs, and industrial contracts:

- For 2019-2020, the IRL has been involved in 4 projects funded by the Agence Nationale de la Recherche (ANR), which is similar to the NSF in the U.S. These are very competitive grants related to smart materials (3 led by the IRL, including 2 of them carried out on the U.S. and French sites) and to robotics (led by an IRL partner). Two other ANR projects have been submitted.
- In 2019, 2 European projects (OASyS and BUGWRIGHT led by IRL) were awarded as part of activities related to non-destructive and aerospace robotics-control. These are highly selective multi-million euros programs co-led through a consortium of EU partners.
- The IRL is involved in competitive French national research programs such as Laboratory of Excellence (LabEx programs, GaNeX and DAMAS were renewed in 2020) and I-SITE

(“Lorraine Université d’Excellence” coordinated by the University of Lorraine with GT-Lorraine and CNRS as members.)

- In 2016 the IRL joined the Carnot Laboratory “Arts” program coordinated by ENSAM. This program joins labs with strong industry relations in order to facilitate industry-relevant research. It generates additional revenues to the IRL whenever participating in industrial research contracts.
- GTL has also created a Laboratoire International Associé (LIA) with two universities in Morocco in the field of renewable energy. The IRL GT-CNRS is also behind the creation of the CNRS International Research Project (IRP) Atlas with a consortium of Moroccan universities.

#### **5.2.4.1 Open Lab with PSA Peugeot Citröen**

In 2011 GTL created an “OpenLab” with PSA Peugeot-Citröen, the largest car manufacturer in France. This lab aims to bring together research teams from PSA and partners to work on research projects that will define the automotive industry of the future. The OpenLab, called “Material & Processes,” is located at Georgia Tech-Lorraine. It involves three partners, chosen for their recognized expertise in the fields of materials and innovative processes, and robotics: Georgia Tech-CNRS IRL 2958, the engineering school, Arts & Métiers Paris Tech, and the Public Research Centre Henri Tudor in Luxembourg.

The partnership with PSA is a significant achievement for the IRL. GTL has worked on this partnership with Peugeot since 2013 (a renewal is underway in 2020 after a successful external evaluation). The French [CIFRE](#) (Industrial Agreement of Training through Research), funded by the French Ministry of Higher Education and Research, is an organization that supports PhD candidates through industrial research training agreements. CIFRE research contracts in the areas of materials, nondestructive characterization, and robotics have been signed, and through CIFRE fellowships have graduated, patents have been filed, and plans for a start-up are in process. GTL has also been involved in the PSA OpenLab that was created in Morocco in the area of sustainable mobility in Africa. The IRL has also been actively involved in StelLab PSA, the worldwide network of the PSA OpenLabs. In 2014, the IRL was invited to Wuhan to present its OpenLab as a “success story” during the creation of the PSA OpenLab in China. Notably, Professor Abdallah Ougazzaden was named recipient of the first International StelLab Peugeot PSA award in 2015.

#### **5.2.4.2 Teaching Laboratories**

- There is one GTL teaching laboratory located at the Institut Lafayette. Eighteen lab stations are available for the following labs:
  - ECE 3743 (Measurements, Circuits, and Microelectronics) to be taken concurrently with lecture course ECE 3040 (Microelectronics). For ECE majors.
  - ECE 3741 (Instrumentation and Electronics Laboratory) to be taken concurrently with ECE 3710 (Circuits and Electronics). For non-ECE majors.
  - ECE 2031 Digital Design Laboratory. For CompE majors.
- These labs allow students to complete lab-based courses while at GTL.

Students have access to a computer laboratory with 29 computers to complement their coursework. This lab is also used for teaching CS courses.

#### **5.2.4.3 Startup Lab**

[CREATE-X](#) is a Georgia Tech educational program with three distinct programmatic elements – LEARN (Startup Lab) – MAKE (Idea to Prototype) – LAUNCH (Startup Launch), that give a strong foundation in entrepreneurship. Since its inception in 2014, CREATE-X has launched 159 undergraduate startups, the largest of which created 42 jobs. More than 4,000 students have taken Startup Lab as a three-credit course. In LEARN, students focus on using an iterative process to

finding product-market fit as they develop their business proposition. In MAKE, students build a functional prototype, and in the third element, LAUNCH, they receive funding to pay for expert legal and business advice as they prepare to launch their company.

GTL offers the Startup Lab element, cross-listed as COE 2701, CS 2701, MGT 4803, and FREN 2813. Modification to the course requirements allow the course to be taught concurrently with graduate students as ECE 8003 at GTL. The non-classroom component of the class requires students to interview at least 15 people per week to obtain feedback on their ideas. Students enrolled in this course as FR 2813 are able to interview the locals in French, for the information gathering portion of StartupLab. At GTL, students interact with Europeans during their unescorted travels on the weekends through a wide variety of countries. Students begin to learn the differences between the needs and preferences of U.S. and potential EU customers. Projects are conducted in teams, so the course also improves students' ability to function and work effectively in groups.

#### 5.2.4.4 Student Research

Georgia Tech-Lorraine strongly encourages students to participate in research projects to further their academic training and to prepare them for future advanced study. During the fall and spring semesters, approximately 15 percent of undergraduate students elect to work on research projects, earning either 1, 2, or 3 credits in AE, CS, ECE, and ME. The presence of well-equipped laboratories along with the facilities at Institut Lafayette provide a unique experience in diverse international research teams. M.S. students are also encouraged to contact faculty to identify research projects that fit within their academic goals. Approximately 10 graduate students are involved in research during any given semester.

#### 5.2.5 Institut Lafayette (IL)

While incorporated as a separate legal entity (non-profit association) from GTL, [Institut Lafayette \(IL\)](#) is part of the Georgia Tech ecosystem. It is Tech's innovation hub in Europe:

- A resource for research (e.g., the IRL) and industry;
- Focuses on optoelectronics (smart living, security, healthcare, energy, environment);
- Provides both infrastructure and expertise;
- Works closely with GT in Atlanta (e.g., customer discovery phase for Lafayette I-Corps).



*>> Research in advanced materials for optoelectronic applications at Institute Lafayette.*

The Institut Lafayette (IL) building (25,000 sq. ft) is adjacent to the GTL building. The clean room (5,000 sq. ft) became fully operational in 2017. Institut Lafayette has delivered on all its milestones, as agreed upon with the Lorraine Region and the French authorities, who financed the initial investment of 30 million euros. A scaling phase has been implemented which aims to have IL reach financial independence by 2023.

IL currently has dozens of industrial, academic, and governmental partners. Success stories include:

- The development of novel laser sources for a major microchip manufacturer;
- Manufacturing custom organic solar cells for a major manufacturer;
- The development of new power electronics for smart batteries through a major national consortium led by PSA Peugeot Citroën.

## **5.2.6. Student life, Support, and Well Being**

### **5.2.6.1 Pre-departure Support**

The GTL Atlanta office operates live and online pre-departure orientation sessions to share information and manage expectations for all graduate and undergraduate students (including their parents). Graduate students, as well as undergraduate students and their parents are also invited to join private Facebook groups specific to their cohort and designed to make quick announcements and provide almost instantaneous feedback. In addition, GTL program administrators keep in regular contact with students to help identify solutions and provide answers to various aspects of living and studying at GTL, including registration, course selection, accommodations, book borrowing, immigration, and visa advice for non-EU students.

### **5.2.6.2 Orientation and Campus Tour**

GTL provides a comprehensive orientation session in the residence halls for all new undergraduate and graduate students, the morning after their arrival. During students' first week on campus, GTL staff and student assistants lead tours of the Technopôle, where the GTL building is located, as well as of its surrounding areas to make sure students get familiar with their new environment.

### **5.2.6.3 Academic Advising**

Prior to committing to GTL, undergraduate and graduate students from Atlanta meet with academic advisors in their respective school to understand credit requirements and plan their courses on the Metz campus. M.S. students already in France consult with the GTL academic advisor to confirm their course of study. Incoming PhD students consult with their PhD advisor at GTL regarding course choices as well as with the GTL head of academic programs. When students return to Atlanta, they consult with the academic advisors in their respective school to make sure they remain on track for their scheduled graduation date.

### **5.2.6.4 Counseling**

Students in need of counseling to manage academic stress or other personal issues can contact the GTL Dean of Students Representative to connect to counseling services. Regular follow-ups with professional therapists help to manage academic stress by identifying supportive academic strategies and improving communication with faculty. The study abroad insurance for graduate and undergraduate students covers counseling costs and gives students the option to contact a native English-speaking therapist in the UK for counseling via videoconference; or to make an appointment with non-native English-speaking therapists at the Pierre Janet clinic, at the Metz campus of the University of Lorraine. Consults with specialists from the nearby Jury Mental Hospital are available for cases of serious mental illness.

### **5.2.6.5 Disability Services**

The Office of Disability Services in Atlanta handles all disability accommodations at GTL (including note-taking accommodations) and the GTL Dean of Students Representative ensures that all claimed accommodations are provided. Following the same guidelines as on the main campus, the GTL academic office works with faculty in Metz to provide proctored testing space for students who need extra time during tests.

### **5.2.6.6 Service Learning**

[GTL's Serve-Learn-Sustain \(SLS\)](#) French Immersion program launched in Fall 2019, based on Georgia Tech's Quality Enhancement Plan (QEP) SLS program. French majors, minors, or any student with an intermediate level in French can enroll in this program which includes a mandatory field-based course with service-learning component in one of the many non-profit organizations in Metz. The program is focused on the region's sustainability efforts including the fight against climate change, the preservation of the region's biodiversity and natural resources, and improving the quality of life for the city's inhabitants.

### **5.2.6.7 Internships**

A GTL staff member is dedicated to corporate relations and helps students find internships within the network of companies that have hired GTL students in the past, or that have worked with GTL faculty on research projects. Capacity-building and support is also provided with resume development and preparation for interviews.

### **5.2.6.8 Student Activities**

One staff position at GTL is entirely devoted to organizing not-for-credit activities for students. These include but are not limited to social and intercultural activities, visits to museums, battlefields, and historical sites, athletic activities and competitions. Another staff position is entirely devoted to student support, including assisting the GTL Dean of students with emergencies, in coordination with the Dean of Students in Atlanta. A nurse is also available on site to handle health issues and well-being. Student activities fall into three main areas:

1. The Bureau des Etudiants (BDE) is a student-led organization that each semester coordinates a wide range of cultural and sporting activities. The leadership is comprised of both undergraduate and graduate students from different countries, with a GTL Academic office staff member serving as an advisor.
2. The Leonardo Program, designed by GTL French professor Sonia Serafin, offers a series of non-credit activities designed to expose Georgia Tech students to French and European culture. It emphasizes the strong connections between science and art, encouraging students to take a closer look at how creativity and artistic expression can lead to a new approach to innovation. In a more tangible way, the program shows students that by incorporating creativity and art into their chosen field of study, it can enhance creativity along with their appreciation of global diversity. GTL provides support for independent student travel and cultural experiences, and sends a weekly email to students planning to travel during the weekend, providing them with the latest European safety alerts, as well as notice of important events taking place in France and in the EU.

### **5.2.6.9 Housing**

GTL students are housed in several local dorms which are similar in quality to a US dormitory: Residence Lafayette, ALOES, CROUS, and RESAM. Non-GTL students in these dorms attend local universities and engineering schools such as the University of Lorraine, CentraleSupélec, Arts et Métiers Paris-Tech (ENSAM), and Ecole Nationale d'Ingénieurs de Metz (ENIM). This provides a diverse and multicultural environment. Undergraduate students are housed together but may have regular contact with local students. They are required to stay in dorms assigned by GTL. Graduate

students may stay in graduate student housing in ALOES, or find alternative housing in town. In each dorm, GTL students are supervised by two Resident Assistants. Both the Resident Assistants and the students are trained in emergency procedures and in case of life-threatening situations, are instructed to call local first responders directly. For any other (non-life threatening) urgent situation, they can call the 24/7 GTL Urgent Support phone number. Students receive a small card on arrival with this 24/7 Urgent Support Number. Students may also call Resident Assistants as needed. The assistant of the GTL Dean of Students Representative does daily checkups on resident assistant rounds, coordinates dorm repairs, and communicates with non-GTL dorm staff about various issues raised by undergraduate students. Graduate students are instructed to contact a member of the academic office for help with housing issues.

## **5.2.7 Alumni and Corporate relations**

GTL uses its alumni network and research connections to offer a series of corporate seminars designed to assist students in choosing their careers. Guest speakers range from production engineers to CEOs and they represent start-ups, local companies, national and multinational organizations operating worldwide. During these seminars, guest speakers talk about their company, and share the opportunities and challenges they face in their business. Some examples of companies participating in corporate seminars include Safran, Schlumberger, Airbus, Areva, Imerys, Manhattan Associates, Wavestone, Total, and GE. Students obtain insight into different career paths and take advantage of this networking opportunity to pursue internships and/or employment.

## **5.2.8 Operations at GTL**

### **5.2.8.1 Security and Safety**

The GTL campus manages safety, security, and risk management in order to protect students, faculty/staff, while they are on the campus. The campus is surrounded by a fence and entry is via a manned guard station at the entrance to the GTL campus. Students, faculty, researchers and staff use key fobs for entrance to buildings on the GTL campus. Safety materials and warning can be found throughout the building and are written in English. Several team members are responsible for safety and security, monitoring systems, and contacting the local authorities when pertinent. GTL also coordinates with the local authorities and the GT Atlanta campus for any concerns that arise. More details on safety and security measures in place at GTL can be found in Section E.

### **5.2.8.2 Data Protection – EU-GDPR**

GTL has hired legal counsel in France to finalize the documentation and policies regarding data protection. GTL has worked closely with the GT Office of Legal Affairs in Atlanta to coordinate data protection. See details [here](#).

### **5.2.8.3 Financials**

GTL's fiscal year (for the French entity) follows the calendar year. All financials are audited annually by the consultant group KPMG in Metz and certified by a "Commissaire aux Comptes" (French State-appointed auditor). GTL uses the company Abacus to certify the audited financials. The financial reports are presented to the Executive Board of GTL, annually, approved, and transmitted to the GT finance office in Atlanta.

GTL's total expenditure (France and US) is over \$9M annually (pre-COVID). In Atlanta, the State Budget for GTL is \$315k for FY21, which saw a reduction of \$150k compared to FY20. All GTL staff in the US must now be primarily supported on soft money generated by GTL.

#### 5.2.8.4 Human Resources

GTL (French entity) can hire its own personnel and uses KPMG as HR consultants to draft contracts and deal with HR-related matters. KPMG helped GTL design its own “convention collective,” or collective agreement, for personnel issues, consistent with French laws. Georgia Tech uses Safeguard as payroll company for its tenure-track faculty based in Metz, to ensure compliance with French and US tax laws and benefits. The French government agency URSAFF makes periodic random audits of employers in France to ensure full compliance. URSAFF audited GTL in 2013 and found satisfactory operations. GTL also has an HR Administrator on staff to manage in-house HR operations in Metz.

### 5.3. Georgia Tech – Shenzhen

#### 5.3.1 Background

The Hong-Kong-Shenzhen-Macau-Guangzhou greater bay area is one of the fastest growing technological hubs in the world. The city of Shenzhen, China has the highest GDP per capita of large cities in China; it is a major transportation hub (third largest container port in the world); it is ranked by Forbes magazine as one of the best cities to do business in China; and, according to the World Intellectual Property Organization (WIPO), the Shenzhen-Hong-Kong region ranks as the second best in terms of innovation cluster. It is also an incredibly fast-paced city where the average age is 33. It is an eye-opener for students eager to discover China. In 40 years, Shenzhen has evolved from a small fishing village into an international city with a prosperous economy, innovative fashion, social harmony, and a thriving environment. In 2013, Georgia Tech decided to partner with Tianjin University to offer a dual M.S. degree in Electrical and Computer Engineering in Shenzhen, attracting top students from China and other Asian countries to Shenzhen with a pipeline to Atlanta for continuing their studies. The strategy was also to engage with GT’s alumni base and local industry to support efforts and grow Georgia Tech’s reputation and ecosystem in Asia. To that end, in September 2016, GT established a GT Education Foundation, based in Shenzhen to support activities in China.

On December 2, 2016, Georgia Tech, Tianjin University and Shenzhen government signed a 3-party agreement (GTSI-1) to establish a [Georgia Tech Tianjin University Shenzhen Institute \(GTSI\)](#). Leveraging the education and research expertise of Georgia Tech and Tianjin University, and the high-tech and innovative environment of Shenzhen, GTSI aims to become a world-class institution with strong support from the Shenzhen government. In March 2020, the Chinese Ministry of Education officially approved the establishment of GTSI, and the plans are in process to build a full campus, tentatively for 2023-2024. Starting in the Fall of 2021, GTSI anticipates offering GT’s M.S. degrees in ECE, CS, CEE, and Analytics. An M.S. degree in Industrial Design as well as a Ph.D. degree in ECE are expected to launch in the Fall of 2022. In the 2-party Agreement between GT and TJU (GTSI-2), the Addendums A-F specify the details and arrangements regarding the five M.S. degree programs and the one Ph.D. degree program.

#### 5.3.2 Current M.S. in ECE Program

In August 2014, Georgia Tech launched its existing M.S. degree program in Electrical and Computer Engineering (ECE) in Shenzhen, China. Courses taught at GT-Shenzhen follow the existing GT course catalog. Each course consists of 21 classes conducted over an 11-week period, including a mid-term exam. Classes are taught by GT professors or adjunct professors on rotational assignment from Atlanta. All classes are taught in English and follow standard GT guidelines for instruction, student assessment and course evaluation. Students register for classes online at the beginning

of the semester and complete an instructor evaluation for each of the classes at the end of the semester. In addition to classroom instruction, most professors use [Canvas](#) like in Atlanta to communicate course information to the students.

The MS ECE program has a flexible format. Students are admitted through the usual GT process and students must commit to spending the first two semesters of academic studies at GT-Shenzhen. The last semester can be spent at GT-Shenzhen, the Atlanta campus, or Georgia Tech-Lorraine in Metz, France. Students are encouraged to participate in internships under a GT graduate co-op arrangement. During the internship semester, students can keep full-time student status at GT as well as maintain access to GT resources.

GT-Shenzhen provides a framework for the students to mix-and-match academic, industrial, and study abroad experiences and still graduate in 1-2 years. GT-Shenzhen aims to develop the whole student and will provide communication and leadership development opportunities for students. Most new students matriculate in the fall semester, although the program enrolls new students for all 3 semesters of the year: fall, spring, and summer. Upon entering the GT-Shenzhen program, the academic advisor assists students to customize their program plans based on the objectives and interests of the individual students. Some students are enrolled in both M.S. degrees from GT and Tianjin University while many students are enrolled in only the GT degree.

#### **5.3.2.1 Professional Development Option (PDO)**

If a student wishes to join the M.S. ECE program at GT-Shenzhen but does not have all the admission credentials ready at the time of application, they can apply to enroll as a PDO student first. The PDO phase can help the student adjust to the rigor of the Georgia Tech education, prove himself/herself worthy of the graduate admission at GT, and allow time to prepare for TOEFL or GRE or other elements of the graduate application package. PDO students take courses alongside GT-Shenzhen degree program students and follow the same requirements for the courses. PDO students must complete the same homework and project assignments and take the same exams as degree-seeking students. PDO students are evaluated the same way as degree-seeking students and receive course grades reported on a Georgia Tech Professional Education (GTPE) transcript.

#### **5.3.2.2 Exchange to GT-Atlanta**

Graduate students who matriculate through GT-Shenzhen must spend the first two semesters at GT-Shenzhen. If a student wishes to exchange to GT-Atlanta before graduation, they must declare the intent to exchange during the semester prior to the exchange semester, be in good academic standing (minimum GPA of 2.7 out of 4.0) and be in good disciplinary standing.

#### **5.3.2.3 Exchange to GT-Shenzhen**

GT-Atlanta or Georgia Tech-Lorraine students can apply to pursue a semester of studies at GT-Shenzhen. Courses offered at GT-Shenzhen are regular GT classes that appear in the registration system just like all other courses offered at GT. Because they are regular GT classes, grades earned in these courses are shown on a participant's GT transcript and are calculated as part of the GT GPA.

#### **5.3.2.4 Global Engineering Immersion Program (GEIP)**

GEIP is a unique program that capitalizes on Georgia Tech having an academic presence in Atlanta, GA, Lorraine (Metz), France, and Shenzhen, China. Students enrolled in the M.S. program who choose to study on all three campuses receive a certificate for successfully completing the Global Engineering Immersion Program. GEIP provides an outstanding rigorous academic education combined with unique international experiences that broaden the students' horizons and enhance their competitiveness in the job market.

### 5.3.3 China Summer Program for Undergraduates

[Georgia Tech China Summer Program \(CSP\)](#) was initiated in 2005 in collaboration with the Office of International Education. It is a faculty-led Study Abroad program designed to attract undergraduate students from all over Georgia Tech by providing a balanced mix of courses to enable Georgia Tech students to study abroad in China while making progress towards their degree. CSP started to take place on the GTSI Transitional Campus in Shenzhen in 2018. CSP-2019 students represented the following majors at Georgia Tech: Biochemistry, Biomedical Engineering, Civil Engineering, Computer Engineering, Computer Science, Economics, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Mathematics, Nuclear & Radiological Engineering, and Physics. CSP-2019 offered 10 Georgia Tech undergraduate courses for degree credits. Non-credit Tai Chi and Chinese Cooking classes were also offered. In 2019, CSP included a new Maker Demo component to encourage students to explore their creative potential to make inventions and gadgets, craft business plans, and compete as teams of future entrepreneurs on “Demo Day”. Shenzhen’s status as the “Silicon Valley of China” makes it easy for students to develop prototypes and test ideas. CSP students usually engage in a variety of fun-filled activities including the Shenzhen Overview Tour, field trips to local companies as well as Traditional Chinese Medicine Clinic, CSP Talent Show, basketball games with local residents, opening and closing ceremonies, and many other opportunities as well. Many students take advantage of the 3-day weekends to travel in China as well as the larger Asia-Pacific region.

### 5.3.4 Atlanta Summer Program for Undergraduates

The [Atlanta Summer Program \(ASP\)](#) is an immersion program for college students from our partner universities (Tianjin and other Chinese universities) to experience life and culture in Atlanta while residing on the Georgia Tech campus. Georgia Tech Professional Education (GTPE) issues a transcript and certificate upon completion of the program.

Each student takes 3 courses from the following, including one required course and two electives. Students will choose one required course from this category:

- American Popular Culture (includes 3 site visits)
- American Studies (includes 3 site visits)

Students will choose two elective courses from this category:

- Business Case Studies
- Data Science Overview
- Ethics in Science and Technology
- Graduate Admissions 101
- Leadership Across Cultures
- Public Speaking
- Scientific Writing
- 21st Century Communication Skills

### 5.3.5 Operations and Student Support at GTSI

#### 5.3.5.1 Pre-arrival Information Session

Before a semester starts, a WeChat group is set up to provide students with online consultation, which involves many different aspects of living and studying at GTSI, including registration, course selection, accommodations, book borrowing, immigration and visa advice for non-Chinese students and any additional information they may need to be aware of. The main purpose of this service is

to provide students a deep understanding of the local culture and academic settings before arrival. During the first three days of each semester, GTSI organizes a campus tour each day. Student volunteers lead new students to explore the GTSI campus, including classrooms, libraries, lecture halls, administrative offices, dorms, public areas, and campus surroundings to acquaint them with the new environment.

#### **5.3.5.2 Internships and Career Preparation**

Georgia Tech is consistently ranked as one of top engineering schools by top-rated companies recruiting new hires. This is attributed to Georgia Tech's rigorous curriculum, practical education, and its strong ties to industry. GTSI is constantly identifying, building and maintaining strong relationships with multiple companies and organizations in China. GTSI hosts industry seminars and invite alumni and leaders from the industry to give interactive "Tech Talks". Thanks to GTSI's close proximity to various high-tech clusters in Shenzhen, GTSI students have ample opportunities to pursue internships. GTSI students have performed internships in companies like SFExpress, UBTech, PingAn Technology, and others. Collaborations with local startups and VCs to promote innovation and entrepreneurship education are also carried out frequently. There are numerous career preparation opportunities for GTSI students, such as:

- GTSI works with various high-tech companies, start-ups, and other top-notch institutions in Shenzhen to provide tech salons. The topics vary from emerging technologies such as biotech to daily life subjects like small package shipping. Since the Fall semester of 2019, GTSI has organized 16 interactive tech talks both online and offline and 4 fieldtrips to high-tech companies.
- GTSI provides internship opportunities to students and has successfully placed more than 10 students in internships with UBTech and SFExpress, as well as other local tech start-ups.
- GTSI also has a makerspace that provides basic equipment and tools to enhance students' technology abilities and help them develop teamwork and problem-solving skills. Moreover, workshops are available for students at all levels throughout the year.
- Competitive events like Hackathons are periodically organized by GTSI in collaboration with other institutions in Shenzhen. In these events, students attend entrepreneurship-related workshops to develop and introduce new solutions to the market.
- GTSI also offers career development advising. Students can make a reservation and receive feedback about their credentials and learn how to showcase their skills and experience effectively. GTSI also has career advising sessions that provide students with one-on-one consulting.

#### **5.3.5.3 Cultural Experiences**

The GTSI student body is composed of students from different countries and regions of the world. GTSI assists international students to quickly intermingle with local students. GTSI encourages local students to join the volunteer activities which may enrich their experience as well as helping those international students immerse themselves in new cultures and explore new environments. GTSI offers a range of activities which includes excursions that reflect authentic Chinese culture, as well as teaching basic Mandarin. GTSI celebrates traditional Chinese festivals, such as Spring Festival, Mid-Autumn Festival, and Dragon Boat Festival with students by providing hands-on activities to reinforce their understanding of the traditions, such as dumpling-making, Peking Opera face mask drawing, calligraphy, tea ceremony, and other cultural activities.



>> ECE graduate students and faculty celebrating the 2020 Chinese New Year in Shenzhen, China.

### 5.3.5.3 Scholarships

The GTSI Academic office manages student scholarships. Each semester, GTSI awards merit-based scholarships to applicants who demonstrate exceptional accomplishment and intellectual promise. The selection process is very competitive. The purpose of National Association for Campus Activities (NACA) Scholarships is to provide assistance to students who were not originally from mainland China, an opportunity to experience Shenzhen and to learn about the Chinese culture, as well as to increase diversity on the GT-Shenzhen campus. The Wallace H. Coulter Foundation offers several Coulter Scholarships to GT graduates or enrolled B.S./M.S. program students who opt to switch their campus to the GT-Shenzhen graduate program for one or more semesters. GTSI also offers a limited number of merit-based GT-Shenzhen scholarships in the form of partial tuition waivers.

### 5.3.5.4 GT Computer Account and VPN

GT-Shenzhen students use their [OSCAR](#) accounts to register for courses, obtain course materials (Canvas), use [MATLAB](#) or other GT-licensed software to complete their course evaluation. With their GT account, students can check their GT email, access [library databases](#), e-books, E-journals online, etc. Official GT communications are sent to their GT email address.

## 5.4 Georgia Tech Panama

In 2010, the Georgia Tech Supply Chain & Logistics Institute established a research and education center in Panama focused on logistics and trade. The [Georgia Tech Panama Logistics Innovation and Research Center](#) is unique in that it aims to develop logistics performance at the national level, aiding the country in becoming the trade hub of the Americas. The Center was established as the result of a proposal prepared by Dr. H. Donald Ratliff, Regents Professor Emeritus at Georgia Tech to SENACYT, the National Secretariat of Science, Technology and Innovation, a research funding agency similar to the National Science Foundation (NSF). At the time Dr. Ratliff was serving as Executive Director of the Georgia Tech Supply Chain & Logistics Institute, which he founded. Two distinguished Georgia Tech alumni, Roberto Roy and Jose Barrios played very important roles in getting the funding and both continue to serve on the Center's advisory board. Information regarding the advisory board is available [here](#). The Center has been funded at \$1,400,000 per year since it began in 2010. The current contract runs through July of 2021.

The strategic objectives of the Center are to aid in developing the logistics and trade capabilities that will enable Panama to become the trade hub of the Americas. In 2015, the Center was designated by the Ministry of Presidency as the Technical Arm of the Logistics Cabinet. The Foundation is wholly owned by GT-Global, Inc. (noted below). Dr. Donald Ratliff and Dr. Alan Erera serve as Co-Directors.



*>> Private Sector committee meeting of the Logistics Cabinet hosted at the Center to discuss the modernization of the Post Office.*

The Center deploys information, conducts applied research, and studies to improve competitiveness and to strengthen the human capital of the country through its various activities and projects.

#### **5.4.1 Applied Research Projects**

- Create data repositories
- Create models of Panama’s existing logistics network
- Develop tools for logistics decision support and trade analytics
- Design performance, integration and visibility systems

#### **5.4.2 Panama Logistics Portal**

Focused on continuously improving Panama’s logistics platform, the Center has developed the “Panama Logistics Web Portal.” The purpose of this portal is to provide information and tools to aid companies, and logistics service providers to optimize the value provided by Panama’s logistics platform.

#### **5.4.3 Panahub Portal**

A web portal developed with interactive tools for the port cluster decision making by analyzing indicators and evaluating the performance of the transshipment by land.

#### **5.4.4 Logistics Indicators Dashboard**

A mobile device tool that displays, in a single site, indicators to monitor and analyze the country’s logistics activity for the decision-making process.

