Comprehensive Internationalization

Moving from Concept to Action

Prof. John K. Hudzik, Michigan State University
NAFSA Senior Scholar for Internationalization.
Former Dean of International Programs and Vice President for Global Engagement at MSU
What is Comprehensive Internationalization (CI)?

- Commitment and action to integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.
- Achieving benefits in core learning and discovery outcomes.
- Becomes an institutional imperative not just a desirable possibility.
PARADIGM SHIFT IN SCALE, SCOPE AND INSTITUTIONAL CULTURE

-Seeks to touch:
  - All institutional missions
  - All students and majors.
  - All faculty and staff.
-Defines institutional missions and values in global terms as well as in local or national terms.
-Extends responsibilities to a wider range of players.
-Is a broadly shared vision throughout the institution.
Pursue the Long-Range Strategy in Manageable Steps Over the Long Run

Not everything can be accomplished at once. Priorities must be set: What to start with and why

- Build on strength and nurture pockets of good will.
- Design manageable projects.
- Producing visible and valued results.
- Keep moving forward.

CI is an on-going commitment to take actions that systematically build CI over the long run.
Differing Institutional Paths for CI

- Institutions are idiosyncratic---so will be their approaches to CI.

- Differences shaped by an institution’s
  - Missions, values and priorities.
  - Institutional starting points.
  - What is possible at any point in time.
  - Modes of operation.

- There is no “best” model, and no “checklist” to follow. The best model for any institution is the one that fits its missions and circumstances.
**COMMITMENT TO COMMON ASPIRATIONS FOLLOWING DIFFERENT PATHS**

- **Mainstream**: Expand faculty and student engagement.
- **Integrate** CI into core institutional missions.
- **Widen who supports and contributes**: Beyond the international office to academic and support units.
- **Interconnect** CI activities to produce synergies.
Rationales and Drivers

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- Core Mission Drivers
- Customer Drivers
- Responsibility Drivers
- Globalization Drivers

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The “business” of universities is ideas and innovation.
- Creation of knowledge through research.
- Transmission of knowledge to learners
- Translating knowledge into action for society’s benefit.

With globalization, the business of universities is increasingly conducted across borders.
The Client/Customer Rationale

Higher Education has customers—who are they?

- Our students/graduates.
- Our communities.
- Our businesses and employers.

Life and work in a *global* environment is increasingly an expectation for everyone.

Our “customers” at home are global customers too.
OECD 2008 HE Report

- We are moving toward a more integrated world labor market.
- “Work force ready” students has a global meaning and so must educational systems preparing them.
- Traditional education and training systems are probably not up to the task in their current form.
THE SOCIAL AND NATIONAL NEEDS RATIONALE

- Foster global relationships, peace and justice.
- Enhance position in the global economy
- Improve cross-cultural understanding

The social responsibilities of higher education have rising global dimensions.

It is not local v. global but local and global.

Increasingly, local prosperity is tied to global prosperities.
**Higher Education Globalization**

- Growth and spread in global higher education
  - Instructional demand and capacity
  - Research capacity
- Increased cross-border H.E.
  - Trade and competition
  - Collaboration.
GLOBAL RESEARCH CAPACITY

Growth and an “evening” of global research capacity.

  - ~7-11% in Asian countries
  - ~3% in N. America and Europe


Source: NSF
GLOBAL RESEARCH CAPACITY (CONTINUED)

  - ~6% N. America and Europe
  - ~10% India, Korea, Taiwan
  - ~15-20% Thailand, Singapore, Malaysia, China

- Scholarly publications in the sciences and engineering increased 1988-2008.
  - ~17% U.S.
  - ~60% Europe
  - Triple digit increases Asia

Source: NSF
IMPLICATIONS FOR HIGHER EDUCATION’S INTERNATIONALIZATION

- A growing interest in strategic and multi-mission partnerships. (The “external”)

- A changing mix of campus interests and power centers for defining international engagement strategy and priorities. (The “internal”)
Group Work # 1
Group Work # 2
LEVELS OF ACTION TO MOVE CI FROM CONCEPT TO REALITY

THE MACRO/STRATEGIC concerns the institution as a whole, for example:

- An overarching vision and culture to support CI
- CI’s linkage to core institutional missions;
- Leadership and participation institution wide; and
- And bold aspirations.
LEVELS OF ACTION (CONTINUED)

