FRAMEWORK
FOR
COMPREHENSIVE INTERNATIONALIZATION
AT THE UNIVERSITY OF UTAH

Prepared by:

The Global U Council and the Office for Global Engagement

November 7, 2017

The Office for Global Engagement (OGE) provides campus-wide leadership and coordination in support of University of Utah global initiatives, partnerships, and programs. OGE reports to the university's President and has direct administrative oversight for Learning Abroad, International Student & Scholar Services, Global Risk Management, External Relations and Development, the U's global partnership development and global activities inventory among other responsibilities. The office serves as a hub for information on global programs and initiatives at the U.

The Global U Council is a faculty advisory board to OGE open to all faculty and administrators who are interested in internationalization and global engagement at the U. The Council provides advice regarding OGE initiatives and comprehensive internationalization at the U, receives updates from OGE and regarding global programs and initiatives at the U, and offers networking and information sharing regarding global programs and initiatives. Occasionally, committees are established to develop proposals on specific topics and the Global U Council has provided extensive feedback regarding this framework document.

Table of Contents

Executive Summary

The University of Utah's mission and core values clearly state the importance of global engagement and learning, focused on local to global teaching, research, and service. The U is a world-class university with significant global reach. Faculty and students from all disciplines engage in initiatives and programs around the world. The U is also a large and complex institution where global activities have been historically decentralized and primarily coordinated in departments, colleges, research centers/institutes and individual offices. The establishment of the Office for Global Engagement (OGE) in August 2013 was a first step in providing leadership for comprehensive internationalization and institutional-level coordination among the various entities engaged in global activities. This framework outlines a rationale and definition for comprehensive internationalization and recommends seven target areas to develop a university-wide coherent and strategic approach.

Terminology

In this document, as well as within the broader field of international higher education, the terms "global" and "international" are used interchangeably. The University of Utah intends to emphasize the need for both global and international learning for students. "Global" is understood to pertain to across-the-globe issues, systems, and phenomena while "international" pertains to deep knowledge of people and places. Generally, the term "global learning" encompasses both concepts in addition to intercultural communication skills. In the interest of keeping this document as brief and concise as possible, the terms "global", "international", and "intercultural" are used without the intent to diminish the comprehensive knowledge and skills U students should acquire in order to effectively navigate in an environment increasingly impacted by globalization in all of its positive and negative outcomes.

The University of Utah Mission, Values Statement, and Core Values

The University of Utah's mission, values statement, and core values clearly describe the institution's commitment to internationalization:

The University of Utah Mission Statement

The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

(Source: https://president.utah.edu/universitystrategy/)

The University of Utah Values Statement

In accomplishing our local-to-global mission, the University cultivates an academic environment in which the highest standards of intellectual integrity, teaching, research and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines and who offer high quality engaged learning and clinical experiences. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility, and integrate global and sustainability goals and principles across the institution.

Teaching

In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines

and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing ==challenging instruction for all its students, from both Utah and other states and nations==, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are ==participation and leadership in national and international academic disciplines==. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life

In its role as a contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to ==contribute time and expertise to community and professional service, to national and international affairs and governance==, and to matters of civic dialogue.

(Source: https://president.utah.edu/universitystrategy/)

The University of Utah Core Values

1. **Student success and engagement:** The U is committed to providing the financial assistance, personalized support, and ==engaged learning experiences== that increase access to the university and facilitate persistence through degree completion.

2. **Research and teaching excellence:** The U engages in cutting-edge teaching and research that foster inter- and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge and technology transfer.

3. ==**Diversity:** The U celebrates the rich diversity of people as well as creative and intellectual traditions by being inclusive in every respect.==

4. **Sustainability:** The U contributes to a more sustainable world through research, teaching, and demonstrating best practices in protecting and enhancing the natural and built environment on the campus and environs, making it a great place to live, learn, work, play, create, recreate, and visit.

5. **Global vision and strategy:** ==The U thinks and acts globally by increasing opportunities for students and faculty to engage in international study, teaching, research, and service.==

6. **Community:** The U maintains a strong sense of community among students, faculty, and staff, and cultivates meaningful university, neighborhood, city, region, state, and ==global partnerships==.

7. **Leadership:** The U engages students, faculty, staff, and the larger community in conversations that lead to ==positive transformation at the local, state, national, and global levels==.

