Internationalizing Higher Education Institutions

From Concept to Action in Strategic and Comprehensive Internationalization

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Prof. John K. Hudzik, Michigan State University

NAFSA Senior Scholar for Internationalization
Former Vice President Global Engagement and Dean of International Studies and Programs, Michigan State University

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Pressure is building for a more strategic and fulsome internationalization of higher education institutions in the 21st Century

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What are the likely directions of and sustainability in higher education internationalization?
Globalization of Nearly Everything

- Trade, economies and markets
- Jobs, global labor mobility
- Communicable disease
- Environmental sustainability
- Sources of conflict and threat
- Justice and human rights
- Sources of ideas and cutting-edge knowledge
- “Brain circulation” and global competition for talent
Knowledge Economies, Globalization and Higher Education (H.E.)

- Competition and collaboration are shifting from the local/national to a global reference frame.
  - Increasingly in ideas and talent.

- Competition and collaboration require knowledge communities supported by high quality H.E. systems.

- Higher education quality requires access to global pathways of learning, talent and ideas.
Forces Propelling H.E. Cross-Border Activity and Collaborations

- Sources of cutting-edge knowledge.
- National and state needs
- Consumer expectations and pressures.
- Entrepreneurial drivers
- The band wagon
Emergence of a Global H.E. System

- Global “flattening” of educational and research capacity.
  - “Seat” growth
  - Mobility growth (But changing patterns)
  - Research capacity

- Multi-directional talent flows and collaborations.

- Global ranking systems and stratification.
  - Focus on the global top 500 (and top 50 super elites).
  - Affecting talent flow and network formation (pedigree).

- Do you have to be globally ranked to be globally engaged?
## Global Research Capacity
(Proportions of Global R&D Expenditures)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EU</th>
<th>USA</th>
<th>AS-10</th>
<th>REST WORLD</th>
<th>CHINA</th>
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<tr>
<td>1996</td>
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<td>36%</td>
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<td>2009</td>
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Asia 10 (China, India, Indonesia, Japan, Malaysia, Philippines, Singapore, S. Korea, Taiwan, Thailand). Source: NSB 2012
Publication Co-Authorship and “Quality”

- Two-thirds of world S&E articles were co-authored in 2010.
  - Coauthored domestic (grew 50%)
  - Coauthored international (grew 300%)
- Citation incidence: 2010 compared to 2000,
  - US authors cited 76% more times than expected. (Was 85%).
  - EU articles “rose” to -6% than expected (From -27%)
  - China’s nearly equal to its expected (From “below expected”)
PERCENT SHARE OF SCIENCE ARTICLES 2009
BASED ON COUNTRIES OF 1,000 OR MORE

"ANGLO"--39%
EU--26%
NON-EU--5%
ASIA--24%
LAT AM--3%
M.E. & AFR--2%
## Share of Internationally Co-authored S&E Articles Worldwide

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<tr>
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<td>8</td>
<td>RUS</td>
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</table>
A Few More Higher Education Trends

1. Public disinvestment in higher education funding and rising costs to the individual buyer.

2. Growing “private like” forces in public H.E.

3. A growing private H.E. sector (greater adaptability?)

4. A more cost-conscious, “demanding” and globally mobile consumer.

5. Blurring lines between public and private: costs, managerialism, revenue diversification
<table>
<thead>
<tr>
<th>COUNTRY (Source: PROPHE)</th>
<th>% Enrollments in Privates</th>
<th>% Institutions Private</th>
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<tbody>
<tr>
<td>China</td>
<td>20%</td>
<td>41%</td>
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<tr>
<td>France</td>
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<tr>
<td>Italy</td>
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<tr>
<td>Japan</td>
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<td>New Zealand</td>
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<td>Korea</td>
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<td>Mexico</td>
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<tr>
<td>Brazil</td>
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<td>89%</td>
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<td>Pakistan</td>
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<td>Poland</td>
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<td>Portugal</td>
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<td>Spain</td>
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<td>S. Africa</td>
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<td>84%</td>
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<tr>
<td>USA</td>
<td>26%</td>
<td>60%</td>
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Impacts of Overarching Global H.E. Trends

- Strong demand and short supply of seats.
- Increased cross-border H.E. trade and
  - Competition,
  - Collaboration,
  - Stratification (not yet sensitive to mission diversity).
- More comprehensive and strategic forms of internationalization and global engagement.
Comprehensive Approaches to Internationalization
Emerging 21\textsuperscript{st} Century “Concepts” of a More Comprehensive Internationalization (Going Beyond Mobility)

- Europe
  - Mainstream internationalization
  - Internationalization at home

- Australia
  - Deep internationalization
  - Internationalization of the curriculum

- USA (and perhaps Canada)
  - Comprehensive Internationalization (USA)
Emerging 21st Century “Concepts” of a More Comprehensive Internationalization

- Latin America
  - Internationalization across all academic programs,
  - Building research capacity and collaborations
  - Changing patterns of mobility

- Asia
  - Strategic internationalization built-in from the start

- Africa
  - Regionalism as core aspect of internationalization
  - Social and system development as the goal.
What is Comprehensive Internationalization (CI)?

