



# Perspectives on Comprehensive Internationalization Strategies

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# Implementing an Internationalization Strategy in the U.S.—the Example of UB

- A comprehensive public research university and member of the AAU, UB enrolls 29,000, including 5,200+ international students; Vice Provost Office established in 1990
- In 2007 the university-wide *International Strategy Task Group* developed a report with recommendations approved by the president
- Implementation has proceeded from 2008 through the present





## Rationale for Internationalizing UB

- International education recognized as a strategic strength
- However, in a decentralized institution this strength was limited to certain areas
- Building on this strength directly supported UB 2020 plan to achieve institutional excellence
- UB's location at an international frontier and strong presence overseas needed to be leveraged across the institution
- In addition, the lack of internationalization at home needed to be addressed (i.e. instilling global competence in all students)





## UB Plan took a comprehensive approach

- Addressed three broad areas—*the Student Experience, the Faculty, and the Institution*
- Recommendations were broadly articulated, i.e. not overly specific, to allow flexibility in implementation
- *Council on International Studies and Programs*, a university-wide body, was charged with overseeing implementation
- All of the deans were also engaged in implementation process





## Low hanging fruit helped build momentum

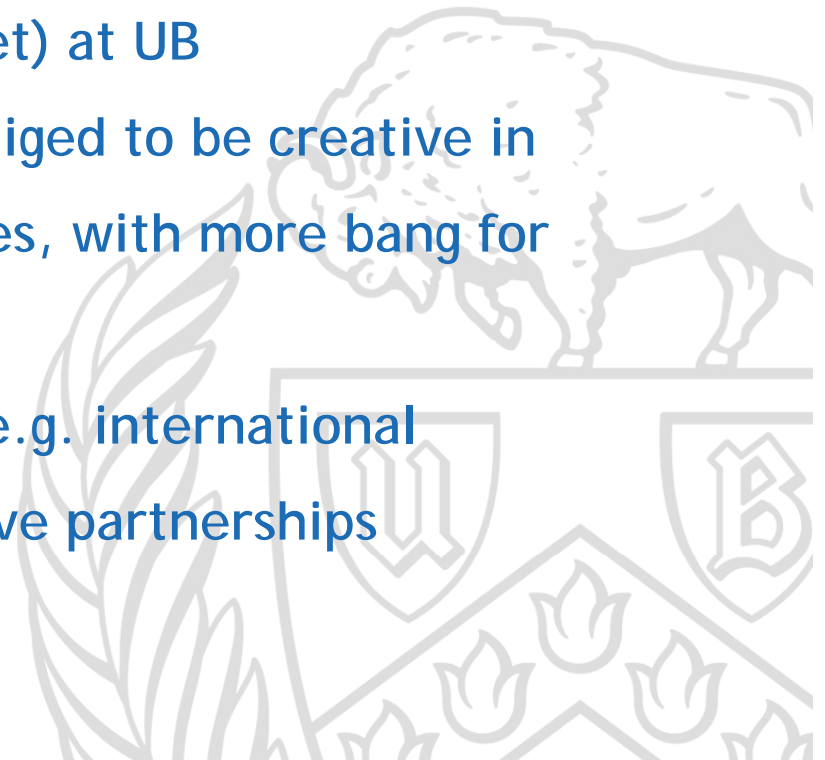
- Faculty Internationalization Fund—a travel grant program to facilitate faculty global engagement
- Study abroad scholarships
- ISSS staff assigned to integration of international students
- Branding UB as an international university, part of its distinctive identity
- “Global Scholar” transcript notation initiative
- Leveraging branch campus in Singapore to internationalize both faculty and students





## Implementation meets Budget Cuts

- Internationalization agenda faced stiff headwinds in era of diminished resources following the crash of 2008
- Period from 2008-2012 involved a budgetary contraction of 30 percent (of State operating budget) at UB
- Internationalization is not free; obliged to be creative in implementing dual-purpose initiatives, with more bang for the buck
- Built upon institutional strengths, e.g. international enrollment, branch campus, extensive partnerships





