



Leaders in International Higher Education

## 2021 ANNUAL CONFERENCE

*Leading Internationalization in  
a New Era: Collaborating for  
Global Solutions*

# Snapshots of International Education Leaders: The SIO Profile

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# 72%

**Institutions reporting that internationalization  
has accelerated in recent years  
(as compared with 64% in 2011)**

ACE Mapping Internationalization, 2017

[www.aieaworld.org](http://www.aieaworld.org) | [info@aieaworld.org](mailto:info@aieaworld.org) | [#AIEA2021](https://twitter.com/AIEA2021)

# **Priority activities for internationalization**

- #1 Increasing study abroad for US students**
- #2 Recruiting international students**
- #3 Partnerships with institutions abroad**
- #4 Internationalizing the curriculum/co-curriculum**
- #5 Faculty development**

ACE Mapping Internationalization, 2017

# 58%

**Respondents who indicate that internationalization activities and programs are led by a single office (up 22% from 2011)**

ACE Mapping Internationalization, 2017

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# 53%

**Institutions that have a full-time administrator who oversees internationalization activities  
(up 13% from 2011)**

ACE Mapping Internationalization, 2017

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# **SIOs are catalysts for internationalization**

- Presidents are seen as the top catalyst for campus internationalization
- SIOs are seen as the #2 catalyst, ahead of chief academic officers, faculty, and administrative leaders

# 55%

**SIOs are women**

AIEA SIO Profile, 2020

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# 66%

**SIOs who do not have a tenured position  
at their current institution**

AIEA SIO Profile, 2020

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# 71%

SIOs are white

AIEA SIO Profile, 2020

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# 46%

SIOs have been an SIO for  
5 years or less

AIEA SIO Profile, 2020

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# 42%

**SIOs involved in international education  
for over 20 years**

AIEA SIO Profile, 2020

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## **Most valued knowledge**

- International issues in higher education
- Understanding of institutional culture and context
- Leadership knowledge

## **Most valued experience**

- Managing an organization
- Academic administration
- Managing budget/finance

AIEA SIO Profile, 2020

## **Most valued skills**

- Interpersonal skills
- Planning/visioning skills
- Intercultural competence

## **Top personal characteristics**

- Vision
- Energy/passion
- Diplomacy
- Flexibility
- Creativity

# Standards of Professional Practice

INTERNATIONALIZATION EXPERTISE

LEADERSHIP AND MANAGEMENT

ADVOCACY (WORKING THROUGH AND WITH OTHERS)

PERSONAL EFFECTIVENESS

# How have priorities of SIOs changed amid COVID-19?

70% of SIOs reported no significant changes in the SIO position at their institution in the past three years (2020 AIEA Survey)

IIE analysis (2020) focused on the relative effect of COVID-19 on **SIO priorities**:

- Higher priority ↗
- Same priority level
- Lower priority ↘

**While the SIO position at institutions has not changed, COVID-19 has impacted the complexities and priorities of the role**