Commitment and action to infuse and integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.

- Achieving benefits in core learning and research outcomes.
- Becomes an institutional imperative not just a desirable possibility.
Paradigm Shift in Scale, Scope and 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.

Local prosperity increasingly dependent on global co-prosperities.
Differing Institutional Paths for CI

- Institutions are idiosyncratic---as will be their CI
- Differences shaped by an institution’s
  - Missions, values and priorities.
  - Starting points.
  - What is possible at a point in time.
  - Modes of operation.
- There is no “best” model.
  - The best model for any institution is the one that fits its missions and circumstances.
Commitment to Common Aspirations Even if Following Different Paths

- **Mainstream**: Expand faculty and student engagement.
- **Integrate** CI into core institutional missions.
- **Expand who supports and contributes**: Beyond the international office to academic and support units.
- **Interconnect** CI activities to produce synergies.
Pursued as a Long-Range Strategy: Manageable Steps Over the Long Run

Not everything can be accomplished at once. Priorities must be set.
- Build on strength and nurture pockets of good will.
- Design manageable projects.

An on-going commitment to take action over the long run.

A journey without an end.
Multiple Rationales for Expanding Internationalization
Rationales and Drivers

- Core Mission Drivers
- Customer Drivers
- Responsibility Drivers
- Globalization Drivers
The “business” of higher education 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 H.E. is increasingly conducted across borders.

Higher education must function in a *global* marketplace.
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.
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 not up to the task in their current form.
The Social Responsibilities Rationale

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

The social responsibilities of higher education have expanding global dimensions.

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

Increasingly, local prosperity is tied to global co-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
  - Stratification
- Forcing trans-national H.E. reform
Key Issues and Action Steps in Moving from Concept to Action
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
Leading Comprehensive Internationalization

Download free www.nafsa.org/cizn2

A third publication in the series is slated for release mid 2014:

Developing Sustainable Resources For Internationalization
John K. Hudzik and Penelope J. Pynes
Institutional Internationalization: From Concept to Reality

Action is needed at two levels

- **Macro/Strategic**---Developing a campus culture and vision to support internationalization

- **Operational/Tactical**---Projects that bring reality to the vision
The Macro/Strategic

Concerns the institution as a whole:

- Engage a campus dialog to achieve an overarching vision and culture to support CI.
- Link CI to core institutional missions.
- Extend leadership and participation institution wide; and
- Set bold aspirations in outcomes. (Bold does not mean “crazy.”)
The Operational/Tactical

Projects, activities, and programs that bring reality to the vision. For example:

- Internationalize the core curricula and all majors;
- Engage research and research partnerships abroad;
- Integrate international students;
- Expand study abroad opportunities to all majors;
- Increase language enrollments through innovative methods.
Building a Strategic Highway

- The long-range vision and goals.
- Connect to institutional vision, values, and, priorities.
- Programmatic foci to operationalize in:
  - Teaching and learning,
  - Research and scholarship, and/or
  - Community engagement and service
- Key enabling strategies: (e.g., integration, mainstream, resources).
- Timelines and benchmarks
Sample Agenda for a Strategic Campus Dialog About CI

- What is it?—expand understanding
- Why do it?---rationales/motivations
- How does it enhance existing missions?
- What outcomes do we desire?
- What would be an energizing but realistic vision?
- Who has roles to play?

Purposes of a dialog: Educate, build support and buy-in, gather attention.
More Issues for a **Mission-Connected Strategic Campus Dialog**

- What are our missions (and responsibilities) in an increasingly global environment?
- How do we prepare graduates for a global environment?
- What is the value of connecting our teaching/learning and research/scholarship missions to global pathways of talent, ideas and capacities?
- Given the intertwining of local and global, how do we simultaneously serve the local community, national interests, and the broader global community?
- How will CI impact internal organizational structures and procedures?
Key Enabling Actions

1. Define success
2. Reward success: What is counted, is what counts.
3. Integrate CI as value-added to core institutional missions
4. Extend the leadership team for CI
5. Articulate a bold vision and goals
6. Recruit for Internationalization
7. Challenge the status quo
8. Strategic Inclusion
Define What will Constitute Success

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

Which of these are necessary; which are sufficient (enough) for your institution?
What Can be Measured Under Various Systems of Accountability?