THE OPERATIONAL/TACTICAL level concerns projects, activities, and programs, that bring reality to the vision. E.G.,

- increase the flow of and integration of international students;
- expand study abroad opportunities to all majors;
- increase language enrollments through innovative methods;
- engage in research and research partnerships abroad;
- integrate international into the core curriculum and all major.
THE IDEAL AND THE REALITY

- It would be ideal to have the “strategic actions in place before building operational programming.
- However, when CI becomes a priority of institutional leadership, few will wait very long for all the big stuff to get fully resolved.
- There will be immense pressure to move forward and see results.
- Given this reality, the macro and the operational will need to proceed apace.
**DEFINE WHAT WILL CONSTITUTE SUCCESS**

- Number of “customers” or participants.
- Maintenance or enhancement of standards of quality.
- Evaluation of customer satisfaction.
- Faculty and quality assessments.
- Financial (e.g., viability, break even, surplus models).
- Academic outcomes (e.g., student completion rates and academic performance; grants, awards, contracts)

Which of these is necessary; which sufficient?
LINK CI TO INTELLECTUAL OUTCOMES

- Learning outcomes.
- Research/scholarship outcomes.
- Community service and outreach outcomes.
- Strengthening curricula and research priorities.
- Sustained institutional capacity building.
Group Work # 3
Key Actions at the Macro Level

1. Build a Campus Culture—Engage a Campus Dialog About CI
2. Connect CI to Core Institutional Missions and Values
3. Integrate CI into existing missions and programs
4. Extend the Leadership Team
5. Articulate a bold vision and specific goals to drive your CI
6. Define, Measure, Reward Success
7. Recruit for Internationalization
ADVANCING CI THROUGH TRANSFORMATIONAL PROJECTS (EXAMPLES).

- Transforming revenue-motivated international enrollment to a CI motivated plan—a motivation to integrate global diversity into the fabric of campus living and learning.

- A commitment to curricular integration of study abroad by it a component of expected learning experience in the undergraduate degree.

- Expanding service learning to sites abroad.

- Globalizing liberal learning goals, curricula, and delivery.
INTEGRATING INTO COURSES AND CURRICULA

Adding new courses does not have to be the principal means of internationalizing the curriculum.

One can add global, comparative, and international content to existing courses and curricula.

This applies to courses in majors, as well as to globalizing the current general education (core) curriculum.

Which courses and curricula are prime candidates to get started?
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(Post Group Work)

Summing General Ideas
Building a campus culture for CI begins with:

- Defining and anchoring the meaning of CI for your campus in its core institutional missions.
- Engaging in a campus-wide dialog to develop a common understanding of the meaning, rationales for and drivers of CI.
1. **Engaging a Campus Dialog about CI**

Discussion and ownership of the culture needs to engage the entire spectrum of the academic and wider institutional community and its constituents.

Conversation should include all important segments of the institutional leadership

(e.g., the Council of Deans, the institution’s executive team, student leaders, professional staff, academic governance, and influential faculty leaders and committees.)
SAMPLE AGENDA FOR A CAMPUS DIALOG

- What is CI—a general definition and understanding?
- What are the important rationales and motivations for CI and our institution?
- How can CI relate to our institutional missions/values?
- How can it be integrated throughout the institution?
- What would constitute a bold vision?
- Who should play critical roles? How and why?
MORE ISSUES FOR A CAMPUS DIALOG

What is our mission in an increasingly global environment?

How do we prepare *all* our graduates for a global environment?

Given the intertwining of local and global, how do we simultaneously serve the local community, national interests, and the broader global community?

What does CI mean for our own internal organizational structures and procedures?
OUTCOME FROM A SUCCESSFUL DIALOG

One of the outcomes from a dialogue should be

• a concise statement or message to the campus and to external constituencies about the meaning of CI
• The reasons for institutional commitment to this important concept.

The messaging should be pervasive and consistent across all institutional communication channels.
2. CONNECTING CI TO CORE INSTITUTIONAL MISSIONS AND VALUES

- Review institutional mission and value statements. Do they reference international or global dimensions?
  - A simple mention of preparing students for global citizenship helps.

- If a revision to mission statements is needed, who do you need to involve? What is the core message to convey?

- Develop examples that will help the campus as a whole understand how international engagement advances core institutional missions.
3. **Building Support Through Integration**

Many will see CI as in competition for scarce resources.

There is the reality that there aren’t enough *new* funds available to virtually any institution to fully or even substantially undertake an ambitious CI effort.