(Source: https://president.utah.edu/universitystrategy/)

Rationale

It is clear that global learning, teaching, research and service are at the core of what we do at the University of Utah. In the globalized and interconnected world of the 21st century, an institution of higher education striving to be at the cutting edge of scholarship, teaching, and public outreach must engage with partners around the world, address global issues and problems, welcome individuals from around the world, and provide global and intercultural learning opportunities to its students. Although the U is a global university in many respects, it is also a large and complex institution where historically global activities and partnerships have been decentralized. The establishment of the Office for Global Engagement (OGE) in August 2013 was designed to provide leadership for university-wide comprehensive internationalization, enhance visibility for the U's global reach, and ensure institutional-level coordination among the various constituents engaged in global initiatives and programs.

OGE has developed institutional coordination and resources for the U's global initiatives and activities, including, but not limited to, global partnerships, learning abroad opportunities, global learning on campus, international student & scholar support services, risk management, online global activities inventory, and the establishment of a university extended campus in South Korea. This work was necessary to better understand where and how the institution is engaged in the world, engage faculty and staff in a coordinated global effort, address serious gaps in ensuring the health & safety of our students and employees traveling abroad, and to facilitate student mobility by creating a supportive environment for international students and providing effective advising for students participating in learning abroad. This work will continue and expand.

Therefore, much has been accomplished. A significant number of faculty are engaged globally through research collaborations, developing partnerships with institutions in other countries, teaching abroad, recruiting international graduate students to their programs, and many other initiatives. There are staff members across campus who are deeply engaged in recruiting and supporting international students, advising students who are seeking and participating in learning abroad opportunities, developing infrastructure for student mobility, and other activities. University leadership is engaged in a variety of initiatives, including serving on boards,

committees, and task forces focused on international programs, as well as hosting international delegations visiting our campus.

Considering the wide range of global activities at the University, the next step is to recognize the global programs and initiatives already in place, assess potential gaps, and develop an institutional strategy and vision for comprehensive internationalization (CI). CI is defined as *a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as globally-oriented and internationally-connected institutions* (American Council on Education). Not to be confused with globalization: Internationalization is the response of higher education to globalization. Internationalization has been defined as the process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education (Knight, 2015).

A vision and strategy for internationalization must take into account the unique features and culture of an institution as well as the institution's location, specific opportunities, and also challenges. Our location in the intermountain West and the Wasatch Front, as well as our culture and the university's four strategic goals, create a unique environment in which to advance comprehensive internationalization. The four strategic goals are:

- Promote student success to transform lives
- Develop and transfer new knowledge
- Engage communities to improve health and quality of life
- Ensure long-term viability of the university

Details and data related to these goals can be found at:

https://president.utah.edu/universitystrategy/ The priorities and goals for comprehensive internationalization at the University of Utah shall be aligned with the university's strategic goals to successfully integrate a global dimension across the institution.

Target Areas

In order to identify target areas for comprehensive internationalization at the University of Utah, a model provided by the American Council on Education-Center for Internationalization and Global Engagement (ACE-CIGE) is used as the basic framework. The model is described in detail in the Appendix to this document. The ACE-CIGE model outlines six interconnected target areas to which a seventh was added for the University of Utah: Global/Local Community Engagement. The U views comprehensive integration as local-to-global engagement, with an emphasis on developing community connections and actively collaborating with community partners around global and intercultural themes and issue.

Considering the seven proposed target areas, it is important to understand what has been achieved and where the U has made significant advances as well as the gaps that need to be addressed. The following discussion is intended to outline how we are addressing the seven identified target areas and where gaps may exist.

1. **Articulated Institutional Commitment:** The university's mission, values, and strategic goals include internationalization, describing the U as a global university. Additionally, OGE has established the Global U Council, serving as an ad hoc internationalization committee, composed of globally engaged faculty and administrators at the U. The Global U Council, in conjunction with OGE leadership, has prepared this document to begin the process of identifying the U's priorities and articulating the institutional commitment to comprehensive internationalization.

   Beyond developing a strategy for comprehensive internationalization, the U needs an internally consistent and concise "global message", specifically asking: What are our global mission, vision, and priorities? This brief statement should convey the essential university global message, and be articulated consistently by the university leadership. The campus community should fully understand what comprehensive internationalization means for the University of Utah.

2. **Administrative Leadership, Structure, and Staffing:** OGE was established in August 2013 with a senior international officer who reports directly to the U President and sits on the President's Cabinet. Senior leadership – the President and the Senior Vice President for Academic Affairs (SVPAA) -- are committed to advancing the global dimension of the U. President Pershing has actively supported the U global mission, including the development of the Asia Campus in South Korea, the advancement of Fulbright student and faculty opportunities, the Global Learning Across the Disciplines (GLAD) initiative, the U Faculty Global Inventory, and many other programs. SVPAA Ruth Watkins is leading the development of the U's international student recruiting structure to increase and diversify the U's international student enrollment is also deeply committed to developing the U's global dimension. Many of the college deans are engaged in global initiatives which they designate as priorities for their colleges. Although some deans are not as directly engaged in global initiatives, faculty within their college are deeply involved in global research and teaching. All deans have expressed an interest in broadening their college's global activities. Senior leadership for Health Sciences is advancing numerous international projects. A Director for Global Health appointed in 2015 who collaborates directly with OGE.

