Comprehensive Internationalization: ACE’s Integrated Approach

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ACE Center for International Initiatives

- **Support senior leaders** and institution-wide teams in enhancing internationalization on campuses through meetings, publications and programs
- **Conduct research** and provide timely information to campus leaders and policy makers
- **Convene leaders** of U.S. higher education and their colleagues to discuss issues of shared interest
- **Advocate** on international issues
- **Collaborate** with organizations abroad.
How Does ACE Currently Help Institutions Develop Strategies for Internationalization?

- Internationalization Collaborative
- Internationalization Forum for Chief Academic Officers
- The Leadership Network for Internationalization
- Internationalization Laboratory
Traditional Views of Internationalization

For most institutions, internationalization is measured by "inputs," such as:

• Number of programs or courses with international/intercultural content

• Number of students studying or doing service learning abroad

• Number of international students on campus
The traditional “input” model of internationalizing the campus does not necessarily lead to global learning for all students.
A Comprehensive Model of Internationalization

For institutions that perceive internationalization more comprehensively, internationalization:

• pervades the institution’s teaching, learning, research, and service
• affects a broad spectrum of people, policies, and programs
• leads to a deeper and potentially more lasting change in institutional focus and culture
Typology of Change

Shallow \[\leftrightarrow\] Depth \[\rightarrow\] Deep

Narrow

\underline{Pervasiveness}

Adjustments (I) \mid Isolated Change (II)

Far-Reaching (III) \mid Transformational (IV)

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Key Strategies for Internationalization

- Attracting and welcoming international students*
- Internationalizing curricula*
- Running international studies/affairs programs*
- Teaching international languages*
- Conducting student/faculty exchanges, study/work abroad**
- Running inter-university networks**
- Offering joint & dual site degree programs**
- Conducting joint research projects**
- Running projects in developing countries**

*partnerships highly desirable  **partnerships a necessity

INTERNATIONALIZATION achieved only through PARTNERSHIPS
adapted from Goolam Mohamedbhai
What Are the Characteristics of a Successful International Partnership?

• Each partner understands and can articulate its needs, values, contributions, and potential gains
• Each partner understands that the other party has needs, values, contributions, and expected payoffs as well
• Each partner is committed to the mutuality of the relationship
• Each partner is committed to regular, open discourse and change to make the partnership sustainable, with changes over time as needed
Kinds of Agreements for International Partnerships

• Friendship agreements
• Program-specific linkages
• Broad institutional agreements
Deciding Whether to Pursue a Given Partnership

Have both institutions considered closely how the partnership contributes to the fulfillment of their mission?
Deciding Whether to Pursue a Given Partnership

Do both institutions understand what the partnership would cost (human and financial resources) and how they would cover that cost?
Deciding Whether to Pursue a Given Partnership

How will the partnership increase student learning, enhance graduates’ employability, expand faculty research and scholarship, or otherwise improve institutional performance?
Deciding Whether to Pursue a Given Partnership

What cultural, social, scientific, and other needs of the partners, their countries, their regions or the world does the partnership satisfy?
Agreements to deliver or “export” degree programs abroad (cross-border higher education) are sometimes framed in terms of a partnership with another institution of higher learning, and they call for new principles for their establishment.

www.unesco.org/iau/p_statements/index.html
What is the integrated approach to comprehensive internationalization?

• An **internationalization review** to catalog and analyze what the institution is doing
• The development of **student global learning outcomes** and a method for assessing them to better understand the impact of what the institution is doing
• The integration of the results of the review and the learning outcomes process into a strategic **internationalization plan**
What is an Internationalization Review?

A process for …

• Taking stock of the international/global initiatives on campus
• Collecting and analyzing information as a basis for an internationalization plan
• Identifying strengths, weaknesses, gaps and possibilities for synergy
• Engaging people across the institution in a discussion of internationalization
What does an internationalization review look at? (1)

• Institutional Commitment (mission, goals and vision)
• Institutional Environment for internationalization
• Structures, Policies and Practices
• Curriculum and Co-Curriculum
• Study and Internships Abroad
What does an internationalization review look at? (2)

- Engagement with Institutions in other countries
- Campus Culture and Faculty Knowledge and Interest
- Synergy and Connections Among Discrete Components
What does articulating global learning outcomes add to the review process?

• Encourages a shift away from an ad-hoc approach
• Offers a guide for aligning curriculum and other inputs with desired outcomes for students
• Helps stakeholders understand the impact of institutional activities
• Encourage a culture of quality improvement
• Satisfies accrediting agencies
• Helps prioritize activities in an internationalization plan.
Basic Questions Addressed by Learning Outcomes & Assessment

• What do we want our students to know and be able to do? (knowledge, skills, attitudes)

• Where would students acquire this knowledge and these skills and attitudes?

• What is our evidence that students are actually achieving these outcomes?
Developing an Internationalization Plan

- Understanding the Planning Process
- Configuring and Charging the Team
- Situating the Plan in the Institutional Context
- Carrying forward recommendations drawn from internationalization review process
- Setting Priorities & Building Support
Elements of an Internationalization Plan

• Vision for Internationalization
• Strategic Goals
• Outcomes and Desired Evidence of Success
• Specific Action Steps and Timeline
• Responsible Agents
• Funding
Most institutional change involves interconnected systems. When you want to change one thing, you might have to change many things.
What Is Evidence of Successful Internationalization?

• Structures, policies, and practices

• Attitudinal and cultural evidence
Changes in Structure, Policies, and Practices (1)

- Changes to the curriculum (courses or programs)
- Changes in pedagogy
- Changes in student learning outcomes
Changes in Structure, Policies, and Practices (2)

- Changes in hiring procedures
- Changes in faculty development opportunities
- Changes in tenure and promotion policies and procedures
Changes in Structure, Policies, and Practices (3)

- Changes in budget priorities
- New organizational structures
- New reporting relationships
- New decision-making structures
- New collaborations with other institutions
Attitudinal and Cultural Evidence

- Changes in interactions among faculty, staff, and students
- Changes in the institution’s self-image and language used in self-description
- Changes in rationales for activities
- New relationships between the institution and its stakeholders
Internationalization is a Marathon

- Take a deep breath
- Stay focused
- Celebrate all successes
- Get help, when needed
Thank you.

Good luck.

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