## 5.4.5 Urban Logistics

Identify win-win activities and tools that will both improve transportation efficiency and decrease traffic congestion caused by freight transportation.

## 5.4.6 Why Panama?

Proinvex Panama has partnered with the Georgia Tech Panama Center to aid companies interested in developing a regional distribution network by evaluating the advantages of establishing a distribution hub in Panama. The objective is to aid companies in analyzing the impact on inventory investment and customer service and to consider Panama as the Hub of the Americas with a world-class logistics and distribution platform.

The tool developed helps perform preliminary analysis to differentiate potential hub locations based on two factors:

- Required in-transit inventory investment
- Lead time to the client's markets

## 5.4.7 Public Transportation

The MiBus project consists of a series of processes run in synchronization between the planning department at MiBus and the team of researchers at the GT Panama Center. These processes rely heavily on "Big Data" analytics and processing to understand the bus transportation system in Panama City. A chief objective for this is to implement Big Data analytics and utilize historical data to determine where and when congestion exists with this transportation system and learn who is affected.

## 5.4.8 Educational Programs

As part of the academic agenda, the Center aims to increase the number and capacity of Panamanian professionals with the knowledge and skills to effectively participate in Panama's productivity transformation in logistics:

- Dual Master's Program
- Various Webinars
- Courses in Supply Chain Fundamentals

## 5.5 Global Operations

The [Global Operations](#) unit manages and supports the Institute's global operations and business development, with a focus on the legal, compliance, and risk management for the Institute's international operations including, but not limited to, finance, human resources, contracts, intellectual property, taxes, information technology, and facilities. The Director (Iyonka Strawn-Valcy) manages and oversees various international financial and administrative operations and controls requiring cross-functional coordination between the Atlanta campus and GT's operations around the world. This helps establish appropriate protocols and processes for global relationships/services/human resources/faculty affairs/general financial functions and related compliance controls and procedures to support global GT activities and cooperative organizations, mitigating risk to the institute and related employees and stakeholders. This includes some oversight of [Georgia Tech Global, Inc.](#), GT's International Advisory Group, and facilitating activities through GT's International Advisory Committee.

## 5.5.1 Examples of GT's Global Operations Activities

- An International Advisory Committee which provides guidance to the VPPII, Provost, and Executive Vice-President for Research particularly in the context of federal guidelines and policies regarding exposure of US universities (e.g., foreign influence, talent programs, collaborating with foreign entities, hosting international visitors, and other related themes.). Working with stakeholders across campus (including GT's Office of Ethics and Compliance and Export Control), we have developed and are continuously updating resources for faculty, such as the [Guide for Responsible Global Engagement and Research](#), a [foreign influence infographic tool](#) for faculty, involvement and leadership in townhall meetings to address foreign influence, webinars, faculty dialogue, and the development of guidelines to address the dynamic landscape of responsible global engagement.
- Establishing Georgia Tech's new Shenzhen campus (Georgia Tech Shenzhen Institute - GTSI). This major initiative involves complex procedures and agreements, as well as multiple collaborations with various GT units.
  - Three-party agreement with GT, Tianjin, and the Shenzhen Government (GTSI-1)
  - Two-party agreement with our Chinese university Partner (Tianjin University) (GTSI-2)
  - Trademark agreement (GTSI-3)
  - Bylaws
  - Establishing a GT Educational Foundation in China (bylaws, oversight, etc.)
  - Hiring procedures
  - HR issues related to sending faculty to Shenzhen on rotation (payroll, benefits, taxes)
  - Financials (in the case of 2020, specifically involving coordination with the Office of General Counsel and the Controller's Office (Finances and Taxes) related to GTSI's Freshman 2020 program)
  - Campus planning (transitional campus and permanent campus design)
  - Addressing compliance with USG and GT international travel policies.
- Coordinating various documentation needs for the GT China Education Foundation (with the Foundation's CFO, GTSI leadership and GT's Affiliate Organizations leadership).
- Improving processes for hiring adjunct faculty and personnel at GTL and GTSI. Solving with HR (and external partners) complex payroll, tax, and benefits issues for GTL and GTSI faculty on assignment at those campuses. This includes coordinating updates of the campus abroad hiring procedures and resources with various campus stakeholders (Global HR, Faculty Affairs, School-based HR Managers, Office of Sponsored Programs, and Export Control) Office of General Counsel, and Controller's Office/Tax Compliance.
- Partnering with the Office of General Counsel, Global HR, Affiliated Organizations, Controller's Office/Tax Compliance, leadership towards the development and coordination of various international operating agreements, contracts, and MOUs.
- Ensuring that safety and emergency procedures are in place to protect our students and faculty abroad: Coordination with OIE (education abroad), GTL, GTSI, GT Emergency preparedness, the University System of Georgia's International Office, and the Office of General Counsel, on matters of safety and emergency response when crises occur abroad.
- Assessing risk for engagement from a variety of perspectives. This ranges from monitoring engagement matters in India, particularly from a tax perspective (e.g., using external tax counsel specialized on India matters), working with Ethics and Compliance on identifying the most effective methods to communicate areas of risk to the GT community, coordination of EU GDPR needs, and input on GTL Clery Act reporting.

*This also includes maintaining awareness of current events, issues, and best practices regarding international research and scholarship through collaboration with GT's Government Relations team and responding appropriately to various aspects that impact GT.*

- Closing GT's operation in Costa Rica. Georgia Tech decided to phase out operations of the GT Costa Rica Foundation in 2018. GTCR, which was established through a donor gift, has largely been a 2-person operation for the past 10 years, with little faculty or student engagement. In December 2018, Georgia Tech ceased activities in the Costa Rica Center and started the dissolution of the Foundation, which must be done through the courts in Costa Rica to ensure we meet all legal requirements (severance, termination letters, property removal/transfer). With donor approval, we are instead redirecting the resources to build a presence in Medellin, Colombia, with a focus on growing the entrepreneurial and innovation ecosystem through the Enterprise Innovation Institute (EI2), and through Georgia Tech Professional Education, as well as our Alumni base and corporate/industry connections.
- Serving as the lead within VP11 (including OIE, GTL, GTSI) for communications with Institute Communications, regarding any communications with students, faculty, or with the University System of Georgia. This became particularly important during the response to the various 2020 WH Executive Orders on immigration.
- Partnering with GT's Affiliate Organizations and the Office of General Counsel on legal trademark matters.
- Leading coordination of GT's French Bank Account activity: Successful apostille application and "*attestation juridique*" for enhanced account access; Coordination, development of, and support of documents for annual state financial audit.

### 5.5.2 Global Operations Resources

GT Global Operations regularly takes part in various activities such as capacity-building through resources such as Vistra, but in addition, professional organizations such as The Higher Education International Business Officers which supports best practices for financial, operational, and business leadership for global higher education. This achieves the necessary support and networking towards approaching unique solutions to challenging problems and advancing best practices through:

- An understanding of recent regulatory developments impacting compliance with U.S. and foreign requirements;
- Appraising institutional models for global support and best practices;
- Demonstrating an understanding of recent regulatory developments impacting compliance with U.S. and foreign requirements;
- Exploring institutional models for global support and best practices;
- Identifying key components and strategic thinking related to setting up operations abroad.

Another helpful professional association for this area is the Association of International Education Administrators (AIEA). AIEA's focus on international education leadership, best practices in international research and international collaborations, the impact of COVID-19 on higher education (and specifically in international education) and serving as a resource that provides support towards problem-solving in international education, and provides a community of support for Global Operations.

### 5.6 International Development and Alumni Affairs

With more than 160,000 graduates worldwide, the [Office of International Development](#) serves to connect Georgia Tech Alumni, parents, corporate partners, and other sources of support with each other and back to the Institute.



**>> President Ángel Cabrera in front of a shipment of personal protective equipment donated by families of current and past Tech students from China, to fight against COVID.**

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The Office of International Development is based in Atlanta and has international representatives who are involved in alumni engagement. Located in Asia, Europe and Latin America, these professional fundraisers are charged with developing sources of private funding for Georgia Tech. The process of raising philanthropic support is complex and involves a methodical and universal approach in order to succeed. As thus far, the GT Alumni Association has been focused mainly on domestic programs, our International Development staff have been charged with identifying, informing, and involving our global graduates and friends as part of the development process. The International Development Managers serve as links between Georgia Tech and the alumni communities in their respective regions.

Alumni may reconnect with Georgia Tech in a variety of ways. More than 100 geographic alumni networks offer our graduates numerous opportunities to engage with each other, support the recruiting of Tech students, assist in corporate connections to Tech, raise money for scholarships or programs of interest, and serve in volunteer leadership roles. Through the networks and by transferring the traditions of philanthropy, the Office of International Development offers our constituencies an opportunity to engage in the support of Georgia Tech's programs, either on campus or abroad, through a variety of instruments appropriate to those circumstances.

## » SECTION C: VISION AND STRATEGIC DIRECTION

### 1. The Office of the Vice Provost for International Initiatives

There are different ways in which Georgia Tech engages in international activities, each with a different purpose. In each case, all activities must carry the mark of excellence of Georgia Tech. The brand of “One Georgia Tech” extends to international activities in the sense that GT should not be a multinational institution with stand-alone entities in different countries, but rather a truly global institution where each initiative is connected to the main campus. The Institute should also endeavor to link GT's global activities, fostering cooperation whenever it increases impact and generates new opportunities for growth. Georgia Tech will pursue the following types of global initiatives:

#### 1.1 Student Enrichment

GT will promote study abroad, work abroad, service abroad, and research abroad to broaden GT students' education. Such experiences are profoundly transformative as students acquire new skills, knowledge, character, and the confidence to prepare them for their future careers. Georgia Tech has a culture of student global engagement: campus abroad programs (Georgia Tech-Lorraine and now GT-Shenzhen), faculty-led study abroad programs, student exchanges with foreign universities, a global research and internship program, and the Fulbright Scholar Program. In 2019, 57% of GT's undergraduate students have had a meaningful experience abroad (typically a semester or more) by the time they graduate. This is truly a differentiating factor for Georgia Tech and remarkable given the large number of STEM majors on campus. Many opportunities also exist on campus, and the Institute can build on the extraordinary diversity of students, visiting scholars, and faculty to provide a unique learning environment that extends well beyond the classroom. Georgia Tech's on-campus culture is far richer because of programs such as the International Plan, the Global Development minor, the Global Engineering Leadership minor, the Global Engineering Immersion Program, and events including International Education Week and intercultural workshops. Two Title VI National Centers also add to the global engagement on campus: [The GT Center for International Business Education and Research \(GT-CIBER\)](#), and the [Atlanta Global Studies Center \(AGSC\)](#). AGSC, a joint Center between Georgia Tech and Georgia State University, The Atlanta Global Studies Center (AGSC) builds international awareness, global competence, and advanced language capacity in higher education, the private & public sector, as well as the K-12 community to empower the region's global agenda. AGSC prioritizes and integrates principles of Education for Sustainable Development and the UN Sustainable Development Goals (UN SDGs).

#### 1.2 The Network-Connected Hub

Because research and innovation know no borders, faculty naturally partner with the very best minds in the world to create a network of excellence. Beyond the stimulating aspects of international academic partnerships, strategic engagement with companies around the world also increases GT's reputation abroad, creates opportunities for students, and opens up new sources of research funding. One successful example of such a hub is Georgia Tech-Lorraine, Georgia Tech's European campus, integrating education, research, and innovation, and providing new opportunities for Georgia Tech in the heart of Europe. Networking also benefits the Atlanta community and the State of Georgia as the Institute continues to work with local stakeholders to create a global innovation ecosystem at Tech Square, bringing companies from around the world to the Southeast through Georgia Tech's doors.

## 1.3 The Lab

Faculty will continue to engage around the world in places that offer unique conditions to study specific problems. Successful examples include Georgia Tech's Logistics Center in Panama, water management at strategic locations around the globe, telecommunications and social organization in Africa, to name a few. In growing the Institute's physical presence globally, GT will learn about the differences in innovation ecosystems, interact with thought leaders around the world, providing a unique opportunity to link innovation centers in Atlanta, Metz, and Shenzhen, for instance.

## 1.4 Capacity Building

Universities, governments, and companies around the world regularly call upon Georgia Tech to assist them in their efforts to grow science, innovation, business, and technology literacy, and to advise on higher education administration. The Institute can build upon the successful Georgia Tech Professional Education programs (GTPE), Enterprise Innovation Institute (EI2), Georgia Tech Research Corporation, (GTRC) and the work of academic units to deliver services and share best practices in a spirit of inclusive excellence and equity. More than simple consulting exercises, these efforts enable Georgia Tech to extend its footprint and grow its reputation, learn about other complex ecosystems around the world, and hopefully have a lasting impact and influence in strategic areas across the globe.

## 1.5 Harnessing the Power of Our International Alumni

Georgia Tech has a storied tradition of involving its alumni and other constituents in support of the Institute. GT's alumni base and friends engage with the Institute as members of advisory boards, mentors to students, and links to corporate and business organizations. They provide advice and financial support that enable the Institute to maximize opportunities for research and academic benefits. As leaders of the international technological education community, GT can derive significant benefits for the Institute and the State of Georgia by developing this same tradition of involvement and support among international alumni, parents, and friends. The assistance of internationally based alumni and parents is invaluable as the Institute expands its activities and student opportunities outside of the U.S., providing guidance and even to better facilitate pathways to address operational matters, as well as assistance in crises and problem-solving. The prominence of Georgia Tech's international alumni has been very helpful in expanding its visibility from the local to the international arena; the State of Georgia has continued to gain in stature, attracting investments, visitors, and prestige in the international business community.

## 2. Global Operations and Risk Management

Global activities are inherently complex from an administrative and operational standpoint.

The Director of Global Operations' role is to ensure smooth operations while minimizing risk exposure to the Institute. The main objectives are to:

- Provide leadership, advice, and solutions regarding global operations and risk management to GT senior leadership.
- Collaborate with GT stakeholders and units towards global operations administrative solutions. This includes oversight of various multi-modal administrative and business needs when initiating, developing, and sustaining operations outside of the U.S. This also includes but is not limited to

finance, human resources, contracts, export control, foreign influence, intellectual property, taxes, information technology and facilities.

- Evaluate current GT policies and procedures, modify them as necessary, and create new ones when needed, to ensure smooth operations of our global activities. This also includes oversight of GT Global and the International Advisory Group and facilitating activities through the International Advisory Committee (all discussed in-depth in the next section).
- Collaborate with Georgia Tech Research Corporation (GTRC) as needed on international contracts and gift reporting.
- Ensure full compliance with U.S and foreign legislation, including those related to human resources, finance, and taxes.
- Develop and implement a post-implementation review and compliance process for GT international operations, programs, or locations.
- Collaborate with constituents on the Atlanta campus when formulating an international strategy and facilitating business development opportunities.
- Define institutional needs for international risk and collaborating with emergency response.

**In the last couple of years, like its peers, Georgia Tech has had to assess and improve its global operations to address:**

- Foreign influence and risk management. This is a direct response to the concerns expressed by the Federal government regarding foreign influence in higher education. GT has developed guidelines for responsible international engagement and other resources mentioned in the activities area of Section 5.5, and is continuously monitoring and improving operations to reduce risk exposure.
- Immigration impact on students, faculty, and global operations. In the case of the COVID-19 pandemic, the impact goes beyond immigration as it affects travel, health and well-being of the Georgia tech community both in the U.S. and at the Institute's foreign sites.

Section D covers the issues and steps implemented to address these two crises. An important outcome was to review GT's guiding principles for global engagement.

### **3. Guiding Principles**

As Georgia Tech's impact and reach continue to grow, the Institute is constantly asked to partner with universities and institutions around the world. Georgia Tech endeavors to be selective in targeting and selecting high-impact collaborations, eschewing partnerships where efforts are spread so thin so as to garner little impact. GT continues to foster an entrepreneurial climate of faculty-driven engagement, and to find the right balance between being strategic and seizing new opportunities. In so doing, the Institute follows four basic principles:

#### **3.1 The International Activity Enhances Georgia Tech's Academic Activities.**

The proposed initiative must:

1. Enhance the student experience, advance Georgia Tech's existing strategic goals in our academic, research, capacity building and/or economic development missions.
2. Demonstrate clear value to the Institute, enable unique opportunities, and benefit the Atlanta campus and the State of Georgia.
3. Be consistent with Georgia Tech and University System of Georgia policies; Georgia Tech's ethical values (integrity, respect, community, accountability, adaptability); and principles around academic

freedom and inclusion.

### **3.2 The International Activity is Sustainable Long-Term.**

The proposed initiative must:

1. Have a strong leader/advocate (preferably a faculty member), as well as institutional support (School, Dean, International Initiatives and campus leadership).
2. Follow an articulated strategy and plan, and have appropriate objectives, budget, and deliverables.
3. Emphasize longer-term partnership and commitments, over short term, one-off initiatives. The Institute should not outsource research and educational delivery.

*Institutional partners should be of a high caliber, so that the partnership reflects and enhances the Institute's commitment to the highest quality.*

### **3.3 The International Activity Brings Clear Benefits to Georgia Tech, and is Resource- and Opportunity- Positive.**

The proposed initiative must:

1. Be financially and intellectually sustainable, self-supporting, faculty-driven, and net resource-and opportunity-positive to others on the Atlanta campus. It should be viewed through a lens of ROI in terms of finances and time. It should not only protect, but also enhance the Georgia Tech brand.
2. Expand Georgia Tech's competencies and capabilities in ways that would not be possible without the international initiative.
3. Leverage Georgia Tech's existing hubs (Lorraine and Shenzhen) and not create opportunities that would compete with them.

*Start small and establish proof-of-concept before jumping into large scale and risky initiatives (crawl, walk, run). A physical facility is not a pre-requisite to creating a presence.*

### **3.4. The International Activity Thoughtfully Manages and Minimizes Risk.**

The proposed initiative must:

1. Carefully assess potential financial, reputational, export/HR/legal, safety, and political risks.
2. Develop risk mitigation plans to address and minimize identified risks, address political and social sensitivities, and ensure open access to all.

*Any identified risks should be proportional to the anticipated benefits. Activities where the risks cannot be reasonably managed to achieve the maximum benefits should be declined.*

## **4. Office of International Education**

In 2019, the Office of Strategic Consulting worked with the leadership team to develop draft Mission and Vision statements.

### **OIE Mission:**

OIE provides leadership and advocacy for pursuing and supporting Georgia Tech's international education goals through student and scholar mobility, on-campus internationalization, and

intercultural engagement. In collaboration with our campus and community partners, OIE expands the Institute's global footprint and ensures that Georgia Tech develops good global citizens.

### **OIE Vision:**

OIE will set the standard for international education among the leading technological universities. OIE will champion meaningful intercultural experiences that prepare the Georgia Tech community for global leadership.

The Office of Workplace Learning & Professional Development (WLPD) facilitated an OIE workshop to set OIE Values. The outcome is that OIE's most important values are: Community, Innovation, and Leadership.

Along with a new mission, vision, and a first-ever set of OIE values, OIE created a short list of Strategic Initiatives (SI's) in May 2019. The core idea is that OIE SI's are broad and support our mission/vision/values. Workgroups have workgroup-specific goals and plans that support the OIE SI's. While everyone may not contribute to each SI, everyone can contribute to more than one SI. In order to align when SI's are set with individual employees' annual goal setting, OIE reviewed the SI's and set the 2020 SI's in January 2020.

OIE's strategic initiatives for 2020 are to:

- Inspire a culture of innovation in global programs abroad and at home.
- Develop and align programming, which is collaborative when possible, with whole person education learning outcomes.
- Engage diverse populations across campus in meaningful intercultural learning.
- Enhance the processes, structures, and relationships that facilitate the work required for Georgia Tech's global ambitions.

With the development of a new strategic plan for Tech currently in progress, and with the opportunities and challenges created by the COVID-19 pandemic, OIE will reexamine the mission, vision, and values as well as write a new set of Strategic Initiatives in early 2021.

Three OIE staff served on the Connect Globally Working Group for Phase II of the Institute Strategic Planning Process (February – May 2020). While the Institute Strategic Plan (ISP) is not yet completed, it is certain that there will be ample opportunities in the finalized plan, across all of the themes, for OIE to support, lead, and collaborate with faculty and staff across campus to realize the bold ambitions that the ISP is expected to include.

## **4.1 Education Abroad Office**

The Office of International Education's Education Abroad (EA) unit provides support for Georgia Tech's study abroad, exchange, global research and internship programs, and international academic projects. The FY 2021 EA Strategic Initiatives are to:

- Inspire a culture of innovation in Education Abroad.
- Exemplify excellence in services: Strive to provide the best service to our students, faculty, staff, and campus community.
- Develop strategies and initiatives to increase participation in international programs.
- Increase diversity and inclusion support and resources with the goal of making global engagement possible for all.

## 4.2 Office of International Student and Scholar Services

The Office of International Education's International Student and Scholar Services (ISSS) unit provides support with international student and scholars services for the Institute. The 2020-2023 ISSS strategic plan, identifies the following goals as priorities:

- Excellence and Innovation in International Student and Scholar Advising: Provide high quality and personalized international student and scholar advising supportive of innovative learning and research models, and inclusive of tech-driven, evidence-based solutions.
- Exemplify Leadership in Service: Lead as visible and highly engaged ISSS professionals providing educational resources and tools to support the success of international students and scholars at the Institute and through service to the field of international education.
- Develop and align programming, which is collaborative when possible, with whole person education learning outcomes.
- Model Highly Effective Team Behavior: Invest in activities and behaviors which build a sense of community and ensure staff motivation and commitment.

## 4.3. Office of On-Campus Internationalization (OCI)

OCI's work aligns with the Institute's global engagement objectives and particularly with Strategic Goals 1 and 3 of the Global Positioning Strategy (GPS) of the Office of the Vice Provost for International Initiatives. All OCI's programs "expand Georgia Tech's global footprint in Atlanta," and work to advance GPS Strategic Goal 1.

- The Global Leadership LLC will contribute to OIE's mission to support student mobility and on-campus internationalization efforts. This LLC's integrated faculty and staff support first-year GT students as they transition to college by encouraging collaboration among students interested in using their majors and intercultural skillsets to promote the advancement of the UN SDGs, while also preparing to have a significant international experience abroad. The Global Leadership LLC will cultivate good global citizens and develop global leaders by creating a first-year community of cross-culturally savvy problem definers and problem solvers who are trained to use their disciplines to transform our world through civic and community engagement, both in Atlanta and worldwide.
- The I-House LLC will contribute to OIE's mission to support on-campus internationalization and intercultural exchange. This LLC provides faculty and staff leadership to support an active cohort of students, half degree-seeking and half visiting exchange students, in gaining cultural awareness and mutual understanding through the promotion of student-led cultural events, discussions of cultural values and differences, and shared community experiences. I-House will graduate good global citizens and expand the GT global footprint through the collaboration of degree-seeking GT students and visiting international exchange students by cultivating cross-cultural engagement and supporting globally engaged students.
- The International Plan will continue to be Georgia Tech's international degree designation and fulfill GPS Strategic Goal 3 by nurturing and supporting students in internationalizing their undergraduate curriculum.
- TECHsplore and other visiting student programs will be further developed and promoted. TECHsplore Summer was set to launch in June 2020 as a revenue-generating program but was ultimately cancelled when summer classes moved to an online format and travel restrictions were imposed due to COVID-19. This program is a collaboration between Summer Session Initiatives in OUE and OIE.

## 5. Georgia Tech-Lorraine

### 5.1 GTL Vision

Georgia Tech-Lorraine’s mission is to support Georgia Tech’s global aspirations and advance its reputation through innovative collaborations in research, education, and economic development with European partners. While a full-fledged Georgia Tech campus abroad, incorporated under French law, GTL remains fully integrated with Georgia Tech since all academic matters are governed by the main campus in Atlanta.

GTL is unique as a hub of a premier technological US university in Europe, with demonstrated success in student enrollment and research programs embedded in the French and EU landscape. GTL’s vision is to broaden this two-way bridge between the US and Europe, by strengthening existing programs and developing new niche programs of excellence that build on GTL’s specificity and partnerships.

### 5.2 GTL Strategic Goals

Following the release of Georgia Tech’s Strategic Plan, GTL intends to define and launch in 2021 its own strategic plan, aligned with the Institute’s goals. GTL’s current strategic directions and tactical objectives are as follows:

- Grow student enrollment (from both the US and the rest of the world) with corresponding growth in academic and staff support, as well as facilities. Prior to the pandemic, enrollment was such that GTL was at capacity on the GTL campus and started discussion with the French authorities to expand with an additional building. Plans are in place, and Georgia Tech is currently recruiting incoming first-year students to join our “[First Year Fall Abroad](#)” program at Georgia Tech-Lorraine, an experiential program for incoming undergraduates, launching in Fall 2021. The program is specifically designed to take advantage of GTL’s central location in the EU.
- Further strengthen the innovation and entrepreneurship parts of the curriculum, in connection with GT Atlanta programs such as CREATE-X, Makerspace, and Venturelab.
- Experiment with some of the ideas listed in the report “[Creating the Next in Education](#)” at GTL, such as mini-mesters and other forms of credentialing.
- Increase our research enterprise through collaborative partnerships in France and Europe, both through national and EU public programs but also through the private sector.
- Reach financial self-sustained mode of operations for Institut Lafayette, our recent open-innovation platform in optoelectronics.
- Aggressively grow our visibility, communications, and marketing to improve Georgia Tech’s reputation.

## 6. Georgia Tech-Shenzhen

On March 25th, 2020, the Chinese Ministry of Education (MOE) approved the establishment of Georgia Tech Shenzhen Institute (GTSI), Tianjin University as a Sino-Foreign Cooperative Education Institute in China. GTSI is Georgia Tech’s second and most recent campus abroad. The initiative represents an exciting opportunity for Georgia Tech to be present in one of the fastest-growing technological centers of China. Its educational and research programs, combined with internships, will be tremendously beneficial to Georgia Tech students. “This historical agreement is in alignment with Georgia Tech’s focus on internationalization, as outlined in GT’s 25-year Strategic Plan, called

Designing the Future,” said Georgia Tech’s former President Peterson. “It will serve as a great vehicle to engage our strong alumni base in China and increase Georgia Tech’s global reputation as a leading technological research institution.”

## 6.1 GTSI’s Mission

As equal partners in creating GTSI, Georgia Institute of Technology (GT) and Tianjin University (TJU) collaborates in the spirit of mutual respect, recognizing each other’s strengths, for the mutual benefit of educating students to become future leaders with a sense of humanity and social responsibility, global mindset, innovation spirit, and practical abilities. GTSI combines the best of U.S. and Chinese higher education practices and takes advantage of the excellent innovation environment in the Guangdong-Hong Kong-Macau Bay Area. GTSI’s work is consistent with GT’s desire to internationalize its higher education. GTSI supports students’ character development and cultivate well-rounded and technically competent students.

## 6.2 GTSI’s Strategic Goals

GTSI’s strategic goal is to provide the world-class engineering education degree programs in the new generation of information network technology, to cultivate outstanding talents with world vision, innovation spirit and practical capabilities. The focus is on the international academic frontier and industry demand of scientific research to construct world-class universities and top disciplines.

With the approval by the Chinese Ministry of Education on the establishment of GTSI on March 25th, 2020, in addition to the current Master’s Degree program in Electrical and Computer Engineering, GT and TJU will pursue collaborative education on four more Master’s degree programs and one Ph.D. degree program at GTSI, including:

- Master’s degree program in Analytics
- Master’s degree program in Environmental Engineering
- Master’s degree program in Computer Science
- Master’s degree program in Industrial Design
- Ph.D. degree program in Electrical and Computer Engineering

The Institute will eventually be located in the Chang Yuan Bai Shi Ling area, in the Nanshan District, with a land area measuring approximately 11 hectares (25 acres). The building standards will be determined according to the building standards of the State and of Shenzhen for universities. Georgia Tech’s office of Construction Planning and Space Management (CPSM) is working closely with Tianjin University in the preliminary design phase of the new campus.

The permanent campus will be funded and constructed by the Shenzhen Municipal People’s Government. Once the permanent campus has been completed and is operational, all facilities and equipment belonging to GTSI will be moved to the permanent campus; educational activities will transfer to the permanent campus.

## 7. Georgia Tech Panama

The strategic objectives of the GT Panama Center are to aid in developing the logistics and trade capabilities that will enable Panama to become the trade hub of the Americas. The Center does so through applied research projects that involve, among other activities, the creation of data

repositories, models of Panama's existing logistics network, developing tools for logistics decision support and trade analytics, and through the design of performance, integration and visibility systems. The Center leverages the extensive experience of the Georgia Tech Supply Chain & Logistics Institute to help position the country as a regional and global hub. By doing so it also helps position Georgia Tech in the region, strengthening the ties to the local alumni community, and structuring connections with the public and private sectors associated to the logistics industry.

The Center's expertise and knowledge has made it a presence in local and international forums, both professional and academic, and also a trusted voice in local media when it pertains to transportation, logistics and innovation. The Center will focus on companies interested in the potential for utilizing or increasing their utilization of Panama as either a hub or a node in their trade chains. The Center will also begin proactively examining trade opportunities that are not using Panama's capabilities effectively, but where there is potential value in doing so. It will include assessing each company's logistics network and determining how Panama can play a role in this network.

In response to the recent COVID-19 pandemic, the Center acted by approaching local stakeholders and providing information regarding the impact of social distancing measures on public mobility usage, and proactively developed [ViTAL](#), an online tool for epidemiologists to help them in collecting, standardizing and analyzing patient-level data, which is critical for contact tracing and properly identifying patient clusters. The tool was made freely available to the public and is currently being used by epidemiologists from the Western region of the country to register local information of their patients.

