

2019

AIEA Annual Conference

What's Next?

*Possibilities and Probabilities
in the Future of International
Higher Education*



Assessing internationalization planning: What counts as progress even if it can't be counted?

Charles Reilly, Gallaudet University

Robin Matross Helms, American Council on Education

Susan Carvalho, University of Alabama

Robin Helms

- ACE's internationalization strategic planning process
- Nature of Comprehensive internationalization change

ACE Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.



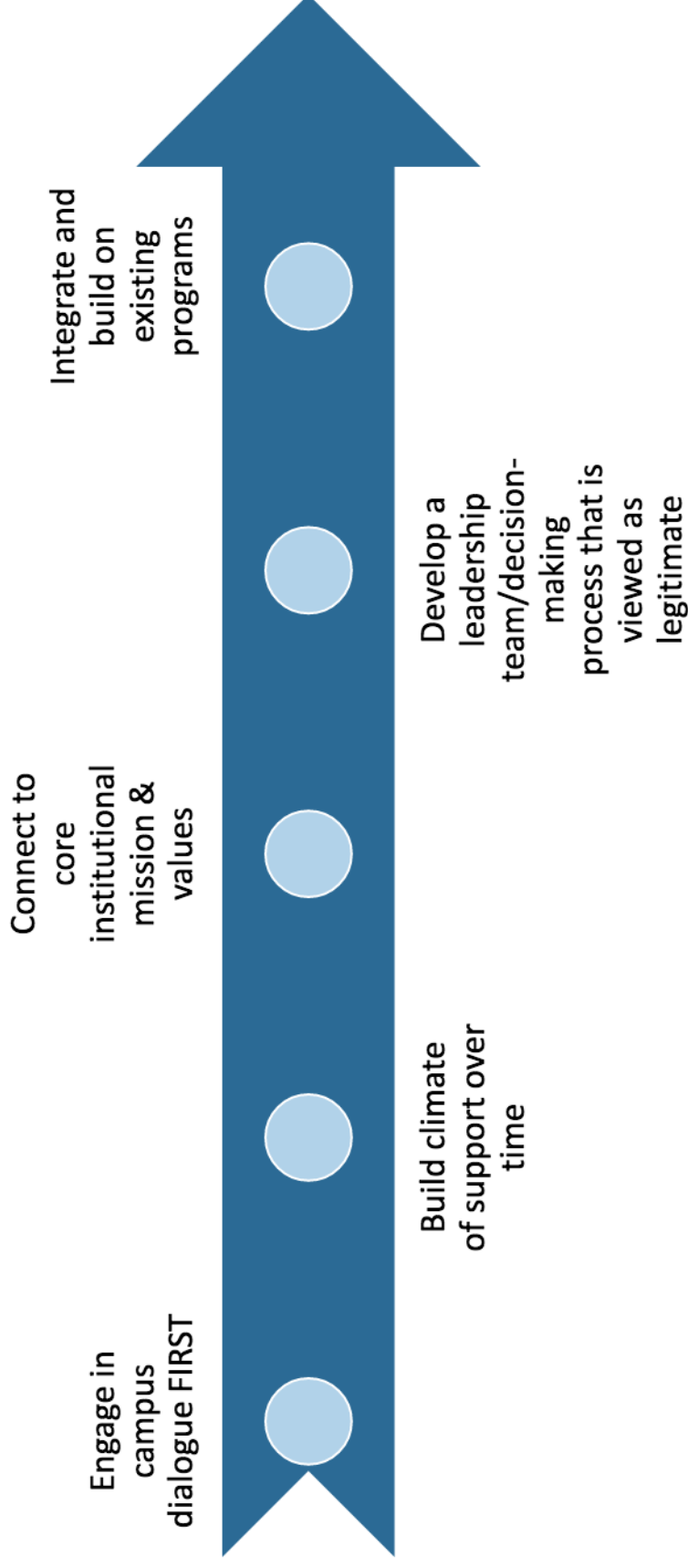
Internationalization as a Change Process

Colleges & universities are value-driven institutions where words, goals, and mission matter

- Put “sense-making” at the center of planning
- Honor distributed leadership structure, ideal of shared governance
- Recognize different constituencies with different goals

(Jackson Kytle 2012)

Academic Change Strategies



(Hudzik & McCarthy 2012)

The ACE Internationalization Laboratory

- An invitational learning community that assists participating institutions in developing capacity, capability, and strategy for comprehensive internationalization.
- Involvement lasts 16-20 months.
- Each cohort is 10-12 institutions.
- 138 institutions have participated.
 - U.S. and international
 - All sectors



Questions to Guide the Internationalization Review

ACE's Center for Internationalization and Global Engagement (CIGE) defines **comprehensive internationalization** as a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions." The **CIGE Model for Comprehensive Internationalization** comprises six interconnected target areas for institutional initiatives, policies, and programs:



The following questions, which are structured around the CIGE Model, are designed to **guide an internationalization review process** by institutions participating in the ACE Internationalization Laboratory. They provide the basis for an assessment of existing initiatives and notable gaps in institutional policies and practices. While thorough, they are not exhaustive; institutions should feel free to identify other relevant questions and key data as part of the review process.