## Incomplete, Ongoing Process

- Internationalization is a process, not a product
- New resources make additional initiatives possible—e.g. more funding for study abroad and faculty internationalization
- Less progress has been made in:
  - Internationalization of the curriculum
  - Reform of General Education
  - Restructuring of foreign languages and area studies
  - Faculty incentives, rewards
  - Structural changes to advance internationalization in the units





## Fresh Opportunity (2013)

- Current *Realizing UB 2020* initiative under new provost gives renewed impetus to internationalization viewed in a broader institutional context, and with new resources
- Emergent opportunities to revisit key areas:
  - Curriculum/global learning outcomes
  - General Education
  - Role of Study Abroad
  - Right-sizing international enrollment
  - Integration of international students







How does UB compare with the situation  
in the U.S. generally?

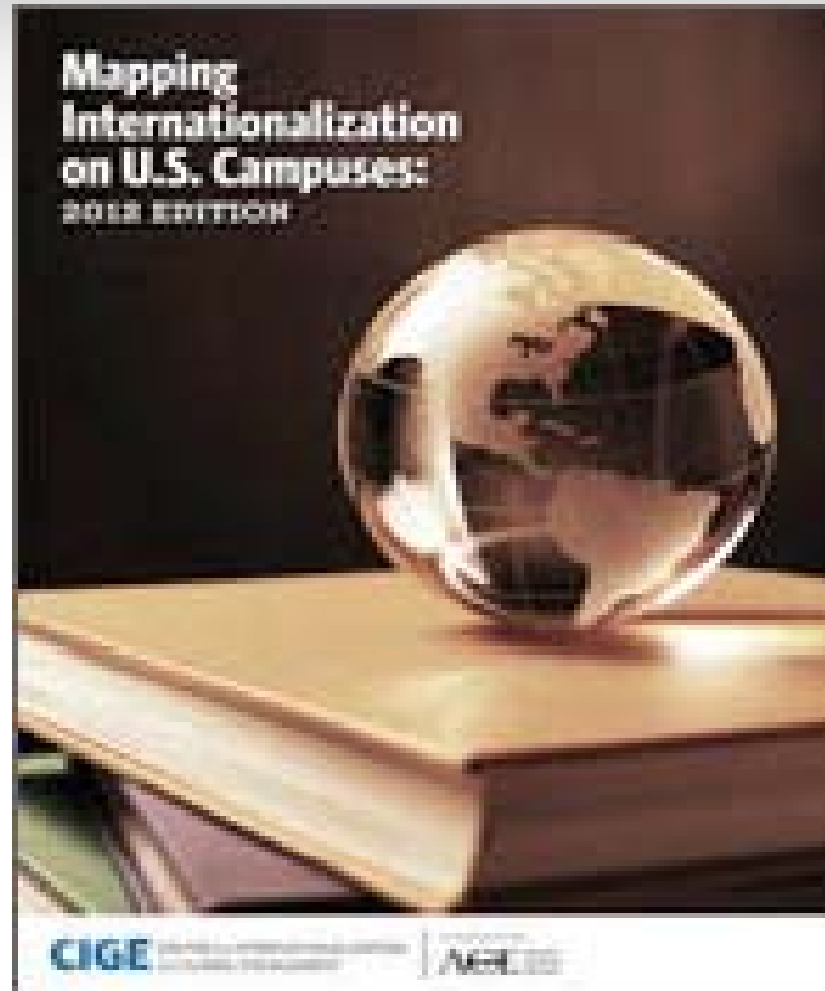




## “Mapping Internationalization on U.S. Campuses”: ACE’s latest assessment (2012)

- Follow up to ACE studies in 2001 and 2006
- Based on a major survey of more than 1,000 accredited, degree-granting institutions across the U.S.
- Tracks internationalization indicators over the past decade