## **8. International Development and Alumni**

The Office of International Development was established in 2010, recognizing that as a global institution, a sizable number of Tech's 160,000+ alumni would be based outside of the continental U.S. The Department's mission was to expand Tech's visibility internationally while developing resources for the support of the Institute, thus expanding Georgia Tech's global footprint and reach via non-academic means.

The Office of International Development is charged with expanding philanthropic funding support of the Institute and especially its international programs. Specific goals for the program include the identification, engagement, and involvement of alumni, parents, friends, and corporate partners regardless of country of residence; for the benefit of the Institute as well as those who participate in its support. Georgia Tech's Strategic Plan specifically commits the Institute to "serving the public good, breaking new ground in addressing the biggest local, national and global challenges of our time." This much broader, publicly-stated goal, reflecting GT's much-expanded presence in the international community brings with it ever-expanding ancillary activities and constituencies. These may be beneficiaries of the core mission but can also provide critical and sometimes unexpected resources or benefits to the primary purpose.

In a unique arrangement that highlights the Institute's commitment to strengthening international ties, the Office of International Development was established with a dotted reporting line to the VP II (and is physically co-located within the VP II suite) and has a full line to the Vice President of Development. This infrastructure supports Georgia Tech through direct impact to the Global Positioning Strategy; specifically, GPS Strategy #2 related to extending and leveraging the Institute's impact around the globe, through philanthropic development but also through leveraging alumni engagement, input, and visibility abroad. This particularly aligns with "Connect Globally," which, as previously mentioned, is a

strategic theme within the Institute's new strategic plan. As a member of the Development Leadership Group, the Associate Vice President participates in decisions affecting the entire department, including goal setting, distribution of responsibilities, campaign protocols, personnel policies, and other related responsibilities.

In keeping with standard industry practices, the Office of International Development was established with a set of initial objectives and fundraising goals. These were first established for the program's initial five years, and subsequently, for each year going forward:

- The identification, verification, qualification and involvement of individual prospects for the support of GT: alumni, parents, and friends;
- Promotion of Tech's international presence and reputation through interaction with educational, corporate and government entities;
- Collaboration with academic and research leadership to maximize benefits of international activities for GT;
- Management of the strategic involvement of the institute's senior leadership group (President, Provost, EVPR and VP of Development in the cultivation and engagement of principal prospects;
- Close collaboration with the VPII in managing international activities and relationships to maximize sources of support for GT;
- Coordination of outreach to various constituencies via already-existing connections of Tech faculty and administrators in countries outside of the U.S. (use of a web-based bulletin board/data base that would enable this with no inconvenience to faculty or research programs – see <http://world.yale.edu/>);
- Engagement of alumni connections for the benefit of Tech's international activities; program support, internships, research relationships, sabbatical opportunities, faculty exchanges, and other opportunities;
- Engagement of Tech alumni abroad to provide financial support for International initiatives both on and off-campus;
- Participation in Tech's international marketing efforts and activities;
- Assist with international faculty and student recruitment.

It was agreed that a minimum of five years was needed to test the market, and following that five-year period, the Institute would determine the viability of continued investment in the program. While development goals traditionally focus only on the financial goals that are established for these programs, noting very measurable dollar and donor targets, Georgia Tech wisely expanded the goals and objectives for the International Development Department to include the foundational activities that were not being addressed through normal Alumni activities: The identification and cultivation of members of the alumni, parents, and friends communities outside of the U.S., whose cultivation and involvement would eventually develop the leaders and donors contributing to a "mature philanthropic structure."

It is important to note that the terminology "Alumni Clubs" is a branch of the Georgia Tech Alumni Association, which is not formally or normally part of Development's purview. Thus, the programs that the Office of International Development have established to engage alumni internationally are most often referred to as "Alumni Networks."

## » SECTION D: INSTITUTE EFFECTIVENESS

### 1. Office of International Education

OIE compiles an annual summary report, and the 2019 annual report (in addition to prior year reports), can be found [here](#). A snapshot of the 2019 student data can be found below and is further developed within each individual workgroup section:

- Study Abroad Students AY2019: 2457 (3.4% increase from AY2018)
- International Students (F1 and J1): 5248 (8.9% increase from AY2018)
- International Interns: 165 (22% decrease from AY2018)
- International Scholars: 876 (5% increase from AY2018)
- International LLC enrollment: 186 students AY 2019 (118 Global Leadership; 68 I-House)
- International Plan enrollment: 700 enrolled students AY2019
- 334 IP graduates from inception in 2005 through AY2019

Please see OIE-2 for OIE's 2019-2020 Fact Book.

#### **Annual Assessment for SACS**

OIE leverages the process designed by the Office of Academic Effectiveness for annual review and reporting activities (OIE-1).

OIE maintains an International Partners and Agreements Database, which houses all GT international agreements and international Memoranda of Understanding. These agreements are critical to the strategic goals of VPIL.

### **1.1 OIE: Education Abroad**

#### **1.1.1 Enrollments and Programs**

In 2018-19, 57% of GT undergraduate students had an international experience by graduation. By comparison, in 2017-2018, 10.9% of students nationally had a study abroad experience before the completion of their degree program (as reported by IIE Open Doors in their 2018 report). EA has grown and expanded since the creation of the original study abroad workgroup in 1999 and was rebranded from "Study Abroad" to "Education Abroad" in 2003. Initially supporting bilateral student exchange and faculty-led study abroad, EA now supports over 2,400 students annually in gaining international experience through participation in GT programs abroad. Opportunities abroad have evolved from a small number of program frameworks to multiple successful models.

## Georgia Tech Students Abroad by Year 2007-08 through 2018-19\*

Year	Number
2007-08	1,114
2008-09	1,189
2009-10	1,279
2010-11	1,391
2011-12	1,478
2012-13	1,577
2013-14	1,816
2014-15	1,967
2015-16	2,111
2016-17	2,215
2017-18	2,377
2018-19	2,442

\*Year is equal to fall semester through summer semester of the following year. Total include Undergraduate and Graduate students.

## Top Ten Locations for International Experience 2018-2019

Location	Number of Students
France	852
China	342
Germany	305
United Kingdom	239
Spain	232
Italy	212
Czech Republic	184
Ireland	134
New Zealand	80
Singapore	66

## College Comparison of Undergraduate Students Fall 2018 - Summer 2019

College	International Experience*
Design	75
Computing	291
Engineering	1,278
Ivan Allen	120
Business	163
Science	188
<b>Total Undergraduate</b>	<b>2,115</b>

\*International experience includes study, internship, or international academic project abroad.

*Additional student datapoints can be found in the EA report referenced above in OIE's annual report.*

EA has fostered the development of faculty-led programs to meet students' academic needs while supporting options for all majors. Programs are now offered from 4 weeks to 16 weeks, or in embedded formats for 1-2-week periods of field work experience. The bilateral and direct enroll portfolio has grown in number of partners and in locations offered, and there has been an 84% increase in exchange participation since 2013-14. The Global Research and Internship Program (GRIP) was merged into the EA workgroup in 2019 to allow for more streamlined programming and efficient use of resources. With the support of EA, students can intern, research, and study abroad in locations throughout the world.

#### **1.1.1.1 Exchange Programs (outgoing students)**

GT currently has over 80 bilateral or direct enroll student exchange programs with highly ranked peer institutions worldwide. In 2018-2019, 220 GT students participated in exchanges. EA is responsible for most aspects of the administration and oversight for these programs.

**Development:** Exchange programs are faculty-initiated and vetted through a close collaboration between the academic units and OIE/VPII. The academic units review and approve the curriculum for course matches, academic reputation, and rigor of the academic programs offered by the partner school. EA works in tandem with the academic units and with the partner schools to vet the student support services and administrative requirements to ensure students will receive adequate support while at the host institution and that GT can ensure academic integrity and compliance. Partnerships are only viable and successful if partner institutions use an official credit system, provide official transcripts and enrollment verifications, offer housing support, and provide emergency contacts for the students in crisis due to mental health, illness, accident, injury, and/or crime reporting.

**Courses:** Students enroll in a GT placeholder course (for 12, non-billable audit hours) to stay enrolled as a full-time GT student. Students then register at the host institution for actual courses. Once completed, courses are added to an official transcript issued by the host institution to GT. EA coordinates this process and ensures that each students' courses are approved, that courses, credits, and grades are correct, and that course equivalencies are submitted to the Registrar with appropriate documentation to award credit to the student. EA works with the Registrar's Office to create a one-page document for each partner institution that outlines the credit and grade conversions for classes transferred to GT from the partner. These are created when a new partnership is developed, updated as needed. Although grades are not transferred (GT students receive a "V" in the grade column), they still need to be converted because a large number of students receive Hope or Zell Miller scholarships (State of Georgia) which requires Financial Aid to compute a "Hope GPA" (See EA-3 for EA Exchange Program data).

#### **1.1.1.2 Global Research and Internship Program (GRIP)**

In 2018-19, GT sent 144 students on internship and research placements worldwide through GRIP and EA sent 74 in 2019-2020. EA is responsible for administration and oversight for GRIP.

**Development:** EA collaborates with industry, NGOs and volunteer organizations, research institutes, partner universities with research opportunities, GT alumni, International Development (VPII), GT Enterprise Innovation Institute (EI2), GT Business Development, Georgia Tech Research Institute (GTRI), International Program Providers, Governments, and others to develop internship and research opportunities at highly-ranked peer institutions and companies worldwide. Students can also create their own experience and find their own internship or research opportunity.

**Courses:** Students enroll in a GT placeholder course to stay enrolled full-time with GT. Students do not receive credit for the internship or research opportunity; the experience is officially noted on the official GT transcript through registration in the placeholder course. Most students typically receive pay and/or stipends, or housing allowances (see EA-4 for GRIP data).

The decrease in enrollment in 2018-19 is due to staffing setbacks, with vacancies both in the Associate Director position (October 2018 - November 2019), and with delays in approvals for the second GRIP advisor position. Therefore, GRIP labor was reduced to one full-time employee, accounting for the drop-in participation.

### 1.1.1.3 Affiliated Faculty-Led Study Abroad Programs

OIE is currently home to four “affiliated” faculty-led programs that are developed in collaboration with sponsoring academic units. EA is responsible for all aspects of the administration of these affiliated programs. The programs are: [Industrial and Systems Engineering \(ISyE\) Asia Program](#) (35 students), [ISyE Europe Program](#) (25 students), the [Oxford Summer Program](#) - all majors (165 students), and the [Pacific Program](#) - Biological Sciences - open to all majors (70 students).



>> *Education Abroad - New Zealand.*

Programs are developed using the same faculty-led study abroad framework used by all GT programs. The academic unit handles all aspects of the academic offerings, faculty selection and vetting, and course development/oversight. EA handles all administrative matters, student recruitment, advising, logistics, application management, and compliance. The model has been very successful since the first program of this type was developed in 2001. It allows for faculty to focus on academics, while professional higher education staff focus on program administration. Courses are decided by the faculty leader of the program. The courses are vetted through the academic unit that offers the courses on-campus, and by the Study Abroad Committee (a subcommittee of the Institute Undergraduate Curriculum Committee).

### 1.1.1.4 Faculty-Led Study Abroad Programs and Embedded Faculty-Led Study Abroad Programs

During 2019-2020, GT offered 52 faculty-led study abroad (FLSA) programs and embedded faculty-led study abroad programs. Programs run fall, spring, or summer, with the majority taking place over the summer semester. Programs are offered campus-wide, most are open to all majors, and all follow

a program model that provides the framework for developing and running a group program abroad. Programs differ in location, courses, length, credits, themes, faculty, costs, and program-specific arrangements. Students learn about options through EA events, program-specific events, general advising, and through the website.

The embedded faculty-led study abroad program model requires an Atlanta-based course, taught and offered during the regular Atlanta semester, to offer a field experience abroad during a short-term break in the semester (such as Spring Break, Fall Break, Winter Break, etc.). The abroad portion of the course typically runs for 1 week and is a required part of the course grade. EA provides central support through policy development and oversight, student advising, recruitment, outreach and marketing, best practices, emergency support, insurance negotiation and enrollment, application and data management, financial aid verification, course enrollment support, advocacy, compliance and reporting requirements, risk management, assessment, and providing guidance for faculty/staff developing programs.

Program development is supported by the EA Team. EA meets with faculty interested in leading programs abroad and provides guidance and support by providing feedback to them through the initial idea phase. EA continues to provide guidance to faculty as they create a proposal for the program by vetting their submission for appropriate coursework, time in class, recommending proper investigation of locations and contacts, and offering advice on creating a viable and sustainable budget that keeps programs affordable and accessible to students. All courses offered are GT courses and must receive the approval of the head of the academic unit and of the IUCC Study Abroad Sub-Committee to be offered abroad. Additionally, EA supports programs in adapting their courses to be offered through the study abroad format. Courses offered on programs abroad differ in class meeting schedules, added field work, access to local resources, and field excursions. Courses may be enhanced by incorporating local students from the host country to participate in the course, inviting guest lecturers from the host country, or hiring additional faculty to enhance the course to take advantage of the on-site experience.

[Here](#) is an example of the EU program developed by Prof. Vicki Birchfield to of the Sam Nunn School of International Affairs, which is one of the oldest and most popular programs.

#### 1.1.1.5 FLSA DATA

Year*	FLSA Total Enrollment**	FLSA Number of Programs
2019-20***	103	3
2018-19	1123	50
2017-18	1053	43
2016-17	984	34
2015-16	932	30

\* Year is equal to fall semester through summer semester of the following year.

\*\*Count only include GT students on Faculty Led Study Abroad programs that ran for the year. Does not include transient students, students studying at international campuses (Georgia Tech-Lorraine / Georgia Tech-Shenzhen), or programs that did not run.

\*\*\*Numbers were significantly impacted by travel restrictions related to COVID-19.

#### 1.1.1.6 International Academic Projects / GT Student International Travel Registry

The GT student international travel registry is designed to capture all GT-affiliated non-study abroad international travel. Students who complete the international travel registry e-form receive pre-

departure advising, enrollment in the USG international program insurance, and support while abroad in case of emergency.

**Examples of the types of travel to be registered include, but are not limited to:**

- GT students who are part of an international dual degree completing residencies abroad as part of their degree requirements.
- GT student organizations participating in international travel; examples: Association International des Étudiants en Sciences Économiques et Commerciales (AIESEC), Engineers without Borders, International Association for Exchange of Students for Technical Experience (IAESTE).
- GT students participating in civic engagement abroad or volunteer opportunities abroad through GT (examples: medical relief, disaster cleanup, building housing, etc.).
- GT students completing individual research abroad with GT faculty.
- GT Students participating in international conferences, presentations, group projects, senior design, ceremonies and awards, professional training and development, scholarship awarded travel, etc.
- GT students participating in non-GT study abroad programs.

The EA team engages the campus community through outreach to increase awareness and to encourage registration. The importance of registration follows best practices for advising, health and safety, risk management, emergency response, compliance and data reporting. Students leave Atlanta with information provided by EA that prepares them for challenges that they may encounter and gives them tangible measures that they can take to protect themselves and to seek assistance from GT while abroad. Information on EA presentation trends is located in EA-2.

#### **1.1.1.7 Scholarships**

EA administers nine endowed study abroad scholarships and awards \$220,000 to \$250,000 annually. For the 2018-2019 academic year, over 60 students received an OIE Administered Scholarship to study abroad. These are both merit- and/or need-based awards. In 2020, a scholarship committee was formed within OIE to review applications and select award recipients.

In addition to the scholarships awarded through OIE, students are supported in applying for additional funding opportunities and outside scholarships, including prestigious national awards. For example, since 2010, seven GT students have received Boren Awards, totaling \$160,000 in awards. Since 2015, 52 GT students have been selected for Gilman Awards totaling \$147,000.

### **1.1.2 Education Abroad Data and Assessment**

#### **1.1.2.1 Advising Assessment**

To ensure the highest quality of service is provided, regular assessment of in-person, virtual and electronic advising practices occurs. In 2018-2019, 75% of student respondents graded their advising experience with a grade of A- or higher. 83% of student respondents report the goals of connecting students with international experiences related to the personal and/or career goals and 98% report their advisor helping them identify their next steps in the process.

#### **1.1.2.2 Program Evaluation**

Evaluations are distributed to all program participants at the completion of their program. Evaluations for faculty-led programs are currently distributed to program participants through the Office of Assessment. Participants are asked to evaluate their experience before departure, while abroad and upon return. The Office of Assessment provides EA with a report of the results to for distribution to the Program Leaders. For OIE Affiliate FLSA programs, student response to the statement “The program

contributed to my overall education goals” averaged 4.265.

### **Evaluation by program:**

<b>Program Name</b>	<b>Score</b>
China Summer Program 2019	4.42
Oxford Summer Program 2019	4.32
ISyE Asia Summer Program 2019	3.76
Pacific Spring Program 2020	4.56

Scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Outgoing exchange students are prompted to complete their program evaluation through the Terra Dotta (Atlas) system. This evaluation assesses 21 different data points as it pertains to their experience. Always of interest to EA is the question pertaining to why students choose a particular program. In 2018-19, the top three responses to the question “What were the most important factors when choosing to participate in the GT Exchange Program?” were 1) Academic offering/Coursework, 2) Opportunity to be immersed in another culture, and 3) Gain independence.

Students participating in the Global Research and Internship Program are asked to complete an end-of-placement work report. One of the key goals of a student completing an internship or research placement is the connection between the placement and a student’s academic major. The work report asks students to what degree did the internship give them a new perspective on their major. Of the 254 respondents who complete internships between April 2018 and June 2020, 95 stated it was at an extremely high degree and 98 stated that it was to a high degree.

Peer Advisors and past program participants are involved with various focus groups conducted within OIE and EA.

EA provides data to the annual GT International Activities report and reports to the Institute for International Education’s Open Doors report.

### **1.1.3. Challenges Due to COVID**

#### **1.1.3.1 Program Cancellations**

COVID-19 has created significant challenges for EA operations; EA is working through creative solutions to address ongoing concerns. Students were recalled from Spring 2020 programs and Summer 2020 and Fall 2020 programs were cancelled. This large-scale cancellation has presented many challenges (academic progression, financial ramifications, lower morale for the GT community, and inability to meet OIE goals for 2020). EA has worked to help students evacuate from host countries and complete remote work, provided guidance on GT emergency funding options, negotiated with vendors to secure refunds, and creatively strategized about the future of education abroad under COVID-19 (discussed further in Section F: Further Opportunities).

#### **1.1.3.2 Travel Restrictions**

In March 2020, the US Department of State issued ‘Level 4 Do Not Travel Alerts’ for all countries, and the CDC issued a worldwide ‘Level 3 Avoid Non-Essential Travel Alert’. These travel restrictions are ongoing and require GT to proceed cautiously and to evaluate unprecedented health and safety concerns.

### **1.1.3.3 Insurance Coverage**

The University System of Georgia (USG) negotiated international insurance has no evacuation benefit in the case of pandemics. The policy, administered by CISI, and required of all GT students going abroad on GT travel, has also removed the previously offered quarantine benefit for 2020 and beyond. The policy alone leaves significant gaps in coverage, especially with the ongoing pandemic expected to continue for the foreseeable future. EA has advocated with the USG to add additional coverage – as of Fall 2020, CISI will offer an optional CFAR/IFAR (cancel for any reason/interrupt for any reason) individual policy to students. While expensive, it will be offered to students to bridge the current insurance coverage gap. EA has concerns about the cost and access for students from economically challenged backgrounds and is looking into ways GT can support students in obtaining this coverage if they choose.

### **1.1.3.4 Restrictions on Events and In-Person Meetings**

The 2021 recruitment cycle began in April 2020. As events have been cancelled or restricted on campus for Summer and Fall 2020, EA has been required to reimagine student recruitment and has transitioned to remote and virtual formats for all events, meetings, and advising sessions. EA is tracking data on events and data of students reached and has a shifted strategy with new platforms and outreach.

### **1.1.3.5 Financial**

COVID-19 has stretched most financial reserves and depleted accounts so that programs will have to work to rebuild reserves. The USG allows 5 years to rebuild the 15% reserve account; however, not having financial reserves for many programs going into 2021 is a challenge.

## **1.1.4 Other Challenges**

### **1.1.4.1 Financial**

In February 2019, the University System of Georgia (USG) changed regulations for study abroad that prohibit revenue generation to support international office operations. This presents the challenge of securing funding from a new source: Either from GT state funding sources or from a possible fee collected by OIE to fund operations. The USG change in regulations significantly affected the faculty-led study abroad accounting model. When changes took full effect for FY 2020, the new regulations restricted programs' ability to hold contingency funds beyond a specified emergency reserve. The new requirements limit emergency reserves to 15% of the program fee, which is not sufficient, in most cases, to cover emergencies and to ensure that all students will be able to receive a full refund. As the USG insurance does not include a pandemic evacuation benefit, there needs to be more flexibility in EA's ability to hold more funds in contingency to cover such circumstances beyond control. EA will continue to advocate with the USG for more flexibility due to the inherent complexity and financial risk in organizing programs abroad.

### **1.1.4.2 Scholarship Funding**

While OIE has been successful in getting donor funds earmarked for student scholarships for education abroad programs, the need is still greater than can be met with current resources and hampers some efforts to make Education Abroad accessible to all students.

## **1.2 OIE: International Student and Scholar Services (ISSS)**

The ISSS team actively engages with stakeholders to ensure holistic awareness of the diverse cultural norms, identities, experiences, and value of international student and scholars at Georgia Tech. The following data reflect ISSS's four-year bilateral data with exchange numbers of J-1 non-degree exchange students coming to study at Georgia Tech.

Term	Student Numbers
Fall 2016 / AY 2016-17	181
Fall 2017 / AY 2017-18	111
Fall 2018 / AY 2018-19	245
Fall 2019 / AY 2019-20	1560

## 1.2.1 Advising Services

ISSS serves as a central office for advising and supporting students, exchange visitors, and campus partners on all matters related to the student or exchange visitor experience. If ISSS does not provide support for a specific service, the office is responsible for helping individuals navigate institutional processes and appropriately directing them to other services.

### 1.2.1.1 Strengths

ISSS advisers consistently receive excellent ratings on knowledge and respectfulness from advisees. This is a result of the careful attention to advising practice the team employs which starts at the point of onboarding with each new employee receiving a personalized training plan. Each training plan includes both formal NAFSA: Association of International Educators' Core Education Program training in all levels of F and J regulatory practice, as well as team-guided institutional practice training (ISSS-4). Advisers meet weekly to discuss advising practice considerations and alignment in response to trending issues. These meetings are led by the ISSS Senior Adviser(s) and provide a great opportunity for advisers to make recommendations on regulatory practice changes to leadership. One of the goals of the team is to provide a personalized and caring experience for all international students and scholars. As such, advisers are encouraged to personalize advising experiences and follow-ups to ensure each student or scholar has an opportunity to feel heard and valued.

### 1.2.1.2 Challenges

Beginning in 2017 ISSS experienced a high rate of turnover in employees. In October 2018, a new director began and initiated the hiring process for two additional leadership positions of Associate Director and Assistant Director, both of whom began respectively in April and May of 2019, and two new positions that started June 1, 2020. The new ISSS team developed an enhanced onboarding process and is currently drafting standard operating procedures across all processes and service areas to support new employees in the transfer of critical knowledge.

Due to the inherent nature of immigration timing, ISSS experiences peaks in demands on all services at the beginning and end of each academic term. This results in adviser workload imbalance, longer wait times for processing and advising, and a reduced capacity to take on special projects from external sources. ISSS leadership utilizes historic data to plan workload across the team. OIE staff from other sub-units (OCI, EA) are on occasion assigned temporarily and on a part-time basis to ISSS to handle workload.

### 1.2.1.3 Data Collected Since March 2020

- Respondents that reported their OIE adviser was knowledgeable: 99.6%
- Respondents that reported their OIE adviser was respectful: 100%
- Respondents that reported they felt more prepared after speaking with their OIE adviser: 99.61%

## 1.2.2 ISSS SEVIS Compliance

### 1.2.2.1 Strengths

ISSS strives to reduce the number of students who fail to maintain immigration status and negative SEVIS termination events. In 2019-2020, only 4 students were terminated for violation of status. This very low number is the result of reminders, advising, and commitment to ensuring student and scholar success. The Sunapsis system configurations are currently optimized to use conditional logic in e-forms for variations in requests, to route forms that need an additional review to a secondary approver, and to automate important reminders to students and scholars. This helps with efficiency and quality of services.

### 1.2.2.1 Challenges

Sunapsis servers are managed by the Office of Information Technology and often upgrades are delayed by other projects. This can result in challenges with receiving support from the vendor with issues in the system.

## 1.2.3 Research Scholar and Student Intern Program

Approximately, 30% of exchange visitors are funded by Georgia Tech. The remaining exchange visitors are either self-funded or funded by international organizations or governments.

### Exchange Visitors by Academic Area: A June 2020 Snapshot

Academic Area	Number of Participants
Aerospace, Aeronautical and Astronautical/Space Engineering	12
Architectural and Building Sciences/Technology	1
Architecture	4
Artificial Intelligence	3
Astronomy and Astrophysics, Other	1
Biochemical Engineering	1
Biochemistry	14
Bioengineering and Biomedical Engineering	38
Bioinformatics	1
Biology/Biological Sciences, General	17
Biomedical Sciences, General	1
Business Administration and Management, General	7
Business/Managerial Economics	1
Chemical and Biomolecular Engineering	6
Chemical Engineering	23
Chemistry, General	7
Chemistry, Other	1
Civil Engineering, General	3
Civil Engineering, Other	44
Computer and Information Sciences, General	21
Computer Engineering, General	1

Academic Area	Number of Participants
Computer Science	8
Digital Communication and Media/Multimedia	3
Electrical and Electronics Engineering	53
Electrical, Electronics and Communications Engineering, Other	1
Environmental Studies	1
Environmental/Environmental Health Engineering	1
Evolutionary Biology	1
French Language and Literature	1
Geological and Earth Sciences/Geosciences, Other	12
Industrial and Product Design	1
Industrial Engineering	11
Manufacturing Engineering	1
Materials Engineering	74
Mathematics, General	23
Mechanical Engineering	36
Music Technology	2
Nanotechnology	1
Natural Products Chemistry and Pharmacognosy	1
Natural Resources/Conservation, General	1
Operations Research	2
Physical Chemistry	1
Physics, General	11
Polymer/Plastics Engineering	1
Public Policy Analysis, General	2
Research and Experimental Psychology, Other	2
Science, Technology and Society	1
Social Sciences, General	1
Sustainability Studies	14

### 1.2.3.1 Strengths

- Global Human Resources, Legal Affairs, and ISSS coordinate effectively across issues related to visa type determinations, eligibility for employment, and export control compliance. This strong partnership allows the institution to ensure compliance across multiple federal laws. The three offices utilize the Sunapsis software to retain evidence of reviews, compliance, and safeguards. The three offices also present to all School Chairs once per semester to provide updates and remind academic departments of model practices in hosting foreign nationals for employment or affiliate status in their colleges.
- ISSS coordinates recurring educational workshops for HR partners to provide opportunities for learning more about the regulatory environment and discuss model practices for supporting exchange visitors.
- Georgia Tech Language Institute (GTLI) provides English language proficiency screening for prospective exchange visitors who lack other acceptable documentation to demonstrate compliance with the U.S. Department of State regulations on language proficiency.

- GTLI also attends monthly scholar orientations to welcome incoming exchange visitors to participate in conversational practice groups and to encourage family members to enroll in English language courses offered by GTLI.

### **1.2.3.2. Challenges**

- The process for inviting exchange visitors to Georgia Tech is complex, which creates some inefficiencies and challenges with communication and timing with the academic units involved. The three offices associated with managing this process are working together to improve the process and enhance visibility of the status of each request. These offices include Global Human Resources, OIE, and Legal Affairs.
- Cultural engagement opportunities for Exchange Visitors are an important component for ensuring compliance with Department of State regulations and for ensuring successful engagement of Exchange Visitors at Georgia Tech. While much attention and effort are provided to support the J-1 student intern category, more engagement programming for Research Scholars, Professors, Specialists, and Short-Term Scholar categories would enhance the overall benefits of operating this program for the academic community and lead to greater experiential outcomes for Exchange Visitors.

## **1.2.4 Co-Curricular Programming**

ISSS provides various engagement opportunities throughout the year to both its degree and non-degree students. In many cases, ISSS works to collaborate with various campus partners to enhance the quality of each event. ISSS runs post-event surveys for various events. The following reflects the assessment results of this survey data for DiversiTea and Mid-Semester Meal, respectively (see ISSS-1, Figures 1 and 2). According to the survey data, these events served their learning outcomes of supporting wellbeing, community-building, and cultural adjustment. Areas for improvement include sending follow-up reminders to complete surveys after each event to ensure a larger response rate, and thus larger data to yield a more robust analysis.

### **1.2.4.1 Strengths**

ISSS has been able to expand its cultural adjustment and wellness programming. Through its implementation of the Fill Your Cup campaign, ISSS is successfully addressing the needs of our international student population. The ISSS team also works carefully with various registered student organizations and engages with NAFSA Campus and Community Program dialogue to identify and address students' needs.

### **1.2.4.2 Challenges**

While ISSS has some post-event surveys, critical evaluation could be undertaken more systematically for better continuous quality improvement to ensure that a) programs meet the intended learning outcomes, b) any deficiencies are addressed in later iterations, and c) students have a meaningful experience at each event.