In addition to a category-by-category analysis, many Lab Institutions incorporate a cross-category **SWOT analysis** (strengths, weaknesses, opportunities, and threats) into their internationalization review. Such an analysis helps identify the most critical findings of the review, and can be a useful step in formulating the committee's recommendations and final deliverable.

Articulated Institutional Commitment

Mission and Strategy

- Does the institution have **goals for internationalization** (for example, preparing students for work in a global society, connecting international and multicultural agendas, or internationalizing research)? What are these goals, and where are they articulated?
- Are international goals (of any sort) mentioned (directly or indirectly) in the institution's **mission statement**? How?



Collaboration and Partnerships

International Relationships

- Does the institution have an **inventory of international partnerships** throughout the institution? In what form? To whom is it available? How is it used?
- **How active** is the institution currently when it comes to international partnerships at the institution, unit, and faculty levels? How many partnerships are there? What is the overall distribution of partnerships geographically? Is this an effective portfolio for the institution?
- Does the institution have an **overall strategy for international partnerships**? If so, what does it address? How well is it working?
- Does the institution have **criteria for deciding** whether to pursue potential partnerships? How well do they work?
- Does the institution regularly **evaluate** its partnerships? If so, what criteria are used? What have recent evaluations revealed? What actions have been taken as a result?
- How does the institution **fund** its partnerships? What kinds of administrative and logistical support are available? How **sustainable** are the existing partnerships?
- What **effect** do the institution's partnerships have on student learning, research, and other on-campus activities?

Local, State, and National Engagement

- What opportunities exist in the **local and state environment** to enhance the institution's internationalization efforts? To what extent has the institution taken advantage of them?
- Does the **immediate environment** from which the institution draws its students suggest a special approach to internationalization (for example, do local immigrant populations encourage ties to other countries and regions)?
- Does the institution **collaborate with local organizations, governmental agencies, and businesses** that have strong international interests and ties?
- Does the institution have programs that provide internationally-relevant **internships and service-learning** experiences for students in the local community?
- Does the institution provide **international expertise** useful to the local and state community? To what extent are internationally-focused co-curricular activities open to and attended by members of the local community?