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## Internationalization Indicators based on ACE's definition of 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." (p. 3)





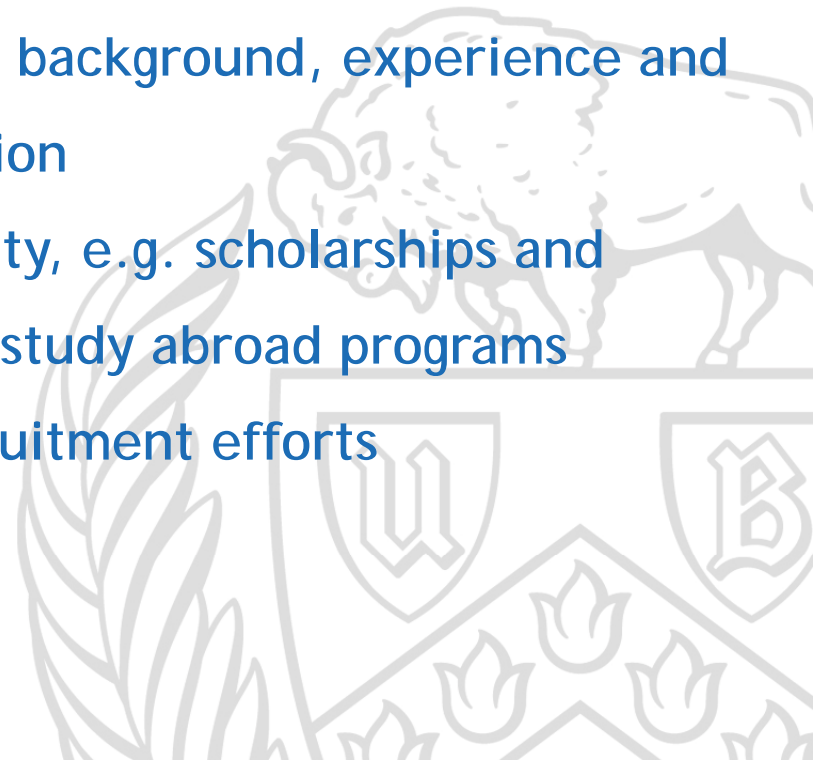
## ACE Internationalization Indicators

- articulated institutional commitment
- appropriate administrative structure and staffing
- curriculum, co-curriculum and learning outcomes
- faculty policies and practices
- student mobility
- international collaboration and partnerships



## ACE's Major Findings (2012)

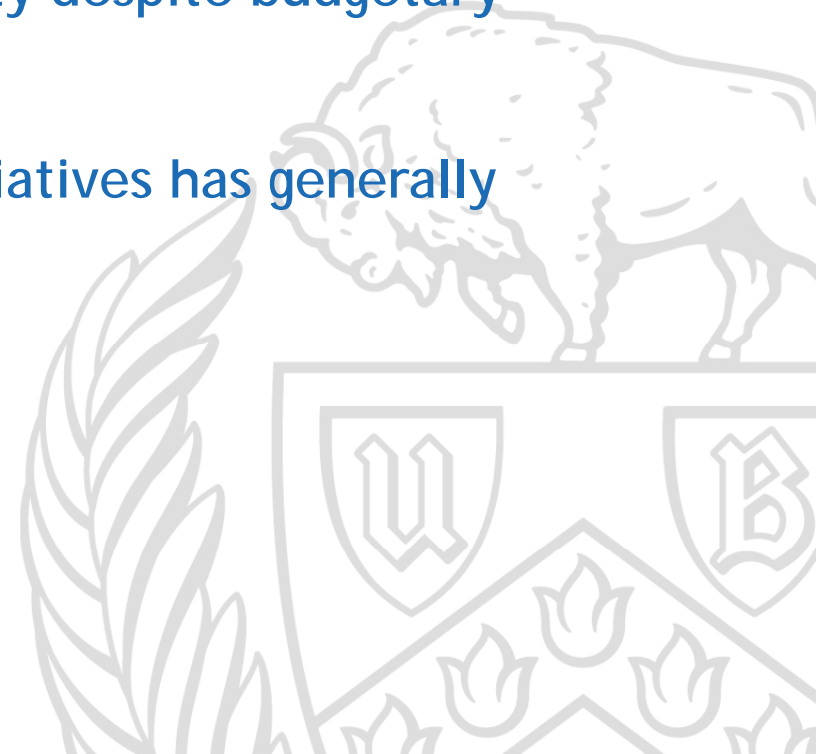
- Internationalization efforts and activities are generally increasing
- Greater focus on the curriculum, with increased inclusion and assessment of global student learning outcomes
- Growing recognition of international background, experience and interests in faculty hiring and promotion
- Increased support for student mobility, e.g. scholarships and faculty funding to develop and direct study abroad programs
- Enhanced international student recruitment efforts