## **1.2.5 Orientation Programming**

Pre-arrival and arrival mark critical points in the initial experiences of international students. This population needs support to ensure they are set up for success with various matters including, but not limited to, the visa application process, entry to the U.S., acquisition of a driver's license and social security number, securing housing, and check-in. To address this meaningful time, ISSS offers robust pre-arrival and orientation programming to degree-seeking international students. According to the survey data, these events served their learning outcomes of supporting community-building and

introducing students to campus resources (ISSS-2 Figure 3). Areas for improvement include sending follow-up reminders to complete surveys to ensure a larger response rate, and thus larger data to yield a more robust analysis.

### **1.2.5.1 Strengths**

Key strengths in this area are similar to those mentioned under Co-Curricular Programming. The workgroup has expanded its culture adjustment and wellness programming. By repositioning orientation sessions like the Cultural Transitions Panel to be student-led, incoming students are given a chance to engage with current students in a meaningful way that allows them to delve into the lived experiences surrounding cultural adjustment in the U.S. In addition, the restructuring of sessions both a) logistically with the use of round tables and b) structurally with the addition of break-out sessions allow students the opportunity to engage in active learning and connect with other new students.

### **1.2.5.2 Challenges**

Program evaluation for continuous quality improvement could be improved to establish that a) programs meet the intended learning outcomes, b) any deficiencies are addressed in later iterations, and c) students have a meaningful experience at each event.

## **1.2.6 Scholarships and Undergraduate Out-of-State Tuition Waivers**

ISSS provides a financial assistance to international students experiencing unforeseen financial hardship. The two main categories of support fall under scholarships and undergraduate out-of-state tuition waivers. Beyond these areas, ISSS provides links to additional resources for students to consider on the Financial Assistance for International Students webpage.

### **1.2.6.1 Emergency Funds and Scholarships**

The Georgia Tech Foundation (GTF) works with private donors to offer funding to various student populations. For funds and scholarships available to certain international student population, ISSS supports GTF and the Office of Scholarships and Financial Aid (OSFA) with running applications, reviewing applicants, and awarding funds. Please see ISSS-3 for descriptions of the funds and scholarships that ISSS supports.

### **1.2.6.2 Undergraduate Out-of-State Tuition Waivers**

Georgia Tech is committed to “improving the human condition in Georgia, the United States, and around the globe.” The Office of International Education’s ISSS Team can administer the undergraduate out-of-state tuition waiver to current students holding F-1 visas and experiencing unforeseen financial difficulties that could prevent students from reaching their academic goals.

Undergraduate out-of-state tuition waivers are awarded to a limited number of students who can demonstrate they are experiencing unexpected financial difficulties. Each fall, spring, and summer semester, ISSS awards up to 25 out-of-state tuition waivers based on eligibility and financial need. The waiver is not a scholarship, but rather a way for students to continue their studies during short periods of financial stress. Therefore, this waiver is not a long-term solution to ongoing financial stress. More information is available on the Undergraduate Out-of-State Tuition Waiver [webpage](#).

## 1.3 OIE: On-Campus Internationalization (OCI)

### 1.3.1 International Plan

The 2005 Quality Enhancement Plan (QEP) included the International Plan as a collaborative effort across multiple GT units. The IP was selected as a focus of the QEP to strengthen undergraduate student opportunities to prepare for and advance their professional and academic disciplines in a global context. The IP has received three national awards and recognitions that celebrate its significant contribution to international education and the advancement of internationalization within higher education. The IP's awards reaffirm the innovative nature of the IP and the noteworthy impact its work has on students and the GT community.

#### 1.3.1.1 International Plan Awards

Organization	Award	Description
NAFSA: The Association of International Educators ( <a href="#">NAFSA</a> )	2007 - Senator Paul Simon Award for Campus Internationalization	<p><a href="#">“Recognizes U.S. colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization”</a></p> <p>The International Plan was one of the key and featured initiatives in GT’s selection for this overall campus internationalization award.</p>
Institute of International Education ( <a href="#">IIE</a> )	2010 - Andrew Heiskell Award for Innovation in International Education	<p><a href="#">“showcases the most innovative and successful models for internationalization of campuses, study abroad, and international partnership programs in practice today”</a></p>
Council for Higher Education Accreditation ( <a href="#">CHEA</a> )	2012 - Outstanding Institutional Practice in Student Learning Outcomes	<p><a href="#">“highlight institutional efforts to gather information on student learning outcomes, use this information for institutional improvement and provide information to the public”</a></p>

**Marketing and Recruitment:** Students typically join the IP during their first year at GT but may apply at any time during their undergraduate studies. Students report discovering the IP through FASET (30%), via the annual mailer the IP sends (26%), or on their own through the OIE website (16%). OIE and IP staff also deliver classroom presentations to GT 1000 classes. IP students build community through IP events such as the annual fall Induction Ceremony, the Communicating the Value of the IP workshop, and Bon Voyage celebrations for students going abroad (OCI-4).

**IP Student Enrollment:** IP enrollment reached 800 within its first few years and reached over 900 students during its highest enrollment years, greatly exceeding the target of 300 students set for 2009 in the initial QEP. The first dip in IP enrollment, in AY 2015, corresponded with the creation of two new globally focused minors at GT, the Global Engineering Leadership Minor and the Nunn School Global Development Minor. The correlation suggests that students may have begun choosing other globally focused academic opportunities instead of the IP.

Four times per year, the IP prepares participation reports documenting IP enrollment, student composition, and progress towards IP completion for use by IP faculty liaisons and academic advisors. The Spring 2020 report (OCI-5) shows that over half of the active 623 IP students are engineering majors. The high representation of engineering students mirrors the GT undergraduate enrollment by major. The top represented majors in the IP are Computer Science (11%), Mechanical Engineering (11%), Biomedical Engineering (10%), Industrial and Systems Engineering (10%), and Aerospace Engineering (8%).

**IP Graduates:** There has been an upward trajectory of IP graduates since the first students completed the IP in academic year 2005-06. As of May 2020, the academic year 2019-20 had 45 IP graduates and an additional five students are projected to complete IP in Summer 2020 (OCI-35). IP has graduated 379 students from Fall 2005 to Spring 2020. The majority of graduates mirror enrollment numbers with over 50% pursuing a major in the College of Engineering. However, the number of engineering students is noteworthy as at a national level, students pursuing engineering degrees do not typically pursue such long international experiences like the 26 weeks required by the IP (OCI-6, OCI-7).



>> *International Plan Spring 2019 Graduates.*

Undergraduate students from the Ivan Allen College of Liberal Arts represent roughly a quarter of IP students even though less than 5% of GT undergraduate students study liberal arts. The overlap of requirements for the IP and those required for liberal arts majors likely explain the high enrollment. Additionally, in some cases students in majors that do not offer the IP designation choose to double major in a liberal art major, such as Applied Linguistics and Intercultural Studies (ALIS), to allow them to earn the IP designation. This method of double majoring provides an avenue for all GT undergraduate students to participate in the IP if desired, regardless of whether their major has opted into the program.

**Foreign Language:** IP students must show proficiency in a foreign language up to the 2002 level (four semesters of college-level language study) in order to earn the designation. Students who demonstrate proficiency at higher level, as measured by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), earn an additional Language Distinction. Since 2012, 103 students, or about 27% of graduates, have earned the IP language distinction (OCI-8).

**IP Alumni Success Stories:** In order to assess the effectiveness of the IP as part of the 2005 QEP, the Institute's Office of Assessment selected the Intercultural Development Inventory (IDI) as a means of measuring IP students' growth and the effectiveness of the IP in fostering intercultural skill (OCI-1). The IDI measures developmental shifts in GT students over time and shows that IP graduates have higher shifts in developmental category than GT students who only studied abroad for one term or GT students who did not go abroad at all. The IP has been assessed and reviewed in multiple QEP Impact Reports (OCI-1, OCI-9).

Due to the financial and human resources needed to administer the IDI, IP graduate exit surveys have been used to measure growth in IP graduates since the initial assessment period of the IP program ended. The most recent update to the exit survey (OCI-10) was made in Fall 2015 and analyses from Fall 2015 to Spring 2020 indicate the following:

- 76% feel that completing the IP set [them] apart in job/graduate school interviews
- 86% feel "very confident" about adapting to a new or unfamiliar cultural environment
- 85% feel "very confident" about their abilities to work with people from different backgrounds than themselves

Moreover, a 2018 survey of IP alumni from multiple years showed that nearly 90% felt they had gained cross-cultural communication skills as a result of the IP (OCI-11). Students complete the exist survey around graduation and often at the IP graduation celebration.

IP students advance GT's global mission when they get involved in the communities abroad where they study and work. Some examples include the Biomedical Engineering major who sought out weekly sewing classes to get to know the community better while at Georgia Tech-Lorraine, and the Architecture major who became a licensed green building professional in new construction and urban planning during his global internship in New Zealand. IP students go beyond pushing themselves out of their comfort zones and accept the discomfort that precedes growth to grow personally and professionally. One first-generation IP student indicated in her speech at the 2019 IP Induction Ceremony that her time abroad in Spain as part of the IP and the self-reliance she learned was a pivotal moment in her life. Students often share their most impactful IP experience during their graduation events.

**GT 1000-IP:** The IP offers a GT 1000 section (the first-year seminar course at GT) devoted to incoming IP students to assist with retention and maintain student interest in the program. Since the GT 1000-IP section began in 2014, 170 first-year students have enrolled in the course. Seventy five of those students are still actively pursuing the IP with 15 having graduated with the IP designation. GT 1000 allows incoming IP students to meet others who share their internationally oriented interests and complete an academic plan with the IP in mind. Additionally, the GT 1000-IP section fosters relationships between IP students and the IP Manager and contributes to undergraduate support by offering a section of GT 1000. GT 1000-IP is taught by the IP Manager and a second instructor with a professional connection to the IP.

### 1.3.1.2 Challenges

As of June 2020, COVID-19 is the most immediate challenge for the IP. COVID-19 has greatly reduced international mobility on a global scale, which has hindered, and will continue to impact, students' ability to complete the IP requirement of 26 weeks abroad. The IPC has created an emergency avenue for pandemic-related petitions. However, granting exceptions to the international experience requirement must be balanced with maintaining the integrity of the degree designation. COVID-19 may reduce interest among students to pursue the IP given the uncertainty surrounding the safety and reliability of international travel in the near future.

Additionally, a long-standing challenge has been the IP's high attrition rate. The IP's active enrollment has stayed above 600 students since 2010, yet the largest graduating class per academic year has only been 45 students. The following student-reported attrition factors, include:

- Inability to complete all IP requirements without delaying graduation (because of lack of planning, change of major, or other factors);
- Unwillingness or inability to complete a coherent plan (two programs that are coherent and/or international experiences in locations that match the chosen IP language);
- Inability to secure place on first choice international experience;
- Desire to participate in campus/domestic opportunity that hinders student from going abroad for 26 weeks and/or during a semester;
- Loss of value for the IP designation;
- Financial limitations to studying abroad.

Given the pandemic and the increase in initiatives and opportunities at GT that compete for students' attention, the attrition rate is projected to stay high unless a multifaceted intervention is successfully implemented.

### 1.3.2. Living Learning Communities

#### Global Leadership LLC:

##### 1.3.2.1. Academics

GT2803: Global Leadership: This mandatory Global Leadership course helps students gain knowledge and skills, equipping them to problem-define and problem-solve in global contexts. Students take a required 3-credit course together as a community in the fall semester (OCI-12). This project-based course allows small, rotating teams of GLLLC students to look at the 17 United Nations Sustainable Development Goals, determining what leadership looks like related to each goal in a particular regional and cultural context. During the 2020-2021 academic year, the Global Leadership LLC is expanding, and this course will have two sections.

During the spring semester, GL students must choose one regularly offered Georgia Tech class from a list of 10-12 classes selected by GL leadership. The classes are in a range of subjects to be of interest and useful to all majors and can often meet existing major, minor, or International Plan requirements. GT students continue to take coursework together, though they are split into smaller cohorts. The courses must have a global and/or sustainability focus. Students can petition to take a language course if at least five GL students will take the same section together. Examples of past courses include (OCI-13):

- DOPP 2001 - Preparing for Work in Global Economy
- ECON 2101 - The Global Economy
- INTA 2001 - Careers in International Affairs
- INTA 1110 - Intro to International Relations
- INTA 2030 - Ethics in International Affairs
- INTA 2050 - Intro to Global Development
- MGT 4803 - Special Topics (Social Impact: In-Depth Exploration and Design)
- FREN 4064 - Sustainability & Development in the Francophone World
- ENGL 1102 - Sustainability Initiatives
- SPAN 3101 - Conversation I

**Faculty Director:** Each year, OIE hires a Global Leadership LLC Faculty Director to develop and teach a 3-credit Global Leadership course, GT 2803, for the community. The GL Faculty

Director receives additional pay for their contribution to the community. Beyond the course instruction, the Faculty Director works with OIE staff to help plan and conduct the semester retreats described above. Additionally, during each semester, the Faculty Director plans at least 3 Community Connections events per semester. The Faculty Director also attends community-wide events planned by GL Student Action Teams, holds weekly office hours, and helps lead an end-of-year community event. The purpose having a Faculty Director present in students' lives outside of the course is to help build and maintain a close personal relationship with students at the conclusion of the course and year. The Faculty Director often guides students with academic, professional, and personal decisions and writes many letters of recommendation for GL students. By the conclusion of GL students' first year in college, most will have developed a relationship with the Faculty Director that will continue throughout their years at GT.

**Recruitment, Application, and Admissions:** All Living Learning Communities, including Global Leadership, work with the Office of Admissions to review student applications to Georgia Tech and the LLCs. The Global Leadership staff reads all applications, selecting the students who best fit the community. During the review process, special attention is given to applicants' involvement in activities during high school, as well as their interest in involvement at Georgia Tech. Preference is given to students who show an interest in international opportunities and sustainability, as well as to those who have had previous experience abroad. All admitted first-year Georgia Tech students are eligible to apply to join the Global Leadership Living Learning Community.

Global Leadership participates in recruitment events throughout the spring and summer semesters. During the spring semester, Global Leadership staff and students attend Gold Carpet Days, hosted by Admissions, for admitted students to meet and recruit prospective students. At these events each Living Learning Community answers student and parent questions, while encouraging students to apply. Throughout the spring and summer, Global Leadership staff send email communications to invited students, and student mentors connect with students to address questions and inquiries. Staff and students also use the Global Leadership website and Instagram accounts as recruitment tools, posting application reminders, student highlights, and information related to the community's theme. The Global Leadership LLC partners with the LLC Council to recruit throughout the semester, as well.

#### 1.3.2.2. Annual Assessment

The Global Leadership LLC is assessed annually using a digital survey, created and managed by the Assistant Director for Assessment & Planning for OUE, and by hosting a focus group, which is run independently by staff from other LLCs on campus. The below intended outcomes are assessed each year. Several student responses are highlighted for the 2018-19 (OCI-14) and 2019-20 (OCI-15) academic years below.

- Students in the Global Leadership Living Learning Community will engage with faculty both inside and outside the classroom.
- Students in Global Leadership will work collaboratively with other students.
- Students in Global Leadership Living Learning Community will participate in campus and civic activities.
- Global Leadership Living Learning Community will provide support for the academic and social transition to college.
- Global Leadership Living Learning Community will deliver high quality living, learning, and community experiences to its students.

**2018-19 Key Points:** The results from the focus group showed that the students were satisfied with their involvement, time spent in, and decision to join the Global Leadership LLC. The graphs located

in the appendices demonstrate responses from the digital survey indicating student satisfaction with the LLC, LLC staff, LLC events, LLC coursework, and the LLC instructors. Results from the 2018-19 focus group also showed that the LLC provided students opportunities to participate in campus, service, or civic events or activities. Many of the students in the focus group mentioned the variety of the experiences offered, highlighting both fun sporting events and the networking and professional development opportunities. Focus group participants reflected on student-faculty interaction within the classroom and outside of the classroom, speaking highly of Dr. Joy Harris' interesting professional experiences and of staff's availability and approachability. One student noted that staff are present in the lounges and available to chat, while another said that they are "easy to be with" and they "make everything smooth." The students commented on the "very helpful" and "interesting" speakers leading GL's monthly "Community Connection."

The results from the focus group showed that the students built strong community and worked collaboratively with their Global Leadership peers. Students spoke highly of the support they received from their peers and discussed lasting friendships that had been formed. For example, when asked what the most important aspect of Global Leadership was for them, one participant responded, "the friends I've made. I've already met my roommates for next year." The students also discussed opportunities they learned of through their upper-class Global Leadership Mentors and Peer Leaders.

Apart from the focus group, most students indicated that GL provided them with opportunities to collaborate with their peers and that LLC staff encouraged students to participate in events with their peers and to take part in campus, service, and civic events. The data in the appendices demonstrate student responses to questions regarding the community's goals to foster collaboration among students and to enhance campus and civic engagement (OCI-16).

### 1.3.2.3 GL Student Demographics

	2018-19	2019-20	2020-21*
Enrolled	118	114	111
Student Major	Engineering: 55% Liberal Arts: 18% Computing: 12% Sciences: 6% Design: 6% Business: 3%	Engineering: 48% Liberal Arts: 22% Computing: 17% Sciences: 5% Design: 3% Business: 5%	Engineering: 59% Liberal Arts: 9% Computing: 16% Sciences: 7% Design: 3% Business: 6%
Country of Residence	14% of enrolled students applied from abroad, including from China, India, Japan, Kenya, Mexico, Qatar, Saudi Arabia, Singapore, South Africa, Turkey, United Kingdom	17% of enrolled students applied from abroad, including from Bangladesh, China, India, Kenya, Nigeria, Poland, Saudi Arabia, Serbia, Taiwan, Turkey, United Arab Emirates	10% of enrolled students applied from abroad, including from Botswana, Canada, Colombia, Georgia, Ghana, India, Nigeria, Oman, Turkey, Ukraine
Male / Female	Male: 50% Female: 50%	Male: 50% Female: 50%	Male: 58% Female: 42%

\*2020-21 numbers and countries of residence were severely impacted by Covid-19 related Housing withdrawals and visa problems for international students. As of June 2020, GL was expecting 156 students with 26% applying from abroad.

### 1.3.2.4 Challenges of the Global Leadership LLC

Global Leadership was expected to expand during the 2020-21 academic year by up to 76 students, while also adding an additional fall course section and instructor. Despite receiving a record increase in student applications and acceptances during Summer 2020, numbers ultimately dropped significantly by August 2020 due to students withdrawing from on-campus housing due to COVID-19 concerns and visa issues. A current challenge is covering the costs of the additional staff support that was hired without access to the fees from the expected student growth that didn't materialize.

Global Leadership now plans to expand by up to 76 students for the 2021-22 academic year. With a group of 160+ students, it will be more difficult to ensure that every student is able to build meaningful connections with the GL staff and their fellow peers. While it is not necessary for students to know every person in the community, it is important that they feel connected and know they have ample access to faculty, staff, and peer mentors as a resource. As there are more students within the community, there is greater need for additional staff support.

### 1.3.2.5. International House Living Learning Community (I-House LLC)

I-House aims to promote cultural exchange through student engagement and activities. During the application process, I-House students agree to serve on at least one committee and participate in at least eight events/activities each semester. Typically, there are five to six committees, whose themes can change according to the interests of members each semester. All I-House residents contribute to the LLC by collaborating on at least one committee. Throughout their time at I-House, committee members take advantage of the resources available to them and all that Atlanta has to offer to carry out events that highlight different cultures in unique ways and widen the global perspectives of all I-Housers.

In the past, committees and their events have included the following:

Committee	Purpose	Examples of Events/Activities
I-Culture	Celebrate traditions, dance, art, and holidays around the world, so students can share their own culture and explore others'	Chinese New Year Mardi Gras mask decorating Mid-Autumn Festival lanterns
I-Sports	Encourage active events in I-House and celebrating sports around the world	American football tailgates Weihnachtsmarkt ice skating
I-Film	Experience different cultures through a cinematic lens	International film-watch nights Trips to the local cinema
I-Cuisine	Explore culture through food	Master Chef Potluck Friendsgiving
I-Musique	Share music from around the world with song and dance	Karaoke nights Round robin jam sessions
I-Language	Exchange stories, facilitate interpersonal connections, and share language knowledge by conversing with speaking partners	Language cafe nights International book clubs
I-Atlanta	Discover U.S.A culture through adventures in and around Atlanta	Visit the High Museum Decatur Scavenger Hunt

**LLC Assessment Data:** Starting in academic year 2018-19, I-House conducts LLC focus groups and surveys yearly to receive feedback on the LLC's programs, structures, and overarching goal (OCI-17). Positive results indicate that the LLC is contributing to expanding Georgia Tech's global footprint and graduating global citizens by granting students opportunities to engage in intercultural relationships and contribute to the greater Georgia Tech community.

For 2019-20, 15 I-House students participated in a focus group led by non-I-House staff. For the survey, there was a 65% participation rate of the 69 students in I-House across the fall and spring semesters. For the focus group and survey, students responded to questions about their interactions with other residents and given an opportunity to provide additional comments. Residents from Spring 2020 indicated the strong role of cross-cultural awareness in the LLC regarding friendships across cultures, cultural exchange, and the need for more cultural sensitivity in the application process (OCI-18, OCI-19).

Focusing on Georgia Tech's strategic plan and the mission of the LLC to develop good global citizens, students strongly indicated having access to learn about other cultures and to interact with students from diverse backgrounds. Per the survey results, 100% of respondents positively indicated that I-House has provided them with opportunities to interact meaningfully with students from different backgrounds and to learn about cultures different from their own.

Regarding student satisfaction with the LLC, students answered three statements about their experiences overall, with staff, and with the LLC sponsored events and activities. Over 93% of students reported positive satisfaction with their overall LLC, interactions with LLC staff, and LLC sponsored events or activities as part of I-House (OCI-20).

**Student Demographics:** The I-House aims to fill the community each semester with a one-to-one ratio of degree-seeking students and visiting exchange students and an even split of male-to-female students. I-House enrolls students from a wide variety of majors and seeks diversity in backgrounds and exchange institution. Engineering represents the widest academic field, with computing following closely behind. The majors of visiting exchange student closely align with the majors of degree-seeking students (OCI-21).

I-House's vision is to cultivate cross-cultural engagement to have diverse representation within the LLC student body. I-House applicants and residents represent six continents, with a consistent variety each semester. Since many residents leave I-House at the end of each semester to return to their home institutions, the community welcomes new residents frequently (OCI-22).

Following Georgia Tech, the highest number of applicants come from institutions that send many students to study at Georgia Tech, like the University Carlos III of Madrid and Hong Kong University of Science and Technology. Approximately 75% of all incoming exchange students apply to I-House, with an acceptance rate of around 20% for the fall semester (OCI-23).

### 1.3.3. TECHsplore Programs

TECHsplore Semester was established in 2014 in collaboration with the College of Engineering, specifically supporting students studying Electrical and Computer Engineering from King Fahd University of Minerals and Petroleum. TECHsplore Semester has now expanded to three different university partnerships, bringing over 146 students to study at Georgia Tech since the inaugural semester.

Georgia Tech Academic Department	TECHsplore Partner Institution	Participating Semesters	Total Nominated Students
School of Electrical & Computer Engineering	King Fahd University of Petroleum and Mining	Fall 2014 – 2020	122
School Mechanical Engineering	King Saud University	Fall 2016 – 2019	22
School of Aerospace Engineering	Huazhong University of Science and Technology	Spring 2020 – Fall 2020	2

### 1.3.3.1 TECHsplore and Other Visiting Non-Degree Student Programs and Challenges

Due to COVID-19 visa and travel restrictions, all visiting special programs for Spring 2020, Summer 2020, and Fall 2020 were cancelled. It is unknown what programs will be able to operate in Spring 2021 as international students are currently not able to travel freely, consulates have stopped issuing visas, and economic hardship is being experienced worldwide.

### 1.3.4. International Education Week

The IEW Committee invites the GT campus community to develop and host events each year. As of Fall 2019, over 210 unique events have been held during IEW for the GT campus community since 2006. On average, campus partners outside of OIE host more than 50% of the week's events (OCI-24a, OCI-24b, OCI-25a, and OCI-25b). At least one IEW event is offered that is designed for faculty and staff professional development. For example, in November 2018 a Fulbright representative presented on staff/administrator grants and in November 2019 an intercultural workshop was conducted (OCI-26).

IEW 2018 exceeded attendance expectations due in part to the success of the GT International Ambassadors (GTIA) hosting the wildly successful International Night Market.

#### 1.3.4.1 Challenges

Two challenges impacted IEW success in 2019: staff turnover and national IEW dates. OIE experienced significant staff turnover prior to IEW 2019, which led to a reduction in IEW committee members and workgroup events. In addition, IEW is traditionally held the third week of November, which means that occasionally IEW occurs the week prior to the Thanksgiving break. When IEW occurs directly prior to Thanksgiving, attendance has been lower due to weather for outside events, preoccupation with the end of the semester, and students leaving early for Thanksgiving Break (OCI-27, OCI-28).

### 1.3.5. Intercultural Learning

OCI has provided workshops to almost 1,000 participants in the span of two academic years. Student participants encompass GT degree-seeking students and non-degree students attending GT as visiting international or exchange students. From Fall 2018 to Fall 2019, there was a 52% increase in the number of participants in intercultural learning programs as OCI expanded its outreach. In addition to student participants, OCI launched a series of intercultural workshops specific to faculty and staff to provide participants with the knowledge to recognize cultural differences, the tools to advance intercultural understanding, and an overview of the role of perception in intercultural interactions and misunderstandings.

### 1.3.5.1 Intercultural Learning Workshops

Semester	Number of Workshops	Number of Attendees	Type of Attendees
Fall 2008	4	240	Students
Spring 2019	3	94	Students
Summer 2019	3	89	Students, GT Faculty/ Staff, Non-GT Staff
Fall 2019	8	503	Students, GT Faculty/ Staff, Alumni
Spring 2020	3	73	Students, Non-GT Community

As OCI expanded campus outreach, all participants were invited to participate in a voluntary post-workshop assessment survey. The overwhelming majority of participants responded positively to feeling that the workshop communicated the value of intercultural learning for daily communication, that the workshop taught them something new about intercultural learning, and that the workshop had met all its learning objectives. (Related assessment for workshops and presentations can be found at OCI-29, OCI-30, and OCI-31).

### 1.3.5.2 Challenges

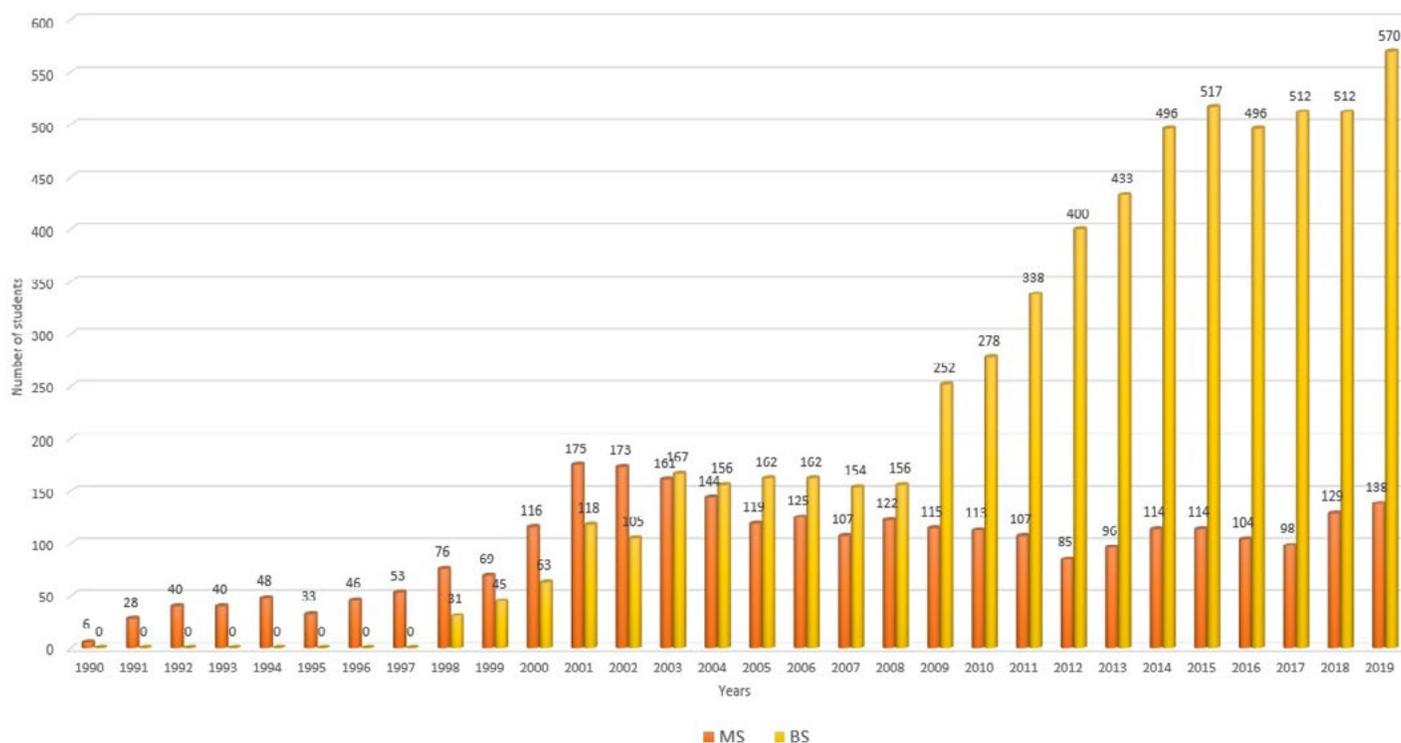
A significant challenge in this area is that as students are prevented from participating in Education Abroad programs due to COVID-19 related travel restrictions, the opportunity and need to expose students to intercultural learning opportunities on campus and through virtual programming continues to increase.