# Internal Priorities on Campus



Collecting and leveraging data related to internationalization



Health and safety risk management



Innovation and learning



Maintaining or increasing support for international education on campus



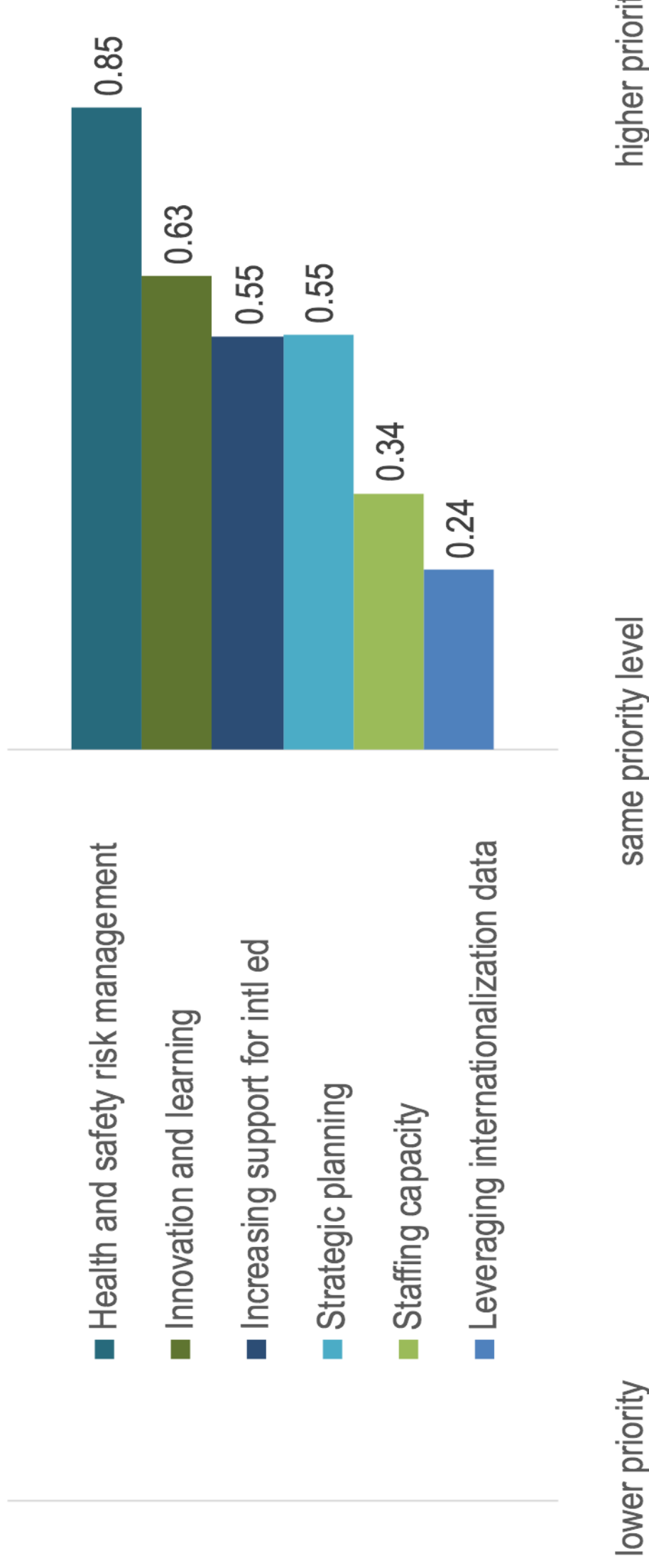
Staffing capacity and workloads



Strategic planning and forecasting



# Internal Priorities on Campus



# Internal Priorities on Campus

## Financial Challenges

- "Because of financial instability due to COVID-19, staffing needs are not being met. We are truly "all hands on deck" ... acting more reactively than proactively in terms of strategic planning."
- "Deploying staff in areas of most need; we have all had to become very flexible around our work responsibilities."
- "The international office received a disproportionate budget cut compared to the rest of the university."