Yes/no

Quantification

Planning & strategy

Policies

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Conceptual, bigger picture

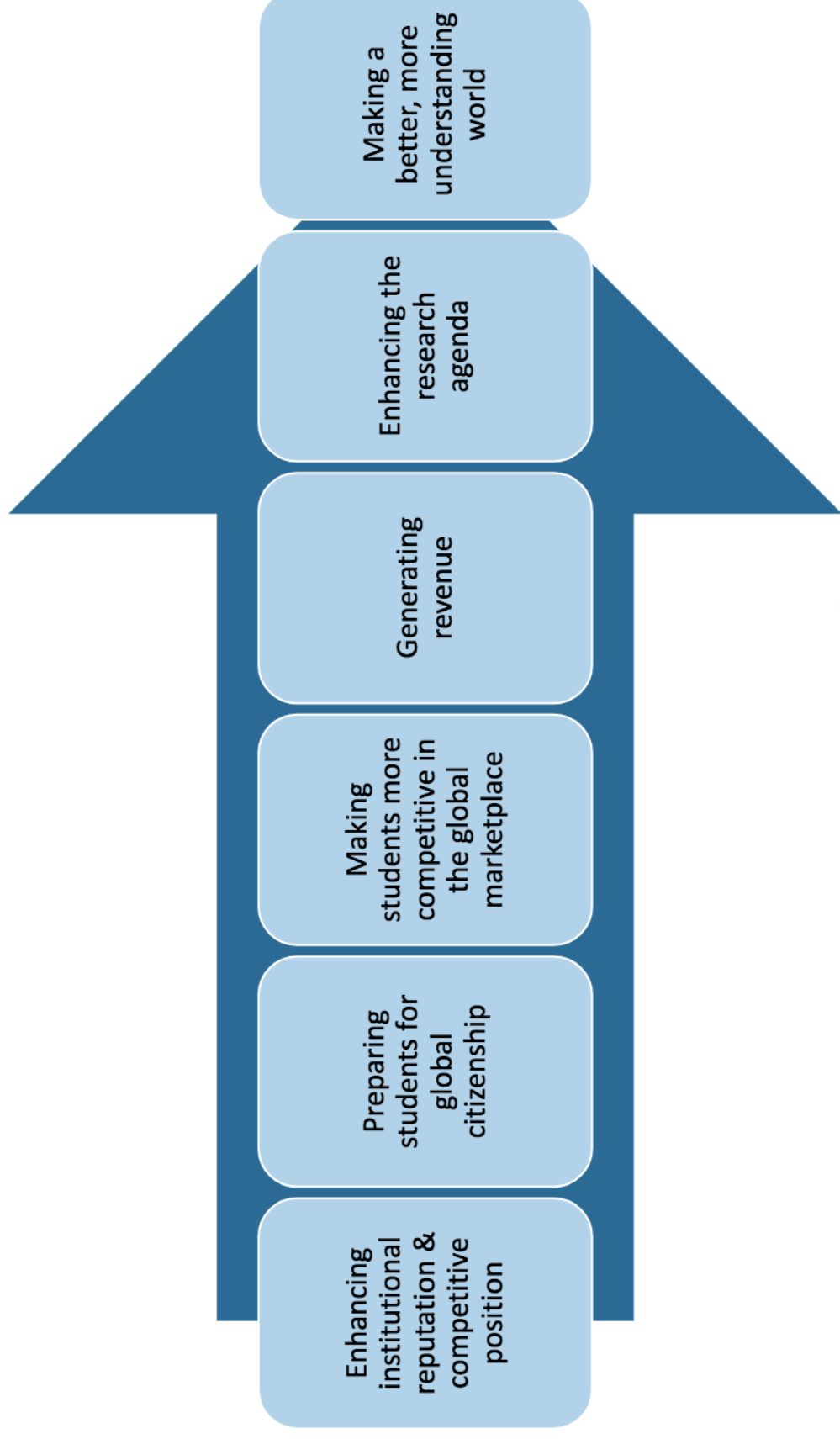


Comprehensive internationalization is not just

“What are we doing?” ...

- ✓ Study abroad
- ✓ International students and scholars
- ✓ Linkages/institutional partnerships and exchanges
- ✓ On-line education (virtual study abroad) and internationalized courses
- ✓ Area studies programs
- ✓ Foreign language
- ✓ International studies (interdisciplinary)
- ✓ International business (multi-regional, discipline-based)
- ✓ Research collaboration
- ✓ Dual and joint degree programs
- ✓ Outreach
- ✓ Cross-cultural events and training
- ✓ Etc.....

...Comprehensive internationalization answers
“Why are we doing this?”



Comprehensive internationalization addresses

“What do we want our institution to be?”

- **Comparison** of our institution to others through a review of internationalization efforts at similar institutions
- **Developing the human capital** of our faculty, staff, and students
- Finding our hidden treasures and **celebrating successes**

Charles Reilly

“Making sense” of our IZN planning process: Observations from a small liberal arts university

Value of Logic models

1. Compels envisioning of Long-Term Outcomes / Impacts,
 - But what if unclear as to internationalization?
2. Requires seeing “outcomes chains” from short to mid-term.
 - Change whose Knowledge, Attitudes, Skills (practices), Aspirations?
3. Shows inter-dependencies among individuals and institution areas needed for fundamental change,
 - For overall institution and within-programs

Logic models (cont'd)

4. (From outcomes) can derive supportive activities, and monitor their efficacy.
 - Both outcomes and activities may change “in the field”.