OGE was established to provide leadership and coordination of the U's many global initiatives, programs, and partnerships. There are 35 full-time OGE staff at this time, including the Directors for Learning Abroad, ISSS, External Relations & Development, and Global Risk Management. Learning Abroad and ISSS have 8 and 16 staff members respectively. They primarily serve in roles supporting students and faculty. OGE also employs a number of peer advisors and graduate assistants who provide critical services and a student perspective to global operations. There are many offices and individuals around campus who directly and indirectly support international students, as well as students participating in learning abroad. Academic advisors and student affairs staff collaborate closely with OGE staff in a wide range of advising and services for students engaged in international education. It is critical for the University to provide campus-wide and integrated support for students participating in international experiences in collaboration with OGE. All staff and faculty should be a familiar with the unique needs

of international students as well as the opportunities and advising needs of students who participate in academic experiences abroad. Academic advisors are particularly important as they regularly connect with students on their academic choices, and how those fit with their professional aspirations and personal development.

3. **Curriculum, Co-curriculum, and Learning Outcomes:** There are approximately 30 globally-focused academic programs at the U. Most are interdisciplinary programs and they include two Title VI National Resource Centers (NRCs) in Asian Studies and Latin American Studies. There is a critical need to inventory all globally-focused academic programs in order to have a comprehensive picture of what is available institution-wide for students to learn and apply global competency. Additionally, the University has not yet defined what constitutes a "globally-focused academic program." Although there is some coordination among some programs, there has not been a coordinated effort to understand how these programs promote internationalization and global competency for U students. For example, learning outcomes have not been defined to assess global competency.

Through the NRCs and the Department of World Languages and Cultures, the U provides a wide range of options for language learning. This is an essential component of global learning. To understand cultural nuances and fully engage with people from other cultures, proficiency in the specific language is critical. Often interest in learning a language leads to students participating in a learning abroad experience and other opportunities to gain global and intercultural competency. Those who grew up with other languages have the opportunity to gain more advanced skills and a broader knowledge of their heritage language. Utah students who were educated in dual immersion schools are now moving into higher education, providing the U an opportunity to offer courses in multiple languages consistent with the curriculum in dual immersion programs.

There is a Cultures and Languages Across the Curriculum (CLAC) initiative at the U which could be expanded to ultimately reach all students. Language instruction should be

strongly emphasized at a university with significant global reach and the desire to educate students to effectively live and work in a globalized society. This is especially relevant for the U's alignment with initiatives and resources in the State of Utah which leads the nation in dual immersion language learning in K-12 education.

OGE developed the Global Learning Across the Disciplines (GLAD) grants initiative to incentivize departments to integrate global learning into the curriculum. Ten grants have been awarded so far to a wide range of academic programs in the following Colleges: Architecture + Planning, Cultural & Social Transformation, Education, Engineering, Fine Arts, Humanities, Mines & Earth Sciences, Nursing, and Social & Behavioral Science. Related to the GLAD initiative, there is an active Faculty Learning Community (FLC) focused on global learning in the curriculum comprised of approximately 25 faculty members. Some of those engaged with the FLC have been awarded GLAD grants and have attended the annual AAC&U Global Learning conference. OGE is planning to continue to increase the number of faculty members involved in the FLC.

The General Education curriculum includes an International Requirement (IR) with global learning outcomes for each of the IR courses. It also includes a Global Citizenship track and an integrated Global Citizenship Minor. Currently, the General Education Curriculum Committee is in the process of identifying a select set of outcomes applicable across the curriculum. However, global learning may not be one of those outcomes. If global learning were fully integrated across general education, students would have the foundational knowledge and skills to effectively engage in global learning within their major. Faculty engaged with the global learning initiative have indicated that students tend to lack foundational knowledge as they move into more advanced classes that have a global focus.

In addition to the undergraduate curriculum, there is a need to integrate global learning into graduate programs and to develop additional graduate programs with a global focus. Also, Learning Abroad staff is working with faculty to integrate education abroad

opportunities into the curriculum. Currently, the U does not have articulated university-wide global learning outcomes or an institutional goal to develop global outcomes and assessment. and future discussions will determine if this will be one of the internationalization goals.