- **Inputs:** Resources available to internationalization
- **Outputs:** Type and amount of work or activity
- **Outcomes:** The end products

There is good reason to measure/track all three
What Can be Measured continued

<table>
<thead>
<tr>
<th>Sample Input Measures</th>
<th>Sample Output Measures</th>
<th>Sample Outcome Measures</th>
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<tr>
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<tr>
<td>study abroad options, locations, subject matter, and support. locations, subject matter, and support.</td>
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<tr>
<td>Institutional research expenditures per faculty member. Or, external research dollars, etc. publications; patents; incidence of citation; grants and contracts from external sources. publications; patents; incidence of citation; grants and contracts from external sources.</td>
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<tr>
<td>Dollars, people and other resources applied to problem solving engagement. numbers of projects/locations, numbers of people involved. numbers of projects/locations, numbers of people involved.</td>
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<tr>
<td>Impact on people’s well being and condition: economic, health, income, nutrition, safety/security, access, etc. economic, health, income, nutrition, safety/security, access, etc.</td>
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Note: These are examples and no assumptions are made as to whether evidence exists to establish cause and effect connections when moving from left to right on the grid.
Link CI to Intellectual Outcomes

- Learning outcomes.
- Research/scholarship outcomes.
- Community service and outreach outcomes.
- Strengthening curricula and research priorities.
- Sustained institutional capacity building.
Examples of Learning Outcomes

- Number of students achieving identifiable knowledge competency in global or comparative studies, or associated learning objectives
- Numbers of students achieving objective levels of language competency (not “seat time”)
- Evidence of impact on students, e.g., knowledge, attitudes, beliefs, values, skills, careers
- Evidence of students' capacities to learn from and with others from different cultures

What are they for you?
Reward Success: What is Counted, is What 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.
Many will see CI as in competition for scarce resources. There aren’t enough *new* funds available to virtually any institution to fully or even substantially undertake an ambitious CI effort.

The main alternative is through reallocations and “*dual purposing*” existing resources.
Integrate into Existing Efforts/Priorities

- 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 modernize pedagogy.
- Build on existing institutional research priorities and thrusts.
- Build on existing faculty research interests.

But to be valued, integration requires connection to outcomes which advance core missions and values.
4th

Extend the Leadership Team for CI

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

- International office
- Academic deans and chairs
- Campus support and service units
- President and Provost
- Individual Faculty
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.
5. Articulate 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.

Audacious does not mean impossible.
Examples of Bold Vision and Goals

1. Every student is given significant exposure to international, comparative and global (IGC) content as part of their degree programs.

2. Language study is encouraged and expanded through curricular integration and modernized pedagogical options for learning.

3. All students have the opportunity to engage learning through educational opportunities abroad.
More examples of Bold Vision and Goals

4. All faculty are encouraged to enhance (ICG) content in their teaching and scholarship.

5. International students and scholars are consciously integrated into the campus living and learning environment and in support of CI goals.

6. Graduate students are given an understanding of the practice of their discipline in other cultures.

7. Community engagement routinely connects local constituencies to global knowledge and opportunity.
6. 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?
7. 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.
8. **Strategic inclusion**  
(Making a Culture of Support Real)

- Consistent and frequent leadership and messaging
- Inclusion in institutional strategic planning.
- Integrate into annual budget planning.
- Included in the capital campaign and in support services for contracts/grants.
- Inclusion during institutional moments of key change
- Part of reviews of rules, procedures, structures.
Institutional Strategic Planning Priorities

Institutional:
- Academic Quality
- Reputation and Rank
- Financial Health
- Diversified Revenue
- International Reach
- Access
- Service to Community
- Research Portfolio

Shape Program and Action Priorities

Internationalization (Example)
- In/Out Mobility
- On-Campus Curriculum
- Research Opportunities
- Development Abroad
- Revenue Generation
- Global Reputation
- Global Partnerships

Benefits
- All
Institutional Strategic Planning

Strategic Imperatives and Priorities

Connect to Budget Planning, Resource Allocation and Reallocation

Shapes Strategic Program Priorities

E.G., International Strategic Programs and Direction

International Program Activity and Resource Expenditures

Metrics for Accountability
Key Elements of Initial Project Action
Building a Climate of Support: Selling CI to Various Audiences
The Need for Research and Outcomes Data

- **Administrators/Leaderships.** Institutional stature, reputation, niche position, branding and identity; funding; academic quality and outcomes in the eyes of institutional constituents. Both sides of the cost/benefit equation.

- **Faculty.** Scholarship, careers, intellectual legitimacy and quality. Value added to faculty teaching, research and service roles? Reshaping research agendas and priorities?
Selling CI to Various Audiences
The Need for Research and Outcomes Data

**Consumers** (e.g., students, parents, employers and communities). Documented value added in learning, community problem solving, and work force development; and down-the-road impacts such as in careers and economic development.