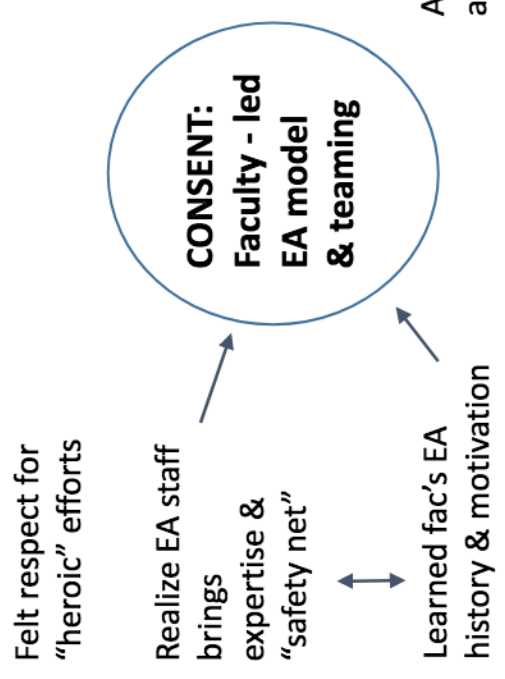
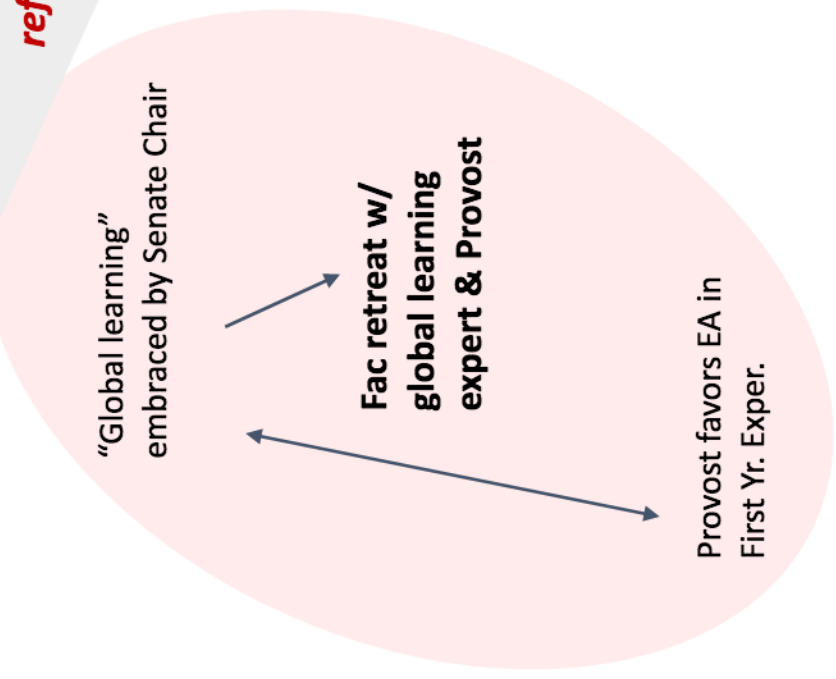
5. Pinpoint “change indicators” in the progression of outcomes.
 - “Clusters”

IZN Starting point: Interpreted outcomes & derived activity

Unofficial "interpreted" outcomes	→ Derived planning activity	← Indicator "clusters"
CAMPUS / LEADERSHIP INCLINATION		
<ul style="list-style-type: none"> • Balance President's drive for global impact with academic enrichment. 	<ul style="list-style-type: none"> • Frame by academic mission, • Technical Cooperation group, • Holistic vetting by values, "fit", benefit, and sustainability. 	<ul style="list-style-type: none"> • Planning Office blending IZN w/general goals, • Pres. incorporates IZN concepts in speeches.
INSTITUTIONAL COMMITMENT:		
<ul style="list-style-type: none"> • IZN part of uni's General Planning. 	<ul style="list-style-type: none"> • Secured status in General Plan 	<ul style="list-style-type: none"> • IZN values in Shared Visioning, • Confer IZN pre- Big Decisions?
OPERATIONS		
<p>Neglected issues receive in-depth attention, and distributed ownership is taken.</p>	<p>Cross-functional work groups, incl. chair of faculty and opinion leaders.</p>	<ul style="list-style-type: none"> • Positional diversity, • Range of perspectives, • Quality/ depth of study & problem-solving. • Increased issue ownership.