Although some new resources will be essential, internationalization can be accomplished without substantial reallocations of existing resources by integrating it within existing and established priorities.
4. **Extend the Leadership Team for CI**

- Comprehensive internationalization is not possible if responsibility of the international office.
- Success requires multiple points of leadership and building effective partnerships across the campus.
- This is a key responsibility of the SIO and/or other CI leaders.
  - Who do you need?
  - How do you get them involved?
  - What do you need them to do?
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Key Players

International office

Academic deans and chairs

Campus support and service units

President and Provost

Individual Faculty
5. **Articulating a Bold Vision and Goals.**

A bold vision for internationalization that is rooted in the institutions "soul" can galvanize a campus and attract new financial support.

Audacious visions can drive goals and actions further than timid “vision” statements which merely tweak the status quo.
GOALS FOR A BOLD VISION

- All students will have access to international, global and comparative content and perspective.
- All faculty, students and staff will have multiple opportunities to acquire international, global, and comparative perspective.
- Such perspectives will be integrated into the teaching, research, and scholarship of faculty as appropriate.
- The benefits of CI will be extended to the public and private sectors through outreach activities.
6. **Define and Reward Success**

**What is Counted, Counts**

- Students understand what is important through curriculum requirements, electives and opportunities to engage internationally.

- Faculty understand what is valued by way of promotion and tenure criteria/decisions (the criteria used de facto by academic units and by institutional decision-makers).

- The allocation or reallocation of resources by the institution signals what is valued at the macro level.
THE CRITICAL ROLE OF THE FACULTY

- The faculty controls the curriculum as well as promotion and tenure criteria.
- It is difficult to imagine pervasive international engagement without curricular integration as well as active faculty engagement.
- Without the faculty motivated and actively involved, CI has little if any chance of happening.
7. RECRUIT FOR INTERNATIONALIZATION

Does the institution advertise its commitment to international engagement:

- In its institutional branding and messaging,
- To prospective students in its promotional materials?
- When advertising faculty vacancies.
- Its interest in hiring faculty who have demonstrated expertise, professional networks, and experience across borders?
8. **Take Advantage of Key Events in the Institution’s Life**

- Changes in senior leadership;
- Strategic planning initiatives;
- Revision of the core curriculum;
- Accreditation reviews;
- Noteworthy advances by peer institutions;
- New funding or income-generating opportunities;
- Opportunities to create partnerships.
9. **CHALLENGE THE STATUS QUO**

- Examine policies and procedures that were designed for a different age and primarily for domestic stakeholders,

- Assess curricula that may now be deemed too parochial in terms of how it prepares students for global citizenship, and

- Design new delivery systems more congruent with student learning preferences and new technology.
10. Envision, Develop and Manage (EDM) Transformational Projects

The Continuous Design and Implementation of Transformational Projects is the Key to Maintaining Momentum on the Road to CI.
1. **Frame the Vision**

- What is the specific goal you want to accomplish?
- How does it relate to the institutional mission?
- What is the compelling rationale for the commitment of time and significant resources?
- How does it move the institution forward in accomplishing its CI vision?
VDM Transformational Projects (cont’d)

2. Design How Will It Be Accomplished

- What are the core tasks to be undertaken?
- Which individuals and units will be involved? What do they need to know?
- Develop a timeline of key tasks and events.
- Which policies, procedures or processes must be in place?
- What key resources will be needed, including strategic allies, critical financial resources, and support infrastructure?
EDM Transformational Projects (cont’d)

3. Assembling and Activating the Team

- Who are the key players (individuals and units) who will be essential to success?

- How will you engage their support? What are the key drivers for CI that will inspire/convince key players to engage?

- What kind of training, education, or team building efforts need to be offered and for whom?
4. Other Key Steps and Issues

- Continuous and two-way communication to keep the academic community informed of progress and offer reciprocal learning.
- Anticipate and manage challenges. How will you address them?
- How will success will be measured and milestones along the way.
- How will you reward and sustain contributions to the overall plan, and how will effort on the project be seen to “count”?
- How will you ensure that the plan remains dynamic and responsive to new developments over the years?
COMPREHENSIVE INTERNATIONALIZATION

- Full version & executive summary free at www.nafsa.org/cizn
- Additional resources: www.nafsa.org/internationalization & www.nafsa.org/trendsinsights
- Contact us at: IELKC@nafsa.org

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