**Governance and Funders Lens.** How does governance (both boards of trustees and academic governance) and funders (e.g., government) view the costs and benefits of internationalization?
Distinguish between Vision Destination and Steps in the Journey (examples)

🌟 By 2018, all majors will provide their students study abroad opportunities that “count” toward graduation.

щение

💧 To start, we will build programs for majors a, b, and c in the coming year, and for d, e, and f the year after.

🌟 By 2025 we want at least 20% of our graduates having studied abroad.

💧 To reach this goal we will increase study abroad enrollments by 5% per year between now and then
Distinguish between Vision Destination and Steps in the Journey (more examples)

- By 2018, international students will comprise 10% of our student body (presently 3%), with annual growth targets.
  - Through targeted recruitment in key majors and countries.
  - By building a welcoming, supportive and integrating environment for international students
- We will “internationalize” our on-campus curriculum
  - In two years, our general education curriculum will be revised to integrate international and global content.
  - By 2018, all major on campus will have revised content to integrate relevant international and global content.
1. Frame the vision, goals and rationale

- What are the goals you want to accomplish in the longer run?
- Lay out manageable milestones and steps.
- How does the vision relate to institutional missions?
- What is the compelling rationale for the commitment of time and significant resources to this vision?
2. What is Necessary for Success?

- What are the core **tasks** for success? What key things must happen?
- Which **individuals and units** must be involved?
- Which **policies**, procedures or processes must be in place (particularly in areas presently posing barriers)?
- What key **resources** will be needed, including strategic allies, financial resources, dual-purposing, and support infrastructure?
- What is a reasonable **timeline** for key tasks and outcomes?
3. Assemble and Activate Those Who you Need Involved.

- Identify the key players (individuals and units) which will be essential for success.
- How will you engage their support?
  - What will inspire/convince key players to engage?
- What kind of dialog, training, education, or team building efforts need to be offered and for whom?
Lay the Base to Obtain Support and involvement Needed From Others

- Understand their goals and needs and the basis on which they and their units will be assessed.
- Offer suggestions for how YOU can help THEM achieve their goals through CI.
- Help them understand what, how, and where they can contribute to CI.
- Ensure they feel an important part of the CI team.
- Build the basis for mutual benefits from collaborating.
4. Other Key Steps During Implementation

- Continuous, two-way communication to keep the academic community informed of progress and successes.
- Anticipate challenges and how you will manage them.
- Define success, its measurement, and expected milestones.
- 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 time?
The “Generic” Project Action Blueprint
Framing the Vision

What defines the nature of your institution (its mission, values, traditions)?

How do you want to be perceived in 10 years or so in terms of your institution’s brand vis-à-vis international engagement/activity?

What are the specific programmatic goals you want to accomplish?

What is the compelling rationale for devoting time and resources to accomplishing them?

How do these goals move the institution forward in accomplishing its vision?
Getting Started

- What should you do first to get things **started**?
- Who are the key players (individuals and units) which will be essential to success?
  - Who do you need engaged at the start?
  - Who will need to engage at some later point?
- How will you motivate their engagement and support?
- To what degree will you need to inform and build wider campus support?
  - What should be initial steps in doing so?
Implementation Beyond Getting Started

- What are the core tasks for success and their sequencing?
- Which people and units are essential for which key tasks?
- What are key elements needed for sustainable success?
  - Infrastructure?
  - Policies, procedures, or processes?
  - Resources both new and re- or dual-purposing of existing resources?
  - Training, education, team building efforts?
- What are timelines for having key elements in place?
- Determine how success and milestones will be measured.
Other Steps: Initial Planning Through Implementation

- Anticipating and managing challenges you expect to encounter in implementing the project. What are they and how will you address them?

- What continuous communication strategies will you employ to keep the academic community informed of progress and of emerging opportunities for them to become engaged?

- How will you reward and sustain contributions to the overall plan, and how will effort on the project be seen to “count” within the system?

- How will you ensure that the plan remains dynamic and responsive to new developments over the years?
The internationalization of higher education must play out under the overarching parameters of higher education constraints, opportunities and challenges.
How Might Broader Challenges to HE Shape its Internationalization?

1. Funding, accountability and stature based on outcomes.
2. Speeding time to degree
3. Controlling costs
4. From expertise for the few to cost-effective access by the many.
5. Pressure for innovation in practices
Challenges and Shaping… continued

7. The pressure for cross mission synergies.
7. Responding to nontraditional students.
8. Global competition for the best faculty and students.
Challenges… continued

9. Disruptive False Dichotomies. E.g.:
   - It is someone else’s job, not mine;
   - mainstreaming access threatens quality;
   - it is either local or global but can’t be both.

10. Statutory regulations

11. Bureaucratic inertia

12. Individual resistance
Strategic inclusion gives life to a culture of support

- Consistent and frequent leadership and messaging
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Shape Program and Action Priorities

- Internationalization (Example)
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Benefits All
Institutional Strategic Planning

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