→ Educ. Abroad & Global Learning - Outcomes chains →

**Global learning /
EA embedded
in curriculum
reform & assess.**



**Faculty
leaders**

Staff

Admin



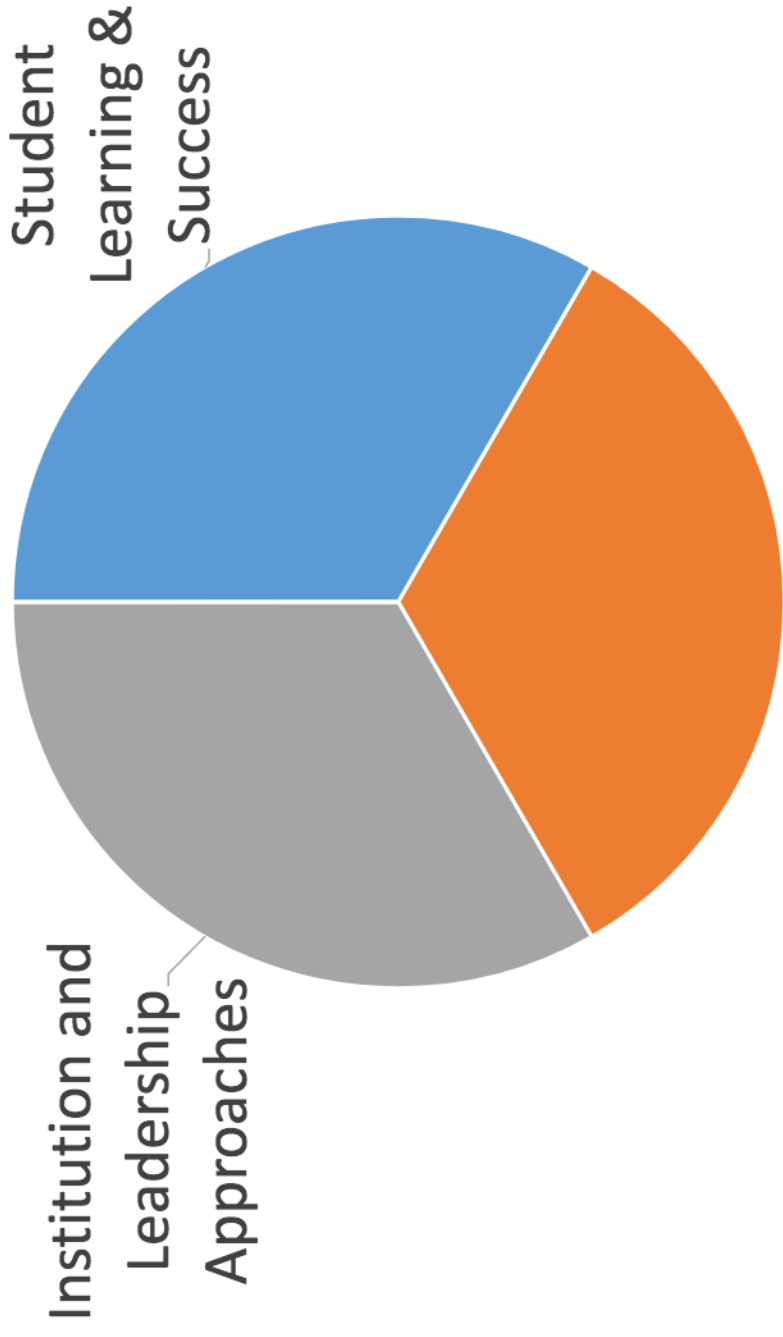
Student demand →

Susan Carvalho

Monitoring (assessing) change towards internationalization across the university.