4. **Faculty Policies and Practices:** University-level guidelines intended to reward faculty global engagement as part of promotion and tenure or for consideration in the hiring process are not articulated at this time. Global U Council members have discussed keeping a decentralized approach in this regard and to let departments and colleges decide to which degree they want to emphasize global engagement. However, guidance from the University leadership regarding the general value placed on faculty global engagement would be welcomed and also necessary to demonstrate an institutional commitment to internationalization. The deans would like to see assistance from the university leadership and OGE with regard to incentivizing faculty global engagement.

   With the exception of Fulbright opportunities and initiatives within the U's two Title VI National Resource Centers focused on Asia and Latin America, there are few support structures or funding mechanisms for faculty mobility. Faculty development opportunities for global engagement and learning are also limited at this time. A consistent effort is needed to build a faculty with regional and international expertise, such as a transformative hire initiative to strategically appoint faculty with Asia, Latin America and Africa/Middle East expertise to colleges with need or strength in those areas. Additionally, it will be important to provide professional development opportunities focused on integrating global learning into the curriculum and effectively teaching international students.

   The University of Utah Asia Campus (UAC) provides opportunities for faculty in specific disciplines to teach and conduct research in South Korea. Additionally, faculty in all disciplines can take advantage of the infrastructure at the UAC and connections with research entities that have been developed for the UAC to conduct research in the region.

5. **Student Mobility:** The U has a dedicated Learning Abroad unit in OGE that facilitates outbound student mobility for both study abroad and internships abroad. Additionally, the Hinckley Institute of Politics has developed internship opportunities and the infrastructure to support student internships abroad. The administrative processes and policies are largely in place for students to participate in mobility opportunities, unless they are not for credit. There is currently no support at the U for students who participate in non-credit experiences abroad.

Although there are significant scholarships available for students, more funding is needed to address the financial barrier for students to participate in learning abroad, especially for underrepresented students. Learning Abroad operations and personnel are mostly funded by charging students participating in a learning abroad experience an administrative fee, thereby adding to the expenses students incur for a learning abroad experience. The administrative fee revenue combined with the funding from central administration is no longer sustainable as Learning Abroad personnel and operations have outgrown the amount of funding available. An increase of this fee would make the U's fee for learning abroad more expensive than those at our peer institutions and negatively impact students' ability to participate. OGE has submitted a proposal to change the funding structure for Learning Abroad to the U leadership.

In addition to providing international and intercultural experiences for students outside of the US, there are many opportunities for students to have such experiences in the local community and other locations in the U.S. These are often more accessible and affordable for students. As such, there is a need to establish a coordinated approach at the U to provide these opportunities. U students currently have the option to engage with international populations locally and across the U.S, but information and access to these opportunities is decentralized throughout the university.

Much of learning abroad is focused on undergraduate students with few opportunities specifically for graduate students. There is a need to develop more opportunities, access, and funding for graduate students to spend time abroad in programs tailored to their

needs (for example, short-term research-focused allowing students to build a research or professional network).

The University has recently taken significant steps to ensure the health & safety of students traveling abroad. Students participating in learning abroad opportunities through OGE (for-credit experiences coordinated by Learning Abroad or Hinckley) are provided with health & safety information, emergency travel insurance, and are included in the institution's emergency response mechanisms in case of an emergency abroad. Faculty traveling with students abroad for non-credit experiences are strongly encouraged to work with the U Global Risk Manager to ensure they have access to the same services.

Although the University currently does not have a policy requiring faculty coordinating for-credit experiences abroad for students to do so with the support from Learning Abroad, faculty should know that they put themselves at significant legal and liability risk if they take students abroad without University oversight. Similarly, faculty who recommend study abroad programs to students that are not part of the suite of programs vetted by the University, put themselves and the students at risk, not only regarding health & safety, but also in terms of academic quality, U recognition of transfer credit, etc.

The U currently lacks the infrastructure and budget for recruiting international students to the University. Therefore, the U is implementing a partnership with Shorelight Education, Utah Global Accelerator, to recruit international students and provide a comprehensive support structure and foundational courses. The U is planning to develop an in-house recruiting infrastructure as this partnership is implemented. This initiative is being led by the SVPAA, Undergraduate Studies, Enrollment Management, and OGE.

The University of Utah Asia Campus (UAC) provides a recruiting pipeline for the main campus since undergraduate students enrolled at the UAC must spend their last academic year on the main campus. Also, the UAC has a robust recruitment infrastructure that serves to bring visibility to the University of Utah in general and also highlights academic

programs for direct recruiting to the main campus. The English Language Institute, providing non-credit intensive English instruction on the main campus, could also serve as a recruitment pipeline.