## 2. Georgia Tech-Lorraine

### 2.1 Enrollment

The majority of undergraduate students at [Georgia Tech-Lorraine](#) are U.S. citizens and international students from Georgia Tech. However, GTL also hosts degree-seeking students who are U.S. citizens and permanent residents (Green Card holders) from other 4-year U.S. universities. This small population of undergraduate students are either from U.S. partner institutions, or other qualifying institutions. Most graduate students are from one of 26 partner institutions, primarily in France. These students are enrolled in a dual-degree program where they receive their French “Diplôme d’ingénieur” and a Master of Science from Georgia Tech. Other graduate students are from various regions of the world (U.S., Europe, North Africa, Middle East, and Asia) and are typically completing a non-dual degree program. Almost all study at GTL for one or two semesters before finishing their M.S. degree on the Atlanta campus. Historical details regarding the GTL student enrollment population can be found below:

Graduate and Undergraduate students from 1990 to 2019



Current 2020 Fall enrollment for the GTL undergraduate semester program is 65, which is a considerable drop, due to the COVID-19 pandemic, but remarkable nonetheless, considering the various challenges the pandemic introduced and amid cancellations of programs abroad worldwide. It was a considerable team effort and partnership to ensure the continuity of the program.

Since Summer 1998 through Summer 2019, GTL summer enrollment has ranged from 31 students to 331 students. Note that for Summer 2020, there is no data due to the COVID-19 pandemic and ultimate cancellation of the 2020 GTL Summer Program.

In 2019, more than 700 students attended GTL:

- Undergraduate Students: Spring: 151; Summer: 331; Fall: 89
- Graduate Students: Spring: 53; Fall: 95

Enrollment and operations during 2020 were severely affected by the COVID-19 pandemic.

- Undergraduate Students: Spring: 157; Summer: 0; Fall: 65
- Graduate Students: Spring: 54; Fall: 71

### 2.1.1 Undergraduate Program Demographics for 2019-20

Fall 2019 Student Residency:

- Residents: 34
- Non-residents: 55

Fall 2019 Student Gender Identification:

- Female: 30
- Male: 59

<b>Fall 2019 Student Majors</b>	
Aerospace Engineering	11
Biomedical Engineering	10
Civil Engineering	1
Chemical and Biomolecular Engineering	1
Computer Engineering	3
Computer Science	5
Electrical Engineering	8
Civil and Environmental Engineering	2
Industrial Engineering	2
Mechanical Engineering	43
Materials Science and Engineering	2
Nuclear and Radiological Engineering	1
<b>TOTAL</b>	<b>89</b>

Fall 2019 Student Transfers and Home Institutions:

- University of Colorado-Boulder (Boulder, CO): 1
- Duke University (Durham, NC): 1
- Kennesaw State University (Kennesaw, GA): 1

Spring 2020 Student Residency:

- Residents: 46
- Non-residents: 111

Spring 2020 Student Gender Identification:

- Female: 48
- Male: 109

<b>Spring 2020 Student Majors</b>	
Aerospace Engineering	24
Business Administration	5
Biomedical Engineering	4
Chemical and Biomolecular Engineering	2
Computational Media	1
Computer Engineering	8
Computer Science	21
Electrical Engineering	28
Economics and International Affairs	1
Civil and Environmental Engineering	3
Industrial Engineering	10
Mechanical Engineering	45
Materials Science and Engineering	5
<b>TOTAL</b>	<b>157</b>

Spring 2020 Student Transfers and Home Institutions:

- Bucknell University (Lewisburg, PA): 4
- Clemson University (Clemson, SC): 4
- Cornell University (Ithaca, NY): 1
- University of Colorado-Boulder (Boulder, CO): 1
- University of Virginia-SFS (Charlottesville, VA): 1
- Vanderbilt University (Nashville, TN): 1

Fall 2020 Student Residency:

- Residents: 45
- Non-residents: 20

Fall 2020 Student Gender Identification:

- Female: 18
- Male: 47

<b>Fall 2020 Student Majors</b>	
Aerospace Engineering	13
Business Administration	1
Biomedical Engineering	2
Computer Engineering	1
Computer Science	5
Electrical Engineering	10
Civil and Environmental Engineering	1
Industrial Engineering	2
Mechanical Engineering	20
Materials Science and Engineering	1
Music Technology	1
Neuroscience	1
Nuclear and Radiological Engineering	1
Undeclared Engineering	6
<b>TOTAL</b>	<b>65</b>

*Note: No partner activity for Fall 2020.*

## 2.1.2 Graduate Students Enrollment Data for 2019-20

Data based on diversity of regions represented with details on the higher education institutions of origin.

<b>GTL Partner Institutions*</b>	<b>Number of Students</b>
Arts et Métiers (France)	29
Centrale Casablanca (Morocco)	2
Centrale Supélec (France)	12
Comillas (Spain)	5
ENSEA (France)	3
ENSEEIH (France)	5
ENSEM (France)	2
ENSTA Bretagne (France)	3
EPF (France)	9
ESIEE (France)	1
IMT Atlantique (France)	5
INSA Lyon (France)	1
INSA Toulouse (France)	1
Mines de Saint-Etienne (France)	2
Sapienza (Italy)	2
Telecom Sud Paris (France)	4
UIR (Morocco)	8
UTC (France)	4
UTT (France)	1
<b>TOTAL</b>	<b>103</b>

\*Partner Institutions represent the aforementioned 26 institutions in Europe and North Africa that GTL has agreements with for the dual-degree Master's program.

<b>Other International Institutions</b>	<b>Number of Students</b>
American University of Beirut (Lebanon)	2
Anna University Chennai (India)	1
Charusat University (India)	1
Colorado State University (U.S.)	1
Dalian Institute of Technology (China)	1
Delhi Technological University (India)	1
Florida State University (U.S.)	1
Georgia Tech (U.S.)	11
Harbin Institute of Technology (China)	1
Indian Institute of Technology, Delhi (India)	1
Mississippi State University (U.S.)	1
Nankai University (India)	1
National Institute of Technology (India)	1
R V College of Engineering (India)	1

<b>Other International Institutions</b>	<b>Number of Students</b>
Sri Siva Subramaniya Nadar College (India)	1
The Hong Kong Polytechnic University (Hong Kong)	1
SUNY Buffalo (U.S.)	1
University of Illinois, Urbana (U.S.)	1
University of Kentucky, Lexington (U.S.)	1
University of Dublin-Trinity College (U.K.)	1
University of Florida (U.S.)	1
University of Poona (Pune) (India)	1
University of Pretoria-South Africa	1
Vanderbilt University (U.S.)	1
<b>Total Students from Other International Institutions</b>	<b>35</b>
<b>TOTAL STUDENTS REPRESENTING PARTNER AND INTERNATIONAL INSTITUTIONS</b>	<b>138</b>

## 2.2 Assessment of Existing Academic Programs and Facilities

The accrediting agency for Georgia Tech is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As an instructional site abroad, per SACSCOC nomenclature, GTL academic programs and facilities are assessed during the GT accreditation review. Since academic programs offered at GTL are indeed in the same degree programs offered in Atlanta, the assessment is done as part of the GT assessment of these programs. For the 2014 SACSCOC visit that included GTSI (see Section D 3.1), the consultants visited GTL, and information about the campus was incorporated into GT's institutional report.

## 2.3 New Programs

### 2.3.1 Culture / EU / Experiential Programs

Based on feedback from student surveys, as well as on the advice of the GTL Advisory Board, GTL has been expanding its course offerings for several years to include modules in Social Sciences. These courses and programs provide experiential learning in history, culture, economics, and politics, taking full advantage of GTL's location in the heart of Europe.

#### 2.3.1.1 The EU Study Abroad Program

##### **INTA 2221: Politics in the European Union: Metz as a Gateway to Understanding France and Europe Today**

Professor Vicki Birchfield of The Nunn School of International Affairs oversees a rich summer program "The EU Study Abroad Program" (established in 2017). The program includes a month-long stay in Metz for its 20 GT students. Participants in the program experience the GTL campus and benefit from the facilities for classroom instruction and from GTL's support in providing student housing. Students take advantage of all that Metz and the Grand Est Region offer as they study European integration and begin their experiential learning adventure in Europe. Each summer, the program runs at full capacity, which is a testimony to its success amongst students.

### **Student Feedback and testimonials:**

- “This class was very interesting, especially to take in Europe because you got firsthand experience of how the policies are affecting the very areas that you live in and travel to.”
- “Overall an interesting class with good material and a nice connection to our study abroad experience.”
- “Very interesting class, I learned quite a bit of stuff that I previously didn’t know. LOVED the class!”
- “The field trips were amazing and informative and really exposed us to some amazing history as well as politics of the EU.”
- “This was a very valuable class to take while abroad since it was so relevant to my weekend travels and overall European experience. It was cool, for example, to learn about Germany one day and then travel there that following weekend. I would recommend this course to any other future GTL students.”
- “Love it, keep this one!”

### **Program Improvements based on feedback:**

- GTL increased the number of field trips and choices and we re-wrote the final assignment promptly.
- GTL now posts the information about the field trips prior to the beginning of the term.

#### **2.3.1.2. HTS 2100: History of the Evolution of Technologies and Society**

INTA 2221 complements existing courses, such as “History of the Evolution of Technologies and Society,” offered by Professors John Krige and Tim Stoneman, a course that underlines how political decisions impact technical sectors of the European economy and have a direct impact on European society. All these courses include numerous site visits to companies such as Arcelor-Mittal, SMART car factory, Saint Gobain, Electricité de France (EDF) Cattenom Nuclear Power Plant, Airbus, to name a few.

### **Course-Based Student Feedback:**

- “I enjoyed taking this course and learned much about how industries formed through different regions.”(December 2019)
- “I really enjoyed the trip to ThyssunKrupp, SMART, and Magna Chassis. It was especially cool to see such a large section of the automotive industry, from the part design and manufacture (the steering columns at ThyssunKrupp) to the frame construction (Magna Chassis) and final assembly (SMART).” (Spring 2018)
- “The BMW visit was great.... This trip was an amazing opportunity for students to see the human side of a multinational automotive company...” (September 2018)
- “This Airbus trip was very impressive to see the assembly line of an A380... Overall, the trip brought me a deep understanding modern aerospace industry, and how powerful an industry cluster is. This trip made me really learn a lot about European industries through the closely packed two days.” (Spring 2018)
- “A great visit to EDF Cattenom and the enthusiasm of our host made it better. It is a great experience to be able to see and be inside an actual nuclear power plant.” (Spring 2018)
- “The visit to Andra Labs was very cool. This trip really opened my eyes to the nuclear waste disposal that I had honestly overlooked until now.” (Spring 2018)

### **Course Modifications based on Student Feedback:**

- Coordination of course site visits with student personal travel;
- Reduction of student out-of-pocket costs, especially for meals;
- Promotion of student visibility through publication of student blogs on site visits;
- Incorporation of company engineers as site guides (vs. company tour guides or communications

staff);

- Facilitating of understanding of Institut Lafayette by organizing introductory classroom lectures on semiconductor materials, optoelectronics, and technology transfer platforms;
- Maintenance of regular anchor visits each semester to major industry leaders in Munich (BMW) and Toulouse (Airbus);
- Promotion of global view of chain of industry operations from procurement of raw materials through manufacturing and recycling;
- Integration of site visits with student career planning and professional networking: first student internship with BMW (David Ramsey, Summer 2019) and meeting with GT/GTL alumni in Munich. (October 2019)

### 2.3.1.3 Leonardo Program

Professor Sonia Serafin oversees the French language program at GTL in coordination with Georgia Tech's School of Modern Languages. She also spearheaded a non-credit cultural program, dubbed the Leonardo Program, where she takes students to visit local sites for experiential learning opportunities: Architecture, Music (rehearsals of the Metz Opera), Modern Art museum, World-War sites (including a visit to Fort de Queuleu, a detention center for members of the French Resistance in WWII), and other culturally enriching activities, including drawing classes at GTL.



*>> Students from the Leonardo Program attending a military event downtown Metz with Dr. Sonia Serafin.*

**Program Modifications Based on Student Feedback:** GTL sends a survey or organizes focus groups at the end of each term in order to receive students' feedback on their experience, so that faculty and staff can continue to make improvements. Below are examples of such modifications:

- Enhance historical links, showing the "six degrees of separation" between the U.S. / France / Lorraine Region / Metz: Waldseemüller map, LaFayette, de Tocqueville, Jack Kirby, Auguste Bartholdi (Statue of Liberty), General Patton;
- A piano is now available in the Kiosk Space for student use;
- Introduce archeology to students by visiting historical sites under the auspices of local organizations such as "Maison de l'Archéologie" in Metz;
- Consolidate partnerships with local cultural organizations by signing formal contracts;
- Create a weekly virtual Leonardo session online.

### 2.3.1.4 Student Life

Each semester, GTL also sends a survey to students to gather suggestions on how to improve student life on campus. Their feedback has driven changes as noted in the examples below:

- New games, including a foosball table, a ping-pong table, and a billiard table were added to the student lounge;
- A free, weekly shuttle service was added in Spring 2020 to transport students from the nearest supermarket back to their dorms to help with their grocery shopping;
- Starting in Spring 2020, students housed in dorms in downtown Metz were given free bus passes;
- In Spring 2020, an agreement was signed between GTL and the University of Lorraine to give GTL students access to its sport complex in Metz.

### 2.3.1.5 Innovation and Entrepreneurship

One of the recommendations of the GTL Advisory board was to bring GT's expertise in innovation and entrepreneurship to its Lorraine campus. To further this goal, GTL launched the following programs and courses:

- 2019-2020: Brought GT's Startup Lab course (COE 2701, CS 2701, MGT 4803) to GTL. This is the first building-block for ideation and discovery in the CREATE-X program (Learn-Make-Launch);
- 2020: Graduate level course ECE 8803: Technology Entrepreneurship: Teaming, Ideation, Entrepreneurship, Intrapreneurship, and Leadership;
- 2019: Dr. Keith McGreggor, director of GT's Venturelab, teaches the NSF I-Corps program to a cohort of entrepreneurs at GTL/Institut Lafayette. Excellent feedback from the participating teams;
- Trophée MC6: GTL students regularly participate in this regional student competition (MC6 Trophy) for innovation. GTL consistently places in the Top 3 of this competition and has won the trophy several times.

## 2.4 Alumni and Corporate Relations

Over the years, more than 9,500 GT students have studied one semester or more at GTL. Additionally, there are 1,450 alumni with addresses in France on record. It is noteworthy that, with more than 60% of GT's alumni abroad (those that graduated with a Master of Science) living in France, France has the 3rd largest number of GT alumni abroad (after China and India). This provides a very valuable network in Europe. At GTL, John Fristch coordinates [Alumni and Corporate relations](#), working closely with Atlanta. Under the leadership of Marta Garcia (International Development), in 2018 GTL started an Innovation Forum series that brings together alumni entrepreneurs in Europe (see sub-section 5: International Development and Alumni).

Several surveys of GTL alumni (graduate-level) have been carried out in 2016, 2017 and 2019. World regions and working profile feedback from those surveys are noted in the diagrams below.



## 2.4.1 Alumni Feedback

The following quotes are from GTL alumni related to their experiences at GTL:

- “I chose the double-degree program because I thought it was important in today’s professional environment to have an international education and an international point of view. It was also a way for me to come back to Europe and discover new opportunities, after 11 years spent in the United States. (...) This program had a very positive impact on my career, as it allowed me to distinguish myself from other young graduates who did not have an international dimension to their education. This translated to many interesting job offers from serious companies, many global leaders in their domain, and a higher starting salary.”
- “Taking my engineering studies outside the borders of the United States was not an easy choice when I was searching for a graduate program, but it is one that I have never regretted. (...) My engineering coursework in France allowed me to study in the same global context that today’s big engineering questions are being asked. Although I started with no knowledge of French, my time in the double degree program with GTL and ENSAM allowed me to be ready to begin my first engineering job internationally.”
- “I joined the double degree program ENSAM / Georgia Tech in 2007. My first internship was in Paris with TOTAL Exploration & Production. I worked on the design of a platform in Nigeria (cost of the project: \$3 billion). I was assisting the engineering manager on the design of the production deck. One of the characteristics of working on this kind of project is that engineers have a global view of the subject they are working on. Engineers have to understand and manage all the disciplines which are needed to build a platform (process, mechanical, structural, electrical, etc.). The multidisciplinary knowledge that Georgia Tech students get is a key to the understanding of the global nature of the problems.”

Alumni feedback has been instrumental in making additional improvements to various aspects of the GTL experience. See below for direct actions taken as a result of alumni feedback.

### 2.4.1.1 Student Services

#### **Travel:**

- HTS visits to industrial sites have been expanded (every semester): Airbus in Toulouse, France; Volklinger Hutte and BMW in Germany; and other sites.
- INTA visits in the EU: European Parliament, European Commission, US Embassy in Paris; and other sites.

#### **Collaborations and Community Connections:**

- Increased collaboration with partner schools and other schools in the Technopôle;
- Jeux Metz Technopôle (annual event): Olympic games involving all schools in Technopôle. Event organized and hosted by Club Metz Technopôle;
- Metz Marathon: GTL provides support for students participate in this event (T-shirt, logistics information, coordination);
- Tennis Open de Moselle Competition: GTL gets 15 seats for students (annual event);
- Inter-school football games: Cormontaigne Lycée vs Georgia Tech-Lorraine (annual event);

#### **Gym:**

- Agreement signed for full access to gym with University of Lorraine via SUAPS services.

#### **Transportation:**

- Weekly shuttle bus added for local grocery store pickup.

### **Academic:**

- Course selection: Course requirement listing sent prior to course registration phase to guide student;
- Visa: Stay in the US: Visa J1 had been replaced by F1;
- Research: Information about research/teaching assistantship provided during a presentation;
- Career-related: Opportunities provided/showcased during graduate seminars.

### **Dorms:**

- Dorm check-out process: GTL staff member is now operating the check out along with the dorm manager;
- Communication: Meetings between GTL Atlanta & GTL Metz to coordinate information disseminated to students.

## **2.5 Research**

Over the years, 56 Ph.D. students have joined the International Research Laboratory (IRL). All are successfully employed, many with premier institutions such as MIT Lincoln Labs, Sandia National Labs. Through the ME, ECE, and CS master programs at Georgia Tech-Lorraine, GTL was able to hire Ph.D. students from prestigious engineering schools in France and from Georgia Tech. Twenty eight Ph.D. students are from the U.S. and others came from some of the best institutions in France and in the world. Many of them have spent, or will spend, a portion of their studies in Atlanta, acquiring a truly international perspective on education. The IRL is also involved in international education programs, including the Partner University Fund (PUF) and the Chateaubriand Program both through the French embassy in the U.S. In addition, GTL has provided research experience to more than 50 undergraduate students, who participated in IRL research projects during their semester in Metz.

### **2.5.1 Publications and Patents**

One hundred and seventy-three publications and 168 conference papers have been published at GTL overall, with placement in prestigious international journals and conferences. Since 2014, there have been more than 80 publications and 80 conferences per year.

GTL researchers have been invited to give presentations and seminars in prestigious conferences and institutions such as a workshop organized by the Nobel Prize recipient, Dr. Hiroshi Amano. Some of the publications have been cited as disruptive technology by specialized technology trade magazines.

### **Publication Examples:**

#### Science:

- [Controlled crack propagation for atomic precision handling of wafer-scale two-dimensional materials](#) (from sciencemag.org)

#### Nature:

- [Polarity governs atomic interaction through two-dimensional materials](#) (from the U.S. Department of Energy, Office of Scientific and Technical Information)
- [Gas sensors boosted by two-dimensional h-BN enabled transfer of thin substrate foils: towards wearable and portable applications](#) (from nature.com))
- [Flexible metal-semiconductor-metal device prototype on wafer-scale thick boron nitride layers grown by MOPVE](#) (from nature.com)
- [Global mapping of stratigraphy of an old-master painting using sparsity-based terahertz](#)

[reflectometry](#) (from nature.com)

- [Compressive sensing with optical chaos](#) (from nature.com)

In 2015, the IRL brought a major international conference to Metz. Dr. Nico Declercq organized and chaired ICU 2015, a conference in ultrasonics with 700 participants.

## 2.5.2 Awards and Recognitions

GTL has been recognized for the following:

- Four (4) best young researcher awards have been awarded at in international conferences;
- In 2014 an IRL student was awarded the prize for “Best Doctorate Thesis of the Lorraine Region”;
- One of GTL’s Ph.D. students won the 2016 MC6 Competition trophy for a startup project and the two second-place awards were given to two IRL Ph.D. students in 2013 and 2015.

The last two years’ research contracts at GTL/IRL were as follows:

- 2019: 1.4 M€ (5 ANR grants, 1 European grant, 2 international grants, 1 CNRS grant), 35 publications and participated in/presented at 35 conferences.
- 2020: 1.2 M€ (3 European grants, 2 ANR grant, 1 international grant), 40 publications and participated in/presented at 40 conferences.

GTL has applied to 3 more European projects for 2020. These are very competitive multimillion euro contracts for consortial across EU nations.

## 2.5.3 New Laboratory: Aerospace Laboratory at GTL

Under the leadership of Dr. Dimitri Mavris, Regents’ Professor and Director of the Aerospace Systems Design Laboratory (ASDL), in 2019 GTL added a research component in the IRL on Design of Complex Systems. GTL received funding for two EU projects under the Clean Sky 2 Program of the European Commission. This new research effort at GTL is still in its infancy but it provides exciting new opportunities for GT’s presence in Europe with linkages to Airbus, Safran, and other suppliers.

**Assessment:** Like any CNRS laboratory in France, the IRL is evaluated by a nationally appointed Review Committee, every 5 years (previously 4 years until 2018). The Review involves a detailed activity report, a plan for the next 5 years, and a site visit by the Committee. After approval by CNRS, the IRL can proceed for the next 5-year period. The IRL was successfully reviewed in 2010, 2014, and 2018. The latest activity report and plan for the next 5 years are given below. The next external review is scheduled for 2022 (GTL-3a, GTL-3b).

## 3. [Georgia Tech-Shenzhen](#)

### 3.1. Assessment of Existing Academic Program and Facilities

The accrediting agency for Georgia Tech is SACSCOC. As an instructional site abroad, per SACSCOC nomenclature, GTSI academic programs and facilities are assessed during the GT accreditation review. A site visit by SACSCOC external review team was conducted in Shenzhen in January 2014, with a reaffirmation report in 2015. Since academic programs offered at GTSI are indeed the same degree programs offered in Atlanta, the assessment is done as part of the GT assessment of these programs. The GTSI SACSCOC final reaffirmation monitoring report, the off-site report, and the on-site report (and related findings) can be found in GTSI-4a, GTSI-4b, and GTSI-4c.

### 3.2 Enrollment in the M.S. ECE Program at GTSI

GTSI M.S. ECE Enrollment by Semester			
Year	Spring	Summer	Fall
2016	8	6	18
2017	18	7	11
2018	11	7	16
2019	20	15	33
2020	30	32	47

### 3.3 Fall 2020 First-Year Program (One-time cohort)

A large number of first-year students from China who were newly admitted to GT were unable to come to the Atlanta campus because of visa, travel, or COVID issues. GTSI decided to offer the Freshman experience to those students on our Shenzhen campus for the fall semester. A record 98 first-year students are starting their GT education physically present on the Shenzhen campus, taking either online, hybrid, flipped, or residential classes in Math, Physics, Computer Science, History, Economics, English, as well as the GT 1000 Freshman experience course. The students are registered through the Atlanta campus. This cohort of 98 students represents about 30% of all international first-year students at GT this fall semester.

A survey was launched to all Shenzhen Freshman Cohort students to get their feedback on their learning experience in the first week. Below is some of their feedback:

- “The classes and academic staff are good.”
- “The first week was busy but I sure learned a lot! CS lectures were brilliant, and our math instructor teaches really well.”
- “The learning style of mainly utilizing the pre-recorded lectures may be a little difficult to get used to in the beginning, but that will get better as time goes by. Being unable to meet with my academic advisor and others may be a little challenging.”
- “Faculty members are all kind and patient. I suppose that I have had a nice experience.”
- “Friendly and helpful faculty staff. Plenty of study spaces. Great instructors.”
- “Learning environments are quite clean, open and bright, which provide us with comfortable studying environments!”

### 3.4 Professional Development Option (PDO) for M.S. ECE Students at GTSI

Georgia Tech-Shenzhen offers M.S. ECE applicants who may not have all the credentials to complete the formal graduate admission process by joining as a Professional Development student. Additionally, for those who are admitted by the School of ECE as Master of Science (M.S.) students at Georgia Tech-Shenzhen within a year of taking PDO courses, may transfer up to three courses taken as a Georgia Tech-Shenzhen PDO student. Presently, 77% of our PDO students continue at Georgia Tech-Shenzhen as M.S. ECE students and represent 36% of our current graduate student body; these students value the opportunity to begin their studies whilst preparing for acceptance to our M.S. program.

<b>GTSI PDO Enrollment by Semester</b>			
<b>Year</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
2016	0	1	0
2017	0	2	3
2018	1	1	8
2019	21	6	18
2020	32	11	40

### 3.5 Global Engineering Immersion Program (GEIP)

The Global Engineering Immersion Program (GEIP) is an innovative program capitalizing on Georgia Tech’s academic presences in Atlanta, GA, Lorraine, France, and Shenzhen, China, and encourages students to complete the GT MS degree by studying on three different continents - North America, Europe, and Asia in as little as twelve months’ time. From the Georgia Tech-Shenzhen campus, students must enroll for two semesters before the exchange term.

GEIP imparts rich international experiences on the students, broadens their horizons, and enhances their competitiveness in the job market. These students earn a GEIP program certificate of completion at the end of their studies.

<b>GTSI GEIP Enrollment by Semester</b>			
<b>Year</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
2016	0	0	0
2017	0	1	0
2018	1	0	0
2019	1	1	1

### 3.6 Exchange Option

Georgia Tech-Shenzhen only offers the non-thesis option for the M.S. degree. If a student wishes to pursue the thesis option, they have the option to exchange to Atlanta (or GT-Lorraine) for two semesters in the fall & spring or spring & fall. Whether the student chooses the thesis or non-thesis option, the M.S. diploma is the same.

GT-Atlanta or GT-Lorraine students can choose to pursue a semester of studies at GT-Shenzhen. Courses offered at GT-Shenzhen are regular GT classes. Grades earned in these courses are shown on a participant’s GT transcript and are calculated as part of the GT GPA.

<b>GTSI Exchange Students by Semester: Includes ATL to SZ and SZ to ATL</b>			
<b>Year</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
2016	3	6	3
2017	3	1	12
2018	1	1	8
2019	6	1	15
2020	7	2	9

## 3.7 Atlanta Summer Program for Chinese College Students

Atlanta Summer Program	
Year	Enrollment
2012	102
2013	74
2014	62
2015	93
2016	152
2017	109
2018	74
2019	64

In 2016, the Southern University of Science and Technology joined the program for the first time and brought more than 50 students. In 2019, due to an unexpected visa issue, only 64 participants made to the program.

### Student Life:

For student concerns reporting, the main point of contact is Zhiya Wang, GTSI Academic Program Manager.

### Reporting Mechanisms Include:

- Face-to-face dialog sessions to solicit feedback;
- Questionnaires sent to students via social media platform WeChat;
- Students emailing faculty/staff or stopping by administrative area to discuss concerns or provide feedback;
- Feedback forms on the GTSI's website in both [English](#) and [Chinese](#).

GTSI is now emphasizing the feedback form which makes tracking easier. This GTSI Feedback Form forwards each submission either to the [GT-Shenzhen administration in Atlanta](#) or to the [GTSI administration in Shenzhen](#).

In order to meet the needs of larger classes and more flexible class modes, GTSI has upgraded its classroom facilities including acoustic system, wireless microphone, remote keyboard and mouse, and live-streaming software such as Microsoft Teams, Cisco WebEx, etc.

## 3.8 Scholarships

### 3.8.1 NACA Scholarships

Georgia Tech-Shenzhen offers several \$2,500 scholarships, sponsored by the National Association of Chinese Americans (NACA), to encourage students to switch campus to Georgia Tech-Shenzhen campus to study for one semester or more.

### 3.8.2 Coulter Scholarships

To assist Georgia Tech (U.S. citizen) students in taking advantage of the GT-Shenzhen graduate program, the Wallace H. Coulter Foundation offers a number of Coulter Scholarships to GT graduate

or B.S./M.S. program students to enroll or switch campus to the Georgia Tech-Shenzhen graduate program for one or more semesters. The Coulter Scholarship award amount is \$2,500 (one time only).

### 3.8.3 Merit-Based Scholarships

A limited number of merit-based scholarships are offered for Georgia Tech-Shenzhen students. These awards are disbursed in the form of partial tuition waivers at three different levels, based on ranking, rigor of curriculum and university reputation, test scores, and overall educational performance.