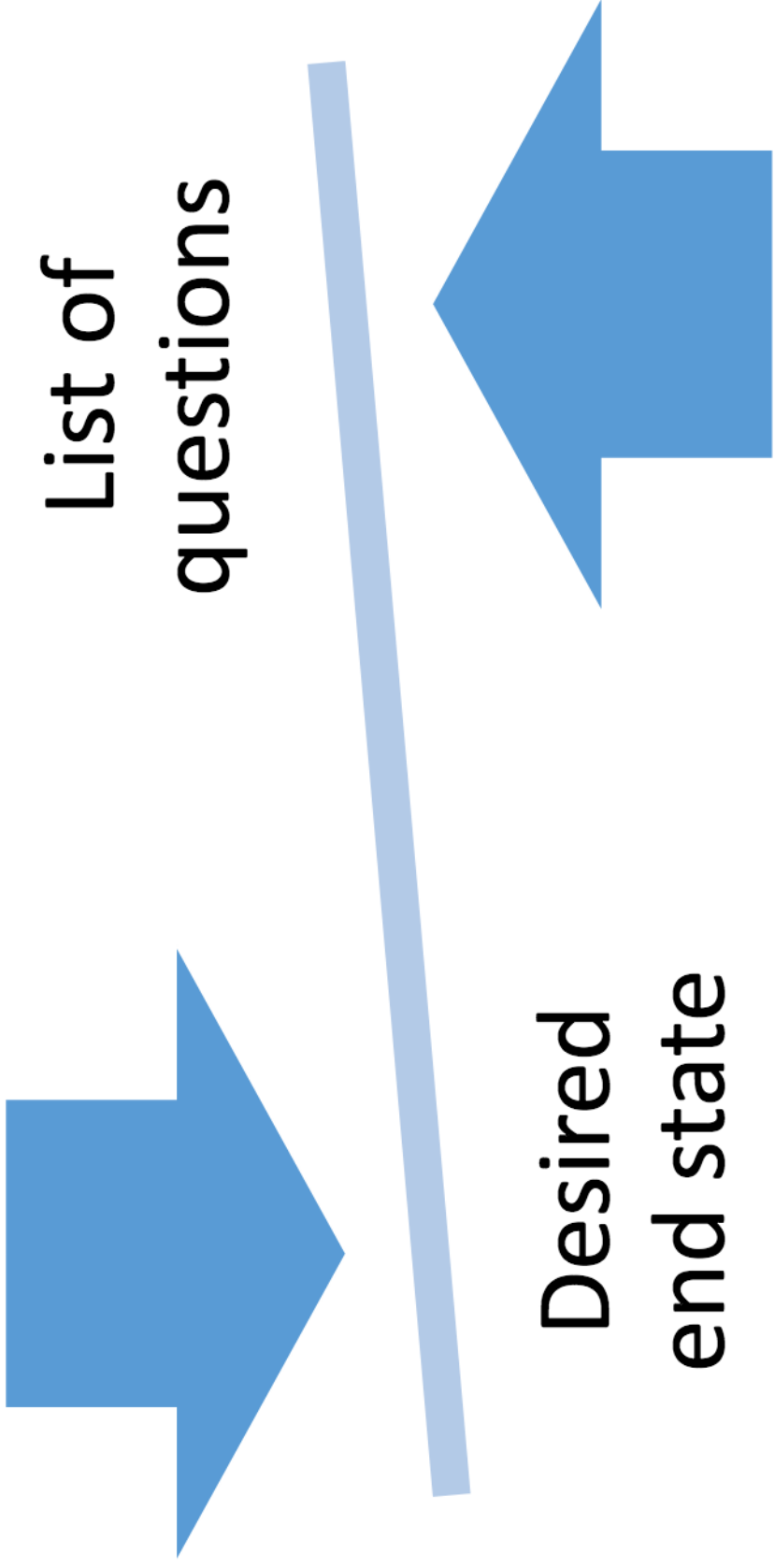
Breakout

Many changes that can't be "counted" are rich and worthy!

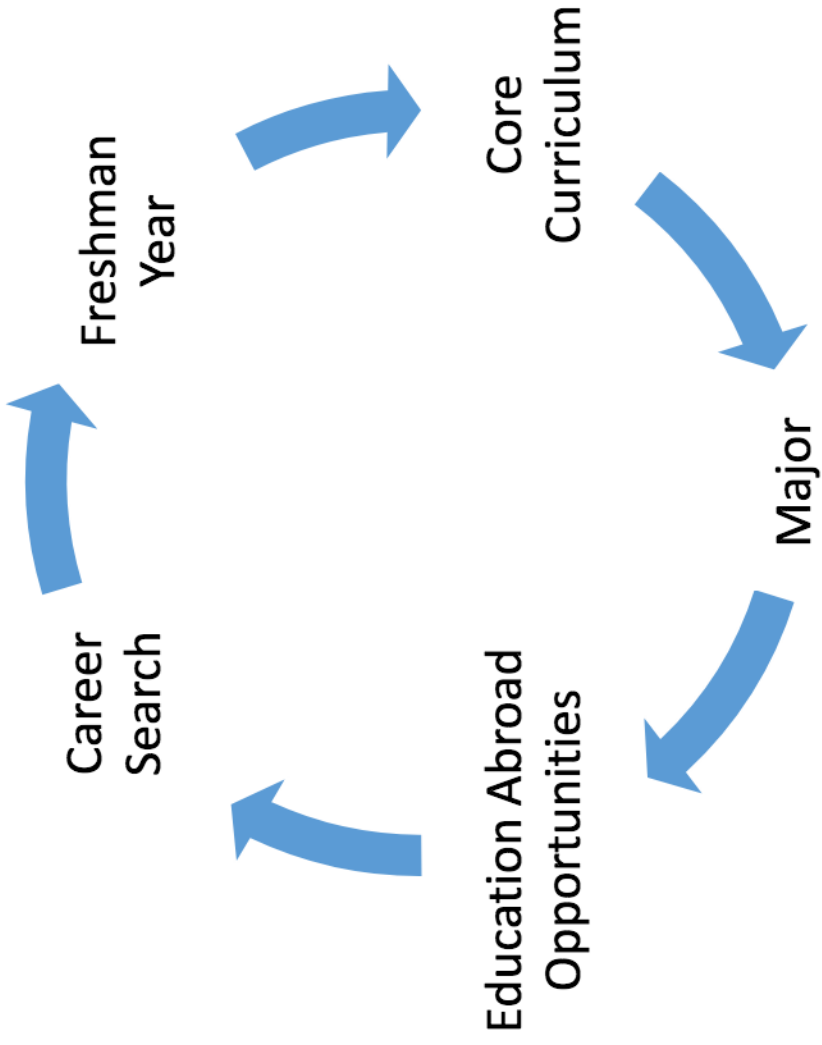


Faculty & Staff - knowledge, attitudes, behaviors

Early indicators – how is it going, in the first year of the review/planning process



Student Learning & Success



Student Learning & Success



- Global learning outcomes: are learning outcomes being examined with an eye toward global learning (directly or indirectly)?
- Curriculum: how rich are the opportunities for student to take courses with an international or global focus?
- Beyond the classroom: how rich are the opportunities for global experiential learning? (locally and/or globally)

Student Learning & Success



- Recognition of the support needs of international students

You may have heard the world is made up of atoms and molecules, but it's really made up of stories. When you sit with an individual that's been here, you can give quantitative data a qualitative overlay.