6. **Collaboration and Partnerships:** OGE has developed a strategy, protocols, and advising for global partnership development as well as a central database of all university global partnerships. OGE primarily relies on faculty to develop new partnerships with institutions abroad where they have colleagues with whom they are actively collaborating. Partnerships typically begin with research collaboration or other faculty interactions and then move to include student mobility. A limited number of student exchanges have been developed without faculty involvement. We have not yet taken a strategic approach in identifying potential partner universities and specific regions or countries where we currently have few or no partnerships. There are a large number of faculty actively involved in international collaborations and developing new institutional partnerships abroad. There is also a need to develop local and other partnerships with entities in the US to provide opportunities for faculty and students to engage with international populations and issues in the US.

7. **Local/Global Community Engagement:**
There are extensive campus-community partnerships, and many focus on the international population in the local area, global trade, economic development in the state, global research and development, and global talent. Similar to globally-focused academic programs mentioned described above, the University does not have a comprehensive list or inventory of the number, types, and level of these engagements. Therefore, it is difficult to assess where there are gaps in our local/global campus-community partnerships, and whether there are opportunities to increase these engagements. This is essential if the University is to have a more meaningful impact on the community and leverage global experiences for students, extend research opportunities, and provide educational opportunities for community members on campus. The Lowell Bennion Community Service Center, the University Neighborhood Partnership Program, and the Office of Engagement are the campus entities most engaged

with our community and especially with regards to engaging students in the community as well as connecting community members with the University. A strategy to better engaging the community with the U around global learning should begin with these entities. Bringing community members with international backgrounds to our campus, whether to advance their education or to share their experiences, would provide U students direct access to intercultural perspectives and learning, as well as faculty with resources to assist them in integrating global and intercultural learning.

Next Steps

The Global U Council identified the following priorities on which to focus initially:

- Community engagement
- Student mobility
- Curriculum internationalization/curriculum development.

At the November 2017 Global U Council meeting, the Council will discuss goals for each of the above priorities.

Circulate the statement and initial priorities and goals among the university leadership and ask each college for feedback.

Develop a university-wide strategy outline regarding the initial U's institutional priorities for CI, how they shall be implemented, and a timeline for implementation.

References

American Council on Education: http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx

Knight, Jane. 2015. *Updating the Definition of Internationalization.* International Higher Education. https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/7391/6588

University of Utah Presidents Office: https://president.utah.edu/universitystrategy/

Appendix: The ACE Model for Comprehensive Internationalization

According to the American Council on Education's Center for Internationalization and Global Engagement (CIGE), the following six interconnected target areas should be addressed for an institution to fully develop its global dimension:

- Articulated institutional commitment
- Administrative leadership, structure, and staffing
- Curriculum, co-curriculum, and learning outcomes
- Faculty policies and practices
- Student mobility
- Collaboration and partnerships

Following is an explanation of each of the six target areas:

Articulated Institutional Commitment

Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.

- **Strategic planning**. Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee**. A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders**. Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment**. Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.

Administrative Leadership, Structure, and Staffing

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.

- **Senior leadership**. The president and CAO are committed to internationalization and are engaged in the process from the start.

- **International office**. An office or offices are designated to coordinate campus-wide internationalization activities. The senior international officer primarily responsible for internationalization reports to the CAO or president.

Curriculum, Co-curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

- **General education requirements**. Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines**. Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum**. Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes**. Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology**. Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.

Faculty Policies and Practices

As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.

- **Tenure and promotion policies**. Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines**. International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility**. Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).

- **On-campus professional development**. Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.

Student Mobility

Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.

- **Credit transfer policies**. Students can easily earn credit for study abroad through approved programs.
- **Financial aid and funding**. Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs**. Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students**. Academic and social support structures and programs facilitate international students' full integration into campus life.

Collaboration and Partnerships

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. ACE recommends a **4-step approach for creating and managing international partnerships**:

- **Step 1: Strategic planning**. Partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.
- **Step 2: Review possible structures**. International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to

- potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria.
- **Step 3: Identify potential partners**. It is important to analyze the higher education context in target countries, including policies, priorities, structure, and operations. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. Peer institutions in the U.S. can provide useful information on potential partners abroad, and conferences often include opportunities for direct networking with institutional representatives from other countries.
- **Step 4: On-going management**. As partnerships proliferate, institutions may find themselves with too many MOUs – often of varying scope and effectiveness. Another common situation is for partnerships based on a personal connection to dissipate once that connection is no longer active. Centralized coordination, engaging a broader base of faculty support, and designating certain relationships as "strategic" can help mitigate these issues.