GTSI Scholarship Awards by Semester			
Year	Spring	Summer	Fall
2016	0	2	5
2017	4	2	6
2018	5	4	11
2019	23	8	23
2020	15	18	18

## 4. Georgia Tech Panama

For nearly a decade, the Center has been a reference at the local and regional level in its technical capabilities for performing [studies](#) and developing [analytical tools](#), and being at the forefront of collecting and analyzing logistics data for the improvement of operational and strategic performance. Below are some of the main ways in which the Center has positioned itself in Panama and the region, while strengthening the presence of the Georgia Institute of Technology in Latin America:

- The Center facilitates innovative collaboration between industry participants, government and universities focused on improving competitiveness, logistics performance and increasing trade. This ability to integrate key actors from those three groups was valuable in the initial consolidation of the country’s logistics sector, which years later evolved with the creation of the Logistics Cabinet from the public side, and the Logistics Business Council from the private side.
- In 2015, the Center was designated by the Ministry of Presidency as the Technical Arm of the Logistics Cabinet. The Center also holds a seat in the Logistics Cabinet, along with the different Ministries of the government and private sector leaders.
- As part of its work with the Logistics Cabinet, the Center hosts and is actively engaged in the Cabinet’s Maritime Working Group since its official inception. This engagement led to the development of a strategic monitoring tool for the transshipment business using data from port operators, the first multi-port data-driven collaborative project of its kind in the country.
- Since the Center’s founding, the country, through two local universities, has partnered with Georgia Tech by offering a Dual Master’s Program in Supply Chain Engineering, providing students access to fully-funded graduate education at a world-leading institution while only requiring one semester abroad. The program has graduated close to 60 professionals, who have proceeded to occupy high-level positions at world-class firms such as ABB, Copa Airlines, Nestlé, FedEx, P&G, LG, L’Oreal, Maersk, Sanofi and others. The Center hosts and aids students in the completion of their Capstone Programs, going on to integrate many of them to the Center’s staff.
- Over many years, the Center offered a selection of GT’s professional education programs, attracting professionals from Panama and abroad. Over 400 course certificates and 80 full program certificates were granted through the sessions hosted by the Center.

- Through the 'Why Panama' Program, the Center engages with global firms seeking to strengthen or expand their Latin American operations through a hub in Panama, hosting their exploratory visits in the Center's facilities, providing them information, and performing specialized analysis based on their own data so they can have a more complete business case for their regional operation (GTP-1).
- Between 2015 and 2017, the Center developed their [Mesoamerican Observatory on Freight Transport and Logistics](#) for the Inter-American Development Bank (IDB), spanning ten countries (Mexico, all of Central America, Colombia and the Dominican Republic), interacting in each country with key government, academic and industry leaders. The project was preceded by an assessment for IDB of port performance and connectivity in the Central American region.
- One of the tools developed by the Center, the Logistics Dashboard, was adopted by the Logistics Cabinet for tracking the main logistics performance indicators. The Cabinet then allowed the tool to be made available to the public (where it was rebranded as InfoLogistica Panamá), serving then as the nation's logistics observatory. [This launch was in April 2019, where local media and TV news attended.](#) This mobile app can be downloaded [here](#).

## 5. [International Development and Alumni](#)

Initial targets for the International Development and Alumni Department were set at \$500,000 in FY'11; \$1M in FY'12, \$1.5M in FY'13. From the program evaluation following the first full year of operation, the following accomplishments were recorded:

- Between Jan. 2011 and June 2012: \$4.49M Lead Solicitor (LS) gifts and \$197K Proposal Support (PS) gifts, as well as developing a pipeline of \$5M (Well over the \$3M goal for the entire first three years of the program). This represents 898% of the goal agreed to for FY'11 and 468% of the prorated goal of \$1M for the 18-month period 1/11 – 6/12). Lead solicitor is a solicitation for which a Development officer (DO) assumes responsibility for managing the strategy and making the ask of a prospect for a gift. The Proposal Support applies to those who are not in direct contact with the donor during the solicitation, and do not assume full responsibility for designing the strategy, but do participate in designing the strategy, providing materials in support of the ask, and serving as a major resource for the Lead Solicitor, thus leading to a successful conclusion
- Visited 100% of the prospects rated at \$25M+ ; 71% of prospects rated at \$500K+, registering 180 contact reports, identifying 4 principal and 54 major prospects, including the Georgia Tech Advisory Board member from Asia, two Engineering Award winners from Asia; engaging parents from Asia for the first time. This more than double the number of visits expected of anyone with significant administrative responsibilities.
- Developed a strategy, position description, structure and mechanics, for our first offshore development office (Asia); a prototype that can be adapted for Europe and the Americas.
- Staffed, trained, and supervised the position, including two trips to Asia for this purpose (one a comprehensive "tour" for the Provost to meet alumni, corporate prospects, and become familiar with GT's Asian programs.).
- Developed the structure for a series of Alumni Advisory Councils, based on the concept of the Campaign Steering Committee, to engage prospects in Asia on a continuous basis, familiarize them with the philanthropic priorities of the Institute, and develop leadership donors. The Chairs of the respective city councils will serve as delegates to the pan-Asian alumni council. This will serve as a prototype for engaging alumni in Europe and Central/South America.
- Identified the charter members of the councils in Singapore and Shanghai.
- Proposed the creation of a GT Lorraine Advisory Board, with appropriate focus on Development, and providing suggestions on membership, staffing the first GTL Advisory Board meeting (July 2011).

- Supervised an e-mail campaign and organized group events in Atlanta and Paris to promote the GTL Scholarship Challenge among GTL faculty (raised \$52K) and alumni (\$37.2K).
- Engaged in visits to Hong Kong, Singapore (2), Shanghai (2), Beijing (2), Taiwan, Korea, Switzerland, Germany (2), Belgium and France (2) to identify and cultivate major and principal prospects and to staff President's/Campaign Chair's trip to Europe.
- Supervised the development of case statements (collateral material that is prepared to provide potential donors with information about the programs or initiatives they are being asked to support) for GTL, GT Shanghai, proposals for the support of Scholarships and other international initiatives. A case statement can be electronic, a paper brochure that is a "leave-behind" for a donor to refer to, or a coherently presented set of URLs or electronic information about programs that present the case for support.
- Provided guidance to the School of Civil and Environmental Engineering on planning their first off-shore, off-site Advisory Board meeting in Panama, creating tremendous enthusiasm for the school among its principal donor pool and energizing the Panamanian alumni community, which now boasts several donors at or near 6-figure status. (Closed commitment from Panama VP, for \$250K scholarship gift). Note: The CEE alumni, in enthusiastic response to the experience, raised over \$2M for the support of the Mason Building renovation as a consequence of this trip through the efforts of DoD Somerville.
- Staffed the Provost's visits to Costa Rica, Panama, Switzerland, and France, providing stewardship to a principal donor in C.R. who was displeased with the direction his funding was taking: established new relationships with top prospects.
- Served as a member of the Globalization Task Force and chaired the Global Village.

Since the above accomplishments, three full staffing positions have been filled, and the three principal regions of interest have been launched and successfully advanced with ongoing programs to identify and develop alumni who are both prospects for philanthropic support and for institute involvement/representation.

## 5.1 Recent Accomplishments

As described above, within the first three years of the program, the Department had surpassed the aggregate 5-year fundraising goal of \$5 million (including an endowed chair established by one donor from China). Since then, ever-increasing goals have been set for the program, per industry standards. Development/fundraising programs and performance of staff are evaluated annually based on these pre-set fundraising goals and prospect interactions (including numbers of visits for the purpose of identification, cultivation, solicitation and stewardship).

Prior to the COVID-19 pandemic and subsequent quarantine regulations worldwide, the Department established goals to complete a total of 250 prospect visits and raise \$7.5 million for 2020. Achieving this amount is highly unlikely during the economic uncertainties of the COVID Pandemic, but the Office is making numerous adjustments to their processes and continuing a heavy schedule of visits and events, (although they are all virtual and involve numerous group activities), as appropriate to the circumstances and topics. Examples include Innovation Panels, Women's Leadership Get-Togethers, Opportunities to develop entrepreneurship support systems).

Staff performance evaluations are based on fundraising yields of each region during a calendar year, and the program receives an aggregate evaluation as well, conducted by both the Vice President of Development and the Vice Provost of International Initiatives. Aggregate funds raised for the past two years recorded \$9.5 million for 2018 and \$9.3 million in 2019, with prospect visits tallying 140 prospects in 2018 (while the Director for Latin America was on leave) and 200 prospects in 2019;

all in excess of goals. A prospect visit refers to a one-on-one conversation, usually in person, with an alumnus who has been identified as a major gift prospect, meaning they would be capable of a gift of \$25,000 or more over a five-year period. When Development officers arrange such a visit for purposes of assessment, cultivation or solicitation, a “contact report” is filed in the individual’s record to provide continuity and begin developing the strategy (if appropriate) to a successful gift solicitation. This topic of prospect load is critical in terms of determining reasonable expectations for the number of prospects seen (contacts) and fundraising goals during the pandemic, which is a significant area of discussion now for managers and Development Departments.

## 5.2 Alumni Engagement

When the program was established, the Advance Data Management System estimated that as many as 4,000 alumni lived outside of the United States. The Department had viable addresses for just over 2,000. Since then, the Department has established active social networks engaging 12,000 alumni: 15 networks serve alumni in Asia with 6,000 members; 8 networks in Europe with 3,800 members (30 ambassadors); 2 networks in Latin America, with 1,500 members. Since 2017, over 30 events have been organized, including presidential visits, small happy-hours gatherings, large faculty lectures, athletic-viewing events, on-campus visits, and student send-offs.

For alumni in Europe, which includes alumni of GTL and Georgia Tech Atlanta, the Department now has an extensive LinkedIn network of over 1100 members, and local ambassador-led communities that have regular gatherings and receive consistent newsletters and communications from Georgia Tech.

For the past three years alumni engagement has shown the following:

Year	Number of Meeting / Gathering	Alumni Participants
2017	15	203
2018	10	255
2019	14	330

Since 2018 the Department has instituted a very successful series of “Innovation Forums” which are designed to bring together entrepreneurs and technology-focused alumni at a more advanced stage of career development, to explore topics of common interest, e.g. Fintech, Robotics, Artificial Intelligence, and the business development related to them. These have been met with significant interest, engaged alumni with each other towards new ventures, provided GTL with new resources in the form of mentors and board members, and enriched the ecosystem in general (IDA-4).

Keeping in mind the rigors of shared Tech academic experiences and a high focus on technology, along with a strong bend towards innovation and entrepreneurship, International Development-planned programs that would give alumni an opportunity to “cross-pollinate” and share experiences and information in particular industry segments, providing resources and a high-level of substantive support in their professional endeavors.

The Department found a much higher rate of interest and attendance to these events, (which are defined by GT alumni interests in each region), from those who are eager to learn from each other as well as from GT expertise. Starting in Europe, Innovation Forums have now expanded to Asia and Latin America and have increased participation remarkably among our more accomplished and successful alumni (though they were interrupted by the COVID-19 pandemic).

## Previous Forums include:

Date	Location	Event	Attendance
May 2018	Paris	GT Involvement in Entrepreneurship	70
January 2019	London	Fintech	50
April 2019	Shanghai	GT Alumni Company Showcase	120
September 2019	Munich	AI / Manufacturing	75
March 2020	Monterrey, MX	GT Entrepreneurs in Latin America	80

## Upcoming Forums:

- Paris: Innovation Showcase
- Zurich: Sustainability / Bio-Innovation
- Cartagena: Start-up Culture in Colombia
- Productivity in Latin America
- Shenzhen: Innovation in the Supply Chain

In addition to the 1100+ members of the GT Development LinkedIn Network, the Department has local groups that continue to increase in activity and membership, which includes:

- Facebook London: 109 members
- Total WhatsApp (Europe): 244 members

The Department has also held the first virtual mini-forum, (a replacement for the showcase that was planned for Paris in May 2020), which featured one successful entrepreneur, Alexander Konig, of Reactive Robotics, in Munich. His company is featured as integral to the response of the COVID-19 crisis in Germany.

## 5.3 Philanthropic Commitments

Since 2017, the European Desk has provided the Alumni Association with 475 Bioupdates. Bioupdates are important entries of new information to alumni records, enabling the Department to re-establish or improve connections with alumni, and they are key to segmented marketing for many aspects of the Institute's relationships with alumni. Similar information is available for the other two regions, Latin America and Asia/Pacific. All three regions offer very different cultural/economic and political conditions, thus philanthropic results vary.

There have been several 7-figure and one 8-figure commitments in Asia; most for the support of the Atlanta campus and either scholarships or faculty positions related to the priorities of the donors. The GT China Education Foundation was established to provide donors in China with a gift vehicle where government regulations prohibit funds from leaving the country. Chinese donors can thus contribute to the support of our programs there (IDA-1, IDA-2, and IDA-3). The GT China Foundation has contributed the equivalent of \$25,000 to the GT/Emory Program at Peking University (2018); \$47,000 to the scholarship funds for Georgia Tech Shenzhen Institute (2019), and most recently toward the purchase and shipment of Personal Protective Equipment (PPE) to the Atlanta campus to share with local medical providers (with special dispensation for the international gift from the Shenzhen Bureau of Civic Affairs). The GT China Education Foundation now counts a balance of 12 million RMB (\$1.7million U.S.) in its portfolio. Income from this fund is used to support our programs and activities in China. See IDA-5 for photos and details related to the PPE Donation to GT from the parent population based in China.

In Latin America over \$3 million have been raised in recent years for the support of student scholarships and a faculty position. Importantly, Tech's visibility and prestige has increased significantly, thus raising our applicant pool and improving its quality.

In Europe, philanthropic results continue to be a challenge. This is partially due to a cultural reticence to philanthropy, since traditionally education is funded by the government, and also staffing challenges. The Director's position in Europe has been vacant for three years, leaving only a Development Associate in place. Given her competence and eagerness, along with the complications of the pandemic's economic woes, the Department will likely begin training her in basic fundraising techniques since budgeting for the professional position is unlikely for the foreseeable future. In the meantime, the Associate Vice President, who bears responsibility for the overall program, is managing fundraising activities. The Department is hopeful that the increased engagement and participation of successful entrepreneur-alumni in Europe, via the Innovation Forums, will open the door to greater philanthropic success.

Overall, the International Development Program has been a resounding success, and Georgia Tech's approach to engaging alumni through a holistic program that addresses their personal and professional interests and engages them with the Institute for mutual benefit (theirs as well as the Institute's) is a model that many universities seek to emulate. As the Office of International Development has built with involvement from international alumni, they have seen a concurrent growth in admissions applications from these regions, and a perceived increase in Tech's reputation.

In order to facilitate philanthropic contributions in regions that often discourage or prohibit funds from leaving the country, the Office has sought alliances with local foundations or even established their own (where permissible), though time-consuming and costly to establish. Entities like the GT China Education Foundation have allowed the Office to work toward the support of our programs in that region with full support of the local government and ease of their alumni in this effort.

The greatest challenge at this time for the Office is an inability to continue growing the program to adequately service the increased interest and demands of our international alumni. The European program, staffed by the AVP and a part-time Development Associate since the Director's departure three years ago, is far too strategically important for decreased levels of attention. Asia has proven to be an even greater market than initially envisioned, with more alumni than can be served by one professional, and far more gift potential than the Department is reaching. Entire regions, such as the Middle East, India, Australia, and Canada, are entirely un-served, and the professional staff available are unable to consistently address both the programming (Alumni Association) needs and the Development (Major Gifts) opportunities. Having support for grass-roots programming and prospect identification would be an enormous help to growing a more profitable fundraising program, allowing the professional Development staff to focus on financial result; both corporate and individual. An inevitable benefit of these activities. Which always increase a university's profile in target areas, is a commensurate increase in admissions activities as well.

As the world continues to become more intertwined, and Tech alumni continue to expand their reach into those regions, where technology drives growth and economic opportunities, Tech will need to respond to the interests of its alumni and the potential they represent for its continued and increased support.

# » SECTION E: ORGANIZATION AND FACILITIES

## 1. The Office of the Vice Provost for International Initiatives

Organization chart and leadership team - See Section B-5

The office suite is located on the second floor of the A. French building, next to the Georgia Tech Tower and the central administration.

The VPPII office oversees the following sub-units:

- Global Operations
- Office of International Education
- Georgia Tech-Lorraine
- Georgia Tech-Shenzhen
- Georgia Tech Panama
- International Development and Alumni (dotted line reporting)

## 2. Global Operations

Global operations with VPPII are supported by the following groups:

- An International Advisory Group
- An International Advisory Committee
- GT-Global, Inc.
- Global Fellows Council

### 2.1 International Advisory Group (IAG)

The IAG is a cross functional institute-wide committee chaired by the Director of Global Operations. This group collaborates and provides guidance on the institute's international matters (taxes, legal, research, human resources, etc.). Much of GT's unique international operations challenges (addressed in section A) are addressed through effective collaboration with this group. This group provides a combination of expertise, strategies, and best practices from the contributors' respective fields and as related to international operational challenges, and develops and improves upon best practices to strengthen our global operations. This group meets monthly (or as needed) and consists of the following members:

- Legal Affairs (2 representatives)
- Institute Finance Support
- Controller's Office (Affiliated Organizations)
- Controller's Office (Taxes)
- Global Human Resources
- Georgia Tech Research Corporation
- Affiliated Organizations

### 2.2 International Advisory Committee (IntIAC)

The International Advisory Committee provides guidance and advice to the Provost and Executive Vice President for Research (EVPR) regarding how Georgia Tech engages internationally (e.g., research, MOUs, Master Research Agreements, etc.). It is this committee's responsibility to stay aware of current and potential geopolitical, state, and federal contexts. The committee comments

and develops a response to regulations and legislation (e.g., from the Federal government, from funding agency guidelines) that impact our international community and operations. The committee reviews and evaluates prospective and renewing major international engagements, using the Guiding Principles for International Activities as a guide. The International Advisory Committee is comprised of:

- Vice Provost, International Initiatives (Chair)
- Four (4) faculty members; serving 3-year, staggered terms
- Director, Federal Relations
- Assistant Vice-President, Institute Communication
- Director, Global Operations (ex-officio)

The Committee meets quarterly or as needed for expedited reviews. The Provost and EVPR attend meetings, as schedules permit, to hear the discussions and deliberations. The Committee will provide any formal recommendations in writing to the Provost and EVPR for their consideration. Should situations arise that may impact international engagements (e.g., geopolitical, new federal regulations, etc.), the Chair of the Committee may call an ad-hoc meeting of the Committee for an expedited review.

In addition, VPIL consults key faculty members across campus on a periodic basis to get advice and feedback.

## **2.3 Georgia Tech Global, Inc.**

GT Global, Inc. is an independent Georgia non-profit corporation (501.c.3) established as an Affiliated Organization (supporting organization) to and for the benefit of the Georgia Institute of Technology. Its goal is to foster and support the global educational and scientific research and economic development activities of Georgia Tech. GT Global's primary purpose is to facilitate international operations and activities of the Institute. As a non-profit affiliated organization, GT-Global offers a level of flexibility that benefits our global operations. For instance, GT-Global is the sole owner of the Georgia Tech Panama Foundation. GT-Global is a member of Institut Lafayette.

### **Board of Directors:**

- Charlie Moseley (Chair), Founder Noro-Moseley Partners
- Kelly Fox, Executive Vice President Administration and Finance, Georgia Tech
- Dr. Steve McLaughlin, Provost & Executive Vice President for Academic Affairs, Georgia Tech

*GT Global, Inc. aims to add two additional board members by 2021 to replace those members no longer serving.*

### **Officers:**

- President: Dr. Yves H. Berthelot, Vice Provost for International Initiatives, Georgia Tech
- Vice President: Lyonka Strawn-Valcy, Director, Global Operations, Georgia Tech
- Secretary: Tanesha Steward, Counsel, Affiliated Organizations, Georgia Tech
- Asst. Secretary: Cortrella Greer, Paralegal, Affiliated Organization, Georgia Tech
- Treasurer: Amy E. Herron, Associate Controller, Georgia Tech
- Asst. Treasurer: Barbara Alexander, Controller, Georgia Tech Research Corporation

GT Global supports the work of the Supply Chain and Logistics Institute, as the sole member of the entities supporting the educational and scientific research and development activities of the Georgia Institute of Technology; specifically, with respect to supply chains and logistics in GT Panama and

soon-to-be-dissolved GT Costa-Rica.

In addition to its involvement in Latin America, GT Global collaborated with Georgia Tech-Lorraine and a group of French public entities to create Institut Lafayette (IL). Institut Lafayette is an international technological innovation center in Metz, France, which facilitates the commercialization of innovations in optoelectronics. Institute Lafayette is a non-profit association organized under the laws of France, for the purpose of research, innovation, economic development and entrepreneurship activities in France. In FY 2019, GT Global provided a \$500k in support for Institute Lafayette during its scale-up phase to bridge funding until it reaches financial self-sufficiency.

GT Global is also supporting various business processes related to our campus in Shenzhen. It can provide funding to hire legal counsel or consultants; when appropriate. It has been a vehicle to receive gifts to support the Shenzhen campus from the National Association of Chinese Americans NACA, Atlanta chapter.

## 2.4 Global Fellows Council

The Council was started in 2016 to provide a sounding board for a select group of 20-30 faculty engaged in global activities. Members represent a very diverse group of faculty across campus, who are engaged in different types of international activities. The Council met on average once a semester until 2018 but it did not work as well as we had hoped for. It ended up being more of a communication tool of VPPII activities than an effective sounding board. In 2019, we decided instead to (1) revisit the composition of the Council and sharpen its role and (2) create a much smaller group, which resulted in the formation of the International Advisory Committee to advise the Provost and EVPR on risks and compliance.

The new Global Fellows Council (GFC) provides a sounding board to the Vice Provost for International Initiatives (VPPII) regarding Georgia Tech's international activities. The Global Fellows Council serves as a bi-directional communication vehicle between the GT academic community and the VPPII to provide policy, programmatic, and other international activity updates, as well as an opportunity for Fellows to provide updates and feedback on international engagements at Georgia Tech. The GFC is comprised of:

- Vice Provost, International Initiatives (Chair)
- Associate Deans from each of the Colleges (International focus)
- Faculty members from across the Institute as follows:
- College of Computing (2 Fellows)
- College of Design (1 Fellow)
- College of Engineering (6 Fellows)
- College of Sciences (2 Fellows)
- Georgia Tech Professional Education (1 Fellow)
- Georgia Tech Research Institute (1 Fellows)
- Ivan Allen College (2 Fellows)
- Scheller College of Business (1 Fellow)

### *Ex Officio*

- Director, Global Operations
- Institute Communications Rep
- Development, International
- Executive Director, Office of International Education

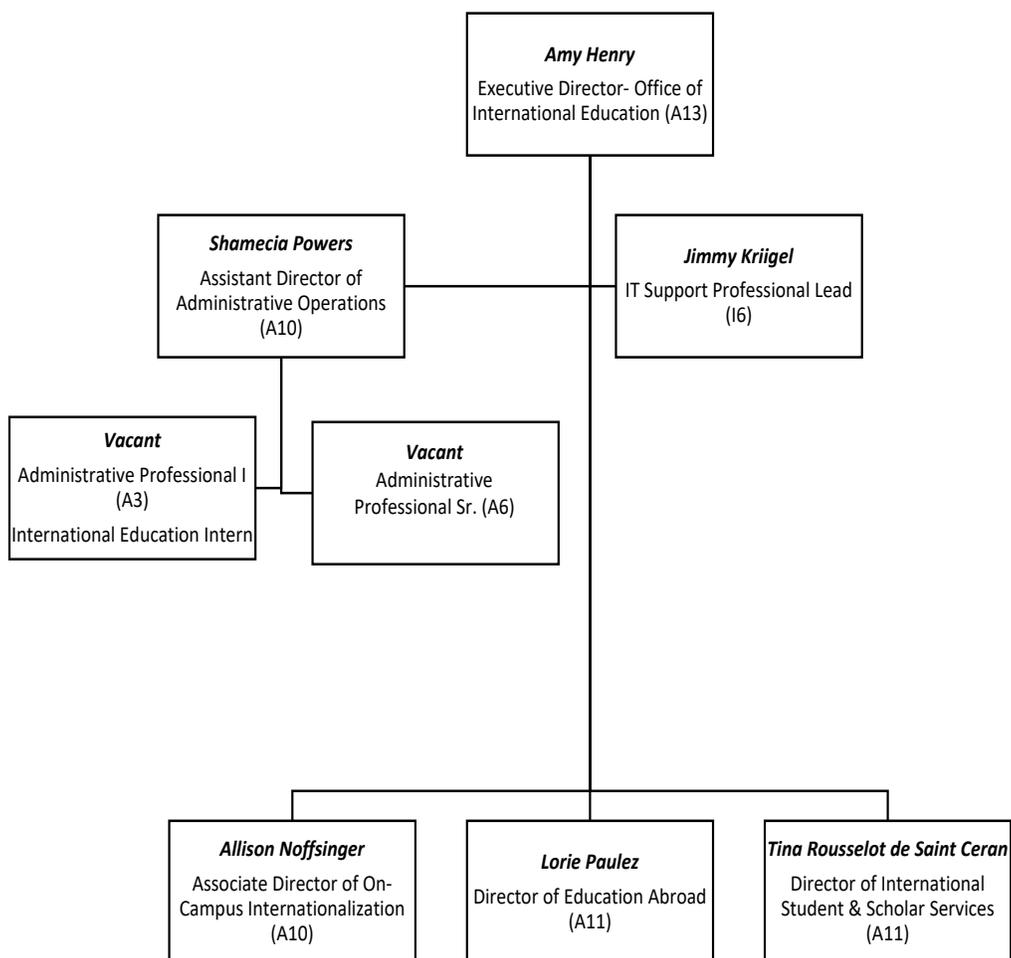
Fellows serve three-year, staggered terms. The Chair seeks GFC nominations from the deans, SVP of GTRI, and VP of Institute Communications. Nominees should be selected based on their experience with and knowledge of international engagements and priorities of Georgia Tech. The Guiding Principles for International Activities serves as the foundation for international engagements; therefore, Council members should be familiar with these principles.

The GCF meets once per semester.

### 3. Office of International Education

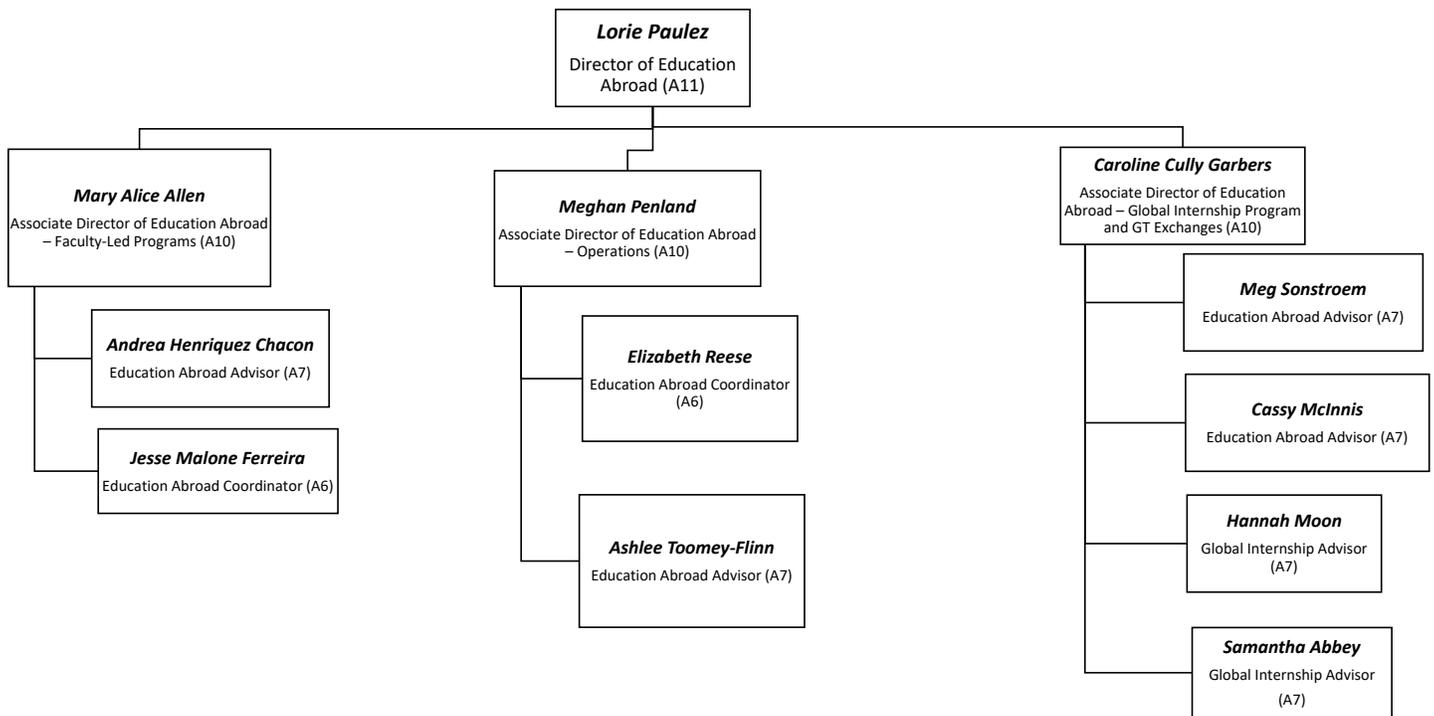
OIE is organized in 3 workgroups and 4 pan-OIE positions that support the entire office.