--William Turner, 16thC British naturalist

Student Learning & Success

iGraduate International Student Barometer

The scope

- Decision-making
- Application process
- Enquiry to acceptance
- Arrival and orientation
- The learning experience
- The living experience
- Support services



<https://www.i-graduate.org/services/international-student-barometer/>

Student Learning & Success

- NSSE (National Survey of Student Engagement) or other campus surveys – results examined for international students vs. all students



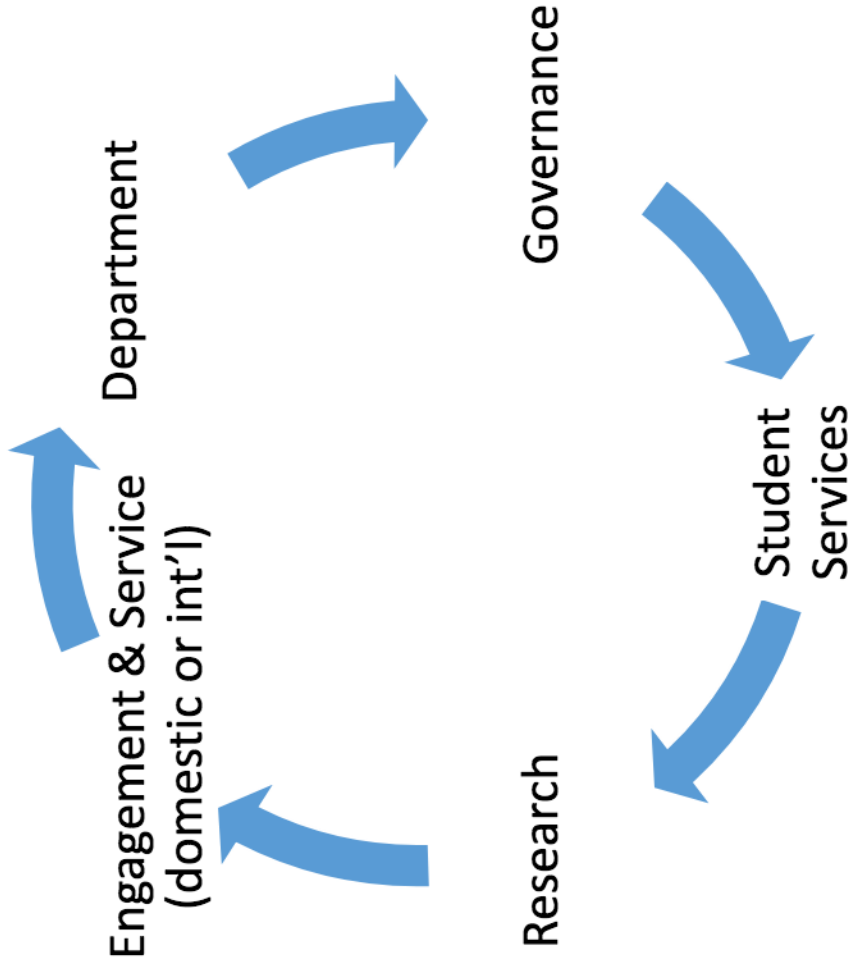
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment before turning it in
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
- Participated in a community-based project (e.g. service-learning) as part of a regular course
- Worked with faculty members on activities other than coursework (committees, etc.)
- etc.

Student Learning & Success

- Discussion of scholarships embedded into education abroad conversations
- Connection between “end-state vision” and core institutional identity/mission



Faculty & Staff



Faculty & Staff

- Is there “buzz”? Who knows what is happening? E.g. were you put on the Faculty Senate agenda? and were people listening? What did the questions or discussions reflect?
- Do any proposed initiatives demonstrate awareness that at least some activities need to be either resource-generating or cost-neutral? Or are they all “pie-in-the-sky”?



Faculty & Staff

- Are innovative, relevant, sound Education Abroad programs being discussed by faculty?
- Are the deans “on board” – in what ways?
- Recognition of the need to identify institutional partnerships and to have a strategy for developing partnerships – operational improvements

Faculty & Staff

- Attendance at town halls and committee meetings
- Discussion of initiatives for faculty development (teaching abroad, language skills, technology support, funding)