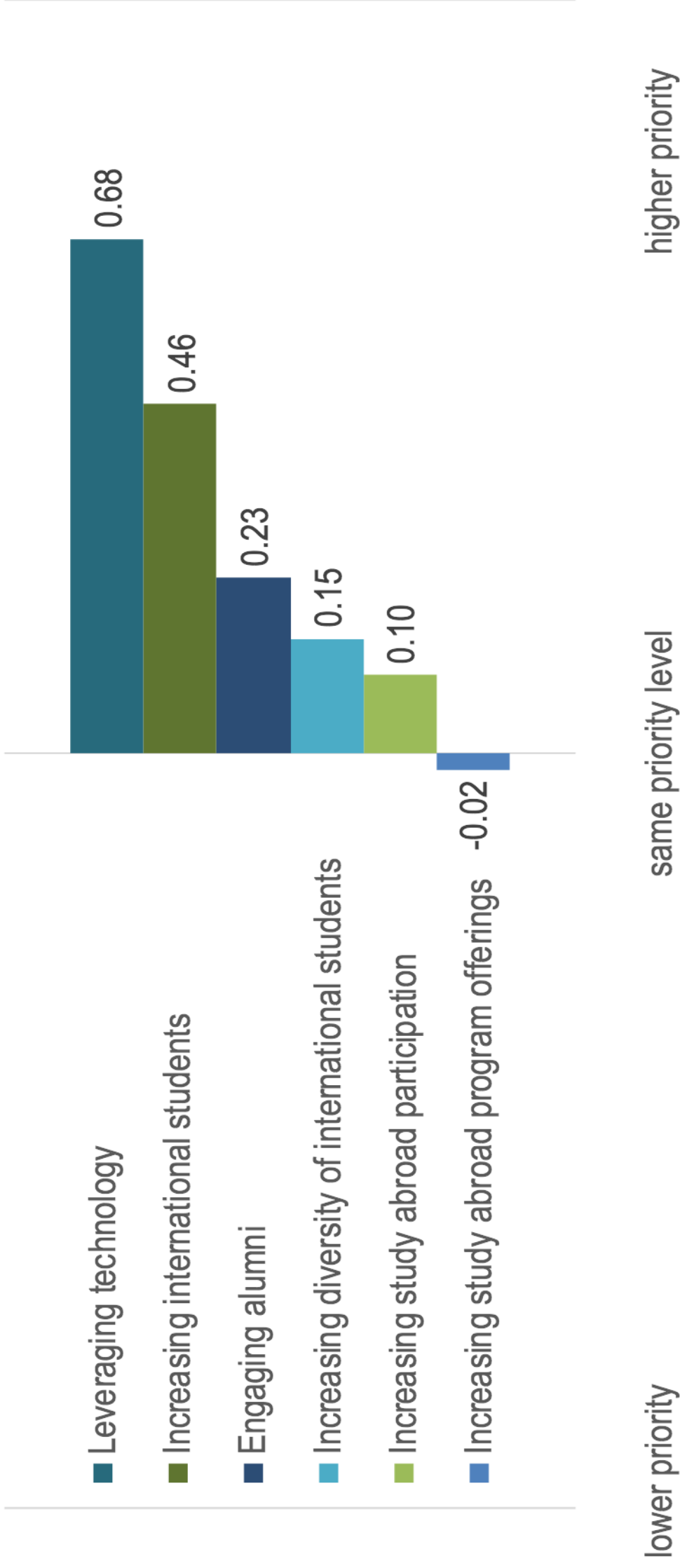
## Data Challenges

- "The most noteworthy challenge has been collecting data related to internationalization from the seven schools on campus."
- "Collecting and updating data on current location of students and forecasting their return to campus in the Fall."

## Student-related Priorities

- Leveraging technology to enhance global learning for domestic students
- Maintaining or increasing international student enrollment
- Increasing the diversity of international students on campus
- Engaging international student and/or study abroad alumni
- Maintaining or increasing study abroad participation
- Maintaining or increasing study abroad program offerings

# Student-related Priorities



# Student-related Priorities



Leveraging technology to enhance global learning for domestic students

- 72% of SIOs say it is now a higher priority



Maintaining or increasing study abroad program offerings

- 26% of SIOs say it is now a lower priority
- 50% say the priority level has not changed

# Student-related Priorities

## **Virtual global engagement**

"Our administration has asked for more time spent on virtual global learning experiences for domestic students and less time on anything to do with physical study abroad."

"Will put more effort toward internationalizing the curriculum and increasing virtual global engagement experiences."

## **Study abroad**

"International education is undergoing a paradigm shift. We are trying to diversify our study abroad, but it is now more urgent and even more challenging to do so."

"We are thinking about how to re-create 'study abroad' at home: collaborations between our living-learning center and study abroad--but all online."

"Determining the appropriate gating criteria to safely return our students to a larger presence in the world."