## Office of International Education (OIE) Organizational Chart April 2020

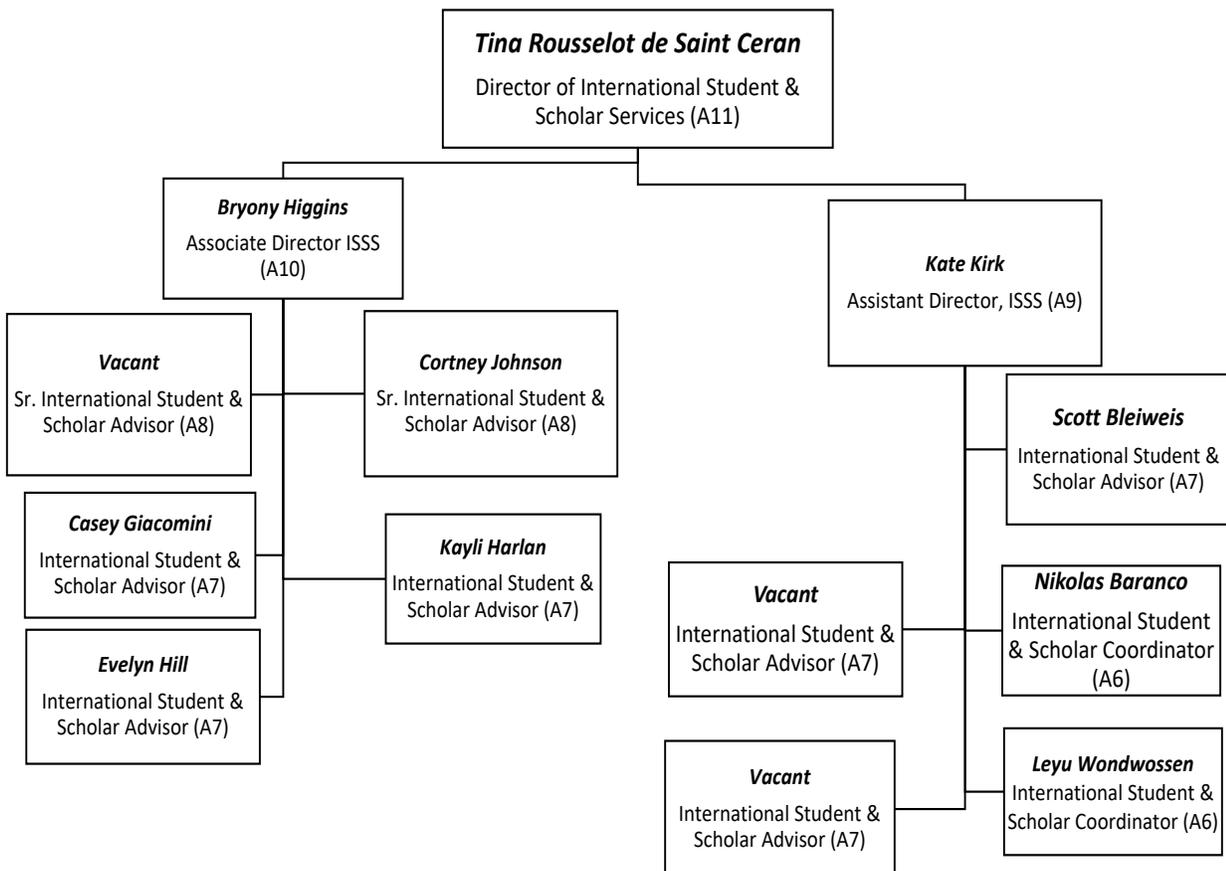


**The three workgroups in OIE are:**

- Education Abroad (EA)



- International Student and Scholar Services (ISSS)



- On-Campus internationalization (OCI)



- 1. Education Abroad (EA):** All programs that involve students spending time outside of the United States have some tie to this workgroup. The level of support provided ranges for the many kinds of programs offered to Tech students. There are approximately 2,400 students who participate in programs abroad annually.
- 2. International Student and Scholar Services (ISSS):** The F-1 International Student Program and J-1 Exchange Visitor Program are the two primary responsibilities of the ISSS workgroup. There are approximately 6,000 F-1 students, 1,400 J-1 Exchange Visitors, and 1,000 F-1 STEM OPT recent alumni. The 13 ISSS staff work primarily on visa and immigration-related matters for our F-1 and J-1 visa holders. ISSS also supports and advocates on issues for international students and scholars, administers scholarships allocated to OIE for international students, provides intercultural, transition, professional development, and other programming targeting F-1 and J-1 visa holders, and provides support for incoming exchange student programs.
- 3. On-Campus Internationalization (OCI):** This workgroup is the smallest (4 staff positions) and newest in OIE. It was formed in 2018 to coalesce activities that are focused on “global at home”, with the goal of providing dedicated attention rather than these activities being folded into other workgroups and staff positions as partial (and inevitably, often sidelined) responsibilities. Currently, the primary work of OCI staff is: Global Leadership Living Learning Community, I-House Living Learning Community, International Plan, TECHsplore visiting student programs, International Education Week, and intercultural learning.

**Pan-OIE staff:** There are four positions in the office that provide services to all workgroups and that perform work that is overarching and not specific to one workgroup. One of the advantages of having a combined office with most international education functions is that the pan-OIE staff perform work that avoids duplication of effort and allows for efficient use of resources.

**The four positions in this group are:** Senior IT Support Professional, Assistant Director of Administrative Operations, Administrative Professional, and Executive Director:

- The majority of the Administrative Professional’s time is devoted to serving as the front-desk contact for visitors and callers.
- Some of the Assistant Director of Administrative Operations primary duties are serving as the Human Resources representative for all of OIE, serving as the primary liaison with Legal Affairs and academic units for all international agreements, and responding to office-wide data requests and needs (one example: <https://reports.oie.gatech.edu/reports>).
- The Senior IT Support Professional provides a one-stop shop for OIE staff, liaising with campus IT services, providing general IT support to all staff and student assistants, advising about IT solutions to improve services, security, and efficiency, and building custom web and applications

to better serve our stakeholders. This includes daily maintenance, updates, and problem-solving on the massive OIE websites.

- The Executive Director works extensively with faculty and staff across campus to develop new initiatives and programs, to respond to challenges and opportunities, to lead OIE's alignment with the Institute, and to advocate for OIE's students, staff, and others. Also, the Executive Director works with Development and others to steward gifts made to OIE students.

The Pan-OIE staff and the leadership team are the two groups responsible for having consistent policies and practices, for leading events such as the annual development of OIE's strategic initiatives, for identifying needs that are common across staff, and for building OIE, its culture, and ensuring that the whole is greater than the sum of its parts.

## **3.1 Education Abroad Office**

### **3.1.1. Study Abroad Committee**

EA serves as the administrative home to the Study Abroad Committee (a subcommittee of the Institute Undergraduate Curriculum Committee, IUCC). The Study Abroad Committee is composed of 12 faculty representing various Schools on campus. Its main role is to provide oversight of the academic content of the Study abroad programs. Study Abroad Course Proposal Forms are submitted at the time of program proposal and must receive the approval of the head of the academic unit and of the IUCC Study Abroad Sub-Committee to be offered abroad. Courses must meet all GT course policies and comply with SACS, USG, and Institute policies. EA coordinates the proposal submission and approval process.

### **3.1.2 Emergency Response**

Emergency calls from students abroad are fielded through the Georgia Tech Police Department (GTPD) to Student Life and the EA team. There are currently no positions solely devoted to international risk and emergency response at GT, thus the monitoring of the Overseas Security Advisory Council (OSAC), USDOS, CDC, and media reports are handled within EA. EA convenes the Study Abroad Crisis Management Team (CMT) in response to emergencies and involves campus stakeholders as situations develop. In the event of emergency, messages (email and/or SMS) can be distributed to students quickly by region or program through the Terra Dotta student application management system. All Education Abroad staff have access to the messaging system to send communication and request a check-in and status update from students. To supplement the messaging system through Terra Dotta, OIE has collaborated with GTPD to develop a study abroad edition of the LiveSafe App currently used by the GT community. EA provides support and assistance for emergency evacuations.

## **3.2 International Student and Scholar Services**

### **3.2.1 Stakeholder Engagement and Support**

ISSS serves a number of internal and external stakeholders to support international student programs and services. External stakeholders include international partner institutions, the U.S. Department of Homeland Security's Student and Exchange Visitor Program (SEVP), the U.S. Department of State's Exchange Visitor Program, United States Citizenship & Immigration Services (USCIS), U.S. Custom's & Border Patrol (CBP), Social Security Administration, and Georgia Department of Driver Services.

Internal stakeholders include students, scholars, academic departments and colleges, Registrar, Bursar, Dean of Students, Center for Career Discovery and Development (C2D2), Graduate Studies, Undergraduate Education, CARE, Counseling Services, Women's Center, Student Engagement, Campus Services, Residential Life, New Student and Transition Programs, Global Human Resources, Government Relations, and General Counsel.

OIE provides educational outreach via workshops for academic department advisers and human resource coordinators. In addition, OIE regularly meets with Graduate Studies and Undergraduate Education, Registrar, C2D2, and Graduate Education and Faculty Development. OIE regularly coordinates government advocacy efforts with Government Relations.

### **3.3 On-Campus Internationalization**

#### **3.3.1 International Plan Committee**

The IP is steered by the International Plan Committee (IPC), a faculty committee that is a subcommittee of the Institute Undergraduate Curriculum Committee (IUCC), whose role is to establish academic policies pertaining to the IP. These policies include admission requirements, curriculum, international experience, and development of language and intercultural skills. The IPC provides strategic direction and advises the manager for recruitment, retention, and program development.

The membership of the IPC consists of one voting member from each of the academic units participating in the IP, a committee chair, whom the committee elects from among voting members, the Vice Provost for International Initiatives, and ex-officio members as appropriate, including the Executive Director of the Office of International Education, the Executive Director of the Center for Career Discovery and Development, the Director of Assessment, the Director of Education Abroad, the Associate Director of On-Campus Internationalization, and the International Plan Manager.

#### **3.3.2 Institute Undergraduate Curriculum Committee**

The Institute Undergraduate Curriculum Committee (IUCC) & Academic Senate approved the formation of the International Plan designation in 2005. The IUCC reviews curriculum plans for each participating major, approves classes to count as globally focused IP courses, and decides on issues not delegated to the IPC that affect the IP's policies and procedures. With respect to majors' curricula plans, before a major is authorized to offer the IP designation to its students, the department must show that degree requirements and the IP can be completed in 8 semesters. In February 2020, the IUCC approved 47 additional, existing courses to be designated as fulfilling an IP requirement.

#### **3.2.3 Academic Departments and Academic Advisors for IP Majors**

Academic departments are responsible for major curriculum development, in-house student recruitment, and providing academic and professional advisement. Academic units are fully responsible for the IP capstone course and its international component for their unit and approve international experiences for their IP students. Academic advisors help students consider IP requirements when developing their major degree plans.

### 3.4 OIE Facilities and Space

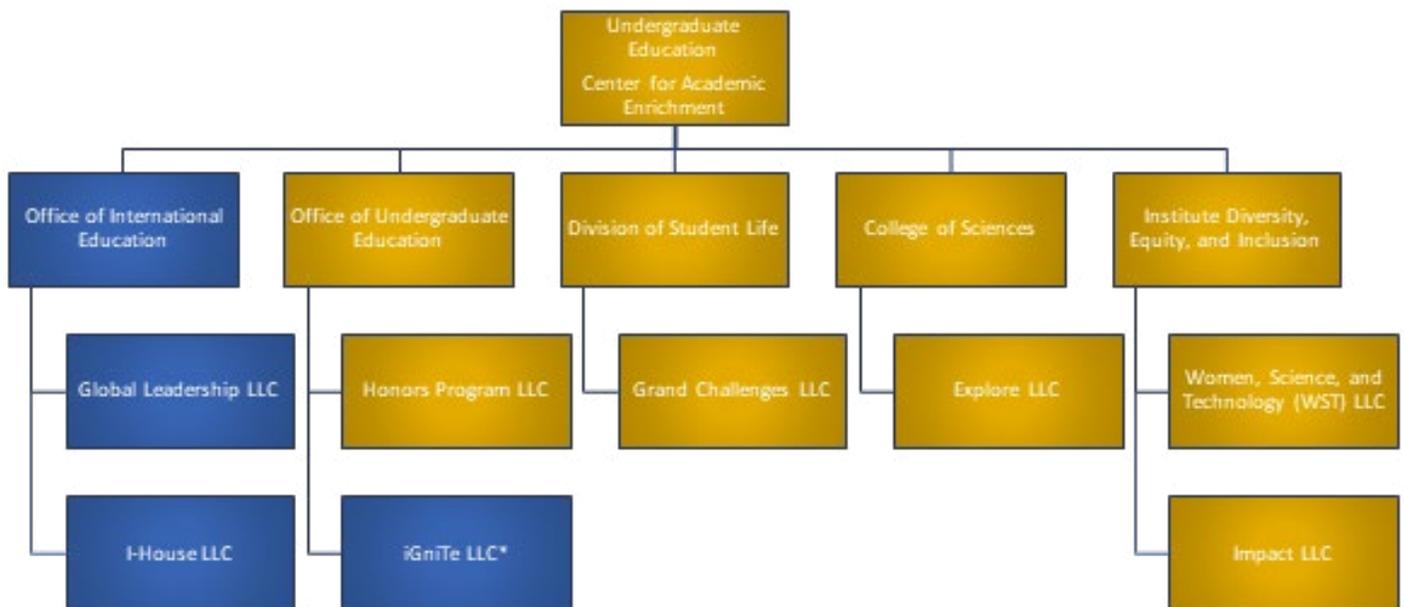
OIE offices are located in the GT’s historic Savant Building and the organization of the space is as follows:

- 25 offices (10 are set up for 2 or more occupants)
- 1 small conference room (seats up to 10 comfortably)
- 1 copy/supply room

OIE also shares access to a large classroom on the 3rd floor of the building.

### 3.5 Living Learning Communities Facilities

GT Living Learning Community Org Chart.



The Global Leadership LLC is located in Matheson and Perry Residence Halls on East Campus. Matheson Residence Hall has up to 152 beds available and Perry Residence Hall has 122 beds available, including beds needed for Housing staff. Both buildings are four floors. Housing determines how many beds are available to the LLC each year, depending on staffing needs. However, traditionally, the LLC has taken the first two floors of both buildings and plans to take the first three floors in the 2021-22 academic year once the LLC expands. If further growth occurs and an expansion opportunity with GTL students takes place, these students could join the community and live on the fourth floor.

The breakdown of rooms in Perry and Matheson Residence Halls and the RAs for 2020-21 are listed below. Typically, there are two beds in each room, except in the case of Housing staff.

Floor	Number of Rooms	Number of Students
P1	13	26
P2	16	32
P3	16	32

Floor	Number of Rooms	Number of Students
P4	16	32
M1	17	34
M2	20	40
M3	20	40
M4	20	40
<b>Total - P</b>	<b>61</b>	<b>122</b>
<b>Total - M</b>	<b>77</b>	<b>154</b>
<b>Total</b>	<b>138</b>	<b>276</b>
<b>Total minus RAs*</b>	<b>130</b>	<b>260</b>

\*RAs represent 2 rooms and 4 students on each floor.

Students enjoy whiteboard walls, a 3D printer, coffee station, and other classroom supplies, making the common spaces perfect for studying and congregating. The GL faculty and staff are also a fundamental part of the community. The Associate Director of On-Campus Internationalization's office is on the first floor of Matheson, allowing her to meet with students regularly and to schedule exciting programming and excursions with abundant student input. The Faculty Director also holds regular office hours in first floor common spaces, which are designed for openness and collaboration. The International Special Programs Advisor and Housing Hall Director are also regularly present in the spaces to interact with students.

### 3.6 The I-House Building

The [I-House LLC](#) is housed in Hayes House and Gray House (formerly known as the Fourth Street Apartments), near Bobby Dodd Stadium on East Campus. The community occupies the entirety of both buildings with common areas located on the bottom floor and student rooms located on the second and third floors. The Faculty Director holds regular office hours in first floor common spaces, which are designed for openness and collaboration. In addition to the four lounge areas, there are two kitchens in the residence hall. Students use all the common areas frequently and they are rarely empty during the academic year.

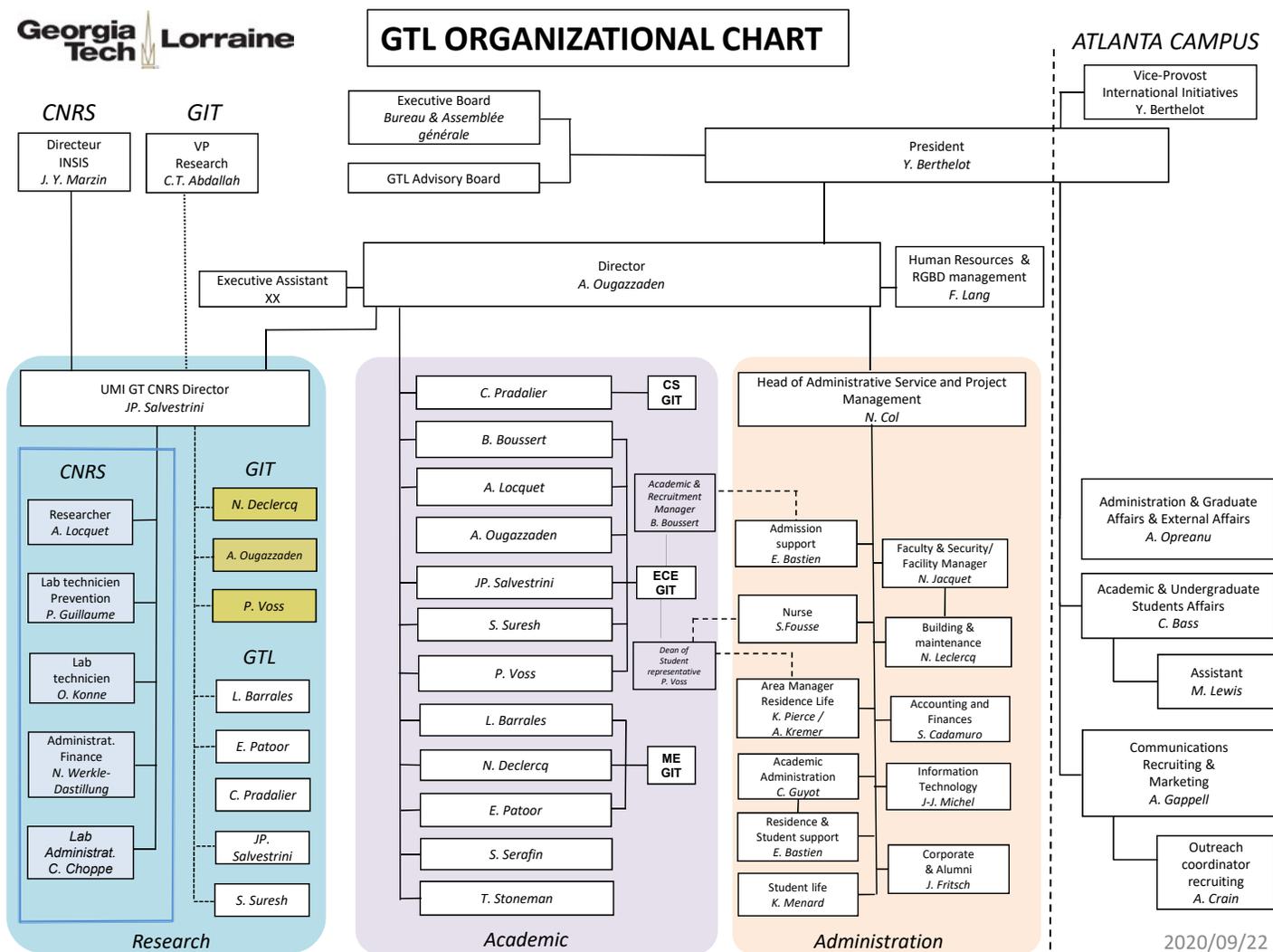
## 4. [Georgia Tech-Lorraine](#)

GTL is registered under French law as a non-Profit organization that is recognized by the University System of Georgia as a Cooperative Affiliate organization of the Georgia Institute of Technology. GTL/GT institutional MOUs (2010 GTL/GT Operating Agreement and Cooperative Organization Guiding Principle MOU) are listed in GTL-1 and GTL-2. We expect the updated GTL/GT Operating Agreement to be signed in November.

The executive board ("Bureau") of GTL is composed of:

- President (Yves Berthelot)
- 3 Vice-Presidents representing the City of Metz, the Greater Agglomeration of Metz-Metropole, and the Region Grand-Est. (i.e., the local government authorities)
- A treasurer
- A secretary

Members of the Association meet annually to conduct official business of the Association, including approval of its financials, after a government approved annual audit has been completed. Georgia Tech's Provost, Dr. Steve McLaughlin, is a member.



GTL has also an Advisory Board whose mission is to advise the President of GTL and to provide assistance in facilitating the highest quality of education, research, and support at GTL. The Advisory Board has been meeting annually in Metz since its inception in 2011. Professor Jean-Lou Chameau, President Emeritus of the California Institute of Technology (Caltech), U.S.A., chairs the board since October 2017. The Advisory Board is made up of about thirty representatives of industrial partners, such as Thyssenkrupp Presta France, Manhattan Associates France, Transdev Group, Arcor, TechBridge One Iip, Pacemakers etc., as well as academic partners (University of Lorraine, University of Stuttgart, Aachen University, Georgia Institute of Technology). The Board is consulted annually on Georgia Tech-Lorraine's strategic development issues and is also initiating new projects.

The GTL Student Association or "Bureau des Élèves" (BDE) has 6-12 officers elected each semester from the student body to organize student activities on campus. The BDE was created in 1995 to:

- Maintain solidarity between GTL students while creating a social network,
- Represent GTL students' interests,
- Promote the school while organizing activities,
- Develop students' global citizenship by organizing cross-cultural and educational exchanges

## 4.1 GTL Atlanta Office

GTL's Academic Manager (Catherine Bass) supports all academic and business procedures for the entire program: Coordination with Bursar, Registrar, Financial Aid, Academic Units, OIE and with Dean of Students. She organizes all pre-departure information sessions, visas, travel and insurance questions, and coordinates the logistics of arrivals in France (pick up at airports, transportation to Metz, and move-into the dorms) with the on-site team. She also manages parent/student emails, the GTL Facebook group, and phone communications.

The Administrative Manager (Alina Opreanu) oversees the faculty assignment letters, including compensation and benefits, housing and transportation to and in Metz, as well as shipping to GTL. She also coordinates events to welcome the graduate students arriving from Metz to Atlanta, organizing the necessary support, as well as the graduation party for those who finished their studies in Atlanta.

The Marketing and Recruiting Manager (Andrea Gappell) oversees recruiting of undergraduate and graduate students both on and off-campus, as well as managing all marketing and communications related to GTL. This includes ensuring that Georgia Tech branding is implemented on the Lorraine campus, with assistance from Institute Communications. She oversees creation of all marketing materials from print (flyers, brochures, posters, and banners) to digital (social media, PowerPoint, MailChimp, and digital billboards). In addition, she handles all marketing communications for events such as the annual France-Atlanta events, and assists as needed with VPPII communications outside of GTL.

## 4.2 Physical Infrastructure

GTL is located in Metz, the capital of the French region of Lorraine with a very rich history dating back to Roman times. Located an hour east of Paris by train, Lorraine borders Germany, Belgium, and Luxembourg, strategic location at the heart of western Europe. GTL is located on the Metz Technopôle, a technology park that includes institutions of higher education (University of Lorraine, Engineering Schools such as Centrale-Supelec, ENSAM Arts-et Métiers, ENIM, industry, start-ups, and several national laboratories such as the Centre National de la Recherche Scientifique (CNRS) and several other research agency partners. GTL is housed in a 50,000 square foot building owned by the City of Metz who provides it for free for GTL's use. Built in 1989, the GTL building provides regular and distance classrooms, instructional and research laboratories, computer rooms, a library, direct network connectivity to the Atlanta campus (e.g., to the library on the Atlanta campus), administrative offices for faculty and support staff, and a student lounge. GTL has 6 classrooms, all equipped with videoconferencing capabilities, and able to accommodate between 50 and 108 students (pre-COVID). A large auditorium with a seat capacity of 250 is available in the CESCO building adjacent to GTL. Prior to the pandemic, the GTL building was at near-capacity due to high student enrolment. GTL started discussion with the French authorities about a possible new building adjacent to the current one.

## 4.3 Information Technology

Classroom technology is regularly updated with projectors, whiteboards, and computers. New technology for recording lectures is being installed in Fall 2020. A computer lab open to all students has 29 updated computers, with printers available. Printers and additional computers are also available in the student lounge.

GTL uses the RENATER network, a reliable and secure fiber optic network for the use of French universities and research institutions. Bandwidth is sufficient for students to complete their academic work from GTL.

As an Education-Research community support, the RENATER network offers a highly reliable and secure network, facilitating collaboration and convergence of scientific and academic projects at a national, European and international level. At a national level, RENATER provides internet access and related services to more than 1,300 sites in the Education and Research community.

The RENATER network is intended to convey the traffic generated by teaching activities, research, technical developments, technology transfer, dissemination of scientific, technical and cultural information, experimentation with new services with a technical innovation character. The administrative activities of research, development/teaching centers are included in this support system.

An internal GTL network is used by staff, faculty, and students in offices, research labs, and classroom. It is protected from intrusions by a router and firewall equipment configured and operated by OIT. GTL uses the Eduroam wireless network, (which is also utilized by GT and the USG), and can be accessed using the same assigned credentials that are used on the GT campus (i.e. the @gatech.edu account).

## **4.4 Library and Student Lounge**

GTL has a library to study and to access textbooks and books related to coursework. It includes a whiteboard, an electronic whiteboard, and seats 20. In addition, GTL students can use their GT account to access the full Georgia Tech Library in Atlanta.

The student lounge has a whiteboard, movable desks and chairs, several printers and computers, a ping-pong table, a pool table, projection TV, travel literature, vending machines, and donated fiction books. The student lounge can accommodate approximately 130 people. It is used for BDE events, some GTL academic events, and on a daily basis for students to study.

## **4.5 Research Facilities**

### **4.5.1 GT/CNRS International Research Laboratory (IRL)**

The GTL building also houses the [GT/CNRS International Research Laboratory \(IRL\)](#). The IRL has 9 state-of-the-art laboratories within GTL, totalling roughly 571m<sup>2</sup> (telecommunications, terahertz imaging, MOCVD, structural characterization, optical and electrical characterization, a computer cluster for advanced multiscale modeling, InterMat, an ultrasonic laboratory, and a robotics-smart home laboratory). GTL has also purchased and installed state-of-the-art equipment including mobile robots, a computing cluster, a gas sensing testbed, a setup for chaos communications, and an Electron Beam Induced Current (EBIC) system. More than \$10 million has been invested in state-of-the-art scientific equipment and infrastructure in the last 15 years.

### **4.5.2 Institut Lafayette (IL)**

GT-Lorraine is also the home of the [Lafayette Institute](#), a 25,000-square-foot research facility that includes 5,000 square feet of clean rooms dedicated to the design, fabrication, testing, prototyping,

and commercialization of materials and devices for optoelectronics. A new building was constructed that houses laboratories and a cleanroom fully equipped with state-of-the-art equipment for the fabrication and characterization of optoelectronic devices. The total level of funding that was awarded to this project from sources external to Georgia Tech exceeds 35 M€ (including over 10 M€ in equipment).

### **4.5.3 Safety in the Laboratories**

GTL follows French CNRS protocols for safety in research laboratories. This includes a written evaluation of every risk and its mitigation plan for researchers having access to the laboratory. No dangerous chemicals are used in the GTL building and badges are needed to enter any research laboratory. Some GTL students have laboratory classes at Institut Lafayette, and badges are needed to enter the building and any specific room. Students are only granted access to Institut Lafayette if enrolled in a laboratory or if earning research credit. Laboratory students only have access to the teaching lab. Additionally, students are only granted access to research labs at GTL or Institut Lafayette after extensive safety training with the faculty member and Institut Lafayette management, and after a regular daytime schedule has been established with laboratory staff. Cleaning products used at GTL are used in accordance with EU environmental regulations.

## **4.6 Housing**

GTL students are housed in 3 dormitories available for any student on the Metz Technopôle, and within 10-15-minutes walking distance from GTL:

- Lafayette Residence
- ALOES
- CROUS

All 3 residences are independently operated.

## **4.7 GTL Campus Security and Safety**

The GTL campus is fenced-in and its gate is accessible by key or after receiving proper clearance from the security guard. The building itself, surrounded by video surveillance cameras, can be entered with an electronic badge. The Fire Marshall inspects the building every year to make sure it remains compliant with French fire safety codes.

In coordination with the Georgia Tech Office of Emergency Preparedness, GTL implemented the Georgia Tech-Lorraine Emergency Notification System (GTLENS), a local version of the GTENS system used in Atlanta to send campus warnings and emergencies via text messages, emails and phone calls. In Fall 2020, GTL also implemented the LiveSafe app, a direct and discreet two-way communication system with GTL and community safety officials using text, picture, video, and audio. These two systems allow the GTL Director or his designee to send emergency notifications efficiently, to all students, faculty, and staff on the Metz campus.