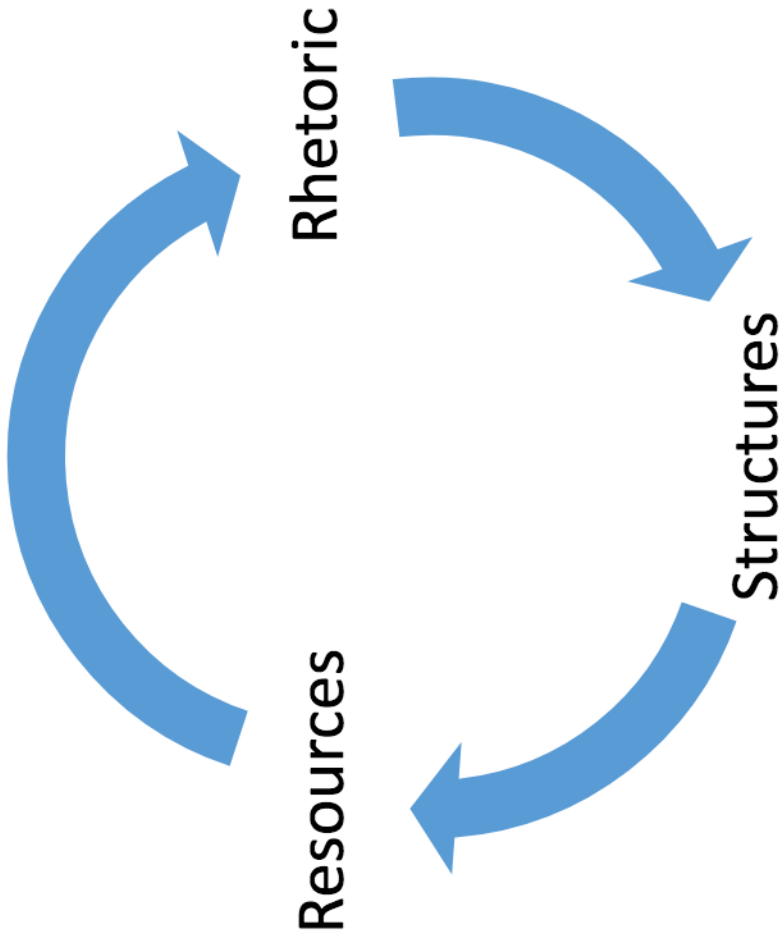


Faculty & Staff



- Tie-ins to embedded structures across campus – e.g.:
 - Student Life – attention to global awareness as a student goal, activities oriented toward international students or intercultural contact
 - Student Services – attention to particular needs of international students, international currency issues
 - Risk Management – awareness of Education Abroad preparedness for emergency response, int'l health insurance for faculty/staff/students
 - Career Center – “marketing” of Education Abroad experience; attention to international students or global careers

Institution & Leadership

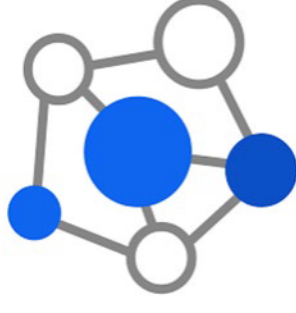


Institution & Leadership

- Track where and how often internationalization “space” crops up in publications and presentations (global, local and global, around the state-nation-and-world, etc.)
- Can you get a meeting? Are discussions that involve resources shut down immediately, by your “next level up,” or is further exploration encouraged?
- Are you and your folks invited to other meetings?

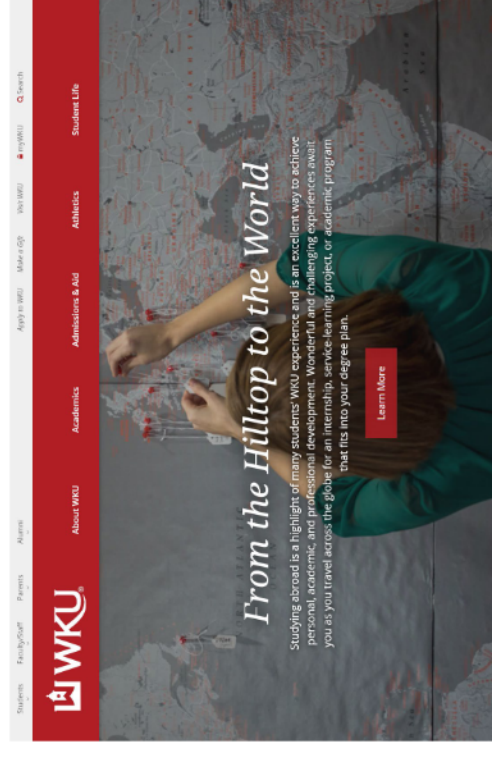
Institution & Leadership

- Coherence: are formerly separate groups coming together around shared priorities related to internationalization?
- Data: are you collaborating with your assessment office – and are they listening/helping – “getting it”?



Institution & Leadership

- Do central fundraising priorities relate to internationalization in any way – even indirectly?
- University home webpage, and college/department webpages
- Does the PR staff seem to recognize that this is an area of emphasis?



Goal: a shared end-state vision that is:

- Ambitious
- Feasible
- Consonant with institutional culture/mission/identity
- Unique to the institution – with bottom-up buy-in and enthusiasm
- Supported by senior leadership

- Good for your students!



Questions (10 min. small groups, 10 min. broad discussion)

- What are some small early indicators that your process is working well – “process outcomes,” signs of a shift in institutional culture, signs that foreshadow a successful outcome to the planning process?
- How can national datasets such as the ACE Mapping Survey be useful in these early stages?
- What benchmarking strategies have worked for you? (how do you identify the peer group, which indicators are you comparing, what do you do after you gather the data)

!