# External Relationships and Factors

## Partnerships

- Domestic partnerships in support of global education
- Overseas partnerships in support of global education

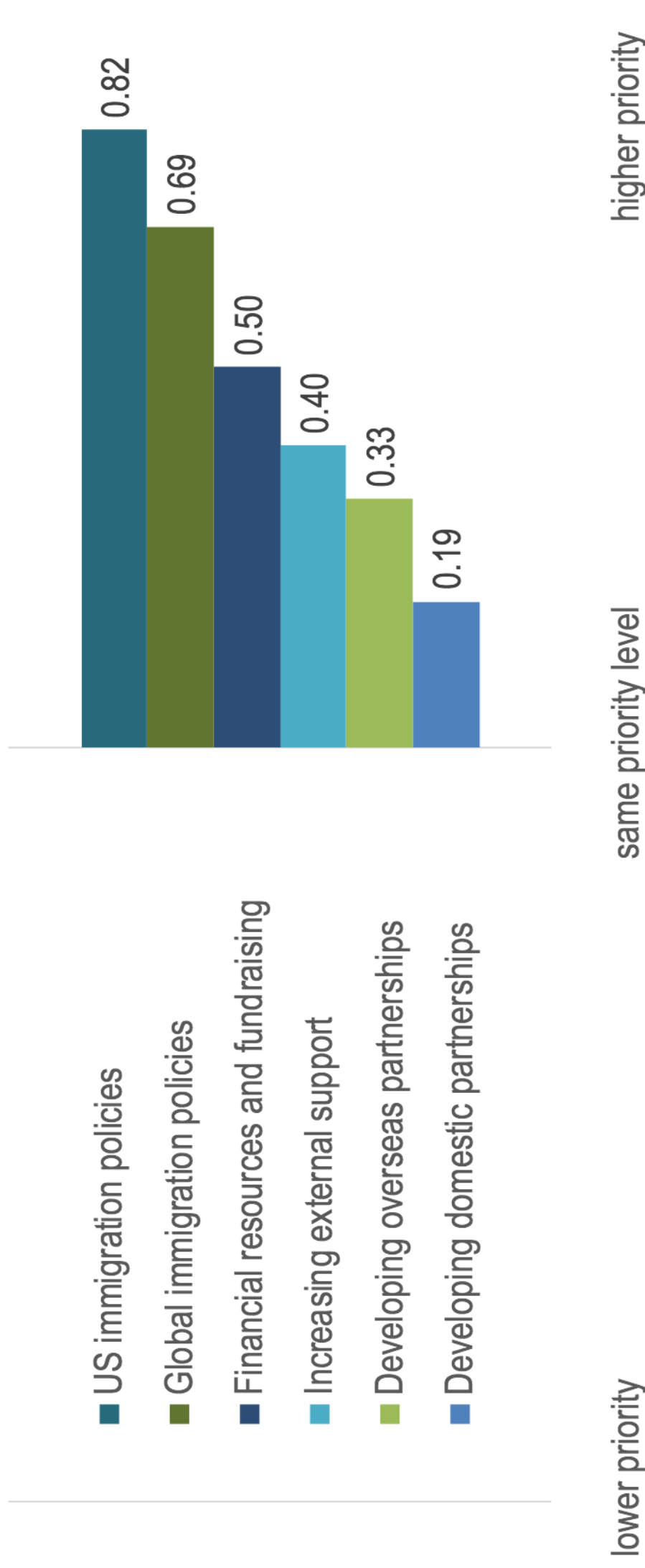
## Financial resources and fundraising

Maintaining external support for international education

## Immigration policies

- U.S.
- Global

# External Priorities





# External Priorities

## Immigration policies

"The changing immigration policies have created challenges and confusion for students, faculty and staff. I feel like the perceptions around these policies and recruitment abilities have also contributed to waning support from some senior leadership."

"Many of our partners are in countries that are doing better with regard to the pandemic, so the U.S. is not seen as a safe option at the moment. We are working to find ways to help international students interested in face-to-face instruction enroll w/ partners."

"Not only pandemic but political environment with China, and immigration changes have had a very negative effect."

“During and post COVID-19, the biggest challenge is to **keep internationalization a priority on campus**, in light of all the other competing priorities and the financial challenges facing our and other universities.

It is also an opportunity to **reframe and make the case for internationalization** beyond international enrollments and study abroad but more importantly as **an integral part of the education we provide to our students.**”