The GTL Director is in contact 24/7 with local French authorities and with the GT Police Department in Atlanta. He, or public safety responders (police, fire, environmental health and safety), can implement widespread evacuation procedures. Such procedures will depend on the specific threat, its context, and on recommendations from public safety officials. The decision must comply with the emergency notification requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act of 2008, and as

applicable to the Department of Education regulations. The diagram of the GTL evacuation plan is widely posted in the GTL building, including the meeting point in the parking lot behind the facility. In situations of imminent threat that requires the community to take immediate action, the GTL Director or the GTL Dean of Students Representative may initiate emergency notification based upon their initial assessment.

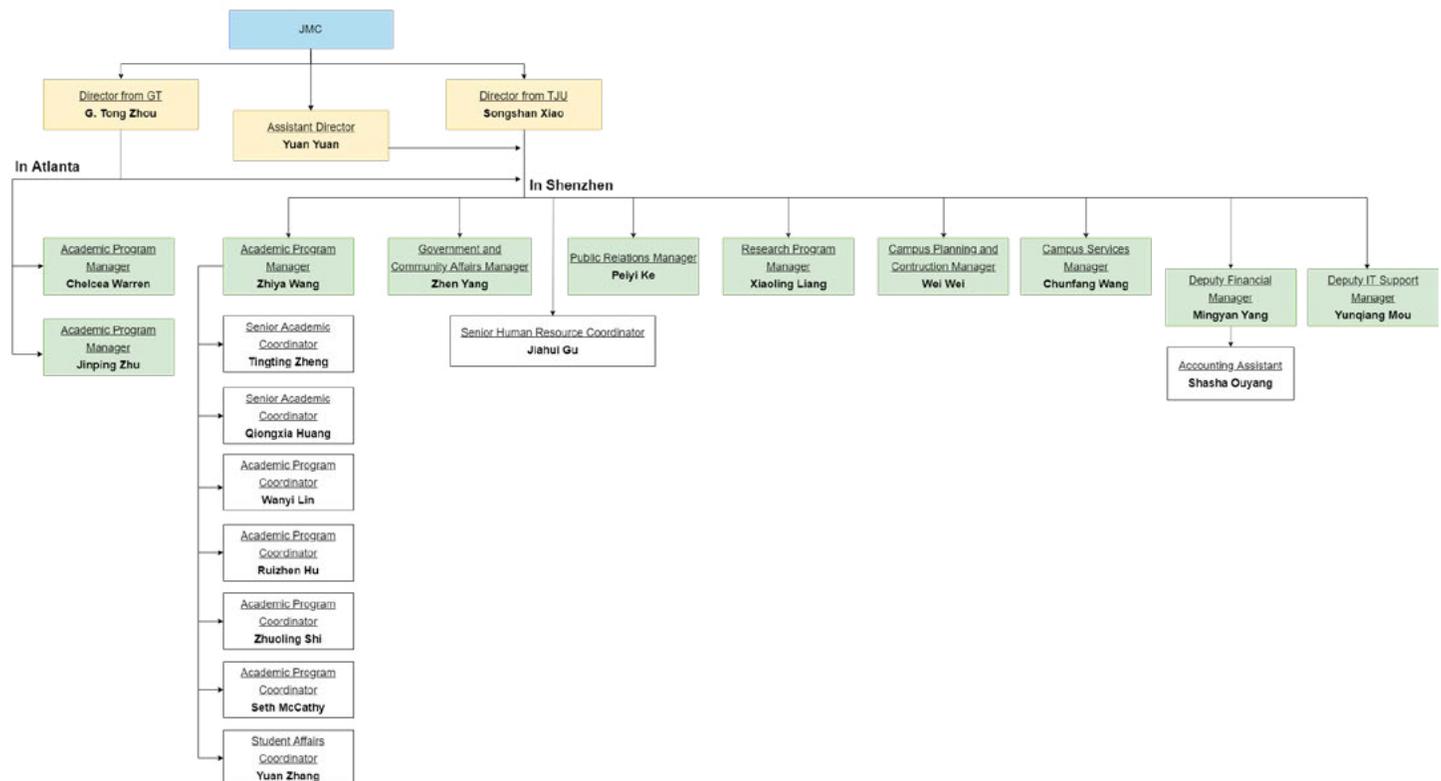
As a Georgia Tech campus abroad, GTL prepares each year its Clery report of incidents and submits it to the authorities in Atlanta.

## 5. Georgia Tech-Shenzhen

Administratively, GTSI is a College of Tianjin University (TJU) operating in Shenzhen under the “Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools”. Georgia Tech has entered into an agreement with Tianjin University and GTSI through the GT-GTSI Memorandum of Understanding (GTSI-1, GTSI-2). The Joint Management Committee (JMC) of GTSI is the final decision-making body of GTSI and has the fiduciary responsibility. The JMC is composed of 8 members:

- 3 from GT: The Provost, VP II, and the Director of GT-Shenzhen
- 3 from Tianjin University: The President, Vice President, and Chief of Staff
- 2 members representing the Shenzhen municipal government

GTSI Organizational Chart As of September 2020



All major resolutions of the JMC (budget, major strategic directions, bylaws, and other aspects) must pass with no less than 7 votes, fostering a spirit of consensus and ensuring that each Party has veto power.

Within Georgia Tech, GT-Shenzhen (and therefore GTSI) is a subunit of the Office of the Vice-Provost for International Initiatives. GTSI is organized along three pillars:

- Academic
- Research
- Administration

## 5.1 Facilities

GTSI is currently located on a “transitional campus” until the final campus is built. Faculty offices, classrooms, and other necessary facilities in support of the degree programs are currently located in our transitional campus, located at 133 Tangxing Road, Nanshan District, Shenzhen, Guangdong 518071. This is a vibrant community of the Nanshan district, which is at the heart of the technology-based sector of Shenzhen. The campus is closely connected to Metro and bus lines, as well as to the main train line (direct to Hong Kong).



>> Artist rendition of the GT-Shenzhen "transitional campus".

### 5.1.1 Administrative and Academic Building

Building B48 is an administrative and academic building with five floors in total and a construction area of 6800 m<sup>2</sup>. The third floor is the administrative office area, with an open shared space in addition to eleven independent offices. There are also three offices on the 2nd floor and eight offices on 4th floor. A café, an auditorium and a multi-function hall are on the 1st floor of the building. The 4th floor has an open reading area of 846.4 m<sup>2</sup> and a maker space of 50 m<sup>2</sup>.

There are 10 apartments for faculty housing on the 5th floor, including 2 apartments for 3 bedrooms and 8 apartments for 2 bedrooms.

All students have access to the GTSI library. GTSI provides academic resources (books, equipment, software, and other necessary resources) to support the students. All Georgia Tech degree-seeking students in Shenzhen have access to online Georgia Tech library resources in Atlanta as well.

Building B51 is the research building, which has 6 floors in total with a construction area of 8414 m<sup>2</sup>. This building has not yet put in use by Georgia Tech.

### **5.1.2 Student Dorms**

Georgia Tech-Shenzhen provides heavily subsidized on-campus double-occupancy dormitory to all students who request it. The dorms are affordable at approximately \$100/semester. Housing provided by GTSI meets all local standards of health, safety, and security, and is appropriately staffed. The building is equipped with an elevator and contains 112 dorm rooms. At its maximum capacity, the building can accommodate up to 420 people. Single room and double room options are provided. Based on the projected gender ratio of students, the 4th and 5th floor serve as female residence floors with the 6th through 8th floors serving as male residence floors. Dorm rooms are equipped with air conditioners, water dispensers, beds, mattresses, desks, chairs, wardrobes, and individual bathrooms. The 1st floor is a communal space/floor where the laundry, gym equipment, recreation area, group study rooms, water dispenser, refrigerators, microwaves, bathrooms, and the Residence Assistant office are located. The recreation area has several sets of round tables and chairs; students can often be found playing board games there. In addition, the recreation area contains tables for playing ping pong and foosball, a piano, and vending machines.

### **5.2 Digital Infrastructure**

GTSI wireless network is available throughout all buildings on campus. Access to U.S. internet is available through GT's secure VPN. All Georgia Tech degree-seeking students studying at GTSI have Georgia Tech VPN and can access Georgia Tech Atlanta campus networks (Email, OSCAR, Canvas, Library online, student counselling services, etc.). GTSI is responsible for technical infrastructure (IT Systems, etc.) and IT support. GTSI is equipped with wired and wireless networks. GTSI funds the cost of computing equipment and software. GTSI is responsible for maintenance and replacement upgrades of equipment.

### **5.3 GT-Shenzhen Emergency Response and Evacuation Procedures**

If the buildings need to be evacuated, the meeting point is the court area outside of the buildings. The decision to implement wide evacuation procedures generally resides with the program manager Mr. Zhiya Wang and the Director of Georgia Tech-Shenzhen. In situations requiring immediate action, public safety responders (police, fire, environmental health, and safety) can also order an evacuation. When evaluating the possible evacuation, consideration is given to the specific threat, its context, and recommendation from public safety officials. This decision must comply with the emergency notification requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act of 2008, and as applicable to the Department of Education regulations.

In situations where there is an imminent threat that requires the community to take immediate action, Ms. Zhiya Wang and the Director of GT-Shenzhen may initiate emergency notification based upon their initial assessment. This may entail an on-scene assessment reports from responding staff, video evidence, and/or multiple calls and reports from the public. See GTSI-5, GTSI-6, and GTSI-7 for maps/blueprints of the 3 GTSI transitional campus buildings.

## 6. Georgia Tech Panama

The Center is organized under the Georgia Tech Panama Foundation, a Panamanian entity, that was developed in Panama to provide a legal basis for the Center. It is a whole subsidiary of GT Global, Inc. The funding contract for the Center is between the Government of Panama and the Panama Foundation. The Center is led by Dr. Jorge Barnett Lawton, Managing Director since 2017 and GT alumnus. Dr. Donald Ratliff and Dr. Alan Erera serve as co-executive directors of the Center. There is a contract between the Panama Foundation and the Georgia Tech Research Corporation (GTRC) which covers the services of Dr. Ratliff and Dr. Erera. Dr. Erera is the PI on this contract. Prior to the COVID-19 pandemic, Dr. Ratliff visited Panama every 5-6 weeks to interact with government officials, industry and the team in Panama.

Projects performed at the Center are typically brought to the Center by Ana Reyes, President of Advisory Board and Logistics Cabinet Coordinator, but some projects are initiated by the Center and approved by Ms. Reyes. The Center's Board of Advisors, which includes key public and private sector representatives, has involved prominent alumni including Roberto Roy (then Minister of Panama Canal Affairs), José Barrios Ng (then Deputy Administrator of the Panama Canal Authority) and Ana Reyes (Executive Director of the Logistics Cabinet and Deputy Administrator of the Panama Maritime Authority). The Center also actively engages with the local alumni community.

### 6.1 GT Panama Research Team



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GT Panama's research team focuses on conducting studies, analysis and applied research on different issues of relevance to the national logistics sector. The researchers have experience in supply chain, maritime, logistics and trade operations, supply chains, among others, which are the basis for improving and strengthening Panama's competitiveness and positioning it as the Logistics and Trade Hub of the Americas.

## 6.2 GT Panama Information and Technology Research Team

 <p><b>Bidkar Garay</b> Research Engineer bidkar.garay@gatech.pa <a href="#">Read more →</a></p>	 <p><b>Julio Cesar</b> Researcher julio.cesar@gatech.pa <a href="#">Read more →</a></p>
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The ITC team develops mobile or web applications and creates tools based on the research and studies carried out at the Center and data shared by the stakeholders. The applications developed allow the visualization of massive data and the development of information portals and dashboards for monitoring the performance of different components of the logistics system and thus facilitate the decision-making process of the public and private sectors.

## 6.3 GT Panama Advisory Board

 <p><b>José Alejandro Rojas Pardini</b> Advising Minister for the Facilitation of Private Investment</p>	 <p><b>Ramón Martínez de la Guardia</b> Minister of Commerce and Industry</p>	 <p><b>Ana Reyes</b> President of Advisory Board   Logistics Cabinet Coordinator</p>
 <p><b>Víctor Sánchez</b> Secretary of Science Technology and Innovation (SENACYT)</p>	 <p><b>Roberto Roy</b> GT Alumnus</p>	 <p><b>José Barrios Ng</b> GI Alumnus</p>
 <p><b>Larry E. Maduro</b> General Manager of Feduro</p>	 <p><b>Rodolfo De La Guardia</b> President of COEL</p>	 <p><b>Leo Mizrachi</b> Managing Director at Blu Logistics</p>
 <p><b>Nicolás Vukelja</b> President of the Panama Maritime Chamber</p>	 <p><b>Severo Sousa</b> General Director of PFI Zone Libre S.A.</p>	 <p><b>Raúl Cochez Maduro</b> Executive Director of Cochez y Cia.</p>
 <p><b>Carlos Urriola</b> President of SSA International</p>		

The advisory board meets once quarterly for updates on Center progress and to provide advice. The board does not play a formal role in selecting projects; their role is to provide recommendations and guidance in relation to the strategic direction and scope of Center's business and they also advise on the priorities of the research or activities to improve Center's performance.

Currently, the sole funding for the Center is provided by the government of Panama. In the past, some additional funding has been obtained from the InterAmerican Development Bank but there are currently no active outside contracts. Georgia Tech does not provide any funding to support the Center.

## 6.4 Staff and Facility

The Center has expanded its staff to a dozen [professionals](#). This team provides expertise in logistics, computer science, data analysis and foreign trade, and supports its state-of-the-art facilities to support the Center's projects and the needs of stakeholders.

The GT Panama facilities are strategically located on the 5th floor Marbella Office Plaza, in the Financial District in Panama City, Republic of Panama (GTP-2). The Center occupies 400+ m<sup>2</sup> where the 12 researchers develop R+D projects for the government. There is also space for local researchers, students, visiting faculty and executives. There are 2 meeting rooms and 1 hi-tech room with a videowall of 9 monitors and six 65" tv screens on side walls. This room serves for seminars, executive meetings, conferences, etc. with a capacity of 30+ people.

## 7. International Development and Alumni

International Development is formally a sub-unit of the Office of Development and reports directly to the Vice President of Development. Salary and Budget are part of the Development Organization. International Development also has a dotted-line report to the Vice Provost for International Development and works closely with his organization in furthering the goals and needs of this program.

Marta Garcia (Associate Vice President) oversees the Office and is supported by Ms. Charming Moseley. Both are based in the VP II suite in the A. French Building on the Atlanta campus.

Reporting to the AVP are three distinct regions: Asia/Pacific, Latin America, and Europe. Each should be headed by a Managing Director of Development with appropriate support staff.

- Shelton Chan - Managing Director Asia/Pacific and President of GT China Education Foundation (Offices in Shenzhen, China and Taipei, Taiwan)
  - Phoebe Chang - Communications Specialist/Contract
- Sara Araujo Santos - Managing Director, Latin America. (Office in Bogota, Colombia)
  - Daniel Otorala - Communications Specialist
- Sandrine David - Development Associate, Europe (Office in Brussels, Belgium)

Since its inception, the International Development Program has identified a number of board members for the Georgia Tech-Lorraine Advisory Board, for various academic unit Advisory Boards, and for the most senior of Georgia Tech Boards: GTAB, or the President's Advisory Board. This is very valuable as the program focuses on goals of greater diversity in governance representation at the highest levels.

## » SECTION F: FUTURE OPPORTUNITIES

### 1. The Office of the Vice Provost for International Initiatives

The vision and strategic direction for VPPI and its units are discussed in detail in Section C. In this Section, we summarize future opportunities that will define VPPI for the next few years.

Below is a chart that captures GT's Strengths, Weaknesses, Opportunities, and Threats with regard to our International Initiatives.

#### Strengths

1. Rising international reputation and visibility of Georgia Tech
2. Strong global engagement of students (particularly UG) and a large fraction of faculty; strong support of the GT leadership
3. Successes of GT-Lorraine, our hub in Europe
4. Working effectively with various units across campus. Good buy-in from academic /non-academic units
5. A clear strategy articulated in the Global Positioning Strategy (GPS) document

#### Weaknesses

1. Faculty engagement abroad is limited by “faculty bandwidth” and “comfort zone”
2. Pervasive inclination of the mid-level administration to be risk-averse
3. Recent changes in OIE financial model make it very vulnerable
4. Slow and sometimes unclear guidance from Global-HR to provide quick, effective solutions

#### Opportunities

1. China hub: Georgia Tech-Shenzhen
2. EU hub: Georgia Tech-Lorraine and Institut Lafayette
3. Growing our impact through capacity building using GTPE/EI2, particularly LATAM
4. Harnessing the power of our international alumni
5. Georgia Tech Panama: Next phase of the Logistics Center; joint GT-UTP research center in Water Resources

#### Threats

1. US-China relations could deteriorate further, putting GT-Shenzhen at risk. Reputational risk
2. GT-Panama Logistics Center is completely dependent on government funding (secured until July 2021)
3. Access and affordability: Economic pressures worldwide result in only privileged students being able to come to the US or go study abroad
4. Geopolitical/catastrophic events (beyond our control)

Under the leadership of President Cabrera, there is consensus to engage our students and faculty on the UN Sustainable Development Goals (UN SDGs) and on inclusive innovation. These two themes are rich in opportunities for growing our “global@home” activities on campus, enriching our students with experiences that will prepare them well for the challenges of the 21st century.

All of these opportunities are integrated with the new strategic plan for the Institute, under the theme “Connect Globally” and align well for the future of international initiatives at Georgia Tech.

## **2. Global Operations**

As international affairs/engagement in higher education general is generally characterized by world events (specifically as with current 2020 challenges), a significant priority for Global Operations at Georgia Tech is to maintain and continue to develop proactive measures towards taking appropriate steps to manage foreign influence on campus and abroad. This includes reviewing rules of engagement and best practices for international activities.

A successful partnership with GT's Ethics and Compliance in 2020 has led to the development of an opportunity to provide a series of events to support the campus and faculty regarding international engagement, as well as to develop additional institutional measures to support research; focusing on risk and compliance but without restricting faculty freedom and opportunity.

Additional direction for Global Operations is continued engagement with GT financial units and Procurement travel policies. Starting in 2020, GT Global Operations initiated a series of monthly meetings to provide mutual support and solutions for GT entities involved in international travel. This mainly came about as a result of COVID-19 pandemic and related worldwide travel concerns (border closures, USG policies, consulate closures, etc.) but has resulted in proactive dialogue regarding GT's global position and essential business and discussions regarding international travel, approvals, restrictions, and compliance.

### **2.1 Priorities**

As Global Operations leads problem-solving within institutional culture of change, this unit aims to support VP11 and (its units) and provide centralized compliance and procedural alignment alongside a decentralized model of international engagement at GT.

Supporting Internationalization from a Distance Learning Perspective: Technology-supported activities and virtual intercultural exchange are trending due to the global landscape. With this may come complications with supporting a virtual global footprint.

Coordination and Support of Global Engagement Challenges: Working in an action-oriented manner to be open towards minimal risk (risk/benefit analysis) but galvanizing sufficient business and operational resources to yield high success.

Continued focus on growing the entrepreneurial and innovation ecosystem through EI2, Georgia Tech Professional Education, as well as our Alumni base and corporate/industry connections.

### **2.2 Challenges**

The continued shifting of the global ecosystem and global uncertainty demands the need to remain nimble and closely monitor global events and trends, coordinating critical conversations on campus.

Balancing innovation in a sector/domain that is growing in more risk-averse approaches to internationalization.

### 3. Office of International Education

In 2019, the USG imposed changes that, combined with the COVID crisis, are having a profound impact on the financial model for OIE. OIE is working to ensure financial health of the unit and building capacity for international engagement on campus “Global@Home”, through living and learning community (LLC), International Plan, the Atlanta Center for Global Studies, and community engagement.

In terms of student engagement, OIE has had to be creative to identify ways to ensure they are reaching students but keeping safety in mind as a result of the pandemic. OIE’s virtual advising infographic can be found in Appendix OIE-3 and is an example of the creative way in which OIE is guiding and communicating students who require drop-in advising within the current ecosystem.

**Priorities:** OIE’s most significant priority is supporting the office through the development of a sustainable and functional financial model so that the current work can continue to support GT in the manner to which the Institute is accustomed and in addition, continue to offer innovation in international education. Additional workgroup-related priorities and challenges are noted below:

#### 3.1 Education Abroad

Education Abroad Program Access:

As costs continue to rise, creating affordable education abroad options that are accessible to all students is a constant challenge. EA is addressing this through:

- Advising –working to identify and recommend budget-friendly programs and addressing student’s personal financial concerns more directly;
- Working with current programs to renegotiate providers, or adjust locations, if possible, to more affordable sites;
- Investigating new models, which could be more cost effective, such as virtual, hybrid, blended, shorter term, etc. Expanding portfolio to complement traditional opportunities to new global engagement focused options;
- Expanding embedded options, which are relatively affordable outright, and sometimes subsidized or funded from donors or from the academic units;
- Advocating for financial aid availability and more funds for scholarships.

#### 3.2 International Student and Scholar Services

In addition to the challenges noted in Section D, ISSS looks forward to the successful monitoring of foreign influence concerns is an area where Georgia Tech is continually evaluating compliance and communication processes to ensure that understanding of these concerns exists in academic programs and to ensure that adequate processes and safeguards exist.

#### 3.3 On-Campus Internationalization

Now aspiring to launch in Summer 2022, TECHsplore Summer will allow non-degree-seeking international students to study at Georgia Tech during the late short summer session (mid-June to early August). Students in this program will take 6-7 credit hours with degree-seeking Georgia Tech students (OCI-30). Similar to TECHsplore semester, OCI will organize co-curricular excursions and leadership development opportunities for program participants. The students will also meet with graduate admissions and academic departments to learn more about pursuing future graduate opportunities at Georgia Tech. All students will pay out-of-state tuition and fees, plus an additional

\$1,500 TECHsplore Summer fee, which covers the additional co-curricular activities and is managed by OIE.

### **3.3.1 Global Leadership LLC**

A second GL expansion opportunity has been discussed, partnering with Summer Session Initiatives in OUE and Georgia Tech-Lorraine (GTL) in order to add an additional cohort to GL. These students would attend GT's Atlanta campus in the summer as part of iGniTe, attend GTL during the fall semester, then return to the Atlanta campus in the spring, living in and participating in the Global Leadership LLC. Logistically, this will involve significant planning. However, if given sufficient resources, this new cohort would have an incredibly rich global experience their first year.

### **3.3.2 TECHsplore**

TECHsplore students and other visitors enhance classroom and campus experiences when they share their unique stories and diverse perspectives with GT degree-seeking students, faculty and staff. As Georgia Tech looks to create new revenue-generating programs, OCI could explore adding new visiting special programs with other departments across campus. However, since establishing new programs requires a significant investment of time and human capital, additional resources could be needed on the front end.

### **3.3.3 International Education Week**

IEW's attendance has increased gradually over the last few academic years and has the potential to reach a larger audience if additional funding becomes available. Peer institutions, for example, often invite high-profile guest speakers, which are expensive and not a possibility with the typical allotted funding. Furthermore, the 2020 IEW faces significant challenges with required COVID-19 related event cancellations, as well as the limited funding due to budget cuts associated with the pandemic. Most IEW events will likely be online with decreased participation.

### **3.3.4 Intercultural Learning**

There are substantial opportunities to expand intercultural learning at Georgia Tech, given sufficient resources. Potential areas for growth include assisting with curriculum internationalization, providing a formal intercultural certificate program for faculty, staff, and students, and providing intercultural learning opportunities for the Atlanta area that generate revenue.

## **4. Georgia Tech-Lorraine**

Georgia Tech will continue to leverage and grow a strong presence in Europe through the Metz campus activities, strengthening the three pillars of education, research, and innovation. There are forthcoming plans to launch a GTL strategic plan, through engaging GTL stakeholders in alignment with the GT's strategic plan. New initiatives at GTL include bringing elements of CREATE-X, i-Corps, AE and IAC activities, with a focus on innovation and whole-person education.

GTL intends to continue to support Institut Lafayette as it scales-up and transitions towards financial self-sufficiency through an open-innovation resource for research and industry focused on optoelectronics and commercialization. Institut Lafayette leverages GT's European hub in Metz,

France and is developing into a formidable asset of Georgia Tech in deep tech innovation; intrinsically connected with EU R&D and industry.

On the educational front, an exciting opportunity is the launch in Fall 2021 of the [First-Year @ GTL program](#). This program could be transformational at GTL.

### **Priorities:**

- Launch the GTL strategic reflection / roadmap;
- Increase enrollment. This is key to financial health following the major hit due to COVID-19 and budget-cuts;
- Expand physical campus. The building was at capacity before COVID;
- Institut Lafayette must increase revenues to reach self-sustainability;
- Successful launch of the [First-Year Fall Program @ GTL](#) and French-SLS Program @ GTL in Fall 2021;
- Bringing elements of Creating the Next in Education (CNE) to GTL: whole-person education, experiential learning, CREATE-X, i-Corps, mini-mesters, and other opportunities for innovation.

**First-Year Fall Program @ GTL:** As a result of the positive feedback from the GTL program focused on the Social Sciences (among other contributing variables), GTL aims to launch a First-Year Fall Term Abroad Program in Fall 2021. This program leverages GT's European campus in Metz, France to provide a high quality, unique learning opportunity for students who wish to internationalize their college career and accelerate their journey to global citizenship. The Program's objectives are to:

- Provide a niche program to an exceptional cohort of students (maximum of 54) who wish to expand their intellectual and cultural horizons, gain intercultural sensitivity skills and deepen their knowledge and understanding of Europe while also fulfilling the traditional first-year curricular requirements.
- Ensure a safe, structured and unique learning environment that immerses students in French culture, exposes them to European perspectives on global issues and challenges them to become adventurous, mindful learners.
- Offer experiential, travel-based learning opportunities & co-curricular enrichment.

**French-SLS Program @ GTL:** The School of Modern Languages is partnering with the [Serve-Learn-Sustain program](#) at Georgia Tech to offer a French immersion program at GTL designed for upper-class undergraduates to improve fluency in French while learning about sustainability, conducting research and volunteering in the community. For more information see [here](#). GTL expects to launch this program with 15-20 students in the Fall of 2021.

## **5. Georgia Tech-Shenzhen**

The most ambitious current international initiative at GT is the launch of the campus in Shenzhen. It is an exciting but challenging opportunity. If executed successfully, Georgia Tech could have a hub in one of the fastest growing high-tech zones of the world. GT-Shenzhen is expected to quickly surpass the enrollment and volume of activities of GT's 30-year-old European campus at GTL. However, it is also a high-risk proposition for GT - more reputational than financial - because of the current direction of the US-China relations. Moving forward, there are plans to focus primarily on the educational component of the effort and ensure that GT remains in compliance with all Federal guidelines, especially as it relates to transparency and reciprocity.

Within GTSI's efforts towards launching the new joint Institute, the Georgia Tech Shenzhen Institute (GTSI) with Tianjin University, GTSI is working on four fronts: (1) education programs (including innovation), (2) infrastructure for the new campus, (3) hiring / operations / finances, and (4) development / alumni engagement.

#### **Priorities:**

- Successful launch of the new academic programs and student recruiting;
- Finalizing all necessary business processes (HR, tax, export, travel, and other operational areas);
- Launching the process for design of the new campus;
- Hiring the leadership for GTSI as well as additional faculty and staff;
- Putting safeguards in place to address undue foreign influence.

## **6. Georgia Tech Panama**

The goal overarching goal is for the Panama Logistics Center to continue its successful trajectory and renew its contract with the Panamanian government. The Center offers a unique opportunity for Georgia Tech to have impact at the government level in Panama, and beyond, in one of the world's major logistics hubs.

#### **Priorities (Includes pre-COVID plans for 2020):**

- Contract renewal with the Panamanian government, beyond 2021;
- Explore the possibility of a joint research center in water resources, an area that is essential for Panama and for which Georgia Tech is world renowned. This is an exciting opportunity that has recently emerged in Panama and requires further exploration. The Panama Canal Authority has recently announced the establishment of a Research Center for Water Resources to find alternatives to the impact of climate change on water availability in Panama and alternative to water shortages. The Panamanian government has approached Georgia Tech and initial discussions are in process. If discussions move in the right direction, this effort could become another strategic direction for Georgia Tech's presence in Panama, complementary of GT's existing presence in logistics.

## **7. International Development and Alumni**

The International Development and Alumni Department has an opportunity to further leverage the extraordinary capabilities of GTPE, EI2, and GT's alumni network (Alumni Association and International Development) to increase impact and capacity building around the world, as well as philanthropic support. A recent opportunity is emerging in Colombia to create a major center of activity in innovation and economic development. This type of effort could well be the catalyst for starting an [Atrium](#), which could then be replicated, albeit in different forms, in other locations around the world.

Based on current trends and opportunities, it is in Georgia Tech's best interest to engage even more aggressively with alumni and corporate contacts abroad to dramatically increase the number of internships for our students. These are often life-changing experiences for GT students and they often strengthen the connections between GT alumni and Georgia Tech.

**Priorities (Includes pre-COVID plans for 2020):**

- Complete the giving process for anonymous \$30 million donor to CREATE-X;
- Move high-level solicitation of one of GT's top donors (Denning) to closure; progress in this manner with others top donors;
- Secure permanent professional staffing for Europe, follow-through with a GTL 30th Anniversary event or celebration;
- Guide Asia and Latin American Directors to secure principal gifts;
- Enhance Innovation Forum Series in all three regions;
- Secure adequate staffing for India, Middle East, and underserved regions.