## ACE's Major Findings (2012)

- Proliferation of international partnerships, with greater focus on research collaborations
- Internationalization remains a priority despite budgetary challenges over the past 5 years
- Funding for internationalization initiatives has generally increased, not decreased, since 2008





## On the other hand . . .

- ACE survey reflects troubling trends (from 2006 to 2011)
- Decrease in number of institutions with a foreign language requirement
- Decrease in course offerings featuring perspectives of other countries and cultures
- Detrimental effect on global learning across the board
- Decrease in number of institutions providing funding to internationalize faculty

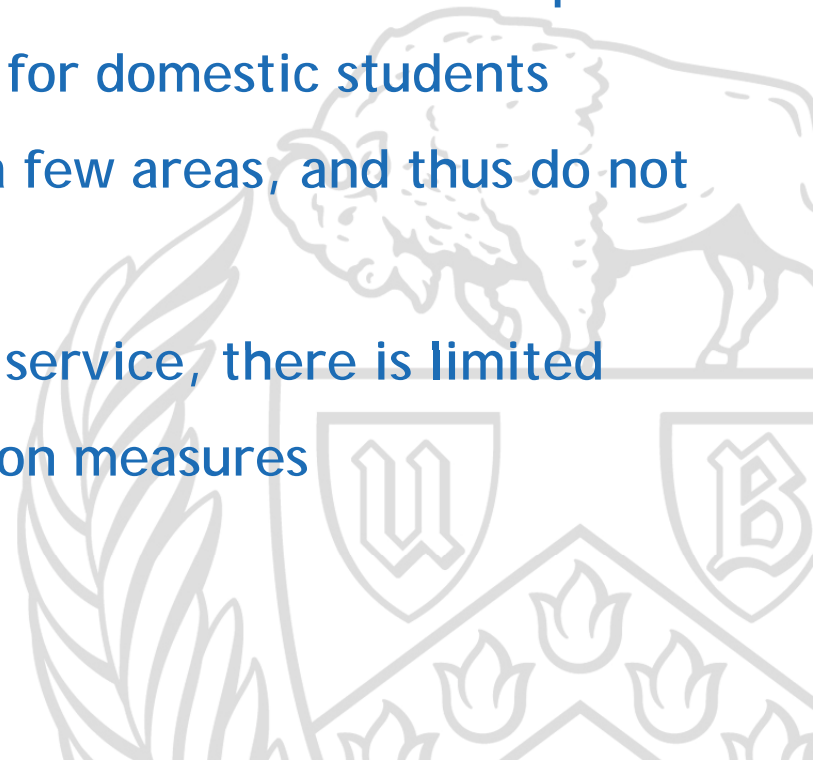






## On the other hand . . .

- Efforts to increase international enrollment have not been matched by increases in support services for intl. students
- Limited effort to integrate international students into campus life and encourage them to be a resource for domestic students
- Institutions tend to focus efforts in a few areas, and thus do not have a truly comprehensive approach
- In sum, despite continued strong lip service, there is limited growth in impactful internationalization measures



## Questions and Comments?

